This paper will show the deep reason why antipiracy are taught to students as morally bad as stealing. It tends to assume that it is capital-incentive, as the companies that publish the antipiracy learning materials are doing the simplification as they want to make money for their publishing products. Yet, the essay will explain that the reason in depth is that how the part of the society that concerning education value internet products doesn’t go along with the development of internet, and it is worth considering updating ways of perceiving a product under the growth of internet.

Let’s start with glimpsing the current situation of copyright education. As Gillespie shows in his article, as the arise of internet, it is easy for people to download free products like music, video, or articles without paying the publishing companies. It was not a problem before the appeal of internet as people need to pay for physical products like tapes or disks to listen to music or watch a film. Yet, on the internet, people can easily unauthorizedly download the music or movie. Government adds copyright law to regulate what should the public do with resources. At the same time, the organizations that speak for producing companies start the campaign to produce educational materials for students, to deal with the decrease in sells in their industries. The complicated and ambiguous copyright law and reality is summarized in a particular way that is beneficial to trading of producing industries like movie or song. The learning materials summarize piracy as a morally bad thing as theft and prohibited almost all kinds of copy, even some kinds are allowed according to law. The issue strikes the concern of some people including Gillespie.

Some people might suppose the root of the problem is the capital seeking for high profits, as when producing industries choose their prefer interpretation of the copyright rule and instill the idea into students’ mind, students might use internet products in a way beneficial to the companies. Yet, if the learning materials are only good for the commerce, why would the teachers and schools use them to teach the children? Mostly the teachers would teach to something to students when they think it is beneficial to students. Therefore, as the campaign led by the trade organizations could be prevalent among schools, it can be assumed that the teachers also agree with the value raised in the learning materials and suppose it is necessary to teach them to the students to get them prepared for using the internet properly. It means that the schools agree with the value provided by the learning material that it is wrong to use pirate and it is necessary to pay for the productions as they are produced by others’ hard work. They also think it is ethnically right to pay to the companies as it shows “respect” to the producer (220). What’s more, they stand with the view that as students could be the future producers, and if they want others to pay and respect their work, they should start with paying and respecting other’s product (). These values, though they are beneficial for companies to make money, sound reasonable to schools and some of the public. Therefore, the prevail of the campaign is not only due to the capital expansion, but also connects to schools and some public’s idea towards production.

Their idea is questionable as they envision the production like music and video in the way that they do before the spreading of internet and swallow the possibility of giving value to production like music and video in new ways with the help of developing technologies.

Yet, internet opens possibility to new ways to value a product and for the producers to make money. For example, as it is easy to copy, recreate or transmit the products, the products can be valued as its influence and flow, and make money by using their influence. The process of recreate, which will inevitably concern copy which the learning materials hardly allow, can expand the form of creation, add value to the original products, and allow different kinds of artists to appear. For instance, the popular memes on the internet always concern copy others’ work and are more unique with netizen adding more things to the original products. Also, some songs can become pervasive by being used by many video makers. Though video makers don’t pay for the song directly, the influence can bring value the products spiritually and economically. To summarize, some kinds of copy in the internet age, have the potential to transform the way of measuring products from the single way of how much they charge to more diverse ways. Yet, the schools haven’t switched their idea to think about the possibilities under the development of internet, and perceive products posted on the internet in a way more suitable for pre-internet time than today, that is not to copy and respect the producer. It is the inappropriate way to regard product that led to the widespread of the antipiracy campaign happens in schools.

To conclude, it is less than enough to attribute the over summarization of how to cope with copy and piracy in the antipiracy campaign among students to the capital’s invasion. The deeper reason is that how schools and many people in the society tend to value products on the internet in a pre-internet way and swallow the possibility to new ways of valuation. Yet, it is still possible that the schools and the public’s value is also influenced by the capital power. It is worthy to consider the possibility and think about how the capital intertwine with the thought of society.