

## teacher | librarian

is committed to collaborative partnerships for improved student learning through thought-provoking and challenging feature articles, strategies for effective advocacy, regular review columns, and critical analyses of management and programming issues.

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## NOTEBOOK



# Intellectual Freedom

## Access to Ideas, Access to Information, and Access to Technology

David Loertscher and Elizabeth "Betty" Marcoux

**H**ow did you celebrate Banned Books Week? Did you put out a display of books and media that have been challenged in the past?

Did you engage your students in discussion about why these things were placed on display and what they contained? What about websites and various online tools that have been challenged – even banned – in some schools today? Is this something you considered?

Are you concerned about the restrictions on various web tools and the ramifications this may bring to student learning? Are you concerned about bandwidth and access, and the onslaught of electronic tools used by students to gain and share information?

This issue of *Teacher Librarian* addresses many of the issues that comprise these concerns about banned information in our libraries and about other constraints on access to information. Angela Maycock of ALA's Office of Intellectual Freedom opens the discussion with a conversation regarding the major issues that are relevant to school libraries everywhere, including the concerns of digital censorship – now a large part of this conversation. With sensitivity, Elizabeth Rauch takes us into the world of collecting GLBTQ books and how such a collection can, and does, present both challenges to our collection and the school culture. She talks about how to best address some of these challenges – issues that will serve us well when we address these challenges regardless of topic. RoseMary Honnold, VOYA magazine editor, offers a compilation of books for teens that she calls "gentle" and ones that aren't into the edginess of many. The discussion she offers for why these are needed and how to utilize them is most interesting.

Then there is the digital world. Rebecca Hill offers an introduction on how to best use mobile devices in a school, and Steven Anderson takes on the Twitter issue, seeing it as a toolbox for educators. Finally, there is Amy Price and her study on the use of iPad and similar technology in schools by students with autism.

Tim Gauntley, retired director of libraries in Toronto and consultant to the Ontario Ministry, shares his poster as the centerfold. A short article which should generate discussion accompanies the poster. This month's author interview features Nancy Garden, whose groundbreaking *Annie On My Mind* and other books have provoked challenges in both school and public libraries.

Pay attention to the What Works column – it has some interesting ramifications for the work we do. Walter Dean Myers shares how authors and teacher librarians can work together. Annette Lamb and Larry Johnson provide a timely and very informative discussion of “Five Real-World Issues” to consider when “Nurturing a New Breed of Readers,” students engaged with various e-

reading devices. And not to be missed are the columns that offer so much interesting information that can be used immediately in your library. Finally, be sure to read Erlene Bishop Killeen’s column for a good dose of professional satisfaction.

In December, *Teacher Librarian* will do an issue devoted to design. The editors are soliciting photos of before and after situa-

tions where the school library has morphed into a more collaborative and exciting environment. Please send your photos and a few paragraphs about what they show to [editor@teacherlibrarian.com](mailto:editor@teacherlibrarian.com). Who knows, we may contact you for more information and/or use your photos to illustrate this issue. Please be sure all permissions are granted for their publication.



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## WRITE FOR *TEACHER LIBRARIAN!*

The editors of *Teacher Librarian* welcome original manuscripts on any aspect of library services for children and young adults that will contribute to excellence in programs and improved support for their delivery. We are committed to collaborative partnerships for improved student learning through thought-provoking and challenging feature articles, strategies for effective advocacy, and critical analysis of management and programming issues

We invite you to share your knowledge, expertise, or research with the *Teacher-Librarian* readership and the greater teacher librarian community. We encourage articles from both practitioners and library educators. Submissions will be considered for publication only if they have not been published previously and they are not under active consideration by another journal. Articles usually range in length from 2000 to 3500 words, but can be longer or shorter depending upon the needs of the topic.

For more information about submission and author guidelines, please visit our website [www.teacherlibrarian.com](http://www.teacherlibrarian.com). Click on the “Submissions” tab at the top of the page.