

SCHOOL LIBRARIAN MODELING INTELLECTUAL FREEDOM

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INTELLECTUAL FREEDOM SCENARIOS AND RESPONSES/MODELING ACTIVITIES

- **Copyright**
- **Access to Information**
- **Privacy**

COPYRIGHT SCENARIO #1: SCANNING WORKBOOKS

- **The school librarian observes a teacher scanning a workbook onto her computer. She informs the librarian that it is too expensive to keep buying it for the class, so she will keep a copy on her computer and print it out for each student, as needed.**

- **The librarian realizes that the workbook is a consumable product, and that the publishing house for the workbook plans on selling a copy for each student per year. It does not give the rights to educators to copy the workbook and print it out for classes.**

COPYRIGHT SCENARIO #1: MODELING ACTIVITIES

- **Possible non-threatening responses that the librarian might give to the teacher:**
 - **Tell the teacher that you are uncomfortable she is scanning the workbook, since such a use is probably a copyright infringement.**
 - **Offer to help the teacher find and write a grant, which will purchase the workbooks for her class.**

- **Ask the teacher if she could place needed workbook pages on an ELMO or other projection device so that students might view the page from the large screen.**
- **Offer to help the teacher look for a similar/cheaper/free workbook for purchase.**

- **Volunteer to ask the PTO if they might be able to purchase the needed workbook for all class students.**
- **Check into the availability of mobile hand-held devices that might hold copies of the workbook. (Again, look for funding – as given above – for these devices and the electronic version of the workbook.)**

INTELLECTUAL FREEDOM

- **Materials Selection**
 - **Policies and practices of providing materials**
 - **Needs of ALL students**
 - **Curriculum needs**
 - **Extracurricular student needs**
 - **Selection aids**
 - **Perceived values schema varies / you serve a wide range of students**

INTELLECTUAL FREEDOM

- **Library Management & Programs**
 - **Deselection**
 - **MARC Records – ranges vs specific grade levels**
 - **Circulation restriction/interlibrary loan**
 - **Reserved materials**
 - **Confidentiality / Privacy**
 - **Censorship**

ACCESS TO MATERIALS #1

- **Resist Abridgement of Reader Rights**
 - **Restriction of access**
 - **Teacher is overhead telling a student to return a book just checked out because it is not in his reading level. As a media specialist, how do you react?**

ACCESS TO MATERIALS

- **Separate reading instruction from personal reading**
- **Refuse to add and remove existing book spine labels indicating reading levels**

POST IN YOUR LIBRARY

- **Reader friendly rules**

- **Rights of the Reader by Daniel Pennac**

- http://www.walker.co.uk/UserFiles/file/Rights%20of%20the%20reader/NYOR_ROTTR.pdf

The Rights of the Reader

by Daniel Pennac

illustrated by Quentin Blake



1 The right not to read.



2 The right to skip.



3 The right not to finish a book.



4 The right to read it again.



5 The right to read anything.



6 The right to mistake a book for real life.



7 The right to read anywhere.



8 The right to dip in.



9 The right to read out loud.



10 The right to be quiet.

10 rights - 1 warning:
Don't make fun of people
who don't read -
or they won't read!





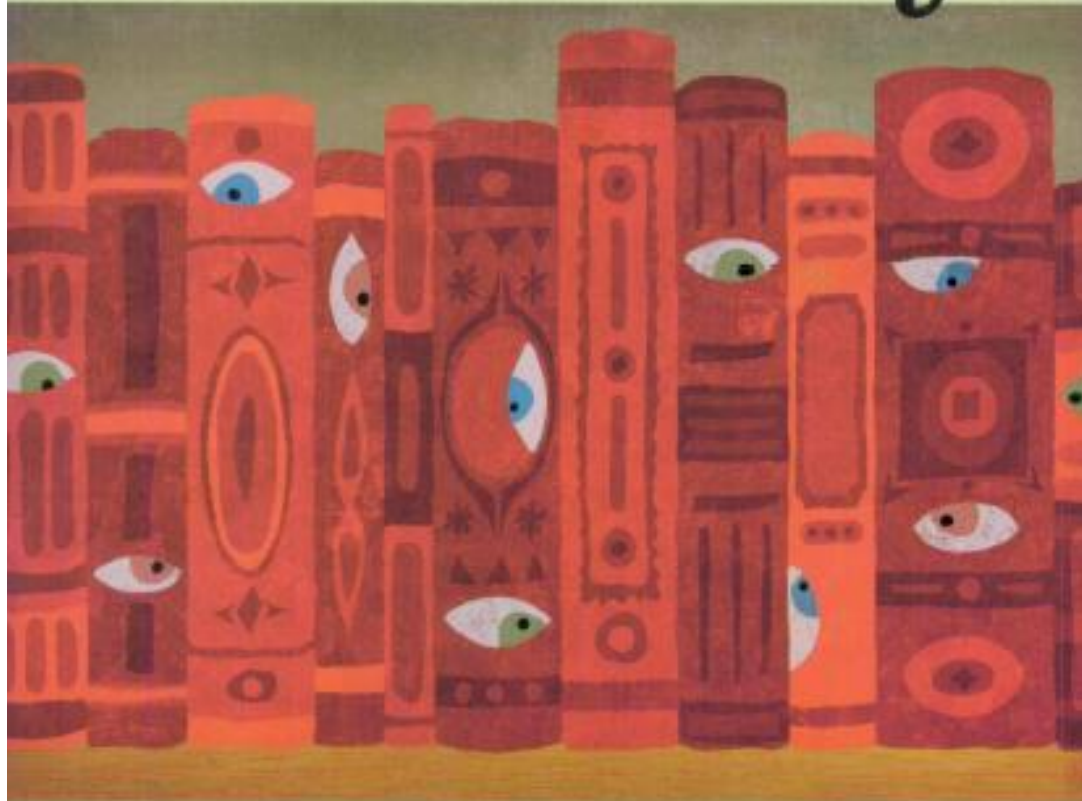
■ **Labeling and Privacy**

- **Reading Level labels**
- **Research Activities**
- **Confidentiality of information from parents**
- **Library Records**
- **Overdue Notices**

PRIVACY SCENARIO

- **Overdue notices**
 - **Fold and tape or staple with only name showing.**
 - **Posted lists include only name**
 - **Do not read names during check out time**

The Privacy



Problem

PRIVACY SCENARIO

- **The parents of a high school senior (he is 18) come to you and asks for their child's check-out record. You feel that this may be a violation of the student's privacy, but are unsure as to how to handle this. On the next slides are some actions that could have been taken earlier to prevent such records being available or which you might be able to take now.**

PRIVACY SCENARIO RESPONSES/MODELING ACTIVITIES

- **Use an automated circulation system which deletes the user record once the item is returned.**
- **Use or set your automation system so that does not keep the history of who checks out which item.**

- **Gently inform the parents that FERPA states educational records (library records possibly may be interpreted to be educational records – this is a gray area of the law) belong to the student at age 18. Therefore, you would feel more comfortable asking the student if he is willing to let his parents see his circulation records.**

- **If confidentiality of school library records is part of your state law, inform the parents of this.**
- **If confidentiality of school library records is part of your library's or school's policy, inform the parents of this.**
- **Make sure that overdue notices are confidential (i.e., not placed on a library bulletin board or web page, etc.)**

- **Make sure that all library records, including circulation records, are inaccessible to the public and/or destroyed in a timely manner.**

COPYRIGHT SCENARIO #2: VIDEO ON THE INTERNET

- **A class instructor finds a video on the Web that he would like to use with his sociology class. He asks if you can help him show it in his classroom via a computer and projector.**

- **You surmise that he is asking for a “video-on-demand.” While you realize that it may be possible to accommodate his request, you also realize that licenses or permissions may be involved. Thus, you respond to him as follows:**

COPYRIGHT SCENARIO #2: RESPONSES/MODELING ACTIVITIES

- **Questions to ask the sociology teacher and responses based on those questions:**
 - **Does the Internet site you obtained the movie from have a license that you must agree to before using the film?**
 - **If the answer is yes, then follow the licensing information and show the film in the classroom.** (Butler, 2011, 102)

- **Does the movie Internet site have a specific copyright policy that you must follow in order to use the film?**
- **If the answer is yes, then follow the copyright policy information and show the film in the classroom.** (Butler, 2011, 102)

- **Does the use of this film fit under fair use or another statutory exemption?**
 - **If the answer is yes, then show the film in the classroom.**
- **Is this film in the public domain?**
 - **If the answer is yes, then show the film in the classroom.** (Butler, 2011, 102)

- **Do you have permission from the film's owner to use the film, as obtained through video on demand, in the classroom?**
- **If the answer is yes, then show the film in the classroom.** (Butler, 2011, 102)

- **Do you have permission from the website creator (or administrator) to use the film, as obtained through video on demand, in the classroom?**
 - **If the answer is yes, then show the film in the classroom.**
- **If the answer is no to all of these questions, then find another film for the sociology instructor to use with his class.**

(Butler, 2011, 102)



CHOOOSE
PRIVACY

INTELLECTUAL FREEDOM

- **The right of every individual to seek and receive information from all points of view without restriction.**

Adams p. 11

- **Include *ALL* students in Media Center activities**

DISABLED STUDENTS

- **Insist on physical ease of access, ramps, lifts, low sight readers**
- **Co-plan with special educators for student access**
- **Ensure appropriate collections**
- **It's the Law: ADA, Rehabilitation Act, Individuals with Disabilities Education Act.**

ACCESS TO PROGRAMS

- **Plan all library programs for inclusion.**
 - **Awards for reading are obtainable for all students.**
 - **Guest speakers are prepared for all students**
 - **Promotions include all students**

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BANNED
WEBSITES
AWARENESS
DAY



WWW.ALA.ORG/AASL/BWAD

■ Internet Access

- Access policy – clear guidelines about what is acceptable and what is not. Filters do not always work
- Student Rights of Access – who adjudicates requests for unblocking
- Student responsibility
- Teacher rights to access – Understand your state laws as well as CIPA – Stand up for your rights and those of your students.



THE BOOKS THEY DON'T WANT YOU TO READ

BANNED BOOKS WEEK

Celebrating the Freedom to Read — cfr.org/10books



■ **Access to Information**

- **Restricted Shelf – parental permission needed
Attaches a stigma**
 - **Restriction by reading/grade/ability level**
 - **Behavior restricts access**
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- **These are all forms of censorship. Courts have said – only parents can restrict access**

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