

ED 405 863

IR 056 257

TITLE School Libraries...Unfinished Business: A Report on New York City's Elementary School Libraries.

INSTITUTION Fund for New York City Public Education.; New Visions for Public Schools, New York, NY.

SPONS AGENCY Vincent Astor Foundation, New York, N.Y.

PUB DATE Jan 96

NOTE 58p.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Access to Education; Computer Literacy; *Educational Finance; *Educational Objectives; Educational Quality; Elementary Education; Equal Education; Futures (of Society); *Learning Resources Centers; *Library Role; Media Specialists; Partnerships in Education; Public Schools; Research Skills; School Effectiveness; *School Libraries; *Student Development; Technological Advancement

IDENTIFIERS Access to Computers; *New York City Board of Education; Partnerships in Library Services

ABSTRACT

Effective school library media centers are a cost-efficient way for schools to provide children with the sophisticated knowledge, research, and computer skills they will need for the growing demands of work and citizenship in the 21st century. The libraries' cultivation of literacy, research, and thinking skills is particularly crucial in elementary schools, which lay the foundation for later learning. For most of New York City's 640 elementary schools serving 490,000 children, libraries are not a priority relative to other pressing needs. The DeWitt Wallace-Reader's Digest Fund has invested \$11 million in a public/private partnership to improve library services in 150 of the city's public elementary schools through its "Library Power" program led by the Fund for New York City Public Education. This report demonstrates how contemporary school library media centers can and should enhance teaching and learning. The report shows that: (1) quality elementary school library media centers are important to sound educational experiences; (2) most elementary school libraries in New York City are far from meeting contemporary standards; (3) quality elementary school libraries exemplified by the "Library Power" model are a cost-efficient educational investment; and (4) even in tough budget times, New York City schools should work to fund elementary school library media centers. The report has six sections: Executive Summary; Introduction; School Libraries and the Twenty-First Century; The Power of the "Power Library"; The Sorry State of Our Elementary School Libraries; and Financing a Library for Every Elementary School. Appendices contain lists of the personnel who provided data for the report, and those who participated in focus groups. (SWC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

School Libraries...Unfinished Business

A Report on New York City's Elementary School Libraries



© Ansell Horn

From the
Fund for New York City Public Education
 January 1996

Made possible with a generous grant from the
 Vincent Astor Foundation

"PERMISSION TO REPRODUCE THIS
 MATERIAL HAS BEEN GRANTED BY

Beth J. Lief

7529501

Acknowledgments

Mrs. Vincent Astor, President of The Vincent Astor Foundation, and Linda Gillies, director, inspired this report by asking the Fund for New York City Public Education to follow-up the Educational Priorities Panel's 1985 report "School Libraries ... No Reading allowed," a study of New York City elementary school libraries. This was a task we accepted with great enthusiasm. For the past several years the Fund has served as project manager of the New York City component of Library Power, a national initiative of the DeWitt Wallace-Reader's Digest Fund launched to revitalize library services in public elementary schools. We are grateful to the Astor Foundation for this opportunity to document the case for more public support for elementary school libraries, based on our experience with the Library Power model. The Fund, a private, non-profit organization, was created in 1989 to mobilize private sector support for quality public education; its Library Power program is one of the many efforts aimed at improving schools systemwide.

We thank the Astor Foundation as well as the DeWitt Wallace-Reader's Digest-Fund, whose sustained support of the Library Power program has demonstrated that elementary school libraries are a sound educational investment.

Many other people contributed expert assistance. Jeanne Frankl, formerly Executive Director of the Public Education Association and public schools expert, authored this report. The Fund and the author thank Sandra Kennedy Bright of the Office of School Library Services and Frances Roscello of the State Education Department, who were generous in gathering information about library collections and investments, as were officials and agency personnel from New York and elsewhere who are named in Appendix A. Judith Baum of the Public Education Association and Noreen Connell of the Educational Priorities Panel were endlessly responsive to requests for research material and counsel; Susan Breslin provided helpful insights about Federal Title I funding.

Most generous of all with their time and insight, and wonderful to talk with, were the many busy people from the New York City schools and parent, professional, and policy organizations, listed in Appendix B, who participated in focus groups to provide a window on the schools' actual library experience. Once again, they proved that if you want to understand educational issues, you must talk with the people who know schools best.

Beth J. Lief, Executive Director
Fund for New York City Public Education

TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	1
INTRODUCTION.....	15
SCHOOL LIBRARIES AND THE TWENTY-FIRST CENTURY.....	17
The Role of the Library.....	19
Expanding Responsibilities	20
Library Power.....	22
THE POWER OF THE "POWER LIBRARY"	25
THE SORRY STATE OF OUR ELEMENTARY SCHOOL LIBRARIES	29
Scant Support for Books and Supplies.....	30
Impact of the Underfunding of Library Materials.....	34
Looking Backward Technologically.....	36
Staffing.....	38
Limitations of "Cluster" Staffing	39
How are the Libraries Doing?	41
FINANCING A LIBRARY FOR EVERY ELEMENTARY SCHOOL	47
Appendix A.....	53
City, State and Other Agency Personnel Who Provided Data for this Report	
Appendix B.....	55
Focus Group Participants	

Tables

Table 1. Expenditures for Library Materials New York State and its Five Biggest Cities 1992–1993.....	30
Table 2. Expenditures for Library Materials New York, United States & Northeastern United States 1991–1992.....	31
Table 3. Approximate Per-Capita Expenditures for Library Materials and for Education Generally in the Nation’s Six Largest School Systems.....	32
Table 4. Contributions to Library Materials Expenditures in Five States 1992–1993.....	34
Table 5. Public School Library Resources, Per School in New York City and Three Regions of New York State 1993	35
Table 6. School Library Collections in New York City Nationwide and in the Northeast United States, Per School.....	36
Table 7. Computers in School Libraries, Per School, New York City and Other State Regions, Fall 1993	37
Table 8. Automated Communications Systems in School Library Media Centers New York City, New York State, and Selected Regions, Fall 1993.....	38
Table 9. Library Staff in New York City Schools 1993–1994.....	40
Table 10. Average Estimated Costs Per School of a <i>Library Power</i> Elementary School Library 1994–1995.....	48

EXECUTIVE SUMMARY

New York City is overlooking a powerful educational resource. Effective school library media centers are a cost-efficient way for schools to provide children with the sophisticated knowledge and skills they will need for the growing demands of work and citizenship in the twenty-first century. Libraries can marry research with computer technology, giving children a jump start onto the information highway.

The libraries' cultivation of literacy, research, and thinking skills is particularly crucial in elementary schools, which lay the foundation for later learning. In up-to-date elementary schools throughout the nation, students are doing library research instead of reading "Dick and Jane," and using computers instead of card catalogs to locate materials. Yet, for most of New York City's 640 elementary schools, serving approximately 490,000 children, libraries are not a priority relative to other pressing needs.

The public is apparently unaware that most elementary schools have done without adequate libraries for so long that their libraries are in dire condition. Parents, students and school staff do not realize how profoundly quality libraries could improve the climate of their schools and enhance instruction.

Even within current school budgets, some districts have continued to support for library programs. Since 1988, the DeWitt Wallace-Reader's Digest Fund has invested \$11 million in a public/private partnership to improve library services in 150 of the city's public elementary schools through its *Library Power* program, which is led by the Fund for New York City Public Education. As a result, participating school districts have committed full-time library teachers, the Division of School Facilities has supplied the labor for library

We have approximately 500 books in the library; most of these are more than ten years old.

*Librarian
CSD # 12
The Bronx*

renovations and schools have committed an additional \$453,000 for library resources, demonstrating that quality elementary school libraries are feasible and affordable.

This report presents the facts showing that New Yorkers will be short-sighted if they do not extend the *Library Power* model. Based on research into the condition and use of school libraries across the state and nation, as well as the *Library Power* experience in 150 New York City elementary schools, we demonstrate that:

Children in a school with no school library averaged 3.8 books read over a four-week period, while children from a school with a school library averaged exactly double, 7.6 books.

Stephen Krashen
The Power of Reading

I. Quality elementary school library media centers are important to sound educational experiences.

- ◆ Business, educational, parent and government leaders agree that education's primary mission now and in the future is to prepare young people "to reason, solve problems, . . . write, and communicate effectively."¹
- ◆ Up-to-date school libraries integrate reading, inquiry, and communication skills into schools' entire curricula. Librarians support teachers; they also motivate and assist students to develop the ability to think analytically and to pursue demanding research projects.
- ◆ Administrators and staffs of the 23% of New York City elementary schools currently served by *Library Power*—a library media center program where the principal, a full-time school librarian and the teaching staff receive ongoing professional training—report that the program has revitalized curricula and enhanced teaching and learning in their schools.
- ◆ The quality library media center, as the locus for upgraded communications and data-analysis

¹ National Education Goals Panel *The National Education Goals Report: Building a Nation of Learners* (National Education Goals Panel, 1994), Goal Three.

technology, can move a school, its teachers and its students into the high-skill, high-tech age. The ideal library media center should be the hub of a computer network reaching every classroom and linked with the Internet.

II. Absolutely and comparatively, most elementary school libraries in New York City—where they exist at all—are far from meeting contemporary standards.

- ◆ Other than the 150 *Library Power* libraries, most elementary school libraries in the City are run-down, unattractive spaces, with outdated, poorly displayed book collections and few amenities, according to widespread reports, including those of the State Education Department and City School System.
 - Schools that are overcrowded, typically in neighborhoods of poverty, often have no library.
 - *Library Power* libraries have been established in 150 or 23% of the estimated 640 elementary schools in the City School System. Although this exceeds the goals originally set for the program, it is still a long way from serving all the schools that could benefit.
- ◆ Inadequate funding has impoverished the school libraries' book, periodical and audio-visual collections.
 - In 1992–1993, New York City's expenditure of \$2.68 per child for books and library materials was less than that of any comparable city in the state or nation.
 - During the last school year (1994–1995), New York City spent only \$.68 for library materials per child in local tax-levy monies. Statewide, school districts spent an average of

\$10.86 in local tax-levy money per child for library materials. Most of the City's per student expenditure represents categorical funds allocated to high-school libraries.

- On average, New York City's school libraries have only 60% as many books per student as school libraries statewide.
 - New York City's school libraries have 40% as many magazines as libraries in other state regions.
 - School libraries in New York City have 33% of the audio-visual materials of school districts nationally.
- ◆ Inadequate expenditures to computerize school libraries are keeping New York City's children off the information highway.
- Statewide, schools typically much smaller than New York City's have on average more than three times as many library computers.
 - Schools statewide are moving to install modems in their libraries (needed to access databases and the Internet) at almost twice the rate of schools in New York City.
 - Over half the schools in the state have dedicated phone lines for modems in their libraries; only 20% of New York City's school libraries do, and most of those are not in elementary schools.
- ◆ New York City is failing to meet State regulations which acknowledge the importance and contemporary relevance of school libraries, and provide that:

The library has not been utilized for the last fourteen years and was divided to form two classrooms."

*Principal
CSD #10
The Bronx*

A school library shall be established and maintained in each school. The library in each elementary and secondary school shall meet the needs of the pupils, and shall provide an adequate complement to the instructional program in the various areas of the curriculum.²

- At last count, 109 of the City's elementary schools—17%—had no librarian; some of these schools had no functioning library.
- The City School System does not budget any funds specifically for elementary school library staff.
- Only 23% of the City's elementary schools have a librarian whose schedule is flexible. Flexibility allows a librarian to provide teachers, students and others ongoing access to the library, to work with staff and children on special projects, to update collections and technology, and to plan special projects that make the library media center invaluable to schools.
- 60% of elementary school libraries are staffed by "cluster" teachers who have little time to perform essential functions as librarians. Typically, they spend 25 out of 40 weekly periods covering classes for teachers on preparation periods.
- In sharp contrast to the rest of New York State, where virtually 100% of elementary schools have the services of librarians certified in their profession, only 8% of New York City's elementary schools have librarians who are certified or qualified in library skills.

The students are unable to borrow books because of the time factor and the cluster teacher does not have the proper tools to be able to have a lending library.

*Principal
CSD #3
Manhattan*

2 NYCRR 91.1.

III. Quality elementary school libraries exemplified by the *Library Power* model are a cost-efficient educational investment.

- ◆ For a one-time expenditure of about \$20,000, schools can refurbish spaces to accommodate rich collections of books, materials, and technology; provide areas for reading, research and group learning projects; and offer comfort and enticement to learning rarely found in New York City schools.
- ◆ For an approximate annual expenditure of \$10,000, a school can acquire materials, equipment, and a circulating book collection.
- ◆ For about \$42,000 a year, a school can hire a full-time librarian who is devoted to establishing the library as a resource center to help the school community improve students' reading, communication, and research skills.
- ◆ For an additional \$2,000 per year in professional development, the librarian can be prepared to serve as a library technician, specialist in higher-level thinking skills, staff developer, curriculum coordinator, teacher, and student mentor.
- ◆ According to teachers, librarians, principals, and superintendents, these resources rejuvenate schools, open up the world of literacy to children and adults, empower and support children in the research process, and revitalize the curriculum by engaging parents, teachers, and students in thoughtful, creative, inquiry-based teaching and learning.

"The library enabled children to take ownership of their education and become more independent learners."

*Librarian
CSD#30
Queens*

IV. Even in these tough budget times, the New York City schools should work to fund effective elementary school library media centers.

- ◆ The 150 New York City elementary schools with *Library Power* libraries and their community school districts have found it possible to fund 77% of the annual \$54,000 cost of stocking and staffing elementary school libraries without any extra appropriations; those schools and districts have no more City-allocated resources than others in the system.
 - While the *Library Power* program has, up to now, paid for the bulk of the renovations in each of the schools it serves, the School System has shouldered an average of \$7,000 per school to cover labor costs and materials.
 - If the New York City School System were to pay the entire cost of materials and labor for renovating approximately 490 additional school libraries over the next five years, the cost would be under \$2 million a year, a fraction of the System's current annual capital budget of over \$500 million.
- ◆ Schools were allocated an additional \$4 per child in State library materials money beginning in 1994. A great deal more money would become available for library materials if the Board of Education were to renegotiate its book contracts.
 - The Board of Education could cut costs for books by \$2–\$5 per book—enabling schools to buy almost 25% more publications—by renegotiating current book contracts that contain bonuses and handling fees. (*Library Power* is not charged for bonuses or handling fees by its supplier.)
 - The Board could make an extra \$12 per child available for library books purchased with New York State Textbook Law (NYSTL) money by renegotiating NYSTL book contracts to include

the 40% discount now obtainable in its library book contracts.

- ◆ Under new Federal Title I legislation, most New York City schools will have the flexibility some already enjoy to use Title I funds for full-time school librarians *if* the school communities agree to make the library a central part of its school renewal plan.

CONCLUSION AND RECOMMENDATIONS

To prepare for the twenty-first century, New York City must enable *all* its children to acquire the skills and habits of mind essential for constructive participation and citizenship in an increasingly demanding society. To do so, it must afford all children access, beginning in the earliest years, to the materials and guidance provided in quality library media centers.

Currently, the City's schools do not receive the resources and expertise needed to ensure that every elementary school has an adequate library media center with up-to-date materials and librarianship, a connection with the Internet, and, as soon as possible, the power to network with classrooms throughout the school.

Even in the midst of a budget crisis, those who determine the schools' direction and resources must acknowledge the need for enhanced fiscal commitments to the libraries, aggressive action to enforce mandates, and imaginative pursuit of existing options for making these crucial facilities available in every elementary school. Every branch of government and the public must play a part. We recommend placing high priority on the following actions.

◆ *New York State's legislature and governor should*

- maintain and increase the 1994–1995 \$4 per-child library materials allowance; and
- maintain and increase public library funding to enable the public libraries to extend their hours and improve other services for young children in collaboration with the schools.

◆ *The New York State Education Department should*

- act through the State Education Department's New York City Community and School Service Office to ensure that information is made available to New York City elementary schools and community school districts on the role, and financing and management of library media centers, including their inclusion in Federal Title I-financed schoolwide plans;
- use its authority over teacher certification and higher education accreditation to encourage schools of education to provide future teachers with experience in the use of school library media center resources, including collaborative curriculum development with school librarians; and
- require the New York City Board of Education to annually verify that funds appropriated for library materials are budgeted and spent for that purpose (pursuant to Sections 280 and 284 of the New York State Education Law).
- require the state aided School Library System (BOE Library Unit) to incorporate all elementary schools with libraries and full-time library staff as full partners into all of their programs, including resource sharing, collection development, and automation.

◆ *The New York City Council should provide an earmarked appropriation for elementary school library materials, as it does for high schools.*

◆ *The New York City Board of Education should*

- renegotiate its contracts for purchase of library books to eliminate handling charges, and renegotiate contracts for purchase of books using the New York State Textbook Law (NYSTL) to obtain discounts;
- encourage districts and schools to use monies saved through NYSTL purchases for the acquisition of additional books;
- ensure that every elementary school has appropriate space and wiring for a modern library by (a) including such requirements in new school designs and remodeling plans; (b) providing for needed library renovations in other schools; and (c) supporting temporary arrangements, such as leased space, annexes, or bookmobiles for overcrowded schools;
- accelerate the installation of phone lines dedicated to electronic communications in existing school libraries;
- require non-certified, full-time elementary school librarians to take six credits a year in library science as a condition of their employment; and
- include information on the status of the school's library in the new Annual School Report on each City school.³
- adopt the Library Power model for elementary school libraries.

◆ *Professional organizations (such as the United Federation of Teachers and Council of Supervisors and*

³ Strategies for collecting useful information on school libraries are now being piloted in a number of schools through the Fund for New York City Public Education's *School Close-Up* project.

Administrators) and school networks (such as the Center for Collaborative Education and Center for Educational Innovation) should encourage their members to support the establishment of up-to-date school libraries in their schools.

◆ *Community school district boards and staff, and school planning teams should*

- inform themselves and their communities about the role of school library media centers in the new information age, how they serve students and staff, and how to manage and finance them with tax-levy, Title I, and other funds; and
- initiate the establishment of quality library media centers in their schools by (a) developing plans and allocating resources from tax-levy and/or reimbursable funds to provide full-time library staff and materials; (b) requiring school librarians who are not certified to take course work in a school library media program until they have accumulated enough credits for certification; (c) combining their schools' computer and library programs to create centers for research and communications that are networked with classrooms, other libraries, and the Internet;⁴ (d) negotiating with the Board of Education for needed renovations, phone lines, etc., as well as enhanced training for uncertified library staff; and (e) exploring and following up on the possibility of supplementary governmental and philanthropic grants.

⁴ Project FIRST, an Americorps initiative developed by the Fund for New York City Public Education and IBM, provides a model for school-based planning to this end, using corporate and university graduates' technological expertise.

◆ *Parents and other members of school communities should*

- take responsibility for informing themselves about the role of a quality elementary school library media center in preparing youngsters for the future and enhancing the effectiveness of schools;
- investigate the quality of the library in their elementary school through such measures as school visits;⁵ and
- work with school planning teams and community school district boards and staffs to plan for the enhancement of their elementary school library media centers, and advocate with state and local officials for needed resources.

⁵ The School Library Resource Survey provided by the Fund for New York City Public Education's *School Close-Up* project can serve as a source of information.

INTRODUCTION

Songs and stories celebrate the roles of books in opening young minds and broadening children's horizons, and of adults in leading children to the discovery of the worlds that come to life on the printed page. In New York City, generations of citizens, many of poor and immigrant origin, have paid tribute to such exposure in starting them on the road to success.

One might think such memories would ensure that today's New York City children, many of whom have no books at home, would have access to all the books, media, and computer resources essential to contemporary education, as well as a knowledgeable adult to guide their understanding and use. Ironically, quite the opposite is true. Classroom resources are shrinking, access to public libraries is limited, and few of the children in our city have even modestly equipped or staffed elementary school libraries to help them develop a love of reading or to lead them onto the information superhighway.

New Yorkers are overlooking a potent educational resource. Today's children must begin to develop sophisticated thinking, reading and high-tech communication skills in the earliest grades. A quality school library is a book, media, and computer center responsive to this demand. The modern librarian is a specialist teacher trained to help students and teachers make research and critical thinking the core of the learning experience.

Elementary schools throughout the nation have developed library media centers as the intellectual and technological hub of their schools. Their libraries, stocked with updated books and materials, are staffed by professionals skilled in working with teachers to build research into the curricula for mathematics, science, writing and humanities, and in supporting students in independent investigative projects. These schools are preparing children for the modern age by networking their library computer centers with classrooms, other libraries and the global Internet.

New York City schools, in contrast, are not embracing the potential of library services to support teaching and enhance learning. "School Libraries... No Reading Allowed," a report of the Educational Priorities Panel, documented the inadequacies of school library programs and funding in 1985. The report led to the creation of the Fund for New York City Public Education's Library Power program, funded by the DeWitt Wallace-Reader's Digest Fund, which works to develop the elementary school library as a proactive

educational resource. This isolated effort reaches less than one-quarter of the City's elementary schools. Despite the fact that the number of schools participating in Library Power exceeds the original goals, three-quarters of New York's elementary schools have yet to benefit from the Library Power model. Most elementary school libraries in the City are staffed part-time with untrained teachers, stocked with out-of-date materials, barren of even minimal technology, and able to add little to the resources of teachers or the competence of students. Many elementary schools have no libraries at all.

The purpose of this report is to demonstrate how contemporary school library media centers can and should enhance teaching and learning. We describe the sorry state of most of the City's elementary school libraries in contrast with comparable cities and regions. We recount, in the words of City educators, what good libraries have done in the few elementary schools where they exist. Finally, we show that this powerful investment in the future of our city and its children can be made at an affordable cost.

SCHOOL LIBRARIES AND THE TWENTY-FIRST CENTURY

School libraries, reconceived and rearmed, have a central role to play in meeting the educational challenges of the twenty-first century. As the millennium approaches, New York, according to its State Education Commissioner, must prepare "simultaneously to narrow the gap between the educational haves and have-nots and to raise the entire enterprise to a new plane of excellence."¹ Educational excellence will have unprecedented meaning. Facing new and complex vocations, avocations, and responsibilities of citizenship, students will need exceptionally sophisticated conceptual and investigative thinking skills.

Business leaders agree that the goal of school is to teach students "to use their minds well."² Parents and teachers concur. Educators are beginning to appreciate the role of computer literacy in research and communications. Farsighted schools are aggressively seeking resources to install networks and develop their staffs' and students' competence in on-line information access and computer data analysis.

In a focus group conducted by the Fund for New York City Public Education, New York City parents and teachers recently designated communication arts, critical thinking and the ability to work collaboratively as their top three priorities for students' school outcomes.³

¹ The University of the State of New York, *A New Compact for Learning* (The University of the State of New York, 1990), p. 9.

² National Education Goals Panel, *The National Education Goals Report: Building a Nation of Learners* (National Education Goals Panel, 1994).

³ The Fund for New York City Public Education, *What Did They Want to Know About Our Public Schools?: An Analysis of New York City Community Stakeholder Focus Groups* (The Fund for New York City Public Education, August 11, 1994).

The findings of the National Assessment for Educational Progress,⁴ a comprehensive nationwide study, include the following:

In 1990, fewer than ten percent of seventeen-year-olds could 'infer relationships and draw conclusions using detailed scientific knowledge' or 'synthesize and learn from specialized reading materials.'

Employers feel that "a large majority of their new hires lack adequate writing and problem-solving skills."⁵ There is reason for concern that a high percentage of future workers, lacking computers at home, will be unprepared unless the schools can compensate for the gap.

Economic analysts report that those who will enjoy the greatest opportunity in the future will be research scientists, engineers, management consultants, film makers, entrepreneurs--those skilled in "abstraction, system thinking, experimentation, and collaboration."⁶ The demand for higher-level learning will go beyond these rarefied professions. A broad range of occupations that employ the middle class--those that embody the civil service, for example--will require "higher-level reading, writing, and computer skills, as well as team facilitation and leadership," according to New York City's Commissioner of Personnel.⁷

An advanced grasp of computer science and related communications skills will soon be hallmarks of the well-educated person. The President of the United States has called for every library in America to be connected to the national information superhighway by the year 2000.⁸ Secretary of Labor Robert Reich⁹ points out that in the twenty-first century, people will need more interpersonal skills than before, more flexibility in relating to those who are different, and technological know-how through which to communicate with the world. He argues that we must prepare young people to participate in a global economy where, through Internet communications technology, the work sites of an enterprise are scattered to the four corners of the earth.

⁴ Committee for Economic Development, *Putting Learning First: Governing and Managing the Schools for High Achievement* (Committee for Economic Development [a statement by the Research and Policy Committee citing findings of the National Assessment of Educational Progress], 1994).

⁵ Ibid.

⁶ Robert B. Reich, *The Work of Nations: Preparing Ourselves for twenty-first Century Capitalism* (Knopf, 1991).

⁷ Lilliam Barrios Paoli, testifying before the New York City Council Civil Service and Labor Committee, quoted in *Searchlight on the City Council* (Citizens Union Foundation, February 1995), p. 2.

⁸ *State of the Union Address*, January, 1994.

⁹ Reich, *The Work of Nations*.

It is becoming clear that schools must take dramatic measures to enhance their curricula. Advanced school systems begin to cultivate inquiring minds in elementary school. In *Education and Learning to Think*, Lauren B. Resnick speaks for herself and other respected educational researchers when she writes:

*The most important single message of modern research on the nature of thinking is that the kinds of activities traditionally associated with thinking are not limited to advanced levels of development. Instead, these activities are an intimate part of even elementary levels of reading, mathematics and other branches of learning.*¹⁰

In up-to-date elementary schools throughout the nation, students are doing research instead of reading "Dick and Jane," and using computers instead of card catalogs to locate the materials. Elementary schools in New York City must become alert to the future's demands and the way that libraries can help meet them.

The Role of the Library

As learning goals expand, school libraries are becoming the key to the future for many schools. Their traditional resources—substantial book collections and lessons in how to use them—have become more important than ever. In addition, the new library media centers have the potential to move schools, teachers and students into the high-skill, high-tech age.

Basic literacy is an essential underpinning of complex analytical and creative activity. The National Goals Panel points out that even on this basic measure of skill level, Americans are inadequately prepared.

*While it was undeniably true that, on average, Americans who were not in the work force or had not completed high school tended to perform poorly on [the national Adult Literacy Survey], literacy performance was also unacceptably low for many other segments of the population.*¹¹

¹⁰ Lauren B. Resnick, *Education and Learning to Think* (Washington, D.C.: National Academy Press, 1987), p. 8.

¹¹ National Education Goals Panel, *The National Education Goals Report*, p. 41.

A carefully executed new study reaffirms the direct link between student literacy and school library services reported in decades of prior research. Controlling for demographic differences, investigators found that students at schools with better-funded library media centers achieved higher average scores on standardized tests. The number of staff, size and variety of collections, and collaborative planning of instruction by librarians and teachers all played direct roles in student performance on the tests.¹²

Previous studies, reviewed in the new report, found that the presence of a well-stocked library had significant impact not only on student performance in library-related skills, but also on reading and problem-solving. Other research starting in 1939 supports "the commonsense view" that "enriching the print environment by means of a school library results in more reading," which in turn "results in more literacy development."¹³ The conditions that produce this result include the availability of books. They also include other elements of a good school library such as encouragement to read, book displays, role models, peer reading, book discussions, and authors' visits. Well-designed libraries may also be uniquely able to provide the comfort and quiet for reading that many urban children find nowhere else.

Library experience also helps young children with disabilities. A recent study found that a classroom library and writing program significantly enhanced disabled pre-schoolers' concepts about print and handling of books and enabled some to progress to actual reading.¹⁴

Expanding Responsibilities

School libraries have changed to meet evolving educational expectations and technology. (Standards for school library media programs have been revised regularly by national associations of educators since 1920.¹⁵) The guidelines for today's ideal library describe a vibrant learning and research center, physically and intellectually at the hub of the school. The library's mission, starting in the earliest grades, is not only to provide students with

¹² Keith Curry Lance, Lynda Welborn, Christine Hamilton-Pennell, *The Impact of School Library Media Centers on Academic Achievement* (Castle Rock, Colo.: Hi Willow Research and Publishing, 1993).

¹³ Stephen Krashen, *The Power of Reading: Insights from the Research* (Englewood, Colo.: Libraries Unlimited, 1993).

¹⁴ D. Katims, "Emergence of Literacy in Preschool Children with Disabilities," *Learning Disability Quarterly* 17, No. 1 (Winter 1994), pp. 58-69.

¹⁵ American Library Association and Association for Educational Communications and Technology, *Information Power: Guidelines for School Library Media Programs* (American Library Association, Chicago; Association for Educational Communications and Technology, Washington, D. C.; 1988).

access to information through the most up-to-date techniques, but also to lead the school in integrating literacy, research, and inquiry into challenging, interdisciplinary curricula.

The state-of-the-art elementary school library invites children to enter the world of the imagination and supports them in making sense of what they find. The educated, certified school library media specialist, free from conflicting responsibilities, keeps the library open to the school community all day and sometimes even before and after school hours. Students can come in whenever they have time to read or work on a research project knowing they will be welcomed. Guiding students in framing questions and finding ways to answer them, the librarian nurtures students' interests in reading, writing, and research.

The library itself is a lure to investigate books and ideas. Attractive space and displays, comfortable rugs and chairs, and creative materials to work with encourage browsing and quiet reading as well as imaginative projects. Tattered old volumes and outdated books have been eliminated. There are provocative research materials and an expansive, culturally diverse book collection reflecting the best in children's literature.

The effective elementary school library is a media center equipped with audio-visual materials to communicate stories and ideas, as well as computers for research, writing, production, and access to the library's collection. Increasingly, as the focal point of school investigative activities, the library is linked on-line with classrooms throughout the school, other research centers, and the global network. Students are doing research on library computers starting in the first grade.

The library and the work of the library media specialist serve teaching and teachers as much as they directly help students. Prepared to be a facilitator of professional collaboration, the librarian, by education and certification, is a teacher with a master's degree in library science who works collaboratively with colleagues to integrate inquiry and research into the curriculum. The librarian brings teachers together to brainstorm and create thematic units that involve research, as well as creative oral, written, and artistic presentation of research findings in every discipline. Teachers bring their classes to the library and collaborate with the librarian to help children, individually and in small groups, work on challenging projects.

Library Power

The Fund for New York City's Public Education's *Library Power* program is designed to show how contemporary school libraries and librarianship can bring vitality to school curricula—at a reasonable cost.

The program has helped furnish 150 New York City elementary school libraries with adequate materials and the beginnings of computer technology, and has aided schools in renovating spaces to create libraries. Further, it has fostered school librarians' understanding of their mission as integral to the educational process for the entire school community through continuing staff development and mentoring.

Schools with *Library Power* have full-time librarians who are integral parts of their education teams. The program provides the librarians with intensive professional development through which they learn about collaborating with teachers to integrate "strategies that will help students find, analyze, synthesize, and use information effectively,"¹⁶ into the curricula. They also learn to involve parents as helpers and learners, hold book discussions, and update resources and technology. They visit other libraries to observe improvements in management and program development and learn from conversations with peers. Using this experience, *Library Power* librarians help teachers plan curriculum units, develop media and book collections to meet teachers' needs, and work cooperatively with teachers to support and encourage students' research.

Library Power librarians also work directly with students, teaching them to ask the questions that are the starting point for finding answers and to use writing to analyze—not just copy—information. They help students use the creative arts, as well as scientific and technical demonstrations, to convey information and draw conclusions. Working with small groups on cooperative projects, they help children understand how interaction with others can inspire new ideas. They introduce children to the kind of research that taps the experience of families and neighbors in the local community and, if they are connected with the Internet, around the globe.

Participants say *Library Power* libraries rejuvenate teachers and schools. In response to the *Library Power* program, teachers have made increasing use of libraries and their resources, including the librarians' personal assistance. In a three-year survey of teachers in *Library Power* schools, 91.4% of those

¹⁶ Silvana Garletti, Suzanne Girard, Kathlene Willing, *The Library Classroom Connection* (Portsmouth, NH: Heinemann, 1991), p. 128.

surveyed reported taking their students to the library in 1991-1992, a vast improvement from 58.6% at the beginning of the program two years earlier.¹⁷

A comparison with non-*Library Power* schools found that almost all teachers in *Library Power* schools (89%) had planned an activity for the class with the librarians, as contrasted with 42% in the control group. 86% of *Library Power* teachers said the expanded library resources had "had an impact on the style or method of [their] teaching," as opposed to 50% in non-*Library Power* schools.

Library Power libraries are reading and learning centers for the school community. Children use the libraries as havens from overcrowded classrooms and often stressful urban lives. The librarians engage parents as helpers, learners, and teachers of their children.

In focus groups conducted for this report, superintendents, principals, and teachers said that *Library Power* libraries enhanced the capacities and broadened the horizons of their schools. Unfortunately, *Library Power* programs are in less than one quarter of New York City's elementary schools, and most of the City's schools lack the important resource they provide.

The cost of a Power Library is reasonable. The DeWitt Wallace-Reader's Digest Fund has underwritten the majority of the capital costs (such as materials, supplies and furniture) for the physical refurbishing of school libraries as well as part of the annual expense for library materials and on-site and off-site professional development; meanwhile schools and districts have contributed 77% of the annual cost, and the City School System has paid more than a third of refurbishing costs.¹⁸ (The program also emphasizes advising librarians, administrators and parents on fund-raising.)

¹⁷ *Library Power Report to New York City Board of Education* (Library Power, June 10, 1992), p. 7.

¹⁸ Please see Table 10, page 48; *infra*.

THE POWER OF THE "POWER LIBRARY"

Nothing conveys the educational impact of up-to-date elementary school libraries as vividly as reports from people who have worked with them. Teachers, librarians, principals, and superintendents of *Library Power* schools participated in focus groups to help prepare this report. They came from a full spectrum of the City's 33 school districts. From their varying vantage points, they spoke with astonishing concurrence and passion of the way that "power libraries" had changed their students and their schools.¹⁹

The comments make clear that the libraries derive transformational power from the linkage of a skilled, full-time librarian accessible to the school community, with a modern library facility—well-stocked, inviting, and at least on the threshold of providing new technology. Empowered to make full creative use of these resources, the librarian catalyzes the revitalization of the curriculum and, according to many of the adults with whom we talked, the virtual rejuvenation of the schools.

In a ranked appraisal of how the libraries "changed my school," eleven of a group of thirteen superintendents and principals interviewed agreed that the most important effect of this full service library was "open[ing] up the world of reading and literacy to children and adults." The second most important impact, voted by ten of the thirteen, was to have made the library "a real center for research, circulation, and collaboration," and the "focal point, the heart of learning" in the school. A close third was the library's impact on staff development, in "promoting cooperative planning among teachers for interdisciplinary units," and making them "understand the importance of literature in the curriculum."

In one focus group, we asked education policy makers from government, business, and parent and education groups if any school resources would be higher budget priorities for them than school libraries. The single alternative unanimously recommended was "more classroom teachers."

¹⁹ The strategy for reaching consensus in these focus groups was to have each person complete the two thought questions "*Library Power* changed my school by..." and "*Library Power* affects my students by..." Participants wrote their answers on cards, which were then posted for all to see and categorize. The participants then voted for the most important categories; the votes for each category were tallied, summarized and analyzed. This technique for achieving consensus was borrowed from strategies IBM managers have shared with the public schools. In addition, each focus group participant had an opportunity to talk freely or anecdotally about the *Library Power* experience.

But the principals, superintendents and teachers who had experienced *Library Power* libraries reminded us that the contemporary librarian is a classroom teacher and more, supporting all the classrooms in the school by helping teachers learn library skills and plan challenging curriculum, and by directly intervening with students.

Perhaps the most cogent comments on the library's benefits to teachers are those of the teachers themselves. They assert that *Library Power* changed their schools by:

- . . . *integrating library activities into all curricula*
- . . . *allowing teachers to explore alternative teaching methods*
- . . . *giving our librarian shared experience to bring back to us*
- . . . *supporting and guiding children in the research process*
- . . . *being a place for children to discover*
- . . . *helping the students to find their areas of interest*
- . . . *being a place where children can go when they need to.*

All five of our focus groups agreed that the library enhanced teaching and learning by "empowering" students, an arresting description which was echoed repeatedly.²⁰ One librarian group elaborated on this idea, voting that the primary way its library work affects students is by "encouraging risk taking." Comments from various groups explained the points fully: the library provided an opportunity for "all kinds of learners" to "explore in a safe, non-judgmental atmosphere." "Slow readers blossomed in group work." The library provided "more personal instruction and attention." Thus it "enabled children to take ownership of their education" and "become more independent learners."

Many comments emphasized that being able to go to the library freely, whether to pursue research projects, read for pleasure, or find a place to be by oneself positively impacts student motivation. Enhanced by the librarian's supportiveness and the comforts of the room, not only the children, but the

²⁰ The superintendents and principals ranked "empowerment" first among effects of the libraries on students; the other groups talked about the same issues while categorizing them somewhat differently.

entire school benefits. "They sneak up to get books before classes." The quiet library is a "haven." Children "ask to stay if there's a disruption in the classroom."

Focus group participants emphasized repeatedly that the expectations implicit in allowing children to go to the library freely and on their own add "values" to the school. The children "are responsible" as they travel alone through halls. They "respect the guidelines" and "they don't lose or damage the books." Some children work as library assistants. "The children know it's theirs." "It makes them feel rich and smart." "The library has changed the school's tone."

All groups stressed that in addition to "broadening their horizons," "teaching them both to use and look beyond the encyclopedia," and guiding their interaction with the library and its resources, the new library media center helps students "develop habits of mind" that they will need for work and life in the twenty-first century. Librarians help children learn that they have to "define the question before they can pursue the answer," while providing techniques and support for the anxiety-provoking process. They teach them to use many different materials and approaches to learn about a single subject, to use creativity and imagination, and to become independent thinkers and writers.

The participants in our focus groups came from many different neighborhoods, but there were no differences in their positive responses to the *Library Power* program. Staff and administrators mentioned the special value of the vibrant *Library Power* facilities to children from particularly impoverished neighborhoods and a special education school where the school library often provides a first library experience and exposure to good books. In addition, their comments stressed the libraries' adaptability and responsiveness as a community resource.

In *Library Power* libraries, a special effort is made to develop a collection that reflects the diversity of their schools' student populations and helps expand students' understanding of other cultures. Schools that have students who speak other languages stock books written in these languages. The librarians sometimes speak these languages and help with native language projects. The shelves and walls vibrate with multi-cultural materials and art. Some of these materials are unique, like the special West African collection in a Brooklyn school library that is shared through the growing inter-library network.

The focus groups also confirmed that libraries with flexible scheduling have unique potential as a resource for parent and community involvement.

No other room in a city school can offer parents and neighbors the access, comfort, and resources that the library does; no other people have the time or reason to engage parents in their work as the librarians do. Libraries need parents to become partners in literacy with their children and also to help in many library tasks. Our focus groups told us that in *Library Power* libraries, everyone in the school family is welcome and everyone comes--custodians, school security officers, parents, and teachers. One librarian reported that a child took out books for a grandmother about birds, and another got information for an uncle about applying for citizenship. Libraries have helped parents enhance their own literacy and learn to read with their children while enlisting them to provide many hours of volunteer time to work with books and with students.

The comments of our focus groups place the flexibly scheduled school library squarely at the center of schools and school reform. Galvanizing the school community, the school library supports students, staff, and parents in the pursuit of more sophisticated teaching and learning. It is hard to imagine a resource of similar cost with equal potential to enhance the educational effectiveness of a school.

THE SORRY STATE OF OUR ELEMENTARY SCHOOL LIBRARIES

Of the estimated 640 elementary schools in New York City, 150 have benefited from the *Library Power* program. In these schools, the grant from DeWitt Wallace-Reader's Digest Fund provides for the renovation of the library space, purchase of books and materials, and staff development for librarians and other staff, all of which is led by the Fund for New York City Public Education. The school system provides labor for the renovations, and schools employ full-time librarians. The other 490 elementary schools and their 375,000 students suffer from a devastating lack of library support.

On December 16, 1994, Chancellor Ramon Cortines, who included the libraries in each of his many visits to schools, sent a memorandum²¹ to Community School Board chairpersons, community superintendents, and principals, calling attention to the "plight of school libraries." Dr. Cortines believes that "libraries should be extensions of classrooms that provide students with access to contemporary retrieval technologies . . . leisure reading and research." He reported that

Many libraries have been reduced to warehouses of outdated materials with personnel untrained in library services. . . . Few schools and districts provide tax-levy support for library materials or library-based technology. For most of our school libraries, the sole source of funding is the . . . State Library Book Aid Allocation.

The limited funding for school libraries is the product of decisions about budget priorities at all levels of government and the school system that have left the City with an antiquated and impoverished system.

²¹ Ramon Cortines, *The Status of School Library Media Centers* (Memo to Community School Board Chairpersons, Community Superintendents, Principals, December 16, 1994).

Table 1.

**Expenditures for Library Materials
New York State and its Five Biggest Cities 1992-1993
(Local and State Funds)**

	Expenditures	Enrollment	Expenditures Per Pupil
New York City	\$ 2,603,600	971,690	\$ 2.68
"Big Four"*	\$ 1,162,086	122,733	\$ 9.47
"Big Five"***	\$ 3,765,686	1,094,423	\$ 3.44
Rest of State	\$30,161,622	1,543,322	\$19.54
Total Statewide	\$33,927,308	2,637,745	\$12.86

* Buffalo, Rochester, Syracuse and Yonkers

** Big Four plus New York City

Source: New York State Education Department

Scant Support for Books and Supplies

New York City spends a small fraction of the money other systems do on books and other library materials. The effects show up in the scant material resources of the libraries in its schools.

In 1992-1993, the City spent a mere \$2.68 per child for library materials.²² The State supplied \$2.00 of this total as a categorical grant made to all State school districts; City tax-levy funds added the \$.68. In his memo already cited, Dr. Cortines noted that "even this limited resource, as reported by many school librarians, has not been uniformly allocated."

Even if it were available to all schools, this allocation would be scarcely enough to keep a library open. If used for books alone, it would fund about one volume for every six children. (Books purchased through the Board of Education vendor process cost, on average, \$16 including handling.)²³

²² Available data does not differentiate among schools of different levels; thus figures presented in this section combine expenditures in elementary, intermediate and high schools, unless otherwise stated in a table or the text.

²³ Sandra Kennedy Bright, Assistant Director, Office of School Library Services, New York City Board of Education; interview by author.

However, this allocation must fund *all* library materials, including periodicals, microfilm, videotapes and computer software.

In 1992–1993, New York City spent less than one-seventh as much as other New York State school districts on library materials per student, and less than one-third as much as other large-city districts in the state. (Please see Table 1, above.) The national average expenditure for school library materials in 1991–1992 was \$14.08, almost five-and-a-half times as much as New York City's in the same year. Expenditures of \$21.84 in the Northeast region that year were more than eight times those of New York (Table 2).

Table 2.

**Expenditures for Library Materials
New York, United States & Northeastern United States 1991–1992**

	New York City	United States	Northeast
Average Per-Pupil Expenditure	\$ 2.61	\$14.08	\$21.84

Source: New York State Education Department; Marilyn L. Miller and Marilyn Shontz, "Expenditures for Resources in School Library Media Centers: FY 1991–1992," *School Library Journal* (October 1993), Tables 9 and 10.

In 1993–1994, New York City spent less per student on library materials than any of the five next largest school systems nationwide. (See Table 3.) This is particularly striking in view of the other systems' considerably lower total per student expenditures for education, as illustrated in Table 3. As Table 3 also shows, even with the expanded state allowance of \$4.00 per child in 1994, New York City will still spend less for library materials than any city but Los Angeles if the other cities' expenditures remain constant.

Table 3.

**Approximate Per-Capita Expenditures
for Library Materials and for Education Generally
in Nation's Six Largest School Systems**

School System	Per-Capita Expense for Library Materials	Per-Capita Expense for Education
Dade County	\$ 19.81	\$ 5,499
Detroit	13.86*	5,547
Chicago	4.88	5,093
Philadelphia	4.69	6,006
Los Angeles	3.20	5,286
New York	2.68	6,784

* High school only

Sources: The library materials statistics for cities other than New York were obtained from interviews with personnel of the cities' budget offices or library organizations. All figures except those for Detroit, which were based on reported expenditures, are either 1994-1995 budget data (Philadelphia) or official approximations of expenditures. Data for comparable years were rarely available; the Chicago figure is for 1992-1993; Dade County's, Detroit's and Los Angeles' are for 1993-1994. The Philadelphia figure is a composite of \$3.66 per pupil and \$646.40 per school based on an average elementary school enrollment of 625; the Dade County number includes the local expenditure of \$13.57 plus matching funds.

The data on total per-capita expenditures for education are from the *Digest of Educational Statistics* (National Center for Education Statistics, U.S. Department of Education, Office of Educational Research and Improvement, 1994), Table 92, pp. 97-101. The figures pertain to 1991-1992.

The New York City School System bears the primary responsibility for the support of library materials in its schools. New York City's tax-levy contribution of \$.68 per child is a little over 20% of the schools' total resources for library materials—the lowest allocation of the school systems studied.

The situation is even worse for *elementary schools* because no funds are specifically allocated by the City for elementary school library materials. Starting in 1991-1992, the City Council allowed community school districts to use funds formerly earmarked for library materials for a choice of "other-than-personnel options," while continuing to earmark high school monies for

library materials. In that year, the per-capita expenditure of tax levy²⁴ for libraries in the City schools declined by almost \$4.00 to the present \$.68 average, most of which represents expenditures at the high school level.²⁵

The State's education aid formula leaves New York City starved for local school money; however, *Library Power* schools and community school districts find substantially more local money than the average. It becomes clear that it is not only resources but also priorities that must be reconsidered.

In 1992-1993, New York State's school districts spent on average almost 16 times as much local tax levy money per pupil for library materials as the New York City School district. Excluding the Big Five cities, the State's districts spend on average 26 times as much as New York (Table 1). Libraries are apparently higher priority even in the State's four next largest cities—Buffalo, Syracuse, Rochester, and Yonkers (the "Big Four")—than for New York, as those cities supplemented their state categorical allocations with an average of \$6.79 per capita in 1992-1993 (Table 4).

The expenditures for library materials of the nation's biggest cities are primarily drawn from local tax levy. Chicago and Philadelphia use only local money. Dade County received matching state funds that amounted to \$0.46 on the dollar this year.²⁶ Data reported in a recent study indicate that most expenditures for library materials in Michigan are local monies, and expenditures in California are distributed more or less evenly among local, state, federal, and donated funds. (Please see Table 4.)

²⁴ As used here and in New York City budget parlance, "tax levy" —although strictly speaking a term for taxes raised by special levy—refers to all general funds, whether of state or local origin, over which a school district has discretionary spending authority; thus a district's available tax-levy money includes and is limited by funds made available through its state's operating aid formula.

²⁵ Frances Roscello, Associate in School Library Media Services, New York State Education Department; interview by author.

²⁶ Stanley Corses, Budget Division, and Sandra Block, Instructional Supervisor of Library Media Services, Dade County School System; interviews by author.

Table 4.

**Contributions to Library Materials
Expenditures in Five States
(Average Contributions Per Student in 1992–1993)**

State	Total Library Expenditures Per Student	Percentage of Local Funds as a Contribution to Total Library Expenditures Per Student
New York	\$12.86 All grades	84%
California	13.00 Elementary 8.00 Secondary	28% 49%
Illinois	17.00 Elementary 23.00 Secondary	72% 78%
Michigan	16.00 Elementary 12.00 Secondary	64% 88%
Pennsylvania	11.00 Elementary 14.00 Secondary	80% 92%

Sources: Mary Jo Lynch, Pamela Kramer, Ann Weeks, *Public School Library Media Centers in Twelve States* (Report of the NCLIS/ALA Survey, U.S. National Commission on Libraries and Information Science, April 1994), Table 1, supra.

Impact of The Underfunding of Library Materials

Inadequate funding for library media center materials has impoverished the New York City school libraries' book and audio-visual collections and blocked the way to the information highway.

The American Library Association standards for school book collections call for roughly 10,000 books in an elementary school of 500 or fewer children—about 20 books per student.²⁷ New York City schools of all levels, averaging about 1,000 students, have an average of 8,970 books in their libraries, or about nine books per student. (Please see Table 5.) A February, 1995, study reports that the City's school libraries have only 60% as many books

²⁷ Allington, Guice, Baker, et al., "Access to Books: Variations in Schools and Classrooms" *The Language and Literacy Spectrum* (Spring 1995), p. 23.

Table 5.

**Public School Library Resources Per School
in New York City and Three Regions of New York State 1993**

	Books June, 1993	Titles June, 1993	Books Added 1992-1993	Audio- visual Resources June, 1993	Magazine Subscriptions 1993-1994	Books Discarded 1992-1993
New York City	8,970	6,770	393	355	18	233
Nassau/Suffolk	13,671	12,162	442	1,681	43	354
Upper Hudson	10,031	8,900	436	1,734	48	345
Genessee/ Finger Lakes	10,483	9,147	525	1,750	45	424

Source: New York State Education Department, *Public School Library Resources - Fall 1993* (New York State Education Department, Office of Instruction and Program Development).

per student as school libraries statewide.²⁸ The elementary school libraries, which receive less attention than those in middle and high schools, can be presumed to have even fewer books than the average, and these are often outdated.²⁹

State data compare the average size, number of titles, number of books added, audio-visual resources and magazine collections per New York City school with those of randomly selected regions from around the State. As shown in Table 5, New York City's schools fall substantially short of those of other regions on every measure.

New York City schools' collections are inferior in size and quality to school library collections regionally and nationwide. The mean size of school library book collections nationally in 1991-1992 was 17% larger than New York

²⁸ The University of the State of New York, *New York, The State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools* (The University of the State of New York, The State Education Department, February 1995), p. 104.

²⁹ *Library Power's* personnel and Sandra Kennedy Bright, Assistant Director of the New York City Board of Education's Office of School Library Services, report that New York City's elementary school library collections still contain high proportions of old, outdated materials. This is consistent with data in Table 5 showing that while the City's school libraries have fewer books than those of other school districts, they also lag comparatively in discarding old ones. Please also refer to the discussion of libraries in Community School District 27, pp. 38-39, *infra*.

City's was a year later; meanwhile, schools nationally had discarded almost 30% more books than New York City schools did in the next year. (Table 6.) Nationwide, schools had audio-visual collections more than three times the size of New York City's. In the Northeast, the mean size of collections was over 25% larger than New York City's collections.

Table 6.

**School Library Collections
in New York City, Nationwide and in the Northeast United States,
Per School**

	Books	Audio-visual Resources	Books Added 1991-1992	Books Discarded 1991-1992
New York City*	8,970	355	393	233
United States [†]	10,791	1,208	483	322
Northeast Region [†]	12,031	1,062	399	246

* 1993 data

[†] 1991-1992 data

Sources: New York State Education Department, *Public School Library Resources*; Miller & Shontz, *Ibid.*

Looking Backward Technologically

The limited amount spent on libraries in New York City prevents schools from keeping pace with education technology. In the Fall of 1993, there were only 1,677 computers in the libraries of the City's 1,063 schools, an average of 1.58 per school. Comparatively in Nassau County, there were an average of 4.30 library computers per school; in Suffolk, there were 4.66. In the Upper Hudson region of New York, there were an average of 3.61.

Statewide, there were an average of 5.17 library computers per school.³⁰ (Please see Table 7.) These comparisons are especially sobering considering that New York City schools are usually substantially larger than schools in other areas.

Table 7.
Computers in School Libraries, Per School
New York City and Other State Regions
Fall 1993

	New York City	New York State	Nassau/Suffolk	Upper Hudson
Computers per School Library	1.58	5.17	4.48	3.61

Source: New York State Education Department, *Public School Library Resources*.

Effective communication and sharing with other libraries, necessary for access to today's wealth of research and literary materials, requires a computer with a modem and a dedicated phone line--as does networking on the Internet. For most New York City school libraries, these are unavailable. In the Fall of 1993, only 212 of the City's 1,063 schools--less than 20%--had a computer with modem in a library media center; only 35 had an automated circulation system; only 40 had an on-line public access catalog. Only 224 school libraries--22%--had an outside phone line dedicated to the library and its needs.

Again, New York City is behind other school systems in the state. In 1993, 30% of school libraries in Nassau and Suffolk counties had a computer with modem; 53% had an outside phone line. In the upper Hudson area (which includes Albany), 34% of the school libraries had computers with

³⁰ New York State Education Department, *Public School Library Resources: Fall 1993* (New York State Education Department, Office of Instruction and Program Development).

modems and 65.3% had outside telephone lines. Statewide, 35% of schools had computers with modems in their libraries, and 53% of the libraries had outside phone lines. (Please refer to Table 8.)

Table 8.

**Automated Communications Systems
in School Library Media Centers
New York City, New York State and Selected Regions, Fall 1993**

	Percent of School Libraries with Computer with Modem	Percent of School Libraries with an Outside Phone Line
New York City	20%	22%
New York State	35%	53%
Nassau and Suffolk counties	30%	53%
Upper Hudson	34%	65%

Source: New York State Education Department, *Summaries of Equipment in School Library Media Centers: Fall 1993* (New York State Education Department, Office of Instruction and Program Development).

Staffing

There are no categorical funds earmarked for staffing elementary school libraries. Community school districts and schools pay for their library staff out of tax-levy allocations, Federal Title I monies, or funds raised on an ad hoc basis by parent and community members.

The decisions about whether and how to fully staff the libraries are at the budget-constrained discretion of districts and schools. (*Library Power* requires that participating schools support a librarian who is free from the responsibility to cover teacher preparation periods and thus can spend full time on general library functions. Few other city elementary schools meet this minimal requirement for an effective school library.)

Many elementary schools have no librarian at all. A report issued by the City Schools' Chancellor's Office showed that in 1993-1994, 29 of the City's 32 community school districts had two to ten schools with virtually no library staff. 109 elementary schools citywide—17% of the total—had no librarians. Some of these—perhaps as many as 10% of all elementary schools, according to reports—were schools with no library facilities. The assistant director of the Board of Education's Office of School Library Services reports that the problem is intensifying—as of May, 1995, 20% of the City's elementary schools had no librarian.

The United Federation of Teachers reported in January of this year that 20% of the respondents to its parent survey said no library was available in their schools.³¹ Community School District 10, one of the city's most overcrowded districts, recorded that five of its 28 elementary schools had no libraries as of 1993-1994. Four other schools had "very small" facilities that were "not large enough to be functional." Still another school, reported as having a library, had a "room without shelves, books on mobile carts."³²

Community School District 27, with 29 elementary schools, 19 of which were designated as Title I, reported that because of overcrowding, two schools did not have libraries. Two others had libraries with no staff. Only the eight *Library Power* schools in the district had full-time librarians, and the district's other staffed libraries had "cluster" teachers.³³

Limitations of "Cluster" Staffing

Citywide, 70% of the staffed elementary school libraries, almost all except those that are part of the *Library Power* project, have "cluster" teachers as staff. A cluster teacher's primary assignment is to cover classes for other teachers during contractually mandated preparation ("prep") periods.

With almost all the daily schedule committed to teaching large groups, the cluster librarian has scarcely enough time to maintain the book collection and manage its circulation. Unless the teacher is exceptionally flexible and works many extra hours, important responsibilities of a school librarian go by the board. There is little time to upgrade the library and make it exciting by seeking grants and adding audio-visual and computer resources, inviting

³¹ *New York Teacher* (January 23, 1995).

³² Irma Zadoya, *Summary of Status of School Libraries*. (Ms. Zadoya is community superintendent of CSD 10.)

³³ Community School District 27, *Application to Library Power for a District Grant* (1993).

guests to lead programs, or developing special student projects. There are no scheduled hours for work with individual and small groups of teachers and students to develop curriculum-enhancing inquiry and research projects. When a library is occupied by coverage classes, it is often impossible to set aside the space and maintain the oversight needed to allow students individual access to the librarian and the library's resources. The library curriculum is often unrelated to children's classroom instruction.

Table 9.

**Library Staff in New York City Schools
1993-1994**

	Number of Schools	Percent of All Elementary Schools
Full-Time Librarian*	150	23%
Cluster Teacher**	381	40%
No Librarian	109	17%

* This number includes *Library Power* schools, which are required by the terms of the *Library Power* grant to have librarians without coverage responsibilities.

** Cluster teachers are librarians who teach regularly scheduled classes and provide coverage for classroom teachers during their mandated preparation periods.

Source: Office of the Chancellor, *1993-1994 Directory: Elementary School Librarians and Teachers Assigned to Library* (Board of Education of the City of New York, Office of the Chancellor).

Elsewhere in the state, some library staff also may have coverage assignments, but they tend to have clerical support, which is uncommon in New York City schools. Only those cluster teachers who are very skillful at enlisting parent volunteers or willing to stay before and after school can provide students with the opportunity to visit the library whenever they want to read or need to find something out; and it is this access on demand that cultivates independent thinking and learning.

Inadequate preparation in library management and program skills further handicaps cluster library staff. Less than 10% of the City's elementary

schools, including *Library Power* schools, have librarians who are certified School Media Specialists.³⁴ Statewide, virtually every school has the services of a certified librarian.³⁵

In the City, contractual provisions entitling library cluster teachers to more preparation time than other cluster teachers discourage some schools from choosing to hire library personnel. Most of the librarians have little, if any, training in library science, let alone the skills to meet the objectives outlined in current guidelines. *Library Power* compensates by providing an exemplary in-service professional development program. Without such assistance, most cluster teachers in non-*Library Power* schools lack the professional support to develop their skills and fulfill the library's essential roles.

How Are The Libraries Doing?

Informed appraisals of the City's elementary school libraries illuminate the costs of lack of support. Sandra Kennedy Bright, a school librarian for 23 years, visits 80 to 100 school libraries each year in her capacity as assistant director of the Board of Education's Office of School Library Services. She says:

Though there is a trend toward opening up more school libraries, for the most part, the libraries are not welcoming and inviting. Even if they are adding new books to their collections, they haven't weeded out the old; new books are standing next to books that are tattered and worn. . . . some 'cluster' teachers, with a notion of service are doing a wonderful job . . . it means coming in early and staying late . . .

Frances Roscello, of the New York City Office of Community and School Services, makes one hundred annual visits to libraries in the City's lowest-performing schools. Herself a library media specialist, she says that even though schools in other school districts in the State also use librarians for coverage, there is a difference because more of them are certified library media

³⁴ As reported to Sandra Kennedy Bright, eight percent of the City's elementary schools had librarians who were certified or qualified for certification in May, 1995.

³⁵ In an interview by the author, Frances Roscello, Associate in School Library Media Services, New York State Education Department, reported that approximately 75% of the schools outside New York City have full-time certified librarians, while most, if not all, of the remaining schools share certified librarians who supervise on-site staff.

BEST COPY AVAILABLE

specialists. The professional librarians' "commitment to library service," she suggests, sparks creativity and a willingness to put in the extra effort that is less present in the City's non-*Library Power* schools.

In its proposal to the Fund for New York City Public Education for a *Library Power* grant, New York Community School District 27 described the differences between eight schools with *Library Power* libraries which it designated "Cluster A," seventeen with cluster library teachers ("Cluster B"), two with no librarians ("Cluster C"), and two with no library facilities ("Cluster D"). Since districts that apply for a *Library Power* grant are the districts that value elementary school libraries most highly, the library services in Cluster B, C, and D schools probably represent the best rather than the most typical of those in the City's 490 non-*Library Power* schools.

We start with the brighter *Library Power* picture:

For Library Power schools, the library is available to students and teachers at all times . . . Schools provide access . . . for thirty minutes before . . . and after the school day [and] on Saturdays. The library teacher works with classroom teachers, and with individual students, to engage students in the effective use of the library

Books . . . have the most recent publication dates . . . Technology is available to teachers and students for the access of information, creating databases and spreadsheets, word processing for reports, and creative writing.

Collaboration [with and among teachers] includes meetings [on] curriculum [and] research projects planned collaboratively; . . . staff development is provided through demonstration lessons or co-teaching.

Parent volunteers are generally available for approximately ten to fifteen periods per week.

A contrasting picture is provided by the majority of District 27's elementary school libraries staffed with cluster teachers:

In Cluster B schools, there is less use of the library since classes are scheduled for weekly periods . . . [or] limited to two periods . . . Students are limited to once-a-week borrowing . . .

The use of the library for research activities is limited . . . Individual students' projects during non-assigned periods are not in evidence . . .

60% of the books have recent publication dates; however, many books remain on the shelves that should be weeded.

Parent volunteers are available for less than eight periods per week . . . There is some collaboration with classroom teachers in planning research projects . . . There is little, if any, staff development since classroom teachers do not accompany their students to the library.

Here is the worst case scenario for this better-than-average district:

In general, there is less use of the library in [schools with no librarian]. . . . The application and understanding of many of the library skills needed to help children become independent users of the library are not developed Parent involvement . . . is often limited. Cluster C schools . . . do not have any computer hardware or networking capabilities.

In Cluster D schools, where there is no library, minimal library skills are taught. . . . The classroom teacher is responsible for locating resources for research. . . . The borrowing of books is limited. Collaboration is not evident even among classroom teachers who may be working on similar projects.

In Cluster C schools . . . or Cluster D schools . . . over 70% of their books in libraries and classrooms . . . [have] publication dates in excess of ten years and at least 20% of these over 20 years.

Library Power has made its own observations of school libraries. Over a four-year period beginning in 1990, staffers Anita Strauss and Liz Goldfarb visited some 250 of the City's elementary schools in the 32 community school districts and Citywide Special Education District 75.³⁶ What they saw almost uniformly were uninviting rooms with out-of-date, irrelevant book collections. The librarians were isolated from the life of the school, their work was divorced from the curricula, and they had limited access to children.

Rooms looked like warehouses, with dingy broken furniture and books in disarray. Maybe four of the schools had the comforts that Library Power provides.

In some schools, it was like going into a time warp: five biographies of Lyndon Johnson, 'The New World of Central America 1952,' 'The Tomorrow of New York 1958,' 'The Picture History of Africa 1918.'

The librarians were isolated. The classes came, but the teachers did not attend; the librarian was not involved in curriculum. Just as some schools have no coherent philosophy, there was no coherent collection development, and the library work had no connection with what the kids were learning in class.

If the school was too large for one person to cover all the teachers' prep periods, children whose teachers' preps were covered by other cluster teachers might never get there at all. Or, inconsistent policies among teachers and the librarian's time constraints would operate arbitrarily, so that some children got to use the library independently while others did not.

There appears to be no pattern to the incidence of poor library services in New York City public schools. In good neighborhoods and bad, less and more affluent, African-American, Hispanic, white, and other, the City's public school children depend on circumstance and the priorities of school leaders for the advantages an up-to-date school library can afford. However, it is particularly

³⁶ This sample was probably better than average. Since the schools were applying for *Library Power* grants, the ten percent or so without space for a library could not apply, and, according to the *Library Power* staffers, the prospect of grants conditioned on local contributions attracted the "most forward-looking schools."

troubling that these deficiencies are so prevalent in a city where vast numbers of public school children live in poverty and the limited educational background of many parents places special demands on the schools. According to 1990 census data, 31% of the City's population over 20 years of age were high school dropouts; only 22% had bachelor's degrees. 45% lived with a person who spoke a language other than English at home.³⁷

Clearly today, no less than in prior decades, libraries are needed to open the world of opportunity. Young New Yorkers must be provided with the basic help and resources essential to prepare for lives of achievement and contribution.

³⁷ The University of the State of New York, *New York, The State of Learning*.

FINANCING A LIBRARY FOR EVERY ELEMENTARY SCHOOL

Though effective school libraries cost money, the investment is not large in comparison with other expenditures and the benefits realized. People who have worked with *Library Power* have found ways to pay for the libraries even in these times of severe budget cuts.

The salary of a full-time librarian is, on average, \$42,000 per year. One hundred and fifty schools and their districts have financed this cost with general tax-levy dollars, Federal Title I money, and special funds raised by parents and communities.

Using these resources and portions of their New York State textbook allocations, the schools and districts have also supplemented the State's book and materials allowance.

The school system has come up with resources for renovations. It has paid \$7,000 per school in labor costs needed to create 150 comfortable, practical library spaces in elementary schools.

The substantial contributions provided by the DeWitt Wallace-Reader's Digest Fund for *Library Power* have offered a strong incentive for the public commitment to date. *Library Power* has invested approximately \$10,500 for renovation materials in each Power Library. Annually, it has also matched each school's combined State-City expenditure for books and materials at \$3,000-\$4,000 per school, provided mini-grants to some schools, and provided indispensable professional development for librarians.

The central school administration has funded a substantial portion of the start-up costs, and schools and districts committed to transforming teaching and learning have footed the major recurring expenses of staffing and stocking 150 Power Libraries in the City's elementary schools.

Table 10**Average Estimated Costs Per School
of a *Library Power* Elementary School Library 1994-1995**

	DeWitt Wallace- Reader's Digest Fund	Public Schools	State
Renovations	\$10,500.00	\$7,111.00	\$ 0.00
Books	3,736.00	00.00†	3,200.00‡
Mini-Grants*	1,000.00	00.00	00.00
Librarian	0.00	42,000.00	00.00
LP Staff	3,734.00	00.00	00.00
Staff Development Expenses	147.00	Release Time	00.00
Incentive Grants	1,500.00	00.00	00.00
TOTAL	\$20,617.00	\$49,111.00	\$3,200.00

* Mini-grants provide funding for special library programs.

† No local funding for library materials since 1991-1992.

‡ For library materials at the 1994-1995 \$4 per-pupil allocation.

One current option for funding libraries such as those modeled though *Library Power* will become more widely available in September 1995, when many more schools than at present become eligible to include libraries in comprehensive plans for school improvement.

More than two-thirds of the City's elementary schools usually qualify for such funding on the basis of the numbers of their students who are "poor," as defined by law. Current legislation requires most schools to "target" the money to programs for their lowest achievers. Under the new legislation, almost all of the eligible schools will be entitled to use their Federal funds in school-planned programs for enhancing the effectiveness of the school as a whole. Elementary school libraries would be appropriate components of such plans, particularly if needs assessments pinpointed staff development and initiation of new inquiry curricula as priorities for enhancing student achievement.

Economizing on Book Purchases

Schools and the school system could also make libraries more affordable by aggressive pursuit of economies in book purchases. Savings would occur if the City Board of Education's Bureau of Supplies eliminated handling charges and special bonuses from the various contracts it negotiates specifically for library books.

Currently, the system pays about \$1.00 per book in "handling" charges³⁸ including or in addition to the "10% premium" some book contractors charge in return for their "offer to type the purchase orders for librarians and teachers."³⁹ In contrast, *Library Power* pays no handling charges to the single book jobber "with a broad selection" with which the program has contracted "after canvassing the field."⁴⁰

A recent incident demonstrates the potential for savings. A librarian reported to *Library Power* that she had bought 20 copies of four books listed at \$12.95 each from a Board of Education-approved vendor. She paid \$14.95 each, plus \$3.64 for shipping the order. Had she purchased them from *Library Power's* vendor, she would have paid \$10.36 per volume, with no shipping charges. Thus, she paid \$95.00 extra and, if she had purchased the books from *Library Power's* vendor, could have bought 10 more books.⁴¹

³⁸ Sandra Kennedy Bright, interview by author.

³⁹ Jim Dwyer, "Hail to the Chief" *New York Newsday* (October 12, 1994), p. 2. (The article was based on reports by Judith May-McGowan, former head librarian of Bronx High School of Science.)

⁴⁰ Sheila Salmon, Executive Director of *Library Power*; interview by author.

⁴¹ Sheila Salmon, interview by author.

The City could realize an additional and dramatic economy that would partly redound to libraries by changing its handling of the \$35 per-capita aid provided under the New York State Textbook Law (NYSTL).⁴² NYSTL "textbooks" include so-called "trade books," i.e., the literature and non-fiction increasingly used instead of texts by some teachers. Some schools stock the trade books teachers want in the library, enabling the books to circulate among students and classes. However, whether NYSTL aid books are purchased for the library or for a particular classroom, they must be purchased off the City Board of Education's NYSTL list from Board-designated NYSTL suppliers. Many of these suppliers do not give the Board the 40% discount available both to *Library Power* and the Board of Education's Bureau of Supplies through the library jobbers with whom they contract, nor make them school-ready with plastic covers and book card pockets. *The New York Post* recently reported that the Board of Education could save \$21 million per year if it could purchase NYSTL list books at the 40% discount.⁴³

The immediate challenge is to raise the consciousness of New Yorkers about the pivotal role of libraries in preparing children for life and work in the twenty-first century. One of the people in our focus group of policy makers put the problem aptly:

The library and how the librarian is perceived has been in transition. The library in the elementary school was a dark, dusty place. No one went there often. Teachers didn't focus on the school library because they saw 'the library' as the public library.

As those places have been disappearing, there's been a gaping hole, we don't have them outside and we don't have them inside; the question is where to restore them.

Now that we are redesigning the place inside, having libraries do the work of getting every part of the school constituency 'on line,' the library has new scope—it's a big, vibrant place in the center of the school. . . . We need a lot of professional development around this new concept.

⁴² Board of Education of the City of New York, *Audit Report: Assessing Satisfaction With Textbook and Supplies Allocation* (Office of Auditor General, Board of Education of the City of New York, March 2, 1995), p. 5.

⁴³ Jeff Simmons and Al Grant "Fifty Ways to Save \$1.6 B" *The New York Post* (April 7, 1995), p. 5.

A positive sign is that the diverse group of policy makers we convened were well aware of the elementary school library's importance and potential. Asked to tell us what would make people give their top priority to libraries, they told us of virtues they had observed themselves.

An assistant community superintendent:

I know from experience that [a library] gives kids skills.

The vice president of a major business group:

It provides the ability to function in entry-level positions in the workplace, to upgrade one's skills.

An official of the United Federation of Teachers:

It's bigger than what's in the classroom and a way of extending the child beyond . . .

The executive of a Latino advocacy group:

It's one of the first introductions to responsibility.

A representative of the Center for Collaborative Education:

It should be the hub of the school.

Good school libraries indeed do all the things the policy advisers said were crucial to garner support. It seems clear, moreover, that good school libraries can be cost efficient.

For a one-time refurbishing at \$20,000 in capital funds, a school acquires a physical resource that enriches the entire school community—typically 600 or

more students, many parents, and 30 or more staff. An annual expenditure of \$54,000 updates the learning materials in this comfortable, working center and covers the salary and continued professional development of the librarian, who is an expert staff developer, curriculum coordinator, supplementary teacher, and student mentor all in one.

In *Putting Learning First*, the business community's Committee for Economic Development called for "changes in school organization that emphasize academic performance and more effective use of resources" as "the ingredients most needed to improve student achievement."⁴⁴ New York City's school communities and leaders have found that integrating a "power library" into a school is an organizational initiative that enhances the effectiveness of its most important resources--the teachers who teach and the students who learn. The task ahead, for the sake of our children's and our City's future, is to spread the word and encourage more of this sound investment.

⁴⁴ Ibid., p. 39.

Appendix A

City, State and Other Agency Personnel Who Provided Data for this Report

The Fund for New York City Public Education and the author are grateful to the many agencies and their staffs who have helped with the research for this report and regret if any have been omitted from the list below.

American Library Association: Pam Cramer
American Association of School Librarians: Mary Monks
Detroit Public Schools: Barbara Coulter, Angela McKissic
Los Angeles Unified School District: Olonzo Woodfin, Will Matsumoto
Chicago Panel on Public School Policy and Finance: Fred Hess
Chicago Public School System: Gail Williams, Tanya Jarrett
Community Service Society: Laurie Beck
Cross-City Campaign, Chicago: Diana Lauber
Dade County Public Schools: Stanley Corses, Sandra Block
Designs for Change, Chicago: Suzanne Davenport
Educational Priorities Panel, New York City: Noreen Connell,
Herbert Ranschburg
Florida State Education Department: Dr. Link Jarrett
New York City Board of Education: Sandra Kennedy Bright,
Ron Miller
New York City Council: Staci Emanuel
New York City School Librarians Association: Adele Niederman
New York State Education Department: Frances Roscello, Diane
Hutchinson, Joseph Mattie, Patrick O'Brien, Leonard Powell
North Central Association of Colleges and Schools, Michigan
Committee: Connie Stoulton
Public Education Association: Judith Baum
School District of Philadelphia: Stu Greenberg

Susan Breslin, Educational Consultant
Carolyn Weiss, Educational Consultant

Appendix B

Focus Group Participants

The following New York school people and policy makers generously shared their time and thoughts in five focus groups conducted by the Fund and/or the author in preparation for this report.

Kenn Agata, Librarian, P.S. 44 Bx, CSD 12
Lloyda R. Alfalla, Deputy Superintendent, CSD 15
Gerri Appel, Librarian, Center for Collaborative Education, Inc.
Donald Bandel, Principal, P.S. 97Q, CSD 27
Sharon Barbour, Librarian, P.S. 185M, CSD 3
Eleanor Beers, Librarian, P.S. 76Q, CSD 30
Edward Bellomo, Principal, P.S. 215Q, CSD 27
David C. Bloomfield, Vice President, New York City Partnership
Diane Cavalluzzi, Librarian, P.S. 92Q, CSD 30
John Comer, Superintendent, CSD 22
Joan Cook, Librarian, P.S. 191M, CSD 3
Lorraine Cortez-Vasquez, Executive Director, ASPIRA of New York, Inc.
Milton Fein, Principal, P.S. 7Bx, CSD 10
Roberta Mirsky Frankel, Director, Magnet Schools/Libraries, CSD 3
Gail Gilson, Teacher, School for the Deaf, D. 75
Pat Gore, Teacher, P.S. 3K, CSD 13
Ayo Harrington, President, United Parents Association
Margaret Hasselberg, Librarian, P.S. 112Q, CSD 30
John Holst, Principal, P.S. 186Q, CSD 26
Veronica Humphreys, Teacher, P.S. 183M, CSD 4
Brenda Jackson, Assistant Principal, P.S. 215Q, CSD 27
Dorann Jacobowitz, Communication Arts Coordinator, CSD 30
Lavinia Mancuso, Principal, P.S. 155M, CSD 4

Julia Matlaw, Librarian, P.S. 84M, CSD 3
Judith Ruiz Mercado, Librarian, P.S. 165M, CSD 3
Joey Merrill, Office of Deputy Mayor Ninfa Segarra
Sidney Morison, Principal, P.S. 84M, CSD 3
Pat Nevins, Librarian, P.S. 148Q, CSD 30
Karen Osorio, Librarian, P.S. 384K, CSD 32
Mona Padilla, Librarian, P.S. 235Bx, CSD 9
Amina Abdur Rahman, Vice President, United Federation of Teachers
Pat Romandetto, Director of Instruction, CSD 3
Salvatore Sclafani, Principal, P.S. 59Bx, CSD 10
Laurie Shapiro, Reading Coordinator, CSD 27
Naomi Smartt, Principal, P.S. 198K, CSD 22
Laura Yaros, Librarian, P.S. 191K, CSD 17



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: School Libraries... Unfinished Business: A Report on New York City's Elementary School Libraries	
Author(s): Fund for New York City Public Education	
Corporate Source: New Visions for Public Schools	Publication Date: Jan 1996

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2 documents



**Check here
For Level 1 Release:**
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

_____ Sample _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1



**Check here
For Level 2 Release:**
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

_____ Sample _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

Signature: 	Printed Name/Position/Title: Beth J. Lief, President & CEO	
Organization/Address: New Visions for Public Schools 96 Morton Street - 6th floor New York, NY 10014	Telephone: 212/645-5110	FAX: 212/645-7409
	E-Mail Address:	Date: 3/11/97



III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:	ERIC / IT Center For Science & Technology Room 4-194 Syracuse University Syracuse, NY 13244-4100
---	---

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: