



## Addressing Intellectual Freedom and Privacy in Education

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**M**any of the contributions in this Summer 2017 (volume 2, issue 2) edition of the *Journal of Intellectual Freedom & Privacy* share a common thread by addressing issues of privacy and intellectual freedom in educational and youth settings.

In her feature article, “Indoctrination and Common Sense Interpretation of Texts: The Tucson Unified School District Book Banning,” Emily Knox, an assistant professor at the School of Information Sciences at the University of Illinois at Urbana-Champaign, attempts to make sense of the controversy surrounding legislation passed in Arizona to remove Mexican American Studies (MAS) courses from public school curriculum. Her analysis focuses on the unique actions taken by Tucson Unified School District officials, who walked into MAS classrooms and proceeded to confiscate numerous books related to the program. Through a discourse analysis of arguments made by those opposing MAS programs, Knox reveals an ironic role of “indoctrination” within the controversy: those who opposed MAS feared students were being indoctrinated to feel there was something wrong with the United States, yet their own act of banning certain books was itself an act of indoctrination by purposefully shaping the information students would be exposed to.

The second feature article, “Beyond Compliance: How College Students Understand Their FERPA Rights,” explores how well college students understand their privacy rights under the Family Educational Rights and Privacy Act of 1974 (FERPA), which governs the privacy of academic records. Here, Cecelia Parks, a research and instruction librarian and assistant professor at the University of Mississippi Libraries, notes that while students understand that they should be concerned about their privacy,

they are often unaware of the specific risks posed by different entities, and even more so when it comes to their academic records, which in many ways can have a greater impact on students’ reputation and future employment prospects than any tweet or Facebook post. Since students do not seem to be fully cognizant of their FERPA rights, Parks argues that institutions of higher education—and academic libraries in particular—may need to bolster educational programming around privacy and FERPA.



In the commentary “Learning Analytics, the Academic Library, and Positive Intellectual Freedom,” Kyle Jones, an assistant professor in the Department of Library and Information Science at the Indiana University-Indianapolis, helps us unpack the rise of “learning analytics” in higher education, and argues for the important role libraries can take to ensure such educational data mining practices don’t threaten student privacy or intellectual freedom.

And Sarah Patterson provides a thoughtful review of Philip Nel’s new book, *Was the Cat in the Hat Black? The Hidden Racism of Children’s Literature, and the Need for Diverse Books*, which details how classic (and modern, regrettably) children’s literature often perpetuated racism and white supremacy.

This summer issue’s other commentary is “Thoughts of an Accidental Librarian,” a speech delivered by Robert Doyle upon his acceptance of the John Phillip Immroth Memorial Award at the American Library Association 2017 Annual Conference in Chicago, recognizing Doyle’s defense of intellectual freedom in a library career spanning more than thirty years.

Also included is Robert Holley’s review of Geoffrey Stone’s recent book *Sex and the Constitution: Sex, Religion, and Law from America’s Origins to the Twenty-First Century*, and a summary of recent news on censorship, court rulings, and related news items of interest to followers of privacy and intellectual freedom in libraries.