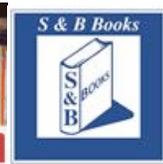
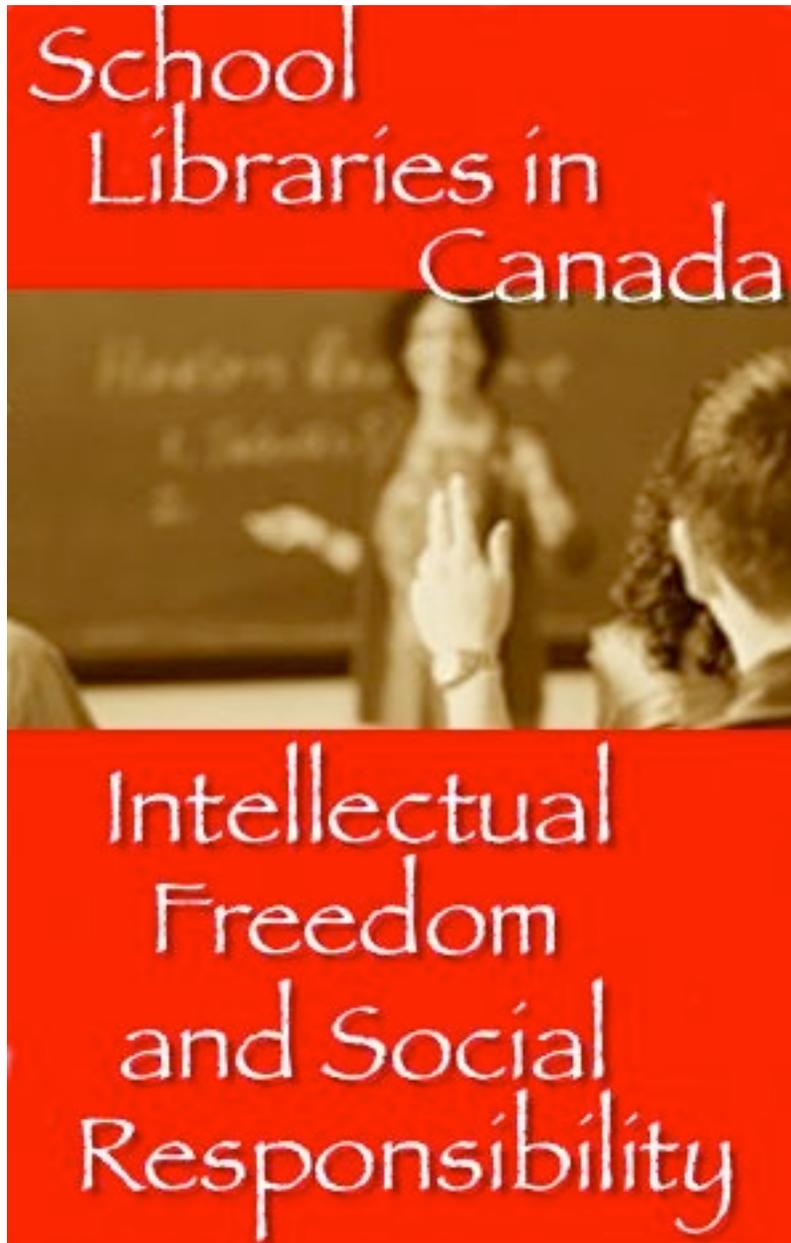


SCHOOL LIBRARIES IN CANADA

A Journal of the Canadian Association for School Libraries (CASL)
A Division of the Canadian Library Association



SCHOOL LIBRARIES IN CANADA

About SLIC

School Libraries in Canada (SLIC) Online is a journal of the *Canadian Association for School Libraries*. CASL's mission is to provide national support for the development and maintenance of excellence in Canada's school libraries, media centres, and school library personnel.

Founded in 1980 (Volume 1 Issue 1), SLIC is a national forum for teacher-librarians in Canada and promotes articles of interest on a broad range of topics from collaboration with the classroom teacher to information technology/literacy skills needed to prepare students for life-long learning.

SLIC was published in print format until Volume 23 Issue 2. Since then, SLIC is published as an online journal. Older print copies are available at university libraries across Canada and recent online issues are available in our archives section.

À propos de SLIC

School Libraries in Canada (SLIC) Online est le journal professionnel du *Canadian Association for School Libraries*. La mission de CASL est de fournir un support à l'échelle nationale pour le développement et l'entretien de l'excellence dans les bibliothèques scolaires, centres médiatiques et pour le personnel travaillant dans les bibliothèques scolaires.

Fondé en 1980 (Volume 1 Édition 1), SLIC est un forum pour les professeurs bibliothécaires du Canada et publie des articles d'intérêt sur des sujets variés allant de la collaboration avec l'enseignant en classe aux compétences en alphabétisation et en technologie de l'information qui préparent les étudiants à l'apprentissage pour la durée de leur vie.

SLIC est publié en forme de magazine jusqu'au Volume 23 Édition 2. Depuis ce temps, SLIC est publié en format digital accessible sur l'Internet. De vieilles copies de SLIC sont toujours disponibles dans les bibliothèques universitaires à travers le Canada. Nos vieilles éditions de SLIC en format numériques sont accessibles en cliquant sur [Archives](#).



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Contribute to SLIC

Want to contribute to SLIC Online? Please contact Richard Beaudry for information at [this link](#) or send a manuscript (using [The Publication Manual of the American Psychological Association 5th Edition](#) as a guide for formatting and references) to:

Interim Editor

Richard Beaudry 960 East 39th Avenue Vancouver, BC, V5W 1K8 Tel: (604) 713-4799 Fax: (604) 713-4801

We are always looking for Guest Editors! If you are interested, please contact Richard Beaudry at [this link](#).

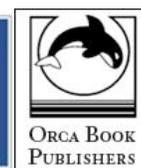
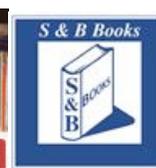
Contribution à SLIC

Ça vous intéresse de soumettre un article pour la prochaine édition? Contactez [Richard Beaudry](#) pour envoyer votre document par courriel ou envoyer votre manuscrit conformément à la 5e édition du [Publication Manual of the American Psychological Association \(2001\)](#) à:

Rédacteur intérim

Richard Beaudry 960 Est 39ième Avenue Vancouver, CB, V5W 1K8 Tél: (604) 713-4799 Télécopie: (604) 713-4801

Nous sommes toujours à la recherche de rédacteurs pour travailler sur une édition spécialisée. Si vous êtes intéressé, [contactez-nous](#).



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Welcome to SLIC!

We are always interested in hearing your feedback on our site. If you have questions, comments, or concerns, please do not hesitate to [contact us](#).

Welcome,

We welcome Dr. Toni Samek and Dr. Dianne Oberg from the University of Alberta as guest editors for this new edition of SLIC Online. This is a follow-up on Volume 24, Issue 4 in 2004. We welcome the contributions of students from the University of Alberta on the subject of Intellectual Freedom and Social Responsibility.

Volume 26 Issue 2 | [View Contents](#)

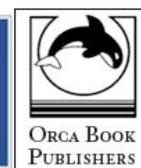
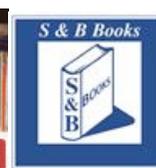
Bienvenue,

Nous souhaitons la bienvenue aux professeurs Toni Samek et Dianne Oberg de l'Université d'Alberta comme rédacteurs invitées pour un suivi du Volume 24 Édition 4 en 2004. Nous vous offrons les contributions des étudiants de l'Université d'Alberta sur le sujet de la Liberté Intellectuel et la Responsabilité Sociale.

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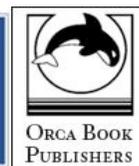
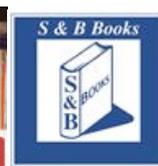
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Message from the CASL President

Sandra Hughes

Sandra Hughes is President of the Canadian Association for School Libraries. She can be reached at the following [email](#)

Sandra Hughes est présidente de CASL. Vous pouvez la contacter [ici](#)

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As spring finally arrives it's time for CASL executive to build on that sense of revitalization as we head into our Annual CLA Conference with a sense of energy and renewal. As my term as president of CASL comes to an end and I see the excellent work of our Council for this year I see a bright future as we carry our initiatives in communication, organization, and advocacy forward into the new year.

Communications:

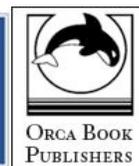
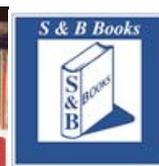
Our CASL website and our SLIC journal have a fresh new look and a new location thanks to the tireless efforts of Richard Beaudry, our President-Elect. Check them out at <http://www.cla.ca/casl/index.html> and <http://www.cla.ca/casl/slic/slicindex.html> and update your bookmarks. Remember, you can also keep connected with school libraries in Canada with [SLiP/PIBS](#) our Canadian school library information portal on the internet, with the CASL listserv, and with our Newsletter, IMPACT. Members can access IMPACT online in addition to receiving the print edition with their password, which can be obtained at <http://www.cla.ca/members/>. It has been a lot of work but our communications system is renewed and easily accessible to help school libraries help children learn.

Organization:

We have initiated a proposed amendment to the constitution and bylaws regarding the term of office for the President. A concern regarding the amount of time needed to enable the President to develop important initiatives for school libraries in Canada and to participate fully in CLA Council, where other divisions have a 2 year term for President, has led us to a re-examination of Council terms of office. The constitution/bylaw amendment proposal will be brought to the AGM at the annual CLA conference on Friday, May 25th. The proposal has been distributed in a timely manner through our listserv and newsletter, IMPACT. We are looking at keeping the time commitment for the school library leader who is elected Vice President/President-Elect to 4 years. We need you to come to the conference and vote for the amendments.

Advocacy:

Our councillor, Mary Louise Mills, has done a tremendous job of coordinating our efforts for National School Library Day this year and I know that if you check the [CASL NSLD webpage](#) you will find information about how the celebrations went this year and ideas for October 22, 2007.



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CASL executive are connecting with groups across the country to build connections and foster efforts to build support for school library programs. We can see that school library leaders are interested in the support that CASL can offer them through our efforts with CASL-PAC. As a result we will be offering a School Library Leadership Discussion session at the annual CLA conference in May. If you are a school district library leader, association leader, or university professor/lecturer in school librarianship please contact me at sandra.hughes@sympatico.ca for more details. Come to the CLA Conference in St. John's Newfoundland, May 23 - 27, 2007 and be part of our school libraries discussion.

Sandra Hughes, President CASL



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A letter from the Interim Editor/Une lettre du rédacteur intérim

Richard Beaudry

Richard Beaudry is president-elect of CASL and is a teacher-librarian with the Vancouver School District. He has a teacher-librarianship diploma and has completed a Master's in Education in Information Technology/Literacy and the Master's in Library, Archives and Information Studies from UBC.

Issue Contents

I am pleased to welcome guest editors Toni Samek & Dianne Oberg, professors from the University of Alberta who are presenting the work of their graduates students on Intellectual Freedom and Social Responsibility. This issue is a follow up on Volume 24 Issue 4 in 2004.

University of Alberta students Claudia Klausen, Donna Riehl, Vida Juozaitis, and Joanne de Groot are the contributors for this issue.

The Learning Disabilities Association of Ontario has published **SOAR HS - Some Assembly Required: High School**, a guide to learning and learning disabilities for high school students. There is a review of this useful guide in this issue.

The term 2.0 often indicates the next generation of technology development. **Web 2.0** offers some interesting tools for teachers and students and in **Technology Corner** there are some samples that show how to study and work online.

Archives Update

With the launch of Volume 26 Issue 2, the following archived issues are now available:

SOURCES: A Compilation of Useful Information for Teachers & Teacher-Librarians Volume 26, Issue 1

Media and Education Volume 25, Issue 4

Intellectual Freedom & Social Responsibility Volume 24, Issue 4

For the Love of Books Volume 24, Issue 1 **Pour l'amour des Livres** Volume 24, Issue 1

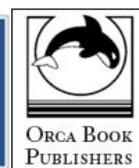
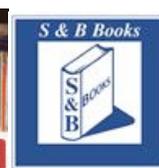
SLIC Sources **SOURCES: A Compilation of Useful Information for Teachers & Teacher-Librarians**

Volume 23, Issue 2

Volume 21, Issue 3

Volume 20, Issue 3

Volume 19, Issue 3



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Volume 18, Issue 2

Additional archive issues will be added as they become available.

New SLIC Format

There is a new technology committee within the CLA. Led by Judith Green, CLA Manager of Marketing and Communications, it includes participants from the CLA divisions (CASL, CACUL, CAPL, CASLIS and CLTA) and Andy Giffen, newly hired Information Technology Manager & Web Designer for the CLA.

The committee has met twice to decided on a new format for the CLA website and its divisions. We have made a choice and it will be unveiled sometime in the fall. The new web format will make the websites interactive and permit better communication with our membership. It will also give each division direct access to its own content to make changes. This means that we will be able to update the information on our CASL and NSLD websites without having to go through the CLA.

It also means that we will have a new digital version of SLIC sometime next year.

Additional content

Many contributors have asked that their names be added in the content area. Starting with this latest issue, we have done so. We are also adding contributors' names as archived issues are being added.

I am also making pdf formats of archived issues available for downloading.

CLA Conference

I will be attending the conference in St. John's, Newfoundland. CASL will be hosting a poster session. I look forward to seeing you there.

Cheers,

Richard Beaudry



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Intellectual Freedom and Social Responsibility: Building Understanding

Toni Samek & Dianne Oberg

"A voice is a human gift; it should be cherished and used, to utter fully human speech as possible. Powerlessness and silence go together." Margaret Atwood

Toni Samek is Associate Professor in the School of Library and Information Studies at the University of Alberta, and the author of *Librarianship and Human Rights: A 21st Century Guide* (Chandos Oxford Publishing, 2007).

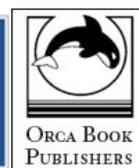
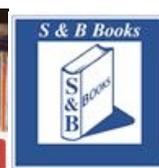
Dianne Oberg is Professor and Chair of the Department of Elementary Education at the University of Alberta, and co-author of the award-winning *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-based Learning* (with J. Branch, Alberta Education, 2004).

[Issue Contents](#)

This Special Issue on Intellectual Freedom and Social Responsibility is the second on this theme. The first appeared as Volume 24, Issue 4 of SLIC. That first issue was such a potent contribution to library/education conversation that it resulted in a book titled *Challenging Silence, Challenging Censorship: Inclusive Resources, Strategies and Policy Directives for Addressing Bisexual, Gay, Lesbian, Trans-Identified and Two-Spirited Realities in School and Public Libraries* published by the Canadian Teachers Federation for two co-authors and in a Summer course at the University of Alberta taught by us. The course, EDES 501 Issues in Teacher-Librarianship: Intellectual Freedom and Social Responsibility, brought together 29 graduate students from across Canada and from countries abroad, including Japan, China and Ethiopia. The course drew attention campus-wide (see "Librarians are freedom fighters" says author, (<http://www.expressnews.ualberta.ca/article.cfm?id=7769>)).

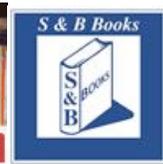
The papers presented in this Special Issue (and in a companion forthcoming Special Issue of Teacher-Librarian Today) are based on the final papers written by students in the course. The specific topics addressed by the papers are diverse: censorship, students' privacy rights and in loco parentis, collection development with a social justice orientation, cuts to teacher-librarians as a threat to intellectual freedom, activist librarianship, and issues of peace and global education. One of the objectives of the course was to communicate effectively policy positions on intellectual freedom and social responsibility, through both oral and written means. These policy positions, at the local, national and international levels, are well represented in this Special Issue. We anticipate that the course will be offered again in Summer 2008 on the University of Alberta campus.

We knew there was a need for this course but we were uncertain as to how it would be received. We wondered if we would get enough registrants to even run the course-. We filled two sections! By the end of the first day, we could feel some magic in the room. By the close of the final day on campus, we saw the beginnings of a new community committed to supporting the rights of children. Certainly, we, and many of the students, completed the course with a strong appreciation of the need to address the core values of librarianship in a significant way in education for teacher-librarianship. Certainly, also, we re-affirmed for ourselves the critical importance of



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the values of intellectual freedom and social responsibility as key conditions for the development of democratic education and citizenship in the Canadian and global context. We invite you to participate!



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Cuts to Teacher Librarians on Intellectual Freedom and Democracy

Claudia Klausen

Claudia has been a teacher librarian for the past 13 years. Currently, she teaches full-time as TL at Emerson Elementary School, Winnipeg, Manitoba.

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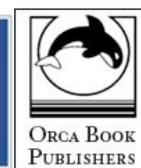
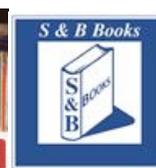
Canada's current crisis in cuts to teacher librarians and school libraries is endangering the development of intellectual freedom and social responsibility in our society. Teacher-librarians promote cultural diversity, advocate for human rights, and work to support the development of children's ethical foundation as global citizens. Teacher-librarians, through their development and management of school libraries, provide a unique support to teachers and students in the promotion of literacy (in all its forms) and thus effective critical inquiry.

"Freedom and democracy are not easy roads, nor are they permanent states. They are constantly renewed in our minds, hearts and conscious efforts" (Barron, 2003, p. 49). Freedom is a condition of democracy. Democracy cannot happen if those that live in the democratic state are not free. However, "even in Canada, a free country by world standards" (Samek, 2005, p. 44), there may be stumbling blocks that hinder our enjoyment of these freedoms. How do we embrace these freedoms, how do we celebrate cultural and human diversity and how do we help our children to develop into informed, caring, and sharing citizens who actively and freely participate in our so-called democracy?

Libraries, both school and public, make important contributions to freedom and democracy. In the rhetorical words of the American Library Association, libraries are "cornerstones of the communities they serve ... [They] are a legacy to each generation, offering the heritage of the past and the promise of the future [and] contribute to a future that values and protects our freedoms in a world that celebrates both our similarities and differences, respects individuals and their beliefs, and holds all persons truly equal and free."

(<http://www.ala.org/ala/oif/statementspols/americanvalue/librariesamerican.htm>)

In the early twenty-first century, librarians face innumerable challenges to their core values. Although we as teacher-librarians may believe very strongly in these foundational principles, circumstances that shape and limit our school communities may negatively impact school libraries and teacher-librarians. Today, both face trends that greatly affect student learning and our commitment to these values and principles. These trends include: declining library budgets, new sweeping and centralized curricula, culturally diverse student populations, monopolies in educational publishing, issues of Internet and child protection, and cuts to teacher-librarian positions throughout schools. Knowing these challenges, how does our current crisis in Canadian school libraries impact democracy and intellectual freedom in our schools today?



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Statements on Intellectual Freedom and Social Responsibility

Many professional groups have developed statements on intellectual freedom and social responsibility. Having a solid awareness of these policy statements can help us as teacher-librarians to negotiate the issues we face. The United Nations' Universal Declaration of Human Rights, states "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers" (<http://www.ifla.org/faife/art19.htm>).

The International Federation of Libraries Associations and Institutions (IFLA) states, "it is a fundamental right of human beings to access and express information without restriction" (<http://www.ifla.org/faife/policy/iflastat/gldeclar-e.html>). "Intellectual freedom is the basis of democracy. Intellectual freedom is the core of the library concept" (<http://www.ifla.org/faife/index.htm>).

The American Library Association (ALA)'s Intellectual Freedom Committee, developed in 1940, declared:

intellectual freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored. (<http://www.ala.org/ala/oif/basics/intellectual.htm>)

In 1974, the Canadian Library Association (CLA) developed a "sister" intellectual freedom statement. This statement has been amended twice and now reads:

All persons in Canada have the fundamental right, as embodied in the nation's Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts publicly. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society.

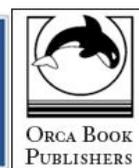
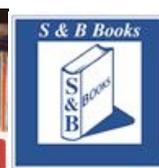
Libraries have a basic responsibility for the development and maintenance of intellectual freedom.

It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity, including those which some elements of society may consider to be unconventional, unpopular or unacceptable. To this end, libraries shall acquire and make available the widest variety of materials.

It is the responsibility of libraries to guarantee the right of free expression by making available all the library's public facilities and services to all individuals and groups who need them.

Libraries should resist all efforts to limit the exercise of these responsibilities while recognizing the right of criticism by individuals and groups.

Both employees and employers in libraries have a duty, in addition to their institutional responsibilities, to uphold these principles.
(<http://www.cla.ca/about/intfreedhtm>)



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Canada's 1982 Charter of Rights and Freedoms document guarantees all Canadians intellectual freedom stating we have "freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication" (<http://www.efc.ca/pages/law/charter/charter.text.html>).

In my home city of Winnipeg, the Public Library's intellectual freedom statement dovetails the CLA statement, but also specifically speaks to "the freedom of the individual and the right and obligation of parents and guardians to develop, interpret and maintain their own code of values within their family" (<http://wpl.winnipeg.ca/library/libraryservices/materials/statement.asp#intellectual>).

In addition, our school division's statement on intellectual freedom "recognizes that in a democracy, free inquiry in an essential ingredient of education" (www.retsd.mb.ca) Collectively all documents present the same ideals, promote the same principles, and honour a democratic society where intellectual freedom and social responsibility are embraced. What constitutes a democratic society in today's world? Are democratic ideals embraced? To what extent is democracy limited in the Canadian education system? Where do the intellectual freedom statements find place within our schools? To answer these questions, we need to explore the status of their presence (if any) in our schools.

Value of School Libraries and Teacher-librarians

The United Nations statement on the Rights of the Child speaks to the child's right to an education and points to the "existence and utilization of the school library" (www.iasl-slo.org) as critical to development of the whole self or free development of personality. Large bodies of research "reaffirm the value of school libraries staffed by professional teacher-librarians" (www.osstf.on.ca/www/pub/update/vol31/lja/ljaalib.html). School librarians play a vital role in promoting intellectual freedom. The collections they develop and manage support both teachers and students in their pursuit of learning. It is critical that students learn how to identify, locate, access, analyze, interpret, and contextualise information in order to develop knowledge. Many studies in the United States have pointed out the correlation between library staffing and student achievement, namely that a well-staffed, well-stocked, and well-funded school library makes a significant difference in student achievement (Lance & Loertscher, 2003). Here in Canada, the Ontario Library Association's study (<http://www.accessola.com/osla/site/showPage.cgi?page=advocacy/research.html>) offers Canadian data to support this same finding. School libraries function as an integral part of the school's programming and student learning. They also "have a powerful opportunity to become cultural conduits because they provide the connecting link between student readers and an informed book selection process" (Feret, 2006, p. 24). When literature is proactively selected, for example, children are able to make emotional connections with characters that assist them in valuing an increasing diverse culture. These connections to literature create higher levels of critical thinking in children, thus fostering an increased responsibility for their own learning that, in turn, allows them greater intellectual freedom.



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School Library Support – Impact on Learning

Since the late 1960s, school libraries in Canada have received support from our provincial governments. In the 1970s numerous studies (Haycock, 2003, p. 17) demonstrated that students attained higher academic performance when professional library services were available. In 1974 Greve found that one of the greatest predictors of success in a school was the number of volumes the library held (Haycock, 2003, p. 18). The strongest variable related to achievement, other than socioeconomic status of the community, was expenditure for library books per student. In 1984, the presence of library media programs was found to be directly related to achievement in specialized skills areas and educational curriculum. Further studies in the 1990s (Haycock, 2003, p. 19) found that the better funded a school library was, the higher was the academic achievement of its students. Improved funding provided students with access to more staff and to a larger and more varied collection of materials better suited to meet their needs.

The role of teacher-librarians is integral to the instructional process. Since 2000, however, because of the prevalence of technology, the role of the teacher librarian has shifted (Haycock, 2003, p. 20) with more emphasis being placed on helping students and teachers find, access and synthesize information. Studies have continued to show the positive impact that teacher-librarians have on student achievement in mathematics, science, English language arts, and social studies. The biggest impact, though, appears in students' development of information literacy and research skills, that is, the skills needed to "develop ideas, form questions, gather information, locate and assess information for quality, authority, accuracy and authenticity") http://www.lib.retsd.mb.ca/literacy_doc/literacy_doc.pdf and the skills necessary for success in the information rich world in which many of us live. Adequate funding along with professionally trained staff are the two components that definitively affect both information literacy and student achievement in the subject areas. Access to a diversity of information in all media by students has been found to be integral to the success of school library programs in supporting student achievement. Information literacy and problem solving skills are enhanced with the presence of a teacher-librarian in the school library (Haycock, 2003).

School Library Support – Impact on Reading

Studies in the 1970s and 1980s found that students had increased use of newspapers and increased access to school libraries when a teacher-librarian was present (Haycock, 2003, p. 27). A greater love of reading for pleasure and recreation was seen in schools where libraries were represented. By the 1990s, significant differences in reading levels between children who borrowed books versus those who did not was evident (Haycock, 2003, p. 27) and emphasis was placed on the role of teacher-librarian in the promotion of reading. Teacher-librarians have a unique education in "placing [the] right books into right hands at [the] right times" (Haycock, 2003, p. 27). They connect books to children with an emphasis on relevancy. Children find comfort in getting personal, private, and non-judgmental help finding specific information that meets their abilities, interests, and needs. Research shows that reading proficiency is linked to student achievement and also to reductions in school drop out rates. Students need access to current materials, relevant materials, and interesting materials that promote independent and necessary life long skills for reading. When children are motivated to read, their interest in literature and their academic achievement increase. Children need large collections of books to choose from. Choosing books from a large collection creates a



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greater positive impact on children's love of reading for pleasure and on their reading for inquiry. Funding to create print-rich learning environments in our schools and school libraries is critical, and classroom collections cannot substitute for library collections. Creating a safe haven for enjoyment of literature in many formats—graphic novels, informational books, magazines, DVDs, plays, or dramas—is another contribution of school libraries to creating life-long learners. Especially when these collections complement, rather than reproduce, curriculum resources.

School Library Support – Impact on Cultural Identity

School libraries provide opportunities for children to learn about themselves and one another. Manitoba's new social studies curriculum addresses identity and cultural diversity in ways to promote life long value and intercultural understanding for students. It seems clear that "in a democratic society, the importance of a citizenry equipped with a good understanding of the country and a refined appreciation of its character can hardly be overestimated" (Haycock, 2003, p. 31). "Canadian publishers can provide ample evidence of teacher-librarians selecting and promoting Canadian books for Canadian children" (Haycock, 2003, p. 31). School libraries are special places where children can explore culture and identity through literature. Literature can introduce children to the values, social norms, cultural norms, dreams and aspirations of our society. Providing access to Canadian materials allows children to see how what it is to be Canadian is evolving --what we look like, how we act, what we value both today, in the past, and into the future. We need library materials to help our children understand the importance of civic identity, national identity, and cultural heritage. Teacher-librarians are trained to identify and select excellent materials. However, this task is becoming more difficult because many of the professional journals used to review children's books have disappeared, making it even harder for Canadian publishers to market their titles. Only two publications completely devoted to reviewing Canadian children's remain—*Resource Links: Connecting Classrooms, Libraries and Canadian Learning Resources* and *CM: Canadian Review of Materials*.

Current Crisis - Cuts to Teacher-librarian positions

What should worry us about cuts to teacher-librarian positions? Teacher-librarians are leaders within our schools, working with teachers implementing new curriculum and working with students to provide the best resources, supports, and guidance for life long education and learning. Samek (2005) believes "the greatest threat to intellectual freedom [in schools] is cuts to teacher-librarian positions" (<http://web5s.silverplatter.com.login.ezproxy.library.ualberta.ca/webspirs/start.ws?customer=uofalberta&databases=Y3>). She asserts that intellectual freedom is deeply connected to democracy and social responsibility. Samek (2005) states, for example, that "the theory and practice of intellectual freedom are essential underpinnings of critical inquiry and informed citizenship, both important goals of our education system" (<http://web5s.silverplatter.com.login.ezproxy.library.ualberta.ca/webspirs/start.ws?customer=uofalberta&databases=Y3>) Teacher-librarians advocate for intellectual freedom through implementing curriculum and through selecting resources. When teacher-librarian positions are cut or reduced, many advocates for intellectual freedom and social responsibility are lost (i.e., silenced).



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In 2004, Manitoba was the only province that maintained school library funding for staffing, operating and collection development (Haycock, 2003, p. 20). That is shocking, especially given that many other provinces in Canada have seen the consequences of cuts as reading proficiency scores continue to falter. (Haycock, 2003). Full time teacher-librarians are currently represented in only 2% of Ontario's elementary schools. These real crisis level cuts to teacher-librarian positions throughout Canada have created concerns in three specific areas: curriculum-based inquiry, access to resources, and informed citizenry.

Inquiry

"Inquiry is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world. Inquiry-based learning is a process where students are involved in their learning, formulating questions, investigating widely and then building new understandings" (Alberta Learning, 2004, p. 1). Inquiry actively involves students in the learning process through their engagement with questioning. As long as we continue to wonder, to ask questions and to inquire, we are learning. Children "need to learn not only how to answer questions, but also how to generate them along with strategies to help them find answers. Children need to own their questions ... to build on what they already know and come to a deeper understanding of the concepts" (Donham et al., 2001, pp. vii, 1). Ownership of inquiry by the student produces the "most successful curriculum inquiries" (Alberta Learning, 2004, p. 15). Freedom is expressed through students' generation of their own questions and information gathering. Students are able to connect to the outside world where life-long learning occurs.

Inquiry-based learning "encompasses the habits of mind that promote learning and the processes that can be woven through all classroom activities to enable students to broaden and deepen their understanding of the world" (Alberta Learning, 2004, p. 15). Intellectual freedom gained through learning is student driven through their thought processes and personal experiences. Students need to understand "inquiry as the process of using information to satisfy their own interests and to develop their own knowledge" (Alberta Learning, 2004, p. 8).

Cuts to teacher-librarian positions hinder the inquiry process within our schools. Teacher-librarians are well versed in inquiry-based approaches to learning. The inquiry process allows students freedom to choose what they need to know to learn and to discover how they best learn, and then what choices they have about the knowledge they acquire. Cuts to collection development can also hinder the inquiry process. "Collections are very tangible and visible" (Everhart, 1998, p. 91) and "must meet the needs of all students, not perpetuate one dominant culture" (Shirley, 2004). Collections must observe and attend to curriculum, ability and achievement levels, learning modes, learning styles, ethnic and cultural background, language differences and interest levels (Everhart, 1998, p. 92). Teacher-librarians must build inclusive, diverse, multilingual, multi-format collections that promote cultural democracy and that encourage students to think critically (Shirley, 2004). With a declining number of qualified personnel purchasing materials for school libraries, collections are not as current or diverse as they should be. Schools suffering from cuts to teacher-librarian positions often will see decreased use of professional selection tools to aid in collection development. It is critical that trained individuals support the library collection through the use of selection tools because individual and isolated selection practise can result in biased or irrelevant collections.



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With the increasing diversity of students in our schools, it is very important to build collections that celebrate and reflect cultural diversity and human rights. As leaders in our schools, teacher-librarians must accept the challenges involved in developing collections that represent different people and their different ways of being and knowing, that demonstrate how important intellectual freedom is to democratic society. The development of a collection that discourages biases, such as racism, and instead "reflects cultural diversity and the pluralistic nature of contemporary society" is best undertaken by a professional teacher-librarian (Hopkins, 2006).

"Without a wealth of relevant, current resources, learning will not be as meaningful or accurate" (Donham et al., 2001, p. 59). Inquiry-based learning requires current, age appropriate, interesting, attractive and relevant materials in a variety of formats (Donham et al., 2001, p. 60). The decline in teacher-librarians has resulted, in many instances, in depleted collections that are lacking in Canadian materials, current resources, and information that is of interest and relevance to today's students.

Access

Access means more than choosing. Teacher-librarians must be mindful that "selection is liberty of thought" and "censorship is control of thought" (<http://eduscapes.com/sms/cdfreedom.html>). Teacher-librarians must be mindful that one of the cornerstones of democracy is the right to free expression. How teacher-librarians view and what value they place on intellectual freedom influences collection development. Both intellectual and physical accesses are critical to intellectual freedom. The American Library Association (ALA) defines intellectual access as "the right to read, receive and express ideas and the right to acquire skills to seek out, explore and examine ideas" (<http://www.ala.org>). No longer is one textbook adequate to support children's learning. This notion has "now been replaced in many learning environments with a resource-based teaching approach" (Hopkins, 2006). As teacher-librarians, teachers, and students together recognize the specific learning styles of students, access to a wide variety of resources becomes even more important. In schools, teacher-librarians through their work with classroom teachers integrate a variety of resources into everyday work.

Physical access as defined by the ALA "includes being able to locate and retrieve information unimpeded by fees, age limits, separate collection or other restrictions" (<http://www.ala.org>). Two important factors in nurturing positive attitudes toward school libraries are attractiveness of the area and the amount of space. These areas in schools need to be inviting, centrally located, safe havens. Comfort, involves attention to proper lighting, to sound barrier walls and ceilings, and to comfortable furniture and shelving.

Again, cuts to teacher-librarian positions will impede both intellectual access and physical access. The teaching of information literacy skills necessary for the acquisition of materials will be greatly affected if the responsibility is left only to the classroom teacher or only to the student. With less teacher-librarian time due to cutbacks, resources necessary for inquiry will not be easily available and may not even be purchased. Teacher-librarians offer a wide curricular knowledge base with expertise in resource acquisition. As positions are cut, teachers will be on their own to acquire necessary resources for their curricular units of study. As cuts occur, physical access to the school library diminishes as time allocation for student interaction is decreased. Pre and post school hour programs likely will be deleted and creation of that special refuge and safe haven where intellectual freedom is embraced will be forgotten when the doors and gateways to school libraries are



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often closed.

Informed Citizenry

Our youth deserve the opportunity to share in their culture and identity and to become aware, engaged, productive, and informed citizens of Canada and by extension the global community. The decreasing number of teacher-librarians is reducing awareness of Canadian materials. Publishers have reported reduced sales of Canadian books to schools and "the need to develop Canadian identity and social cohesion is more challenging with resources that reflect the American experience and viewpoint" (Haycock, 2003, p. 31). "This is particularly true in areas of children and teen literature, when reading habits and tastes are being formulated" (Neill, 2004). Haycock stresses the dominance of American culture in media. Canadian publishers have fought hard to eradicate this trend, but threats to Canadian materials and therefore Canadian identity continue to rise. Teacher-librarians must try to respond to the learning needs of all students, and the school library collection must reflect that effort. Supporting the development of an informed citizenry requires offering materials in different languages, at various reading levels, of varying interest and from multiple perspectives. By doing this, the teacher-librarian makes the library a safe haven "for the pursuit and interchange of ideas" (Stripling & Hughes-Hassell, 2003, p. 36). In this secure place, children can make personal connections to books and enjoy reading experiences that create connections to the world outside of school. They need to share their personal perspectives, connecting text to self, text to text, and text to the world. Rosenblatt (1991) describes two specific experiences – an "efferent stance, where our main interest is in acquiring information, or an aesthetic stance, where we attend mainly to what we are experiencing, thinking and feeling during the reading" (http://www.upei.ca/~raydoiro/html/sshrcc_research.html). Both aesthetic and efferent reading experiences are critical for intellectual freedom.

Cuts to school library programs along with decreased resources greatly affect the building of our own experiences within our culture. Any hope of embracing intellectual freedom hinges on our own responsibility to the social issues we face. As educators, we need to embrace intellectual freedom and model it through our actions and our voices. We need to promote information for fellow educators and administrators in our staff rooms, our schools and our communities about the importance of intellectual freedom and social responsibility to democracy. As retiring high school teacher Brian MacKinnon states, "if you're silenced, how can you go into a classroom and celebrate democracy" (Martin, 2006, p. B3). We must strive to maintain our positions, our collections, and our voices so that we can continue to inform our school communities of the importance of the values of intellectual freedom and social responsibility to our culture, identity, and ways of being and knowing.

What the Future Holds

"It certainly seems like our profession is in a state of crisis" (Johnson, 2004, p. 44). Many places throughout the country have reduced school library programs and cut professional staff; have provided only minimal budgets for resources for our libraries; have supplanted library programs with technology initiatives and have driven teacher-librarians from their field with frustrations from challenges to suppression of a child's rights (Johnson, 2002, p. 22). As a profession, teacher-librarianship must continually reinforce and strengthen the important and unique role that the teacher-librarian plays. Studies have determined our worth. It is our

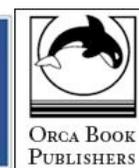
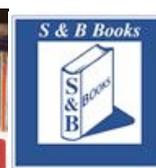


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responsibility to advocate for teacher-librarians if we want to help our society thrive.

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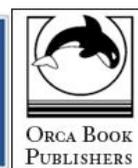
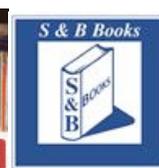
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Making the invisible visible: School libraries and global education

Geoff Orme

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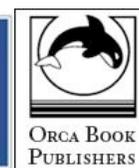
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"Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace." United Nations Declaration of Human Rights, Article 26(2)

Imagine walking down a crowded hallway in an urban or suburban high school between classes. The space is filled with teens opening and closing lockers, talking with friends, carrying textbooks, binders, backpacks and purses, seeing who's with whom and thinking about the weekend activities. Now imagine that you open one of the many classroom doors lining the hallway but instead of the usual assortment of desks, bookcases and blackboards framed by windows, linoleum flooring and fluorescent lighting you see a hilly landscape packed with shacks of varying sizes built from scrap lumber, discarded metal roofing, plastic and cement blocks. In between the small houses yards and sheds wind dusty narrow roads. The conversations of those nearest you are nearly drowned out by the squawking of chickens, bleating of goats, shouts of children, cries of infants, snatches of songs, bicycle bells and distant motor traffic. The heat and the stench of untreated sewage are overwhelming. Do you close the door, or go exploring? If you go exploring, do you invite any students to go with you?

Most of us have little if any personal experience of the world that millions endure every day. We are similarly distanced from those living in less extreme circumstances, those who have adequate food, clothing and shelter and who earn what they consider a reasonable living, but who spend long hours manufacturing the forgettable essentials of our middle class, post-industrial, late global capitalist, northern lives. As a consequence hundreds of millions of people lives are easily forgotten by us until a distant natural disaster, the death of one of our soldiers overseas, genocide or an act of terror wakes us to the realization that we all inhabit the same world. Even then, for how long do we hold the memory?

What responsibility, if any, do school libraries and teacher-librarians bear for helping students address such issues as abject poverty, HIV/AIDS in Sub-Saharan Africa, child labour and the burgeoning slums of the South? And if we do bear some responsibility, how can high school libraries and teacher-librarians bring this global reality to the attention of students and teachers in such a way that they will fully embrace shared responsibility to address the issues? How can we help students



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develop the skills they will need to begin to take action for social justice and empower them to confront the global challenges they will face in their lifetimes?

Intellectual Freedom

On what basis could such an agenda for school libraries be justified?

School libraries in British Columbia (B.C.) and the teacher-librarians who work in them share the larger library community's ethos of intellectual freedom and social responsibility. In their respective Statements on Intellectual Freedom, the British Columbia Library Association (BCLA) and the Canadian Library Association (CLA) defend one of the freedoms most fundamental to democracy– the freedom of expression. The BCLA states, "It is the responsibility of libraries and librarians to give full meaning to intellectual freedom by providing books and other materials that enrich the quality of thought and expression" (BCLA, n.d.). And since 1985 the CLA has worked to ensure that: All persons in Canada have the fundamental right, as embodied in the nation's Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts publicly. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society. (CLA, 1985)

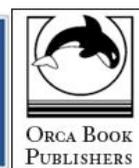
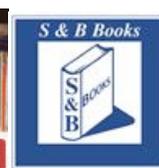
According to the CLA, "libraries have a basic responsibility for the development and maintenance of intellectual freedom."

Intellectual freedom is a cornerstone of the freedom of expression guaranteed in Canada by Section 2.2 of the *Canadian Charter of Rights and Freedoms (1982)* that specifically protects the "freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication." In his decision in *R vs. Keegstra* Supreme Court Chief Justice Dickson noted that, in comparison to that of other nations, the Canadian guarantee of free expression, "is a very broad guarantee, and ... the framers of the Charter envisaged freedom of expression as a comprehensive, fundamental right of great importance" (1990). Canada's ratification of the United Nations *Convention on the Rights of the Child* ten years after the *Canadian Charter of Rights and Freedoms* confirms that Canadian children also enjoy the right to freedom of expression (UN 1989).

On the world stage, the International Federation of Library Associations (IFLA) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) state jointly that one of the core services of school libraries is: proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy; (IFLA/UNESCO, 2006, March 28) The right to free expression is fundamental to the fulfillment of the responsibilities of citizenship. These statements illustrate the role librarians strive to play in the defence of this freedom. Provincially, federally and internationally, librarians are charged to uphold and defend the intellectual freedom of citizens. But how does intellectual freedom underpin the school library's responsibility to support education for global social justice?

Social Responsibility

Public libraries support democracy by providing access to information and defending freedom of expression and they demonstrate social responsibility as institutions in



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part by guaranteeing citizens the necessary tools to build a functioning democracy. In a school library, the work of the teacher-librarian, the school library program and the library collection help students to appreciate the importance of free expression and social responsibility by laying a foundation of essential skills, knowledge and attitudes. The IFLA/UNESCO *School Library Manifesto* declares that the school library "equips students with life-long learning skills and develops the imagination, enabling them to live as *responsible* [italics added] citizens" (IFLA/UNESCO, 2006, March 28). One of the ways school libraries do this is by "organizing activities that encourage cultural and social awareness and sensitivity" (IFLA/UNESCO, 2006, March 28).

In B.C., one of the ways school libraries foster social a culture of responsibility is by supporting the Social Studies curriculum. This curriculum encourages students in B.C. to:

- understand and prepare to exercise their roles, rights, and responsibilities within Canada and the world
- develop an appreciation of democracy and what it means to be Canadian
- demonstrate respect for human equality and cultural diversity (*Social Studies 11*, 2005 p.11)

A student action component is included in every course at the secondary level. The grade 9 Social Studies curriculum requires students to "co-operatively plan, implement, and assess a course of action that addresses the problem, issue, or inquiry initially identified" (*Social Studies 8-10*, 1996) and in the new Civics 11 curriculum, students are expected to "implement a plan for action on a selected local, provincial, national or international civic issue" (*Civic Studies 11*, 2005 p.23). Even the emphasis on content knowledge in the Social Studies curriculum encourages civic action. When students learn about various levels of government, colonialism, nationalism, imperialism, the Canadian constitution, the *Canadian Charter of Rights and Freedoms*, Canadian autonomy and international involvement, human rights and the United Nations they are building the foundations of informed social responsibility. Consequently, by the end of the grade 11 Social Studies course, students should be better prepared for "their lives as Canadian citizens and members of the international community" (*Social Studies 11*, 2005 p.11).

The development of "skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration" (*Social Studies 11*, 2005 p. 20) has recently been further supported by the development of the *Social Responsibility Performance Standards* which are used to assess social responsibility across the curricula from kindergarten to grade 10. These standards emphasize the importance of informed action by highlighting "Knowing and acting on rights and responsibilities (local, national, global)" (*B.C. Performance Standards Social Responsibility*, 2005). In supporting the teaching of Social Studies and the implementation of the *Social Responsibility Performance Standards*, school libraries in B.C. lay the groundwork for students' social responsibility during and after their school careers.

Information Literacy

The freedom of information is central to all discussions of intellectual freedom. Free access to information is a necessary condition for the development of information literacy. The importance of information literacy is underscored in Article 13, section 1 of the UN *Convention on the Rights of the Child* which explains that the right to



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freedom of expression, "shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice" (UN, 1989). It is easy to forget that this protection of children's freedom of expression also protects children's access to the free expressions of others. This is just as important as protecting children's expressions themselves. While many children in the South suffer from a lack of access to information, the tidal wave of information that hits many children in the North on a daily basis says very little about the world south of the Equator. No less than the lack of access in the South, this omission is a violation of children's rights that ultimately affects children in both the North and the South. In the absence of good information appropriate information literacy skill development is impossible, though the expectation is that it be integrated into various curricula in B.C. schools. When a society's citizens are not adequately informed, intellectual freedom, global social responsibility and democracy are threatened.

"Barriers to the flow of information should be removed, especially those that promote inequality, poverty, and despair" (IFLA, 2006, January 17). The most common and detrimental barriers to the free flow of information result from economic inequality (Norris, 2001, pp. 39-67) and as a result have their roots in the international trade and development policies and programs of wealthy northern nations such as Canada. The barriers the IFLA Internet Manifesto refers to can be physical, technical, political, social and/or economic. These barriers result when countries are unwilling or unable to dedicate the resources needed to provide access to information and thereby guarantee freedom of expression. But I would argue that these barriers are more closely related to barriers preventing our own understanding of global issues in wealthy and relatively free countries than we generally realize. Our conceptual barriers directly impact the perpetuation of concrete barriers in the South. The economic and political barriers in the South have been built on the lack of effective guarantees for freedoms we consider fundamental, the freedom of expression and freedom of information. Our lack of understanding about and appreciation for the practical effects of these barriers strengthens them because it is our collective ignorance that has allowed Canada to fail to meet its goal of increasing foreign aid to 0.7% of GDP. This failure has real, practical and significant consequences for people around the world on a daily basis.

By helping students understand the issues and how to take appropriate meaningful action school libraries can have a direct and immediate impact on living conditions elsewhere in the world. The value of coordinated, direct involvement through an exchange of information, ideas and resources between school libraries in the North and South should not be downplayed. But by helping to educate students about global issues, nurturing social responsibility and an informed citizenry in school libraries can "provide a mechanism to overcome the barriers created by differences in resources, technology, and training" (IFLA, 2006, January 17).

Conscientização

Freedom of expression, as Supreme Court Chief Justice Dickson said, is valuable in three ways: "the value of seeking and attaining truth; the value of participation in social and political decision-making; and individual self-fulfillment and human flourishing" (*R vs Keegstra*, 1990). The first two of these three value systems permeate the discourse on intellectual freedom and social responsibility. Intellectual freedom is fundamental to the search for truth, however we choose to construe it, and participation in social and political organizations is one of the more



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sophisticated ways of demonstrating social responsibility. The last of these ways of valuing freedom of expression differs from the first two in that it values this freedom intrinsically rather than as an instrument of achieving some other good. It is this value that the authors of IFLA's *Alexandria Proclamation on Information Literacy and Lifelong Learning* refer to when they assert:

Information Literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals (IFLA, 2006 July 10).

The intrinsic value of the freedom of expression subsumes the other instrumental values and in doing so underwrites the value of our humanity.

Paulo Freire's work helps us understand how important it is to respect our own emerging humanity in our work, the humanity of those with whom we work and the humanity of those who so often remain invisible in our world. I agree with Freire's insight that: there is no such thing as a neutral educational process.... Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes the "practice of freedom," the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." (Freire, 2000, p.34)

Freire uses the term *conscientização* to refer to the act of "learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality" (2000, p35). Freire's work on the power of literacy and on the personally and socially transforming power of radically informed social activism has much to offer the work of critical librarianship. His philosophy of dialogical pedagogy informs the socially responsible library teaching I advocate here.

I am acutely aware of the privileged position from which I experience the world as a university-educated, property owning, Caucasian, urban, middle-class, male, professional and citizen of one of the world's wealthiest nations. And so while I have no intention of belittling the hardships experienced by the most marginalized in the world, I think it is important to recognize that, to some extent, we are all oppressed by something, even the oppressors. As a result we stand to grow by recognizing our oppression and engaging in the process of overcoming it. Through dialogue the student teacher "contradiction" is reconciled "so that both are simultaneously teachers and students" (Freire, 2000, p.119). By modelling dialogue with students we can help them learn to do this with others both in school and throughout their lives. The respect this demonstrates is the foundation of the liberation of students into the world and a radical recognition of the sanctity of the process of their continuing emergence as human beings. What better foundation could we expect to construct for their engagement with their own and the world's needs, wants and aspirations?

"Be the change": Examples of global education in school libraries

At a recent Ontario Library Association Super Conference, a group of seven teacher-librarians were inspired by passionate keynote speeches from both Craig Kielburger (founder of Free the Children) and Stephen Lewis (UN Special Envoy on HIV and AIDS in Africa), describing the plight of Africa's children. They committed to "put into practice the words of Gandhi" ("You must be the change you want to see in the



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world") declaring:

It is our vision to educate a generation of children who will see it as their responsibility to protect the human rights of all; who know that they can and do make a difference in this world. (*Be the Change*, 2006)

To that end, they designed a series of lessons and units for kindergarten through grade 12 organized around the United Nations *Convention on the Rights of the Child* that promote active, global citizenship. In keeping with their focus on the Gandhian quote, they include suggestions for action with each lesson.

But while "Be the Change" provides an inspiring example of what is possible when teacher-librarians take the initiative and highlight issues that are underrepresented in the mass media, school curricula and school library collections, the lessons posted on the website to date stop short of leading students to critical awareness of the institutions and processes that perpetuate underdevelopment and poverty. Remaining authentic as teachers while negotiating a public space with students to explore radical criticisms of the established social, political and economic order is challenging. The authors of "Be the Change" may have wisely decided to concentrate initially on less contentious approaches and issues and yet the absence of this level of engagement with the issues means that students may develop partial understandings, which can be destructive if used as a basis for action, or become frustrated as they seek to explore these issues to their roots. Lessons encouraging students to critically examine the policies of the World Bank and the International Monetary Fund (IMF) and the global arms trade are noticeably absent, yet they could be dealt with effectively by senior secondary students. Some of these issues are successfully addressed by various projects in B.C. developed by the Victoria International Development Education Association (VIDEA, n.d.) and the youth run organization "Check Your Head" (CYH, n.d.).

Global Citizens for Change is a website project initiated by Canadian Crossroads International, Youth Challenge International, The International Institute for Global Education at the Ontario Institute for Studies in Education and the Toronto District School Board. This initiative differs in style and scope from "Be the Change." It addresses an older audience and is not specifically designed to address curricular outcomes in information literacy. As do many of the lessons provided by "Be the Change" the Global Citizens for Change project makes good use of lesson activities that engage students in meaningful and transforming dialogue, but ultimately Global Citizens for Change relies on its main aim of encouraging students to volunteer overseas in international development projects for deep transformative learning. The stated objective is "learning more about the issues we care about through action" based on "a synergy between global education and international development. The first involves learning about the world and our impact on it, *the second is about acting on that knowledge to help destroy inequities and build a sustainable future for all* (italics in the original)" (Global Citizens for Change, n.d.)

Each of these projects offers special strengths: the integration of provincial curricula and information literacy in "Be the Change"; transforming dialogue and a substantial commitment to personal action supported by Global Citizens for Change; and critical examination of global forces in the work of VIDEA and "Check Your Head." But none of these projects approach the challenge of organizing the engagement of groups of school libraries in this process, or promoting the use of the school library as a locus of student organization within the school to address these issues. This should not be held as a criticism of these programs, since this was not their intent. The role of



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school libraries is only specifically addressed by "Be the Change" and the absence of these broader goals in that project should not undermine the value of what that project has achieved. Building from all of these projects will enable other school libraries to begin to coordinate larger efforts and these will benefit enormously from the groundwork laid by these projects.

Conclusion

By drawing on the strengths of existing programs school libraries can nurture students' understanding of their world and in doing so realize their potential as upholders of intellectual freedom and social responsibility. Canadians have a part to play in helping the world achieve the following U.N. Millennium Development Goals:

- eradicate extreme poverty and hunger,
- achieve universal primary education,
- promote gender equality and empower women,
- reduce child mortality,
- improve maternal health,
- combat HIV/AIDS, malaria and other diseases,
- ensure environmental sustainability, and
- develop a global partnership for development.

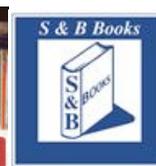
Playing our part depends on broad public awareness and a deep understanding of the needs these goals are designed to address. If in teaching we fail to focus on the millions of struggling people marginalized from the benefits of global capitalism that make our lives so materially rich, we deny the children we teach an accurate understanding of their world and diminish the possibility of a world that is safer, more respectful of human dignity and responsive to the needs of everyone.

When students open the doors to their school libraries in Canada, they can open themselves to a greater awareness of the lives of children around the world, a deeper understanding of our wealth and how it is generated and how we can all make a difference globally. As they explore this broader understanding of their world students will begin to understand the prevalence of relative material poverty and its impact on the health, education and livelihood of children in the South. Our students will appreciate and be inspired by the resilience and resourcefulness of those who struggle under the inequitable distribution of wealth and develop a better understanding of their own options for action. This cannot but help result in a better understanding of their world, a richer understanding of themselves, and greater justice for all.

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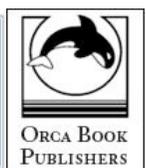
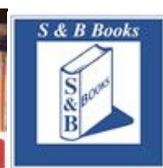
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Students' Privacy Rights in School Libraries: Balancing Principles, Ethics and Practices

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Curtis, who is questioning his own sexuality, wants to read *Eight Seconds* (Ferris), but is hesitant to borrow it from his school library. He wonders how many people will know he has the book, if a list of books due will be posted in the classroom, or if his father will check his borrowing records. Although a discussion Curtis might have with his school counselor would be confidential, his independent inquiry through library use may not be treated confidentially. (Fictional scenario set in a junior high school)

In this article, I examine some of the implications regarding privacy and confidentiality of library use for Curtis and other students, for teacher-librarians, school administrators, staff and other stakeholders in the Canadian education system.

Privacy and confidentiality are often cited in library and information studies literature and position statements as prerequisites for intellectual freedom. This is because only when individuals feel assured that their inquiries or choices of material will not subject them to judgment or reprisal, can they freely explore and evaluate diverse ideas, and make informed decisions. Teacher-librarians promote intellectual freedom, personal inquiry and respect for diversity. However, few documents available to teacher-librarians specifically address these issues with respect to privacy in school libraries. In particular, there is a lack of clarity about whether or not teacher-librarians can fulfill "in loco parentis" responsibilities and also respect students' privacy. Although students' privacy rights have been defined in relation to student records, counseling sessions, and search and seizure practices, there exists scant documentation that addresses the privacy and confidentiality of students' library use.

In this article, I aim to demonstrate how the breadth of our professional rhetoric presents a glaring gap regarding privacy of school library use. In addition, I suggest that student privacy and confidentiality are legitimate intellectual freedom issues for teacher-librarians for legal, philosophical, ethical and societal reasons. It is also my contention that responsibilities of "in loco parentis" do not preclude responsibility to respect student privacy regarding library use. Schools can employ practices that respect and educate students regarding privacy rights and still fulfill responsibilities to protect students and provide safe learning spaces and environments. Although formal documentation at national levels would provide critical support to teacher-librarians, discussion and privacy audits at school levels can also support the development of practices that acknowledge privacy rights and that promote



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recognition that rights and freedoms are often tempered by social responsibilities and contexts.

My intent is to raise critical questions about this issue rather than to suggest concrete solutions. But I hope that the questions I raise will contribute to our collective desire to seek solutions. At the time of writing, my recent school library experience was limited as was my access to school documents. This article was originally written during a summer course, so time constraints did not allow for field research. However, I drew on information from library and information studies literature, legislation, students' rights literature, and library position statements and codes of ethics and conduct for librarians and for teachers as a first step.

Although I am particularly interested in Alberta contexts, information is drawn from Canadian legislation, the Alberta Teachers Association (ATA), the Canadian Library Association (CLA), the American Library Association (ALA), the International Federation of Library Associations (IFLA), and international human rights documents. I recognize that the extent to which students' privacy rights are currently respected may vary from school to school. I also acknowledge that teacher-librarians and school administrators are in the best position to respond to the questions raised within this document.

Library users' rights to privacy and the need to respect the confidentiality of library use and records are indivisible. Privacy cannot be protected unless records and inquiries for resources are treated as confidential information. This is clearly substantiated by many library position statements and by the introductory comments of the ALA Privacy Tool Kit as quoted below.

Privacy is essential to the exercise of free speech, free thought, and free association. The possibility of surveillance, whether direct or through access to records of speech, research and exploration, undermines a democratic society.

Confidentiality of library records is a core value of librarianship. ... Choice requires both a varied selection and the assurance that one's choice is not monitored. (*American Library Association, 2004.*)

Although privacy and confidentiality are recognized as inseparable tenets of librarianship and intellectual freedom, it is not always clear how those core beliefs should be translated into school library practices.

Is there a gap in professional documentation?

Teacher-librarians are in the unique position of needing to balance the expectations of two professions – education and librarianship. Teacher-librarians and teachers see the tensions in addressing students' privacy, while encouraging parental involvement and fulfilling "in loco parentis" responsibilities. What guidance is available to teachers and teacher-librarians? Human rights documents such as the *Universal Declaration of Human Rights* and the *UN Convention of the Rights of the Child* affirm that all people have a right to intellectual freedom and to protection from unreasonable invasion of privacy. However, formal documents that guide the applications of these principles in school libraries are not readily available from either profession.



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The *CLA Code of Ethics* states that CLA members have a responsibility to “protect the privacy and dignity of library users.” The Alberta Teachers’ Association (ATA) *Code of Professional Conduct* states that “the teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interests of the pupil.” While there are similarities in intent, questions arise about whether or not students’ library queries and borrowing are considered confidential, to what extent parents or teachers should monitor use of library resources, and at what point teachers’ professional judgments should supersede students’ privacy rights.

In the broader library field, the ALA interpretation of the *Library Bill of Rights* titled *Free Access to Libraries for Minors* affirms that children should be accorded the same rights as adults. The American Association of School Librarians *Position Statement on Confidentiality of Library Records* calls on teacher-librarians to “respect the rights of children and youth by adhering to the tenets expressed” in the *ALA Policy on Confidentiality of Library Records*. However, even in public libraries, children’s rights are often contested and in schools the debate is further complicated by parental rights and by the social responsibilities of teachers. CLA does not have a position statement on library services for children and the *CLA Statement on Effective School Libraries* does not address privacy. The *IFLA/UNESCO School Library Manifesto* recognizes intellectual freedom as an essential component to developing literacy, but does not address privacy as an aspect of intellectual freedom.

Legislation and school policies define the degree of privacy accorded to students regarding official school records, search and seizure practices, displays of work or test results, and communications related to counseling and special education (Bezeau, 2005; Carroll, 2005; Student, 1980). However, procedures regarding the confidentiality of library use are seldom documented. Furthermore, the competencies for teacher-librarians approved by the Association of Teacher Librarianship in Canada (ATLC) and Canadian Association for School Libraries (CSLA) do not include reference to a need to respect confidentiality (Students’ Information, 1997). The *Students’ Bill of Information Rights* published by the ATLC recognizes that all students have a right to “freely choose reading, viewing and listening materials” but does not address confidentiality as a prerequisite for freedom of choice. It appears that formal documentation underscores the ideals but does not provide practical guidance in interpreting and applying those ideals in school libraries.

A literature review conducted in July 2006 revealed extensive support for adults’ rights to privacy in libraries (Riehl, 2006). However, the privacy rights accorded to children in libraries remain contested and range from legislation providing extensive privacy protection to children’s library records, to legislation that allows parents unchallenged access to their children’s records (Simpson, 2003). Some issues about privacy in school libraries that were raised in library literature nearly twenty years ago are still unresolved (Jenkinson, 1989; Scales, 1991; Vandergrift, 1991). However, privacy is being addressed in newer books for teacher-librarians (Simpson, 2003; Woolls, 2004).

The challenge of addressing privacy in school libraries appears to be hindered by a lack of formal documentation to guide the application of principles in the school libraries. Student borrowing records, requests for information, and Internet-use logs are not defined as protected student records. In addition it is not clear how privacy



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laws and library position statements should be applied in school libraries. At this point, interpretation is largely dependent on individual teacher-librarians or school administrators.

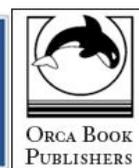
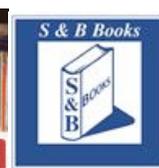
Should teacher-librarians be concerned about privacy issues?

Recent emphasis on privacy issues is reflected in legislation, in ethics training for librarians, and in societal trends. A proactive stance and a review of library practices will put schools in better stead to address potential challenges and to be recognized as advocates for youth.

Legally, all schools receiving public funds in Canada are subject to *Charter of Rights* scrutiny, including the "freedom of thought, belief, opinion and expression" and the "right to be secure against unreasonable search or seizure" (Canadian, 1982). The seizure of library records continues to be challenged in public libraries and can be questioned in school libraries. Alberta's *Freedom of Information and Protection of Privacy Act* (FOIPP) protects many library records but is vague regarding access to children's records (Freedom, 2003). For instance, FOIPP FAQs for public libraries, suggest that in the case of parental access to borrowing records, librarians should consider the parent's intent and whether or not the disclosure would be an unreasonable invasion of the child's privacy (Freedom, 2003). However, in a FOIPP interpretation for schools, the issue of library use is not addressed (Legislation, 1998). Previous litigation has upheld children's rights over restrictions imposed by school districts or unjustified access to student records by third parties (Essex, 2000; Office, 2002; Sealander, 1999). It is feasible that students may also challenge the rights of third party access to school library records without reasonable justification. This may be particularly compelling in instances where disclosure of information is deemed to contribute to negative impact on an individual. For example, if Curtis were bullied for his reading choice, might the school be in a precarious position if no steps had been taken to protect Curtis's privacy?

Ethics related to student privacy are discussed in several recent books for teacher-librarians. For example, in *The School Library Media Manager*, Blanche Woolls (2005) discusses the *ALA Statement on Confidentiality of Library Records* and implications for school libraries. Doug Johnson outlines ethical issues of students' use of electronic data in schools, and emphasizes the need to purge library borrowing records (Johnson, 2003). In *Ethics in School Librarianship: A Reader*, a chapter devoted to confidentiality reviews historical perspectives, library literature, legislation and the challenges of turning principles into practice in school libraries (Simpson, 2003). *Privacy in the 21st Century: Issues for Public, School and Academic Libraries* reviews controversies and provides detailed recommendations for privacy audits, policies and practices (Adams et al., 2005).

In the past decade, privacy and confidentiality have garnered much attention in the wake of concerns such as government and workplace surveillance, Internet safety and child protection, digital records, identity theft, business ethics and lawful access to records. Evidence of privacy concerns range from formal studies to local newspaper articles (Cockfield, 2006; Canadian Press, 2006). A major goal of education in Canada is to develop students who are informed, critical thinkers and responsible citizens (Curriculum, 2006). To this end, students must be aware of their own and others' rights to privacy. Teacher-librarians are in a position to promote respect for privacy rights as one component of intellectual freedom and responsible citizenry.



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From Principles to Practice: Privacy Audits

Principles of intellectual freedom, including privacy, are never absolutes. Some charter rights are abridged in schools because teachers are required to assume professional and discretionary authority to protect the well being of students. Situations might arise in which a teacher-librarian must breach the confidence of a student for his or her own safety or for the safety of others. For example, if Curtis were using a library computer to threaten another student, the teacher-librarian is bound by teaching ethics and social responsibilities to intervene for the safety of all students. In addition, there may be legitimate reasons to share information with a teacher about a child's resource use for an assignment. Situations such as these are acknowledged. However, many school library interactions do not endanger students' welfare and therefore provide excellent opportunities to demonstrate respect for privacy.

A privacy audit conducted at a school level might provide an enlightening review of practices and identify modifications to better support students' rights. Recent literature and Privacy Toolkits provide sample policies and practices (Adams et al., 2005; Johnson, 2003; Woolls, 2004; Privacy, 2004).

Select considerations that may be relevant to school libraries are listed below within very broad categories. The categories are not mutually exclusive and, as in practice, many aspects are relevant to more than one classification. Resources for conducting privacy audits and for developing privacy/confidentiality policies identify many more points for consideration.

Policies

- What legislation and school policies address the confidentiality of student information? Do these documents apply to library use?
- Are students aware of parameters placed on their rights to privacy? For example, do they know if computers are monitored and who might have access to their circulation records and information queries?
- Are students aware of the school's search and seizure policies and how those policies apply to library records?
- Are students informed about third party requests to access library records?
- Are students and parents involved in aspects of the privacy audit and informed of results?

Practices & procedures

- Are overdue notices read aloud or posted in classrooms, or are students notified privately and directly?
- Do students have self-checkout options?
- Do students have opportunities to access library services and materials during times that are more private than class visits?
- If students place holds on material, are those holds handled in a confidential manner?



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Advocacy & training

- Are all teachers, library staff and volunteers trained to respect the confidentiality of student queries and use of library materials?
- Are library staff members trained to conduct interviews for personal queries in a confidential manner?
- Are library staff members and volunteers aware that students may consult resources for both curriculum and personal reasons?
- Do students assist with checkout procedures? If so, are they informed about their responsibilities to honor other students' privacy?
- Have teachers and library staff discussed the implications that labeling may pose for privacy and intellectual freedom?

Technology

- Is the Integrated Library System (ILS) set to purge borrower records as soon as is feasible?
- Are Internet temporary files and access logs retained? If so, how is the information used, by whom and for how long is it kept?
- Are students, teachers and parents aware of any filtering used on library computers? Have they been informed about the limitations of filters?

Balancing intellectual freedom & social responsibilities

- Are library staff members trained to differentiate between queries that represent curiosity and personal interest versus those that pose a reasonable concern for the safety of students?
- Do guidelines identify channels to report concerns about student safety?
- Have staff members discussed how to balance parental involvement and students' rights to privacy? Are parents encouraged to ask their children directly for information before requesting access to library records?
- Are students informed that teachers have a responsibility to intervene if, in their professional judgment, the welfare of any student might be jeopardized?
- When library staff members make judgment calls about confidentiality, are they acting as parents or as librarians? How do the roles differ?

A privacy audit provides both an opportunity to review practices and to inform staff and students about the principles, rationale and parameters that inform decisions in the school context. A privacy audit can benefit both teacher-librarians and students.

Benefits for Teacher-Librarians

When students' rights to privacy in school libraries are addressed through broad position statements or through local privacy audits, more support is available for teacher-librarians who are promoting and defending intellectual freedom. Without clear directions and positions statements, the outcomes of debates about privacy might be determined primarily by the personal interpretations and opinions of local school stakeholders without reference to professional codes and ethics. National and international statements would provide direction and lend authority to local school



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library statements. However, since privacy legislation varies from country to country and from province to province, provincial documentation might be required to translate principles about privacy into practices in local school libraries.

The position of teacher-librarians is particularly complex as they blend the ethics of two professions. Where can teacher-librarians turn for clarification and guidance when responsibilities related to intellectual freedom and to "in loco parentis" seem at variance? Interpretations specific to school libraries are glaringly lacking. If such interpretations existed, they would not only clarify and support the role of teacher-librarians in defending intellectual freedom, but also increase public and professional awareness of the dual responsibilities accorded to teacher-librarians. Without the support of formal documentation, it may be difficult for teacher-librarians to advocate for privacy as a component of intellectual freedom.

Unfortunately, a shortage of teacher-librarians in some parts of Canada directly hinders the promotion of intellectual freedom in school libraries (Haycock (2003); Schrader (2005); Statistics (2005)). In another article in this issue, Claudia Klausen further discusses the impact of teacher-librarian shortages on intellectual freedom in schools. Therefore, when teacher-librarians are not available on site, interpretations and position statements provided by the Canadian Association of School Libraries (CASL), by school districts or by individual schools would provide vital direction for school staff and administrators who must address these issues with limited teacher-librarian resources.

Furthermore, documentation can be an effective tool to increase awareness of teacher-librarian roles as advocates for intellectual freedom within the school and within the community. As awareness of this role increases, teacher-librarians will more often be consulted and their responses will be more respectfully considered in addressing issues related to intellectual freedom.

Benefits for Students

When rights to privacy are addressed, students may benefit in three areas. First, assurance of some degree of privacy will bolster appreciation for intellectual freedom. As students become aware of their rights to intellectual freedom and privacy, they may be less hesitant to access material that they believe might elicit comments from other students or teachers. Secondly, students may become more cognizant of their own rights and more respectful of those of others. As teacher-librarians work with teachers, there may be many opportunities to incorporate intellectual freedom lessons into studies and to reinforce the human rights principles applicable to many areas of student life. If students do not have opportunities to learn about these rights, how will they recognize situations in which those rights might be threatened or jeopardized? Thirdly, as students learn how school responsibilities temper the privacy rights accorded to students, they become aware of the balance between freedoms and social responsibilities. Although intellectual freedom and privacy are basic human rights, they are neither absolute nor uncontested in schools or in society in general.

Conclusion

Although the rhetoric of human rights and librarianship clearly support the protection of privacy as an element of intellectual freedom, ideals are seldom absolutes. In reality those principles are melded with social responsibilities and molded by contexts. This is particularly true in school libraries. Fortunately, the



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parameters set by sensitive school contexts do not preclude an opportunity to respect student's rights to confidential library use. Although the practices may differ from those in public or academic libraries, there are prime opportunities for teacher-librarians to collaborate with teachers, library staff members, students, parents, and other stakeholders to demonstrate respect for privacy, to encourage students to honor the rights of others and to recognize the influence of school and social responsibilities. Reviewing current practices and developing formal documentation might also provide important guidance and support to teacher-librarians who are striving to balance principles and practices within the ethical obligations of both librarianship and teaching.

Most importantly, students will have an opportunity to learn about their privacy rights. According to standards outlined in *Achieving Information Literacy* (Asselin, Branch & Oberg, 2003), a key indicator for responsible use of information is evidence that a student will "understand and honor privacy rights when accessing and using information and media sources". Surely one of the best ways to support students in this learning is to model respect for their rights in library use. In addition, the first tenet of the ATA *Curriculum Position Paper* states that: "The basics in education are those learning experiences that assist students in acquiring knowledge, skills and attitudes that contribute to continued learning, social awareness, cognizance of a changing society, responsible citizenship and personal well-being."

Teacher-librarians are in a position to advocate for the rights of youth and to promote respect for privacy and confidentiality as components of intellectual freedom and of responsible citizenry. If Curtis does not learn about his rights as a student, how will he defend and advocate for human rights as an adult?

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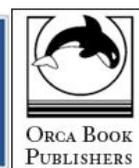
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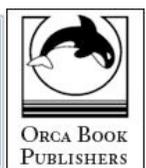
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Sex and Censorship in School Libraries

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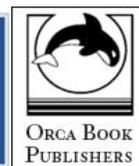
[Issue Contents](#)

Today's teenagers live in a media flooded world with a constant barrage of sexually explicit images. It is challenging for them to sort out the various emotions they experience and the sexual identities they assume as they develop and grow through physical, cognitive, and psychosocial changes. Much of the teenage literature on adolescent sexuality deals with cautions about such valid issues as HIV/AIDS, teen pregnancy, sexual assault, date violence, and sexual abuse. School librarians can easily access resources to help teenagers to better understand themselves and their peers and to cope with serious problems. But do the materials we provide in our school library collections represent only the negative aspects of sexual relationships? How many of our school library resources reflect positive, or even neutral or non-judgmental, aspects of adolescent sexual relationships?

It is disheartening but not surprising when the appearance of the word "scrotum" on the first page of a Newbery award-winning book creates, on a school librarian's listserv, responses where several school librarians state their reservations about having such a book in their school library. Currently, fear of challenges, pressures around family values and community standards, and personal conflicting moral persuasions contribute to the practice of self-censorship by teacher-librarians in their collection management work. This dangerous practice serves to limit students' access to library materials that may be critical to students' physical and psychological sexual health and to their development as accepting, open-minded human beings --indeed to their human right to free development of personality.

The Oxford dictionary defines 'sex' as determining male or female groups, sexual instincts, desires and sexual intercourse whereas 'sexuality' is defined as the capacity for sexual feelings and a person's sexual orientation or preference. 'Sex education', according to Grolier's Encyclopedia, is the instruction in the various physiological, psychological, and sociological aspects of sexual response and reproduction. Besides the biology of human reproduction, topics in sex education include "differentiating between appropriate and inappropriate touching, abstinence, contraception, promiscuity, and masturbation. Other issues include prostitution, homosexuality, oral and anal sex, sexually transmitted diseases, and HIV and AIDS. A third area that is often included in sex education/health curricula is the subject of emphasizing how students can and should access both a trusted adult and other sources of accurate information" (Gish, 2007).

As an experienced school teacher-librarian of 16 years in public, Catholic and private middle and high schools, I have had to recognize and wrestle with my own censorship practices. I readily admit that in the past I have withdrawn books from



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circulation when a parent or colleague pointed out a sexually explicit section and I have refused to purchase books that posed the threat of a possible challenge for sexual content. I realize now that where I failed in those instances was recognizing and understanding my obligation as a teacher-librarian to uphold the rights and freedom of students to read and access information.

Censorship is a common practice that school librarians need to recognize, acknowledge, understand, and resist. Self-censorship, as defined by the Book and Periodical Council (2007) of Canada, is "[a]ctions by individuals and institutions that, anticipating challenges or state censorship, choose not to create or make available controversial works". Censorship also includes the rejection by a library authority of materials which the librarian, the board, or some other person or persons bringing pressure on them, deems to be obscene, dangerously radical, subversive, or too critical of the existing mores (Dillon & Williams, 1993). In the practice of collection development, teacher-librarians may act as censors, both consciously and unconsciously. This is particularly the case for controversial and challenged materials, as Coley's (2002) and Bellows (2005) research findings suggest. Dillon and Williams (1993) claim that self-censorship, or inside censorship, is quietly practiced with what the librarians often perceive to be good intentions.

Teacher-librarians must consider their legal obligations by reviewing school selection policies in light of the recent challenges to the *Canadian Charter and Rights and Freedoms*. Courts continue to rule that schools are not exempt from upholding student's human rights under the Charter. These rights include the freedom to information and the freedom to read (Schrader & Wells, 2005). The Canadian Library Association's *Position Statement on Intellectual Freedom* states that, it is "the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity, including those which some elements of society may consider to be unconventional, unpopular or unacceptable." The Canadian School Library Association (CSLA), a division within the Canadian Library Association (CLA), supports the CLA Statement on Intellectual Freedom. The CSLA's publication *Achieving Information Literacy* has in one of its Outcomes the expectation that students "respect the ideas, values and cultural backgrounds of all information sources" and "recognize the contribution of diverse points of view for learning and personal inquiries." In the provinces, school library associations often assert their commitment to intellectual freedom. For example, the Ontario School Library Association, a division of the Ontario Library Association (OLA), states that "intellectual freedom requires freedom to examine other ideas and other interpretations of life than those currently approved by the local community or by society in general and including those ideas and interpretations that may be unconventional or unpopular" as well as "freedom of expression includes freedom for a creator to depict what is ugly, shocking and unedifying in life."

Consider this scenario. A well regarded teacher-librarian has over many years established an effective school library program and after consultation with the students, teachers, administration, and parents adopted a prominently displayed library mission statement reflecting the *UN Convention of the Rights of the Child*, developed a sound selection policy and created thorough procedures for the reconsideration of library materials. The school is situated in a middle class suburban community where there is a growing conservative constituency. On occasion, teachers and parents have raised concerns about some of the sexual content in the library's materials, but never formally challenged any items. In the recent past, a neighboring high school was embroiled in a challenge to remove *A Handmaids Tale* from the senior English curriculum due to its sexually explicit

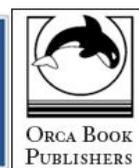


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content. After an acrimonious series of meetings, the school hearing committee decided to retain the novel. In protest, several parents withdrew their children from the school. When this teacher-librarian selected materials that had sexual content for the library program, what do you suppose was going through her mind? This essay is an attempt to speak to her and to all self-censoring teacher-librarians at that decisive moment when fear and dread may enter into their thoughts and negatively influence their actions. The aim is to help contribute to a better understanding of the motivations held by individuals and groups who challenge sexual materials in libraries.

Although no teacher-librarian can ever fully predict what library materials will be challenged or by whom, Canadian books such as *The Diviners*, *Handmaid's Tail*, *Snow Falling on Cedars*, *The Wars*, and *Hold Fast* are some of the more well recognized English language novels that have been challenged in schools for their sexual content (Book and Periodical Council, 2007). Statistics from 2000 – 2005 collected by the American Library Association's (ALA) Office For Intellectual Freedom indicate that out of 13 institutions, schools libraries were the most challenged and that sexually explicit, when combined with sex education books, had the highest number of challenges (Kravitz, 2002). In the ALA's top 10 list of most challenged books in 2005, seven were fiction with sexual content. Judy Blume, who wrote *Forever* and *Deenie* (both works dealing with adolescent sexuality), was listed as the most challenged author. In Canada, currently under protest from many youth advocacy groups such as the Canadian Federation for Sexual Health, the Canadian AIDS Society, and the Sexual Health Division of Toronto Public Health., the ruling Conservative Party of Canada is proposing to raise the age of sexual consent from 14 to 16. Now, more than ever, there is a need for teacher-librarians to not only be prepared for these challenges, but more importantly to understand the reasons why sexual materials are repeatedly targeted and how these assertions can be misguided, fallacious, or socially irresponsible. One of the prevailing attitudes held by many adults is that children need to be protected as long as possible from the adult world of sex, because the children are naïve and too young to understand it. Williams and Dillon (1993) outline reasons for the attempts by adults to preserve the innocence of childhood by keeping children away from books dealing with sex. The current division between adulthood and childhood is a social construct that began in the 17th century with the idea of the institution of childhood emerging in the 18th century. Subsequently the law continuously increased the age by which compulsory schooling extended childhood dependence on adults, with a corresponding loss of childrens' rights. A reason given for this exclusion of children from sexual knowledge is that adults maintain power over children, which can be a very different motivation than that of protecting their innocence.

When the power of the adult is based on the child's ignorance, it is very threatening to adults in authority, particularly to teachers and parents, to lose this control over children. Postman (1982, as cited in Williams & Dillon, 1993) posits why adult power over children's ignorance exists: As the concept of childhood developed, society began to collect a rich content of secrets to be kept from the young: secrets about sexual relations, but also about money, about violence, about illness, about death. (p 61). Adults disclose these "secrets" in stages "culminating in sexual enlightenment "as children, in their progression to adulthood, are judged old enough to understand. Williams and Dillon ask us to consider the serious implication of excluding children from knowledge about sexual relations as a basis for adult control over children. In this regard, we should ask critical questions about our roles as teacher-librarians in relation to the child's right to education, the free development of personality and intellectual freedom. When we self-censor sexual materials, so we



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act as controllers of adult "secrets"? Due to the universal and democratic access our youth have to explicit sexual information in our electronic age, are we not clinging to romantic notions of innocent childhood that are outdated? "Conservative censors can be seen as the old guard, mounting a last ditch attempt to hold on to the vestiges of adult power, privilege and exclusive knowledge" (Williams & Dillon, p. 67).

Another argument for censorship is that exposure to sexually explicit material can morally corrupt our youth and encourage them to adopt risky sexual behaviors. This point of view regards children as blank slates who lack the critical capacity to make judgments and who will uncritically or blindly act out what they read and view. Williams and Dillon (1993) refer to this as the "hypodermic needle theory" (69), where children are filled with the "poison" from the sexual content of books, films and the Internet. This flies in the face of current curriculum directions based on research about the effects of media that claim children are a diverse group who actively construct meaning from what they read and who reveal an ability to be critical and discerning. There is no empirical research that proves a definitive causal connection between reading for instance and "undesirable" behaviour. In fact the opposite is true. Youth who engage in criminal activities are less likely to be readers the result of many factors, one of which is often a reading disability (Williams & Dillon, 1993)). There are those who believe that reading material can serve as an escape valve dissipating aggression that might otherwise injure society. (Sadker & Sadker, 1973, p. 368)

Aligned with the hypodermic needle theory are those who believe that explicit sex education will lead to premature sexual behaviour (Brinkley, 1997). Many of the same arguments used in challenging sexually explicit library materials are used by opponents of sex education and their voices promoting abstinence only programs are on the rise in the US and Canada. How does the censor reconcile with the 2001 United Nations International Children's Emergency Fund (UNICEF) reporting that the Netherlands and the Nordic countries, considered liberal and permissive in their approach to teenage sexuality, have the lowest number of teenage pregnancies whereas countries such as the United States, United Kingdom (UK) and Canada report the highest numbers in the developing world?

Conservative and religious groups such as Focus on the Family, Family and Youth, and the Christian Coalition in the US, UK and Canada have been promoting abstinence only sex education programs without contraceptive information. Monbiot (2004) writing for the *Guardian* states that although teenagers enrolled in the program have promised to remain virgins, results show that these assurances only "delay the onset of sexual activity". Consequently they are unprepared for the ultimate capitulation and, because of the shame of broken vows, are less likely to use contraceptives or to seek timely help to terminate a pregnancy. Monbiot (2004) concludes that abstinence only programs actually *increase* the rate of teenage pregnancy. Not only are the abstinence programs a failure in lowering the US teenage birthrates, a report titled *Scientific Integrity in Policymaking* prepared by the Union of Concerned Scientists claims the Bush administration has prevented the US Center for Disease Control from further data collection and has "forced them to drop their project identifying the sex education programs that worked after they found that none of the successful programs were "abstinence only".

The UNICEF report concludes that success in lowering the teenage birth rates in the Netherlands, for instance, has resulted from "the combination of a relatively inclusive society *with more open attitudes towards sex* (my italics) and sex



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education, including contraception." Another European study quoted in the UNICEF report, that analyzes successful sex education programs in Europe, states that "the spirit in which sex education is offered and delivered appears to be more important than the specific approach adopted". In these regions, teenagers "feel comfortable discussing sexuality in a warm, mutually supporting environment" and when asking for "information about sexual health [they] feel no shame or embarrassment." How many of us can say we provide the appropriate open "spirit" in providing information about teenage sexual behaviour for our students or a "warm, mutually supporting" library environment where our students "feel comfortable discussing their sexuality"? Swedes, known for their progressive socio-sexual policies considers teenage sex "neither as desirable or undesirable, but as inevitable."

The *Canadian Guidelines for Sexual Health Education* posted online by Public Health Canada encourages a more integrated approach where "sexual health is linked to other curriculum areas in the school (*such as the library program*) to be comprehensive in relation to integration, coordination and breadth." It states that: Effective sexual health education provides opportunities for individuals to explore the attitudes, feelings, values and customs that may influence their choices about sexual health. The goal is to encourage positive sexual health outcomes and to increase individual awareness of the social support available for such behaviour. Ontario's Physical and Health Education Curriculum for grades 1-8 is based on the idea that students need to develop an "understanding of sexuality in its broadest context", requiring that "teachers and learners must develop a comfort level with these topics so that information can be discussed openly, honestly, and in an atmosphere of mutual respect" echoing the language used in the UNICEF report. Throughout grades 9 - 12 in the Physical and Health Education Curriculum document, repeated references are made to "healthy sexuality" in its positive sense and "the need for students to develop informed decision-making". This speaks to teacher-librarians in their efforts to support the school curriculum when selecting library materials dealing with all aspects of human sexuality "in its broadest context", including stories that deal with the diverse experiences of teenage sexuality.

Succumbing to the neo-puritanical atmosphere by preventing student access to information about sex, teacher-librarians are contributing to the endangerment of students' health and wellbeing. Varying Canadian statistics exist that reveal the average age at which Canadian teenagers have sexual intercourse. In the most recent Canadian Youth, Sexual Health and AIDS Study published in 2003, the average age for first intercourse for boys was 14.1 and for girls 14.5. By grade nine, 21% of Canadian teens have had sexual intercourse at least once. 33% of grade nine students reported having had oral sex. Even grade seven students are sexually active with 27% indicating heavy petting including below the waist. The major reasons given by those students who have not yet had sex are that they have not met the right person or are not yet ready. The possibility of contracting sexual diseases or the awareness of negative family and peer opinions had very little impact on their decision to have (or not) have sex. An alarming Canadian statistic is that in "2003, females aged 15 -29 years old represented 41% of AIDS diagnosis" (Mitelman, 23).

Whether teacher-librarians approve of these behaviours is irrelevant. What we are obliged to do is make readily available, to all students, reliable, explicit information about contraception and safe sex practices in an open and proactive atmosphere. As well, Young Adult literature must be available dealing with these very real issues.



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Historically, the purpose of children's literature was to teach children how to behave and to pass on the traditions and morals of the times. Some parents and teachers in a backlash response to the contemporary proliferation of sexually explicit images on billboards, in film, television, magazines and the Internet, want the school to be a place sheltered from such images and knowledge, a place where a higher "moral" ground is upheld and protected. As Simons and Dresang (2001) comment in *School Censorship in the 21st Century*: [I]t must seem paradoxical, if not laughable, to the streetwise teenagers of today to see books being removed from classrooms [and libraries] because they describe a full-bosomed female or an incident of nocturnal emissions of semen.....Given the fact that serious discourse on real human problems is conspicuous by its absence, school programs of study may take on an Alice-In - Wonderland aura to many of these young people (p. 66). Even worse, teenagers may see school as a place where materials that reflect their culture are censored due to fear and conservative forces. Consequently it has less relevance to their lives as Williams and Dillon (1993) warn us: For a substantial and growing number of children, school is an irrelevance. The gap between school life and real life appears to be widening. Whenever we as educators try to avoid such controversy, whenever we duck and weave instead of confronting issues, we contribute to that gap (p. 72).

School libraries should be places where students find literature and information that is considered by some to be dangerous and subversive, because what challenges the status quo can help students grapple with the very difficult questions and issues regarding their sexuality, an integral part of themselves as functioning social and biological human beings. Students need to trust that in their school libraries, they will have fair access to diverse literatures about various sexual identities and explorations, whether they are sexually active, contemplating experimenting sexually, or abstaining from sex.

So there she is, the teacher-librarian ready to embrace a more open and democratic approach to her collection development in a socially responsible manner that reflects the sexual health and the diversity teenage students. What resources are there to assist her in selecting library materials? For controversial young adult fiction that is more "edgy, raw and relevant" depicting a "harsh realism" dealing with issues like teenage pregnancy, sexual abuse and homosexuality with no easy answers, *Radical Reads: 101 YA Novels on the Edge* by Bodart (2001) is one recommended resource. The list of controversial yet highly regarded and well-reviewed books dealing with the more negative aspects of teenage sexuality compiled by Bellows (2005) in his research on self-censorship by school librarians includes such titles as *Friction, America, True Believer, Stoner and Spaz*, and *When Kambia Elaine Flew in From Neptune*. Novels depicting adolescent sexuality in a more positive light include titles such as *Go and Come Back, Postcards from No Man's Land* and *My Heartbeat*.

Sadly, at this stage, few print resources depicting positive teenage sex relations, especially for same-sex, are easily accessible to adolescents even in large urban centres like Toronto. In a search of the Toronto Public Library's OPAC under the heading of 'Youth - Sexual Behaviour - Juvenile Fiction', it was possible to find 3 titles listed, all of them in French. Under 'Youth - Sexual Behaviour - Fiction' 9 titles were listed with some even in English. One of the titles, *A Bad Boy Can be Good for a Girl*, showed 13 copies circulating and 23 holds. Under 'Teenage Girls-Sexual Behaviour - Fiction', one item appeared, entitled *Whores On the Hill*, about girls enjoying their youthful freedom and entering the world of sexuality, had no plot summary. For *Doing It* by Melvyn Burgess, a book about the lives of three sexually active British boys, recommended in the School Library Journal, there were no summaries or even subject headings listed. Even *Forever* by Judy Blume, who is one



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of the most censored authors in the United States, has no subject headings or summaries providing an indication of what the novel is about. The patron must access another library database, such as Thomson Gale's *What Do I Read Next?*, in order to find more detailed subject searches and plot summaries. What is the message here? Has the censoring chill set in so deeply that the selection of sexually explicit books with a positive slant remains at a paltry few (and even those are inadequately indexed)? As Judy Blume's words remind us, "it's not just the books under fire now that worry me. It is the books that will never be written. The books that will never be read. And all due to the fear of censorship. As always, young readers will be the real losers." Add the censorship of the Internet in school libraries through filtering to that list and the loss is alarming.

Franz Kafka's description of the role of literature in society maintains that a "book must be an ice-axe to break the seas frozen inside our soul". In our duties and responsibilities as professional teacher librarians let us not contribute to the "chill" of self-censoring literature that deals with teenage sexual relationships. Instead, let us be the educators who provide a warm and mutually supportive atmosphere with relevant and accessible resources available in promoting a sexually healthy life for our youth. Because family values regarding sexual issues are vastly different, teacher-librarians should not be involved in imposing their sexual mores or standards on the family by neglecting to purchase materials about teenage sexuality. Furthermore, if teacher-librarians are to support provincial Physical and Health Education curricula on sex education, we must demand that publishers get out of the cold and into the heat of teenage sex to provide a variety of literature dealing with adolescent sexual relations in the broadest sense and rainbow of identities, but especially the affirming variety.

Finally, on a global perspective, sex education for children is critical in preventing the horrors of HIV/AIDS, child pornography, child prostitution as well as trafficking in children. UNICEF reports that every year over 2 million children are sexually exploited. Programs such as Girls' Access to Education (GATE), through organizations like World Education has been working to prevent trafficking of girls using a curriculum that focuses heavily on adolescent girls' health and empowerment issues. In these classes, girls learn about the dangers of trafficking, prostitution and other forms of abuse, as well as the consequences of unsafe sex, STDs, and HIV/AIDS. Many girls have saved themselves from sexual exploitation as a result of what they learned through the GATE program. (Academy, 2006)

Children throughout the world, have the right to learn about sexual and reproductive health as an integral part of their general health. Munoz (2000) aptly summarizes that we need to empower young people to make their own decisions free from discrimination, coercion or violence. They have a right to receive honest, scientific and timely education for the full and responsible exercise of sexuality. Young people have the right to enjoy equality between women and men so that they may be able to make responsible and conscientious decisions that guarantee their quality of life. She concludes by drawing an interesting parallel that educators need to acknowledge: Sexuality appears to be the only area of life in which parents and teachers agree that the less informed or trained people are, the better their chances of making the right decisions. In all other aspects of life, we are sure that the sooner and better prepared we are, the greater our chances of being successful. We would never think of waiting until our child had decided to study engineering to teach her how to count (p. 121)



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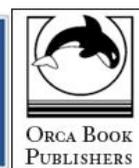
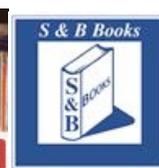
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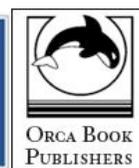
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Social Responsibility and School Libraries: A Case for Children's Literature as a Powerful Teaching Tool

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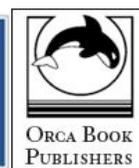
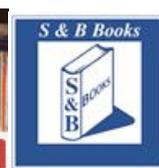
Books make it possible for each of us to learn at our own rate, by asking our own questions, by putting what we discover into what we already know. They also encourage joint learning, shared understandings, extended awareness. Margaret Meek (1991, p. 167)

Introduction

As a new teacher-librarian in rural Alberta, I was tasked with teaching a grade six social studies class for one year. The first unit was on local government and included a section about individuals making a difference in the world around them. The textbook profiled a twelve year-old named Craig Keilburger, who created an organization called "Free the Children" in response to the murder of a young child labourer in Pakistan. Keilburger and his friends started the organization to fight against child labour and raise awareness about other social issues facing children around the world. My students were intrigued by the short profile in their textbooks, so I read the first few chapters of Kielburger's book *Free the Children* aloud to the class. Many of the students were so interested that they went on to read the book themselves. They were also motivated to act on what they had learned, so they collected school supplies that were then sent to the organization "Free the Children" for distribution in developing countries. Their exposure to Craig Keilburger, through a brief profile in a textbook and a few chapters from a book, helped them to think about global issues and discover what they could do to make a difference in another person's life. This story is one of the highlights of that year for me and often serves as a reminder that literature can be a powerful and effective tool for teaching about life.

The teacher-librarian has a unique position in schools. The teacher-librarian has a responsibility to develop and teach curriculum, but also to understand and uphold library standards. Teaching children about issues related to social responsibility and global citizenship is the responsibility of everyone in the school, but the teacher-librarian has a special opportunity to enhance the learning that occurs throughout the school. One way this can be done is through the use of children's literature.

This paper is written primarily for teacher-librarians and other educators, and addresses two basic questions: first, why should children's literature be used in schools to teach children about global citizenship and social responsibility; and second, what literature can be used to help children understand and discuss these issues?



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Key Definitions

Throughout the paper, reference will be made to a number of terms that should be clearly defined from the outset. First, according to the American Library Association (2004), social responsibility is the contribution that librarianship can make in ameliorating or solving the critical problems of society; support for efforts to help inform and educate the people of the United States on these problems and to encourage them to examine the many views on and the facts regarding each problem. (para. 15)

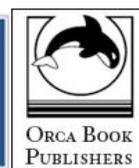
For the purposes of this paper, this definition is simply extended into the Canadian context. Second, intellectual freedom refers to "the right of every individual to both seek and receive information from all points of view without restriction" (ALA, 2006, para. 2). Both social responsibility and intellectual freedom emphasize the importance of having access to, and critically evaluating, all types of information. Finally, global citizenship is a common term in education circles, especially as it has become an integral part of the twenty-first century curriculum. According to Oxfam International, global citizenship is "about understanding the need to tackle injustice and inequality, and having the desire and ability to work actively to do so" (Oxfam International, 1997, para. 2). The goal of any school or library global citizenship program is to help students understand how they can make a difference in the world they live in. Through global citizenship education, "students learn that caring about others builds a strong society and is the foundation of a safe, caring and inclusive learning community" (Skytt, 2006, para. 4). This educational emphasis on empathy, encourages students to discover that they can influence change and make a positive difference in the world.

Library and Educational Background

Global citizenship education and teaching about social responsibility should be an integral part of a school library's mandate. But, what support do teacher-librarians have for incorporating this philosophy into their programs?

Global Context

The United Nations' *Universal Declaration on Human Rights* provides firm support for teaching children about social responsibility and global citizenship. Article 1 states, "all human beings are born free and equal in dignity and rights," and Article 27 addresses the importance of culture, stating that "everyone has the right to freely participate in the cultural life of the community" (United Nations, 1948). Children need to know and understand their basic human rights and these articles should be the rhetorical foundation upon which a school library program is based. Similarly, the *Glasgow Declaration on Libraries, Information Services, and Intellectual Freedom*, a document developed by the International Federation of Library Associations and Institutes (IFLA), states that "libraries and information services shall [also] acquire, preserve, and make available the widest variety of materials, reflecting the plurality and diversity of society" (IFLA, 2004, para. 5 & 6). Another IFLA document, the *School Library Manifesto*, reinforces these ideas, but in a school library context. It states: "the school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens" (IFLA, 2006, para. 1). These foundational documents firmly place social responsibility, intellectual freedom, and global citizenship into the school library setting.



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National Context

Canadian library discourse reiterates the above rhetoric by emphasizing the prime directive that libraries have in promoting intellectual freedom, as well as social responsibility. The Canadian Library Association's (CLA) *Code of Ethics* states that libraries have a responsibility to "facilitate access to any or all sources of information which may be of assistance to library users" (CLA, 1976, para. 3). The CLA's *Statement on Intellectual Freedom* underscores this ethical directive by asserting that libraries have a "basic responsibility for the development and maintenance of intellectual freedom" (CLA, 1985, para. 2). Similarly, the CLA's *Statement on Effective School Library Programs in Canada*, states that "to be effective citizens in a society rich in information, students need to learn skills which will allow them to locate and select appropriate information, to analyze that information critically, and to use it wisely" (CLA, 2000, para. 1). Finally, the Canadian Association of School Libraries (CASL) document, *Competencies for Teacher-Librarians*, states that the teacher-librarian "develops and promotes the effective use of informational and imaginative resources in all formats through cooperative professional activities and provides appropriate information, resources or instruction to satisfy the needs of individuals and groups" (CASL, 1997, para. 1.6 & 1.7). In each case, teacher-librarians are encouraged to promote information literacy and intellectual freedom. A literature-based program related to global citizenship is one way to engage students in this process.

Provincial Education Curriculum

Teacher-librarians have a responsibility to know and support the provincial curriculum. In my home province of Alberta, for example, recent changes to the social studies curriculum placed global citizenship in the forefront of the new program. This program has "at its heart the concepts of citizenship and identity in the Canadian context. ... It fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic" (Alberta Education, 2005, p. 1). The rhetoric is reminiscent of IFLA's *Glasgow Declaration*, with references to plurality, diversity, and democracy. The connection between these two documents shows how the school library is a place where library and educational standards meet and how global citizenship and social responsibility should be at the centre of the educational program.

Why Children's Literature?

Benefits of Children's Literature in Education

Promoting global citizenship and social responsibility as related themes in the classroom can be a challenge. Teachers often struggle with the best way to 'teach' these ideas, because they are broad and elusive concepts, not skills that can be taught, learned, practiced, mastered, and tested. Children's literature is one way to help children better understand these issues, because children benefit when new information is presented in a way that is easy to understand and assimilate. According to Gordon Wells (1986), "stories have a role in education that goes far beyond their contribution to the acquisition of literacy. ... Through the exchange of stories teachers and students can share their understandings of a topic and bring their mental models of the world into closer alignment" (p. 194). This description of the power of literature in the classroom is echoed by my own students' reactions to reading Craig Kielburger's book. Traditional teaching methods would not have resulted in the same powerful, energized response to Kielburger's story. As I



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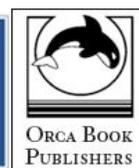
discovered through experience and reflection, the act of reading fiction can transform a learning experience and “transport readers to other places and other times and expand their life space. Readers feel connected to the lives of others as they enter an imagined situation with their emotions tuned to those of the story” (Huck, Kiefer, Hepler & Hickman, 2004, p. 8).

Books will often generate the kind of discussion or debate that is critical for students to create new understandings of complex ideas. For example, literature circles, in which small groups of students read the same book and then participate in discussions and activities about their book, can be an effective way of encouraging children to grapple with difficult issues or ideas. Whether using literature circles or reading a book out loud, integrating books into the classroom helps the story become “the common knowledge for the class—it is the scaffold, the schema, upon which students’ understandings and interests are explored and new knowledge is added” (Diakiw, 1990, p. 296). This is a significant point in the context of discussing issues that might be confusing or even frightening for some children. Lissa Paul (1988) suggests that “stories create a space where moral and social issues can be explored safely—without threat. And therein lies their value” (p. 4). Presenting new or difficult topics through literature gives children a safe way to explore and define their own attitudes and perceptions about social responsibility and global issues.

Literature-based teaching also benefits students in other ways. By reading a picture book or novel about a particular time or place, children “can put themselves in the place of characters and develop feelings and understanding of the characters and the era” (Edgington, 1998, para. 7). Trade fiction books bring a human element to a particular issue in a way that textbooks cannot. For example, *Chanda’s Secrets* by Allan Stratton introduces readers to a sixteen year-old girl named Chanda, whose family is directly affected by the HIV/AIDS crisis in Africa. Chanda is forced to overcome the secrecy and stigma associated with HIV/AIDS as she fights to keep her family together. A book like *Chanda’s Secrets* can give young people a compelling and personal look at a contemporary world issue.

Children also develop high level reading and thinking skills by participating in literature-based programs (Edgington, 1998; Pantaleo, 2002). Providing time for reading in school, especially if the books are interesting and accessible and the children have some choice in what they read, has direct impact on students’ intellectual freedom, as well as their reading ability and on their desire to read. Studies have shown that children who are involved in free reading programs at school, such as literature circles, are more likely to read outside of school for pleasure and recreation (Krashen, 2004). This is a powerful finding. Furthermore, reading aloud also has a profound impact on children’s literacy rates. Recent studies indicate “children who are read to regularly ... make superior gains in reading comprehension and vocabulary” (Krashen, p. 78). Incorporating literature into classroom or library programs is not only an effective instructional strategy, but also an important practice to develop literacy skills.

In addition to improving children’s reading skills, teacher-librarians who use literature to meet curricular outcomes also help children to develop an appreciation for reading as a pleasurable aesthetic experience. Literature entertains, stretches imagination, elicits a wealth of emotions, and develops compassion. It generates questions and new knowledge, affords vicarious experiences of other worlds, and provides encounters with different beliefs and values. (Pantaleo, 2002, para. 2) The phrase “aesthetic reading” refers to Rosenblatt’s transactional theory of reading. Rosenblatt asserts that there are two types of reading: reading for information



(efferent) and reading for pleasure (aesthetic). In efferent reading, "the meaning results from abstracting and analytically structuring the ideas, information, directions, or conclusions to be retained, used, or acted upon after the reading event" (Rosenblatt, 1982, p. 159). On the other hand, the aesthetic reader "experiences and savors the qualities of the structured ideas, situations, scenes, personalities, and emotions that are called forth and participates in the tensions, conflicts, and resolutions as they unfold" (p. 159).

Teachers and students have traditionally relied heavily on textbooks to support teaching and learning. Unfortunately, textbooks only provide children with opportunities to practice their efferent reading, as they read for information. Teacher-librarians are familiar with literature and pedagogy. Collaboration between teachers and teacher-librarians in the area of children's literature and global citizenship should be a natural practice. Using books in the classroom or library helps children develop skills as both efferent and aesthetic readers. *The Breadwinner* by Deborah Ellis, for example, provides opportunities for both types of reading. Set in Afghanistan under Taliban rule, *The Breadwinner*, tells the story of Parvana, who has to work outside the home to support her family. Parvana must dress like a boy to go to work, because under the Taliban, girls and women were not allowed to be out in public alone. As an efferent reading experience, children who read *The Breadwinner* learn a great deal about the social, political, and cultural climate in Afghanistan in the 1990s. At the same time, Ellis' use of language to describe the setting and characters makes *The Breadwinner* a well-written story that can be read and enjoyed at an aesthetic level as well.

All of this does not mean, however, that children's literature should be used in isolation or as a total replacement for other instructional methods. As Huck, Keifer, Hepler & Hickman (2004) state:

Using literature across the curriculum does not mean forcing connections between fact and fiction ... It does mean recognizing that some pieces of literature have a strong background of fact and provide a unique human perspective on historical, scientific, and technological subjects. (p. 553)

Textbooks, of course have their place in the classroom and teacher-librarians and classroom teachers should plan programs that make use of both types of information sources. The example about my own students reinforces this idea. After reading a short biographical piece about Craig Keilburger in their textbooks, the students were encouraged to learn more by reading a trade fiction book on the subject. Edgington's (1998) review of the literature on this subject suggests that textbooks should be supplemented with children's literature or other resources to create a well-developed program. However, the research is not conclusive, nor is it recent, and further study in this area would be beneficial to teachers and teacher-librarians. Regardless, a literature-based program to support the curriculum is more interesting and engaging for most students, (see, for example, Davis & Palmer, 1992 & Guzzetti, Kowalinski, & McGowan, 1992) and is, therefore, an effective instructional method for teaching children key concepts, values, or ideas, especially related to global citizenship and social responsibility.

Social Responsibility and Children's Literature: Book Suggestions

Included at the end of this section is a list of recommended titles for middle years students (grades 5-9) that could be used in a literature-based global citizenship education program. Although many different global and national issues could be



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used to teach about global citizenship and social responsibility, I have chosen to focus on four specific areas: human rights, HIV/AIDS, child labour, and war and peace. These are restricted to picture books, novels, graphic novels, and non-fiction, even though there are many other resources (film, drama, websites, etc.) that would also be appropriate to use as teaching tools.

No matter how books like these get used in the classroom, teacher-librarians have a professional responsibility to include them in their library collections. Students should have access to books, both fiction and non-fiction, on a wide range of social issues. By collecting books such as these and promoting them to students in the library, teacher-librarians are promoting social responsibility and intellectual freedom at the school library level. As well, teacher-librarians are recognizing the importance of the *UN Convention on the Rights of the Child*, an international document that Canada has ratified. Even if these issues are not addressed in the classroom as part of the curriculum, teacher-librarians are in a position to help students develop an awareness of social issues.

Beyond collecting and promoting library materials that respect the plurality and diversity of society, teacher-librarians could use their positions to sponsor a student group that promotes global citizenship and social responsibility. There are many ways that such a group could function in the school. For example, after reading *The Heaven Shop* by Deborah Ellis, students could raise awareness about the plight of HIV/AIDS orphans in Africa by creating a display for their classmates, collecting funds for donation (e.g., organizing a book sale). Similarly, a student group could partner with the Parent Council or the local public library to sponsor a visit to the school by Craig Keilburger (or another representative from Free the Children) to talk about child labour and children's basic human right to education. Perhaps after reading a book like *Alia's Mission: Saving the Books of Iraq* by Mark Alan Stamaty, students could raise money for an international library organization that supports the rebuilding of libraries in war torn countries. The teacher-librarian could also help students participate in school assemblies or programs, such as Remembrance Day, through reader's theatre, dramatic readings, information presentations, or poetry readings, based on the group's social justice research and work. An informal book discussion group led by the teacher-librarian once or twice a month focusing on titles such as those recommended below would promote intellectual freedom and social responsibility at the school level. By providing access to a wide range of resources and programs, teacher-librarians can give students the opportunity to explore all aspects of the world around them. As a result, teacher-librarians can play a critical role in promoting global citizenship and social responsibility both within and outside the classroom.



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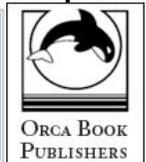
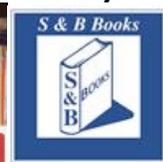
Global Citizenship and Social Responsibility: Suggested Titles

Grades 5-9

<p>Human Rights & Citizenship</p> <ul style="list-style-type: none"> • <i>A Life Like Mine</i> by UNICEF • <i>Children Just Like Me</i> by Barnabas and Anabel Kindersley • <i>Children's Rights</i> by Adam Hibbert • <i>For Every Child: The UN Convention on the Rights of the Child in Words and Pictures</i> by Caroline Castle • <i>If the World Were a Village</i> by David Smith • <i>If You Could Wear My Sneakers</i> by Sheree Fitch • <i>Stand Up, Speak Out</i> by UNICEF • <i>Take Action: A Guide to Active Citizenship</i> by Craig and Marc Kielburger 	<p>HIV/AIDS</p> <ul style="list-style-type: none"> • <i>Chanda's Secrets</i> by Allan Stratton • <i>Our Stories, Our Songs: African Children Talk about AIDS</i> by Deborah Ellis • <i>Pedro and Me</i> by Judd Winick • <i>The Eagle Kite</i> by Paula Fox • <i>The Gathering Tree</i> by Larry Loyie with Constance Brissenden • <i>The Heaven Shop</i> by Deborah Ellis • <i>Touch of the Clown</i> by Glen Huser
<p>Child Labour</p> <ul style="list-style-type: none"> • <i>Carpet Boy's Gift</i> by Pegi Dietz Shea • <i>Free the Children</i> by Craig Kielburger with Kevin Major • <i>Iqbal</i> by Francesco D'Adamo • <i>Iqbal Masih and the Crusaders Against Child Slavery</i> by Susan Kuklin • <i>Listen to Us: The World's Working Children, a Book for Kids</i> by Jane Springer • <i>We Need to Go To School: Voices of the Rugmark Children</i> by Tanya Roberts-Davis 	<p>War and Peace</p> <ul style="list-style-type: none"> • <i>A Little Piece of Ground</i> by Elizabeth Laird • <i>Alia's Mission: Saving the Books of Iraq</i> by Mark Alan Stamaty • <i>Brothers in Hope: The Story of the Lost Boys of Sudan</i> by Mary Williams • <i>Kiss the Dust</i> by Elizabeth Laird • <i>Persepolis</i> by Marjane Satrapi • <i>The Breadwinner</i> by Deborah Ellis (and sequels) • <i>The Librarian of Basra: A True Story from Iraq</i> by Jeanette Winter • <i>The Road to Chlifa</i> by Michele Marineau • <i>Three Tall Trees</i> by David Wheeler • <i>Three Wishes: Palestinian and Israeli Children Speak</i> by Deborah Ellis • <i>Thura's Diary</i> by Thura Al-Windawi • <i>War Game</i> by Michael Foreman • <i>What Does Peace Feel Like</i> by V. Radunsky • <i>Year of No Rain</i> by Alice Mead

Conclusion

Children are naturally curious and interested in what is happening around them. As educators, we have a responsibility to help children develop their opinions about what they see on TV or read about in the newspaper or online. We also have a responsibility to educate children to think critically about the world they inhabit. Teaching with a focus on intellectual freedom and social responsibility can be challenging, but good education is challenging *isn't it?* That is why global education is supported by national and international library discourse and by our school curriculum. Teacher-librarians have a professional responsibility to incorporate



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these concepts into their practice. Using children's literature to supplement other instructional methods is one way to introduce children to socially responsible viewpoints and issues related to global citizenship and social justice. Literature-based programs give children the opportunity to explore ideas and attitudes and move beyond the facts and figures of traditional social studies texts, and, hopefully, become empathetic, caring, sharing, and active global citizens. As the authors of *Children's Literature in the Elementary School* state: So much of what we teach in school is concerned with facts. Literature is concerned with feelings, the quality of life. It can educate the heart as well as the mind. ... Literature can show children how others have lived and 'become', no matter what the time or place. As children gain increased awareness of the lives of others, as they vicariously try out other roles, they may develop a better understanding of themselves and those around them. (Huck, Kiefer, Hepler & Hickman, 2004, p. 8)

Additional Resources

International Association of School Libraries: AIDS and HIV in School Libraries Resource Package (available online at: <http://www.iasl-slo.org/conference2003-aids.html>)

Ontario School Library Association: Be the Change (educational resource package with lesson plans based on issues of global citizenship, social justice, human rights; includes annotated bibliography of print and electronic resources on a variety of subjects available online at: <http://www.accessola.com/osla/bethechange/home.html>)

Free the Children: "the largest network of children helping children through education in the world" (URL: <http://www.freethechildren.org>)

United Nations: United Nations Cyber School Bus (A global teaching and learning project with information, facts, quizzes and games, and teacher resources. URL: <http://www.un.org/Pubs/CyberSchoolBus/>)

UNICEF: Two different web-based resources for young people include Voices of Youth (URL: <http://www.unicef.org/voy/>) and Magic Children (URL: <http://www.unicef.org/magic/users/children.html>).

Canadian International Development Agency (CIDA): Resources for Youth and Teachers section (URL: <http://www.acdi-cida.gc.ca/cidaweb/acdicida.nsf/En/JUD-1181237-MZJ>).

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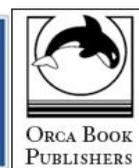
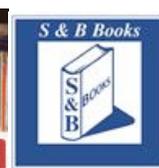
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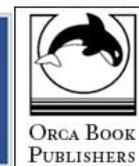
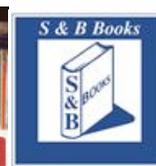
Internet Links/Liens Hypertoiles

Here are some Internet Links related to Social Responsibility and Intellectual Freedom.

Voici des sites hypertoiles qui offrent des ressources sur la responsabilité sociale et la liberté d'expression.

Issue Contents

BC Performance Standards - Social Responsibility: A Framework	IFLA/FAIFE World Report: Libraries and Intellectual Freedom: Canada	Internet Access Policies: Canadian Resources
Freedom to Read: Get Involved	ALA Banned Books Week - September 29 - October 6th, 2007	Banned Books: A Pathfinder
Banning Books from the Classroom: How to Handle Cries for Censorship	Building Capacity for Global Education in a School Library Media Education Program through International Exchange	IFLA/UNESCO School Library Manifesto The School Library in Teaching and Learning for All
Global Campaign for Education	School Library Media Activities Monthly - Confidentiality	LibraryLawBlog: School Libraries - Privacy Dilemma
Censorship in British Columbia: A history (1980-1990)	Censorship in British Columbia: A history (2000-)	When Reading Good Books Can Get Schools In Trouble
CMEC et Unesco: Éducation pour la paix, les droits de l'homme, le démocratie, la compréhension internationale et la tolérance - Canada	Manifeste de l'UNESCO de la bibliothèque scolaire La bibliothèque scolaire dans le contexte de l'enseignement et de l'apprentissage pour tous	Relief: L'école de l'ignorance
L'UNEQ - Liberté d'expression: Chronologie	L'UNEQ - Liberté d'expression: Mémoire relatif au projet de loi C-20	Le Réseau de l'éducation globale



SCHOOL LIBRARIES IN CANADA

Book Review - *SOAR HS - Some Assembly Required: High School*

Richard Beaudry

[Issue Contents](#)

Clayton, Jeff (2006). *SOAR HS - Some Assembly Required: High School*. Youth Services, Learning Disabilities of Ontario (LDAO) ISBN 0-9685790-5-1

Price \$14.00 Available at: <http://www.LDAO.ca/publications/soarhs.php>

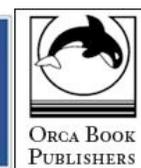
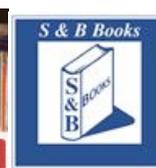
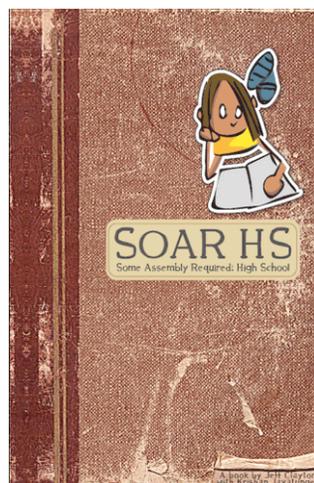
It is not always easy to find appropriate resources that can easily explain learning styles and learning disabilities. *SOAR HS - Some Assembly Required: High School* is a good starting point.

Written by Jeff Clayton with fun illustrations by Jeff and Krishan Jayatunge, this guide can help secondary students, teachers, caregivers and parents better understand these important concepts. The book does emphasize Ontario resources but is still a useful addition to any school library.

Table of Contents

- 1. Two Loaded Words** A brief history of School
- 2. The Elements of Learning** Our Gorgeous Brain Your Learning Style
- 3. What are Learning Disabilities** LDs are Simple LDs are Complicated The Categories of LDs Examples of LDs The Official LDAO Definition of LDs LDs in School
- 4. A Couple of Final Thoughts** Further Reading and Resources LDAO Chapters Across Ontario

Available with the book is the SOAR High School Facilitator's Guide



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Technology Corner: Web 2.0 Resources

From Wikipedia:

Web 2.0 is a term often applied to a perceived ongoing transition of the World Wide Web from a collection of websites to a full-fledged computing platform serving web applications to end users. Ultimately Web 2.0 services are expected to replace desktop computing applications for many purposes.

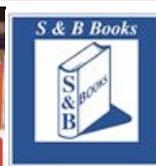
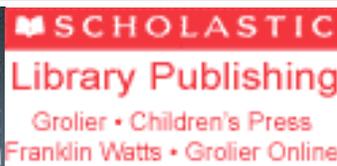
There have been numerous articles published in the last two years (Abram (2006), Harris (2006), Lackie (2006), O'Hear (2006) and O'Reilly (2005)) that refer to Web 2.0 technology and how it will change the way teachers and students communicate and work on the Internet.

Students across North America have already adapted Web 2.0 technologies in their everyday lives by using social networking websites like Facebook and MySpace where they can post and share information online.

Several Web 2.0 options are now available for teacher-librarians in Canada. Some, like BookWellRead, Reader2, Junklog, and LibraryThing offer shared book reviews and recommendations that can be helpful in assessing purchases. Others, like Flickr, Plum and WhiteBoard, offer students and teachers ways of creating documents and presentations that can be saved online and shared with others.

Rather than saving their projects and working with one computer, students and teachers will be able to save resources, bookmarks, presentations and documents online and retrieve them from any computer at school. Below are examples of Web 2.0 applications that demonstrate where technology in schools is heading.

<p>Copyright 2.0 - ESN</p>	<p>ChainReading - Book Tracking Made Easy</p>	<p>BookWellRead - Free online book journal!</p>
<p>LibraryThing - Library-quality catalog</p>	<p>Reader2 - Find new books to read, put your reading list online.</p>	<p>JunkLog - A site for logging and rating what you've read, watched, listened to and played</p>
<p>Lib.rario.us - Social Media Cataloguing</p>	<p>Plum - Lets you save anything you care about - web pages, videos, photos, documents, emails, feeds, and more - and organize everything into collections.</p>	<p>WriteBoard - Write, share, revise, compare.</p>

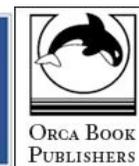
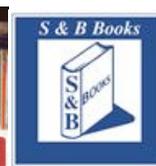


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CLA Conference 2007

Hosted by:

[Canadian Library Association / Atlantic Provinces Library Association / Newfoundland and Labrador Library Association](#) When: May 23-26, 2007 Where: Delta St. John's Hotel and [Mile One Centre](#) in St. John's, NL

Conference Link: <http://www.cla.ca/conference/2007/index.shtml>

Reminder of Note:

Friday, May 25th - 4:30 - 6:00pm - CLA Division Awards and AGM's (CALCUL - CASL - CAPL - CASLIS)

[Our 2007 Award Winners](#)

[Issue Contents](#)

CASL Members,

Please find below the constitution and bylaw amendments that will be presented to the CASL AGM in St. John's Nfld. on Friday, May 25, 2007, 4:30-6:00 p.m., for adoption. The two significant changes are that the number of Councillors on the board will increase from two to three; the President's term will now be two years, instead of one year; and, the President Elect Past President, depending on which office is currently filled, will perform the duties of the President in the absence of the President.

The effect of these bylaw changes means that the Past President will serve one year and after that year is up, the person who has been elected as President-Elect will serve for one year and then two years as president. Using this scheme the board will remain the same size.

If there are any questions please contact Sandra Hughes, President CASL, at sandra.hughes@sympatico.ca.

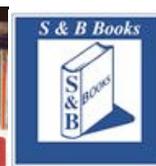
I hope you will join us at the AGM and support us in this positive evolution of our Council.

Sandra Hughes, President CASL

The following changes to the Constitution and By-Laws of the Canadian Association for School Libraries will be presented for discussion and approval at CASL's ANNUAL GENERAL MEETING, May 25, 2007, 4:30 p.m.

PURPOSE OF THE BY-LAW CHANGE:

To modify the executive terms of office to reflect the practice of other CLA divisional councils and to facilitate the operation of the Association.



Present Wording

Constitution Article 6: Management

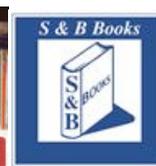
Article 6.3:

The officers of the Division shall be the President, the President-Elect, the Past-President, the Secretary-Treasurer and two Councillors from the membership at large.

Bylaw 3: The Executive Council

Bylaw 3: Officers

1. The Officers shall consist of the President, the President-Elect, the Past-President, the Secretary-Treasurer and two Councillors-at-large.
2. The President shall be the Chief Executive Officer of the Division and shall preside at all meetings of the CASL Executive Council and of the Division without any right to vote except in the case of a tie. The President shall be a member *ex officio* of all committees struck by the Division.
 - a. The President shall be the official representative of the Division.
 - b. By virtue of the office, the President shall serve on the Council of the Canadian Library Association according to the Constitution and Bylaws of CLA.
 - c. The President shall, with direction and approval by the CASL Executive Council, plan and direct Division programmes. The President will present the annual report of the Division to the CASL Annual General Meeting and to the Council of the Canadian Library Association.
3. The President-Elect shall serve the first year after election as President-Elect and the second year as President. The President-Elect shall, in the absence or disability of the President, perform such duties and exercise such powers of the President as may be assigned by the CASL Executive Council.
 - a. The duties of the President-Elect shall be determined and assigned by the President with the assistance and approval of the CASL Executive Council.
 - b. A President-Elect who succeeds to the Presidency in mid-term shall continue in that office for a further term.
4. The Secretary-Treasurer shall serve for a term of two years. The Secretary-Treasurer shall record the minutes of all meetings and ensure that copies are distributed promptly to all members of the Executive Council and shall also be responsible for the development of an annual budget, the maintenance of accurate records of expenditure of funds allocated against that budget, the correspondence and notice of meetings of The Division, and for an annual report to the membership on those matters.
 - a. The President and the Secretary-Treasurer shall be the signing officers of the Division.
5. The Past-President shall, upon taking that office, automatically assume the position of Chair of the Committee on Committees, and shall also perform such duties as directed by the President or assigned by the CASL Executive Council.



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a. If a President does not complete a normal term-of-office and thus does not move into the office of Past-President, the CASL Executive Council shall appoint an eligible member in good standing to serve as Past-President. If possible, the appointment shall come from the list of former Presidents.

6. Councillors-at-large shall serve for a term of two years with terms to be rotated so that one Councillor shall be elected each year. The Councillors-at large shall perform such duties as directed by the President or assigned by the CASL Executive Council.

PROPOSED WORDING: New wording in **BLUE**

Constitution Article 6: Management

Article 6.3:

The Officers shall consist of the President, the President-Elect, the Past-President, the Secretary-Treasurer and **three** Councillors from the membership at large.

Bylaw 3: The Executive Council

Bylaw 3: Officers

1. The Officers shall consist of the President, the President-Elect, the Past-President, the Secretary-Treasurer and **three** Councillors-at-large.

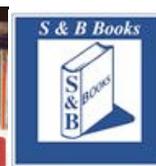
2. **The President shall serve a two year term.** The President shall be the Chief Executive Officer of the Division and shall preside at all meetings of the CASL Executive Council and of the Division without any right to vote except in the case of a tie. The President shall be a member *ex officio* of all committees struck by the Division.

a. The President shall be the official representative of the Division. b. By virtue of the office, the President shall serve on the Council of the Canadian Library Association according to the Constitution and Bylaws of CLA. c. The President shall, with direction and approval by the CASL Executive Council, plan and direct Division programmes. The President will present the annual report of the Division to the CASL Annual General Meeting and to the Council of the Canadian Library Association.

3. The President-Elect shall serve the first year after election as President-Elect **and the second and third years as President.** The President-Elect shall, in the absence or disability of the President, perform such duties and exercise such powers of the President as may be assigned by the CASL Executive Council.

a. The duties of the President-Elect shall be determined and assigned by the President with the assistance and approval of the CASL Executive Council. b. A President-Elect who succeeds to the Presidency in mid-term shall continue in that office for a further term.

4. The Secretary-Treasurer shall serve for a term of two years. The Secretary-Treasurer shall record the minutes of all meetings and ensure that copies are distributed promptly to all members of the Executive Council and shall also be responsible for the development of an annual budget, the maintenance of accurate records of expenditure of funds allocated against that budget, the correspondence and notice of meetings of The Division, and for an annual report to the membership on those matters.



SCHOOL LIBRARIES IN CANADA

a. The President and the Secretary-Treasurer shall be the signing officers of the Division.

5. The Past-President shall serve a one year term in office. The Past-President shall, upon taking that office, automatically assume the position of Chair of the Committee on Committees, and shall also perform such duties as directed by the President or assigned by the CASL Executive Council.

a. In the absence or disability of the President during a year when there is no President-Elect, the Past President will perform such duties and exercise such powers of the President as may be assigned by the CASL Executive Council. b. If a President does not complete a normal term-of-office and thus does not move into the office of Past-President, the CASL Executive Council shall appoint an eligible member in good standing to serve as Past-President. If possible, the appointment shall come from the list of former Presidents.

6. Councillors-at-large shall serve for a term of two years with terms to be rotated so that two Councillors are elected in one year and one councillor elected the following year. The Councillors-at large shall perform such duties as directed by the President or assigned by the CASL Executive Council.



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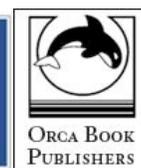
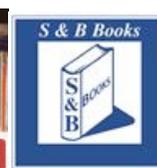
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A look at the CASL/CLA Conference

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The Canadian Association for School Libraries (CASL) invites you to advertise on SLIC, a professional journal with four online issues a year. For our most recent issue, 57,512 visitors came to our site resulting in almost 400,000 page views. The SLIC website has page rank of 5 in Google.

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 - Contain no statements that are false or misleading.
 - Advertising from non-profit or service organizations may appear free of charge.
 - Decisions concerning the acceptance of advertisements shall be made by the Managing Editor.
 - Non-discriminatory language must be used.
 - Advertising may not include pornography, stereotyping or exploitation.
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Faire de la publicité sur SLIC

La revue SLIC est la revue officielle de CASL. C'est une revue professionnelle publiée 4 fois par année ayant comme objectif la publications d'articles spécialisés destinés aux professeurs bibliothécaires et au personnel travaillant dans les bibliothèques scolaires. Dans la plus récente édition, nous avons eu 57,512 visiteurs résultant en plus de 400,000 pages visitées. Le site hyperteile de SLIC a un classement de 5 sur Google.

Nous sommes à la recherche de publicité pour continuer de produire SLIC sur Internet pour les professeurs bibliothécaires à travers le Canada et autour du monde. Les individus, associations ou organisations désirant faire de la publicité sont priés de nous **contacter** pour plus d'informations.

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Toute publicité sur SLIC doit:

- Être conforme à la constitution et aux règlements de CASL;
- Être conforme à cette politique de publicité;
- Ne pas contenir de déclarations fausses ou trompeuses.
- Il n'y a pas de frais de publicité pour les sociétés à buts non lucratifs
- L'approbation de toute publicité est fait par l'éditeur de SLIC
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