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**mission**

**THE TEACHING LIBRARIAN**

is the official magazine of the Ontario School Library Association. It is published three times a year to support OSLA members in providing significant and effective library programs and services. The Teaching Librarian promotes library program and curriculum development that further the objectives set out for students and teachers by the province, school boards, administrators, teachers and parents. It fosters effective partnering with teachers and administrators, and provides a forum where teacher-librarians can share experience and expertise.

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**guidelines**

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Articles of 1000-1300 words in length are welcome. Articles, when approved, should be accompanied by good quality illustrations and/or pictures. Text must be sent electronically. Pictures can be printed or digital (minimum size and quality are 4”x4” and 300 dpi). With photos which contain a recognized individual, please secure the individual’s permission in writing for use of the photo. Photos taken at public events, or crowd shots taken in a public place do not require permission from the subjects. All submissions are subject to editing for consistency, length and style. OSLA reserves the right to use pictures in other OSLA publications unless permission is limited or denied at the time of publishing. Any questions about submissions should be directed to the Editor of The Teaching Librarian: TLmail@accessola.com

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Reducing, reusing, recycling

LYNNE STEWART
North Park Collegiate, Brantford

We were led to believe that computers would make us a paperless society. Well, so much for that prediction. I eventually had to be pro-active with all the rubbish being downloaded from the Internet, and my tax dollars going into the recycling bin.

With the full support of our staff, we now collect used paper and use it in the printer. Teachers accept projects on used paper and we’ve never had to have the printer repaired. Our school has close to 1,400 students and they understand completely the environmental issues involved. Should someone request good paper, it’s not a problem… we just take that person’s first born! No personal information, of course.

At the end of year, teachers clear out files and retirees clear out filing cabinets. We even take their old ditto assignments for recycling!

To further reduce toner wastage, we remove cartridges at lunchtime and the students come back when a teacher-librarian is on duty. Again, this is done with the full support of staff.

Edukids invade WDHS Library

SHARON ARMSTRONG
Waterford District High School

The library at WDHS has instituted a literacy program for the preschool right on the premises. Our goal was twofold. We wanted to make the children at Edukids feel included in the whole school experience and also promote literacy by providing exposure to books and poetry in the library. Once a week we provide a programme of song, poetry and stories. Each session focuses on a theme. It could be dogs, snow, emotions – anything which might catch their imagination. The pace is quick, moving from song to poetry to game to story. Visuals are used whenever possible to help engage the students. Stuffed toys and ‘touch bags’ are especially popular. Occasionally, time is made for students to read for themselves. As our collection expands, we will be able to indulge in this more often. The children are encouraged to interact with the poetry and stories. Questioning, repeating refrains, and providing sound effects, among other things, allow them to participate and provide feedback for us to evaluate. What a great way to promote literacy in preschoolers as they participate in our school library’s program.

A fishing expedition

LYNNE STEWART
North Park Collegiate, Brantford

Following a discussion with Lisa, our library technician, about colourful and delightful beta fish, I decided to purchase a beta fish for the library and run a Name That Fish competition. What a great success! We had approximately 160 entries and, after selecting the best 15, we went on to cast votes for the best name. Exactly 159 ballots were cast. The winner was Askim; 2nd place was Bluenose and 3rd place was Nemo. A picture of the entries was submitted to the North Park newsletter and sent out with report cards. A photo of the winner receiving a $20 voucher for Joey’s Fish and Chips was taken as well.

What works for you?

This is a fun place to share ideas. E-mail your idea or tip to Teaching Librarian editor, Brenda Dillon <brenann@sympatico.ca>.
I am a librarian
by Susan Moroz

I am not a spinster nor a schoolmarm,
And I don’t wear my hair in a bun, nor my glasses on a chain,
And while I do know where to find books on rare tribal customs,
I would really, really like you try to look things up for yourself.

I appreciate contemplation, not silence.

I treat closed minds with open books.

And the term is Boolean ... not ’bouillon’.

I can proudly state my profession in social conversation.

I believe in universality, not elitism;

Freedom not censorship;

And that Dewey was a truly proud and noble man!

A stack is a shelf; a periodical is a magazine.

And it is pronounced fiche, not fish, fiche!

Libraries are the havens of the curious,

The first stop on the information highway,

And the last places that should ever fall victim to funding cuts!

**MY NAME IS SUSAN AND I AM A LIBRARIAN!**
The recent OLA Super Conference provided school librarians with many potential ethical dilemmas. We all know that we cannot accept any personal gains in exchange for the (often meager) amounts of taxpayers’ dollars we spend on our libraries. It would not be ethical. So we question ourselves. If I accept the lovely tote bag and pen from Publisher A, will that influence my decision to direct public dollars to that company? An absurd example, perhaps, but there are many ethical dilemmas which school librarians face.

An ethical dilemma occurs when values are in conflict. These may be our own personal values or those of our organizations. In fact, as school librarians, we have responsibilities to our patrons that ethically supersede those more subjective values.

Consider the example of the school librarian who has a personal moral conflict with sorcery as portrayed in the books by J.K Rowling. Is it ethical for that librarian to refuse to add these books to his/her collection? Consider also the school administrator who requests the removal of the teen musings of Georgia Nicolson, Louise Rennison’s popular series, based on the objections of one parent. Is it ethical to censor based on one objection?

When considering these dilemmas, it is important to remember the ethical principles of librarianship. The common ideals surrounding intellectual freedom, censorship, equity, and access can be found in all discussions of professional ethics for librarians. The Canadian Library Association has a fairly broad code of ethics, while the American Library Association’s code goes into a bit more detail.

In this issue of Professional Connections, we’ll explore a few of the ethical principles of librarianship that are most relevant to the school setting. Hopefully, some of the resources provided will assist you in navigating safely through any dilemmas.

**Intellectual Freedom**

Intellectual freedom encompasses so many issues. The principles are founded on the rights of citizens to have access to information that is unbiased, accurate and equitable, and that encourages free thought even though it may be controversial.

The OLA states that “the provision of library service to the public is based upon the right of the citizen, under the protection of the law, to judge individually on questions of politics, religion and morality.”

For school librarians,
upholding these principles can be more challenging as they are based on adult’s ability to make judgments, not a child’s. Consider the following sources when developing intellectual freedom policies for your school or district.

Sources:

CLA’s Statement on Intellectual Freedom http://www.cla.ca/about/intfreed.htm

Freedom to Read Canada http://www.freedomtoread.ca/default.asp

ALA Office of Intellectual Freedom http://www.ala.org/Template.cfm?Section=oif

ALA Freedom to Read http://www.ala.org/ala/ourassociation/othergroups/ftrf/freedomreadfoundation.htm

Censorship

Censorship is a key concept embedded in statements of Intellectual Freedom, but it is important enough to be considered on its own. In its Statement on the Intellectual Rights of the Individual, the OLA addresses two main aspects of censorship: institutional censorship and personal censorship.

◆ That it is therefore part of the library’s service to its public to resist any attempt by any individual or group within the community it serves to abrogate or curtail access to information, the freedom to read, view and listen by demanding the removal of, or restrictions to library information sources in any format.

◆ That it is equally part of the library’s responsibility to its public to ensure that its selection of material is not unduly influenced by the personal opinions of the selectors, but determined by the application of generally accepted standards of accuracy, style and presentation.

Censorship can elicit some very intense reactions from members of the public. The sites below provide some valuable information on this broad topic to help you deal with the “c” word:

OSLA has provided a links page to several censorship sources http://www.accessola.com/osla/links.htm#2

Canada’s Freedom to Read Kit provides a page on censorship in Canada and includes a pamphlet entitled “When the Censor Comes”, designed to assist teachers and librarians.

http://www.freedomtoread.ca/censorship_in_canada/index.asp

The ALA’s office of Intellectual Freedom has many resources including a section on challenge support http://www.ala.org/ala/oif/challengesupport/challengesupport.htm

For the school librarian, personal censorship is an area that can cause a great deal of grief if not approached in an objective manner. To help alleviate any concern about personal bias in the selection of materials, it is important to have a collection development policy. This way, selections are made based on approved criteria that insulate you from having to justify personal choices. Check with your school board to see if there is a policy. If there isn’t, why not draft one?


School librarianship is a noble and rewarding profession. If we are to be seen as professionals, then we must create and adhere to professional standards. Setting an ethical standard is just one of the ways that we can contribute to our professionalization. So, have you decided whether you should accept that tote bag and pen yet?
Welcome to the final issue of volume 11 of *The Teaching Librarian*, Ethics @ your library. As Roberta Henley mentioned in her editorial in our last issue, we’re co-editing this issue and I will be taking over as editor next year. Roberta has moved from editor of *The Teaching Librarian* to president of OSLA. It’s been my privilege to work with Roberta on *The Teaching Librarian* Editorial Board since August 2001, so I know she’s going to be a tough act to follow. I’m grateful for the dress rehearsal provided by the opportunity to co-edit this issue! It’s my pleasure to welcome Susan Moroz to *The Teaching Librarian’s* Editorial Board. She’s taking over the Professional Resources column.

And so, on to this issue – Ethics @ your library. Cheating and plagiarism, copyright, safe and ethical use of the Internet...all are issues on which we’re expected to take a leadership role. Our ability to provide that leadership will be enhanced by the articles in this issue on copyright by Holly Gunn, and audiovisual public performance rights by Doug Atkinson. Mary Elise Citton’s article on effective research assignment design will help us in our constant struggle to prevent plagiarism and encourage academic honesty.

Just how much interest there is in this topic has become very clear as I’ve followed the LM_Net discussion about the April 29th ABC Prime Time show on plagiarism. There are a lot of frustrated teacher-librarians out there! And quite a few of them said essentially the same thing MaryElise Citton says in her article – assignment design is vitally important. And yes, we can provide leadership to our colleagues.

Don’t forget about the wonderful OSLA curriculum support materials posted on the Web site – taking leadership doesn’t have to mean doing it alone, from scratch. Then there are the ethical questions related to librarianship, such as a patron’s right to privacy. Ken Roberts explores such questions in his article.

And what about our dealings with sales representatives from the various publishers and jobbers interested in making sales to our schools? Does the fact that I review books supplied by NBS and EduReference make me more likely to buy their materials? (In my case, no – they’re my board’s tendered suppliers.)

What about that lunch I accepted when I spent an afternoon previewing books at the EduReference showroom? Susan Moroz explores this tricky territory in her debut Professional Connections column.

This issue is one you’ll want to keep close at hand as you deal with all the issues that go along with our jobs as teacher-librarians.

Enjoy!
The Rule of Copyright Law

Legal and ethical considerations concerning the use of audiovisual materials in public performance situations

Douglas Atkinson

.3 of the Copyright Act R.S.C. 1985 c.C-42 confers upon the copyright owner of a particular video the exclusive right to perform, or to authorize a performance of, that video in a public place. Bill C-32, an amendment to the Act, was passed by Canadian Parliament on April 25, 1997, further defining and reinforcing several articles of the Act.

In regards to the public performance of audiovisual materials, the spirit of the Act and its Amendment can be summarized as follows:

If a video is played in a public place, whether or not a fee is charged, the written permission of the copyright holder is required.

Under Canadian law, schools and libraries are considered public places, and it is therefore incumbent upon teachers and librarians to ensure that when they use the performance of an embodied audiovisual work they do so with written permission on hand—written permission which clearly defines the conditions under which the work can be performed.

In the case of audiovisual materials which are created with the educational system primarily in mind, and which come from exclusive distributors (issue videos, curriculum-oriented titles etc.), the permission under which the works can be performed is usually clearly defined. The same goes for the site licenses sold by audiovisual clearing houses that cover a number of studios.

In the case of Public Performance Rights Included (PPRI) materials, public performance permission comes included in the list price, usually identical to the item’s retail market price. In the broadest class of PPRI, one can actually purchase the video at a local store or anywhere else and perform the work in a classroom or public library. In this scenario the public performance permission travels with the copy of the work, and the only restrictions that usually apply are those pertaining to what is described in the Act as “motive for gain.” These are quite obvious (i.e. don’t charge admission). In the narrower (and now more common) class
of PPRI video, the work is marketed by a number of vendors (non-exclusive) and come with most of the same restrictions that apply to exclusive materials (i.e. the video can only be shown in the school which bought it and cannot be purchased by media centres, etc.)

But, regardless of whether a work is obtained from the most specialized educational distributor or from Wal-Mart, it is critical that the user obtain written documentation from the copyright holder guaranteeing the permission and outlining the terms of use. And even in the case in which the video is obtained from a mass-merchant, the user is still engaging in a contract with the rights holder to perform the video under certain broad conditions as described above (i.e. no motive for gain).

Other conditions are not obvious. For example, even the public performance permission for most PPRI titles is restricted to a single site, and sales to media centres are either much more expensive or forbidden outright. In situations in which works are purchased from mass merchants (Wal-Mart, amazon.com etc.), a public performance permissions letter is obviously not available. However, such documentation is available from the rights holder (i.e. Sony), and it is critical that these warrants be obtained and kept on hand.

In cases where documentation is unavailable for whatever reason, the rule is simple: No letter. No PPR. Period.

Admittedly, collecting documentation, particularly from difficult to contact or indifferent rights holders (try getting a PPR letter from the big studios), is a lot of extra work. Over the years, in the course of giving dozens of workshops to teachers and librarians on the practical realities of performing audiovisual works in public, a certain question has occasionally reared its ugly little head regarding potential copyright violations, either inadvertent or… let’s face it, deliberate. “What are the chances of getting caught?”

This, of course, takes us immediately out of the legal sphere and into the ethical one. Frankly, most of us know that aside from the occasional highly-publicized case in which a teacher has been caught showing a video without a license and fined (up to $25,000), the chances of getting caught are extremely unlikely. Therefore, why worry about copyright at all?

I usually answer that by contra posing this question: “When approaching a red light in the dead of night at an intersection with clear visibility in every direction and no police cruisers in sight and no place for the cops to hide… do you stop at the light or run through it?”

The answer, with very few exceptions, is “Of course I stop.” Indeed, it turns out that few run red lights, even in the dead of night when there’s no chance of being caught. There we all are, sitting in our cars with the engine idling aimlessly at three o’clock in the morning when we could just drive on. Why? Well, obviously, everyone wants to be safe, but in this arbitrary situation there is no risk of danger, no physical or legal consequences for performing the illegal act. Okay. Again, then: why?

The answer is very simple, and speaks directly to “the better angels of our nature”, as Abraham Lincoln once described it. As it turns out, the vast majority of the citizens of established democracies, possessing a clear understanding of the requirements of coexisting in a civilized society, behave themselves accordingly, and most importantly, voluntarily.

Put simply, the main reason people don’t steal from other people is because it’s wrong, not because they’re afraid of getting caught. For that fraction of a percent of the population who feels no such compunction, we’ve got the cops, courts, prisons, etc.; otherwise, the rule of law is established by the enlightened compliance of the citizenry… not the police. If we depend on the police to make sure we obey the law,
we get a police state.

Copyright law is no different from any other law. The Copyright Acts of the mature democracies are intended to ensure the rights of creative individuals or groups of creative individuals, and in particular to assign the creator of a work the sole right to determine under what circumstances that work will be performed. Take a hard look at countries with feeble or nonexistent domestic copyright legislation and which are not signatories to international copyright law, then ask yourself if you’d like to live in any of those countries. The answer will almost certainly be “No.”

It is important, therefore, for citizens in positions of responsibility who use embodied audiovisual works in public places to have a clear understanding of the rights of the owners of those works, and to make every effort to eliminate inadvertent copyright violations by ensuring that adequate documentation is in place.

As for that tiny minority who continue to deliberately and flagrantly violate copyright law, the spectacle of an individual in a position of tremendous influence stealing from others (even filthy-rich corporations) in front of a classroom full of impressionable children is pathetic and sickening. And it certainly isn’t any way to ensure the continuance of a law-abiding society.
If we follow the advice of educators such as McTighe and Wiggins in *Understanding by Design*, or Booth, Colomb and Williams in *The Craft of Research*, we come to understand that, for many, the process of research stops at accessing resources that answer the simplest research questions: who, what, where, when, and why.

This is great for elementary students and even some high school students. However, when the process doesn't move on to include such concepts as how, what if, possible reactions and consequences, etc., then there is no need to seek out and analyse information. When the research doesn't ask students to question, doubt, and verify the information and then come to a personal assessment of it, why should they? Changing the assignment expectations means cheating can't occur.

Why give out research assignments? What real purpose do they serve? At the elementary level, many research assignments help students become familiar and comfortable with seeking out and accessing information as they read for very specific answers. The son of a friend came home with a research project on blue whales. He had to discover where they live, how they live, how they mate, who their enemies are, what they eat, etc. There were no questions about the blue whale's vulnerability to extinction; how they are affected by water pollution, oil spills, or lack of food; or our global responsibilities to protect this animal. This is perfectly fine for grade 4.

Moving on into high school, one of the expectations for research assignments should
be to continue familiarizing students with the resource environment, whether print or electronic. However, when research topics such as The Causes of the French Revolution, or Steroid Use in Major League Baseball are assigned, it should come as no surprise when teachers read completely plagiarized papers. Why? Because these research assignments are not much different from the blue whales project.

Over the course of the students’ learning, when are they taught to make the research meaningful or relevant? Why should I care about blue whales, I live in Toronto? Why do I need to know about the causes of the French Revolution, which happened too long ago and in another country? Why should I care about steroid use in major league baseball when I don’t play and never will? I don’t even like baseball... Such disinterest on the part of the researchers will yield papers that are plagiarized or, at best, very boring to the readers.

If we go back to the educators mentioned earlier, we will find they give sound advice. If we put the students into roles that give purpose to the research—because it is for a very specific type of reader/audience—then we have a good chance of reading fine papers that are relevant.

The student who is a documentary writer for the History Channel and is asked by the boss to script a comparison between the French Revolution and the rebellion in Haiti suddenly has a reason to seek out a wide variety of sources outside the basic encyclopedia entry. Uprisings can happen anywhere, any-time. The student who is a public health official and calls an inquiry into the future health problems and cost of athletes using steroids realizes that it’s not just about baseball anymore.

Grade 9 science teacher Cynthia DeSouza puts her students in the role of a sibling whose married sister has been told she cannot conceive by natural methods. Since the students are studying reproductive technologies, it is up to each student to explain the options available to his/her sister in language everyone can understand. This role makes it difficult for students to use medical language beyond their own comprehension. Cynthia also adds that the students must include the moral/ethical issues surrounding the technology. At the library we discuss the information needs of the students, provide instruction, and assist them with note taking.

The ultimate goal of all research assignments is to help students become critical of the information they gather. We want students to question the time or writing, the writer’s biases, the validity of the information, and the authority with which it’s written. We want them to do this so that they can think for themselves and decide for themselves what they will or will not believe. We also want them to conduct their own field work and not rely exclusively on the work of others.

Creating assignments with these goals in mind takes time and training. If we want to eradicate plagiarism and cheating, then we need new assignments that can’t be labeled Blue Whales Projects.
When I was in high school I liked to read. One day I checked out three books from the school library at the beginning of the day and returned those same three books after my last class. The vice principal called me into his office the very next morning. My three library books formed a mini-stack on one corner of his polished wooden desk. He pointed to the books and asked if I had read them. I nodded my head. He told me, staring into my eyes, that it was impossible for anyone to have read three books in one day and still pay attention during class. He suspended my library privileges for the rest of the semester.

My visit to the vice principal’s office took place almost 40 years ago, but I am still miffed that my high school librarian helped to revoke my library privileges for the crime of enjoying books.

Many times, in fact, I have wondered if that school librarian acted properly. Some days, I mentally concede that she was an employee of the school and had an obligation to my education. Other days, I angrily decide that my reading habits were confidential and that she had violated some unspoken contract between us.

The study of ethics is the study of such dilemmas. Ethics is a proper philosophic discipline. I recently attended a workshop on ethics that was conducted by Karen Adams of the University of Alberta. Karen identified four common approaches to ethical dilemmas.

- The Utilitarian approach tends to judge decisions from the standpoint of the end result.
- The Rules approach applies external laws instead of self-choice.
- The Social Contract approach abides by community standards as well as tacit or explicit agreements within organizations.
- The Personalitistic approach peers inward and asks, “How do I feel about making this specific decision?”

Each approach has strengths and flaws and any individual who routinely applies one single approach to all situations will miss the strengths that the other approaches can provide.

Here’s an analogy. I like golf and carry 14 clubs in my bag. No one club can do everything. It’s impossible to play well while driving with a putter or putting with a driver. It would be simplistic to say that there is a well defined time when each club is used, but knowledge of how each club can perform makes for good decisions about when each should be used. Some of these choices are clear while others are more difficult.

It seems to me that school librarians often face ethical dilemmas and, like many of us, apply solutions without always recognizing that ethical decisions are even being made. Difficult decisions become easy whenever people hold fixed views of life. For example, a school librarian who feels that the Common Good is always achieved when education is strong may find, when faced with decisions, that she assumes the Common Good trumps the need to comply with copyright law or electronic licensing agreements.

I would argue (and have) that the greater the belief in the overwhelming need for one single “good” to triumph, such as the importance of quality education, the greater the need to back away and to consider this bias in terms of ethics.

I know a teacher who admits to taking a black marker in hand and obliterating the single swear word in a novel purchased by her...
school librarian. She argues that the author never should have included such a word. Ethically, does her need to correct the author’s supposed mistake override the author’s right to intellectual property? Does the need to ensure quality education make a decision to violate electronic licensing agreements an ethical choice? Does the quiet removal of a book because of parental protest override the rights of others to enjoy such a book?

In my opinion, ethics and pride are concepts that work well together. Ethical decisions should be ones we can relate to others with pride and for which the thought processes leading to the decisions can be defended.

Decisions that we hope will stay undiscovered are ones we should all question. Schools and school boards which decided quietly to remove and then to reinstate the Harry Potter books are illustrative of organizations that, at the very least, condoned a form of silent censorship. A decision to remove books or to violate licensing agreements should be made in the open so the ethics of these situations can be publicly discussed and debated. There is invariably an element of the Personalistic approach in such decisions and these personal decisions should be checked against opinions held by the broader community.

I like to see libraries publicize their values and the principles and assumptions by which they operate when faced with difficult choices. In fact, I would probably argue that the most highly ranked value should reflect some balance between the value that a school library adds to each student’s educational opportunities and the value given to a student’s privacy in the reading choices he or she makes. Perhaps because of my own high school experience, I feel that the first ethical decision for any school librarian is simple. When it comes to the crunch, who is the primary client? I’ve been waiting for an answer to that question for a long, long time.
Copyright reform in Canada is a balancing act between educational user groups who want easy access to publicly available material on the Internet for educational purposes, and the rights holders who want control and compensation for the use of their copyrighted works. Striking the balance are the government departments that develop Canadian copyright policy and politicians who pass copyright legislation.

Copyright is the legal protection given to creators of original works to publish, reproduce, authorize use, and receive compensation for their efforts. Copyright is intended to foster innovation and the creative expression of ideas.

Copyright law dictates who benefits from the law, what works are protected, the duration of copyright, what can be copied or reproduced legally, exceptions to the law, and the consequences of violating copyright law (Noel, 2001). Canadian copyright law grants copyright owners the sole right to reproduce, publish, perform, and obtain economic gain from their works. A copyright infringement occurs when someone does any of these things without the copyright owner’s consent.

Although Canadian copyright law grants exclusive control over the use of copyright works to copyright holders, the law limits these exclusive rights through fair dealing. Fair dealing practices, as explained in Sections 29.1 and 29.2 of the Copyright Act, permit reproduction of copyrighted material for research, private study, criticism and review, and news reporting.

The Canadian Copyright Act also grants educational institutions certain exceptions from copyright law infringement (Copyright Act, Section 29.4.1-9 & Section 30). These exceptions, however, disregard the digital environment in which much teaching and learning occurs. “As it currently stands, copyright law impedes technology-enhanced learning and does not reflect technological advances and their impact on the creator and user communities.” (ACCC, 2003, Digital Learning & Copyright section)

Copyright Reform

In 2001, Canada began the copyright reform process to address copyright in a digital environment. Technological advances, international World Intellectual Property Organization (WIPO) copyright treaties, and international legislative decisions such as Napster and MP3
rulings following the 1998 American Digital Millennium Copyright Act were catalysts for Canadian copyright reform.

To facilitate the reform process, the government published several documents in 2001 that outlined issues for new legislation:

(1) *Framework for Copyright Reform*;
(2) *Consultation Paper on Digital Copyright Issues*, and the
(3) *Consultation Paper on Application of the Copyright Act’s Compulsory Retransmission License to the Internet*.

The government received more than 700 submissions in response to these documents. (Canadian Heritage, 2002)

The Copyright Forum (2001), a group of 13 national organizations, including the Association of Canadian Community Colleges, the Association of Universities and Colleges of Canada, the Canadian Library Association, and the Canadian Teachers Federation, presented a report describing the impact of technological advances on teaching and learning. The Forum requested amendments to the Copyright Act “to allow the educational opportunities created by digital technology to be realized.” (Copyright Forum, 2001, Digital Learning section, para.2)

In October 2002, Industry Canada and Canadian Heritage issued *Supporting Culture and Innovation: Report on the Provisions and Operations of the Copyright Act* as a follow-up to the 2001 *Framework for Copyright Reform*. The report provided an assessment of the performance of the Copyright Act and described the government’s position and priorities for addressing reforms. Many Canadian educational organizations again submitted briefs in response to this document.

The submissions from the educational user groups stood in sharp contrast to those from the copyright holders. The greatest concern to the educational users was the use of the Internet for teaching and learning without copyright infringement. They wanted to be able to use Internet material without obtaining rights clearance for works that were already publicly available (ACCC, 2003). “Copying, exchanging, and using material that is publicly available on the Internet without expectation of payment for use is an important component of the modern educational experience,” even though much of this is an infringement of current Canadian copyright law. (CAUT, 2003, Issue 7, para.1)

Educational user groups didn’t want copy-
UNDERSTANDING COPYRIGHT TERMINOLOGY

To fully appreciate the complexity of copyright reform in Canada, it is helpful to know common copyright terminology and the role played by organizations involved in developing and implementing Canadian copyright policy. Canadian copyright policy is not an island unto itself. International copyright laws, decisions, and treaties influence copyright policy in Canada. The legal battles over copyright ownership in other countries and the decisions of the World Intellectual Property Organization (WIPO) can be the final word of the copyright law in Canada. James Gleick, (2004) explains the impact of the international WIPO decisions for copyright ownership for Canadian businessman, Jeff Bulgar, in his entertaining article about the battles being waged over the ownership of names.

- Copyright: Copyright is a legal term that is used to describe rights given to creators of original works.
- Copyright Collective Societies: Copyright collective societies are organizations established to administer the rights of several copyright owners. These are a centralized means of authorizing, controlling, and collecting payment for reproduction and use of original works. Most countries have collective societies. Canada has 36 collective societies; The United States has eight. A list of Canada’s copyright collective societies can be found at http://www.cb-cda.gc.ca/societies/index-e.html.
- Copyright Infringement: Any violation of copyright law is an infringement of the law.
- Economic Rights: Economic rights belong to the person or organization that benefits economically from the copyrighted work. For example, in some educational settings, the institution may have the economic rights to the copyrighted work, but the instructor benefits from the recognition from the creation of the work.
- Fair Dealing: Fair dealing with a copyrighted work means that users have the right to copy a copyrighted work or part of the work for certain research and study purposes. The Canadian copyright law allows copying a work for research or private study or for review or criticism. The United States copyright law uses the term fair use. The American copyright laws permit more generous educational fair use exceptions than fair dealing under Canadian law.
- Moral Rights: Moral rights are the rights that prevent copyrighted works from being used in ways the creators of these works had not intended.
- Motive of Gain: When a copyrighted work is performed or reproduced with the purpose of making money, or when money is charged or exchanged, there is a motive of gain. Educational institutions are allowed exceptions from the copyright law in certain cases as long as there is no motive of gain.
- Open Source: Open source is the term used to describe software whose code is free for users to examine and modify. Linux is an example of an open source operating system.
- Publicly Available: The educational groups define “publicly available” as material communicated to the public by telecommunication with the copyright owner’s consent, without expectation of payment, and without technological protection measures (TPMs), such as password protection, encryption, and other devices to limit distribution (Industry Canada, 2003, Annex B). Copyright holders do not necessarily agree with this definition. They tend to consider this definition too broad.
- Public Domain: A work in the public domain is free from copyright either because copyright has expired or the work was open source and available for public use without asking permission or paying fees for use. Sources are still cited and creators credited.

right duration extended, and they wanted to protect and enhance material in the public domain. Copyright holders in the United States and in the European Union had been successful in extending copyright period to life plus 70 years. Lawrence Lessig (2001), an American constitutional lawyer and champion of the Internet as an intellectual commons, noted that the American Congress has extended the term of copyright retrospectively 11 times. “Each time, it is said, with only a bit of exaggeration, that (when) Mickey Mouse is about to fall into the public domain, the term for Mickey Mouse is extended.” (Lessig, 2001, p.107)

The submissions from the copyright holders emphasized control and compensation; for example, the Canadian Film and Television Production Association (CFTPA) wanted licensing for the educational use of copyrighted materials on the Internet. “Public policy may dictate, in certain instances, copyright material for educational purposes can only practically be made available via compulsory licensing.” (CFTPA, 2003, Educational exemptions section, para. 1) CFTPA stated that the easy access because of emerging technologies should not mean free access, and wanted the “principle of fair compensation for use ... extended to the unauthorized copying of television and film productions.” (CFTPA, 2003, Extension of Private Copying section, para. 2)

In December 2002, the government organized a consultation meeting with representatives from the educational user groups and the copyright holders’ communities. A Working Group was formed, and, following several meetings in 2003, the report Copyright and Educational Use of Internet Content was presented in December 2003.

During their meetings, the two groups discussed the various educational uses of the Internet, and how these could be accommodated within the Copyright Act (Industry Canada, 2003, Annex B.) Both groups tabled proposals outlining their expectations from copyright reform. The educational users group’s initial proposal requested exemption from copyright violation for the educational use of what is
“publicly available” on the Internet. The educational group defined “publicly available” as material communicated by telecommunication with the copyright owner’s consent, without expectation of payment, and without technological protection measures (TPMs) such as password protection, encryption, and other devices to limit distribution (Industry Canada, 2003, Annex E).

The rights holders’ initial proposal called for compulsory licensing and collective management of copyrighted materials on the Internet. Since copyright collectives already controlled access rights for print, music, and video in Canada, the rights holders believed collectives should extend their licensing to the digital world. (Industry Canada, 2003, Annex E)

Since neither group accepted the other’s proposal, both groups presented counter-proposals. The rights holders’ counter-proposal consisted of two scenarios, both of which would require licensing for the educational community’s use of copyright material on the Internet. Scenario A involved blanket licensing in which every Internet site would be considered available for educational use unless it bore a red light, a copyright collective warning symbol, or notice of a technological protection measure to prohibit use. Scenario B, without blanket licensing, would designate every website unavailable for educational use unless it bore a green light symbol indicating its availability.

When the Working Group presented its report in December 2003, the two groups still disagreed on several significant issues about copyright reform in the digital world:

1. the use of compulsory licensing
2. a clear explanation of “publicly available” (The rights holders wanted sound recordings and moving pictures excluded from the definition.)
3. who should decide what was publicly available;
4. whether cutting and pasting to develop new documents was an infringement of the copyright holder’s moral rights (Industry Canada, 2003).

INTERNATIONAL CONVENTIONS ON COPYRIGHT


- Digital Millennium Copyright Act (DMCA) -- American legislation passed by Congress in 1998 to implement the 1996 international copyright treaties signed at World Intellectual Property Organization. Among other things, the DMCA outlaws code-cracking devices and makes it illegal to circumvent anti-piracy measure used in digital products.

- The World Intellectual Property Organization (WIPO) -- WIPO administers the Berne Convention for the Protection of Literary and Artistic Works. Many countries, including Canada, have signed international copyright treaties; therefore, the principles of copyright laws for many countries are similar.

- The WIPO Copyright Treaty and the WIPO Performances and Phonograms Treaty (the Internet Treaties) -- These were the first treaties to address copyright and rights of neighboring counties in a digital environment. Canada signed these treaties in 1997, and they came into force in 2002. Canada is now considering the ratification of these treaties. The United States’ response to these treaties was passing the Digital Millennium Copyright Act of 1998. The UCLA Online Institute for Cyberspace Law and Policy provides highlights of this act on its website (http://www.gseis.ucla.edu/iclp/dmca1.htm) and provides a link to the act itself.
Despite these unresolved differences, the two groups agreed there were many works on the Internet that are free for use, require no authorization or payment from the copyright holder, and that such works shouldn’t be subject for payment under collective licensing. They also agreed that any copyright reform solution must be easily understood by students and teachers, and that it is necessary to maintain and encourage learning moments with Internet material. The educational sector also agreed that it would pay for use of Internet material where there is an expectation of payment. (Industry Canada, 2003, Areas of Common Understanding)

Copyright Collectives and Licensing

Canadian Heritage was already studying collective licensing systems to access copyrighted materials on the Internet. It funded the Application of an Extended Collective Licensing Regime (Gervais, 2003), which outlined the benefits of collective licensing. In this report, Gervais said that collective licensing for educational use of copyrighted works on the Internet would eliminate the worry of law suits for educational institutions while rights holders would have greater protection of their rights (Gervais, 2003).

Proponents of the Internet as an intellectual Commons have been strongly opposed to the use of licensing and collectives to control access to copyrighted materials on the Internet. Lessig (2001) argued against collective licensing, stating that increased control actually stifles the innovation that copyright was intended to support. “Control when complex, can often increase the costs of using a resource; increasing those costs can easily chill innovation” (Lessig, 2001, p. 215).

The Canadian Copyright Forum (2001) explained the problems with licensing for educational use of Internet materials: “Increasingly contract law is taking the place of copyright law. There is, however, a very important difference between copyright law and contract law. Copyright law involves a carefully considered public policy balance that is not reflected in
contract law. Contracts used in merchandising digital products often introduce a significant imbalance with respect to interests of the parties of the contract.” (Copyright Forum, 2001, Licensing section, para.1)

The Canadian Association of Broadcasters (2003) questioned the success of Canada’s collectives and their collective administration of copyright, noting that Canada’s 36 copyright collectives (The United States has eight), often administer the same right while some fields of copyright have no collectives at all.

Implications

Teachers and teacher-librarians need to be aware of the pressures being exerted by corporate copyright holders to use contract law to replace public policy. Copyright legislation is public policy, and a successful public policy strikes a good balance between the rights of the copyright holders and the rights of the public to view, read, and study their original works. That balance is needed to allow students and teachers access to what is legally and publicly available on the Internet for teaching and learning.

Holly Gunn is a teacher-librarian with the Halifax Regional School Board. She has a BA, B.Ed. and M.Ed. from Acadia University and an MLS from Dalhousie University. She has taught at various grade levels from elementary through high school, in both public and private schools, and has prepared and instructed Continuing Education and summer university courses. Holly has just started a secondment position with the Board on a new automation project. Before that, she was the teacher-librarian at Sackville High School, where she worked for over twenty years. Holly writes a regular column on Internet searching entitled “Searching the Web” for Teacher Librarian. She was recognized as "Teacher-Librarian of the Year" by the Canadian School Library Association in 2000 and was named "Expert of the Month" for integrating technology into the curriculum through the school library, in 2002, by the NIS (Network of Innovative Schools).

COPYRIGHT RESOURCES FOR TEACHERS

Canadian copyright policy is developed by two divisions of the Canadian government: Industry Canada and Canadian Heritage.


INTERNATIONAL CONVENTIONS ON COPYRIGHT


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REFERENCES


Why do students cheat?

“… ctrl a, ctrl c, ctrl v. It has never been easier.

That’s the reason both students and teachers give for committing the deadly (and obvious) sin of cheating. The pressure of making the grade, the need to do some mundane task now to get ahead later, the expediency of looking good without much effort, the shortcutting of learning to have fun…”


Over my past two decades in education, I’ve watched the academic attitudes and responses to plagiarism progress along a positive continuum; from initial thoughts of detection, followed by strict enforcement policies, then moving on to prevention practices.

It’s not that deliberate plagiarism itself has changed… students have, and always will be tempted to use the words and works of others as their own. Rather, the sophistication of the academic/educational world has grown.

Detection, Enforcement, Prevention - Within your own institution you can watch as individual staff and entire departments move through these three stages. As an Information Specialist you can serve as a real resource to your staff, moving them along to the prevention stage.

Stage One: Detection

This is the first step on the “dealing with plagiarism” path. The main thrust in academic action at this stage resembles policing. From the first acceptance of the fact that “my students plagiarize”, the focus is on how to use the technology to detect and catch the offending plagiarist. From this attitude has sprung a
stage two: enforcement

as institutional policies with serious consequences are developed and as students start to get suspended, expelled or prosecuted, people begin to take notice. this is the stage that garners media attention with stories of institutions passing zero tolerance policies, and of students caught by these policies – admonitory tales to teach our kids the serious outcomes facing them.

in early september the canwest news service and the canadian press both ran series of articles, which explored canadian universities’ crackdown and zero tolerance policies. triggered by media releases from the institutions and published during first month of classes, these articles were aimed at forewarning the students what to expect. here’s one of my favourite quotes from an enforcement site.

plagiarism may be...
accidental/ignorance – no sense of it as wrong (“i thought the internet was free!”)

procedural – knew it was someone else’s work but did not know how to properly use/cite (stodgy research and poor note-taking, careless “cutting and pasting” of electronic sources)

deliberate – as a workload strategy, or an attempt to mark-boost

ignorance will not excuse a violation.... both intentional AND unintentional plagiarisms are violations and will be prosecuted.

ofﬁce of student judicial affairs at uc davis http://sja.ucdavis.edu/avoid.htm

if your institution is entering into the enforcement stage, try to have a say in what the policy is and what the consequences should be. remember that the end goal is to enhance the learning and research skills of students, not criminalize them!

stage three: prevention

the final step on the continuum is preven-
PLAGIARISM: ONLINE CHECKING TOOLS

Checking for materials copied from the web?

Education Society of Alberta runs the 2learn.ca site which includes the excellent web resource “On Plagiarism”. This site is a complete resource kit for teachers, students and parents.

A web-checking “Plagiarism Sleuth” tool is included... you simply copy/paste text into the search box and get immediate feedback about the site(s) the the material was taken from!

http://www.2learn.ca/mapset/SafetyNet/plagiarism/

Considering a commercial service?

Have a serious discussion with the department heads about whether your board wants to take this approach for the secondary panel. If so, consider a service like MyDropBox.

This service lets both students and teachers assess writing for plagiarism content... so there’s a learning opportunity for the student as well. Used on an institutional scale, it offers easy-to-use tools to “improve standards of academic integrity”. To see more about MyDropBox.com go to:

http://www.mydropbox.com/technology.htm

Robert Harris, in his excellent Plagiarism Handbook, reminds teachers to remember the student point of view:

- Do not assume that students know what plagiarism is, even if they nod their heads when you ask them. Provide an explicit definition with examples for them. Talk about plagiarism in class, and not just as a hectoring admonishment warning students to avoid it.

- Teach plagiarism not from a punitive approach, but rather by emphasizing good writing and source management skills. Distinguish between writing mistakes and deliberate cheating.

- Make the writing process visible to students (and you) by collecting drafts, annotated bibliographies, and copies of sources used.

- Teach students how to manage sources.

- Design assignments to both mitigate against plagiarism and at the same time help students learn good scholarly habits.

- Know your school’s plagiarism policies and procedures before you begin the course, so you know your options and rights as a teacher in advance.

- Remember due process and student confidentiality if you need to make a plagiarism charge.
• Put students at ease in office conferences to discuss plagiarism. Give students a chance to explain their paper.


What can you do to help move your school and staff on to the prevention stage?

I) Acknowledge plagiarism exists in your school, talk about it regularly.

II) Teach about it - don’t assume kids know what plagiarism really is, or what it is they’re doing wrong.

III) Ensure students are equipped with, and comfortable with the adequate research skills and tools to complete the research without falling back on the crutch of plagiarism.

IV) Select and maintain current lists of good anti-plagiarism resources for staff… how to recognize it, how to develop assignments to avoid it.

V) Know your school/board policies and post them publicly… have “helpful hints” bookmarks and handouts that quote the policy and provide strategies to succeed.

VI) Provide in-service sessions that teach your staff how to design assignments which do not lend themselves to plagiarism in the first place.

VII) Offer sessions to staff, students and parents using great PD resources like the OSLA packages

Resources to share


• Another of my favourite prevention resources is Bedford St. Martin’s TECHNOTES blog for writing teachers… an ongoing series of lessons, articles and commentaries provide great insights into teaching writing in an online world. One archived article specifically addresses prevention strategies… http://bedfordstmartins.com/technotes/techtiparchive/ttpip102401.htm

• Your own Ontario School Library Association has provided stellar support documents and PowerPoint teaching tools… check out their secondary school support curriculum "Academic Honesty-Combating Plagiarism" http://www.accessola.com/osla/curriculum/ssr_plagiarism.htm

• OWL, the Online Writing Lab from Purdue University, has a simple 4 page handout for students (in PDF format) entitled “Avoiding Plagiarism” Simple charts and examples demonstrate the basics of:
  - Actions that might be seen as plagiarism
  - Choosing When to Give Credit
  - Making Sure You Are Safe
  - Deciding if Something is “Common Knowledge”

http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

While all of these stages – detection, enforcement and prevention – can still be found today, I hope that you put the bulk of your energy on prevention.

To coin an old phrase…

An ounce of prevention is worth a pound of cure!
Teacher-librarians, take heart! Working alongside of us is a group of very dedicated and knowledgeable volunteers who have formed The Ontario Coalition for School Libraries (OCSL).

As you know, the Canadian Coalition for School Libraries was started two years ago. Led by the Association of Canadian Publishers they exposed the deplorable state of school libraries with the release of Ken Haycock’s hard-hitting *The Crisis in School Libraries in Canada: A Case for Reform and Reinvestment*. Since then provincial coalitions have also been forming as chapters to assist the national group.

The OCSL involves the input of individuals such as those in the book publishing industry, People for Education, businesses, colleges and universities, and other stakeholder groups. Their mission is to advocate for “well funded and stocked school libraries which are open to students and staffed by qualified school librarians recognized for their importance in helping students achieve overall life literacy.”

To this end, they began their work by sending out a press release on May 19, 2004, in response to Ontario’s new education budget. It was entitled “Literacy and School Libraries – the Big Disconnect” and clearly showed how Ontario’s new government has overlooked the importance of teacher-librarians and the school library program. It also referred to research studies such as Ken Haycock’s report and urged the government to “re-establish and refocus.” This was posted on our OSLA list serv and was extremely well-received by members. It can be viewed on our Web site under the Good News section.

Many thanks to the members of the Ontario Coalition for School Libraries for their support and to the steering committee for their press release. We look forward to working together with you on behalf of our school libraries.
OLA FOREST OF READING
the 2004 celebrations
Blue Spruce | Silver Birch | Red Maple | White Pine | Golden Oak

The 2004 White Pine Award went to
DON AKER here with
Reading Program chair LIZ KERR

BLUE SPRUCE AWARD 2004
Linda Bailey / Bill Slavin

SILVER BIRCH AWARDS 2004
Mike McGowan fiction
Larry Verstraete non-fiction

RED MAPLE AWARD 2004
Norah McClintock

WHITE PINE AWARD 2004
Don Aker

GOLDEN OAK AWARD 2004
Deborah Ellis
OL Education Director MARIA RIPLEY, author TING-XING YE and Durham's NANCY DALRYMPLE at the White Pine.

ROSEMARY CLINTON won the Red Maple Award.

PEGGY DIAMOND LEAVEY was a finalist in the Silver Birch fiction category. MIKE MCgowan won for fiction.

TRUDEE RONAN, BILL SLAVIN and LARRY VERSTRAETE were Silver Birch Award non-fiction finalists. VERSTRAETE won.
LIZ KERR
Libraries + Liz = Leadership
**TL** interviews the redoubtable Liz Kerr for this issue’s profile. She has stepped up and volunteered for our association by serving as president of OSLA in 1996 and president of OLA in 2003. Currently, as well as fulfilling her role as past-president of OLA, she is co-chair of the new Ontario Coalition for School Libraries. We caught up with her recently to learn more about what makes Liz so effective.

**TL:** Liz Kerr, can you tell us a little about yourself?

**LIZ:** Our stories have a way of defining who we are. I’ve been blessed with a long life with a plethora of satisfying experiences – working in teaching and in private industry, living in many communities across Ontario, and having a wonderful, supportive family and circle of friends – all of which have shaped my thoughts and actions. Since I first discovered libraries, I have never wavered from my deep belief in the interdependence of all types of libraries and their potential role in contributing to life-long learning for everyone – if we take the first step and walk through the door!

**TL:** How did you get involved in school libraries, and in what capacities?

**LIZ:** I honestly believe it was part of my destiny to be involved in school libraries. When I grew up and became a teacher, I was fortunate to move to Deep River, Ontario and discover exciting libraries in the schools there – complete with the full range of print, audio and visual resources. This was in 1967; I was a grade 4 classroom teacher and this is when resource-based learning and Partners-in-Action began for me. After taking school librarianship courses, I started my teacher-librarian career in Bell’s Corners Public School in Nepean (now Ottawa) in 1970.

Following my time at home raising my family, and then several years of work in the private sector, my love of teaching and libraries brought me back to the school library - first as a parent volunteer at my children’s school, and then in 1988 at a new school in Courtice, Ontario, where I re-entered teaching. Given the dual role of teacher-librarian and computer site manager, I realized that resource-based learning was taking on a new dimension through the use of electronic resources. I loved the pioneer
years of library automation, online communication with modems, and incorporating the exciting new educational software, such as Logowriter, Newsmaster, and others, into our instructional practice. My newest favourites are Inspiration and Kidspiration — wonderful visual thinking tools!

TL: How did you arrive in the consultant’s role?

LIZ: I was fortunate to be in the right place at the right time. With the experience gained at the new school, my personal learning grew by leaps and bounds, and when the consultant role opened, I was ready to apply! This was in 1990. The job title has changed over the years, and the scope of the position has changed, but in my heart, I am simply running the library for the Kawartha Pine-Ridge School Board, and everyone in the district is a potential client!

TL: Have there been any outstanding moments for you?

LIZ: There have been so many over the years – being awarded the OLA Distinguished Service Award in 1999 ranks highly. Working with so many wonderful OLA staff and fellow librarians whose collective purpose is to selflessly enrich people’s lives through literacy and a love of learning is highly rewarding. A second highlight would be the attendance of my director, Dr. Avis Glaze, at the 2003 OLA Conference with me when I assumed the president’s role. And finally, my whole career as a teacher-librarian and consultant – working with teachers, parents and students and my great LRC staff - has brought me a real sense of purpose and immense satisfaction.

TL: Can you share your favourite reads or recreational pastimes?

LIZ: This is a great question! The recreational pastimes part is simple: I have a wonderful family of whom I am very proud, and spending time with them is my first love. We have an isolated cottage on a private lake in Northern Ontario where we love to spend quiet time; and my husband and I love to travel the countryside on our motorcycle, in our fifth-wheel trailer, or by car – stopping to explore and discover nature’s wonders, and to talk to the wonderful folk in all the small communities across our great country!

For me, the favourite reads part of the question is a little more challenging. Until the last few years, my reading centred more on non-fiction as I read to learn – new ideas, self-improvement, background research for educational initiatives, stories of people’s lives – things of that nature. But recently, I have been touched by two things. The first is the work and writing of David Bouchard in his books, The Gift of Reading, and the recently published For the Love of Reading. One of his very clear messages is that the very best way to instil a fire and passion for reading in youth is to be a passionate reader oneself. I am trying to follow his lead! And the second “epiphany event” is my
involvement with the OLA Forest of Reading Initiative. Listening to the library professionals who select the titles for the reading lists, and being more closely involved with the thousands of youth across Ontario who read these titles every year, has absolutely proven to me the overwhelming connection between reading for pleasure and life-long success. Now I enjoy reading the CBC Canada Reads titles every year, and the reading lists of the OLA Reading Programs. I don’t have time for much more!

**TL:** What do you see in the future for all libraries in Ontario, and how do school libraries fit in?

**LIZ:** Libraries, in my vision of the future, will continue to grow and prosper. As a society we are valuing self-directed, life-long learning now more than ever before. We are valuing strong local communities, and I believe libraries are essential in building strong communities. Public libraries are central to building strong urban and rural communities. School libraries are the core of each school’s learning community. College and university libraries are central to the post-secondary learning communities. A current example of cross-community collaboration is the Ontario Digital Library. (See the OLA Web site for more.) The ODL concept is visionary – a remarkable example of cooperation and partnership among all types of libraries to provide digital resources and services for all citizens of Ontario. Although it seems right now in May 2004 that there is a conceptual disconnect between school libraries and literacy in the education sector, I have every hope this will change as the research linking school libraries, teacher-librarians, and student achievement becomes more widely considered in the broader literacy community.

**TL:** What a story! Thanks for giving TL your time once again; and, every success in linking literacy with all kinds of libraries. Enjoy your summer hide-away – we’ll look forward to hearing from you again soon.
Learning Right From Wrong in the Digital Age: An Ethics Guide for Parents, Teachers, Librarians, and Others Who Care About Computer-Using Young People
Doug Johnson
Linworth, 2003
1-58683-131-3
Paper, 8-1/2” x 11”, 122 pages
Bibliographical references

Learning Right From Wrong is a typical Doug Johnson title—it’s a great resource on a hot topic. Johnson begins with an overview and goes on to cover ethical issues related to privacy, property, appropriate use, and ends with a section on teaching and promoting ethical behaviour. The appendix includes a glossary, ethics questionnaires, and sample policies and acceptable use agreements. Persons interested in further study will find the references list a useful guide. The scenario cards and discussion questions make great teaching tools and can be used with students, staff, and parents. Learning Right From Wrong and Student Cheating and Plagiarism in the Internet Era: A Wake-Up Call (Ann Lathrop and Kathleen Foss, 2000, Libraries Unlimited) would work well together.

It would be hard to go wrong buying a Doug Johnson title – and this one is no exception. Learning Right From Wrong is essential reading for everyone involved in the ethics/academic honesty debate. The copyright notice gives permission for limited photocopying for school library, classroom, or staff development purposes, which makes this title most appropriate for purchase at the school level. As this is likely to be a popular, well-used book, teacher-librarians might want to keep copies on their own bookshelves as well as put copies in school-based professional collections. If issues of ethics and academic honesty are of concern, then Learning Right From Wrong should be on your bookshelf.

Ethics in School Librarianship: A Reader
Carol Simpson, editor
Linworth, 2003
1-58683-184-8
Paper, 6” x 9”, 164 pages
Bibliographical references
$67.00

Ethics in School Librarianship is a collection of readings on by a variety of authors, all of whom seem highly qualified (for example, Doug Johnson is the author of the chapter on technology). The topics covered include collection development, library access, confidentiality, use of technology, intellectual freedom, intellectual property, school library administration, internet use, and professional relationships. The appendix includes the codes of ethics from the American Library Association and the Association for Educational Communications and Technology as well as a list of useful websites. Each chapter includes discussion questions. The bibliographical references provide a starting point for persons interested in further reading on this subject.

Our responsibilities as teacher-librarians go beyond the day-to-day concerns about program and management. We have a responsibility to our students, our colleagues, and our profession to be concerned and informed about the ethical issues related to school librarianship and to provide leadership in such matters. Ethical Issues in School Librarianship provides some of the background and provokes the thought and discussion necessary for such leadership. Although the issues we face are much the same in both Canada and the United States, it must be remembered that this is an American text and so specifics such as legislation and court cases are American. It would be most useful if a Canadian supplement or study guide could be provided.

If Ethics in School Librarianship is being used as a text by a group of teacher-librarians, it would be useful for each group member to have a personal copy. Otherwise, avail-
ability through a district professional collection will probably be sufficient to meet most teacher-librarians' needs.

**MLA Handbook for Writers of Research Papers**

*Sixth edition*

**Joseph Gibaldi**

The Modern Language Association of America, 2003, 0-87352-986-3

Paper, 6” x 9”, 361 pages, index

$20.00 – 30.00 (price varies depending on source)

The MLA Handbook for Writers of Research Papers is a standard reference work, and for good reason – it's comprehensive and authoritative. This sixth edition contains the familiar chapters on research and writing, the mechanics of writing, formatting research papers, documentation (both Works Cited and in-text), abbreviations, selected reference works in a variety of fields, and other systems of documentation. This new edition covers recent technological changes and includes guidelines for using the internet for research and evaluating web sites. There is also a new chapter on plagiarism, which alone is worth the purchase prices.

The MLA Handbook is essential for teachers and teacher-librarians. High school students, especially seniors, will find it a useful supplement to school research guides as it provides much greater breadth and depth of coverage than student guides, which are usually based on the MLA Handbook. Teacher-librarians will find the new chapter on plagiarism particularly useful for their own learning and as a source of ideas and information for staff inservices and student lessons.

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**Who’s Who in Black Canada: Black Success and Excellence in Canada, a Contemporary Directory**

**Dawn P. Williams**

D.P. Williams & Associates, 2002, 0-9731384-1-6

Paper, 6” x 9”, 421 pages, Bibliography and Indices

$45.98

Who’s Who in Black Canada profiles more than 700 Black Canadians who have achieved excellence in a wide variety of professions. Each biographical profile includes information about the individual’s life, such as education, primary field of activity, honours, published works, and community involvement. Even personal mottoes are included. Each profile also includes contact information as the directory is also intended to serve as a guide to potential speakers and mentors, as well as a source of biographical information. The icons at the beginning of each entry provide a quick visual guide to each individual’s field of work. The entries are arranged alphabetically. Indices provide access by province and by primary activity. A teacher’s guide is available from the author with suggestions for use and curriculum links to grades 8, 10, and 11 history, grade 10 civics, and grade 10 career education.

Williams has done an admirable job of gathering and organizing an incredible amount of information not available in other publications. *Who’s Who in Black Canada* will be a useful addition to school (and public and academic) libraries.

*Who’s Who in Black Canada* is privately published by a company set up by the author. This company is hoping to find distributors. More information is available at <www.whoswhoinblackcanada.com>.

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**WHAT’S NEW**

from the OLA Professional Store

Book talks and Book Clubs are a great way to promote literacy and books to young readers. These titles all offer great tips and ideas for running programs for all age groups.

**Booktalker’s Bible 2003 Grades 1-12** $41.70

This guide provides the information you need.
Although new Council members had only met once when I wrote this article, we have been in close touch and have managed, mostly through our listserv and e-mail, to accomplish a great deal! At our first meeting, we decided to move away from the pre-assigned portfolios and instead gave ourselves portfolios, special projects, or liaison responsibilities in order to be flexible and ready to keep abreast of, and involved in, issues as they come along. Since my report in the winter issue of Teaching Librarian, I have the following to share with readers:

**Super Conference 2005**

Carol Koechlin, this year’s convener of OSLA’s sessions, met with Council to discuss plans well underway for yet another fabulous OLA conference. The overall concept for this year will be Stories and the sharing of our successes, which fits beautifully with our push for literacy and the lifelong joy of reading. However, this by no means limits us to thinking about books only, and organizers have some amazing ideas with which to embellish this theme. Proposals for OSLA conference sessions have now been submitted and top-notch speakers are being lined up. Last year more than 900 of you attended, and your reviews were extremely positive. Don’t forget to pencil in February 3 - 5, 2005. We’ll see you at the Metro Toronto Convention Centre!

**The Teaching Librarian**

Congratulations to new editor, Brenda Dillon, who co-edited the last issue, ICT @ your library™, and assumed full responsibilities with this issue. As usual, members have outdone themselves by writing a wide variety of articles in which they share their expertise. A template for the curriculum unit pullouts is now in use, which has made contributions to this section of the magazine easier for writers and more consistent for readers. Themes for next year will be decided upon at the annual board meeting in August. As you know, our publication is only as good as its writers and we rely on you, our readers, to submit your successes, your letters and your articles.

**Reading Programs**

The OLA’s Forest of Reading programs has once again had a widely successful year. Local celebrations have taken place across the
The White Pine celebration in Durham, which I was lucky enough to attend, was an amazing experience! Paying one price to register for any or all reading programs has proven a huge plus for many schools, and accessing the necessary forms online saves so much time and effort at the OLA office. The selection teams to pick next year’s titles have been established and choices will be made over the summer.

Students at Risk Initiative

Members may be aware that OSLA has submitted a proposal for further development of the Ministry’s Think Literacy: Cross Curricular Approaches, Grades 7-12 resource document. A huge thank-you goes to Esther Rosenfeld and lead writer Carol Koechlin for hammering out the details. We have proposed providing materials for two areas: promotion of lifelong independent reading and supporting at-risk students with strategies to successfully select their own reading material, and development of research skills and empowerment of students at risk with scaffolds, organizational tools, and lifelong learning skills. Writing teams will be set up to develop these resources during the summer.

The Ontario Coalition for School Libraries

After an initial organizational meeting to brainstorm the development of an Ontario Coalition for School Libraries, a steering committee was formed and has begun setting forth a Coalition Mission Statement as well as assigning tasks to individual members. The coalition follows the lead of British Columbia, and endeavors to work on behalf of school libraries to increase public awareness and strengthen communication with government.

The Ongoing Crisis

As you know, past president Esther Rosenfeld wrote a letter on behalf of OSLA last year to our Education Minister, wherein she outlined what needs to be done to address the school library crisis. We have continued this advocacy, with some of our members attending and voicing their concerns at local government Town Hall meetings. However, according to the parents’ group, People For Education, the trend of reducing Teacher-librarians in our schools continues. Their tracking report, due in early June, will be followed up with a press release from OSLA; we are currently gathering statistics on staffing of school libraries in both panels from school boards across Ontario.

The Fire Bombing at the United Talmud Torah Elementary School

Members of the Ontario School Library Association were quick to react to the horror of the bombing of the United Talmud Torah Elementary School. Many felt that a letter expressing our concern and a donation of books were in order.

The Ontario Library Association, under the leadership of Executive Director Larry Moore, contacted the school and subsequently started a fund, with an initial donation of $1000 from the Association. OSLA and OLA members were then invited to donate to this fund which in the end tripled in size.

On behalf of members, I wish to express our utmost sympathy for this atrocious act of violence towards the school and the library. We are horrified that the teachers and students have had to endure such an attack.