



## Important Information from Cindy Keller, Department Chair



### Planning Ahead

Mansfield University is experiencing financial problems due to the economy and the unemployment rate – the same as many other universities across the nation. Part of the university's solution to the budget deficit is to increase class size/class averages. For the past ten years, SL&IT department has been able to offer every course every semester and most courses during the summer session. Larry Schankman and I have worked very hard to ensure that classes are filled so that the SL&IT average class size would be in the low 20's, and until 2-3 weeks before a semester begins, our enrollment in each course is between 22-26. However, the drops that occur right before the semester begins and the first week of classes, brings our class size averages to below 20.

I understand that students face many challenges, both financially and personally, that affect their ability to take classes some semesters, but in order for the SL&IT program to meet the average class size standard mandated by the university administration, there will be some changes to course offerings for the Summer 2011 session. In addition to the regular courses not offered each summer, LSC 5515 Collection Management, LSC 5521 Introduction to Electronic Cataloging, and LSC 5565 School Library Practicum, LSC 5545 Access and Legal Issues will not be offered.

A new class, LSC 5522 Electronic Cataloging will be offered to students who have who have prior knowledge and experience with electronic cataloging (i.e. Integrated RDA/AACR2/MARC21, Subject Access, and Automation Systems) and classification systems and/or are practicing school librarians. The other change is that only one section of the other courses will be offered during the summer session. This change will limit the number of seats available for students.

It is imperative that students plan ahead due to the changes in course offerings. In addition, all courses in the future offered in Fall and Spring will be enrollment driven. In other words, there must be a significant number of students (18-20+) in each class for the courses to be offered. Planning ahead is the solution to registration or program completion problems. All students should review their course completion plans and schedule classes based on the course offerings. Larry and I will continue to communicate via email and announcements the course offerings each semester and summer sessions.

Keep in mind that only 30 students can be registered for LSC 5565 School Library Practicum, during the Fall and Spring semesters. Students are already scheduling this course for Spring 2011 (the class is filled with 5 on the wait list), Fall 2011, and Spring 2012. All students must contact me about Practicum since I register all students for this culminating course. Plan ahead - Course descriptions/syllabi are located at <http://library.mansfield.edu/courses.asp> and a FAQ about the School Library Practicum course is posted at <http://library.mansfield.edu/pdf/practicum.pdf>.

### Commencement

MU Commencement for Summer and December 2010 graduates will be held on December 18, 2010. If you plan to attend, please send an email to Cindy ([ckeller@mansfield.edu](mailto:ckeller@mansfield.edu)).



## **From the Desk of Larry Schankman**

Greetings and welcome to a new school year! For this issue I have two library-related items.

### **Electronic Reserves (e-reserves)**

As most instructors have announced this month, the MU library now requires online students to enter a four-letter password to access PDF readings from the library's electronic reserves system (e-reserves). This password is set at the document level, and is an addition to the 18-digit barcode number used to access the e-reserves system via the library's online public access catalog, called **Pilot** at MU (though you might see references to *Voyager*, the name of the actual product).

The new password is unique to each course, and we have encouraged faculty to list the code in each D2L course on the **Student Support** menu on the right side of the course home page. The library assures me that the password will not change from semester to semester, though this new procedure is contingent on a final determination by the library as to how best enforce US copyright rules.

Later in this issue (next page in fact) our own copyright expert, Helen Adams, will write about the bigger picture: copyright for library materials. The addition of a document password is a related consequence of new enforcement concerns and is most recently a reaction to major lawsuits involving a few large university libraries, in which publishers have personally sued library employees for copyright infringement.

Rules regarding library materials, unfortunately, disfavor online students, as current copyright law allows libraries to place materials on reserve for face-to-face students only. The challenge for online users is that libraries cannot scan or convert materials to PDF or alternate formats without violating copyright. Campus users, in contrast, can read the original content without violation since they are not manipulating the original. For now our library feels safe by adding the extra password to limit use to class members only, while seeking a permanent solution (e.g. use of a clearinghouse to distribute materials for a fee, to compensate authors and publishers). A new procedure to avoid legal problems will be coming within the year .

### **EBSCOhost Upgrade**

Most students are familiar with EBSCOhost, one of our primary (and best) online databases for library research. Recently, EBSCO rolled out a new interface upgrade and the product is even better than ever! To orient you to some of the new features I created two videos, a 20 minute tour of the new quick [Search and Limit](#) features (unscripted with troubleshooting tips for some surprising results that occurred during the recording), and a four-minute video on some of the [Document Tools](#), to include their citation generator, which provides correct MLA citations for selected articles. Check it out!

## E-Reserves: Why You Need a Password

By Helen Adams

Many of the instructors in the SL&IT program use e-reserves for resources that supplement their textbooks and other course materials. Library staff digitize the resource and make it available to the students of the instructor requesting it be placed on e-reserve. Educators generally use the intellectual property of others under the “Fair Use” provisions of U.S. Copyright law (Section 107). The four factors to test for “fair use” are:

1. P= “the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. N= the nature of the copyrighted work; [factual versus creative];
3. A= the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. E= the effect of the use upon the potential market for or value of the copyrighted work” (Torrans, 59).

All four factors are important, but the one weighed most heavily by the courts is how the use of the intellectual property impacts the copyright holder economically. E-reserves are popular with instructors in this online program because the electronic format makes the resource accessible to our online students who are unable to physically use North Hall Library’s collection. Additionally, posting a single relevant chapter from an expensive book lessens the financial burden on students.

For years the Association of American Publishers (AAP) has been concerned about the digitization of copyrighted works and their use in e-reserve. In 1994 publishers tried to work out the issue at the Conference on Fair Use (CONFU), but the parties involved could not reach agreement (Albanese, 26). In 2003, AAP’s legal counsel requested the University of California- San Diego library take “prompt action to investigate and terminate the illegal reproduction, display, and distribution of copyrighted works. Our concern primarily right now is that we have gotten glimpses of what is going on in e-reserves around the country and it presents a disturbing picture....The real issue for us is the scope of what is called 'e-reserves' and does it provide a risk for publishers, because it is tantamount to creating coursepacks without permission.

Even worse, we are beginning to see e-reserves amount to basic course readings, substituting for material students would normally purchase" (Albanese, 17). Cornell University was also contacted by AAP regarding possible copyright infringement based on concern that faculty were not seeking permission to use resources protected under copyright law (Bridges, 317). In 2006 AAP and Cornell issued “joint guidelines for electronic content” (Albanese & Blumenstein). In January 2009, AAP also approved the new electronic content use guidelines for

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Syracuse, Marquette, and Hofstra universities (Albanese & Blumenstein). The resulting guidelines or practices that have seemed to satisfy AAP give instructors parameters to determine “fair use.” For example, acceptable e-reserve content is likely to be:

- a small part of a course’s overall required readings
- held on a password protected server available only to students in the course. (Albanese, 26-27)

Although disagreements over e-reserves had been amiably settled with the universities named above, in 2008, four publishers filed a lawsuit against four employees of Georgia State University (GSU) over alleged copyright infringement related to electronic course content including e-reserves (Albanese, 26). Although there were previous threats of litigation against universities, this is the first lawsuit filed over a university’s e-reserve practices (Albanese, 16 2008).

*Cambridge University Press, et al. v. Patton et al.* was based on the publishers’ claim that “as of February 19, 2008, GSU’s e-reserve system was far too liberal, making ‘over 6700 total works available for some 600-plus courses,’ and ‘inviting students to download, view, and print such materials without permission of the copyright holder’ ” (Albanese & Blumenstein). Since the suit, GSU has developed a new electronic content policy, but the lawsuit has as yet not been settled (Albanese & Blumenstein).

The outcome of the GSU lawsuit is unclear, but whatever decision is made by the court, there will be an effect on the use of e-reserves around the country and at Mansfield University. One effect is already being felt by students, and that is the addition of individual password protection to gain access to each class’s e-reserve resources.

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## **Grassroots Advocacy- A School Librarian in Every School!**

By Deb Kachel, instructor LSC 5530 School Library Advocacy and PSLA's (Pennsylvania School Librarians Association) Legislation Co-Chairperson

At the 2009 AASL Conference in Charlotte, NC, three of my library colleagues and friends mulled over our disappointment that the conference was not adequately addressing what we perceived to be a crisis for school libraries—the increased loss of funding and professional positions across the states. Christie Kaaland, professor, Antioch University Seattle, who directs the school library endorsement program and is partnering with Mansfield on the Building Leaders IMLS grant, and I met with Alice Yunct, also a retired school librarian now teaching in Rutgers University's Graduate School of Communication, Information, and Library Studies, and Deb Logan, a school librarian from Ohio who serves as OELMA's Legislation Chairperson (Ohio's school library association).

Sara Kelly Johns, recently retired from a New York school library and now teaching for Mansfield later joined our group. In our discussions ACT4SL was born, a grassroots advocacy campaign focused on getting language in the reauthorization of ESEA to require certified school librarians in all public schools. ESEA, the federal Elementary and Secondary Education Act will replace No Child Left Behind (NCLB) when the Obama Administration drafts the reauthorization language and successfully gets Congress to pass it. More information about ESEA and ALA's position on including school librarians can be found at <http://www.ala.org/ala/issuesadvocacy/literacy/schoollibraries/nochildleftbehind/index.cfm>.

ACT4SL stands for Act for School Libraries; Act for Student Learning. We now have a website at <http://act4sl.wikispaces.com/> and have developed a trifold wallet card. The card has directions for librarians and library advocates to follow on the day that we announce a “call to action” to make phone calls and send emails to all federal legislators to support the language that ALA has drafted and presented. Over 3,000 cards have been distributed to date, with articles in [School Library Monthly](#) and [School Library Journal](#), with other library publications in the works. We hope to go viral with YouTube, Twitter, and other social media tools!

To participate and prepare yourself for the call to action:

1. Go to <http://act4sl.wikispaces.com/Action+Card> and print out the card (front and back and fold to wallet size).
2. Look up and write in your federal legislators' local state office numbers and web “contact” addresses to send them emails. Add the names of their Aides who handle Education/Library issues, if you can.
3. Program the phone numbers in your cell.
4. Add the web addresses to your bookmarks.
5. Fold it up and place it in your wallet.

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Now you are READY! When ALA initiates the TAKE ACTION ALERT on their Legislation Action Center web site at <http://capwiz.com/ala/home>, pull out the wallet card and follow the directions. The capwiz site or ALA's LEGISLATIVE ACTION CENTER will provide you with the talking points and, most likely, a preformatted email for you to use. You can also sign up for the RSS at capwiz site or on the Act4SL web site so you receive immediate notification. Be prepared to act! If every school librarian does this and asks three friends to do the same, we will get legislative language requiring school librarians in every public school. Isn't that something worth fighting for?

### Act4SL

By: Christie Kaaland, EDD, Antioch University Seattle

Mansfield SL&IT instructor, Deb Kachel, is a charter member of grassroots organization, Act4SL (Act for School Libraries: Act for Student Learning), that was formed with the sole intent of legislatively advocating for the inclusion of school libraries in the reauthorization of the Elementary and Secondary Education Act (ESEA), formerly No Child Left Behind (NCLB). NCLB legislation did not include librarians or school libraries and both have suffered greatly as a result, primarily due to lack of funding. Act4SL organizers are attempting two strategies not previously employed:

1. to use and build on every successful state's legislative advocacy strategies, and
2. to prepare preemptively for legislative action

Kachel and four colleagues formed Act4SL following the AASL conference in North Carolina after meeting to address legislative advocacy issues. The founding members of Act4SL are working tirelessly to prod legislators to action. Mansfield graduates who wish to become activists in this important, career-saving movement can find tips, strategies, and contacts for volunteering on the Act4SL wiki: <http://act4sl.wikispaces.com/>. For more information see the special announcements in [School Library Journal](#) and [School Media Monthly](#).

### Quote of the Week

One of our English teachers told me something funny that one of her 6th graders said after returning from the library for the first time. With a very serious look on his face, he exclaimed, "Ms. Kluender, never in my whole life have I ever had a male librarian before." —Peter Sengenberger, Linkhorne Middle School



## Intellectual Freedom Update by Helen Adams

In LSC 5545, students frequently use American Library Association intellectual freedom documents, many of which appear in the *Intellectual Freedom Manual*. The eighth edition of the *Intellectual Freedom Manual* was published by ALA Editions in spring 2010. Dedicated to the late Judith Krug, the new manual includes up-to-date legal information on censorship, minors' rights, and the USA PATRIOT Act; three new interpretations of the *Library Bill of Rights*; revisions to ten existing Interpretations of the *Library Bill of Rights*; and major policy documents addressing privacy and professional ethics. The print manual is available online from the ALA Store (<http://www.alastore.ala.org/>). A website to supplement the print edition debuted in June and provides access to new policies and as well as information on emerging intellectual freedom issues. The companion website is located at <http://ifmanual.org>.



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## Celebrate Banned Books Week September 25-October 2, 2010

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The 2010 edition of *Banned Books: Challenging Our Freedom to Read*, by Robert P. Doyle, was also introduced in June. Published every three years, the book has been totally revamped but still contains a lengthy list of ideas for celebrating Banned Books Week, a recounting of challenged or banned books throughout history to the present day, court cases supporting library patrons' First Amendment rights, and strategies for communicating with those who would censor library materials. The book is available online from the ALA Store, at: <http://www.alastore.ala.org/>.

“Think and Let Others Do the Same”

More information at: <http://www.ala.org/bbooks>

BBW merchandise available online at the  
ALA Store: <http://www.alastore.ala.org/>

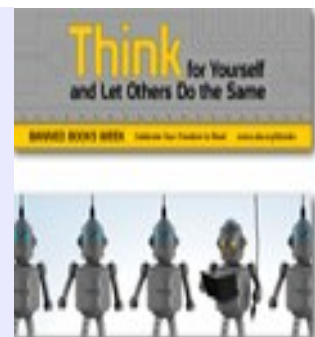


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**Glogster\_EDU by Nicole Johnson (2010 Graduate)**

While we all understand that a “blog” can be defined as an online journal many may find the concept of a “glog” very unfamiliar. A “glog” can be defined as an online multimedia poster and can be used in a variety of ways. Glogster.com can be viewed as a type of free social networking site, such as Facebook or MySpace, where individuals use text, images, videos and music to express themselves by creating a type of poster. You can also add links to your “glog” to other websites. Users can then send a link to this poster to their friends or share their creations on already existing social networking sites. I even created a “glog” to announce the arrival of our baby boy to our friends and family and I was able to include his measurements, photos, and a video! If you have some time I suggest having some fun at [www.glogster.com](http://www.glogster.com).

The creators of Glogster also saw the potential for “glogs” to be used in an educational setting and created Glogster EDU (<http://edu.glogster.com>). EDU is offered in two versions including a free Basic version and a Premium version that can be purchased individually for varying periods of time or purchased by a school on a larger scale. Glogster EDU can be used in a variety of ways and has tremendous benefits for students. Think about creating a “glog” instead of a book report or any report for that matter, have students create “glogs” to debate different sides of an issue, create “glogs” for students to share with their parents at open house, or you can even create “glogs” instead of worksheets!! The possibilities are endless, which is why the American Association of School Librarians named Glogster the 2010 Best Website for Teaching and Learning. If you are still having trouble coming up with ways to use “glogs”, the Glogster Educator Resource Library can be found on the homepage and is a database full of examples and lesson plans for using Glogster in the classroom (complete with objectives and alignment with national standards!)

I personally found Glogster very simple to use. It uses a “drag and drop interface” that makes choosing and inserting images, graphics, and text painless! Glogster is also a private and safe way to use the web in the classroom because it allows teachers to create a private virtual classroom by providing usernames and passwords to their students. Teachers can also monitor all student activity and projects from the teacher dashboard. Don’t worry, Glogster also offers great tutorials to help you find your way. Glogster EDU is a great way to involve Web 2.0 in your lesson plans this school year!

**Something New by Cynthia Keller**

Do you use Skype??? You may want to check out a new service from within Google’s Gmail to make phone calls over the Web to landlines or cell phones. Gmail has offered voice and video chat for two years, but both parties must be at their computers. With the new service, people can make phone calls even if they are in a spot with poor reception. After Gmail users install a voice and video chat plug-in to their browsers, they can make a call using their computer’s microphone and speakers or a headset. Calls to numbers in the United States and Canada will be free at least through the end of the year. International calls range from 2 cents a minute to many countries to 98 cents a minute to call Cuba and Gmail to Gmail calls are free!!

## **It's All About the Books**

**By: Mary Dawn Ditty**

I have been an elementary librarian for 5 years now. During this time I have internalized the motto that “Better readers read more” and I deeply believe that students do not want to read dirty, nasty-looking books (even if they are “classics”). I have weeded heavily and have replaced over half of the 14,000 volumes. My budget isn’t huge so about half of the funding has been produced in an alternative way.

After 17 years of teaching at a K-6 elementary school, I decided to follow my passion for children’s literature and become an elementary children’s librarian in my school. I finished the master’s program at Mansfield in two years so I could get the job from our retiring librarian. That was hectic, but my classes and instructors were absolutely outstanding. Here are some of my “tips” for creative ways I have funded the library.

One year, the sixth graders, a teacher, and myself had an Earth Day fundraiser. We used the profits to purchase a DVD player for each grade level and badly needed fiction for the upper grades. The sixth graders helped to suggest titles and authors. Participating student’s names were put on “plates” in the front of some of the books. They were thrilled! L.S.T.A. grants were sought and received. They do require a lot of writing, thinking, editing, etc. I don’t know how much longer they will be funded as they are shrinking. I wouldn’t hesitate to write grants.

Most applications are not overwhelming. My advice for grants is: contact the funders either in person or on the phone to discuss your idea, they will often tell you if your idea or institution has a chance. Listen to what they say and craft your ideas or project to fit their biases. If you can’t contact them on the phone, read all their literature and directions carefully. If they are looking for a low-income school and yours does not qualify, I wouldn’t apply. Secondly, when your grant is NOT successful, contact the funders as well. Try to find out why you weren’t funded. You will learn a lot for the next time and might be successful later.

Another alternative funding source is from Scholastic Books. I beg classroom teachers each year to allow the library to send home their book orders. Some classes allow it monthly and for others, I send the orders home for one month or for a “special” flyer. The amount of “points” we earn allows us to get all their hardcover books and all of their DVD’s. These Scholastic books are very popular because they are usually well advertised and students recognize them.

A parent volunteer helps me submit the orders online and helps me fill the orders when they arrive. We also participate with the P.T.A. in book fairs. They give us their \$100 for having the fair as well as the “points” they receive, its more good books for our students! I constantly bring up the library’s needs to the P.T.A. and they often add a few books here and there. They sponsor a book for each retiring teacher, purchase the books of each visiting author for us, and give us occasional extra funds. I also ask the Education Association in our district to sponsor books for us and each year, for Read Across America, they donate. Bookplates are placed in each book stating that the teachers sponsored them.

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Our library sponsors a birthday book program. Sometimes, books are purchased for memorials, for sixth grade graduation, for an uncle's birthday, etc. To advertise, I send a flyer home at the beginning of the year, put it in the school newsletter, take a display to Meet the Teacher and conferences nights, and have it available all year. We keep a variety of books in the library at all times for families to sponsor and sponsorships come in throughout the year. We charge a flat \$10 per book, put a personalized plate in the front of the book, and allow the sponsoring student to be first to check it out. The rest of the class always claps for the student as they get their book for the first time. It is a very successful program.

I am able to purchase "bargain" or reduced books from many outlets. Ollies, Junior Library Guild's bargains, books store's reduced books, etc. are a few of these sources. Campbell's Labels for Education has earned us many videos. I am sure we all have access to some of these sources.

I put articles in the school newsletter each month with a thank you for birthday book sponsors. I also advertise in the school newsletter that I accept children's used books, we have gotten many, many books this way. I use the ones I need and give the others to classroom teachers for their libraries. I just received a set of the much-loved Junie B. books! The local public library passes on some of their donations as well. We received a whole set of baseball legend, hardcover, biographies from them.

Each year since I have been in the library, I make a goal for extra funds. I have been able to get at least \$4,000-\$5,000 worth of extra books yearly. That almost doubles my budget. It requires some extra work, but the circulation statistics and students' excitement are worth it!

books in the library at all times for families to sponsor and sponsorships come in throughout the year. We charge a flat \$10 per book, put a personalized plate in the front of the book, and allow the sponsoring student to be first to check it out. The rest of the class always claps for the student as they get their book for the first time. It is a very successful program.

I am able to purchase "bargain" or reduced books from many outlets. Ollies, Junior Library Guild's bargains, books store's reduced books, etc. are a few of these sources. Campbell's Labels for Education has earned us many videos. I am sure we all have access to some of these sources.

I put articles in the school newsletter each month with a thank you for birthday book sponsors. I also advertise in the school newsletter that I accept children's used books, we have gotten many, many books this way. I use the ones I need and give the others to classroom teachers for their libraries. I just received a set of the much-loved Junie B. books! The local public library passes on some of their donations as well. We received a whole set of baseball legend, hardcover, biographies from them. Each year since I have been in the library, I make a goal for extra funds. I have been able to get at least \$4,000-\$5,000 worth of extra books yearly. That almost doubles my budget. It requires some extra work, but the circulation statistics and students' excitement are worth it!

## News from the North Hall Library by Fran Garrison (MU Library)

At the North Hall Library we have been revising our website. Some features of particular interest to the SL&IT students are the Online Education page, Revised Research Guides for Library (School Libraries), Education, and Children’s Literature, and the increased visibility of the chat service.

The Online Ed tab found on the black bar directly below the picture of North Hall on the Library homepage describes services especially designed for our distance education students such as finding your 18-digit barcode number, links to online resources, and mail service for books. The order form for SL&IT students to borrow Dewey, Sears, and SLJ is also found here.

The newly revised Research Guides include links to databases, online reference books, and helpful websites all pulled together by subject. The Education Research Guide includes news, professional organizations, online curriculum guides, standards, and lesson plans. The Library (School Libraries) page includes the “Library Link of the Day” library news, professional organizations, and databases. Both the Library & Education page include the Children’s Literature page as a separate tab. In addition to links to the databases, there are award winners, information about authors & illustrators, and some hints on finding multicultural children’s books. When you are on the Education & Library Research Guides, you will also see contact information for your liaison librarian—that’s me, Fran Garrison—and I’d love to hear from you. Please share your ideas about how we can make the North Hall Library easier for you to use.

## Congratulations to the Following Mansfield Graduates



Rachel Livingston is the new SLMS at Libson Central School. She is very excited to begin her career after three long summers of completing job applications and wants to thank the SL&IT program for all of their help!

Diane Cormack is the new librarian at Norwood Elementary School and she would also like to thank the SL&IT program for her success.

Pete Sengenberger is the new SLMS at Linkhorne Middle School.

Mike Ward will be taking over for the librarian at Clintondale Community Schools who recently retired after 42 years!

Gloria Woods will be working at Keuka College as an Academic Skills Counselor in the Academic Success at Keuka (ASK) Department, primarily teaching and tutoring writing with the possibility of teaching a freshman English course in the future.