

HEARING OF THE
U.S. NATIONAL COMMISSION ON LIBRARIES
AND INFORMATION SCIENCE

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Huenefeld Tower Room
The Public Library of Cincinnati and Hamilton County
800 Vine Street
Cincinnati, Ohio

Thursday, April 26, 2001

The meeting was convened, pursuant to notice, at 9:00 a.m., MARTHA B. GOULD, Chairperson, presiding.

PRESENT:

COMMISSIONERS:

MARTHA B. GOULD, Chair
JOAN R. CHALLINOR, Vice Chair
C.E. "ABE" ABRAMSON
REBECCA T. BINGHAM
JOSÉ-MARIE GRIFFITHS
JACK E. HIGHTOWER
PAULETTE HOLAHAN
MARILYN GELL MASON
DONALD L. ROBINSON
BOBBY ROBERTS

STAFF:

ROBERT S. WILLARD, Executive Director
JUDITH C. RUSSELL, Deputy Director
KIM MILLER, Special Assistant - Technical
ROSALIE VLACH, Director, Legislative and Public Affairs

CONSULTANTS:

BETH E. BINGHAM

CHAIRPERSON GOULD: Good morning. This is what happens when you're short. I'm delighted to see everyone is here this morning. I think the issue we're going to discuss at this hearing is extremely important. It is very high on my agenda, it was also very high on Jane Simon's agenda and so welcome. I think I would like to start by asking the commissioners to introduce themselves and just say one or two words about who they are and why they're on the commission. And I would like to start with Commissioner Abramson.

COMMISSIONER ABRAMSON: Good morning. My name is Abe Abramson. I'm from Missoula, Montana. It's a small town in western Montana where I was a longtime library trustee and served on the Montana State Library Commission before serving on this commission. And I sell and develop real estate and love my library. COMMISSIONER HOLAHAN: I have a loud voice anyway. My name is Paulette Holahan, I'm from New Orleans, Louisiana, presently serve on the Louisiana State Library Board and I'm the former chair of the New Orleans Public Library Board. I served on this commission from 1980 to '98, and I'm very happy to be here again today and look forward to what you have to tell us.

COMMISSIONER ROBERTS: Good morning. I'm Bobby Roberts, the director of the public library in Little Rock. We serve and work with the entire public and school libraries, including three larger school districts and three smaller rural school districts, so I'm very interested in what you have to say about your situation, what we need to be doing. Thank you.

COMMISSIONER GRIFFITHS: Good morning, I'm José-Marie Griffiths. I'm currently the chief information officer at the University of Michigan. I'm also a professor in the school of information, which used to be the library school. I've been on the commission since 1996. My background is heavily involved with information technology. I'm about to go to the University of Pittsburgh back into a faculty role to the library school because I believe that we need to spend more time and attention on the people side of the technology information.

VICE CHAIR CHALLINOR: I'm Joan Challinor. I'm vice chair, which means that I do everything that Martha tells me to do, and I'm the historian. And I care terribly about libraries and 000 I really care about education, which I think is getting very short shrift in this country, no matter what other people may say.

CHAIRPERSON GOULD: And my name is Martha Gould. I'm currently the chair of the national commission. I'm the retired director of the Washoe County Library System in Reno, Nevada. I currently serve on the state council of libraries and literacy and I also teach library administration in the certification program at the University of Nevada.

MR. WILLARD: I'm Bob Willard, the executive director. I'm not a commissioner anymore. I was appointed to the commission in '91, but in '98 the members of the

commission gave me the greatest honor by asking me to take over the day-to-day operations of the commission.

COMMISSIONER BINGHAM: I am Rebecca Bingham. I'm the retired director of library and media services for the Jefferson County Public Schools of Louisville, Kentucky. I am a past president of the American Association of School Librarians. I have worked with the topic that we're dealing with because I was on the writing committee for their First Information Power. I 0006 have taught library science courses in a number of universities and workshops and summer sessions and those things, and I'm very happy to bring that knowledge to the national commission.

COMMISSIONER HIGHTOWER: I'm Jack Hightower, I'm from Washington, Texas. I'm retired from the Texas Supreme Court, and I served ten years in Washington in US congress. But really the reason I'm here is because I'm a library lover. I have been all my life. And I've worked in libraries and have retired only in the sense I don't have a day-to-day responsibility, which gives me time to spend some work -- do some work in libraries.

COMMISSIONER MASON: I'm Marilyn Mason. I was previously the director of the Cleveland Public Libraries, so I feel like I am home in many ways being back in Ohio. I now live in Tallahassee, Florida where I am on the library board for the Liberty County library.

COMMISSIONER ROBINSON: I'm Don Robinson. I'm professor of political science at Boston University and University of Houston. I'm the director of the Boston University programs in Washington, and I'm director of the Mickey Leland 0007 internship in Washington. And I worked on Capitol Hill for years before I started teaching.

CHAIRPERSON GOULD: Thank you. Just a little background on the commission for those who may not be aware of our history. We were established in 1970 by a bipartisan group of members of congress. We are a permanent, independent agency of the federal government. And our legislative charge is to advise the executive office and the legislative branches on national library and information policies. It's because of this mandate that we're holding these hearings today.

We are -- our purpose is to provide policy advice to advance library information needs of the American people. And, therefore, we welcome this opportunity to examine how we as a nation can provide the tools that our children need, not only to be literate, but to be information literate. The skills of lifelong learning must begin at a very early age through adequate, credible and up-to-date information and, therefore, we must be certain that funds for school libraries, for school librarians and for materials in all formats cannot be diverted to other projects. 0008

We are aware that there are competing forces for what are rapidly becoming finite fiscal abilities of many entities. Nevertheless, we feel very strongly, and I personally feel very strongly, that school libraries are the heart and soul of the education process. And I think perhaps that says it all.

We are here this morning to hear from school librarians, teachers, parents, students and others who care about school libraries, who care about the value and the worth of school libraries and school librarians. And with that, I think I would turn the microphone over to Mr. Willard who will go through some of the logistics and we will start the hearing.

MR. WILLARD: They asked me to take care of the important things. The keys to the rest room are on the counter back there. There are two unisex bathrooms back there and the keys -- they are individually locked, so just where the flowers are is where the keys are.

Now that we got the important stuff done, it's really important for this commission to engage in the activity we are engaged in today. When a commission holds a hearing, it creates a long-standing public record that is referred to for years and years. It becomes a major element in public policy development, so it's important to remember the commission is not an organization that represents librarians, as we've said many times.

The commission was put together to represent the information and library needs of the American people. So what is said today is going to be reflective of that need and will be part of the public policy debate for months and years to come.

The way we hold the hearing is that we ask witnesses to address specific topics within a general framework, and you've seen the outline of the various panels. I'm not going to review that. But we ask each witness to come as part of a panel that deals with a singular theme. We've invited witnesses to speak for about five to seven minutes, their statements may be longer, in which case they will simply summarize their statements.

We will then allow some time for the members of the commission to engage in questions and answers. That is where we try to elicit additional information that helps the commission understand the issues better and allows us then to create a more comprehensive record.

We also will allow some time at the end of the day for those were not on specific panels, but who feel that they have something to say to the commission an opportunity to do so. In addition, we hold the record open for 30 days following today so that additional written statements that perhaps someone in the audience hears a statement and says, I agree with that, but you need to know more or I disagree with that and you need to know more. The record of this hearing will stay open and those comments that we receive up until 30 days from today will also be part of it.

We intend to have a professional editor help us deal with the transcript. We are taking down word for word what is said today. We will also, as is the custom with hearings, we will let all of the witnesses to see their statements and make any editorial corrections that are necessary.

And we hope to move very quickly in getting this record produced because we know the issues are ripe now. We have an administration that has indicated that education is among

the top priorities. They plan to leave no child behind. Well, I think there are a lot of people in this room who realize if you plan to leave no child behind, you need to have adequate library services for those children. So we want to make sure that as the education policy of the country is developed, the record that we develop here today will be part of our plan. So that's all the logistics I have to say actually before we start, Ms. Bingham.

CHAIRPERSON GOULD: Yes. We have asked Commissioner Bingham, who has a long, and I think a wonderful record as a school librarian in addressing school library issues, we've asked Rebecca if she would kindly make some remarks, and we will go on from there.

COMMISSIONER BINGHAM: My remarks will remind all of us that we are standing on the shoulders of many library leaders who have brought us to this juncture. Some of the audience may not realize the steps through which we have come. The topic of the discussion, School Librarians, Knowledge Navigators Through Troubled Times, merely reflects to me that these are the current troubled times. I don't believe that I have known a time when they were not troubled for school media librarians.

And I don't want to do a lot of history, but if we go back through the educational thinkers of the 9th century who recognized the importance of reading and the importance of libraries, they somehow overlooked specifying that there needed to be well-equipped school libraries. And we have been trying to swim upstream against that omission for these many years.

When they did focus on libraries, the first focus was on high school libraries. And these were reported by numbers of volumes rather than by service. By 90 they finally appointed a person to be a high school librarian with a background in high school librarianship. And in 9 she first described what a modern high school library should be and it was up and beyond just beyond a collection of books. She described that it should be -- have the library work office, it should have a library classroom and should have a collection of books, and also stipulated that there be a certified, educated librarian dedicated to running that school library.

Several years later in 9 we had the first emergence of elementary libraries, but at that time elementary school libraries were just simply classroom collections, and it took really the post war era of the '50s when the Sputnik went up that we had a focus of attention on the development of elementary libraries and on the development of including media other than printed media in school library collections.

And some of us in this room remember the MVEA Act and its focus the first time that we had federal funds poured into school libraries. And then we saw the publication of new standards, again telling us qualitatively what our collections should contain pointing out that school librarians are educated in two professions. You have to be certified as a teacher as well as a librarian. And at that time we had a number of school public libraries. And the national standards were stressing the fact that we should have someone who

knew pedagogue curriculum to be in charge of our school libraries. It was recognized that we needed something beyond textbooks for reading. And, of course, the school library was recognized as being that, however, reading depended on textbooks.

The current efforts that we are addressing our attention to are sort of based on ESEA Title II, which really brought into focus a large amount of federal money for libraries, and 00 many of our positions grew. It was at that time that we centralized the central offices and it was at that time that I came into the position from which I finally retired. And we were coordinating in the processing centers, we were making our libraries functional in terms of not just quantitative things, but also what was happening to the people.

By 1983 we began to work on Information Power, the guidelines for school media programs, and that mission statement still holds today. It reappears in the second Information Power, Power Building Partnerships for Learning. Those topics are those that are going to be addressed here today. And they also delineate practical steps for achieving those things.

The recent distressing search findings on science and technology books in the Maryland Elementary School Libraries as reported in March/April issue of Knowledge Quest, the Journal of the American Association of School Librarians, based an estimated cost of school -- of elementary level books to be \$16.66. Only in those areas of science and technology, they predicted that with the current state of the libraries and the elementary schools it would take \$220,000 to bring the 18 schools in Maryland in that survey up to a standard of five books per child in those areas. This was based on 199 -- to bring the copyright dates up to 1995, that much money. So we can see how critical the need is.

This is just a position upon the conflict that we are having with the other facets looking for funding.

We are -- we are computerized. Computers take a lot of money. And so many people forget that we need the computers, we need the books, we need all of these kinds of things. And we -- when we talk only about that one area and see how far behind we are, we get some idea of the message we need to give to our administrators, to our school boards, and especially to our school-based decision-makers, many of whom who do not have this kind of background and history with which you're so familiar and who do not fully understand the problem. And a number of school districts are having problems with decisions that they make, not understanding what we do.

And so what you give us for input today will be a message that you can give another 006 stepping-stone to confronting these problems that are so critically facing school media libraries today, whether they are in conjunction with public libraries or existing just in the school. We need strong school media librarians and you are giving us input to help us continue to have them.

CHAIRPERSON GOULD: Thank you, Rebecca. Before we formally begin, I would like to acknowledge the help and the support that we received in planning this hearing from

the Ohio State librarian, Michael Lucas. I know you're here somewhere. And also I would like to recognize the director of the Cincinnati/Hamilton County library system, Kim Fender, and the staff who have been most gracious in providing us support, and we're here, and also I would like to introduce our support staff who carried boxes and equipment, Judy Russell, who is the deputy director, Kim Miller, Rosalie Vlach and Beth Bingham.

And with that, I would invite Julie Cummins, who is the editor of the School Library Journal, to make our opening remarks. Julie. And I'm told we must be very careful and speak into the microphone.

MS. CUMMINS: Good morning, 007 Commissioners. I'm pleased to bring opening remarks. The fact that a hearing on the status of school librarians and school libraries was deemed necessary is a commentary that says a great deal, and not in a positive way. It feels very much like we need to pull the wagons in a circle for protection, but we're not sure who is shooting at us or why. Are you getting feedback?

VICE CHAIR CHALLINOR: No, no, I can hear fine.

MS. CUMMINS: But librarians and library advocates are not known for being quiet when outside voices, and sometimes inside voices, create issues and situations that threaten the fulfillment of their mission, and even their existence. The course of providing service to children and young adults is littered with road blocks and requires skillful maneuvering, nimble thinking and political savvy.

The title of today's hearing says it clearly, Knowledge Navigators Through Troubled Times. It's a wonderful characterization of what we stand for, what we're all about and where we're headed. When I first saw the caption, I immediately thought of the explorer, Prince Henry 008 the navigator. Known for his patronage of voyages of discovery among the Madeira Islands and along the western coast of Africa during the 15th century and the early 18 -- in the early 1400s.

Under his auspices the sailing vessel known as the Portugese Caravell was developed. The techniques of cartography were advanced, navigational instruments were improved and commerce by sea was vastly stimulated.

Let's parallel what Prince Henry the navigator accomplished and what school librarians can accomplish given sufficient resources and training and assuming that professional librarians are in place. School librarians lead the way of discovery for students. They steer through the channels of new technology. They chart new waters through utilization of new formats and resources of information. They face stormy, difficult conditions on the sea of education, and they ultimately pilot the ship that carries the students on the journey of lifelong learning.

Idealic, yes. That picture paints a rosy scene, but the reality of our school library services is another story in a less than perfect world. There are many missing pieces to this jigsaw puzzle.

But wait. There is a panacea to cure all the problems facing school library media specialists. It's a simple solution to fix all of the tribulations, in a word computers. Administrators believe they solved the resources shortages. Superintendents think they solved the staffing shortages. Insufficiently trained staff think they substitute for providing reader guidance. Teachers think they are makeshift for school librarians.

In my day the web was connected to a spider. A mouse was a rodent. The net was for volleyball. The word mail didn't have an E attached to the front of it. Surfing meant direct contact with a large body of water. Linking was related to a fence. Interfacing was something my mother used in sewing jackets and skirts. And on-line meant standing in front of the movie theater to buy tickets for the Saturday matinee. And manual typewriters were not considered antique novelties.

Though we didn't have computers in our schools, we did have librarians, honest-to-goodness librarians. And they were the true navigators of 000 information, making connections between kids and books for both homework enrichment and individual pleasure reading enrichment.

Today's school librarians are making those same connections, albeit with added technological embellishments. A proficient school librarian can guide a child who is making a report on Prince Henry the navigator to a variety of appropriate resources. And in doing so, can engage the students in the culture and life of the times to gain an appreciation of history.

That school librarian begins with print resources, emphasis on the word print. Reference books on explorers, looking up Henry's name -- specific name in encyclopedias, checking Webster's biographical dictionary to organize an outline for the report. Then onto the internet where that smart school librarian has bookmarked age appropriate sites that can add information and viewpoints, maybe even trace his journeys on maps on a CD-ROM or view a cut-away of Henry's Caravell ships. An up-to-speed school librarian can help this kid navigate and print electronic resources for a comprehensive, informative and insightful investigation about a world famous explorer. 00

So where's the catch? It starts with the critical lack of school librarians. Library schools are producing fewer graduates. Increased emphasis on technology and library schools has forced many schools to offer less and less coursework in specialty areas of children's literature, children's and young adult services and school management. The lack of trained staff forces administrators to assign teachers or clerical aides or even volunteers to maintain the library to keep it open. That leads to and contributes to lowering the status of the school librarian within the administrative ranks.

Political and funding pressures feed into the belief that computers are the only resources needed. Management-based schools become overwhelmed with internal fighting and lose sight of the school library as the center of the educational system. Commercially-operated schools are foremost about making a profit. And the beat goes on.

The May issue of School Library Journal has three stories, unfortunately discouraging stories, about school librarians. Right here in Cincinnati the school district is adopting a merit pay system for teachers, and school librarians are being squeezed into the same model designed for teachers with no recognition for the special skills that they apply.

The school libraries in Cincinnati aren't exactly a model themselves since they operate on a shoestring. 20 of the district's 75 schools have eliminated librarians altogether. One school librarian, Carolyn Kindle, told us that she gets \$500 a year. \$500 to operate her school library -- her high school library. The results are that she hasn't ordered books in three years' time.

Another story, the governor of California, Gray Davis and his wife, have created a book fund for schools in the state. The good news is that 47 schools will receive \$5,000 to purchase library books. However, this effort is the equivalent of a Band-Aid on a gaping wound. Although more than 300,000 -- \$300 million has been allocated to the state school libraries in the past two years they are still struggling.

Here are some examples of reality that is the bad news. Some of the newer school libraries have as few as one or two books per 500 student. More than 500 of the 2,700 that applied for the governor's grant have no more than six books per child.

Another story, the Bush budget proposal consolidates programs for school libraries under block grants, reducing opportunities for funding, eliminates the RIF program completely and stipulates that all funds designated for reading are not for books or materials, but for teacher training and testing.

The new secretary of education, Rod Paige, is evidently paying attention to the new findings from the reading assessment of educational progress, which shows that in eight years the gap in reading skills between minority and white fourth grade students is wider than ever. He believes that the way reading is taught is what is crucial in curing the problem and, therefore, federal money should be spent on training and the teaching of reading.

And then there are legislators, like Senator Joe Lieberman, who is unconvinced of the need for school library materials such as what is provided for in Senator Reed's bill currently in deliberation.

There's a trend here. Why is it apparent to me and to all of you that the way to improve children's reading is to get them to enjoy reading? What a concept. Instead the all mighty power of testing to produce better scores, to make the national averages better, has taken away the sense and sensibility of reading. Learning dates, places and events is a way to

pass a history exam. It is not the way to learn, understand or appreciate history when context and the human element are missing. Our student who is doing the report on Prince Henry the navigator will learn and retain a whole lot more about the explorer because the school librarian was able to provide context and narrative. The same is true for reading.

Last year we published two very important articles in the School Library Journal. In the April issue was Dick and Jane Go To The Head Of The Class. One of those contributors is on the panel today. The significance of the article is captured in the opening sentence, Library media specialists now have empirical proof that school libraries matter. That empirical evidence is the findings of three statewide studies in Alaska, Pennsylvania and Colorado that proved that strong 00 library media programs helped students learn more and score higher on standardized achievement tests than in schools -- and students in schools with impoverished libraries. The end result is a simple equation, better school libraries, plus trained school librarians equal better students and better readers.

The second article appeared in the September 2000 issue and is titled, Looking For A Few Good Librarians. A survey conducted by Nancy Everhart verifies that the shortages of school librarians is becoming a national crisis. The reasons -- the fingers point in several directions.

A large number of school librarians are hitting retirement age. Access to library schools is distant for many wishing to enroll in library school. Library schools are turning out fewer specialists in youth services. Stricter certification rules, site-based management and increasing emphasis on standards and test scores all contribute to the shortage.

There are some bright spots of hope to help with the situation. Distance education programs are bringing coursework to the individual with some schools offering library degrees 006 completely on-line. I just heard this past weekend that the California Library Association is considering certifying school librarians, and an amazing exception is the library school at San José, California which has 00 MLS students enrolled in school librarianship. Let's hope we can clone them.

In contrast, school districts in Alaska, Colorado, Connecticut, New Mexico, Texas and Utah had hired people without any college degree at all to lead their library programs.

And then there are mandates, a word that Martha used. Typically if a state has mandates for staffing the school libraries they are for the secondary level, the high school level. This is a real conundrum to me. The students that most need a librarian are those in elementary school where motivating, guiding and instilling a value for reading and books can generate learners, not only for the high school years, but for life. The true meaning of literacy lies in the capabilities of an elementary school librarian who is creating the readers of tomorrow.

In New York State the youth services section of the state association has battled the 007 regents for years to effect this change and to reverse the mandate, but to no avail. Here in

Cincinnati efforts are being made to remedy the severe lack of academic success in high schools by launching an ambitious plan to convert them into smaller learning communities by downsizing the high schools. The key words here are learning communities.

In a lengthy article about the Cincinnati plan in Education Week from April 11th this year there was not one mention of the words school library or librarian. Yet those of us who are advocates for library services to youth know that school libraries are the core of building learning communities. What's wrong with this picture? It is that legislators and school administrators don't see the link between library services and reading.

My editorial in the April issue of School Library Journal is an open letter to Rod Paige, the secretary of education. I urge him to seize the opportunity in front of him, with the president declaring education as his first priority, to empower school librarians as the core and the heart of the educational process. School librarians hold in their hands the future of a generation of children with the potential to have the desire to learn and the desire to read. They are the true navigators of knowledge and learning. I am hopeful that this hearing will focus attention on their plight.

What will make a difference? One would be to establish a separate line item in the federal budget for school library materials. Years back a national report was published that assessed the status of the country's educational system. It was titled, A Nation At Risk. Without school librarians and school library materials we are most definitely at risk.

CHAIRPERSON GOULD: Thank you. I think your comments will set the stage very well. And I do recall that in A Nation At Risk that there was not one mention of school libraries. Are there any questions of Julie? Stay for a minute.

MS. CUMMINS: Yes.

CHAIRPERSON GOULD: Are there any questions or comments from members of the audience or that the commissioners would like to make? Nothing wrong with me this morning. Abe?

COMMISSIONER ABRAMSON: I appreciate your comments. I'm, as I say, my background is as a trustee and library user. And two -- two -- two issues, do you have a perspective, either as a professional yourself or someone who produces the journal for school librarians, about the success, future, appropriateness of joint public school libraries? And that's my first question.

MS. CUMMINS: This is not a new concept. It has been around for some time. And there are some examples where there is successful combined efforts of providing school and public library service out of one building. They are the exception to the norm. I think we have not done enough --

COMMISSIONER ABRAMSON: When you say exception, most of them are not successful?

MS. CUMMINS: No, no, that there are so few of them that are around.

COMMISSIONER ABRAMSON: Okay.

MS. CUMMINS: We need research in this area to determine what happens. Most often it's the physical setup that becomes -- that sets up any barriers, and that's one of the first things that has to be tackled.

The other consideration is that always public libraries are the ones who provide services to preschool children, and the schools have not done so as young as the public library. So in doing any kind of programming where there is this combination, that's a factor that has to be taken into consideration.

COMMISSIONER ABRAMSON: Okay. My second question is based on some anecdotal conversations that I've had with librarians in my state, Montana, we think of -- we think of Montana -- we think of Montana as a medium size city with really long streets. We have almost 904,000 people.

And -- but one of the things that I just picked up as kind of a sounding board is that as schools, and this is very geographic specific, have de-emphasized library services and the provision of professional librarians and that the public library ends up picking up a lot of that. And so -- especially the more avid students who are assigned term papers, and there don't seem to be any fewer term papers assigned when there is no librarian. They are, and I hesitate to use the word burden, although I'm speaking in a management sense, they increased the burden on the local public library and distort kind of the way that services are provided within a community or even within a number of communities. Do you have any perspective on that?

MS. CUMMINS: Whether or not it's a perspective or strong opinion, I have it. This has been one of the continuing battles in my previous position as coordinator of children's services at the New York Public Library, and I don't have to tell you that the schools are not exactly exemplary, and certainly not in the way in which they provide library services. It's often viewed as being the savior to the funding crunch shortages because, oh, we'll just let the public library pick up what's lacking in the schools. And that's a lose-lose situation all the way around.

The public library has a very specific mission to reach out, and covers many more ages of people than school libraries. The school -- the school system is designated to providing learning materials, educational materials that are of a different nature and different scope than what is available through the public library.

My answer always was that the public library provides secondary materials to the curriculum, not the primary materials. We can use trade children's literature,

information books, nonfiction materials to fill in and to expand what the school library has made available, but it is not intended to take the place of. And I think it's always a funding issue that those who are doling out the dollars feel that, well, we'll just let the public library pick it up. And that's not right. It's not correct. And it does place an additional burden on them.

COMMISSIONER ABRAMSON: Thank you.

MS. GOULD: Joan.

VICE CHAIR CHALLINOR: I know that you know about the studies that show that students do better when there's a school library and a librarian there. How widely do you think that is disseminated among those who are making decisions about these things?

MS. CUMMINS: I would answer you that obviously not widely enough. It's very hard to argue when you have that kind of evidence and research to back up your point to say, look, you know, here's this and here's this, so probably we could take the blame ourselves that we have not made -- we have not made the reach extensive enough that we're getting to those decision-makers so they can see what's in front of them.

VICE CHAIR CHALLINOR: I'm confused because we are going to test scores, but now we have hard evidence. And one seems to be a yes and the other one seems to be a no. That I find confusing.

COMMISSIONER GRIFFITHS: It seems to me that with national attention so focused on literacy as a national need, I think the general recognition that the main aim for this country is to improve literacy, that we need to do more to tie the notion of libraries to the notion of literacy.

It has never ceased to amaze me how often I have seen statements about literacy that make absolutely no mention of a library. And it seems to me that we've become a nation focused on mechanics. Here I'm the IT person telling you we're focused mechanics. But we are too focused on mechanics, the mechanics of literacy rather than the culture of literacy, the mechanics of learning rather than a culture of learning. It seems to me that's the same difference as between knowing something and understanding something.

And the role that the library plays in literacy in all its forms is really -- I believe that there has been recent -- I recollect from my history some research done on adult literacy levels and the ability for adults to sustain their literacy levels, and that it was the presence and use of libraries that allowed people to sustain certain levels of literacy.

So if we were to take the notion of literacy, whether we're talking about literacy generically or we're talking about scientific literacy or historical literacy or language literacy, whatever, the library plays a role in being the mechanism, if you like, for allowing people to retain those levels of literacy so, in fact, they don't lose it and they don't slip behind. Without something more formal like a library, people have no way and

no place unless they are wealthy and motivated in particular ways to be able to maintain literacy across the board.

So to begin with, I think there may be a way to begin to -- to ride on a national theme, if you like, where we have to make the case. And it's not the case that it's libraries that's the focus in a sense. But it's the case of sustaining literacy in a way that we talked about earlier, not only development, but sustainable development, 00 sustainable resources. I think we need to, you know, sound the chorus for sustaining literacy in all its forms.

MS. CUMMINS: If I may respond to that. In training children's librarians at the New York public library that was one of my soap boxes, that the work that we do and the people -- children's librarians do with preschoolers is building not just tomorrow's generation, but a lifelong generation who are going to be learners and readers. They may not always be at the public library, but the motivation and instilling that value for reading and learning begins there.

We've not -- to my knowledge we have not had recent research that demonstrates that, but it's -- it's brought the assumption that that truly is the case. And even though we get to those children as young as possible, now we've reached one-and-a-half and two-year-olds in public libraries, that that continues on into their elementary school years. We may lose them a bit in teenage years, but ultimately they are back again. And if nothing else, they're supportive of libraries when they go into their polling booths to pull the lever when -- for funding. 006

MS. GOULD: Rebecca.

COMMISSIONER BINGHAM: For so many years we were of the opinion that it is the administrators' training in the schools that affects very much the realities of the school media library. And there was a time when we were trying to incorporate some kind of training for how to administer the school library.

And I remember this was like the early part of the '90s that I made a presentation to ASCD saying teachers, you don't have to do it alone, and was asked to write an article that appeared in the April issue of Educational Leadership saying this thing. I got a number of responses from principals all around the country saying we didn't know school librarians could do this. And, of course, then we were trying -- within the profession we were trying to say how do we get into the curriculums to prepare the decision-makers that determine our realities.

And now this has become an even greater problem in that we have so many school-based decision-makers who themselves did not experience good libraries and, therefore, do not see a need for it. Any suggestions on how we might get their 007 attention and get the message across?

MS. CUMMINS: Usually that kind of attention is most successful if it can be a one-to-one situation. And I would say it's not through necessarily all of the research, but it's the

anecdotal situation and saying and grade four was able to do this and this and this. Those personal examples I think a school librarian can forward and make known to the administrators who are making those decisions, but you've got to bring it down to the child level case. And this is what it means to this kid, and if it doesn't happen, it means this. That's my best suggestion.

I mean there is an awful lot of material that comes from over the top and down. And I think this is one way of bringing it from the bottom up where it's meaningful.

CHAIRPERSON GOULD: Are there any other comments from the commissioners?

COMMISSIONER GRIFFITHS: Martha?

CHAIRPERSON GOULD: Yes.

COMMISSIONER GRIFFITHS: I wanted to address the issue that Julie brought up about the preparation of school librarians and the fact that many library schools have reduced their programs, 008 if not eliminated them, University of Michigan included. There is constant pressure I need to tell you from academic administration, from the provosts of universities to focus library school program efforts on areas where they can attract people who perceive themselves as having strong earning power when they leave.

One of the activities that I hope to engage in at the University of Pittsburgh, and pressure has been on that school for some time and there is this constant struggle within as we see more and more students wanting to get up to speed with the latest in technology and they're not focused on the broader issue. My argument is always you can't do very much with technology unless you have resources and content and other things to use it for.

But I do think the laymen community, parents community and so on could help in bringing more pressure and understanding to senior academic administrators that librarians are essential in all walks of life, and particularly in K through 12 education. And perhaps the more that they would hear it, the more they might stop putting that pressure on the schools to eliminate those areas of 009 the program they perceive to be of, quote, no value or low return on investment.

MS. CUMMINS: One thing that can assist into that whole vicious circle is that as the salaries of school librarians and children's librarians, if -- if institutions were offering salaries that were very competitive, you know, 70,000 for a children's librarian, I think you would see that that would begin to produce more coursework in library schools and ultimately produce more people who are departing who have those skills. So how do we get that accomplished? And I wish I had the magic solution.

MR. WILLARD: I'm looking forward to your open letter to Rod Paige.

MS. CUMMINS: I have copies with me for you.

MR. WILLARD: Good. But the words I heard you say are that school librarians are the heart and core of the education process. And if I were a classroom teacher hearing that, I would say what am I, chopped liver. And I think we have to focus on how to engender more cooperation and sympathy for each other's position. I would like you to discuss for just a minute what do you see -- the important steps to take in terms of collaboration between teachers, recognizing we're going to have a panel on this later. But collaborative activities between classroom teachers and teachers who happen to work in libraries and school librarians and the children's public library, how can they all understand and work together better.

MS. CUMMINS: Hold hands and sing. It's -- what helps to create that split is often money. Again, it's the budget is devoted to this, therefore, it's not going to, let's say, the school library. It's going into -- it's going into collections in the classroom for teachers. I don't think that's a right way to go. But there are enough factors that help to generate that, you know, situation.

It falls, I think, to the responsibility of the school librarians, whenever and if ever there is one, to try to be persuasive, to reach out to teachers, this is how I can help you. If you're doing a unit on explorers, this is what I can provide to you. Bring the kids in, let's walk through this. Alert me ahead of time that you're going to do this particular unit. Instead of having to search through all the different internet web sites that might apply to this particular assignment, let me know ahead of time, I can bookmark those for you, but that takes time. But somebody has to -- has to take the first step across the line, and I think that falls to the school librarian because it's not going to happen from the teacher's end.

CHAIRPERSON GOULD: Marilyn?

COMMISSIONER MASON: I hope -- I hope I'm accurate in my assumptions, and I don't break things over here, the thing I want to ask about is education for school librarians. At this time is a master's degree still considered the entry level degree for school librarians?

MS. CUMMINS: They have to have two forms of certification. It's a master's degree in library science or one of the equivalents it's called as long as it's with the educational part, something NCT. NK -- I'm sorry.

COMMISSIONER MASON: My question is based on at looking at public library staffing and the problems that are rampant and throughout the profession right now with the graying of the profession, and I'm wondering about the need or the possibility of rethinking requirements for entry level librarians, both in public libraries and in school libraries.

A lot of schools formerly known as library schools that now have many other names, and I'm on the advisory committee at Florida State, many of these have developed bachelor's degree programs. Do you think -- I mean this is all prefaced in my question, do you think -- do you think that perhaps a specialty in school librarianship at a bachelor's degree level would help solve some of the problems in attracting people?

MS. CUMMINS: I think that's a double-edged sword in that it may help attract people into the profession and get more in quicker. On the other hand, if it's only a BA degree, does that lower the status professionally within the educational system? So it's one of those very tricky situations, and I don't have an answer.

CHAIRPERSON GOULD: Yes, Joan.

VICE CHAIR CHALLINOR: Yes, I have a question, which I hope you can answer, is the school librarian considered a faculty member? Does she or he sit on the faculty committees? Does he or she have a strong voice towards the administration?

MS. CUMMINS: I will look to colleagues in the room to answer that question who know firsthand.

UNIDENTIFIED SPEAKER: If they're strong functioning people.

MS. CUMMINS: Did you get her? If they're strong functioning people, if they're being assertive.

CHAIRPERSON GOULD: I think we have time for one quick short question, then we will go on to our first panel.

COMMISSIONER ABRAMSON: I was sitting here ruminating and wondering whether it's a coincidence or irony that this very day the president is in the hometown of the Secretary of Education running a meeting on literacy with his mother, who is very involved in the issue.

CHAIRPERSON GOULD: Thank you. Our first panel will be the role of the school librarian in student performance. And we will quickly set up and invite the panels to come up. Some of the commissioners who are seated over there are having a problem with glare from the white building across the street. We are closing the curtains and hopefully -- otherwise some of them may be wearing sunglasses and looking terribly glamorous.

We will start this panel with Keith Lance who is the director of Library Research Service in the Colorado Department of Education and Diane Culbertson will follow and then onward.

MR. LANCE: I'm really having to resist bouncing my lecture hall voice off this marble wall, but I will resist. Our question is how is student performance affected by having a well-equipped library and professionally-trained staff.

Over the past three and a half years I've led several studies on the impact of school libraries and librarians on student performance working with my colleagues, Marcia

Rodney and Christine Hamilton-Pennell. To date, we've completed these studies in four states, Alaska, Pennsylvania and Colorado last year, and Oregon just recently.

All of these studies replicate and expand upon an earlier Colorado study entitled, *The Impact Of School Library Media Centers On Academic Achievement*. That study was completed by Linda Welborne, Christine Hamilton-Pennell and me in 1992 and published in 1993.

The original Colorado study as it is popularly known found that the size of the library in terms of its staff and its collection is a direct predictor of reading scores. The amount of test score variation explained by this LMC size factor ranged from five to 15 percent across various elementary and secondary grades, while controlling for a variety of other school and community differences. Indirect predictors of achievement included the presence of a professionally-trained librarian who plays an active instructional role and higher levels of spending on the school library.

Other indirect predictors included overall school spending per pupil and teacher-pupil ratio. The lion's share of test score variation was explained predictably by socioeconomic characteristics that identify at-risk students, namely being from poor and minority families in which parents themselves did not excel academically.

Looking across the four studies we've completed most recently, three major sets of findings figure prominently. These findings concern the level of development for library media program, the extent to which the library media specialists engage in leadership and collaboration activities that foster information literacy, and the extent to which instructional technology is utilized to extend the reach of the library media program beyond the walls of the LMC.

The library media program development factor formulated in our more recent studies is an elaboration of the original study's LMC size factor. Library media program development is defined by the ratios of professional and total staff to students, several per student collection ratios and per student spending on the library media program.

When the school libraries have higher levels of professional and total staffing, larger collections of print and electronic resources, and more funding, students tend to earn higher scores on state achievement tests.

In the aftermath of the original Colorado study, one of the more intriguing findings to many people was the one concerning the importance of school librarians playing a strong and instructional role. To the disappointment of many practitioners, the earlier report did not define what that means, so they were uncertain how to act differently on the job.

In our recent studies we've succeeded in elaborating just what that instructional role involves. In order to play an instructional role successfully, school librarians must exercise leadership to create the sort of working environment they need to help students and teachers succeed.

Specific activities which define such leadership include meeting with the principal, attending faculty meetings, serving on standards and curriculum committees, and meeting with library media colleagues at building, district and higher levels.

When school librarians demonstrate leadership through activities such as these, they can create an environment conducive to collaboration. That, in turn, enables them to work with classroom teachers to instill information literacy skills in their students.

Collaboration activities in which school librarians should participate, according to our research, include identifying useful materials and information for teachers, planning instruction cooperatively with teachers, providing in-service training to teachers, and teaching students, both in partnership with classroom teachers and independently. It is these types of collaboration between librarians and teachers that correlate directly with higher reading scores.

Perhaps the most dramatic changes since the original Colorado study have been in the realm of instructional technology. More and more schools provide students and teachers with network environments. At their best school libraries are integrated into these networks in such a way that they enable school librarians to reach out more proactively to the school community and at the same time enable students and teachers to use the library media resources from wherever they are, in classrooms, labs, offices, even in the best situations from home.

In our recent studies we found that in schools where computer networks provide remote access to library resources, particularly to the web and to licensed databases, test scores tend to be higher. The most critical feature of our research design in this has been used in many of the other recent studies is controlling for other school and community differences. The earliest studies on school library impact failed to do this. As a result, those studies were subject to the easy criticism. It's not the spending on school libraries that is important, it's just rich schools and communities where students earn higher test scores. It's not the ratio of librarians to students that's important. That's just a dim reflection of the teacher-pupil ratio. You get the idea.

To preclude the dismissal of our findings about the importance of school libraries, we controlled for a variety of school and community differences. The school differences included various characteristics of teachers, their level of education, years of experience, their level of pay, the teacher-pupil ratio and total per pupil expenditures. The community differences included poverty as indicated by national school lunch program data, minority demographics and adult educational attainment.

As a result, we've been able to demonstrate successfully, and I'm happy to say repeatedly, that such differences do not explain away the correlation between high quality school libraries and academic achievement as something other than cause and effect. Our research along these lines continues currently in New Mexico to Iowa and other states are in line to follow between now and.

CHAIRPERSON GOULD: Thank you. Our next panelist is Diane Culbertson, information resources consultant, Kentucky Department of Education. And she will be followed by Christine McNew who is a youth services consultant at the Texas State Library and Archives Commission.

MS. CULBERTSON: Thank you. It's an honor to testify before you this morning. Most of you who flew in noticed that you landed in Kentucky, not in Ohio. A lot of people don't realize that Cincinnati is just over the river from Kentucky coming this way. I'm here to represent the library media specialists in the State of Kentucky, and they are a hard working group of people that really facilitate learning through books and media and technology.

I'm proud to tell you that the State of Kentucky last year passed a law, House Bill 324, requiring every public school in the state to have a professional, certified library media specialist. And while that's really exciting when it began, it was a two-edged -- a double-edged sword because what we found is that many schools who had a library media specialist said, You mean we didn't have to have one? And part of the law said it did not have to be a full-time library media specialist, and some of the -- something that has happened because of this law, some of schools that had a full-time library media specialist are now dropping down to a part-time library media specialist. We also have schools that are trying to skirt the law by having 1/10 of a library media specialist in the building. So while it was good news, there was bad news that came along with it.

One of the things that we have tried very hard to do in Kentucky is to promote research and let our administrators and site-based councils know that good libraries are going to affect the bottom line, student achievement.

We've been quoting the Colorado study for many years. And guess what, our Kentucky administrators were not impressed. So what we did last year is we took the 1999 CATS test scores, that's our state mandated testing, and we correlated those to the 1999 LMS report, which is a report that is done and sent in on-line to the state filled in by every library media specialist.

And what we did is we went to Jackie White, who's here today, and we asked Jackie at the University of Kentucky if she would look at a correlation between that LMS report and see what it had to do with those 1999 CATS test scores. And this is something that we felt that would impress our people. It would tell them what's really going on in our state. They didn't seem impressed by Colorado because they said that's Colorado. So we needed a Kentucky study.

And what we found in that study, I'm going to give you the key observations, we found that student technology leadership programs are more prevalent among the sample of top schools. In Kentucky we have KETS, which is the Kentucky Education Technology System, and when KETS took effect about ten years ago there was a technology -- this was the technology component of our education reform in Kentucky. And at that time probably about 98 percent of the schools, the library media specialists was the school

technology coordinator also. And this became an overwhelming job for a library media specialist seeing to all of the technology needs as well as all of the needs of library media program.

So we began in a Kentucky a student technology leadership program. And these students, it was a club, and they were there to assist, and they did a wonderful job, and not only that, they developed leadership skills. The more they learned in technology, the more they could lead their school. And again, we had the correlation that our top schools in Kentucky had an STLP program.

We also found in the library media specialist demographics that professional association affiliation is more evident in top schools. And we all know that in order to stay at the top of your profession, you have to go to professional development programs like our Kentucky School Mediation Association conference.

We also found that in the last ten years a lot of our library media specialists are no longer the school technology coordinator, but one-third of the state are now. And we found that there was no apparent pattern connected with the 00 library media specialist also serving with the STC. We were early the leaders. We're still involved in technology, but we don't have to be the only person in the school anymore.

Again, expenditures and appropriations. Reporting practice -- we were hoping for a really strong correlation between the top schools and their spending on library media programs. This didn't happen because we got inaccurate data. And we changed in our report this year so we would not get inaccurate data. What we asked is we asked for a per pupil expenditure. And many people gave us their entire budget, and we had to go back and work with the figures, but because of that we were not able to get a correlation there, but we will this year.

We found that collection statistics, generally the top schools at all levels share the characteristics that they have a higher level of technology and they offer more in materials than the bottom schools.

We found that the big six is very prevalent at top secondary schools. We found that paid clerical assistants is more prevalent at the top schools. And that only makes sense. When 00 clerical people can take over those tasks, then our professional library media specialist can collaborate with teachers and work with students, which is what they should be doing.

We also found that the top primary schools in our state were more likely to have flexible scheduling. Very, very important.

We found that the evaluation of the library media specialist and library media center had to be more specific, and it was at the top schools. In other words, many of our schools still use a teacher evaluation instrument. That does not do a good job. Just as I say to principals, how would you fare if we evaluated you as a teacher? Is that what you do

every day? While your library media specialists do teach, they do so many more things and they should be evaluated on what their job really is. That is what we found.

We found that to be a very good weapon or defense with our administrators. Because again, that was something that was done in Kentucky. We had hard data to back up what we were saying.

Another thing that we found in Kentucky is that the majority of our administrators have never had five minutes of training on evaluating 006 the library media center or library media specialist. In order to remedy that, I applied to the Department of Education and I'm a certified trainer for leadership credit for administrators across the state. And what I do is I do go across the state and I do a three-hour professional development program for administrators and principals on how to evaluate the library media center and library media specialist. And you know what, they really don't know, and they are open and they are willing to learn is what I've found.

Most of them, when you talk about flexible scheduling, they never had a real good definition of what it is. They know that, you know, they've got to have planning periods for their classroom teachers and that library media specialists very often are that planning period one day a week in the elementary schools. But they are open to new things and I think they are willing to change.

A good friend of mine who is here today, Paul Lanata, from the Jefferson County Public Schools, when he talks to administrators he always says when they say that they're not happy with their program he said well, what do you want in a 007 library media specialist. We are, in fact, just human beings, we have our strengths and weaknesses. Some of us are marvelous story tellers. Some of us have a wonderful knowledge of literature, a wonderful knowledge of technology, but we are not strong in every area.

CHAIRPERSON GOULD: Time's up.

MS. CULBERTSON: Okay. At any rate, this is proving to be really, really helpful in our state. Just a couple of quick points, we have found the funding of support staffing, extending employment are important, and also our virtual library.

CHAIRPERSON GOULD: Okay. Thank you very much. Christine, please be sure to speak into the microphone. What happened to the lights?

MS. McNEW: I do have a power point presentation that goes along with this.

CHAIRPERSON GOULD: Okay. Great. Thank you. And I will be keeping very close tabs on time. So when I go like this (indicating). Christine, we will also give you a two-minute warning.

MS. McNEW: Good morning. This will be a summary of the findings of the study, Texas 008 School Libraries: Standards, Resources, Services and Students' Performance, which

was prepared by EGS Research & Consulting for the Texas State Library and Archives Commission in April of 00. I will report on the results in regard to the role of the school librarian in student performance.

This study had three objectives, to examine the school library resources services and use on the basis of the school library standards and guidelines for Texas, and to determine the need for updating these standards and guidelines so that they better serve communities across the state -- excuse me, I seem to have missed a slide here -- to determine the impact that school libraries have on student performance as measured by the percent of students who met minimum expectations on the reading portion of the statewide standardized test, the Texas Assessment of Academic Skills or TAAS, and highlight library practices in the best performing schools.

Data were collected from a random sample of 600 Texas school libraries. The survey data were supplemented with secondary data on school characteristics and TAAS performance from the Texas Education Agency's Public Education Information Management System or PEIMS, and community economic data extracted from the Federal Reserve Board's Federal Financial Institutions Examination Council web site.

The Texas study demonstrated higher TAAS performance at all educational levels in schools with librarians than in schools without librarians. Over ten percent more students in schools with librarians than in schools without librarians met minimum TAAS expectations in reading.

On average, 89.3 percent of students in schools with librarians compared with 78.4 percent in schools without librarians met minimum TAAS expectations in reading. In 2.5 times more schools with librarians than schools without librarians, over 90 percent of the students met minimum TAAS expectations. In 52 percent of the schools with librarians and 21.1 percent of the schools without librarians, over 90 percent of the students met minimum expectations.

This study provides solid, systematic data on the contribution of libraries and librarians. One-quarter of Texas schools do not have librarians. Schools without librarians are lower performing on TAAS than schools with 0060 librarians. On average, ten percent more students in schools with librarians meet minimum TAAS expectations in reading than in schools without librarians.

Librarian activities that have an impact on student performance include planning and teaching collaboratively with teachers and teacher training. In libraries with professional aides and librarians, staff expend a larger portion of their time engaging in these high-priority, collaborative curriculum integration activities, which are associated with higher TAAS performance.

In libraries with only a librarian, these key collaborative curriculum integration activities are not being performed, because without the assistance of an aide, the librarian does not

have time to engage in these activities. In libraries staffed by library aides only, these activities are not performed because library aides are not trained in performing them.

Libraries staffed with librarians and aides are associated with an increased use in the library as measured by more visits to the library by individual students, more information skills instruction and more books and materials checked out. For libraries to have the greatest impact on student performance, libraries need to be staffed at a minimum with both a librarian and an aide.

The growing presence of networked resources in the library has increased the importance of the role of librarians in regard to curriculum integration of these technology resources into the curriculum. The Texas study showed that socioeconomic factors such as the percentage of white students, Hispanic students and economically disadvantaged students generally explained most of the variances in TAAS performance. These variables explained more of the TAAS performance as students progressed through the educational system.

In schools with librarians at the elementary level, school socioeconomic variables explained 26 percent of the variance. At the middle school level they explained 44 percent of the variance. And at the high school level they explained 55 percent of the variance in TAAS performance.

In schools with librarians, library variables explained a smaller, but still very significant portion of the variance. They explained approximately 4 percent of the variance in schools, in elementary and middle schools, and 8.2 percent in high school.

In schools with librarians, TAAS performance was associated with different library factors at each level. Library variables found to be important at the elementary school level were library volumes purchased in 1999-2000 per 100 students, library operational expenditures per student, library computers connected to a modem per 100 students, library software packages per 100 students.

At the middle school level, the important variables were identifying materials for instructional units developed by teachers, providing information skills instruction to individuals or groups.

And at the high school level, library staff per 100 students, library staff per one -- library staff hours per 100 students, library hours of operation per 100 students and volumes per student, current subscriptions to magazines and newspapers per 100 students, planning instructional units with students and providing staff development to teachers were also important at the high school level.

These variables are generally more important to explaining the variance in TAAS than school librarians -- than school variables such as the number of school computers per students, teacher experience and teacher turnover ratio.

The Texas study, similar to studies conducted in other states, has clearly shown that the important role that libraries, librarians and librarian aides have in student academic performance. Thank you.

CHAIRPERSON GOULD: Thank you, Christine. We appreciate that. The next speaker will be James Broman?

MR. BAUGHMAN: Baughman.

CHAIRPERSON GOULD: Baughman. Director, school library media specialist program, Simmons College. And he will be followed by John Barth, the senior education associate, National Education Goals Panel, Washington, D.C. James, Simmons happens to be his alma mater.

MR. BAUGHMAN: Thank you. I want to thank the commissioners for holding this hearing so we can point out how important it is. Of course, I have spent my whole career in the area of school libraries, public libraries and most recently, of course, teaching.

CHAIRPERSON GOULD: James, would you speak a little closer into the microphone, please.

MR. BAUGHMAN: This will do. I have two reports which I have presented to you today. The first is the so-called Simmons report, which has this color of -- the color photograph of Simmons on the front of it. This is a statewide survey that we did in April of 1999 and then correlated with the so-called MCAS scores, which is the Massachusetts Comprehensive Assessment System, which is the state testing. And I don't want to detail that, but I do want to just highlight what the report says.

The other thing I presented to you is a brief description of this report, along with two recent studies that I've done, which is in the smaller memo that I have provided for you. I would like to highlight some of the findings on the Simmons study and emphasize particularly one with the -- I followed -- the really follows the work here of Keith Lance, who really was -- took off from the article that appeared in American Libraries in 1997. It showed there's a strong correlation between the student achievement and presence of library programs.

That was true over the other -- the expenditure in the school, including teachers, guidance counselors and so forth. That what I found in my study is that good school library programs and student achievement as measured by MCAS scores are strongly related.

At every grade level elementary, junior high and middle, schools with library programs have higher MCAS scores. At every grade level students score higher MCAS tests when there is a higher per pupil book count. At every grade level schools with increased student use of the library have higher MCAS scores. At every grade level school libraries with more open hours score higher on the MCAS tests.

At the elementary and middle school levels students score higher on MCAS if there is a library instruction program. At the elementary and middle school levels, average MCAS scores are higher in schools with a larger per pupil expenditure for school library materials. At the elementary and high school levels students who are served with a full-time school librarian have 0066 higher MCAS scores than those schools without a full-time librarian. At the elementary and high school levels library assistance as nonprofessional help also has an impact in those scores.

At the elementary level students score higher on MCAS tests when the library is aligned with the state curriculum frameworks. This is especially true in schools that have a higher percentage of high -- of free school lunches. Elementary school children from lower socioeconomic stratum who have a school library obtain a higher mean MCAS score than do similar children from schools that do not have such a program.

All these factors add up to the real empirical evidence that's there, that school libraries make a difference when there is a program and they're benefiting children. And it's that socioeconomic one that I'm really emphasizing everywhere I've been talking on this.

As an aside, I'd just like to point out when we did the Simmons study we called a statewide symposium of school superintendents this fall in October and invited them there to present this report to them. As a result, the media was there and we received extensive coverage of this, both in 0067 the print and broadcast media.

Dean Matarazzo now has a book about a half-inch thick of the press releases on this study. He has gotten a great deal of attention, particularly since Massachusetts ranks 49th out of 50 states in terms of providing for school libraries, which is a terrible embarrassment.

Last week I presented testimony before a joint commission or joint committee of education in the legislature, which is considering funding for school libraries for the first time ever. And incidentally, on Page 50 of the report, the Simmons report, you're going to find an indication of the various states and whether they provide state aid for the school libraries and technology. There are only three states that didn't respond after three requests. We still -- we're waiting to hear from them.

So in Massachusetts, I'm going to also point out that we also just revised our recent certification law. And I was interested in Ms. Mason's question over here because we are in Massachusetts going to make the school library certificate a direct teaching certificate and not a support certificate, and we're going to be one of 0068 the very few states, if not the only state, to do this. This will be effective this October. It will be a bachelor of arts degree is what we're going for, with a master's degree in school librarianship, which will include education competencies in interpreting the terms of the library standards. You're free to read the statement and all the rest of it.

The last thing I want to mention to you, which I think is an added value of where we are working, I did a statewide survey of school superintendents in March when I was

preparing for the legislation -- for the state legislature in Massachusetts. And we got a 70 percent response back from the superintendents of that survey, which is unusual. And I think it's in part due to the Simmons study and the publicity it has received.

When I received the invitation to come here today, I then decided to do a nationwide survey of school superintendents in terms of their attitudes towards school libraries and how -- what they saw as priorities for funding school libraries. This instrument has only been out for a week and a half, I have 38 percent response, and that's in the report here. I have a table there giving the response to date. I expect to reach about 50 percent on the national sample, which will be lower than the Massachusetts, which is 70. But I'm finding almost a direct parallel between the Massachusetts superintendents and the nationwide in terms of the response to the questions.

And to roughly summarize this, what it says is that school superintendents are very much interested in having a library, librarians for the elementary, middle and high school and so forth. I then put in two questions about whether they wanted federal aid, if they would support federal aid which was categorical, and the response to date from the school superintendents is that they definitely favor federal aid as 81 percent do, and 53 percent also favor the earmarked, that is that it would specifically go for school libraries.

I think it's important because I was a state supervisor of school libraries in Massachusetts when ESEA Title II was implemented. If it hadn't been for the fact that it was categorical aid, we would have never developed school libraries in Massachusetts or nationally.

CHAIRPERSON GOULD: Time.

MR. BAUGHMAN: So I can answer any 0070 questions that you have.

CHAIRPERSON GOULD: Thank you. Our last speaker will be John Barth, and then we'll have an opportunity for the commissioners to ask some questions. Mr. Barth.

MR. BARTH: The National Education Goals Panel was established following the historic 1989 national education summit in Charlottesville, Virginia. The panel is a bipartisan body composed of governors, state legislators, members of the US Senate and House of Representatives and representatives of the president. Its mission is to track the progress of the nation and states towards the national education goals and to identify and disseminate information about promising and effective practices --

CHAIRPERSON GOULD: John, a little closer to the microphone.

MR. BARTH: All right. My purpose today is to inform you of a recent study that the panel has released entitled, Raising Academic Achievement and Reducing Gaps: Reporting On Progress Toward Goals For Academic Achievement.

The panel commissioned Paul Barton, former director of the Policy Center of the 007 Educational Testing Service, to dig deeper into the data from the National Assessment for Educational Progress at the state level in the areas of mathematics and reading.

Our premise was that Americans want two results from current efforts to improve education, a general -- general improvement in student achievement and a narrowing of the gap between high and low performing students. But the available data permit an examination of student performance at the state level in mathematics at grades four and eight and in reading at grade four.

Upon examination, the results of the analysis were, as is to be expected, mixed. There is significant variance among the performance of states, with some showing evidence of progress, while others do not.

There were also some surprises. Some states that did not stand out in other analyses of NAEP data exhibited evidence of important improvement in this analysis. Mississippi is one where the data shows statistically significant improvements across the quartiles in both fourth grade reading and fourth grade math, along with evidence of closing the gap between the top and 007 bottom quartiles in fourth grade math.

We were, however, able to identify general trends in the data, which give some -- give rise to some important concerns.

One, in general states are realizing greater improvement in mathematics than they are in reading. In eighth grade math, 24 states raised scores from the bottom quartile of students, 30 states raised scores of students in the top quartile and average scores improved in 28 states. In no states were there declines in the scores in any of these areas. The results in reading were a different picture. Only seven states improved the average score in NAEP reading at fourth grade, 26 states were unchanged and three states showed declines.

The second point, good readers are getting better at the same time that weak readers are losing ground. The scores in fourth grade reading for students in the top quartile improved in 12 states, were unchanged in 24 and declined in none. But scores for students in the bottom quartile improved in only three states, were unchanged in and declined in 18, half of the states that participated in the NAEP fourth grade reading.

The results from the 2000 NAEP reading assessment -- national assessment released at about the same time showed a similar pattern. The top scoring students were improving their performance, while the lowest performing students showed declines. This was true for white, African-American and Hispanic students.

Finally, we are not making much progress in reducing the achievement gaps between the top and bottom quartiles and between majority and minority students. In fourth grade reading only one state reduced the achievement gap between the top and bottom quartiles or between the white and minority students. In mathematics, eight states reduced the gap

between the top and bottom quartiles at fourth grade and five did so at eighth grade. Only two states reduced the gap between white and minority students in fourth grade mathematics, and none did so in eighth grade mathematics.

The goals panel believes that these findings raise issues of serious concern. Our failure to reduce the performance gaps between white and minority students and between the highest and lowest performing students were deeply troubling. The significance of the gaps hits home when their magnitude is examined.

NAEP employs a common developmental scale score ranging from zero to 500. This means that fourth grade and eighth grade results are scored on the same scale, making comparisons between the two possible. To illustrate the nature of the performance gap in mathematics, note that the average score for the top quartile in fourth grade mathematics is higher by approximately 36 scale points than the average score for the bottom quartile in eighth grade mathematics.

While we do not have a research-based metric to translate NAEP scale scores into terms with meaning for non-psychometricians, it is fair to state that a scale score gap of 36 points translates into a difference of multiple grade levels of performance.

There is also a great variance in the size of the gap among the states. In fourth grade math, the gap between the top and bottom quartiles ranges from a high of 85 points in Maryland to a low of 62 points in Iowa. In eighth grade math, it ranges from a high of 100 points in Maryland to a low of 71 points in Iowa. In fourth grade reading, the gap between the top and bottom quartiles ranges from a high of 102 scale score points in California to a low of 71 points in Maine and Wisconsin. We're talking multiple grade levels of difference here.

The gaps between white and minority students are approximately 29 points in fourth grade math, 35 points in eighth grade math and 32 points in fourth grade reading. The good news is that these gaps have remained relatively stable for the past decade. The bad news is that we are not having much success at reducing them.

We find the reading results to be the most troubling because it is in this area that -- we think it's an area where there could be a role for professionals in library and information sciences. There is an old saw in education that up to the third grade the student learns to read, and after the third grade the student reads to learn. It is a reasonable conclusion that the students in the bottom quartile in fourth grade reading are not ready to learn -- read to learn, and that they are likely to have continuing difficulties throughout the remainder of their school careers. The fact that the children in this lowest quartile are experiencing erosion in the performance and reading heightens the concern.

We have taken some initial steps by meeting with some experts in education to identify the areas for additional research and exploration. They offered some suggestions for why they think these differences are existing.

One is that in mathematics we have had more continuity and consistency over time in exactly what we're going to do to change the structural practice to improve performance. The consensus is yet to emerge in reading, and the emphasis has not been there for a period of time.

Secondly, there is a belief that much of what children learn about mathematics is a function of the effect of school. But that what children do in reading is an effect of what happens outside of school as well as what happens inside the school, and that if we're going to help these children succeed in learning to read, we're going to have to focus on prepay program and literacy at that level.

CHAIRPERSON GOULD: Thank you very much. Commissioners, do you have any questions? Joan.

VICE CHAIR CHALLINOR: Does -- does 0077 anybody know if there is anybody at Houston at this moment when we have a literacy program going on with the president and his mother who is representing what you people are telling us today? Has anybody been contacted by the Houston people? Has anybody heard from them who is speaking down there? This is an important piece of information, it seems to me. I guess the answer is no.

CHAIRPERSON GOULD: Are there any other questions? Yes, Abe.

COMMISSIONER ABRAMSON: I have a couple real short questions. At Simmons College --

CHAIRPERSON GOULD: Abe, speak into the microphone, please.

COMMISSIONER ABRAMSON: Am I on? It's on, okay. At Simmons College, do they or have they considered offering a bachelor's degree in library science?

MR. BAUGHMAN: Why don't you ask me if I have stopped beating my wife? I don't think that there is -- we're looking at a bachelor's degree in technology, but it would not be in library and information science.

COMMISSIONER ABRAMSON: Would it help people get certified as information teachers in the State of Massachusetts?

MR. BAUGHMAN: My response to that is, and I think this would be the feeling of the faculty, we are the only professionally accredited program in library and information science in northern New England, and we have a very strong belief that the bachelor of arts degree is critical to any area of librarianship or information science, that you build on that basic liberal arts at the master's level with a professional degree. We find that our strongest librarians are the ones, since it's true in the school area, and this is from observation, we find our strongest ones often tend to be those who have that liberal arts degree and background and that fund of knowledge because school librarians particularly

work with a whole faculty in a very direct way and they have to have that basic knowledge base. So I would say that we publicly at Simmons would not consider a bachelor's double program for librarianship or information.

COMMISSIONER ABRAMSON: Okay. Mr. Lance, did you in your research -- the kind of school librarian you described or recommended, I guess advocated, would be the kind of person that might end up being a principal or superintendent in 0079 your research? Did you find it was possible or that it happens that school librarians that became principals or superintendents and unless they also coached, I suppose?

MR. LANCE: I'm sorry to say we don't have any data on that. It's a very interesting question. It would be interesting to know how many media specialists do move up in the ranks in our schools, but I'm afraid we didn't look into that.

COMMISSIONER ABRAMSON: Okay. And then Kentucky, what was the big six? You said something about the big six, that had no meaning.

MS. CULBERTSON: The big six is a research skills model.

COMMISSIONER ABRAMSON: Okay. Of education generally?

MS. CULBERTSON: How to do research.

COMMISSIONER ABRAMSON: Oh, okay.

MS. CULBERTSON: What do I need to know, et cetera.

COMMISSIONER ABRAMSON: Sounds a little more complicated than real estate, but I appreciate it.

CHAIRPERSON GOULD: Bobby?

COMMISSIONER ROBERTS: I know much of the testimony and work that's been done has been in the public schools, but I'm curious if there have been any studies or attempts to look at the -- correlate what's going on in private schools in terms of the rise or fall of school libraries, and particularly the older parochial schools that have been in business a long time, if that same trend is happening to them or is it peculiar to public schools or is it something that's going on outside of the -- I think that's an important question for me because in my own mind I have trouble sorting out this decline and the willingness to fund school libraries from sort of a general decline and faith that people have in public schools and that drives funding down. And if you're an administrator you got to deal with that reality, and so school libraries are probably rather weak in the political system, they're easy -- I won't say they're easy, but they're targets to be cut. Versus the idea that we simply have a shift of -- sort of a fundamental shift in how we think people get information or students educate themselves outside of a classroom. That's a shift that may be out there. I'm just wondering if anybody has looked at the private schools or tried to

compare them with what's going on in the public sector. Or should we or is it worth it? Or is there -- is there a study out there we don't know about.

MR. LANCE: One of the problems unfortunately, I think, is very often there is not a lot of that there. We did at the request of a member of our state board of education, we did -- attempted to do a survey of charter schools and how library services was being provided in them. And then we found out of -- out of probably 35 or 40 in Colorado, we only found, I think, two that had anything they were willing to call a library. So a much more fundamental problem.

COMMISSIONER ROBERTS: If I could comment on that too, in our study, there is a charter school they put in the little bedroom community in Little Rock, and when we finally read the report, there is a public library about two blocks away and they just simply say that would serve as their school library, and that was passed by the school board who has to approve the charter school and the state Department of Education who has signed off on that program. We just found out about it in the public notice.

MR. LANCE: You have a library board signed off on it?

COMMISSIONER ROBERTS: We didn't see it until it was too late.

CHAIRPERSON GOULD: Thank you. I think at this point we're going to pause and take a 15-minute break. So commissioners, hold on to your questions. There will be an opportunity later when I would ask people to please be back here by 11:00. Thank you.

(WHEREUPON, a brief recess was taken.)

CHAIRPERSON GOULD: I will ask everyone to please be seated and we will continue. And one housekeeping, and I would ask the panel please to speak very closely into the microphone, caress the microphone. Your microphones can be handheld, which may make it much easier when you're in the process of reading so that you're not turning away like this (indicating), and we would appreciate that.

Our panel three is the role of the school librarian in promoting and sustaining -- panel two rather -- where am I? I think I'm still back in Nevada. The role of the school library in the curriculum. And we will start with Darlene Basone, who is the head librarian, Walnut Hills High School in Cincinnati. And she will be followed by Sharon Coatney, who is a library media specialist, Oak Hill Elementary.

And there is just one housekeeping point, unfortunately Marilyn Miller was not able to be here, and so Ellen Jay is going to -- that's the next panel. They just handed me this. I give up. I give up. Please, Darlene, would you like to start. I don't know what I'm doing.

MS. BASONE: Good morning. My name is Darlene Basone, and I am the head librarian at Walnut Hills High School, which is the college prep school within the Cincinnati Public Schools serving 1,900 students in grades seven through 12. I am also the lead

secondary librarian and chair of the Librarians' Curriculum Council. I bring you greetings from the school librarians in Cincinnati and Hamilton County, and we welcome you to Cincinnati.

I was asked to speak about curriculum and the school librarian. Let me begin by saying that there is no one in the school who knows the curriculum better than the librarians. Librarians are first and foremost teachers. Whether we are working one-on-one with a student or teaching an entire class, we are always teaching. Our number one goal is to make sure that students become independent learners who are so successful that they can research any subject in any library using a variety of printed materials as well as electronic databases and the internet. That's a big assignment, but nothing is more important than helping students to become self-sufficient and capable of using the infinite amount of material that is being generated these days.

The entire school library collection is geared to enhance and supplement the classroom curriculum. All materials that are purchased are curriculum oriented. Librarians work with teachers to find the best resources to support their units and standards. We collaborate with teachers in ways to engage students in researching material and writing or creative innovated presentations.

Library and information skills cannot be taught in isolation. Skills must be incorporated into the curriculum if they are to have meaning and relevance to the student. How does the librarian work with teachers to enhance and enrich the curriculum? Here are some examples.

A third grade teacher is teaching students about the solar system. The librarian pulls together books and other resources to aid the teacher with their lesson. She also teaches the students how to use a table of contents and an index. She teaches them about nonfiction books, helping them to locate the books on the shelves. She reads poetry about stars and shows them the 800 section.

She also works with the art teacher to have students design and construct the planets of the solar system to scale. These planets are then hung from the ceiling in the library to produce a mini solar system. The librarian has shown the students that learning doesn't have to take place within the four walls of the classroom. The entire school is their classroom and everyone is a teacher. This is called forming a cooperative unit to enhance learning across the curriculum or collaboration.

Seventh grade Latin students are to assume the persona of a Roman God or Goddess. They come to the library where the librarian has pulled together a cart of books on Roman Gods and has bookmarked appropriate sites on the internet.

After they have researched their ancient deity, they dress up and present their life story to the class. The librarian takes their picture with a digital camera and posts them on the library web site. The students direct their parents, grandparents, other relatives and

friends to the internet to learn of their project. This is called showing the students how they are an active part of the global village.

Speech students are researching current topics in order to do a persuasive speech. The librarian teaches them that books, newspapers and magazines offer an unbiased opinion. She shows them sites on the internet that are reliable and viable and teaches them how to evaluate additional internet sites on their own. This is called critical thinking.

Each year every high school English student in Cincinnati is required to read five books, fiction, nonfiction and biography outside the regular course work. The librarian selects books for each class based on their grade level and reading level. She has already read the books and is able to do book talks and helps select the appropriate book for each student. She is showing them her love for reading and that she's interested in what they are reading. She is encouraging them to have a love of reading. This is called promoting lifelong literacy.

Within the Cincinnati Public School system each school has the option to determine how to spend their allocated budget, which teachers to hire, how many instructional assistants, how much money for supplies, and whether or not they will have an art teacher, a music teacher, a physical education teacher or a school librarian. Each school gets to vote on these decisions. This is called site-based management. I call it stupid.

Within the Cincinnati Public Schools 20 out of the 75 schools have voted not to have a librarian, and thus no library.

COMMISSIONER ABRAMSON: What was the number again?

MS. BASONE: 20 out of 75. There is no one at these schools to show the students or teachers the link between curriculum and library skills. No one to teach these students the necessary information skills they will need for the future. Librarians are very, very concerned that our inner city students will not be competitive with their suburban peers. We have a huge gap existing within our system, and an even bigger gap between the urban and suburban schools.

This year all of our students at Walnut Hills passed the ninth grade proficiency test. For those of you who do not know, this -- passing this test is a requirement for graduation from high school in Ohio. Walnut students not only passed it, but they were scored number one in the state and were recognized and honored by the state legislature.

While we are the college prep school and our students are very bright, there are other circumstances people should be aware of. Three years ago a committee of alumni, parents, faculty and students was formed at Walnut Hills High School to develop a long-range plan for the school. A major part of the curriculum aspect is that library and information schools and technology -- library and information skills and technology skills are to be taught at all levels. This means that these skills are to be taught in every subject

at every grade level and to all students. The school community has placed the library at the top of their priority list.

Within the Cincinnati Public School District, the Walnut Hills library has the largest staff, the largest budget, the largest number of new books ordered every year, the highest circulation, the largest number of on-line resources available to students, and our students scored the best in the state. I wouldn't call this a coincidence.

Librarians love to collaborate with teachers in providing the best instruction and top notch services to their students. They love to read the latest books and hook a reluctant reader, as well as recommend books to those kids who can't wait to get the newest title, no matter what it is. Librarians delight in watching students grow over a period of years becoming proficient and scholarly as they learn to use the many tools available in this fast-paced age of technology.

Why, I wonder, do those students test better? Why do they graduate from high school? Why do they go on to college? Perhaps it's because they have learned that their school librarian is the number one resource in their school. Thank you.

CHAIRPERSON GOULD: Thank you. Sharon?

MS. COATNEY: I'm a media specialist and I can't figure out how to get the microphone on. I'm Sharon Coatney, and before I start my prepared remarks, which I purposely made short because I can hardly talk from allergies, I wanted to talk to you a little bit so you understand where I'm coming from. I work in the Blue Valley School District in Overland Park, Kansas, which is a very affluent school district. I want you to understand that up front. My school district has had a long history of being a model for the nation in libraries. We have twice won the ASL school library media program of the year award. We have 12 schools in our school district who have one the president's award for excellence. We have excellent school libraries and a long tradition of it.

Rebecca talked about the First Information Power, the director of school libraries in our school district was also one of the authors of the First Information Power, so just knowing that I'm speaking to you from a model situation, and I want to kind of describe to you that model.

Today I will be speaking to you from my experience of being a Kansas teacher for 29 years. 25 of those as a professional teacher/librarian at the primary, intermediate and secondary levels.

I'm only going to reference two publications in my talk to you today and hope that if you're not familiar with those that you would become familiar with them. One of them is Information Power Building Partnerships For Learning, which is the guidelines and standards of the American Association of School Librarians and AECT. The other one, which was just published in February of 2001, is the National Board Certification Standards, which nationally certifies school librarians. And I was the chair of the

committee that wrote these standards. David Loertscher is here, and he was also on my committee.

Both of these publications have within their standards requirements that school library media specialists be active participants in curricular change, curricular planning and development, curricular integration, instructional delivery and assessment of the curriculum. Research is available, and you've heard all about the wonderful research, so I'm not going to go into the research, you know, you've heard that.

We know that -- we do know that learners learn best by doing, by processing, by active participation. You all know that story, if you tell someone what to do, they remember it for an hour. If you show them how to do it, they might remember it for a week. But if you have them do it and do it over and over, they might remember it for their life.

This is a little exaggerated, but it's mainly true. Basic skills must be taught and then continually practiced, but real content area learning takes place when the learner uses those skills to find, analyze, use and present information in some meaningful way for curriculum understanding and personal use.

The library media center is the place where students can learn the basis for inquiry and become information literate. Changing the way the curriculum is delivered from a basic lecture delivery model to an active inquiring model is an important curricular leadership role for school librarians. I believe that was one of Keith's indicators, is the school librarian be an active person in the leadership role.

In my school I function as its curricular coordinator. I meet -- and someone was asking about collaboration, I meet every month with every grade and special area team to discuss what skills, processes and content areas will be taught collaboratively that month. We consider that all the curricular goals in that school are the responsibility of everyone in it. We discuss how we can integrate the content objectives with skills process information, what lessons can we design to do this, what materials can we use, what processes and/or skills will be taught, who will do what, what are our organizational strategies.

For instance, in a recent curricular unit which was designed to teach actually oral presentation skills, our students were asked to research a favorite author and present a ten-minute oral presentation. We taught the skills of oral presentation, information search strategies and internet evaluation.

As the library media specialist, I was involved in teaching all of those skills. I was also solely involved in the evaluation. I listened to 150 fifth grade presentations. And -- very interesting -- and it was my job to choose the best ones to take to our local Barnes and Noble store to present. And we've been doing this project for several years. And this year we have no goal of about how many children will go. This year one-third of our kids I

chose to go because I thought that they were that good. We were very pleased with what our kids could do in oral presentation.

Because I'm meeting with all grade levels every month, I am able to use that experience to find repetitions and gaps in our curriculum. Students benefit over time from a streamlining of that curriculum, and it's my job to do that, to help streamline it. The faculty is better to fit it all in when we get rid of all those overlaps.

Recently we adopted a new social studies curriculum. There are 89 social studies curriculum for fourth grade alone. Absolutely impossible. So I am working now with my teachers to figure out how we're going to integrate those 89 objectives into other things so that my teachers are not checking off 89 curricular objectives. And I want you to know that those 89 curricular objectives mostly come from the national standards on social studies. Some federal -- some federal interference can be a problem. So we are working on that.

Integration of the curriculum is my major goal. You know, we all hear those, and maybe you don't hear, but I do as a school librarian for parents, my child read the same three novels three years in a row for classroom use, you know. If that's happening in my school, I am not doing my job.

When the library media specialist is actively involved in the delivery of the curriculum, that in depth knowledge of all the objectives influences the building, evaluation and reading of the library collection. The collection becomes very linked to the school's curriculum, both in content and in level.

For instance, in my school we teach endangered animals at fourth grade. But if we taught it at second grade, my collection would look different.

CHAIRPERSON GOULD: Time.

MS. COATNEY: Okay. One last thought that I think the last thing, that what we need to be doing is do model lessons for teachers to change their instruction. Thanks.

CHAIRPERSON GOULD: Thank you. Our next speaker is Ellen Jay. She is the author of Ready-To-Go reading incentive programs, and she is 0096 past president of the American Association of School Librarians and an adjunct professor, Catholic University. Ellen?

MS. JAY: Thank you. My primary job is as an elementary school media person on a daily basis. Like Sharon I work with the kids and the teachers all the time. What I wanted to do is give you a little visual diversion, I guess. Many of the same ideas are shared by all of us because these are things we work with. The major components of our job, the things that lead to improved student performance share a common thread, and that's the knowledge of the curriculum.

The collection development obviously has a foundation of knowing the curriculum. The media specialist is probably the one person in the building that has the knowledge of the total school curriculum, what units are taught at what grade level, as well as how specific units can interact with and build on each other. Teachers know their grade level, they know their content. We have the overview.

So that brings us to collection development. You've heard a lot about collaboration. When you blend the skills of the 0097 classroom teacher who knows their kids, knows their specific objectives, with someone who knows the collection of resources, knows the strategies for teaching kids to interact with information, you have a stronger resulting instructional program. Neither a collection, nor collaboration gets you anywhere if you don't have access. I'll come back to that one in a minute.

The main thing is the nature of the instructional assignment. That determines the character and the degree of learning that takes place. Students who experience a steady diet of worksheets, either print or electronic, asking them to select the correct response by clicking on, circling, underlining, filling in the blanks, are not being challenged in the same way as students who are regularly exposed to resource-based learning assignments. When the focus is on having students interact with information to discover relationships, collect data to support a point of view or to justify a decision, the learning is of a significantly higher level. So it is that instructional interaction with the teachers, designing of activities, that the kids actually participate in, that is the crux of our job. You 0098 can't do that if you don't understand the curriculum.

I want to share two or three examples of the kinds of assignments that hopefully will demonstrate this curricular basis. First graders working with their teacher, October, Halloween comes along, she asks them the question, when I say the word bat, what's your reaction, and she gives them five descriptors, interesting, scary, dirty, helpful, curious. They tally their thoughts. They then find out about bats, they read about bats, she talks about bats, they go back and they retally. They go to the neighboring classroom who did not do the background and they tally and they compare the results. Six-year-olds in October came to the conclusion that background knowledge changes your attitudes. That's the kind of instruction we're talking about.

With fourth graders we introduced spreadsheets. We did it with a unit on the Chesapeake Bay. And I got a hold of information that had the poundage that was harvested of different critters from the bay, 20 years' worth of data, probably 20, 30 different critters. Overkill. The fourth graders couldn't just be handed that data.

So what we did was pick seven of the most important critters, teach them how to do a database, and the first one that they did they were looking at the particular critters, the poundage that was harvested so the percent of the total by weight, and then percent by the economic value for that critter from the bay. And they made some analysis. They then went on and looked at the crab harvest over years and they could track preservation activities. They could -- one of the questions we asked them was in which years did the watermen work the hardest. And some kids said, well, the years that they harvested the

greatest quantity. And others said no, no, no, they worked the hardest the years that they didn't find as many because they had to pull up a lot of empty pots and they worked longer hours. You're getting that thinking and analysis going.

The thing about this activity was that it was the media person who had the vision to incorporate the spreadsheets. The teacher wasn't aware that this would make a stronger unit. Together we brought up an awareness of curricular applications. 000

Most recently, in fact, as soon as I get back to school I have a unit that I put together for third graders. I want to use it just to kind of summarize this whole process. We also have reinvented our social studies curriculum for third grade. So what did that bring up, collection development. I bought a set of books that are cities around the world. Collaborated with the third grade teacher and said, how are we going to use these. Part of their curriculum is Mexico City and its ancient to modern approach.

So here we have other cities, we're going to pair the youngsters up, they become the expert on one city. They're going to use Inspiration, which is a piece of software, let them web certain kinds of facts, landmarks, historical events, basic factual data. They're going to do a timeline as a whole class of when these different cities first came into being. They're going to do a sight-seeing -- description of a day of sight-seeing with the landmarks they found. They're going to share those with each other.

All of this has come out of the collaborative planning. It's the kind of instruction that the kids really get motivated on. 00 It makes a difference to them. And it's because there is some leadership and some vision that's making some of this work, but it's all because there is a curricular base behind it.

And I just want to backtrack slightly to something that was said earlier. When you suggest a bachelor's degree will do it all, I don't know how you cover the education requirements and this curricular component, and then add the library piece of that you need and do that all in a four-year undergraduate program. I don't know how we can get students to that point. It would be wonderful if we could, but that's just my two cents' worth.

CHAIRPERSON GOULD: Thank you. Our next speaker on this panel is Paul Lanata, director of library media services, Jefferson County Public Schools in Louisville, Kentucky.

MR. LANATA: I bring you greetings from the students, teachers and administrators and board of education of Jefferson County Public Schools, and also I want to extend to you all an invitation to attend the Kentucky Derby that's coming up, maybe place a wager or two. With all the roles the school librarian performs, teacher, readers 00 advisor, consultant, resource person, reference librarian, media producer, literary critic, curriculum developer and educational psychologist, the purpose of their work is student achievement. I am particularly pleased to talk about the librarian's involvement in the

development and participation of the school's curriculum and its impact upon student achievement.

Jefferson County Public Schools is alterably committed to making every child a successful student. Yet, we recognize that not every child comes to us with the same needs, skills and motivation. The school librarian knows all the children in the school. He sees the children mature physically and intellectually over the years. And it is with the children that curriculum development begins.

In Kentucky each school develops its own curriculum in accordance with state guidelines to meet the unique needs of the students in attendance. School librarians are involved in this school-based process. School librarians must be both responders and initiators. Responding to requests for assistance, resources, and at the same time initiating collaboration with teachers and 00 administrators to utilize their skills with curriculum development and knowledge about the children at that school.

School librarians do not give grades. They do not evaluate students. They see every child as at promise, not at risk. And they convey to students your interests are valid and we will help you regardless of where you live.

In Jefferson County Public Schools we are working to expand our mind-set about diversity to include not only our dominant African-American minority group, but also the children of many languages and cultures who greatly enrich our schools. The challenges for librarians are numerous in addressing the instructional resource needs of our diverse student population.

Recognizing that we all are learners, inquiring, discovering, sharing and solving our problems together is the foundation of the work of the school librarian. Moreover, we all are learners for our entire lives, not just the time we spend in school or in training.

School librarians have the whatever-it-takes attitude. It may mean phoning a couple of students each morning to be sure they get 00 up for school. It may mean volunteering to relinquish a duty-free lunch period once a week to provide some extra tutoring or mentoring. It may mean fine-tuning an instructional unit with a new teacher over the weekend to guarantee high quality work of every student or sponsoring breakfast in the library each day so that elementary students go to class with completed homework and a full bullet -- belly.

With technology, school librarians are now challenged to not only provide access to electronic resources, but to guide students in deciding what to do with the information once it is retrieved.

Some libraries have noticed that rather than be competitive, students naturally share ideas and help each other solve problems. The librarian's teaching is often so subtle that students do not realize they are learning anything.

For many, the best part of the library media center is the school librarian. She is the guide to connecting the student to the correct reading material in the correct format at the teachable moment.

Classroom teachers have experienced that 00 students working on different learning goals can be a logistical nightmare. Librarians are helping teachers use technology to maintain focus and manage information. Technology is important to the degree that it can facilitate instructional methods and learning goals that are valued by the school and/or the district.

The librarians at alternative sites usually go unheralded. They seldom get the satisfaction of seeing their students win accolades for sports or academic contests, yet their work is vital in giving thousands of youngsters another chance to be successful. The student work done in libraries of alternative schools is nothing short of phenomenal.

School library media specialists know the importance of having a repository of attractive, appropriate and properly selected reading materials. Students who have free choice of reading material such as books, databases, magazines, read more and become better readers. Our students need space to use information and to make new information from what is discovered. The name of this space is the school library media center. And the information mediator is the school 006 librarian.

There is a delicate, mutually beneficial relationship between teachers and librarians in matters related to curriculum. Everyone, but most importantly the student, benefits from this relationship. The day-to-day work of the school librarian reiterates the fundamental belief of the Kentucky Education and Reform Act, that all students can and must learn at high levels. Thank you.

CHAIRPERSON GOULD: Thank you. Commissioners, do you have any questions?
Joan?

VICE CHAIR CHALLINOR: Ms. Basone, is your school a private school or public school?

MS. BASONE: It's a public school. Students pass a test in sixth grade to get in, but it's all paid for with public funds. It's a school, a public school.

VICE CHAIR CHALLINOR: You have to pass an academic --

MS. BASONE: Yes, an academic test at sixth grade in order to enter.

VICE CHAIR CHALLINOR: You say that the parents at the school are more than usually active in the school? 007

MS. BASONE: Yes, extremely.

COMMISSIONER ABRAMSON: I have some awareness of the history over a long period of time of your school. And although you say it's publicly funded, my understanding is that a statistically significant portion of the budget of that school has always been provided privately.

MS. BASONE: It's been by -- some of it has been donations by parents and alumni. We do have a new building, a science and art building, that the alumni of the high school raised \$10 million for. This was a first -- right. And many people have come to study how they've done that. But they also -- we have donated money as well to the library in times when there were -- there was no money available.

COMMISSIONER ABRAMSON: When you say we have donated money to the library, who is the we?

MS. BASONE: Well, I have out of my own pocket as well, as well as parents and alumni.

COMMISSIONER ABRAMSON: Yeah. So you're a well-endowed publicly-funded school? \$10 million is well-endowed.

MS. BASONE: Right. And that went for the building, yes. But that's just one school out of the 75 in Cincinnati. And the others don't have the alumni support.

COMMISSIONER ABRAMSON: Right.

CHAIRPERSON GOULD: Paulette, did you want to --

COMMISSIONER HOLAHAN: I just had a question. You said that 20 of the schools did not --

CHAIRPERSON GOULD: Paulette, the mic.

COMMISSIONER HOLAHAN: -- choose the library. I was just wondering, what was the -- who did they choose the most?

MS. BASONE: What do you mean?

COMMISSIONER HOLAHAN: Well, you said they had choices of art, music and phys. ed., I believe, and librarians. And only 20 of them chose librarians? What -- who did they --

MS. BASONE: 20 decided not to have libraries.

MS. HOLAHAN: Okay.

MS. BASONE: Not to have them. Two high schools and 18 elementaries.

COMMISSIONER HOLAHAN: What did they choose mostly?

MS. BASONE: They wanted in elementary many times phys. ed. And many times the art and music were reduced part-time as well. They had the money to budget so, therefore, they could decide that without the librarian they could have that salary and they could have instructional assistants or another teacher and lower class sizes.

CHAIRPERSON GOULD: Jack, did you have a question?

COMMISSIONER HIGHTOWER: Well, I just think it's interesting --

CHAIRPERSON GOULD: Into the microphone. I feel like I'm repeating myself.

COMMISSIONER HIGHTOWER: I just think it's interesting that in our presenters here today, both male and female, librarians are always referred to as she. I'm just a little sensitive as a male, gosh, I think male librarians are great too.

CHAIRPERSON GOULD: Yes, Bobby.

COMMISSIONER ROBERTS: Just one quick question, perhaps to Darlene, but when I hear that many schools in site-based management have opted out for libraries, and the teachers are making some of those decisions, what does this tell me about the status of teacher education in America that 00 libraries are held in such low importance? I mean it seems to me that part of -- part of this basic problem may rest in what -- what we're doing in our teacher colleges. It is disturbing to me that faculty would make that kind of vote.

MS. JAY: I have a response to that. One thing is if you think about the total day of -- I'm elementary, and I'm not sure it's any different in high school, if you look at their total day and they're faced with 30 some kids and by making this change which helps them sometimes, but not totally, they can have 25 kids, their need for survival comes into this. It's not so much saying well, this kind of help wouldn't be worth it to me. It's saying this is more worth it because it impacts by total day every day of my working life. And so they're making decisions probably not having experienced the kind of program we're describing as possible.

CHAIRPERSON GOULD: Paul, you wanted to comment and then Sharon.

MR. LANATA: I have no proof of this, but school-based decision making has been around in Kentucky for about ten years now. And when they were starting off on this new venture, the best and 0 the brightest were on the committees. And ten years later those people are used up. And so we have committees now that may not always be looking at the welfare of the whole school, but advocating for their individual program. And I have no proof of that. It's just an observation.

The other thing is that you keep returning back to the financial part. Not only do we have general funds coming to school libraries or not, but there is also a lot of grant money happening out there. And part of my work recently has been to make it so that grants that come from our school district say that the resources that are the result of that grant go to the library media center and not to the classroom. We're starting to see a lot of grant material come into the schools and reside with the classroom teacher, and maybe be used once or twice when that unit comes up in the school year because teachers don't like to share.

And so as we -- if there is one request I could ask of this commission, if you could bring the message back that within the rubric for evaluating grants, that it be that the materials that are purchased with grant money, that those materials find their way to the library media center in every school.

CHAIRPERSON GOULD: José? Oh, Sharon, that's right.

MS. COATNEY: Just -- just to comment on this, Kansas has a long history of very strong library programs and that kind of success, I think, kind of sometimes breeds success. And one of the things our association, our Kansas library association did many years ago, is that we started a program in all the colleges of Kansas where our association went into the preservice teacher education programs and educated them about what a school library media specialist could do for their school. And we continue to do that, our Kansas association.

And I think one of the things that I saw four or five years ago that proved the value of that was about six years ago when I was the president of the Kansas Library Association our state Department of Education decided to -- that perhaps they could save money by withdrawing the school library certification requirement. And so our association, of course, had to go fight that.

And we decided not to fight it personally. We decided to ask the teachers in our buildings to fight it for us, and so they went and they testified and we kept that licensure because of the advocacy of the teachers in our schools that said we can't run these schools without teacher/librarians.

CHAIRPERSON GOULD: José and then Paulette.

COMMISSIONER GRIFFITHS: I wanted to comment on this relationship between librarians and teachers, and I pose a question about whether the school library -- school librarian preparation programs should be re -- realigned or brought closer again to colleges of education. They evolved from the colleges of education, they used to be sited there, then they were taken out for the most part and put into the library schools as separate.

And it's interesting as we've looked at the number of sort of new library school mergers that relatively few of them have been in the educational area. Missouri, I think, is one of

the few that's gone that way. But that might create a closer relationship as people are being prepared for both professions. And I just wondered what reaction that would be. 0

MS. JAY: I was going to say, even if they aren't aligned with the school of education institutions that train both potential classroom teachers and school librarians, could consider a collaborative course made up of both populations learning to work together at that level so it could move on into the real world.

COMMISSIONER GRIFFITHS: Just for the record, if I might, Martha, I would like to comment, one of the conversations that I had very recently at the University of Pittsburgh was to create a program for the faculty of the two -- two schools, particularly department of library and information science and the college of education, to sort of cross educate with faculty on developmental and learning and educational principles and then librarian and information science principles to start.

CHAIRPERSON GOULD: Paulette.

COMMISSIONER HOLAHAN: I just -- I just have a question. I've been listening to what should be done and what is being done in terms of collaboration between the teachers and the librarian and the school with regard to the curriculum. And I'm wondering -- I'm listening to 0 the creme de la creme to a certain extent, how much is this really adhered to in schools generally where there is a librarian, there is one there in place? Are they really being utilized as they're supposed to be?

MS. COATNEY: I think I can answer that a little bit. As I said, I just got through writing the national certification for school librarians, and we worked on that for three years. And we basically came up with what are the ten things, what are the ten certified standards, what do they -- what should they look like nationwide. Of course, the collaboration piece is.

And that was a real value to me because, yes, we all say this is what should be -- should be done, but we need some, you know, teeth behind that to have that it will be done. And you will not be able to be nationally certified without that now. And I don't know what you know about the national board of certification standards, but that can mean -- that can mean a lot of money to teachers, and so it's an important thing for teacher/librarians.

But I think it's being done more and more. And the reason it is is because of all these guidelines that are coming out that are forcing the issues and because of the research that we now know. In Kansas I will tell you that it's done almost in every school district.

COMMISSIONER HOLAHAN: What you just said is because you're forcing the issue?

MS. COATNEY: Right, yes.

COMMISSIONER HOLAHAN: But it has to come from the librarian, this is not something that administrators themselves --

MS. COATNEY: I think anyone can force the issue.

COMMISSIONER HOLAHAN: -- and the teachers are sufficiently aware of how are they receiving this? Since you're forcing the issue and should -- is there something to be done that would make you not have to force the issue?

MS. COATNEY: Well, I think what should be done is what we just talked about, it should be done in the preservice training and the preservice training of administrators. That is -- I personally have an administrator agree also, and in the three years that I spent in the college getting that degree they never mentioned the school library to me. So, you know, since I was there, I kept 07 saying what about the school library. So I personally think that the issue is in preservice education of the other people in education.

COMMISSIONER HOLAHAN: Even so, it has to really come back, be initiated originally with the librarian? Okay.

MS. JAY: I can echo what Sharon is saying about administrative degree because that was my experience too, that it was never mentioned going through that. So one major piece is the building level administrator's own personal philosophy and value they place. If that building level administrator evaluates classroom teachers on their level of resource-based learning, change will happen.

I have had twice in my experience a principal change in the building I was working in, and in both cases it went from a very fine program to a very minimal program because that administrative voice had changed. It was the same staff, it was the same me, it was the same collection, it was the same offerings, the difference was what was valued in that school.

The other key to this is flexible scheduling. I said I'd come back to access and I 08 didn't. If you cannot meet with a teacher in a way that meets the instructional needs, if it's minutes once a week because it's 0:00 on Tuesday, you do not have the collaborative instructional program and the value of the interaction with information the way you do if, for example, the cities unit, I'll see those kids Thursday and Friday afternoons for four weeks in a row. We will get it done because there is a focus on it. If I saw them once a week for two months, the same results would not be there. So that flexible scheduling piece, which comes into contract negotiations, planning times, I say again, if a principal values that, they find a way around it. I've had two do it, I've had two not do it.

CHAIRPERSON GOULD: Thank you. Robby?

COMMISSIONER ROBINSON: Yeah, I've been listening this morning, and while I'm relatively new to the commission, I'm concerned that what I'm hearing, and particularly in the Walnut Hills or when you talked about the 20 schools deciding not to have libraries, what I see is that all what I used to think were important in grade schools, let me tell you how old I am, was that the programs that always end up going are the music programs,

the libraries, the -- all of the peripheral non-necessary programs. I'm not saying that they are, but I'm just saying that's what people look at. And I see that for dwindling amounts of money, there is going to be more competition for those particular nonteaching positions and, you know, you're going to get up. Am I not, well --

MS. JAY: I'm teaching.

COMMISSIONER ROBINSON: You know what I mean.

MS. COATNEY: Not nonteaching.

COMMISSIONER ROBINSON: Whatever. What they're saying that what they're doing, I see people fighting each other for the same dollars. And Walnut Hills is a good example of what happens. In the District of Columbia where I've lived for 40 years in which they've abolished all of these things, but what they've really done is put it on the parents, so if you want a music teacher, if you want library books, if you want all of these other peripheral things, they come out of the parents actually working at Channy's school or Mercher or any of these schools, and I find that very undemocratic, small D, and that worries me about the education in America that we are forcing even the wealthy parts of the country -- of the area jurisdictions to do these things out of their own pocket and, therefore, letting the school boards off the hook for providing these important services. That's my observation so far this morning.

CHAIRPERSON GOULD: Okay. I'm so busy listening I'm forgetting what I'm supposed to do as the chair. That's one of the hardest jobs of the chair, I can't say all the things I want to. Thank you very much. We'll get ready for the next panel. And commissioners, keep in mind some of the questions that you may want to ask at a later date -- at a later time. I started to say that Marilyn Miller was not able to be here, Ellen Jay will be testifying on her behalf, and so she would just stay at the table. Okay. I think commissioners we're ready for the next panel. The first person -- first of all, remember please to, as Ellen said, caress the microphone. And we will start with Theresa Fredericka, who is executive director of INFOhio, and you're on.

MS. FREDERICKA: Thank you very much. I have served Ohio's school children as a librarian for over 20 years serving at various buildings throughout the state. I have also worked as a library media consultant for both the Ohio and Kentucky Departments of Education. Everyone here knows how important it is for our children to know how to read and write. These are the fundamental skills that make it possible to understand the world around us.

I'm also sure that everyone here knows that as important as these skills are, as we enter the 21st century we must expand our vision of literacy. Why? Because although books and printed materials will remain the touchstone of our body of knowledge, the technologies of literacy are changing.

Computers, the internet, electronic databases, visual images, interactive media, these are the tools of the information age. To understand this new world, our children will need to know how to interact with hardware and software, how to access and retrieve data, how to interpret, sort and analyze information from credible and sometimes not so credible sources. And to achieve the successes they deserve, all children need equal access to these tools and this wealth of information. 0

Throughout my career, whether on the front lines or at a policy-making position, I have seen and been a part of many changes in school library media programs. But the current challenge of blending the traditional educational resources with the power of technologies and tools of the information age is by far the most profound. And nowhere is this marriage of old and new more critical than in your school libraries.

Michael Gorman, author of *Our Enduring Values* asked whether libraries will be destroyed or strengthened by new technologies. His conclusion is positive. Libraries will continue to incorporate electronic technology into all their programs, thus enhancing the service we provide to society. Gorman goes on to discuss the different approaches to making this change happen.

However you look at it, change is happening and more change is coming. There are two ways to deal with certain change. One is to be passive and reflexive. The other is to be planned for and so far as possible to control change. I believe in the latter approach, and that's why as executive director of the Information Network for Ohio Schools my team and I are creating a virtual 0 library that will provide all elementary and secondary students in the state with equal access to the on-line resources they need.

We are transforming how people think about and use traditional and nontraditional resources. We have the vision, a plan and a state network of dedicated educators. By embracing the technology, we are changing the face of today's school library and providing the right materials for the right student and teacher at the right time.

Let me tell you how. INFOhio is a project of our Ohio Department of Education. It serves all K-12 schools throughout the state, both public and private, and its services are delivered through 23 regional data acquisition sites that comprise the Ohio Education Computer Network, which was established in 1979 by the general assembly.

INFOhio began as a grass roots effort about a decade ago when a group of school librarians saw the future and decided to attack it head on. Their vision was clear, to provide all Ohio students with equal access and to provide -- to promote statewide information sharing through a single library automation system and unit catalog. 0

Their strategy was simple. To create networks of interested parties and to partner with colleagues such as the data acquisition sites, and to position libraries and librarians as catalysts for bringing the new resources and the know-how to use them to students and teachers.

This framework not only created a solid foundation, but also provided a structure that worked at all levels, local, regional, state and national. And as a result, INFOhio was able to design and implement an effective and efficient network.

Today through INFOhio every primary and secondary school can access a core collection of the basic electronic research tools. Direct state funding allows INFOhio to provide these resources for 28 cents per student. If purchased individually, these resources would cost each school \$18.10 per student. A price only a few wealthy districts could afford.

Today more 14,00 schools serving nearly three-quarters of a million students use our standardized library automation software. More are coming along -- on-line each day. This is crucial to Ohio's plans for statewide research sharing 0 between public and school libraries.

The system which is being developed by the state library and our public library network requires school libraries to be automated and linked. The support we have received for this is due in great part by this commission and their direction to the LSTA funding to be included for school libraries, and we thank you.

We have other things that we are providing, and I turn your attention to the article I've given you, Coming Soon To A School Library, that we are featured in the School Library Journal. We're on our way to achieving clear access for all students, but it's difficult.

We're fighting funding difficulties here in the state. And loss of these fundings will negatively impact everyone. Ohio's been a trendsetter. We've had Ohio linked as an academic library network, open as a public library network, and, of course, our OCLC.

We hold this shared vision. And my point here is not to just evangelize the benefits of INFOhio, but rather to ask you to think if this could be in some small way a model to help other states in providing for school libraries through partnerships, tenacious efforts of school librarians, and combined funding from local, state and federal agencies. I thank you.

CHAIRPERSON GOULD: Thank you. Our next speaker will be Christine Findlay, director, Central Resource Center, Centerville City Schools, Centerville, Ohio.

MS. FINDLAY: I know I'm not going to be able to cover all the testimony I had planned before the timer goes off, so I'm going to skip a lot of the information that sets the tone for what I want to tell you and try to go right to the meat of the information.

CHAIRPERSON GOULD: Thank you.

MS. FINDLAY: But I would ask you to take some time to read my testimony so that you can see that there are answers in there to some questions you've previously asked. I'd also like to tell you that I brought along with the permission of School Library Journal a very

nice article that was recently in there called Understanding Reading, which speaks to the role of the school librarian in literacy matters.

I'm on the wrong page. I've been a school library media specialist for 25 years, 11 years' experience at elementary, eight at middle school, and now I supervise 12 librarians in the 11 buildings of my school district. So I again am a model district. Please don't think this is what the school libraries in Ohio are like. We are the exception, not the rule.

COMMISSIONER ABRAMSON: Is that a unified district, you have high schools?

MS. FINDLAY: Yes, it's K through 12.

COMMISSIONER ABRAMSON: Okay.

MS. FINDLAY: My district, like many other school districts, have been in-servicing and retraining many of the classroom teachers on the latest methodologies of reading. Teams of teachers and librarians have attended training at universities and then returned to their buildings to train the teachers and librarians who were unable to attend. It's very important that our librarians are receiving the same training so that they are aware of what is happening in the classrooms in regards to core block, guided reading, community awareness, word walls, reciprocal teaching or any other current trends in literacy.

Each week they spend 45 minutes, because we do have scheduled time, unfortunately we don't have flex scheduling, but the nice part of that is that we have our students at least for 45 minutes each week, and we often take advantage of that opportunity to model and reinforce the literacy lessons of the classroom.

What I would like to focus on is how our school library media specialists in the elementary school libraries promote and sustain literacy and help our students to improve their reading schools skills. To do that I'd like to take you through a typical morning of an elementary library media specialist focusing on the literacy aspects and neglecting the hundred other duties that she has.

Our librarian will be Paula. Paula starts her day around 7:50 when her doors open for students who would like to return the book they have and select new ones. Until about 8:15 she is welcoming these students, offering reader advisory help as they select their materials, getting parent volunteers logged into the automation system to begin circulation for the day, and helping teachers find the materials they have decided they need for the day. In a perfect world teachers have selected their materials in advance and the automation system always starts right up. In the real world there are always last minute requests and networks that act temperamentally.

Around 8:18 Paula's first class arrives. They will be spending approximately 45 minutes with Paula. Her first class today is a second grade class. The second graders have been studying about community and the many different types of communities that people live in. This is back in their classrooms.

While Centerville is a rather affluent community, there are some students from low income housing and occasionally some homeless children. Today Paula is reading the story *Fly Away Home* by Eve Plunkin, which is the story of a boy and his father who live in an airport.

Paula will model the reciprocal teaching skills of prediction. Just as their classroom teacher does, Paula will often wonder aloud during the sharing of the book. For instance, when Paula reads about how Andrew and his father wait until the airport is very busy to use the bathrooms to wash up and shave, she says aloud, I wonder why Andrew and his dad wait until so many people are in the rest rooms before they go in. Paula doesn't look for an answer from the class or try to answer her own question. Rather she is modeling the sort of inquiry-based predictive anticipatory reading that we want our students to do as they read independently for pleasure or as they read for meaning within text. Paula continues with her story and with her wondering aloud through the course of book.

At the end of the story the students share their ideas about the story, inferring things from the text and the pictures, detailing facts or offering opinions or perhaps looking at the cause and effect of life in an airport.

Paula loves technology and tries to weave some technology into each listen. Today she has an audiotape of sounds of the airport. The students listen to the tape and identify the different sounds they hear before they go to check out books. These are the same sounds that Andrew hears every day in the airport and the students compare those sounds to the sounds that they hear daily at school.

When time comes for checkout, Paula switches into her reader advisory role. Paula spends many hours reading professional journals of book reviews and attending book displays to select the best books for her collection. Selections are based on community standards, curriculum, diversity, interest levels, reading levels and knowledge of her patrons.

Paula knows her students because she sees them and she interacts with them at least once a week. When Susie or Johnny share their interest areas with Paula, she can help match them with appropriate books. She is aware of their reading levels as well as their interests. There are a lot of smiling faces that approach the parent volunteers working the checkout desk.

Paula's next class is coming through the library doors by 9:05. This is a fifth grade class who will be attending a presentation by a visiting author in two weeks. The author has a Chinese folk tale running in a serial in the *Dayton Paper*. Paula has read the acclaimed autobiography of the author that details her life growing up in China during the cultural revolution.

There isn't time to read the entire book with the class, so Paula has selected sections that highlight what the young girl's life was like and has been sharing those segments for a couple of weeks. Students compare and contrast the life of the author to their own life. They talk about living conditions, conveniences, political searches of home and property, about family loyalty and other themes of the work. China has been in the nightly news broadcast for the past few weeks, as we all know, so there is also a discussion about China in 2001.

Paula then turns attention to the Monkey King, the serial work that the students have been reading back in their classrooms, and the one that the author will be addressing. The students are asked to practice another reciprocal teaching technique, summarizing. Students retell and outline the story of the Monkey King, answering the questions about the story so far. This leads to comparison with other folk tales from other countries that the students have studied in previous units. Students are asked to recall some of the unusual characteristics of other folk heroes, and students compare the Monkey King to Paul Bunyan. Each week's serial leaves off with a teaser for the upcoming installment, allowing the class to predict and suggest events that could come in the next chapter. This is another opportunity for reciprocal teaching.

CHAIRPERSON GOULD: Time. I'm sorry.

MS. FINDLAY: Thank you.

CHAIRPERSON GOULD: Our next presentation will be the testimony from Marilyn Miller, who is professor emeritus, the school of library and information studies, University of North Carolina. And, Ellen, if you would take over.

MS. JAY: Slightly different speech patterns than my Carolina friend, but we'll do our best here. Parents, teachers and other experts debate the best strategies for the teaching of reading and the textbooks that should be used. All agree, however, that to be successful in our society, indeed in the world, individuals must know how to read.

Most people in this room remember Dick Daugherty's great theme for his ALA presidency, Kids Who Read Succeed.

School librarians support and sustain literacy by, one, playing a major role in developing a print-rich environment in the school; two, developing partnerships with teachers; three, developing and delivering creative programs and 0 activities and services. Reading experts agree that a print-rich environment must be provided if we are to develop students who know how to read, want to read, and do make reading a part of their lives.

The school librarian plays a pivotal role in the creation of a print-rich environment as she develops a central library that exists to reinforce, help implement and extend the subject content of the curriculum. We hasten to add that other library resources such as video, software and computer software aid greatly in the teaching of reading. The school

librarian makes all of these resources accessible as needed to teachers, class groups and individuals.

The school librarian's responsibility in developing a collection of resources is a carefully defined one. The book collection must be current and meet the immediate demands of the curriculum. It must also be physically attractive to students. It must reflect students' developmental interests, gender differences and needs of all kinds of information.

Our society today is driven by a myriad of diversities. The school librarian observes these diversities and see that they are reflected in the collection. As a result, children have access to the materials about the diversity of family structures, customs and traditions and social needs in our nation's growing salad bowl of cultures. The print-rich environment must reflect the racial, culture and ethic origins of students in the school. 67 languages are represented in my North Carolina county of 300,000 residents.

If we want a nation of readers, we must start with where the beginning reader is. Practitioners and researchers agree that books must reflect the backgrounds and life experiences of the learner so there is a basis for decoding and understanding text. Students will not sustain their skills and use them to become readers unless they can see themselves in the books that they read.

The librarian helps children who come from a print-deprived home develop knowledge of what books, newspapers and magazines can mean for him or her. Through good reading guidance the school librarian helps -- also helps the individual to grow in his understanding. And while he is a unique individual human being, his experiences are universal and that that universality also will be unveiled in the books he reads.

To be a successful reader and user of information gained from reading, the child must be exposed to multiple points of view. The school librarian does this so well with a good collection of resources. Through a rich and well-chosen collection, librarians and teachers help readers learn that in a democracy developed around a world of nations and origins, respect of differences and recognition of similarities are what holds us together.

The school librarian is the teacher's partner and succeeds in the partner role by collaborating with the teacher to meet expectations for student learning. The latest SASS study, Schools and Staffing Survey, US Department of Education '93-'94, reported that 44 percent of all head librarians worked weekly with classroom teachers to plan reading units of instruction. 23 percent reported monthly planning sessions. That's a start.

A present focus in reading instruction is to increase the emphasis on expository reading. For the past decade or more, the teaching focus has been on narrative text. As they embraced the literature-based instruction, teachers learned a great deal about good children's literature. Now they are realizing that learning to read good stories is not enough to meet the goal of teaching reading so that children will learn.

If children are taught to read to learn, they must also read expository text. Just as adults do, children respond differently to narrative and to expository text. They need strategies for each type of text.

Many teachers are realizing that they are not as comfortable with expository text themselves. However, the school librarian is there for them as a key resource in helping teachers hone new strategies because she has been using these strategies for years in delivering information literacy instruction.

In a recent workshop on reading, Dr. Rick Duvall, professor of reading at Western Carolina University, now on his way to Florida State, credits the new AASL standards for information literacy for providing a framework for his vision of literacy.

The vast majority of all school level 08 librarians see the promotion of reading as one of their major activities. They provide reading guidance, they inform teachers of new resources, they conduct workshops for teachers, they involve themselves in providing information to parents about the importance and the techniques for lifelong learning, School Library Journal Survey on Expenditures for Resources.

Book talks, book fairs, story hours, reading aloud across the grades, whole school reading theme programs, contests, before school read-alouds, book sharing, book clubs, summer book circulation are but a few of the typical programs and services administered by school librarians to support, sustain and promote literacy.

Recently a system school library coordinator described the efforts of her building level school librarians in stimulating a renaissance in the reading and writing of poetry, both in and out of the classroom. Poetry breaks, poetry writing workshops, local poets who their share their work with children are but a few of the techniques our media specialists are using.

Students confined to commercial lists, reading textbooks and limited classroom collections will not expand their reading interests unless they have a free range to enticing books. This range of print-rich environment is available in the school library and also in classroom collections that are refreshed constantly as librarians and teachers work together to establish rotating collections of well-selected books.

Kids need to succeed, and to do this they need good teachers and good school librarians who know how to bring the skills of reading books and kids together.

CHAIRPERSON GOULD: Thank you. Our next speaker is Darlene Scheer. And you are a parent.

MS. SCHEER: Yes, I sure am.

CHAIRPERSON GOULD: How wonderful.

MS. SCHEER: I am a parent and I'm speaking probably from that perspective at Walnut Hills High School. Mrs. Basone has asked us to come in and give you our opinions today. As a parent of two graduates and a current student at Walnut Hills High School, I have been involved at the school since 1989. As such, I have had some experience in the ways that the school library and librarian promote and sustain literacy.

Each of my children has visited the school library on many occasions and has been assisted by the school librarian in their quest for information for assignments. Fortunately, they've had the benefit of using the library in a safe and helpful environment throughout their school careers.

Probably the most important aspect of the school librarian is his or her immediacy. The librarian is on the premises during the school day and the students have ready access to his or her expertise. The students can seek out the librarian for help in a particular subject, either for a class project or a point of clarification. The school library and librarian are available to students who might not have access to the various public libraries.

In addition, the school librarian is a teacher who could use the position to enhance the student's knowledge by directing them to the proper resources.

In a school setting, the library itself is geared to the curriculum, and the librarian is familiar with the many collections as they support the curriculum. The librarian works with the faculty in developing projects, in making sure the necessary books are reserved and ready for student research.

In a public library, the librarian may not be familiar with the style of instruction and/or the materials the classroom teacher wants to have available to augment the subject matter. In a school library, the librarian can direct the student to the materials each teacher has requested and work with the student in understanding how to use a particular document.

The school librarian is active in teaching the students how to use the library. The card catalogs and periodical guides of yesterday have been replaced for the most part by computers, with which many students are not familiar. The school librarian instructs the student using the library computers to find in-house materials as well as in searching on-line resources to help complete classroom assignments. This instruction proves to be invaluable when the students enter college and find that the campus libraries are indeed computerized and that now they can navigate with little difficulty in their new school environment.

The consensus among the parents at Walnut Hills High School of the importance of a library in promoting and sustaining literacy can best be illustrated by their solution to the failure of the tax levy in 1995. When the Cincinnati electorate voted down the proposed tax levy, the Cincinnati school board cut funding and closed all the secondary libraries in the school system.

Such a move was unacceptable to our parents and anathema to the philosophy of a college preparatory high school. Keeping the library open was a high priority for the Walnut Hills parents. I worked on committees to circulate information on the gravity of the situation and on the solution to the board's austerity moves.

Many parents, and I among them, pledged and donated funds to keep the school programs afloat. The tax levy failure occurred in March. By the end of the school year, which is June, our parents raised a quarter of a million dollars to replace all the budget cuts. Parents felt that an on-site library was so critical to our academic program that they raised enough to support the librarian's salary and keep the library open.

Paramount to the parents at Walnut Hills High School is the promotion and sustaining of literacy, which they feel can be best achieved through the school library and the support of trained school librarians who are committed to such a goal. Thank you.

CHAIRPERSON GOULD: Thank you. Our next speaker is Victoria Stroud. Victoria is a senior at Oak Hills -- Walnut Hills High School. Oak Hills, Walnut Hills. When are we coming to Pine Hills? It is a delight to have a student.

MS. STROUD: Yes, I am a senior at Walnut Hills High School. I'm involved in various activities such as the Walnut Hills gospel choir, the Walnut Hills challenge and economic team. In the fall I'm going to be attending Florida A&M on an academic scholarship. I'm going to present to you a student's perspective.

The first time I experienced my school library was during the first week of kindergarten. In the preceding days I had endured all the vast advantages of playing outside, and vowed that I couldn't quite appreciate the experience of being harassed and teased by my playmates. As I stood at the window looking down at the playground, I was faced with two possibilities, one, endure additional amounts of unwanted classmate bonding or duck into this small room on the side filled with masses of books. I chose the latter.

There throughout elementary school I went to the library. Occasionally I read, but most of the time the school librarian would put me to work shelving books or reorganizing the card catalog or doing whatever needed to be done during the minutes of recess. We built a good working relationship, the librarian, the library and I.

I'm no longer in elementary school obviously, but I still see my school's library as a haven. This time from study hall. Now, however, the librarians don't put me to work, I put them to work, in a manner of speaking. Whenever I'm in need, I can badger the lovely librarians about when Robert Jordan's newest novel will arrive or where I can go to find the information on that bibliographical resource I forgot to write down. So the librarians do not only serve myself, they serve the entire school.

Whenever a teacher assigns a research paper, the resourceful librarians brief the class on where to find possible resources or what timeline they need to follow. Without our librarians many students would not even know where to start. They also assist seventh

graders on their maiden voyage into the library. Without them, I can imagine dozens of seventh graders running around screaming, how do I use the catalog, how do I use Microsoft Excel to make graphs?

I love and appreciate my school's librarians. I need my school's librarians. I cannot imagine any public library librarian out there, no matter how much they love their jobs, spending 40 minutes looking for the book named the Copper Quarter or the Nickel Penny written by Lindsay something or another that has an olive green cover. I consider them a valuable, indispensable resource.

I cannot begin to describe how indispensable and convenient the school's library is as a whole. The main reason it is so valuable is because it is right there. With the library so close, I need not worry about taking a one-hour bus ride downtown to do one hour of research followed by a one-hour return trip. I can simply stay after school for an hour. Also, because it is so conveniently located, I can obtain materials and data I need immediately for the next class or for the meeting during lunch.

For example, as class vice president I often find it useful to be able to run to the library, to use the internet at the beginning of the meeting, and by the end of the meeting be able to report on cost figures questioned earlier. In a time period when multiple students -- when multiple studies report rising levels of student stress, when students such as myself who must juggle academic and athletics, as well as volunteer hours, having a great library at hand takes a load off my mind.

Also, having a great library is a sort of backup plan. Whenever I procrastinate or my home computer runs out of ink, I can go to the library and with so many resources at hand still print off a decent paper. More than once the library has kept me from receiving a failing grade.

Again, I must reiterate how much I love, cherish, appreciate, value my school library. It has always been there for me in my time of need, and I would rather not think of how it would have been to not have had it all these years. I cringe to think about all the students who wouldn't turn in papers either because they had no place to type or because they had no friendly librarian to show them where to start. Without the library, the stress level of students might soar above the already reportedly high levels. We will have no convenient place to get grand literary works to entertain our wonderful minds. Most importantly, without the school libraries, so many students like myself from elementary school to middle school to high school will have no place to hide from recess and study hall.

CHAIRPERSON GOULD: Victoria, thank you. It is lovely to hear from the other side, the people who use the library and obviously appreciate it. Thank you. Commissioners, do you have -- yes, Marilyn.

COMMISSIONER MASON: I just wanted to remind Victoria -- I want to remind Victoria when she finishes at Florida A&M, you don't even have to change cities, you

could stay right in Tallahassee, they have a great information studies program at Florida State. And I hope you will take that seriously.

I wanted to ask Theresa, do you know if other schools are doing -- I mean other schools I'm sorry -- now I'm doing it -- other states are doing 08 anything similar to network -- networking libraries and schools?

MS. FREDERICKA: Yes, they are. As far as the electronic resources, I believe the number is close to maybe 20, 25. And they have been using LSTA funds to provide core electronic collections. Texas, Florida and Pennsylvania, I believe, are doing a little more of the similar type of what we are doing more than actually electronic resources with portions of automation and, of course, a good training program.

CHAIRPERSON GOULD: Do you have anything? Yes. You may ask a question.

MR. WILLARD: My third -- my youngest child graduated from high school four years ago this month, and it was from Centerville High School, so I'm delighted that Christine is here. He was the third of -- who got a Centerville High School degree, although we moved to Washington the day after he graduated, we had a great time with the education program there.

The question I want to raise though is, your testimony reminded me of all those parent nights where I went and they handed me the schedule that my -- one of my kids had, and on an 09 abbreviated timetable we went to all the classrooms they had, but we never got to the library. And I wonder if there is any movement within schools when they have parent nights to give some exposure to what goes on in the library.

MS. FINDLAY: Well, I can tell you that I've participated in some of those nights. And I know that two years ago at Centerville High School, Dave McDaniel came on the loud speaker several times and reminded parents that if they stopped in one of the IMC's in their high school they would get an introduction to the INFOhio resources that their students could tap at home. So that was an excellent for him to urge parents to come.

At the elementary level when I was there we had open house, it was always in the fall during the baseball season, and you're right, you do follow your child's schedule and you go to their classrooms or whatever, I had a little trick that I did to get parents in, and that I turned the baseball game on. That brought the dads, which in turn brought the mothers eventually to pick them up.

At the middle school level where the parents followed their students' schedule, when it 00 was lunchtime that was time for them to go and have a treat in the lunch area, but I remained in the library, and many parents came in the library at that time and browsed the shelves. And a lot of them said we are so glad that there is a double lunch period and time for students to come because we miss the fact that our students don't necessarily have to go to the library like they did in elementary school, and our students miss that.

So while flexible scheduling is a wonderful thing, I would like to say that it's good just to get their bodies there one way or another because that love of reading comes through and eventually they discover what's there.

So I think there have been opportunities, and librarians do need to be proactive to get parents into the library when parents are in the school building. We have a lot of parent nights when we do different things like an art show or whatever, and we try to always have our libraries open at that time for them to visit.

MS. JAY: I want to share an experience with one of my good principals. The way we did our back to school night, we had a cycle of three sessions, and one of those sessions was the media center. And our intent was that every parent got an experience as to how we were integrating things. If you had a child in the primary grades and the middle grades and the upper grades, you might have missed us because you were going to three different classrooms, but we definitely had a full house for each of those and shared a lot of good information with them. So again, it boils down to that philosophy and the value and where it fits in.

CHAIRPERSON GOULD: Yes, José.

COMMISSIONER GRIFFITHS: Coming from University of Michigan, which has a school of information, I think I can ask the question, how do you think that parents perceive the media center now that it's called a media center as distinct from a library? I mean I don't know, does it make a difference or not? Because one of the thoughts I had at the earlier session, the earlier panel, was in a sense some people think any library is every library, and that there is a tendency not to -- perhaps not to support a library in the schools because there is a public library.

I mean I know some people would say why do we need a school library if kids can go to the local public library. So I wonder if we start calling it, you know, take the whole trend away from using the word library and calling it in schools library media centers. Does that change people's perception of what it is?

MS. FINDLAY: In Centerville we call our libraries instructional material centers for over 25 years that I've been there. And every time we start out a presentation we say something like, you know, you'll find these materials in your instructional materials center, we get this blank look on faces and we say that's your school library media center. I think the word library needs to be there.

CHAIRPERSON GOULD: I think I'm going to take the chairman's prerogative or privilege and say the word library is to me paramount. And I have always said, you're not media specialists, you are librarians. Because in the mind of many people, the media specialist is someone who repairs equipment and makes it work. That's not our job. That's not your job. We are librarians. And the "L" word is always going to be paramount. Are there any other questions or comments from the commissioners? Please, Rebecca.

COMMISSIONER BINGHAM: I echo Martha's position. However, I do like library --

CHAIRPERSON GOULD: Rebecca, into the microphone.

COMMISSIONER BINGHAM: I echo Martha's position. I do like library media center and school media librarian, and I think those were the terms that AASL wafted back there when I was yelling about it.

CHAIRPERSON GOULD: We could always go alphabetically, then the L comes before M. I couldn't resist that. Yes, Ellen.

MS. JAY: Actually a term that I've toyed with is resourceress, but that has a certain connotation.

CHAIRPERSON GOULD: Do you have something?

VICE CHAIR CHALLINOR: That goes with Harry Potter. You struck it rich.

CHAIRPERSON GOULD: Marilyn, in reply to your question, in the State of Nevada, and we only have 17 school districts in Nevada, which means we can get our hands around something, we have statewide licensing, statewide use of databases, and the school librarians three years ago, because 0 we only have biannual sessions, did a survey of copyright date in nonfiction, and using that information the State of Nevada now funds -- has a fund for the purchase of school library books above and beyond the school's distributive fund. And we do have the statewide network and it's connected not only for school libraries, but also for public libraries and academic libraries, so they're all together. Yes, Victoria.

MS. STROUD: Now I go to Walnut Hills High School, and our library is really great, I guess you've heard that a lot, but when I was in elementary school the library wasn't that wonderful. I mean we had a good fiction department, but after a while I kind of read all the books. And as I got older, as I needed to do research projects, there was no reason for me to go to the library, because as she said, a lot of our materials were outdated. I couldn't do research projects and expect my teachers to say oh, this is good information.

So if I had been asked say in the eighth grade, do you think you need a library at school, looking at the library as it was at my school then, with few books that I wanted read, a few decent resources, I would have said no. So if you ask -- so -- I guess it depends on upon the opinion whether students want libraries, it depends upon the kind of library they have. So I think it would be more important to say do you need -- not do you want -- do you want to have your library or not as much as do you think your library needs better books.

CHAIRPERSON GOULD: Thank you.

VICE CHAIR CHALLINOR: Then I have a question for Victoria, would you say that it's better to have -- to send a children to a good public library than it is to have a second rate one?

MS. STROUD: Well, I think the library is kind of important, especially in elementary school, not so much -- it's important to have it there just because students will go in and see books and they pick up a book. It's starts -- like for me that's how it started. I think it's important to have it there, but it will be much better if it had materials that older students could use as well.

CHAIRPERSON GOULD: I would like to thank the panel for your time, for your comments. And I think there is some logistical things Bob wants to mention, and then we will take our lunch break.

MR. WILLARD: We do have -- we do have an hour set aside for lunch. The commissioners, we have lunch prepared for you. There are a number of restaurants right in the neighborhood, so feel free to explore. The -- there are two things, I would like all the morning speakers, would you hold back for a minute before you go to lunch, we would like to take a few pictures for the record.

And also, just a reminder, if you have come to this hearing and would like to make a statement and haven't made arrangements ahead of time, we do have a block of time at the end of the day for that. We ask that you sign up on the sign-up sheet that's out front. And that period will start at 3:15. So with that we will break for lunch.

(WHEREUPON, a lunch recess was taken.)

CHAIRPERSON GOULD: I would be most grateful if people will take their seats, and commissioners, if you will take your seats so that we can bring this hearing back into order. The next panel is -- excuse me, are we ready? Panel four will address the role of the school librarian in promoting and sustaining information literacy. And the first speaker will be Marjorie Pappas, former coordinator, school library media studies program, the University of Northern Iowa and co-author of Pathways To Knowledge And Searching Electronic Resources. And with that, Marjorie, there you are. Thank you.

MS. PAPPAS: Good afternoon. I'm really pleased to be here. I teach for the University of Northern Iowa. I do it on the web. I teach information -- a course called information literacy and inquiring learning. I'm also the author of a process model, and I've decided after the question about what is big six that we've got to get processing into this conversation, so I have abandoned two-thirds of my speech and I have told Martha that when I'm done, I'm done.

One of the things -- one of the points I think needs to come into this conversation is that there is a huge difference between the school and the library setting that all of us, probably most of us in this room, remember as children and what is today. So -- and that has relevance here because the adults in the world that we deal with, many of whom are

decision makers, are coming from that same perspective. Their memory of a library is a nice, quiet, little place with a few books and magazines. And that is not the case today.

Whether you're talking about a school library, a public library or an academic library it's not the case. Young people in my day who had a report to write, I could go down to the library, find what I wanted in that library, small as it was, and write my report. The demands on me by my teachers were not as great either.

But today the array of resources that students have at their fingertips is incredible. The level of sophistication of search engines is incredible. And the need, therefore, for them to be information literate today is a great deal more important than it ever was in the days when you and I went to school.

I think that we need to remember that that difference is being fed by the growth of computer technology, and I'm certainly not one who would sit here and say to you books are passe, the computer is in. My sons who have moved my book collection around will tell you that that is not the case. But I think we cannot ignore that current estimates on the internet suggests there are 2.5 billion documents and growing at a rate of 7.3 million per day.

Now, I don't know about you, but when I put in a search phrase into a search box and I get a million hits, I sit there and say to myself, how nice, now what. So, you know, I think that we have to lay that out there. That's an important part of this.

Information literacy is a significant part of the literacy agenda. The American Association of School Librarians and the Association for Educational Communications and Technology, AASL and AECT, recently published information literacy standards for student learning. ACRL even more recently published information literacy competency standards for higher education.

Both of those documents have standards and competencies that really should launch us in terms of what -- the direction we want to go for teaching young people today to be effective at gathering and using information.

But with those standards that -- those standards and indicators in place, the question 060 becomes what do I as a teacher, what do I as a school librarian or a student do with them? How do you translate that into practice? And the bridge between those two that is growing in schools across the country is something called an information process model, which is -- an example of which is the big six.

An information process model reads that as a recipe. What are the steps I might take to gather, use and evaluate information, how do I go about doing it. In the olden days that you and I remember we learned about a catalog, we learned about an index, somebody said this is an encyclopedia, we learned how to use those things, but nobody ever said, step one you do, step two you do, step three you do, step four you do, step five you do, so that after this experience I can pick it up and move into another experience and another

one and another one and it works for me. Much like the writing process is what we used to teach kids how to write or the scientific method.

So we are moving in that direction. There are a number of process models out there. States now have standards documents that have included information literacy. And in some cases they've integrated it into -- across the disciplines, and some it's a standalone document. The question becomes with all this, what kind of a job are we doing. And I can tell you, I've got a quote, but I don't have time to read it, from a community college librarian, that we are doing a terrible job, across the country we are doing a terrible job. Students come in to our library not knowing how to be effective searchers and users of information.

So what's the answer? Well, I can tell you that as I travel around the country, teachers, school librarians tell me, we don't have time to teach this because we are teaching what is on that state test. Now, I am not in favor of those state tests, so my friends in the audience are probably going to pass out on me, but I'm telling you if you can't beat them, join them. And so if we're going to move this agenda forward, then we need to teach this and we need to test it because that will make it a valid part of the curriculum.

CHAIRPERSON GOULD: Thank you. Short, sweet and very succinct. I do appreciate. Our next speaker will be David Loertscher. He is a professor, school of library and information science, San José State University. David, you're on.

MR. LOERTSCHER: I thank you for inviting me to testify. I would like to preface my remarks by saying that if we want to reach every single child in the United States, our best hope is not through the public library, but through the school libraries since the school library reaches almost 100 percent of the children. Furthermore, emphasis should be at the elementary school level since a child who is not a reader or information literate will not make it in the world of information.

And having said that, I have provided the commission with a copy of my paper on the state of information literacy research in the school library media field, and my oral presentation is a summary of its major points.

Dr. Blanche Walls and I did a major review of research on information literacy published in 1999, and it will be -- and we'll be publishing a second edition later this year. I brought a few copies here that anyone on the commission, if you would like, to pick up a copy you may.

One of the problems is that the variables for research are changing very rapidly. For example, some children are fortunate enough to have a very information rich and technology rich environment, but others do not. Their behavior in these two environments is quite different. The Lance studies done over time are now noticing the impact that delivering quality information to the elbow of the learner has on achievement, but many studies of our field were done years ago in a comparatively information core environment.

This means that school librarians, such as those who have testified here today, are ahead of the research. They are experiencing the phenomenon of information rich environments without a body of research to guide them. The bottom line is that the research is behind practice. Something that would be a national scandal if we were thinking about medicine.

In our review of research we found, number one, too few researchers in the field of library and information science doing too few studies. Two, there are many researchers in other fields who are doing research that has an impact on understanding how children learn best in information rich environments. Such fields include reading, educational psychology, systems analysis, and the subject discipline such as social studies, science and mathematics. And three, there is too little communication among scholars.

Knowing this I have presented the commission with a modest proposal. The technology now exists to have researchers, doctoral students and leading practitioners hold an ongoing world seminar that would, number one, share newly published studies instantly. Two, share plans and progress of research in process. Number three, team researchers with practitioners doing locally-based research. Four, link scholars and practitioners across disciplines. And five, allow practitioners to force the researchers into a reality check.

A few mechanisms already exist to support such a worldwide research discussion. The further development of such a discussion would be a challenge worth a serious consideration, and that's the point of my paper. Thank you very much.

CHAIRPERSON GOULD: Thank you. Our next speaker will be Sharyl Smith. She is a visiting lecturer, school of library and information science, University of Washington in Seattle. Sharyl.

MS. SMITH: Thank you. Prior to coming to the University of Washington I was the state specialist for school libraries in the State of Utah, and prior to that I was -- just a moment -- and I wanted to present our plan for training educators in how to teach students information literacy. And please imagine that that background is pencil yellow because it was supposed to be pencil yellow, not chartreuse.

One of our purposes -- we had a new library media core curriculum. At the elementary level it has three strands, and one of them is information literacy, the second one is literature, and the third one is media literacy. And I feel like pressing help, but -- and I didn't want our new core to go out there and find it shirnkwrapped still a couple of years afterwards, so I wanted a plan to get it out to the schools and have it be used. And so we wanted to show that this core curriculum on information literacy could be an overlay with any curricula, any grade level in the school.

Okay. And, of course, highlighting the importance and value of the library media program in the school. And I didn't want to train a group of library media teachers to go back to their schools and say, hey, I've got a great idea and then have nothing happen

because there wasn't any support. So we trained -- okay -- so we trained teams of teachers, and I'll tell you about that.

Here's our calendar right here starting with the summer institute where they wrote units of integrated curriculum, went home and added a resource partner from the community, they team taught the units, had an open house and posted their units electronically.

So they came together for four days, all of the teams. They learned about our new core curriculum. They brought their objectives for their own subject curricula, and then learned how to integrate that curriculum into a unit.

The educator teams were made up of the principal. I wanted the chief decision maker to know what we were doing from the ground up. And so the school team was not qualified unless the principal came. Library media teachers became leaders on lots of the teams. And the third component -- and the third component, the classroom teachers came representing different subject areas.

Okay. Here are the two creators of the big six, and that's the basis for our core curriculum, and they alternate coming every other summer.

Next one, please. After they finish writing the unit, they take it with an implementation plan back to their community and they are told to add a community resource partner. And I push for having that person be the public librarian because they should be collaborational ready, but I want to strengthen that. Sometimes it's a forest ranger, if that's the person who has the resources to help teach that unit. And then the team with these new members meet so they assess all of the resources in the community and everybody knows what's there to teach the unit and what needs to be added for new materials.

The -- teaching the unit can last from a month to a whole year in some cases depending on how they write the unit.

The next step is the open house. This is a celebration. I've gone to over 60 of these and it never fails to be a win-win situation. Everybody is walking off the ground and looks good. So we highlight student success at the open houses. That's a second grade web site on the left. We highlight teacher success and, of course, I want lots of attention on the school library media program and our new curriculum. This, I said, is a celebration, but for me it's the marketing piece.

And it's so important that I would go out and work with every school to have an open house workshop, so I made sure that the library media program stayed within the content of what they talked about. And I said who should come to this open house. And they said, well, parents and grandparents and siblings, but we got beyond that because now it would not be unusual to meet the mayor, the superintendent, the civic leaders, business leaders, the superintendent, I said that.

The point is I wanted the decision makers in the community to know about what's happening in the school library media program. We talked about lots of publicity and other points you see there.

Then the units are posted on our Utah link, which is the statewide database for lessons and units from the schools. And, of course, I always ask the teachers would you ever do this again because it's a huge undertaking. And they all say we've done the work, now we just need to improve it for next year. And I get invitations to open houses year after year and it becomes a tradition so that a child in the third grade knows that when he gets into the fifth grade, for example, they too will be a part of this unit, and then it grows and there are other units that develop in the school.

I always ask the students at the open houses would you use the big six again. And one third grader said, yes, I intend to use the big six all the way through high school. And the older students are a little more articulate and usually they say something like this, before when I wrote a paper it was a big mess. And now I'm organized, now I know what to do. And I think that captures this whole ideas of having confidence in a process, this information literacy process. It lets them know that they are not going to get lost.

And I've seen lots of student who haven't performed before. I'm thinking of one, his hair was all slicked back and he was holding up a Monopoly game he had created on a South American country. And when you're in education you develop an eye for those kids who spend a lot of time in the office, and he looked like one of those. And I asked his teacher and she said, yes, he was. But she said, he bought into this the second day it was presented and they haven't had any discipline problems from him since.

And I thought, well, it's like getting religion or something, but I saw her four years later, and I said, I always tell that story about that young boy and she said you don't know the end of the story, I saw him last summer in the grocery store, great big guy, and he came up and gave me and a hug and he was graduating and going on to college. And I said, well, you are a remarkable teacher and she said, you know, when he learned the big six he learned that he didn't have to fail.

CHAIRPERSON GOULD: Thank you. That's wonderful. Okay. Our next speaker is Sarah Hopwood. And Sarah is the program -- library program specialist and project manager of the Department of Information Technology in Fairfax County Public Schools in Virginia. And Sarah also told me that she is going to have to fly out of here in order to catch a plane so that she can get home, so I wanted to apologize ahead of time, she is not leaving for any other reason except getting to the airport. Sarah.

MS. HOPWOOD: Good afternoon.

CHAIRPERSON GOULD: Be sure to speak into the microphone. Embrace it.

MS. HOPWOOD: The role of the school librarian has changed considerably since the introduction of information technology and to the school environment during the 1980s.

Historically, the library has been the main center for housing resource material necessary for both students and teachers.

Currently, however, information is available in a variety of formats from print to multi media, CD-ROM databases to on-line information available on the internet. While these resources are available in the school library, a large number and a variety of information resources can also be found in classrooms, computer labs, the public library and at home.

The primary role of the school librarian is no longer to only disseminate information, but to cultivate the skills necessary to produce students who take a vested interest in their own education and become independent, lifelong learners. Skills that help develop cognitive learning strategies for gathering, evaluating, synthesizing and communicating information are skills that promote information literacy.

Just as the physical aspect of a library has undergone a change to house computerized information sources as well as print sources, the school library program itself has also changed. The school librarian in the perfect world now provides a multi-faceted library program that helps to develop in students the skills necessary to become information literate.

There are four main components in this program. One component emphasizes the role of the librarian as a teacher who works collaboratively with classroom teachers to provide the scaffolding needed for students to learn cognitive thinking skills. Another component is the role of the librarian as a teacher of efficient and effective research techniques. A third part of the overall library program is providing students with an environment that promotes exploration into subjects of a personal interest, therefore, helping to create an independent learner. The fourth and equally necessary part of the library program is a school administration that embraces the philosophy of information literacy and incorporates it into the overarching framework of the educational program.

One adverse effect of increased technology in the schools has been that students no longer need to read the information retrieved from electronic sources. It is possible to retrieve the words, to cut and paste together an entire project without any understanding of the subject matter. Working collaboratively with the classroom teacher, research projects can be developed that challenges a student to accurately identify what information is needed, evaluate and synthesize information, and to create an accurate presentation of what has been learned or what problem has been solved. This collaboration helps promote information literacy.

Students can only become proficient at doing research by being taught a process for research. Just as with any skill that needs mastery, for a student to become information literate guidance and practice in the learning strategies needed for gathering, evaluating, interpreting and managing information are essential. The school librarian is a teacher that promotes literacy by providing this constructive and consistent instruction.

In order to sustain the proficiency of information literacy, the school librarian provides an environment that is conducive to independent research. A wide range of materials, both print and nonprint, that meets the needs and interests of the school's population are maintained. Students wishing to explore subjects of interest sparked by a classroom discussion or explore personal interests have the necessary skills to pursue these in an efficient and effective manner. This independent research also helps to ensure lifelong learning skills.

The fourth component to a school library program is the support of the administration in incorporating information literacy into the school's instructional philosophy. The librarian helps sustain information literacy by sharing with the administration current literature on new methods of fostering information literacy in students.

The librarian also works with the administration as well as with the staff to develop and implement a scope in sequence instructional program for ensuring that informational literacy skills introduced to the students are age and grade appropriate.

In this information rich world, the ability to know what information is needed, having the skills to efficiently and effectively search for that information and applying cognitive learning strategies to process this information is paramount to the success of students. When students are information literate, they have the skills to be lifelong learners and users of information.

The role of the school librarian in promoting and sustaining information literacy is a vital part of the educational process if students are to progress from being literate to being information literate. I am in my heart and mind a teacher and a librarian. My wish for all students is that they be in a school that embraces information literacy as an educational philosophy as well as the standard educational practice. Thank you.

CHAIRPERSON GOULD: Thank you. We appreciate. Our last speaker in this panel will be Mary Ann Hinds, assistant professor, middle and secondary education and instructional technology, Georgia State University in Atlanta.

MS. HINDES: Thank you. I welcome this opportunity to speak. I want to talk a little bit about where I'm coming from. As you just said, I teach school library media courses and I come from a state that has a library network called GALILEO, which stands for the Georgia Library Learning On-line, which provides access to the students in universities and K through 12 which provides access to over a hundred different databases, so searching has become a very important skill.

I want to give you an advanced organizer from statement. I want to have a definition for myself mainly when was thinking about this of what is information literacy, and then talk about information literacy in the K-12 environment and in the school library media education programs, and then what does it look like.

The question here is how do school librarians help students to develop the information literacy skills. The definition of information literacy, I think, has been evolving, and although a variety of definitions for information literacy have been developed by educational institutions, professional organizations and individuals, the most common interpretation has come from -- has stemmed from the final report of the American Library Association presidential committee on information literacy, which is, to be information literate a person must be able to recognize when information is needed, have the ability to locate, evaluate and use effectively the needed information.

Since information can be presented in a number of different formats, the term information applies to more than just the printed word. Advances in information communications technology have drastically changed the way information is accessed and has broadened the array of resources available as in the GALILEO project in the State of Georgia.

There are lots of definitions. The one I'm going to build this framework around is the California Library Association. Their definition of a literate person is one who has knowledge in the four sub-literacies in reading and writing, computer literacy, which is considered knowing productivity software and managing enabling technologies, media literacy, which means creating, manipulating and integrating and retrieving information, and finally network literacy. However defined though, information literacy deals with the basic skills or competencies that today's citizens need in order to be proficient in their jobs and be successful in their daily lives.

Information literacy and the K-12 curriculum. Technology in schools includes computers, television sets, video cameras, video editing equipment, TV studios, as well as access to on-line computer catalogs, local electronic information and increasingly internet-based information.

The definition of information literacy as described by the California Library Association takes into consideration the advances in information and communications technologies. Using the California Library Association's framework for defining information literacy skills and discussing those skills from the perspective of the school library media specialist, may illuminate the way -- the many the ways information and communications technologies can enhance resource-based learning and information literacy in school settings.

School librarians in literacy and reading, the first literacy, have always been advocates and models for literacy in reading and writing. And traditionally, print-based research involved the sources which were located in the school library. Students from earlier generations gained access to and appreciation for literature at their local libraries. And adequate budgets for print resources must be funded so that students will continue to have choices for pleasure reading and access to the information needed for research in school projects.

In the area of computing literacy, school library media centers provide access to the resources in the school -- in the local collection through on-line catalogs. Students can

use computers to go beyond locating resources at their local school. They access and use network CD-ROM resources and on-line databases. Information technologies offer presentation software presentation alternatives to the traditional research paper. Students now will -- can present their findings, their research using productivity software such as word processing spreadsheets and slide presentations.

Media literacy. Information literacy encourages education by engagement in construction, and if I can emphasize anything, I would like to emphasize that. Constructivist's theory maintains that creating one's own knowledge is more powerful than memorizing facts. Students are not strongly motivated by the goals of acquiring facts, accessing information, drill practice and listening to lectures. Rather they prefer to create, communicate, plan, explore, build, discover, participate, initiate and collaborate, strategies that require students to take a more active learning -- more active role in the learning process.

The final student project that I spoke of may be a video. It could be a power point presentation, a KidPix or HyperStudio project or a research project in based -- a web page format.

Network literacy I talked about a little bit, and I'm going to skip ahead. That is so important. That is the -- knowing the information retrieval skills that you need to access information without getting those 100 hits that Marjorie referred to.

I have to mention this, information literacy and the education of school librarians, where are we and where do we want to be, school media specialists serve a large population of users. 96 percent of public schools in the United States have library media centers. And school library media specialists have the potential to make a significant impact on the instructional environment in our schools, especially in the area of information literacy.

The changes that are taking place in the schools are sometimes not reflected as to what's happening in our local universities and colleges of education. Unfortunately, many preparation programs are not providing a technology-rich environment where students can develop, and I'm speaking of graduate students here, can develop the requisite skills to become instructional leaders. Is that my button?

CHAIRPERSON GOULD: Thank you. I appreciate. Are there any questions from the commissioners? Joan.

VICE CHAIR CHALLINOR: Did you say that there were 96 percent of high schools have library media centers?

MS. HINDES: Yes. And that comes from the NCES. I have the citation. 08

MR. LOERTSCHER: Right. We might have places --

VICE CHAIR CHALLINOR: What?

MS. HINDES: They're media centers. That comes from a school of library media centers 1993-'94, PDF format, from the National Center for Educational Statistics. That doesn't say they have a librarian though, unfortunately.

COMMISSIONER GRIFFITHS: Or that they've acquired stuff in the last year.

MS. HINDES: Yes. They may have a place they call a media center.

CHAIRPERSON GOULD: Which may still be using 6-millimeter film.

MS. HINDES: Yes, that's true.

CHAIRPERSON GOULD: I had to get that one in.

COMMISSIONER GRIFFITHS: Martha.

CHAIRPERSON GOULD: Yes.

COMMISSIONER GRIFFITHS: That brings me to the issue, we were talking earlier about the word library, but I'm wondering if we were to define that as we reintroduce the word to say it has a professional staff member, it has an ongoing active collection acquisitions policy, and so on, so we can bring some of that renewal collection into the basic definition.

CHAIRPERSON GOULD: I think that's necessary. Are there any other questions from the commissioners because if not, I have some questions. And why don't you go first.

COMMISSIONER GRIFFITHS: Okay. All I was going to say, David, I really liked your notion of a world seminar. And it relates to something that I was going to ask, but I do think we are actually in a position to convene seminars of that kind on specific topics. And I think that in a profession that as highly dispersed as our research component of our profession is, it does make a lot of sense to try and convene this electronically anyway and distribute it. The question I wanted to ask the panel was to --

CHAIRPERSON GOULD: José, microphone.

COMMISSIONER GRIFFITHS: Sorry. I will lean across it.

CHAIRPERSON GOULD: It's caught under the table.

VICE CHAIR CHALLINOR: Oh, it's caught underneath the table.

COMMISSIONER GRIFFITHS: That's all right.

CHAIRPERSON GOULD: Thank you, David.

COMMISSIONER GRIFFITHS: This morning it occurred to me, I've been sitting here thinking, my gosh, you know, this is so important, we knew it was important before we came, if that's being reinforced by the testimony that I've heard, and the question becomes what can we do about it.

So I've been trying to think about some practical approaches that we can take. And I'd like to get your feedback on the notion of convening a national summit. It occurs to me that to a large extent the reason we're all here today is because we know this is all important, and in a sense we're convincing each other or reinforcing our own beliefs. But there are some important people who are missing from this discussion today.

VICE CHAIR CHALLINOR: They're in Houston.

COMMISSIONER GRIFFITHS: Some of them are. Some of them are. But it seems to me if we had a national summit, we could bring -- we could bring in representatives of the governors, the state education agencies, school district administrators, teachers and their unions and associations, librarians and their associations, parents and students, deans in faculty of schools of education and library/information studies, and it occurred to me that that summit could be focused on the whole -- all the issues surrounding literacy and learning for life, lifelong -- as a life survival skill almost.

And it occurred to me because we had the speaker this morning from the national education goals panel that that might be a good panel to co-sponsor. So I throw that out as an idea and I'd like your feedback.

CHAIRPERSON GOULD: Well, don't everyone speak at once or I will.

MR. LOERTSCHER: Well, I think it would be a superb idea simply because as I look at the research that's going on, there are lots of folks interested in the very same things we are. They don't know about us and we don't know about them. And at the highest levels, I spoke to the NCES person this morning, and at the highest levels, folks just leave us out or they assume that we are healthy and exist and are doing wonderful things, and that is not always the case.

MS. PAPPAS: Can I ask a question of you? If we held such a conference, what would be -- what would a probable outcome of that be?

COMMISSIONER GRIFFITHS: My -- I would hope that we could, first of all, build some momentum towards a broader agenda that would -- that would be picked up and implemented at the state level, at the local level. I mean that this idea, yes, if, in fact, we -- we wanted to commit to not leaving any child behind, the whole educational system as the top priority, and everybody says it is the number one priority of the American people, then we have to understand what that means in its entirety, and our understanding then of what education and learning is about and what are the essential components of that.

I think the secondary piece to this and the other thing that's been on my mind all day is what is the appropriate role of public funding versus private funding, funding at the federal level versus the state versus the local level and who should do what in this picture.

But it could be almost a -- sort of a -- not -- more than a call for action, but to actually get a comprehensive understanding of where we are today and what it's going to take to bring together the collaborations that need to occur to allow us to begin to see a difference.

I mean I'm very disturbed by this notion of the widening gap. If nothing else, we should be putting out that statistic to every single media outlook that we can reach collectively. And I think that's a shocking statistic in a time when we're talking about, well, gosh, you know, we have to compete here and we have a global economy evolving and we're the best and we have the most Nobel prize winners whatever, that's going to do us no good if the gap is just getting much, much wider. And today there are people who are saying that the digital divide no longer exists, it was a temporary phenomenon, it's disappeared. You know, I really think there are some very, very fundamental issues that if they're not addressed soon may become almost too difficult to address.

MS. PAPPAS: I would like to support your idea. I think it's a good one. We've talked in our profession of advocacy versus awareness. We're so frustrated that we're at a point where we're beyond how do we create awareness to how do we become effective advocates for what we believe in. And if that's a way of doing it, then I would be very supportive.

CHAIRPERSON GOULD: I think that I'm going to take the chairman's prerogative and make some comments. Missing today are some very important entities. I don't see anyone here from the National Education Association, from many of the national associations of school boards, of state superintendents, of school principals, and most particularly, when we realize that we have site administration.

And it's not that we did not reach out to them, we did. And it was a little bit like dropping pebbles into a quagmire, there was a plop and they disappeared.

So the idea of a summit, I think, is extremely important. But I also wanted to go back to Julie's comments in her opening statements for us when she talked about political savvy. It's more than just knowing how to be advocates. It's understanding the political realities not only of how a school district operates, but how a state board of education functions, and for that matter how congress approaches funding for education.

And perhaps again building on José's suggestion because, you know, we are an independent entity and this is -- our job is to stand up and say to congress and the president, hey, this is what has to be done, this is our policy advice, but we cannot do it, I think, until we take what you've given us today and we take it the next step to some kind of national summit to bring in these other entities who are so busy looking at how we test, how we train to the tests, test scores, that they sometimes forget that you can only

use knowledge if you have the ability to apply it. And when you teach to a test, you do not teach young people how to apply knowledge.

So I like José's idea, and I think that we will discuss that further in our meetings. Now, does anyone else have anything else they want to say before we -- we are actually running ahead of time. I can't believe it.

VICE CHAIR CHALLINOR: That's illegal.

COMMISSIONER ROBINSON: Don't worry, it will get worse.

COMMISSIONER HIGHTOWER: I would like David to circulate the material that he brought.

COMMISSIONER ROBINSON: We'll do that at the break.

MR. WILLARD: We can do that at the break.

COMMISSIONER HOLAHAN: I do have one comment, I was listening all day, and I'm obviously not as attuned to all of the things that have been said, but there has been a common thread, and I think as José said, probably will do much to facilitate what you all are talking about, you're talking about all kinds of different things, but it seems to me the common thread is that everything that you all do has to be integrated on an ongoing basis into the curriculum of every child, all the time, every day.

And you're saying this, and I have to tell you that 15 years ago in the response to a nation at risk, which is actually what the response said, I don't remember the name of the document, but I remember that that's what it said, I was involved with it because I was on the commission at the time, and I remember listening to all of this and it's almost the same then. And my feeling was it's incestuous conversation. And Martha said that what we need is to bring in the other components of this group that are going to be able to enable you to put all of this together.

And the little note I jotted down here is I said you need a revolution. Well, maybe the summit is some method of motivating the revolution, and maybe this is it, you know, a summit where you bring everyone together that can be in a position to facilitate what you want done.

It seems to me that your motivation, is there some kind of way you have to motivate the people who are in a position to allow you to do what you can do so well. So anyway, I guess I'm seconding that -- that notion.

CHAIRPERSON GOULD: Abe.

COMMISSIONER ABRAMSON: This might be the place to share a perspective that's not my own, but it's approbo to the next section as well -- is this microphone on? There

is a position among persons more conservative than I am that because the word education does not appear in the federal constitution that that role was reserved to the states and is not a federal role at all. I think that's -- that's something that is unspoken, but obvious in a lot of the ways the issue is dealt with at the federal level.

In fact, certain relatives of certain people that are still involved had as a goal to doing away with the education department in the federal government. And so although those of us, and I consider myself on the ground when it comes to library issues, including school library issues feel that some of the responsibility and roles have been abdicated at the local and state levels. I don't think we should assume that the idea of approaching and solving the problems at the federal level will be universally embraced.

CHAIRPERSON GOULD: That could possibly be an understatement. The other issue I wanted to bring up, and perhaps the panelists could reply to this, in terms of teacher education, and it came up earlier, I think, on one of the other panels, we talked about cooperatively working in schools of education so that within teacher training they begin to understand that the role that the school library can play into the development of the curriculum, and certainly in literacy issues, and do any of you have any comments to make vis-a-vis that? Because there is a symbiotic relationship between a school librarian and a teacher.

MS. PAPPAS: The University of Northern Iowa's college of education has hired a school librarian to be the, in essence, an instructional developer for the faculty at the college. She doesn't manage a library. Her role is to work with faculty doing the information literacy side of things, helping integrate technology. What she is doing, it's a model that seems to be working very well for them. She is teaching them about process and helping them put them into that methods classes and that kind of thing. At least that's one model that could be pursued, but we have a long way to go in teacher education because we're still putting out teachers from those colleges and universities that really have no concept of a school library or the role of the school librarian.

MS. SMITH: At the University of Washington I'm working on a course that I'd like to offer in the wintertime, and that is taking this whole idea of having the school teams developing integrated curriculum and offering it as a course so practitioners would come and get credit for doing this writing, but we would put our own students who are training to be school library media specialists on each team, and we could also take the college of education students, put them on the team so they're mentored along with the practitioners.

And I told this idea to the man who is coordinator of children's services at the public library, and he knows about the community resource partner aspects of the model that we've used, he said, let our librarians come and be on the team too. So I think this might be sort of a kernel of an idea that's beginning to grow.

MR. LOERTSCHER: I know in the State of California every teacher has to take -- now has to take a course in technology. This field has infiltrated into another organization called ISTE, International Society for Technology and Education, that was funded with

multi million dollar grants to produce standards for the use of technology, knowledge and education.

And the infiltration from the school librarians on that effort has produced national guidelines for the use of technology which include information literacy guidelines. That means that every teacher who -- or every professor who is using those guidelines to educate perspective teachers and to do local inservices, et cetera, is getting a healthy dose of information literacy because it cannot be ignored and it is discussed.

MS. HOPWOOD: In the State of Virginia our teacher certification now is tied to technology standards. We must pass technology competencies in order to be recertified. One component of that technology competency is that you do an integrated lesson plan, work with the librarian in some way, incorporate technology into the classroom into an actual plan.

So we have found in Fairfax County that we are getting our foot in the door more frequently now by having to embrace it from that direction of working with teachers to help fulfill their competency requirements.

CHAIRPERSON GOULD: I'm curious to see if any of you can answer this question for me, where are our own professional associations, the American Library Association, the American Association of School Librarians, ACRL, ARL in the whole arena of information literacy? What are they doing?

MS. PAPPAS: The information literacy standards for student learning, we're a part of information power tool, the revision that came out a couple of years ago. There has become a really strong advocacy plan to try to get the message out, but not just information literacy but information power in general, what school libraries are about. I think there are a couple of issues that as a profession we've got to look at. A lot of what was in that document is ahead of where the profession is.

So we've got professional development challenges ahead of us. As an association we've talked about how we could deliver professional development on-line because we can't get all these folks to come to conferences, for lots of reasons they cannot come. So we're looking at a variety of ways to try to get at that. But you've identified teacher education, that's clearly an area. But our -- the existing teachers and the existing school librarians, many of them are still back in an age that's very different. It's moved so fast. I can remember when the first Apple came out.

CHAIRPERSON GOULD: So can I.

MS. PAPPAS: I mean it's just like, whoosh, and it's been a challenge and it's going to continue to be a challenge trying to keep up with it.

CHAIRPERSON GOULD: Yes. Sharyl.

MS. SMITH: ACRL has a very strong statement. There are lots of good people who are working on that. And we're finding at the university level that bibliographic instruction, which has concentrated on location and access, which actually was something we concentrated on in teaching our library skills years ago, they've expanded that from bibliographic information into information literacy. The public libraries are just now beginning to come on board and having instructors who are overstaffed who are teaching and so, in fact, I -- well, enough of that.

I wanted to say, and this goes along with José's idea, on Tuesday I attended a state K-12 summit for planning for information literacy. And listening to the conversation around the table you could tell that one person's definition centered on technology, another one was evaluation of resources, but there wasn't -- there wasn't an agreement about this whole intellectual process of identifying a need for information and deciding what kind of information and then where is it found, what is valuable, what is not, how do I apply it, how do I evaluate the results. So we haven't come together yet on a solid definition even though we have them in writing, but that would be a chore, I think, for our group here.
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CHAIRPERSON GOULD: Yes, Rebecca.

COMMISSIONER BINGHAM: Back before I retired, and I did retire about the time that we started the school-based decision making, there used to be in most of the states mandated in-service for school districts and personnel. If we still have that avenue, that might be a vital way for us to get some kind of a program or technologically transmitted in-service into a number of the school districts. If they could even -- if it couldn't be required, if it could be made an elective for which some kind of credit would be given, there is a meaningful way for those people out in the schools who have to do some continuing education that we might be able to collaboratively get our message across.

CHAIRPERSON GOULD: Yes. Marilyn.

COMMISSIONER MASON: Just a comment to follow up on what Sharyl was saying about the importance of children learning to evaluate what they get. With another hat I've been going around and talking to students and teachers about some aspect of the use of computers, and what we've been hearing is that children today, and I'm sure everyone here knows this, but for the record children today assume that if it's on the internet it's true. It's very much like we used to think if it was in print it was true. And the need to teach children how to evaluate that information is really quite profound. And it's not clear to me that schools are really grappling with this in an organized fashion.

MS. SMITH: Can I add that teaching the parts of a book, what a book is about.

MS. PAPPAS: We teach them about publishers. They really get a good grounding in print literature. We don't do very much of that with electronic media, so it has a mystique to them as a result. You're quite right. If it's on the internet, it's fact. And we've got to do something about that because that's a less credible medium in many ways than the book.

CHAIRPERSON GOULD: Well --

COMMISSIONER MASON: I don't think we need to beat ourselves up too much about this. As you noted and others noted, this phenomenon is really quite recent. There are, you know, the internet as a widespread phenomenon is about five or six years old, and I think that it is only as those numbers of web sites become in the billions, 000 as you noted in your presentation, and it becomes such an enormous part of the lives of children. In many ways that would take us into another direction that I won't go into. As it becomes more and more important in information gathering behavior, we have to train them in a very specific and real way about how they can evaluate what they're getting because now they don't.

MS. SMITH: Very quickly, Ruth Small at Syracuse University and her associates have worked on an on-line evaluation for children to evaluate web sites. Gail has one on her site, WWW.IH.COM, and a third one Kathy Shrock, and they all -- you people know that it's available.

CHAIRPERSON GOULD: Thank you. José, yours will be the last question for this panel.

COMMISSIONER GRIFFITHS: On the same topic actually, I think these evaluation skills go much deeper than that. I think children need to understand how to evaluate the information they get from other people, let alone from formal sources. So the skills to discern the quality of information and the integrity of the resource that they're getting it from is very important.

But related to that, several years ago I was asked to write a chapter for a book which was aimed at university presidents and provosts and decision makers about the fact that so many people thought the web was the answer to their -- to their library serials pricing issue, is that everything would be accessible by the web, therefore, they wouldn't have to put more resources into the library. So I did write the comment why the web is not a library.

It's still valid today. It talked about the fact that people believe what they're getting on the web is true, that it's everything. And in 1999 16 percent of web content was indexed, that is retrievable by using a browser or search engine of some kind, that is if you didn't know that the site existed you would be able to find it. And I said to somebody, gosh, you know, that's going to change very rapidly and somebody said to me that's going to be much better. I said, no, it's going to be much worse. And sure enough in 2000 less than one percent of web content is indexed, so it's going to be now less than one percent will be findable by browsing.

And so those navigational skills that we talked about in the title are very critical. But it comes back to one of the roles of the librarian is -- I think is not well understood, and yet perhaps is the most essential role of all, and that is the librarian provides a sort of evaluation of content of resources. I mean that's part of the role of librarians, is to look at

what's available, to evaluate and decide what is good, what is not good, so what is relevant to which topic, relevant to which course, and which course components and so on.

I think this notion of the librarian as being able to provide that sort of housekeeping, good housekeeping seal of approval on information content is very, very critical because one of the big issues that we really truly face as we move forward on this issue particularly is the notion of trust. How are we going to be able to trust content, people, services, et cetera when we don't see them eye to eye. I think the librarian is trusted. I think the librarian is the -- is almost taken for granted because it is considered -- the library is a great resource, it's a great resource for any community, but we trust them. It's a place we go when we want something that we know has the good housekeeping seal of approval.

So I think we need to think of ourselves as the brokers of that trust in the area of information content. And that is, as a role, might be another theme that can be stressed as we move forward into how we sort of reinstate the librarian.

CHAIRPERSON GOULD: The other thing a librarian knows is whether it's easier to pull a book off a shelf than to wade through pages and pages of the web. Thank you. We do appreciate your comments. And Bob has some housekeeping to talk about.

MR. WILLARD: Just a quick announcement that when we conclude at 4:30 -- I'm sorry at 4:00, at 4:30 there will be a reception in the next room over there. We will be joined with 50 to 100 additional people from the greater Cincinnati library consortia. That reception will go from 4:30 to 5:30. Following that we'll convene back in this room and Martha is going to give policy developments in Washington today. And everybody is invited to that.

CHAIRPERSON GOULD: I think everything that we have talked about today sort of can be -- come to sort of a culmination in this last panel, which does talk about the role of the federal government in supporting school libraries. Most particularly, as you know, the president's bill on education will be coming up in the senate, and you're looking at ESEA reauthorization. And the first speaker will be Marilyn Shontz, library media education program, Rowan University in Glassboro, New Jersey. Marilyn, you're on.

MS. SHONTZ: Thank you. I don't have a microphone. Okay. That's Rowan University, and it used to be Glassboro State University, so those of who you remember the old Glassboro State, sort of south of Rutgers.

Thank you for inviting us today. This is a unique opportunity, and one in which I am indeed pleased to be involved. I hope I can do this in the time allowed. I've timed myself twice and I go over every time.

CHAIRPERSON GOULD: I'm very good with the gavel.

MS. SHONTZ: Information Power states that the mission of the library media program is to ensure that students and staff are effective users of ideas and information. Today's school library media programs are charged with this mission. The mission that is at the heart of all learning and is the foundation for worthwhile outcomes at all levels. As students and staff being effective users of new information and ideas, they also become lifelong thinkers, readers and learners.

The growing numbers of high technology schools exemplify the library media programs that are fulfilling their broad-based mission in the K-12 schools.

So what is the cost of this vision of school library media programs as integral to our schools? For school library media programs to fulfil the mission of Information Power, what are the costs to taxpayers, what resources must be committed?

A look at the data about school library media programs presented in the continuing almost 20 years now series of School Library Journal reports provides some interesting estimates. The ongoing purpose of the SLJ biannual survey has been to collect and present information about school library media programs, program collections, and expenditures for materials and resources. Although there are some -- let me skip that.

One way to estimate the cost of school library media programs is to look at ongoing expenditures. Based on total local expenditures and enrollment figures reported by the SLJ respondents in '97-'98, if you have a copy of my handout, Table , it shows the annual estimated cost of school library media programs by grade level and per capita. From these figures a typical elementary school represents an annual minimum investment of \$50,970 or \$88.33 of local funds per pupil.

To put these annual costs in perspective with the total cost of education to our communities, NCES reported an estimated per pupil expenditure for '99-'00 of \$7,086 per pupil all grade levels. As a portion of that, \$7,086, specific expenditures for one elementary program would represent about . percent of that total. That 1.2 percent is actually down from 1.5 percent as calculated it in 1993-'94.

A second possible way of estimating the investment or cost to our communities represented by school library media programs is to calculate the value of the collection or resources themselves. And using the SLJ survey collection size estimates, the approximate replacement costs per item, the total cost is estimated, Table 2 shows some of the replacement costs by grade level. Media collections can be seen to -- library media collections can be seen to represent a total school community asset from 270,000 to 344,000.

The question still remains, how do we know if this investment is worth it. Are the services provided worth the cost? And the answers to these -- to this -- to these questions are critical. We now have evidence demonstrating that good school library media programs, those with adequate staff, collections and services, contribute to student success and learning in our schools.

But what factors still serve as barriers to providing all students with good school library media programs. One factor is easily recognizable from our current literature, and that is the lack of complete and accurate data about existing school library media programs.

A large percentage of individual school library media specialists on a national level do not collect program data in a systematic, organized and uniformed fashion. In the 1997-'98 data collection for the SLJ report there was a nonresponse rate of 61.8 percent. These school library media specialists were unable to report to us the needed budget and collection figures. In addition, of the 38.2 percent who did respond, about 11 percent of them could not provide us with sufficient expenditure information to allow for their inclusion in some of the statistic totals. These numbers, by the way, have been confirmed in other -- Garland did a study in 1990, which was funded, Kathleen Garland, funded by the Department of Education under the Higher Education Act Title II-V, and she found that only 53 percent of elementary school librarians actually were keeping circulation statistics.

So if we are, in fact, going to fund only what works in education, only those methods and ideas that prove their power, to close the achievement gap, we must -- as we look at best practices with the intent of providing a basis for funding on what works, we must rely on data collected by individual school library media specialists. At this point these data from many or even most schools are suspect.

Researchers' options are limited, their hands are tied when they can only study those 009 school library media programs that voluntary keep statistics. Our research reports are going to continue to be biased.

What we need to do, and this is the role of the federal government, so I'm trying to get there, and if I could start a revolution I'd love to, first of all, we must -- much as the federal government has done for academic libraries and public libraries both, we have public library data sets, we have the eye pads, academic library sets, we have nothing, nothing for school libraries. We need standardized ways of measuring and counting reference transactions, instructional planning, collaboration, collection size, collection content, ways of counting that work for school library media people.

Second, we need a consensus as to what variables, what factors are, in fact, meaningful and should be tracked.

Third, we need to require state agencies, Department of Education, this is where the revolution is going to start, to report a defined data set about school library media programs in their state. Much as we do now --

CHAIRPERSON GOULD: Time.

MS. SHONTZ: Much as we do now with the public libraries, and again, as with school libraries, as with public libraries, the schools and the district collection of data could be voluntary.

CHAIRPERSON GOULD: Thank you, Marilyn, we appreciate that. The next speaker is Roxanne Oakley, library development consultant, State Library of Ohio. Roxanne, you're on.

MS. OAKLEY: Thank you, Mrs. Gould. We're here today examining the issue of school libraries, school librarians as partners in education. Earlier speakers have addressed the critical role the professional school librarian plays in today's education environment from student performance, in supporting the curriculum and promoting and sustaining literacy and the information literacy.

Studies by Library Research Services, Simmons College, School Match and others speak clearly, students who have access to high-quality school libraries do better in school. Strong library media programs that support student achievement require professionally-trained staff with excellent facilities, materials, support staff and technology.

Unfortunately, many school libraries in this country are in trouble. Despite the research showing their importance, they often end up at the bottom of the education funding food chain as districts struggle to make ends meet. Some administrators, teachers and taxpayers think that classroom computers and internet connections can replace the school library and the school librarian. What they fail to grasp is that the information revolution is over and information has won. Students are drowning in information which is precisely why school librarians are more essential now than ever. It is critical to teach students information literacy skills and professional librarians play a pivotal role in that training.

What we're really talking about here is a need for education reform. Certainly a tired term if ever there was one. The late Dr. Francis Keppel, which many of you on the commission will remember, of Harvard University and former US commissioner of education, in his 1989 address at the joint NCLIS/AASL Symposium on Information Literacy and Education in the 21st Century said, and I quote, Education is a huge enterprise, decentralized, unmanaged and generally agreed upon as a continuing failure since 1782. It is not managed by the federal government. It is not managed to any great extent, though increasingly so, by state government, and it really isn't managed locally, as we know, fully well.

Although Dr. Keppel did have a sense of humor, he went on to observe that public education reform was a favorite game of politicians at all levels of government simply because of its lack of organization.

So what is the federal government's role in supporting school libraries? There are limits to what the federal government can do. The lion's share of school funding comes from local and state taxes. The responsibility for setting education standards and teacher certification standards belongs to the states. Choice of curriculum and instruction models

rests on local shoulders. The responsibility for training classroom teachers and school librarians in new methods of collaborative teaching falls on colleges and universities with guidance from the professional organizations and accrediting bodies.

That is not to say, however, that the federal role is insignificant. Two federal programs, the E-rate and LSTA, are already helping. The E-rate has allowed most schools affordable access to the internet. This has been a giant step forward for many school libraries, allowing to access resources outside the school building. Using internet connectivity, school libraries can participate in networks and benefit from consortium purchasing or statewide contracts for electronic databases. The E-rate program works well and should be continued, and I might add, without the limitation imposed by the CIPA.

The Library Services and Technology Act, LSTA, provides federal funding to all types of libraries. It funds training and supports the formation of library networks, consortia and shared catalogs. This creates the opportunity for group purchases of databases and resource sharing between libraries of all types.

In Ohio, for example, over \$6 million in LSTA funds have been used by school libraries to automate their catalogs and become part of the INFOhio statewide union catalog for school libraries. Another \$2 million is currently funding the creation of a statewide resource sharing system more, which will link district school and public library catalogs in a real-time on-line environment enabling any Ohio citizen anywhere at any time to borrow anything from any participating Ohio library.

LSTA funds have also been used in Ohio to foster partnerships between school and public libraries. A recent US Department of Education Study on the assessment of the role of school and public libraries in support of education reform examined the unique and complementary roles of schools and public libraries. Library services in both institutions are strengthened when partnerships exist.

The chief officers of statewide varied agencies, COSLA, has asked that funding for LSTA be doubled. This increase could be used to fund more demonstration projects that illustrate the various shapes these partnerships can take in meeting community needs. A seamless continuum of services beginning at birth in the public library, moving to the school library, on to academic libraries and then back to the public library supports the goal of fostering literacy and creating lifelong learners of our citizens.

But these two programs, LSTA and E-rate, are not enough. Despite the promises of technology, computers, networks and resource sharing cannot replace the need for books in school libraries, particularly in elementary and middle school libraries struggling to create literature-rich environments for students as they learn to read and build fluency. A large component of learning to read is student motivation. And students need frequent access to browsing collections of sufficient size that they can find books that engage their imaginations and match their interests.

Articles in Education Week, Christian Science Monitor and School Library Journal have reported the poor quality of school library collections across the nation. Average collection copyright dates in the 1970s are testimony to the fact that many library book budgets dried up with the shift of ESEA funds from direct funding to block grant funding in the early 1980s. The shift created competition for these funds within school districts, and many school libraries lost the ability to keep their collections current.

Interestingly, at about the same time the national focus on the importance of basic literacy skills was born. What students needed were more books in school libraries, instead they got fewer.

Senator Jack Reed has proposed a bill, Senate Bill 237, Improving Literacy Through School Libraries Act, which would reinstate direct funding for library materials with the reauthorization of ESEA. Passage of this bill is critical. This federal funding would allow school libraries to begin rebuilding collections that would support improved student achievement and literacy.

In addition to this, federal grants for reading programs should require that a portion of the funds be spent on books to be housed in school libraries and shared between classrooms.

Yes, the federal government can do things to support school libraries, but it does not have the power to make substantive changes in what goes on inside the school house. Support for school libraries is strongest when librarians, teachers, school administrators, parents and community members sit down together and create a shared vision of education that focuses on the information literacy needs of students. That is when the school librarians shine. Thank you for 07 your attention. I know it's been a long day.

CHAIRPERSON GOULD: Thank you. Our next speaker and our last formal speaker, Cassie Rogers, is a coordinator of libraries and technology, Tecumseh Local Schools, New Carlisle, Ohio. Cassie.

MS. ROGERS: Thank you. Federal funds helped support the library profession in my early years. And as a result of that federal funding, elementary schools in my district moved books out of hallways, created elementary school libraries and hired staff.

Since the end of that federal funding it has been a long, downhill slide. We in Ohio see many school libraries now without any funding, standards watered down and eliminated, and finally no requirements for certified library staff at any level.

This appalling state of collections and staffing in school libraries convinces me that unless federal money is specifically targeted for school libraries it does not go to school libraries.

I brought with me today a sample of the Follett Library Collection Analysis created for my school libraries after they were all automated. Five years of pulling old and outdated books, I have one here today, off the shelves, and we still saw average copyright dates of

1976, '74 and 1971. I can visit the middle school where I began my career and see titles that were there when I was there some 31 years ago.

From the Houston Texas Independent School District, the nation's seventh largest, then superintendent, Rodney Paige, directed librarians in the district to immediately remove from the library shelves all nonfiction and reference material that contains out-of-date and inaccurate material. I would hope he could help the rest of us.

Senator Jack Reed has written a bill to fund book purchases for school libraries and training for school librarians. On his web page is a listing by state of outdated titles submitted to him by school librarians across this country.

Obviously aging collections is an issue all over this country and pretty well-documented to correlate with the end of federal funding. We need federal funds to restore and maintain our collections.

The Ohio Reads program in the State of Ohio was the first initiative of our new governor. And I have to say I am very pleased with some parts of this program. But Ohio Reads grants were ordered to schools for classroom book collections only. It would take one building library at its current budget 18 years to purchase the same amount of money that was expended by one of my elementaries in a one year Ohio Reads grant.

My concern is kids coming to the library in that school to look for books to take home, they find a biography on O.J. Simpson published in 1974 or a shabby picture book that Goodwill would not even want. I was hoping that perhaps a sliver of the Ohio Reads money could go to school libraries in the State of Ohio.

I understand those who say let local parents and educators decide how to spend money in federal programs. But to do so, they must be informed, and most are not, regarding libraries. How could parents and educators decide their schools need a well-stocked library with a certified librarian if they have never seen one? In the 33 years I have been in my district, no elementary school has ever experienced the yearlong support of a full-time professional librarian.

I was a classroom teacher before I decided on a career change. And I still remember what struck me as I worked my way through my library courses, I was absolutely overwhelmed by what I as a classroom teacher did not know about libraries and research. When I started my library career in junior high school I found out it wasn't just me. As teachers brought classes to my library, they proceeded to tell students many things that were completely wrong. It was only then that I began to see what my job really was.

The school library job, as most people in Ohio see it, has been defined by those who staff these libraries. We in Ohio in grades K-8 particularly largely hire people with no degree, no library training, pay them pitiful salaries, call them library aides or even librarians, and then ask them to run a school library.

This is so unfair to the library aides. Would a library aide know or even tell a principal that they could not pull all the witch books out of the library? Well, it happened and she did not. And it is unfair to the professional librarians we do have in our schools to have their work so misunderstood.

We know many educators do not understand the powerful role of school librarians, and I don't think they will any time soon. Until the federal government can exceed in the short time intercede by offering funding for resources that can only be used for school libraries and intercede by linking that with funding for certified librarian positions in all schools. We need both.

The city where I work just built a new library with federal funds, and it's my understanding that a certified MLS librarian had to be hired to plan and manage the facility if they were to receive funding.

School library funding should not be distributed without a similar stipulation. And here's why I say this. In my own district in the buildings without librarians, an administrator will see library periods that are nothing more than a weekly eighth grade social hour, a teacher break for grading papers, or kids playing all the animal sounds on the World Book encyclopedia. And these administrators might not know, except that I did tell them in my district, that in one school year there were no more than ten visits total to a middle school library for research. 30 staff members in that building. More resources alone are not going to change things in that school.

The more things change the more they stay the same, and how true for us. We now have on-line catalogs, the web and CD's, but our kids still need to learn to read, problem solve and develop critical thinking skills, and we still need professional librarians to support staff and students in these efforts, and I think federal funding can help us do that.

CHAIRPERSON GOULD: Thank you, Cassie. Are there any comments and questions from the commissioners? Yes, Marilyn.

COMMISSIONER MASON: I have a couple actually. The first one is simply an informational thing, and I feel really stupid that I don't know the answer to it, when is ESEA up for reauthorization?

UNIDENTIFIED SPEAKER: Today.

COMMISSIONER MASON: Okay. Right now. All right. So there is a real timeliness about talking about these issues, the ones that you all have raised about specific material. I think that, Roxanne, you're the first person who has mentioned CIPA. I don't want to take us off on another direction, but I would -- since E-rate is a source of revenue for schools, and I don't know the answer to this question, at this time before it goes in -- is implemented, are most schools using filters or not?

MS. OAKLEY: I can only answer for Ohio and say yes. But most schools in Ohio are already using filters.

COMMISSIONER MASON: Does anybody have any information?

MS. ROGERS: I would say in the district where I work we've reorganized in Ohio the data acquisition sites, and it's a decision by the data acquisition site that in mine, I think it's statewide, every school there will have a filter.

COMMISSIONER MASON: Okay.

MS. CUMMINS: Our rough estimate is that 55 to 60 percent do have filters.

COMMISSIONER MASON: In schools?

MS. CUMMINS: In schools.

COMMISSIONER MASON: Is that evenly throughout K through 12 or is there a differential in elementary schools and in high schools?

MS. CUMMINS: We didn't ask it that way.

COMMISSIONER MASON: Okay. Thanks.

MS. OAKLEY: Generally we find it's a blanket decision that's made and applied equally all the way across the spectrum.

COMMISSIONER MASON: Okay. Again, I don't want to make -- because that's a whole topic by itself, but I do think that it's probably going to come up with ESEA reauthorization. So it's probably not inappropriate to at least mention the concern.

CHAIRPERSON GOULD: Abe.

COMMISSIONER ABRAMSON: It would have been inappropriate for any of us, including me, I was sharing someone else's perspective, to address directly the constitutional issue of federal support for education, but what I did sense, and was obvious in all of your causes in a different way, was the sense that the reason the federal government has to do something is because we weren't doing anything. I mean federal dollars are our dollars. That's certainly one perspective, and that is where they come from.

But another part of that perspective would be that -- I don't remember the percentage, but a good percentage of the federal congress were state and even local government officials at different points in their careers, so why would we have more confidence in the federal government if it is appropriate doing something that maybe they refused to do at the state and local level?

MS. ROGERS: My response was just to -- was to comment that we're going to fund those things that work, and we have research that this thing does work, and take some time later to work out the process as well with these other people that we were talking about on your committee that need to be convinced or educated that this might work. And so for your federal dollars, if that's the way to start with that, if you're talking with one group, and I'm trying to get 48 -- 52 states and all other kinds of different people to agree. I don't pretend to understand the dynamics of all of this. I think it's very complex.

CHAIRPERSON GOULD: Yes, Marilyn.

COMMISSIONER MASON: In that regard too, it seems to me -- I'm answering your question, Abe, and that's not fair, I do think that federal dollars have a stimulating effect in some instances. I think that the examples that the speakers were using, money that could be used that was earmarked for buying material for school libraries and media centers is a really good example of that. Sometimes that attracts.

I think the other aspect that we don't want to lose sight of, and we've talked about it some here and some just in little conversations aside, is that if people don't ever have an experience of having a good library, then they don't know what they're missing when they don't have it. So sometimes the federal money can be used to demonstrate the impact of the availability of resources and librarians in the school environment.

COMMISSIONER BINGHAM: I don't mean to be saying been there done that, but when we had the categorical funding back under NDEA following the early part of the '50s, from that we developed foundation libraries, I believe there were three elementaries, and maybe four secondary schools scattered across the United States that were models for the kinds of libraries that we should be having. Graduate library schools and others took their students there to see it done. They sent their interns, those preparing to be school librarians to work in those on scholarships and, therefore, learn.

And when we hear people say today that so many of the materials in the elementary schools stopped in the early '70s when we stopped the funding, this to me is graphic evidence of what works when we invest our money and mere cataloging of when we stopped buying materials and when we started letting librarians, especially at the elementary level go, is documentary proof that if we put our federal money and put a little stipulation in there that you've got to have staff and you've got to have this, as we have in those programs, and certainly ESEA Title II before it became a consolidation, we had, I suppose, the best elementary library structure that any of us in this room have ever seen.

CHAIRPERSON GOULD: Paulette.

COMMISSIONER HOLAHAN: I'm -- I'm still hearing the same thing, if you all are going to try now to get federal money to do what you want to do, you have to have a consolidated effort. You have to not just have the school librarians, but you have got to

get a united voice. Education has to be a consolidated force that says that this is something we need in order to do what we're supposed to do in order to carry out our mandate, which is to educate the youth of the country.

And particularly if you're looking at it from a political standpoint, which is what you have to be looking at it from if you're trying to get money out of any governmental source, you've got to present yourself as a cohesive group. And so I think you need to go into your own bodies and try to get these administrators and the principals and everybody that has something to do with how you operate to -- to stand behind you. And that just seems to me that that's a very obvious thing that has to be done.

CHAIRPERSON GOULD: Yes. Joan.

VICE CHAIR CHALLINOR: I think it's very telling that those people, the administrators and the school principals did not come today. Because it was called school libraries?

CHAIRPERSON GOULD: I don't know why they chose not. That's not necessarily to even answer us, even though we did try.

VICE CHAIR CHALLINOR: No, I didn't say we didn't try. I just said I think it's important that they did not come.

CHAIRPERSON GOULD: Yes. Cassie.

COMMISSIONER HOLAHAN: We need the revolution.

MS. ROGERS: I don't disagree with you one bit. But it's very difficult climbing up from the bottom and trying to impress your administration with your importance when I don't have any staffing in the elementaries to be librarians. I took to the administrative meeting a whole set of these that we just replaced and distributed them around the table and everybody said, yes, that's terrible. But are we going to do anything about it, they didn't seem to think that that was their concern. And as our numbers diminish, I think we are struggling with what do we do.

COMMISSIONER HOLAHAN: Well, that's why I think what José said before, if whatever this commission can do and, of course, I'm just speaking as one person, but whatever we could do to raise the consciousness level across the board and not just within this group, which everyone here is the choir, I think that maybe that's what we do need to do to try to make a splash, and then maybe it is up to you after that.

CHAIRPERSON GOULD: Marilyn.

MS. SHONTZ: We need to force back to data collection again. We need to force them to collect data. Force all of us to collect data. That's one of the sure ways of raising awareness and raising knowledge. If you have to go out and figure out how many of these things and what's going on, all of a sudden there is another quantitative item, or even a

qualitative item, to compare. And I mean really and truly that's what administrators look at. It's what principals, that's what they care about.

COMMISSIONER HOLAHAN: That's true.

MS. SHONTZ: Don't tell me that's not what members of congress look at because it is. Members of the legislature. We have no data. Most of the administrators and principals don't even know what's going on. They haven't even bothered to even find out.

CHAIRPERSON GOULD: José.

COMMISSIONER GRIFFITHS: I'm presuming then that what you're saying is that the data about the libraries -- school libraries is not required for any form of accreditation.

MS. SHONTZ: Correct.

COMMISSIONER GRIFFITHS: So that's another way we can attack it is to get that in accreditation.

MS. SHONTZ: It is -- I'm sorry, it is required if you're going to voluntary accreditation like with the regional accrediting associations, but --

COMMISSIONER GRIFFITHS: But otherwise no.

MS. SHONTZ: -- not other than in the associations.

CHAIRPERSON GOULD: Marilyn, we cannot hear you because you're not speaking into the mic.

MS. SHONTZ: I'm sorry. It is required in the voluntary accreditation associations, but it's not otherwise.

MS. OAKLEY: I believe that's -- that's changing. The specific quantitative standards have been removed from most the accreditation, voluntary accreditation organizations.

MS. SHONTZ: That's true. That's right.

MS. OAKLEY: And there seems to me to be sort of a frightening move in education as a whole in terms of moving away from any kind of quantitative standards, which makes it very difficult to measure anything. And I know if we -- well, what was mentioned in an earlier panel about -- actually I think it was you, Marilyn, that talked about collecting public libraries statistics and measures of use, et cetera, et cetera, and that hasn't been done in school libraries, and so we don't have any way to measure what we're doing on a building by building basis, which would give individual school librarians the tools with which to talk with their administration and talk with their teachers and talk with their

partners in moving forward in bringing the library in as and the librarian as a partner, as a true partner, in classroom education.

CHAIRPERSON GOULD: I'm curious, and this, I think, I'll address to this group, but maybe later we can sort of open it up for a little more, and that is the role of the state education associations play in setting state standards so that even if there are not standards at the federal level or within the voluntarily accreditation groups, there could be state standards. So where does -- do the state education associations, what kind of support do you get or do you not receive?

MS. SHONTZ: By state education association, you mean NEA or AFT?

CHAIRPERSON GOULD: Well, we have the Nevada State Education Association. And I would assume that other states have similar associations that, you know, school teachers belong to.

MS. SHONTZ: Teachers.

CHAIRPERSON GOULD: Principals.

MS. SHONTZ: In my experience, most of the state education associations school librarians are lost. School library media people have little voice and we are mostly outnumbered by teachers, and so there is really very little voice. Much as the same as with unions. School librarians who are represented by unions often have very little voice in whatever that contract is, and oftentimes that's where the fixed schedules from for elementary school library media programs is out of union contracts.

CHAIRPERSON GOULD: I'm going to ask you a very, very pointed question, who starts the revolution?

MS. SHONTZ: I'll help.

VICE CHAIR CHALLINOR: I would like to ask a pointed question, do we know whether a school librarian has ever become a school principal?

MS. OAKLEY: Absolutely. There are many.

MS. SHONTZ: Not many.

VICE CHAIR CHALLINOR: Not many. But then does the situation change within the school?

MS. SHONTZ: Yes. Actually I did a piece of research many years ago, and it does. If there is some background or some experience or those school principals in library media education there is, indeed, a difference in the school.

VICE CHAIR CHALLINOR: Can you wrestle the school principalship away from the coaches?

MS. OAKLEY: Only if you can wrestle the school librarianship away from the coaches.

VICE CHAIR CHALLINOR: I beg your pardon?

MS. OAKLEY: Only if you can wrestle the librarianship away from the coaches.

COMMISSIONER HOLAHAN: I don't follow that.

VICE CHAIR CHALLINOR: I don't follow that either.

MS. OAKLEY: Well, I've -- in my site visits out to school libraries in the last two years I've run into about four situations where the athletic director is also the school librarian.

VICE CHAIR CHALLINOR: We're going to have a lot of books on Michael Jordan.

CHAIRPERSON GOULD: Paulette.

MS. SHONTZ: From 1970.

COMMISSIONER HOLAHAN: I was just wondering, I'm thinking politically, can you enlist the help of your parents' groups in bringing to them perhaps what you do and how beneficial it is and have -- because the administrators sometimes listens to parents' groups. It still seems to me that your battleground is with the administrators, so how do you get to them and then have them go with you to where you need to go for whatever funding you need? And I can't tell you how many times you all have said, every one of you, the words collaborative, integrated, I mean that seems to me to be what you're talking about that needs to be done, both with the curriculum and with the cooperation.

CHAIRPERSON GOULD: Thank you. Okay. We appreciate that. We're at a point now where we are ready to open up the microphones to members of the audience who may wish at this point to make some statements. And we did have a sign-up sheet, and so far, I believe, only one person has signed up, Carolyn Kindle. And if there is anyone else who wishes to speak, would you give your name to Rosalie and then --

MS. KINDLE: I would like to address a couple of things here first. There are -- there is sitting here -- there is sitting here a wonderful group of people from CASLA, which is the Cincinnati Area Librarians' Association. These women have come, and I'm sorry, there aren't any men here, so it is these women have come to listen to the hearings.

COMMISSIONER HIGHTOWER: Just answer me this question, were men invited?

MS. KINDLE: Oh, yes, oh, yes. George couldn't come and Jim couldn't come, and some of them just couldn't leave their schools, you know, some of us were able to, but I would

like to note that there are some Cincinnati area librarians. There is also -- there are also some people from OELMA, including the past president of OELMA. OELMA is our state librarian association, and we have people from there, and most of the CASLA members and librarians are here, our members of that.

COMMISSIONER ABRAMSON: Did Jim and George have to coach this afternoon?

MS. KINDLE: They didn't call me and tell me why they weren't coming, I'm sorry. I'll call them and ask them if you want me to.

CHAIRPERSON GOULD: Carolyn, why don't you take a seat now and speak to us.

MS. KINDLE: I hope you don't mind, I just wanted to recognize people who are here who did not volunteer to speak. I was introduced to you earlier. In fact, I was one of the first names mentioned because I was that one in School Librarian Journal that you spoke about earlier.

Imagine, if you will, a 90-year-old high school with over 1,600 students in the inner city of Cincinnati. It's less than five miles from this downtown public library where the NCLIS hearings are taking place. Imagine the library with its 13 gorgeous stained-glass windows, symbolic of the importance placed on education in the first half of the 20th century. The center window designed in a Tiffany-style glass costs \$7,000 in 1928. The library has an on-line public access catalog -- catalog reflecting 15,000 titles. Some of the copyrights are '00 and '01, which, of course, is 1900 and 1901.

Imagine also that the students who are seniors who will graduate in one month are the only class at this school who have had new library books bought with general funds from the Cincinnati City School District. There has been no budget for books for three years. Because I have insisted, current biography annuals have been purchased at \$95 each. And each year the library buys about \$500 in periodicals. Of course, this high school does not get Readers' Guide To Periodical Literature. Why would we? It would take half that budget.

Unfortunately, students lose more than 100 books a year. Even when students pay for the books, the money is not returned to the library, but goes into the general fund. The only bright spot is that in two of the past three years the library received modest vocational funds enabling us to have a cart of career education books. And I have bought used books at public library sales. Each book costs about a \$1.50 and the money comes from my own pocket.

Why, you wonder, has this happened. There are nine high schools. My high school is second largest and ranks third in student achievement. Four years ago the district moved to site-based management, which you've heard about, and which means that budget decisions are made in the building based on a per pupil allocation. Please do not think that the formula is the same for every student in every school, it is not. Some schools

receive far less per pupil than others. And pity the school with low enrollment unless it has special funding.

Each staff member in our building receives a modest \$200 for supplies. Any photocopying of instructions, tests or supplemental material is deducted from that amount.

Our biology book has a 1991 copyright. The literature books were purchased when this magnet school opened in 1989.

Because of site-based management, our school has no guidance counselor, even though our population is known to be at risk. 45 percent are on free or reduced lunch. 88 percent are minority. There is one music teacher and one art teacher and one drama teacher. The drama teacher was cut from the budget for next year, which means that our school, remember I said we have 1,600 students, will have two fine arts teachers.

I don't need to tell you that I'm the only librarian and have no assistant. When I leave the room the library is closed. Every year I wonder if my position might be the next one cut. And for those of you who cannot believe that a large high school could operate without a library, without books, without research, I will remind you that in 1995 all of the Cincinnati City School District high school libraries were closed for one semester except for the one where the parents paid the salary of one certificated librarian.

After passage of the tax levy the high school libraries reopened. There is nothing in this district to indicate that our administration believes that a well-stocked library run by a professional librarian is one of the foremost factors in predicting student success.

Times are tough, but our students still deserve the best education we can provide. And I do that. I work closely with teachers to design information skills lessons that align with standards. Students like my Macbeth research game where they hunt for answers to questions in electronic databases, the internet, Bartlett's and other resource materials chosen to teach them various strategies for searching and to feature reference books that they might not have used in past assignments.

Students and teachers like the ninth grade lessons where I introduce the library resources using a scavenger hunt that takes them to an atlas, the almanac, the on-line world fact book, the on-line catalog and other resources. I collaborate with the teacher when I design the lesson so that it is always integrated into the curriculum.

One of many favorite research papers is done in biology and has various environmental themes such as hazardous waste, the rain forests or water pollution. I suggest teachers require their science portfolio piece when there are INFOhio vendors' previews providing additional electronic databases. I help with the bibliographies as well as finding research materials. I had a student who was repeating ninth grade tell me he loved the biology paper and got an A. He flunked the class, but he got an A on the research paper.

There are two strategies that I employ that are fairly unique. I close the doors and go with students, sometimes for the entire day, to this downtown public library. I also close the doors and visit classrooms, particularly computer labs, where I can teach research strategies on the internet.

The students, teachers and I can board a bus and be downtown in 15 minutes. I feel very committed to going with them whenever I can. I love public librarians, but most of them are not dedicated teachers. They are reluctant to discipline when needed and they have other duties that keep them from attending to the classes for six hours. Also, students are frequently intimidated by these librarians, and I'm certainly not afraid to ask for help. And I have so much fun. On one trip this year we were researching the industrial revolution and found absolutely amazing primary source material on microfiche. It was so exciting, and the students caught the spirit of inquiry.

I have to tell you that some of my students are down here today. You may have seen them wandering around the library. Two of my teachers are down here with kids, and they come down here because it is 15 minutes away and it's great fun, it's an outing, it gets them out of the school, and they really love to come down here, and it is an excellent library. I've got my card right here.

When I go to the computer labs, I teach students to choose their web sources wisely. It is always amazing that a student can find three perfect sources on the internet in ten minutes while I might spend three hours searching and reading to find appropriate material. Of course, they do not understand that they must identify authentic, legitimate sources.

I preview and bookmark web sites and I constantly admonish students to evaluate resources. I also remind them to use their public library cards -- do you want me to stop? I just have a little more. Do you want me to stop?

MR. WILLARD: Keep going.

MS. KINDLE: I remind them to use their public library card on the internet for our library has amazing databases available for those who carry this little red, plastic card. I teach and reteach and reteach because that is what you do with high school students if you are going to prepare them for lifelong learning.

Thank you for giving me this opportunity to repeat one more time what master educators know, a professional librarian, collaborating with teachers, there is that word again, can design superb opportunities for students to research topics, suggesting appropriate electronic sources, as well as books and periodicals. Librarians have a unique opportunity to remind students to check for authenticity, to become critical readers questioning sources, and to be aware of propaganda techniques. At the same time librarians delight in matching young people with books that pique their curiosity and encourage reading for lifelong enjoyment. For after all, we in the checkout business are our own best customers. Most of us are avid readers ourselves and we derive great

pleasure from providing well-stocked shelves overflowing with the best tomes from the past as well as current books to satisfy the wide range of interests expressed by our student patrons. Thank you.

CHAIRPERSON GOULD: Thank you, Carolyn.

MS. KINDLE: Thank you.

CHAIRPERSON GOULD: Our next speaker is Barbara Tope.

MS. TOPE: I am a retired library media specialist and past president of the Ohio Educational Library Media Association. I currently serve that organization as their advocacy chair.

CHAIRPERSON GOULD: Thank you.

MS. TOPE: We submitted to you a document for the record which expresses some positions that the OELMA has taken on these issues in the past, and I thought I would read a little from the last page, which might summarize things that have been said today here. I do thank the commission for coming to Ohio and the wonderful people who have come and contributed to the panels during the day.

In 2000 the Ohio Educational Library Media Association offered the following advice to the state government of Ohio. We believe it is applicable to federal support also. As Ohio plans to build or renovate school buildings, let us be sure that a good library facility is part of every plan. As we seek to increase the supply of educators and improve the number and quality of opportunities for training in the education field, let us be sure that school librarians are included. As we seek to implement rigorous standards for learning in Ohio schools, let us be sure that still acquiring and using information is included. As we plan budgets and funding methods, let us be sure that adequate facilities, materials and staff are provided to all students.

There are many schools in Ohio, mostly elementary schools, which are not staffed by licensed librarians. This denies beginning readers the services of a professional trained to foster their interest in books and reading, to motivate them to acquire literacy skills in the classroom, to assist their teachers in finding appropriate materials, to help staff and students alike to explore safely technology resources. Without a licensed school librarian purchasing for the library collections in these schools is haphazard at best.

To become literate, students need a rich variety of materials suited to their needs readily available to them throughout the school day. And I've taken that statement from the Crashen report.

There is a shortage of school librarians and a shortage of college and university programs to train them. The rapidly evolving technology of information storage and delivery make tremendous demands on persons and any aspect of the library profession. In order to

adequately prepare candidates for the school librarian license, colleges offering the program are requiring lengthy courses of study. We believe the federal government could best support school libraries by offering grants to students desiring to pursue degrees as school librarians, especially persons now employed as paraprofessionals in school libraries.

CHAIRPERSON GOULD: Thank you.

MS. TOPE: Thank you.

CHAIRPERSON GOULD: Thank you, Barbara. Do you have any questions for Barbara from the commissioners? Thank you. At this point we're going to sort of wander out into the audience. I believe there are people who have some comments that they would like to make, and this gives you a great opportunity.

MS. FINDLAY: Thank you.

CHAIRPERSON GOULD: Please identify yourself.

MS. FINDLAY: I'm Christine Findlay once again, from the Centerville City Schools. And I think I have some information that pertains to the question that Commissioner Holahan asked, it's true 08 that we need the support of teachers and administrators and we need to be collaborating on that. But I think what might be a little bit more true is that administrators do what they are told. We would not have the amount of standardized testing that we do in our schools today had that not been mandated. And the amount of funds that are being spent on special education, and I'm not saying they shouldn't be spent, but that amount would not be being spent if that were not mandated.

And when we talk to people such as the Ohio School Boards Association, and we ask them to support putting a librarian in the schools, they say we cannot support anything that is an mandate. If you can get it funded, we support it, we believe in it. But if we have to pay for it, we cannot do it. That's our problem.

MS. ROGERS: Cassie Rogers from Tecumseh Local. Just something that occurred to me this morning as we were talking, and the fact that we want to promote our profession and find those things that are working, in my elementary school there are 30 staff members, there is one library position. I mean 0 in middle school, one library staff person. You're going to have teachers that are excellent, good, in the middle and some that should get another job. If you're going to see that librarian as positive or negative towards that school, if this is a person not doing the job, then the opinion of the administrators in that district in that building, that person has done it. Where one math teacher is not going to kill you or one social studies teacher is not going to kill you, but only one professional person that represents that position can make a difference in what people think about your job.

MR. CORMAN: I'm Paul Corman, I'm currently the executive director of NOAH. I've got 35 years in public education, I am a male school librarian.

CHAIRPERSON GOULD: Would you like to stand, sir.

MR. CORMAN: There has been some question here about the federal role and where it should be, and whether we should go back through associations and other places. I think we've tried all those things. I wanted to bring to the committee's attention at least the idea that the federal role in education has always been to encourage change.

You know, we only get seven or eight percent of our total federal budget -- or the total of school funding in this country is from the federal government, so it's a very, very small part. But when they decide to do something, they exert tremendous influence. And I think that's an important thing to remember. They place the spotlight on things that otherwise might be forgotten or not be brought to the public's attention.

And if you want to think about this, testing was not brought up by school administrators or by school teachers or by library media people. It was done by government officials. And it certainly is a multi-billion dollar industry now.

And I also would remind you that when technology came into the schools it was the Clinton/Gore administration who brought us to the attention that everybody in America ought to have access to technology, and all of a sudden we had E-rate and we had tons of money in the State of Ohio. INFOhio, I understand, has put \$600 million into technology.

So when the federal government emphasizes something, it puts the spotlight on it, it causes things to happen. And that's why it's very important that federal money be designated to specific projects so that we put that emphasis where it belongs and the state will follow along.

MS. MILTNER: I am Linda Miltner, and I am a library media specialist at Bridgetown Middle School in the Oak Hills School District on the west side of Cincinnati. It's a suburban district -- suburban district.

And I was thinking -- wondering when you were saying why didn't the principals come and the superintendents and some of the other organizations that were wondering why they didn't respond to your invitation. I was thinking maybe if you had only changed the title of the thing to a hearing on how school librarians will help you navigate through the proficiency test waters, and had you put that in or whatever terms in the other states, but just say this is going to help you with the proficiency test scores, I guarantee you would have had a flood of people here.

That is driving everything. Absolutely everything. It is driving how we do our curricula. Things that are happening in my district are beginning to appall me with what -- how much they are driving what's going on in schools. And I think the public can't begin to

understand this, but I think it's a buzz word that draws response. And maybe -- are you having other hearings? I'm just curious, is this the only one for the country or --

VICE CHAIR CHALLINOR: We're not planning on one, but how about how to raise your child's score at school?

UNIDENTIFIED SPEAKER: Yeah.

MS. MILTNER: Not grades on report cards, they really don't care about that unless you want to talk about the report card that they give the schools, which Ohio now does, and that report card is sent to every -- the home of every taxpayer, a report card on your school. And so maybe something like that. But just saying how to help the poor librarians who are drowning, that's why they didn't come.

CHAIRPERSON GOULD: Okay. Thank you.

VICE CHAIR CHALLINOR: Information is information, even when it's negative. We appreciate that suggestion, we'll take it to heart.

COMMISSIONER ROBINSON: The only thing driving me about testing is that it's driving me crazy.

MR. BAUGHMAN: Jim Baughman, I really want to support José Griffiths' suggestion about having a summit. I think that's a wonderful idea. I just was sitting here thinking that one of my students' research projects, which I happen to have with me, and it shows that 92 percent of the secondary school principals in Massachusetts believe the use of the library media center is associated with higher academic achievement.

I merely point out if it hadn't been for the tremendous publicity of the various research reports in the way -- in the press and on the broadcast media, we wouldn't have had that 92 percent. So I think there is -- that they are educable. And this can be done, but I do think this message has to get out. I think that might be a really good place to begin.

And the other comment I would make just in general is in regard to so-called federal support. I can remember the tremendous argument we had back in the '50s when we first had federal aid for public libraries under the Library Services Act, and how difficult that was to get through during the Eisenhower years under the same idea that libraries aren't mentioned in the Constitution.

I still think that there is validity in the general welfare clause of the Constitution. And certainly education has got to be seen in any modern democracy as part of that general welfare because it's more important to have educated people than uneducated because it unsettles the realm, as Elizabeth I pointed out, and she had the stature with use of espousals in order -- or aid and encourage education and other things for the public good.

CHAIRPERSON GOULD: Thank you.

MS. TOUCHSTONE: My name is Sharon Touchstone, and I've been involved as a school librarian for over 30 years, having gone straight to Michigan's library school out of undergraduate school. And I'd like to address the attention that's being given to the shortage of school librarians available today, which is pretty significant here in the Cincinnati area.

I think the reason for this is a lot of the schools that used to offer the certification have dropped their programs. The reason they dropped their programs is because they didn't have enough students. And the reason they didn't have enough students is because there were no jobs because Ohio doesn't require certified librarians in their elementary schools. So I think that's really kind of a vicious cycle as to why -- I somebody agreeing me -- as to why we have this shortage now.

MR. LOERTSCHER: David Loertscher. I think if you think that we now have Laura Bush is in the White House, and if Ken Haycock is elected president of ALA that puts a school librarian as president of the American Librarian Association, and if NCLIS would push to have a national summit, I think there might be a possibility of looking not at short-term solutions. We also need to look beyond and building bridges and not calling it something just for libraries, but as has been indicated in the past, thinking about what children need to have to succeed academically, then we might, indeed, assemble a national summit with much broader interests than has been evident in the attendance today.

CHAIRPERSON GOULD: Thank you. At this point I'm going to -- oh, we have one more person. Please.

MS. WALKER: Yes. I'm Julie Walker, I'm executive director of the American Association of School Librarians, which is a division of the American Library Association, and I believe I can answer two questions that have come up today. The first is Sharon earlier -- Sharon, I'm going to get in your bag -- showed you a copy of Information Power Building Partnerships For Learning, which were the standards and -- standards for information literacy and guidelines for school library media programs which were published in 1988.

We didn't just publish these. We also launched a five-year implementation plan, and for three years AASL funded the Trein & Treiner's Institute, and at this point in time we have state coordinators in nearly every state in the United States. This was a Trein & Treiner's workshop and advocacy. And I've gotten the feeling today that sometimes that has not come out as clearly that we are working very hard and -- in the advocacy world.

And at the national level Marjorie Pappas, and I can't remember right now who 07 presented with you, presented to the ASCD, the Association for Supervision in Curriculum Development, with a national presentation to the National Association of Secondary School Principals. In the fall we have a program accepted for the National Middle School Association. Part of the implementation plan was -- the key to this is

advocacy to getting to the decision makers and the stakeholders in letting them know what we can do for them. And so this is happening in every state. It's a big job. But that plan is in place. And I want to applaud the school librarians all over the United States who have put heart and soul into this implementation effort.

And I didn't want this picture to be totally one of nothing is happening because there is a lot happening as far as advocacy is concerned.

And the other -- I hope this doesn't go in the official record because I don't want to be totally quoted on this -- but one strategy that ACRL has, the Association of College and Research Libraries, they, as someone pointed out, have published information literacy competencies also, one of their strategies is to infiltrate the colleges of education because they're already on the campuses, and to work with not only the educators of teacher -- educators, but also to come down into the preparation programs of teachers themselves. So we're working in that effort and we're also working through NCAID and we have managed to get both in the elementary standards and the unit accreditation standards at least the words information literacy so someone might say, gee, what's that. Thank you.

MS. COATNEY: I'm Sharon Coatney. What Julie said just reminded me of something I mentioned in my testimony, I had been the chair of the national -- I can't say this -- the National Board for Professional Teaching Standards, standards that we just got through writing. One of the advocacy roles that I served as being the chair of that is that the person who was the liaison from that group after he had sat with us for two years said, I get it, school librarians should have been on every curriculum writing committee that we've had.

COMMISSIONER GRIFFITHS: Yes, yes, absolutely.

MS. COATNEY: As you may or may not know, the National Board for Professional Teaching Standards, certifies at this time over teaching fields. And now because of our efforts in the past three years, now there is going to be a school librarian on every field. And they are having us go back now, and I personally in January went and rewrote the standards for English, science and social studies injecting information literacy standards and technology standards into their standards for national certification. So we are doing things, but it's slow.

CHAIRPERSON GOULD: Thank you. At this point I will invite comments from the commissioners, and we will start with Mr. Abramson.

COMMISSIONER ABRAMSON: I'm speechless.

CHAIRPERSON GOULD: Abe, I have never known you to be speechless. Paulette?

COMMISSIONER HOLAHAN: Well, I think I've said it.

CHAIRPERSON GOULD: Paulette.

COMMISSIONER HOLAHAN: I'm sorry.

CHAIRPERSON GOULD: Why don't you use Abe's. It's closer to you.

COMMISSIONER HOLAHAN: This is really much to do about nothing because I don't have anything to stay. I said, you know, what I thought and what I garnered from what you all had said, and there was some very good responses to it, and I think maybe you all arguing what you need to do. And maybe what you really still need is the revolution to have a splash. That is what we're talking about. That you bring it up to everyone's consciousness level and you go on from there so that all the things that you're doing will have more of an impetus. That's it.

CHAIRPERSON GOULD: Thank you. Bobby.

COMMISSIONER ROBERTS: My background is in public libraries, and it's been really informative for me to listen to experts in school libraries and the practitioners in an area that I'm very sympathetic with, but will confess my ignorance about, so it's been very helpful to me. Hopefully the commission can follow up on this and do something with this. I think that the products you produced eventually end up in the public library in one way or the other, and the better trained, the better they understand libraries, the more sympathetic they are to us, probably the better we survive in the long run. So I think we're all in the same boat. Sometimes we seem to be disconnected. But it's been very informative, for helpful. I thank you all for coming.

COMMISSIONER GRIFFITHS: Okay. I'm just going to echo those sentiments. I do think this is a very, very important issue and it's going to become even more important as the world gets ever more complex. And so I hope that we can shine a spotlight a little bit on the fact that someone at this end of the spectrum might yield the benefits in the long term for society generally.

VICE CHAIR CHALLINOR: I'm a historian and, therefore, I come from it from a university point of view. However, I went to a wonderful school when I was young. I had four children in the school system and now I have six grandchildren in the school system, so I have a keen interest in schools, and I want to thank you all for doing a task that is not really recognized by our culture. And I think that it is very hard to do that which is not recognized and I'd like to say how much I admire the job you're doing. But I do think that it is time to move out and to let people know and to blow your own horns.

CHAIRPERSON GOULD: Robby.

COMMISSIONER ROBINSON: Well, I've learned today that those who have get and those who don't have don't get. I guess that's one of the things that bothers me, as I've earlier mentioned, but it is heartwarming to see that people who have worked in this field for many years still feel the enthusiasm for being school librarians and see the value of that. I went to a high school that also had a 1923 library with wonderful stained-glass

windows, and that was the sort of center of the high school at that time, and we didn't have any computers. I think we had abacus. In any case -- I was not very good at math.

But I think the important thing that I've gotten from this hearing today is that we need to bring this out in the -- as I said, we need to make this a bigger issue. And I made a big pitch earlier this morning about music and art and drama and whatever, all these things which somehow our society has decided are not very important in the scheme of things, you know. I'm talking to the converted, but the issue is somehow that's gone, you know. The issue of computers, I remember, this is really awful to say this, having gone with my son to see a Commander Kirk in one of the movies of Star Trek in which on his birthday they went out and found someplace in San Francisco, something that the captain really liked, a book, because there weren't any more books. And this was Moby Dick or something like that. And I said to myself, you know, wow, I'm looking at this as sort of a silly movie, that really hit me on that issue, that the one thing he wanted for his birthday was a book. Because I don't find it very easy to take my computer to bed.

COMMISSIONER MASON: I'm supposed to follow that last remark? I was -- I was sitting here thinking about redundancy, and how in our -- in our society we always want to eliminate redundancy and achieve some kind of economy. And I wonder if that may be embedded somehow in the neglect of school libraries. I wonder if people see, for instance, in Cincinnati the wonderful public library system, which is really one of the best in the country, not quite as good as Cleveland, but almost, and then think that those libraries can absorb the needs of the children in school.

This really couldn't be further from the truth. The fact of the matter is we live in -- well, in the -- if you pursue that to its logical and ridiculous conclusion, you would have one copy of one book in every municipality or maybe in every country, and everyone would be expected to time share it somehow.

But it seems to me that at a time when information has become so complex, and so kind of pervasive, that we have never needed school libraries more because school librarians do something that other librarians can't do or don't do, and that is they can teach children to make some judgments about the information that they're receiving. We can pretend to do that in public libraries, but I don't think we do a very good job of it, and I don't think public libraries ever will do a particularly good job of it because our role is somewhat different.

I think that that role is so important today that it almost eclipses everything else. And if we don't help children learn how to sort out the real from the unreal at a very early age, we will as a country, as a democracy, we will be in very deep trouble down the road.

COMMISSIONER HIGHTOWER: First I want to compliment Martha Gould and Bob Willard for the excellent planning -- oh, I'm not turned on. That's always been my problem, somebody turns my mic off. I want to compliment Martha Gould and Bob Willard for excellent planning for this today and for each of you who have participated.

Every presentation has just been top notch, and I really have learned a lot, and I appreciate so much of the work that has been involved.

I remember though a long time ago there was a comedy routine about the question man. He didn't have any answers, but he had a lot of questions. Well, this commission that I'm pleased and honored to be a part of has a responsibility of advising the president and the congress about library and information needs.

Now, what we need -- what we need are answers to some of these things as to how we might proceed to go to the president and to the congress as to how we can solve some of these problems. The wonderful presentation were the problems. We understand the problems. But we're going to be -- we really do need some solutions.

Now the suggestion that José had made about perhaps a summit, that would be fine. That might be another way to generate more interest.

But we need to know how we can go to congress and say, congress, we need to do -- you need to do these things for the American people.

Now, you may not know this, I didn't know it until I got on the commission, this is the smallest federal agency in the whole book of federal agencies. Our budget is a million and a half dollars this year. A million and a half dollars. They spent more than that on waste baskets last year. We don't have the ability to do a whole lot, but we do have a quorum and we do have a mandate to come back to congress and say these are the needs of the people.

So as we move -- as we go back to our homes and go back to Washington, if any suggestions or things that you can give us that might be helpful in mandating -- helpful in formulating a program to give to congress, I think that's what we have been requested to do.

We are asked -- I'm not sure that -- of course, I was there for ten years. I was a member of the House for ten years, and I think I can look at it from their point of view, yeah, sometimes you can ask a question and really just not want an answer, you just as soon not have an answer.

But I'm on the other side of the table now, and they're asking us -- they're asking us some questions and we need to give them some answers. So we need to tell them, this is what the libraries need, this is what the school libraries need. If we're going to address the problems of education, this is where we want to start, these are things to do.

And I'm not putting down members of congress because they're just people like the rest of us. But the simpler you can make it, the better the chance of understanding that you're going to have. So thank you so much. All that you have had to offer here today is good. And now Martha and the staff and those of us that are going to be looking at preparing the report have a big job to do. And I just want to say again we want your understanding

of what our role is and what we would like to accomplish in carrying out the responsibilities that we have been assigned.

COMMISSIONER BINGHAM: Just my luck to be the last one after that expression, but I certainly hope that the input will have the kind of effect on the status of school media libraries today that the dropping of Sputnik did that got us started on the role that ended in the '70s. And I do see that we may have triggers toward -- in that direction. There seems to be real merit in the suggestion of a summit. There is certainly fertile ground in the suggestion of inputs from all of you as to how we can do something, and maybe then we can be for the new century what NDEA, ESEA Title II and the state and regional standards were for the latter part of the previous century.

CHAIRPERSON GOULD: Well, it looks like I get to have the last word, again, a chairperson's prerogative. I've learned a lot today as the other members of the commission have. I was also very aware of a number of the problems.

In the State of Nevada, and Nevada, as you know, is not the most progressive state in the world -- Mr. Willard just said we have progressive slots, and that's true. You might be interested to know that the governor's council on libraries and literacy impaneled a task force, and we have taken Information Power and the standards in Information Power, and they are -- they're not content standards, as you know, they're progress -- process standards. And they are by law going to be placed, as far as we know, into the state administrative code which carries the force of law so that the content standards in the various disciplines, social studies, math, science, cannot be met without also incorporating the process standards, which we have taken from Information Power.

We have a wonderful task force of public and school librarians working together. And if you want to know about it -- more about it, you see me after we go next door for the reception. I'm very pleased and very proud that we're doing that in Nevada because I think it's a good way to go.

We've done something else in Nevada that I'm very proud of, and that is the development of partnership libraries where the public library actually is in the school. And it has been so successful that we finally had to pull together and about five years ago did a how-to manual. We have now sent out over 00 of these manuals throughout the United States, Canada, Europe and Australia, so you can come and talk to me about those later.

There are, I think, some things that we can do in the short-term that we will discuss on the commission. There are some things that can be done in the long-term. There are two bills in congress. One, of course, is the reauthorization of ESEA and the other is the Reed bill Senate Bill 7. Those are immediate, somewhat short-term solutions that can get you started, but we need to look at really the long-term solutions. And, again, I think that a summit that Dr. Griffiths discussed is a way of beginning to move towards some of the solutions that can be used.

We will have a 0-day comment period. Many of you may have more things you would like to discuss, please get those comments in to us. At this point I do again want to thank all of you for coming today, for your input, for your caring and most of all, for the incredible level of commitment that I have heard today from people who are proud of their profession and understand the obligations of their profession. You are all to be commended. I do want to thank again the Cincinnati and Hamilton County Public Library for allowing -- for hosting us here. They did a lot to make life very easy for us, as did the state library and the state librarian. I also again want to acknowledge the work that was done by our own staff, Rosalie Vlach, Kim Miller, Judy Russell, I just went blank, and Beth Bingham, and the staff that are still back in the office in Washington. Everything looks so smooth on the surface, but it took an enormous amount of time and effort. And as we stated, we have a very small staff and I think they did Herculean duty to bring all of this together and, of course, Mr. Willard, who keeps me on the straight and narrow.

We are going to, it says here adjourn, but actually I think we're going to call it a recess because we will go next door for the reception, and then we'll reconvene in here because there are some issues that I think need to be brought to the surface at -- ancillary to the discussions that we've had here today.

So enjoy, come back in around :0 and we'll have an opportunity to -- I'm going to talk a little bit about the Washington scene, and then give everyone again an opportunity to discuss -- Robert said I have to gavel.

(Whereupon, at :0 p.m. the hearing was adjourned.)

MEETING OF THE
U.S. NATIONAL COMMISSION ON LIBRARIES
AND INFORMATION SCIENCE

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Huenefeld Tower Room
Public Library of Cincinnati
and Hamilton County
800 Vine Street
Cincinnati, Ohio

Friday, April 27, 2001

The meeting was convened, pursuant to notice, at 8:37 a.m., MARTHA B. GOULD, Chairperson, presiding.

PRESENT:

COMMISSIONERS:

MARTHA B. GOULD, Chair
JOAN R. CHALLINOR, Vice Chair
C.E. "ABE" ABRAMSON
REBECCA T. BINGHAM
JOSE-MARIE GRIFFITHS
JACK E. HIGHTOWER
PAULETTE HOLAHAN
MARILYN GELL MASON
DONALD L. ROBINSON
BOBBY ROBERTS
WINSTON TABB, Library of Congress

STAFF: ROBERT S. WILLARD, Executive Director
JUDITH C. RUSSELL, Deputy Director
KIM MILLER, Special Assistant - Technical
ROSALIE VLACH, Director, Legislative and Public Affairs

CONSULTANTS:

BETH E. BINGHAM
F. WOODY HORTON

PROCEEDINGS
OPENING COMMENTS AND INTRODUCTIONS

CHAIRPERSON GOULD: Good morning and welcome. I'm supposed to make some opening comments, and I think the only thing I am going to say -- is that close enough?

MS. RUSSELL: That's excellent.

COMMISSIONER ABRAMSON: Embrace, embrace.

CHAIRPERSON GOULD: If my husband were here he would say that.

VICE CHAIR CHALLINOR: Caress.

CHAIRPERSON GOULD: Caress. First of all, I really want to thank everyone for the Herculean duty yesterday. I feel that the hearing went very, very well. And again, I thank you all. It was a long day, but in many ways a very profitable day. Because the agenda says opening comments and introductions, I'm looking around and I don't think we need to do introductions. So we will go on to the next item, which is welcome and comments from Kim Fender, who is the director, but Kim is not here at this point.

COMMISSIONER ABRAMSON: I would like to say something. I -- I would like to say that I have observed a lot of public reporters -- court reporters, not always being deposed myself, but I did not hear a single comment in the way of needing a break. I've never seen -- I've never seen a court reporter go that long in a row without breaking -- without at least grimacing or --

COMMISSIONER GRIFFITHS: Sighing.

COMMISSIONER ABRAMSON: And I was much impressed.

COMMISSIONER ROBINSON: She has a whole new vocabulary now she tells me since.

CHAIRPERSON GOULD: Thank you, Abe. I think we all say thank you.

CHAIRPERSON'S REPORT

CHAIRPERSON GOULD: The next item is my chairperson's report, and it says executive committee meeting March 7th, and I'm sitting here saying I can't remember what we discussed last year.

VICE CHAIR CHALLINOR: The budget.

CHAIRPERSON GOULD: We talked about the budget. What else did we talk about? The budget. Okay. Zero funding, all right. That's what we're going to talk about. Do you

want to give us an update beyond what we discussed the other day? Okay. You do have the update and the appropriations request, and we also have a financial report that you can look at. Do you have any other -- just take a minute to read through it.

VICE CHAIR CHALLINOR: This is not the OMB budget. This is the budget budget, right?

CHAIRPERSON GOULD: You know, I'm not with it. I was up since 5:00 this morning for some other reason, I couldn't sleep well last night. All right. We're just going to ignore the time frames, and we are going to go directly to the executive director's report.

EXECUTIVE DIRECTOR'S REPORT

MR. WILLARD: I think it is worth noting that today is the first meeting of the commission with a quorum in maybe a year, so I am delighted to see this turnout. We'll talk about that issue. Can we get these lights? We'll talk about that issue in a little bit more detail. Can everyone see that okay? It has been a very, to use Martha's favorite word, interesting time at the commission since we've had our last formal meeting. I'm going to cover the same points I traditionally cover in the executive director's report. Starting out with personnel, and we'll probably spend a fair amount of time talking about the appropriation process so we'll review publications and projects that we've got going, although in many cases I will simply be giving gloss and then the staff person who is involved in that project is on the agenda later will go into more detail. Personnel, we would like to report we have great stability. There have been no changes in our permanent staff, so the area in personnel that really needs some conversation is the commissioner appointments. Let me show you how the commission looks today. I realize you can't see all the names, so I'll point them out, but it's arrayed in expiration years, so people whose term expired in 2000, 2001, 2002, 2003, 2004. So Mr. Abramson, Mr. Anderson and Mr. Burton's term formally expired July 19th last year, but the law extends their service until July 19th of this year or if earlier an appointment had been made to the commission. The two vacancies we have are the position that was held by Jane and the position that was held by Frank Lakino. So because we have three recess appointments, Mr. Robinson, Ms. Mason and Ms. Holahan, we are up to 13 of our 15 appointed members. Now, where will we be on July 20th? At that point, assuming there is no replacements, it would be pretty impossible to get a replacement between now and July 20th, Abramson, Anderson and Burton are no longer commissioners. Ms. Bingham and Dr. Griffiths are also beginning their one-year term, so at that point -- the way you should think about it is, these -- the brighter colors are the appointments that the president could make right away. So Ms. Bingham and Dr. Griffiths can be reappointed or replaced on July 20th. Now, where it gets real serious --

COMMISSIONER ABRAMSON: Wait a minute, Bob. Unless I misunderstand it, he could also appoint into the slots any of those recess appointments, couldn't he?

MR. WILLARD: No, not yet. He can appoint, but their terms take place --

COMMISSIONER ABRAMSON: Okay.

MR. WILLARD: -- at the end of the next session.

COMMISSIONER ABRAMSON: Okay. Because I was told otherwise. I was told that they were put into a position like a lapover of a year. That's not true.

MR. WILLARD: That's not true.

COMMISSIONER ROBINSON: That's not what the commission says.

MR. WILLARD: No. The three recess appointees, they're full commissioners with all powers except for the fact that their term expires at the end of the senate instead of going to either 2002, 2003, 2004, which happens to be the cycle they're in. So if you count that up, you can see that by the end of the first session of the congress, the president has ten appointees that can be made to the commission. Now, as you all know, the president has submitted a budget to the congress that says there will be no commission next year, so it's a ticklish situation on how do you work with the White House personnel office, asking them to start dealing with our appointments and -- when the official position is that there will be no commission. My hope is that there will be a clear and unmistakable sign out of the congress before too long that we are moving in the direction toward reauthorization -- not reauthorization, but funding. No prediction of that, but that's my hope. Once that happens, I think then we can start talking to the White House more clearly about personnel. And, in fact, it's my intention as soon as we get one or two more documents that have to be created to support the appropriation situation, that a letter that -- I will draft a letter on behalf of the chair to the White House personnel office asking them that in light of the time that it takes to evaluate potential candidates that they devote some attention to it. They may not take it as far as actually initiating an FBI claim, but they could do some of the paperwork. Martha, I suggest I suspend this for a minute since Kim is here.

CHAIRPERSON GOULD: Thank you.

VICE CHAIR CHALLINOR: I have a question.

MR. WILLARD: Could you hold that question?

VICE CHAIR CHALLINOR: Sure.

CHAIRPERSON GOULD: Kim, we're delighted that you're here with us this morning. Would you like to make some comments?

MS. FENDER: Okay. Well, thank you all for inviting me to speak this morning. My apologies for being late. I didn't have it on my calendar starting until 9:00, so I was just off a little bit, but we're delighted to welcome you here and we've enjoyed hearing what was going on yesterday. Seeing the hearings in person rather than just reading about them

is quite a change for us because that doesn't happen often in Cincinnati, so we were delighted to get to be a part of that process for the first time, and also to have a chance to talk with you individually and learn more about what the commission actually does. That's been very important to us, and so we were greatly concerned to hear that it isn't being funded right now for next year. And I wish I thought to ask you last night who we should contact about that. I thought of that question after we were all finished.

CHAIRPERSON GOULD: Your senators and your congressmen.

MS. FENDER: So there is not anyone in particular --

COMMISSIONER ROBINSON: Not in the State of Ohio, but it's the chairman of the appropriations committee which covers us.

MS. FENDER: So that's something that we can also do. But I do want to extend our welcome and thanks again for holding your hearings and meeting here. It's been a pleasure hosting you here. And I want you to notice that there is a tour, an optional tour, this afternoon, and I will be delighted to walk all of through the library and share with you our beautiful facility. I hope you have time to stay for that. Thank you.

CHAIRPERSON GOULD: On behalf of the commissioners I would like to thank you and I'd like to again thank the staff. Seldom have I felt, and I think the commissioners will concur, so welcome. And it has been great. And also would like to thank the friends and the board of trustees for their hospitality -- what day is it?

COMMISSIONER ROBINSON: Friday

CHAIRPERSON GOULD: -- on Wednesday night. Nothing wrong with me. It has been a wonderful time in Cincinnati. It's not only the Queen City, it is also a very friendly city.

MS. FENDER: Thank you very much.

CHAIRPERSON GOULD: It's been a pleasure.

COMMISSIONER GRIFFITHS: Can I just reinforce that because I think I'd like to compliment Kim. She has created obviously a wonderful atmosphere here, one that is very personal, and the staff was very friendly, even when they didn't necessarily know that we were commissioners, and I think that speaks very well very well of you.

CHAIRPERSON GOULD: So please convey our thanks to your staff.

MS. FENDER: I will. We will give them a big thanks and a little incentive for helping out because we usually give them a -- maybe a small treat or flowers or something as a thank you, so we'll do that.

CHAIRPERSON GOULD: Great.

MS. FENDER: We also would like to say our thanks to the board for the lovely dinner. I know that was just extraordinary. Thank you.

CHAIRPERSON GOULD: Before you leave, we have a small gift. They are the commission bookmarks, and we would like you to share those with your staff.

MS. FENDER: I will do that. Thank you. And I will coming right back. There was one thing I was in the middle of, and I will come right back. Thank you. I will share those with the staff. They will love to have them. Thanks.

CHAIRPERSON GOULD: Thank you. Okay, Bob, if you want to continue.

MR. WILLARD: So are there any questions on the -- on the appointment situation? I will be working closely with members of the commission who have indicated an interest in being reappointed, on working with them to communicate in the best possible way with White House personnel in this rather unsettling, unprecedented situation, or maybe not unprecedented, I guess we've had zero funding proposals twice before, but I don't know what was going on with regard to appointments. But as you can see, that situation means that at the end of this session, unless a number of things fall well our way, we're back in the situation where we -- because we have a legal opinion that says a quorum is a majority of the members, and that means a majority of the number of members that exist, not that happen to sit and be appointed, so a -- a quorum is always eight people. We will have less commissioners than is required to make a quorum.

VICE CHAIR CHALLINOR: How does that work with Beverly and the Librarian of Congress?

MR. WILLARD: The Librarian of Congress is in the year -- the cycle year that -- that -- the 2001 because he is a permanent -- he or she would be a permanent appointment as long as the commission exists. So even though it's in this rank of the 2001, that's just because that rank is the first one that was appointed back when the commission started in '71. The director of IMLS also is permanent, but has no vote, so is not part of the quorum. The Librarian of Congress does have a vote and, therefore, supports the quorum. As you can see --

VICE CHAIR CHALLINOR: I counted seven; is that correct? After this, after this we have seven.

MR. WILLARD: Five. Well, we got the director of IMLS, but no vote. But in terms of counting toward the quorum there are four plus one, five.

COMMISSIONER GRIFFITHS: Plus the two.

VICE CHAIR CHALLINOR: What about the two purple votes?

MR. WILLARD: I'm sorry, you're right. You're right, until July of the following year.

COMMISSIONER ABRAMSON: There is no significance to be attached, I assume, to the fact that there is no line connecting the 2001 line with the rest of the table.

MR. WILLARD: There is a deep, psychological subliminal significance to that, but you weren't supposed to call it out.

COMMISSIONER ROBINSON: It comes under the longest street in Montana.

COMMISSIONER HOLAHAN: Whether it's seven or five it still isn't eight.

MR. WILLARD: Right. I think it has to do with the rushed use of Power Point software organizational chart feature, which I don't use too often because we have an organization set up. I don't use it.

CHAIRPERSON GOULD: Marilyn.

COMMISSIONER MASON: Okay. I have a question, if the president just decides, okay, say the congress funds this, but he just doesn't appoint any commissioners, then what happens?

MR. WILLARD: That also is a way for the commission to slowly go out of business. We do -- we've had some conversations with the authorizing committee staff suggesting that an amendment to our law might also be in order that has -- that has been done for other commissions that had term appointed members, and that is to extend the term indefinitely until the replacement is made. We've mentioned that to a couple of the legislators. It is unclear -- well, actually it's been written, I don't think we've talked about it yet, but we wrote to a legislator suggesting that it's, again, a ticklish issue because it's authorizing versus appropriation. But one way it could be done is if there is an appropriation, then in that same vehicle it would be appropriate to say not only are we funding you, but we see this problem and we'll make this slight adjustment in the law. It's a very simple amendment, they just have to cross out the reference.

COMMISSIONER ROBINSON: But that doesn't apply to the recess appointments in any case, I don't think, because there is another law about recess appointments.

COMMISSIONER HOLAHAN: It could be if it was written into it.

MR. WILLARD: No, recess appointments, I think, would always follow that.

COMMISSIONER ROBINSON: The other law.

MR. WILLARD: The attorney in the room suggests it might be unconstitutional.

MR. NEAL: It's a separation of powers.

COMMISSIONER HIGHTOWER: It might be unconstitutional, but it's not unprecedented.

MR. WILLARD: The Museum Services Board operates that way. They serve until their successor is appointed.

COMMISSIONER ABRAMSON: I don't remember why I read our original enabling legislation, but that was in there in the original.

MR. WILLARD: No. In the original it expired at the end of five years and there was no -- no give at all.

COMMISSIONER HOLAHAN: Yeah, that's true, because when I went off at the end of the five years nobody was appointed to take my place.

COMMISSIONER ABRAMSON: That's what the change was.

MR. WILLARD: Bobby went off at the end of six, it's the same thing. He went off and then was reappointed and started his term and began in there.

COMMISSIONER ABRAMSON: Well, I must be mistaken, there was a note somewhere in something I read that said when they added international to our concerns as a commission that they changed the ability for people to stay on until their replacements were--

MR. WILLARD: I think you misread it.

COMMISSIONER ABRAMSON: Is that when they added the one-year extension?

MR. WILLARD: Yes. That was in the '91 or '92 amendments.

VICE CHAIR CHALLINOR: If we didn't have the one year we wouldn't be here now.

CHAIRPERSON GOULD: Bob.

MR. WILLARD: Yes.

CHAIRPERSON GOULD: Would it be appropriate at this time for us to suggest that those who wish to be reappointed who are going into their one-year extension, hopefully you all kept your paperwork so that you can get everything together and be able to move quickly if, indeed, we are at a point where we can start dealing with the White House office of personnel.

MR. WILLARD: One thing I would recommend in that vein is that the White House is relying extensively on electronic applications, electronic filing, and they do have forms

on the White House web page personnel section. And even if you have sent letters or anything else, I would recommend filling those forms out.

CHAIRPERSON GOULD: Yes. That was the other thing that I was going to say. So that we at least have a thumbs up or a heads up or whatever and can start moving quickly. I feel fairly confident that we will have a budget. And, hopefully, we will have a figure in the budget as a chairman's mark or markup so that within the next maybe fortnight we can start moving. Because once there is a figure in our budget, then I think we have the ability to at least start working up in the White House office of personnel. Because at that point I think congress will be sending a message that says a positive, keep the commission.

MR. WILLARD: I hope you're right. I think even if the chairman's mark carries it, that's still a private document until they go to formal markup in the subcommittee, and that could be many months later. I do believe, personal opinion, that the appropriations bills this year will all get through before September 30th, unlike last year when our appropriation actually was passed on December 14th or 15th. But I think that it will still be a while before there is a formal document. Now, that doesn't mean that we couldn't ask the individuals on the two appropriations committees, especially if the chairmen are supporting us, that they could communicate to the White House and say, it's our intention to and, therefore, we want to let you know, but that is not in the works.

CHAIRPERSON GOULD: Joan.

VICE CHAIR CHALLINOR: Supposing we -- I'm trying to be kind, if the bipartisanship that we are seeing right now breaks down and the budget goes on and on, and we're on a continuing resolution, then what happens to us?

MR. WILLARD: It depends on how they write that continuing resolution. Frequently it is continuation of the prior year. Sometimes it is what is in the bills that have been marked up and passed. Usually they have passed both houses, but they haven't hit the conference. There is a continuing resolution that deals with that.

VICE CHAIR CHALLINOR: Yeah.

MR. WILLARD: And usually what it does, is pick the lower of the two approved amounts and move that forward through the first --

VICE CHAIR CHALLINOR: Then I have another question. If it's September and the markup is happening, but we don't have enough commissioners to actually take votes, then what happens? Do we meet?

COMMISSIONER HOLAHAN: We'll still in September because it's the regular session of congress.

VICE CHAIR CHALLINOR: But we won't have enough commissioners.

COMMISSIONER ABRAMSON: In September our quorum is counted using IMLS, do I remember that?

MR. WILLARD: No. IMLS is never in the quorum.

COMMISSIONER ABRAMSON: But I mean for our joint meeting, I thought the quorum was enough for votes to be cast or something like that. That's not --

MR. WILLARD: That's not germane. The two -- two bodies both have to have a quorum of 50 percent, and actions have to be approved by two-thirds.

COMMISSIONER ABRAMSON: Okay.

VICE CHAIR CHALLINOR: Do we meet?

CHAIRPERSON GOULD: Yes.

VICE CHAIR CHALLINOR: We do meet, okay. We meet.

CHAIRPERSON GOULD: We will continue to do our business under the present budget through the end of the 2000 and 1 federal fiscal year, which is the 30th of September.

MR. WILLARD: From a financial point of view. From a vote point of view we will continue to do business until the end of the senate session.

CHAIRPERSON GOULD: Correct.

VICE CHAIR CHALLINOR: Which is?

COMMISSIONER ROBINSON: Whenever.

COMMISSIONER HIGHTOWER: Christmas.

MR. WILLARD: They are talking about October 7th, October 10th, something like that.

COMMISSIONER HOLAHAN: That's why you have will a quorum in September.

MR. WILLARD: Although now one of the things that would probably be reasonable to do, and I will have the legal research done to find out, is we do know that traditionally the executive committee has been empowered to handle some actions of the commission, so there may be the need for a formal resolution at our meeting in September to --

VICE CHAIR CHALLINOR: Why don't we take one now?

MR. WILLARD: Because I haven't done the legal research. I don't know.

VICE CHAIR CHALLINOR: Well, that's not --

MR. WILLARD: I want to make sure --

CHAIRPERSON GOULD: Wait, wait, wait, wait. You can't move something until we have a legal basis on which to do it.

COMMISSIONER ABRAMSON: That's not true, but it's a better idea to do it that way.

MR. WILLARD: We can move it subject to a point of order.

CHAIRPERSON GOULD: Why do I feel like I'm herding cats?

VICE CHAIR CHALLINOR: No, I don't think this is unreasonable.

CHAIRPERSON GOULD: It isn't unreasonable. Let's have -- let's have the research done first.

VICE CHAIR CHALLINOR: Could we have a contingency? Could we take a contingency on this?

MR. WILLARD: I'm not concerned about it at this point.

CHAIRPERSON GOULD: I don't think it's necessary at this point. We will be -- perhaps the executive committee could meet at ALA.

VICE CHAIR CHALLINOR: Okay.

MR. WILLARD: Once we have the -- once we have the legal parameters of what -- what can be or what can be authorized for an executive committee to do on a continuing basis, we'll have that written up into a resolution. The resolution doesn't even have to be handled at a meeting. It can be handled through a mail ballot. I think because of the importance of it, we would want to have public disclosure of what we were doing.

VICE CHAIR CHALLINOR: Absolutely. I'm not suggesting anything else.

CHAIRPERSON GOULD: Okay. Are you pretty much finished with personnel issues?

MS. RUSSELL: I just wanted to say that Bob mentioned the fact that we could use the appropriations bill as a vehicle for changing the extension of terms. And probably the way to do that is to get Jefferson Kennedy to request that the appropriations committee do that because the authorizing committee has requested it, it takes out the tensions between the two committees of why are you doing substantive legislation and authorization and appropriation, and to do a similar thing on the house side. So I mean our first strategy obviously has to be the funding, because if they're not going to fund us,

there is no point in asking to extend terms. But once we know that they're putting in funding, then I think the logical thing to do is go to the two oversight committees and use our contacts there to have them request that the language be put in rather than the commission requesting it. And if they ask for it, it's likely to be just simply a matter of fact thing because there is nothing controversial.

COMMISSIONER ABRAMSON: I have two comments. One of them is I don't think we're considering enough possible scenarios.

MR. WILLARD: I think we are not discussing enough possible scenarios.

COMMISSIONER ABRAMSON: Well, I think we should.

VICE CHAIR CHALLINOR: I think so too.

COMMISSIONER ABRAMSON: Yeah. One of the possible scenarios is that we're with some aforethought, malice -- malicious or otherwise, we're allowed to wither away and reconstituted in some different form, including things like political balance as a requirement. That's true on a lot of commissions and a lot of other kinds of things. So I think that's one possible scenario. And I think that another possible scenario is that the rule and scope of the duties of IMLS is engorged, if you will, with some of the things that we do. I don't happen to be in favor of that, but I wasn't in favor of IMLS being formed the way it is anyway. So -- but I mean they're not asking me, but what I'm saying is that one of the scenarios is that we absolutely do disappear and something else comes back for which each and all of us are eligible to be considered. The other concern that I have is -- as far as personnel goes is with the staff. You know what I mean? And I think that we should be preparing ourselves to, first of all, we should acknowledge the fact that, you know, some of them have mortgages too. And that we only have one person who is in a quasi protected position who is actually a general schedule employee. And I think that's something we should focus on.

VICE CHAIR CHALLINOR: I think --

CHAIRPERSON GOULD: Actually Bob, Judy and I have discussed this. And we are very aware of the issues. When a -- an entity is done away with, there has to be -- there is a whole process you have to go through to close down a commission or agency, and there has to be money provided to do the windup. So this -- I think this really is something that staff is already aware of, and believe me it is of more than minor concern. So we are already looking at addressing some of these issues so that we will be prepared for the unacceptable. But I don't think we're going to have the unacceptable. I intend to be very positive in my outlook.

COMMISSIONER ABRAMSON: I'm real positive.

CHAIRPERSON GOULD: Of course, I'm also burning candles and leaving milk out for the wind people.

VICE CHAIR CHALLINOR: Yes. I'd like to say that I have always emphasized in speaking to the staff that we are part-time commissioners. We love the commission, but this is their work, this is their life, and we're talking about mortgage, none of us are paying the mortgage out of what we get from the commission, but that I'm very aware of this. And I think truly it really almost can't be said enough, and to thank them for being here and staying in under these extraordinarily difficult circumstances.

MR. WILLARD: My continuing message to the staff has been business as usual. I want each of them to devote their energy to carrying on the business of the commission as they always have as much as possible, minimize their concern and recognize that I'm carrying that burden. Now, I have to admit it is almost -- it's more than 100 percent of the workday, it's -- it is the thing that I carry with me all the time, and I resent and regret it because there is so many good things that I could be working on in terms of commission programs, but I have devoted all of my energy to the budgetary situation. Part of that time has also been devoted to scenario describing alternative outcomes, but it isn't worth putting a lot of energy into that. I think we've got to -- we've got to mark on them, and we are. There are all sorts of things that we could spend a lot of time discussing here, but my recommendation is not to because let's worry about the outcome that we want to see and put the most of the energy in there and devote -- allow me to devote a little bit of energy to dealing with the outcomes we don't want, but how we handle them. I'm very sensitive. We've already done the research on what we can do in terms of helping employees when an agency is discontinued, so we're doing that work.

The next thing I happen to have in this presentation was appropriations, but I think we've done it except to tell you that we do have an obligation, and it's somewhat ironic, we have an obligation to submit to congress of congressional justification for the president's recommendation. We have to write that.

COMMISSIONER ROBINSON: You have to write a recommendation agreeing that the -
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MS. RUSSELL: Not quite.

MR. WILLARD: That is -- that's technically the letter of the law. I think it's circular A-19 or A-11.

MR. HORTON: A-11.

MR. WILLARD: A-11 is the regulations. And what it says is that -- it put strictures on executive agencies to disagree with the president's recommendation. I believe that the commission is uniquely exempt from that because of its language, and especially the debate that took place on the floor of the congress, both the house and senate, where the independence of the agency was very much discussed. Nonetheless, we try always to follow the rules. So OMB gets the right to approve our justification before we send it up. We're going to do that. We're going to send them a copy of it. The outline, and that's all

that exists right now, but the outline is to say the president has recommended zero. We still have an obligation to the appropriations committee to account for the money it made available during the current year. So we will describe the programs we did in the current year. We also will use the occasion to say if we are to exist no more, this would be a good time to talk about some of the major accomplishments in the past beyond the current year. So that will be part of the document. And finally, since the appropriations document says language to the effect, the necessary functions of this agency will be transferred to other agencies, we then can talk about what those other -- what those functions are that we plan to do next year, and give an idea of how much they would cost and challenge congress to address that issue, i.e., to transfer it to other agencies because the White House didn't indicate where those were or to say there is no reason to transfer it, here's the money you need. So that document is, as I say, it's in outline form, and it will be developed within the next week.

CHAIRPERSON GOULD: In the justification, the way you're going to strategically set it, in discussing the transfer of some of the duties and responsibilities, will you also be paying the cost of that transfer? You can't just transfer responsibilities without having a dollar figure attached because responsibilities and duties and tasks and obligations cost money.

MR. WILLARD: If you're -- oh, yes, absolutely. If you're focusing on the operating cost of the functions, yes, we clearly would. If you're talking about some incremental charge that just gets developed because of the transfer and having learning curve costs, no, we're not going to get that sophisticated.

CHAIRPERSON GOULD: Can you do the former?

MR. WILLARD: Yes. I mean that's -- essentially we say, our budget would have been -- what we submitted to the White House was X, if these functions get transferred, X still has to be spent, and here's how it would have been spent.

CHAIRPERSON GOULD: Jose.

COMMISSIONER GRIFFITHS: Martha, I think maybe we could address what you're talking about, the fact that it doesn't appear that these functions are currently being performed anywhere else. Consequently, this is not a -- there is no savings attached to the transfer and, in fact, there would be some overhead for the actual transfer itself. It's an opportunity to reinforce the fact that this doesn't duplicate the functions of IMLS or --

CHAIRPERSON GOULD: Correct.

COMMISSIONER GRIFFITHS: -- Department of Education.

CHAIRPERSON GOULD: I think we have to make that very clear.

MR. WILLARD: And indeed, I think it is appropriate to discuss how certain, let's say apparent, transfers really aren't all that apparent. We know that there has been some discussion in the press about whether IMLS would be the recipient of some of our functions, and we've got good legislative history on why they shouldn't be because of the obligation of this body to provide oversight to that body. It certainly doesn't work to have an oversight body inside the observed entity.

CHAIRPERSON GOULD: That which is oversighted.

COMMISSIONER GRIFFITHS: Or unsighted.

CHAIRPERSON GOULD: Yes, Woody.

MR. HORTON: I would suggest in the statements that I think Bob is -- Bob is ready to draft this weekend or whatever to the appropriations committee that it be stressed that it's not just a transfer of functions. It's the context in which the commission does its work and the fact that it is an independent body that is reporting to both the president. And so it's not just a proforma case of transferring functions from A to B. It's a case of the context in which the functions are being carried out and the mission. And I think that's a very crucial and important consideration that should be emphasized in the statement.

CHAIRPERSON GOULD: Interestingly enough, when I met with my congressman, and there's a history that goes back beyond when he -- when he was still in the state legislature, and has a great understanding at this point of what the commission does, that was the first thing that he zeroed in on and said, you know, he was very much opposed to zero funding.

VICE CHAIR CHALLINOR: I would just like to know, if we report both to the president and the congress, are we not as much congressional as we are --

MR. WILLARD: Not technically because the law specifically says there is created in the executive branch an independent agency known as.

COMMISSIONER ROBINSON: All appointees are appointed by the president of the United States.

VICE CHAIR CHALLINOR: I'm just exploring all avenues of expression.

MR. WILLARD: However, as you recall I have said on occasion before that we perform that advice function to both. And if the president says zero, we can always ask the congress how much advice do you want and telling them the price tag.

CHAIRPERSON GOULD: Robby, you wanted to say something.

COMMISSIONER ROBINSON: I guess I was concerned about two things happening simultaneously, we are zero funded at the same time 2001 fiscal year is for 1.4- 5

millions of dollars, and at the same time that's going on, there was a request by the commission for \$3 million to OM -- to OMB for this future fiscal year. What is our position on, okay, we like you, you can have \$1.5 million versus, okay, we like you, we'll give you the \$3 million. I mean I'm a little concerned that we've got too many things going on in the pie at the same time like you're out of here is one, and you're here, but you get what you got or you're here and not only are we going to give you what you got, but we're going to double what you got. I think I see a whole flock of questions coming up from appropriations members about who are we and we should shut up about the \$3 million until we get the funding. And I'm just asking that question, I'm not saying anything, but where are we on that particular issue.

MR. WILLARD: I have a point of view, but I think that's worth some observations from other commissioners.

CHAIRPERSON GOULD: Well, I think that as the chair I will take the prerogative here. I'm holding to the 3 million, and I'm holding to the 3 million because when we sent our justification for the 2002 budget up in September, which was before the change in the administration, it was a well-written document and it laid out what it is we were doing and what it is we had planned -- we were planning on doing. And when I discussed this -- when I was asked to discuss the issue with my congressman, the first thing he said was you have to hold to the budget that you originally sent up and not back down because that is the work that you're supposed to be doing, and that is what I will request. And I think that that is the point. It also then gives us room for negotiation. But if we back off and say, oh, just give us, you know, our whatever in suffocation, then I think we denigrate the work of the commission, and we certainly denigrate the work of the staff and that, to me, is not wise, and it is not acceptable.

COMMISSIONER GRIFFITHS: Martha, I understand -- can I play devil's advocate for a minute. I understand what you're saying, but I could also understand -- I could -- I can imagine the circumstance where somebody says your budget request indicated that, you know, the work of the commission is important. You have said that in order to look at some new areas of activity, some new topic areas it will require additional funding. You haven't said you can't function at that higher level, but that it is sort of you're asking for the additional to do specific things. The one thing that I think we haven't covered, that would be a question in the current fiscal climate, is how do we know you're not going to just simply come back year after year adding more and more things in a cumulative fashion rather than giving some sense of how large an agency with the kinds of responsibilities we have should be. Do you understand what I'm saying?

CHAIRPERSON GOULD: Oh, yes, I understand fully what you're saying. Before I answer that, someone else indicated they wanted to say something.

VICE CHAIR CHALLINOR: Yeah. I've always been for 1.5, but I've been accused of having too small an appetite again and again, in other places too.

CHAIRPERSON GOULD: Robby and then Marilyn.

COMMISSIONER ROBINSON: Well, I'm just -- I agree with the 3 million, but I've also been on the hill a long time too. And one of the things that I worry about in this scenario is that, oh, if we essentially raise this flag of, you know, the red flag, in this case only it's a money flag, the OMB will actually come up and talk at the appropriations hearings and say, oh, by the way, we didn't want it in the first place, we sure as hell don't want it at 3 million, and we never approved 3 million, we approved zero, I just know that those are the kinds of questions that will come up.

CHAIRPERSON GOULD: Marilyn.

COMMISSIONER MASON: Someday I will learn how to make this work. Someone said once dream no small dreams. And I have always found in working with all levels of government that if you have an exciting, persuasive program, it is far easier to sell than something that is scaled back and very careful. \$3 million in the federal budget is really nothing. And I think that we can make a much more powerful case for a continuing commission while asking for the increase. It is no secret to anyone I know of that information policy issues are becoming larger and more numerous and not smaller and less difficult. And so I believe if we are to be faithful to the charge that we've been given, then we have an obligation to request the kind of budget that would make it possible to do that properly. Now, I think if congress comes back and says okay, okay, but we're not going to give you \$3 million this year, we're probably not going to fall on our swords and say kill us or give us more money, but I think that gives us an opportunity to negotiate. If we start at 1.5, the only negotiating position is death or life on a marginal level.

CHAIRPERSON GOULD: Thank you, Marilyn. Abe and then Jose.

COMMISSIONER ABRAMSON: I find myself agreeing with Martha that, you know, I read a budget submission I thought it was well considered and there weren't really new projects, they were just projects that we hadn't gotten to before, so having said that, I also like the quote I saw on the wall of a watering hole last night from Will Rogers and it said, prohibition is better than no liquor at all. So although I think we ought to have \$3 million to do our job of work, I certainly think that -- that we can continue most of what we're already doing at the lower figure, including making at least a stronger case for the next year.

CHAIRPERSON GOULD: Thank you, Abe. Jose.

COMMISSIONER GRIFFITHS: Martha, I was not suggesting in any way that we not go for the \$3 million, I wanted to clarify that, but I think we need to be absolutely prepared on the spot to answer the question, what if -- what would you do if we just gave you 1.4 or 5 million dollars, what about a million dollars. And to be -- to come back with a very succinct statement, an elevated speech if you want, about why \$3 million is better, why it is necessary, if it is \$6 million the following year it will be for very good reasons. I think we need to be prepared or you need to be prepared.

CHAIRPERSON GOULD: I can assure you we will be prepared. Jack and then Joan.

COMMISSIONER HIGHTOWER: In response to what Jose said there, I think really I like the old saying of, I've known for many years, do the best you can with what you have where you are. And if they say, well, what if we only give you -- look, we have a legislative mandate and we're doing the best we can with what we have, and that's what we will continue to do. Now, we would like to fully address to the best of our capabilities our legislative mandate, but if you're not going to let us do that, we'll do the best we can with what we have where we are.

VICE CHAIR CHALLINOR: Yes. I think considering we still have a full commission here, maybe we should take a vote on this so that everybody gets the sense that the commission has gone forward, and then it becomes a commission position.

COMMISSIONER ABRAMSON: I second that.

CHAIRPERSON GOULD: Robert.

MR. WILLARD: I would like to just add to the conversation, as many of you know, I have been immersing myself when I can in the early history of this organization. So I have read through the reports and the language of debate on the floor. I've also begun to look at the excellent work of the Johnson -- Johnson appointed temporary commission that Martha and others remember that suggested this commission exist. I believe that we have an outstanding argument to make about what this commission should be doing at the level of funding requested at 3 million. One of the things I have said over and over again given the opportunity is that 3 million is still less than the amount of dollars that was allocated to us in standard dollars or whatever, in noninflated dollars. In other words, \$750,000 in 1970 is still less than \$3 million in 2001. So I think we should stand by that. And I think that protects us against the issue Jose raised about are we going to come back for 6. We might come back with 3.2, 3.4, whatever 750,000 is, but I think we might want to argue even though we do -- we did get an authorization amount change to where such sums as needed, which does let us ask for anything in the sky. I think if we stay within that envelope that was created by the founders we're pretty safe. And if we want it to be increased, then maybe we want a more fulsome discussion by the authorizing committee of what we do. The two projects that we have clearly identified as just -- well, part of what gets you from 1.5 up is just the normal cost of living and things like that. I can't remember what it is, but 1.7, in that area. So we aren't really doubling, but it's close. Technically it's doubling. The two projects that we have laid before decision makers are these, intellectual property and telecommunications. In the area of intellectual property, we can point to the history of this organization and people like Payton Neal were there when it went on, this commission played a significant role in negotiating the issue regarding library photocopying back when the 1976 Copyright Act was passed. We can play a role because of the honest broker position we can take. I think the Napster decision is a wonderful opportunity for people to focus on the important role of intellectual property on our economy. And the idea, when you look at the constitutional basis, how are you promoting science and useful arts. Is it simply by having a scheme whereby

everybody can use whatever they want? That's a strong dissemination model. Or is it a scheme where you provide financial incentives to those who create information? Those are the two arguments. The answer is neither. The answer is somewhere in the middle, and this commission can help on that subject. The other is -- and it's great to see the resonance that both of these issues have with policy makers. The other is telecommunications. I am an unabashed fan of E-rates. I see no problem with it. I don't consider it -- I mean it is a tax, but it's a good tax. The 45 cents or whatever it is that gets added to your per line charge on your telephone bill goes into this great big pool that has resulted in, we know, in terms of libraries, 95 percent of them are connected to the internet. That wouldn't have happened without the E-rate. But is being connected enough? And that's a question that we can ask. But it's going to take money. Both of those issues. I would -- how many times have I stood before you and said, whenever an issue like you see that gets raised, we should be in it, but we can't be in it unless we can do it well. You can't do intellectual property issues well unless you've got solid knowledge on your staff. Judy and I are both fairly well informed in copyright issues, but I wouldn't go into that arena if you were -- well, you are paying me, but I wouldn't go into that arena. But if we had the wherewithal to have a lawyer or intellectual property specialist on our staff who could devote his or her attention to that we can make a difference. And we can also make a difference simply in enhancing our already established to just doing surveys capability that Denise is in charge of, to start doing an assessment of, okay, E-rates have been around for two or three years now, so what. We can measure that so what. And both of those issues, I think, are sellable and they're still under the \$750,000 1970 dollar cap. So that's the argument I've been carrying. I was in touch with somebody who is a political operative, as far as I know, and I sent him, for example, Martha's letter, I sent him Frank Farencoff's letter, I was showing him the debate and he said, Governor Rhodes here in Ohio used to have a sentence, and I think it's wonderful, he says, You're telling me how to make a watch when all I want to know is what time it is. We have to have a very succinct statement that we can put in front of these policy makers to say here's what we need and here's why we need it.

CHAIRPERSON GOULD: I do have to say at this point that thanks to the work of Jose and Joan I have before me what I hope is the one-page broadside, the succinct statement that --

VICE CHAIR CHALLINOR: We have, first of all, a motion on the floor to take a vote and seconded by --

COMMISSIONER ROBINSON: He is out of order.

CHAIRPERSON GOULD: Whoa, whoa.

VICE CHAIR CHALLINOR: Okay.

CHAIRPERSON GOULD: There is no formal motion. All you said was I think we should do this so that --

VICE CHAIR CHALLINOR: Well, Abe seconded whatever was on the floor.

CHAIRPERSON GOULD: From a parliamentary point of view, I would really like for Bob to finish his executive director's report, and then we can go back and address formally a motion.

COMMISSIONER ABRAMSON: I withdraw my second.

VICE CHAIR CHALLINOR: I withdraw my informal motion.

CHAIRPERSON GOULD: Bob, would you continue.

MR. WILLARD: I would like to run through the publications. We have published, and Woody will talk more about the substance of the publication, but we have published a comprehensive assessment and distributed to all members of congress.

COMMISSIONER ABRAMSON: Great work, great work.

MR. WILLARD: The public sector private sector task force, which was, again, a great example of good work that had been done by the commission back in the early '80s, and when we took it off the shelf it still stood up, and we reproduced along with some important policy documents that have emanated in the interim. We're in the middle of getting the disability hearing published, and we're following a new model that may -- may help us for continued publications. I think in the defense planning they talk about the two-war capability, two war plus two conflicts. I don't think we can handle more than one publication at a time. It's just -- I think it's a physical limitation on our ability. And so we are going to start looking for outside professional editing help. Obviously the staff is closest to the substance of the process, but there is nothing magic about editing, and we've got a person on basically a trial run doing the disability editing. And I am pretty sure that that will prove to be a good decision. Consequently the hearing that we had yesterday will get into the hands of this person very quickly, and I'm hoping that we can get the record of this hearing done in markedly more rapid fashion. I'm still embarrassed that we don't have the annual report for the last year. It's getting closer, but it doesn't exist yet.

CHAIRPERSON GOULD: A few things got in the way. I think the saying about, you know, when you're trying to do something life gets in the way.

MR. WILLARD: Yes. We're draining the swamp. Projects, as I say, most people -- other people will talk about them. We won't say much about the statistics because Denise had a very important meeting, she also represents us in the standards world, she is our representative to NISO, the National Information Standards Organization, they had a major proposal meeting yesterday, so she was at that.

CHAIRPERSON GOULD: If I could interrupt for a moment. What is the status, Jose, of your going on the NISO board?

COMMISSIONER GRIFFITHS: I believe my nomination is going forward unopposed, and I'm not quite sure when the vote is taken. But just on the statistics issue, I just would want to point out that yesterday I think we did hear a plea for inclusion of the more formalized collections about school libraries in a consistent way.

CHAIRPERSON GOULD: Which backs up discussions that I know Denise has had with the National Center for Education Statistics. For better and more rapid collecting of the information.

MR. WILLARD: The school library statistics are among the worst in terms of timeliness. However, there is good news on the horizon. The -- is it the state library -- the state library statistics are being collected using all internet technology web-based form, and they anticipate being able to get out the results within the same year that the data is collected. And that is unprecedented with regard to education or library education statistics.

CHAIRPERSON GOULD: I would like to point out at this point that Denise has done, I think, an extraordinary job in terms of the operation of our statistics program, and not only should we commend her for the work that she has done, but I do know that on the national basis she is well respected. And, Bob and Judy bringing her on board was a stroke of genius.

MR. WILLARD: Although, as I pointed out before, John Lawrence thought about it long before I got there, just nobody had ever taken action on it. Sister libraries, we will have a formal report on where that is. Do I have to say anything about school libraries here? I'm extraordinarily proud of that event yesterday. Woody will talk about the overall assessment of public information dissemination reforms. We continue to move forward on that very pedestrian, but very important project of worrying about the archives of our own agency. After all, if we are supposed to be advising others on information policy, we ought to be an exemplar of it. We are not yet, but I take great pride in the fact that we are moving in that direction. And it's not a fast operation because we don't devote a lot of energy to it, but we have a continuing relationship with a consultant who is working with us. And Kim is carrying the burden, along with Judy on the staff. So that is good news, but not yet finished report. Strategic planning, we haven't done anything further. We had the makings of a plan, but as Martha just said, other things have been in the way. The last sign, are there any questions?

CHAIRPERSON GOULD: Comments? Abe.

COMMISSIONER ABRAMSON: For reasons that I don't recall or understand, I got really involved in the whole statistics issue and attended, I think, maybe all but one or two of our meetings of steering committees and stuff, and I have obnoxed, I guess you can say, about some of the timelines involved in what they've been doing. For instance, the school survey, which is not done each year, the last time was delivered to one of the schools in my part of the country, fully four years after the questionnaires were due in.

Having absolutely no value for anybody on the line to go to a budget process and say, this is why we need more money for the program. And I am pleased to say that NCES and the census people who have lots of little protocols that I will never understand, but I'm sure are important, have agreed, as Bob suggested, that one of the reports that has taken closer to two years will be in the field in less than a year after the questions have been asked. So I think we've seen real progress. And much of it is due to Denise. She runs among the best meetings I've ever seen. She doesn't back down. And people expect to understand what she says and believe it so. She does a quite excellent job.

CHAIRPERSON GOULD: And certainly I agree with you there. It was interesting in the hearing yesterday the references that were made to educational statistics that were almost a decade old. And that's just not acceptable.

COMMISSIONER ABRAMSON: Spend the money somewhere else.

VICE CHAIR CHALLINOR: Yeah. I would just like to say I appreciate how difficult, Bob, it must be for you in this kind of a position as the executive director, and the nicest thing I can think of is that you're going to get three days in Paris.

MS. RUSSELL: Is that a reward or a punishment?

VICE CHAIR CHALLINOR: Paris? What did you say?

MS. RUSSELL: I said is that a reward or a punishment?

CHAIRPERSON GOULD: I don't -- I don't know about Bob and Woody being in Paris together.

MR. WILLARD: All I can say is it will be very brief. One other thing, it has nothing to do with the process, but we have a video recorder here which is not on most of the time, and Kim is going to take some random shots. It's not to record this meeting, that's being done formally, but I want to just have some footage that we can use sometime in the future so --

COMMISSIONER ROBINSON: The first and last.

MR. WILLARD: It is simply so that if we ever do a video, and Woody and I have talked about one, for example, in the context of the assessment of being able to -- you may wish to say something more about that in the report, but just to have something using modern technology in terms of communications products. We just want to have some pictures of the commissioners commissioning.

CHAIRPERSON GOULD: I think -- no, in looking at the agenda we've had the executive director's report. We've also had the update on the appropriation request for 2002, so would it be appropriate at this time to go back to address the resolution?

VICE CHAIR CHALLINOR: Yes. Do you want me to make one?

CHAIRPERSON GOULD: I would like a formal resolution.

VICE CHAIR CHALLINOR: I make a formal resolution that the commissioners vote on going forward with asking for \$3 million in our 202 appropriations; is that correct? Did I say that right?

COMMISSIONER ROBINSON: You missed a zero, but that's all right.

VICE CHAIR CHALLINOR: 2002.

COMMISSIONER ROBINSON: Did you say 2002?

VICE CHAIR CHALLINOR: Yes, 2002.

COMMISSIONER ROBINSON: I've got a hearing problem.

COMMISSIONER ABRAMSON: I formally second it.

CHAIRPERSON GOULD: It has been moved and seconded that the commission agrees that we will continue to go forth with the budget request in the federal fiscal year of 2002 of \$3 million. Is there any additional discussion? All those in favor, opposed.

(Motion unanimously carried.)

CHAIRPERSON GOULD: So passed. Thank you. Okay. The next item -- and again, I had notes that I made from the executive committee meeting. I do know that we discussed at that meeting future meetings and also future travel for the commissioners. And I think we will address that a little farther down when we talk about future dates for meetings. So at this point we will go to the discussion regarding any follow-up activity on our hearing on kids and the internet. And, Marilyn, this came about because of the E-mail that you sent based on the meeting, the National Academy of Sciences meeting and that, I believe, is on Tab B. Where am I? Tab O, I'm sorry. DISCUSSION ON FOLLOW-UP ACTIVITY, NCLIS HEARING ON KIDS AND THE INTERNET

CHAIRPERSON GOULD: Please.

COMMISSIONER MASON: Just for some of you who are not aware, I am on the National Academy of Sciences Committee on -- to look at -- oh, goodness -- it has a very long, unyielding title, we call it the pornography committee. It's children, pornography and the internet. And we are completing at this point the first year of the two-year study. Actually it's a little less than two years. We expect to have a report out early in 2002. And have had hearings, I don't know, maybe half a dozen -- on half a dozen occasions. We've heard from people in the adult industry. We've heard from kids. We've heard from technology experts who are doing a major recognition. For instance, we've heard from

filtering software producers. We've heard from critics of filtering software producers. And right now we're in a period of field trips. I was on a field trip to Austin. And while there we interviewed a couple of classes of students of different ages and abilities. We spoke with teachers. We spoke with parents. And it is a very interesting study. It was requested by congress, and it is to advise them about appropriate methods for protecting children. There are some surprises in this. I think one of the things I'd like to say about it, the chair is Dick Thornburg, people on the committee come from a lot of different disciplines. It's probably one of the most interesting activities I've been involved in. We have people who are very knowledgeable about technology. We have a First Amendment scholar. We have people from -- representing the libraries. We have child psychologists, educators. And one of the distinguishing marks, I think, of everyone on the committee is that no one came in with an agenda. There are a diversity of opinions, but generally people are very open. And we don't -- are not charged with coming up with a conclusion, which is probably a good thing, but are asked to evaluate the different tools that are available and provide some kind of commentary on those. The -- not surprisingly, the filters are not very effective. Kids can get around filters in about, oh, 30 or 40 seconds. It doesn't take many hackers, it only takes one, and then they talk to their friends. Kids are very sophisticated about dealing with images that are shocking to their parents. They simply turn it off. There is -- unless, of course, they're looking for it, in which case they don't. There is a certain desensitization that happens that isn't necessarily a bad thing. I mean it becomes, oh, that again. The thing, and I'm expressing my own opinion and not that of the committee, I have to hasten to add, the thing that we have found -- that I have found most shocking and surprising is the degree to which chat rooms have become a real part of the lives of almost every child we spoke with. It is typical and normal and acceptable to meet people who they have had original contact with on the internet. They believe at the age of 11 and 12 and 16 that they are capable of evaluating people they meet in chat rooms. The smart ones meet these people in malls. The dumb ones invite them to their homes. This is, in my mind, the most -- the single most dangerous activity going on, and it's going on largely without parents' knowledge. So, you know, the kid is just going off to the mall. So it's an interesting thing. I think that the thing for the commission at this point is to keep an eye on this. My opinion of how this is going to evolve has changed significantly in the last couple of meetings. I had believed that this was a problem that would not go away, that it would be -- continue to be contentious forever and forever because people have such extreme reactions and in different -- in different ways. I've changed my opinion. I think that it is going to go away in a sense, but it's not going to go away for a long time. It's going to change with the generation. We are really talking about a phenomenon that is approximately five years old. And one of the reasons kids don't talk to their parents is because they believe their parents don't have a clue what this is about. And in most instances they're right. Even pretty technologically sophisticated adults really don't understand the way children are using the internet. And as this generation grows up, I think they will be far less threatened by the internet because they will have had personal experiences of growing up with it and will understand that just as you teach children not to get in cars with strangers, you teach children not to get in cars with strangers, no matter how they meet them. And there will be a much wider education -- educational activity going on in telling kids how to deal with some of the mail they receive as a result of going on chat rooms. And the other thing

that has surprised me is we went to Austin, which is a pretty conservative community, in spite of being the most liberal place in Texas. It's still relatively conservative.

COMMISSIONER HIGHTOWER: It depends on who your relatives are.

COMMISSIONER MASON: That's true.

COMMISSIONER ROBINSON: Did you go to Jack's house?

COMMISSIONER MASON: But the schools and libraries in Austin do filter. And the schools use really scary filters. They filter museum sites because of nudity. They filter political sites. The filtering is really repressive and I think there are constitutional issues involved in that. And I think at some point you're going to see students protesting this. Some of the brighter students are really angry. One student described a report he was trying to do comparing -- comparing a news treatment of an incident in the mainstream press and in alternative presses and could not get access to alternative presses. Now, when we asked the kids how they deal with this, the answer is simple, they go home and use the computer. So the parents who want the institutions filtered aren't filtering at home. It's really an unusual situation, and I can't understand it. I keep asking people why this is happening, and the best guess is that it's different parents. But still we talk to kids from all different backgrounds. I mean it's hard for me to understand. And when they do use the computer at home they're completely unsupervised. So I don't quite know what the answer to that is. But there is no incentive for software -- manufacturers of filtering software not to overfilter. Schools and libraries are using this to get parents who object off their backs. It's a political reason they're doing it. They know that anybody can get around it. They know that none of these filters are full proof. They do it for political reasons. But if the bad stuff gets through, they're in trouble. If good stuff gets stopped, no one even knows most of the time. So there is every incentive to overfilter and no incentive to do it properly. I think that will change, but I would think that this -- that the commission would want to keep an eye on what comes out of that report. And I think that there will be some follow-ups, both with the suits against CIPA, and I don't know what impact this report will have. The COPA report had no impact it seems at all. They did not recommend filtering. But I think it is something to keep an eye on.

CHAIRPERSON GOULD: Marilyn, do you feel that -- you're aware of the brochure that we did before we did publish it, is that something you think that we ought to look at redistributing on a much broader scale?

COMMISSIONER MASON: Probably because it emphasizes local control. And I think that while local control has its own set of issues in an internet environment, which is an international environment, still I think that the decision about how much filtering should be done must rest in the hands of local communities when you're talking about libraries and schools. I was talking with Kim about Cincinnati, and in Cincinnati they use filtering. In Cleveland we do not. These are very different cities. I would not go into Cincinnati and say they ought to remove their filters, and I wouldn't go into Cleveland and say they

ought to filter. They're just very different cities with very different orientations to this kind of material.

COMMISSIONER ABRAMSON: Site-based management.

COMMISSIONER HOLAHAN: I just have a question for Marilyn. You had said something about the filtering not being a good filtering or using inappropriate filtering. I thought part of the problem was that there wasn't a real way -- there isn't a filter out there that's really satisfactory, not in terms of getting around it, but in terms of filtering out things that are good in the process of trying to filter things that are perceived to be bad.

COMMISSIONER MASON: That's correct. Typically --

COMMISSIONER HOLAHAN: So there really isn't an answer?

COMMISSIONER MASON: -- they let some things through that most of us would agree ought to be blocked given their -- what they're trying to do, and they block things that they shouldn't. I mean there was the case of Cyber Patrol blocking the ACLU site, for instance, and the National Rifle Association. I mean whether you agree with these or not, I mean it's not clear to me why the site should be blocked. Certainly a system that blocks museums because of nudity is really probably overreaching. But this in general -- well, then there was that Consumer Reports that came out a few months ago that basically said, again, that filters aren't very effective. What they are effective in doing is getting people who are outspoken in the community off the backs of the institutions so they can go on with doing the job they're trying to do. And in the end some of them are getting better. One of the problems with many of them, like Cyber Patrol, is that they don't share their lists with anybody. So you don't know the criteria they're using, and it's difficult to study what they're blocking. They may block crazy things, you know, hardware stores and just it's like --

COMMISSIONER ABRAMSON: Breast cancer?

COMMISSIONER MASON: I think they've gotten past a lot of that. But a lot of information that young people need, you know, about sex education and prevention of STD's and all that sort of thing are generally blocked.

CHAIRPERSON GOULD: I would appreciate it if you would keep it appraised -- keep the commission appraised of what is happening with the national science's -- National Academy of Sciences, thank you, what they are doing. And I think we will go back and relook at the brochure and perhaps move to a much broader dissemination.

COMMISSIONER MASON: I have to share with you what one of the staff members describes as his job. He tells people that his job is to look at pornography on National Academy equipment provided with federal tax dollars at the direction of congress.

CHAIRPERSON GOULD: Yes. Life does get interesting. Thank you, Marilyn. We appreciate the information. DISCUSSION, NCLIS HEARING ON SCHOOL LIBRARIANS

CHAIRPERSON GOULD: At this point we have -- we're going to talk a little bit about the hearing that we had yesterday and give some direction as to where we go from here. And I'd like to kick this off by pointing out that ESEA is currently up for reauthorization. And there was, I think, substantive testimony that we might be able to very quickly look at. If you remember when we did the kids and the internet, we very quickly created the brochure which has turned out to be very useful, and I would hope and suggest to the commission that we move somewhat in the same direction and see if we can -- can do something that would be very helpful to provide to congress quickly that would give them the type of information and evidence they need so that -- I think I called it a short-term solution yesterday in terms of recreating a modern version of the old Title II. And so with that, I would open this for some additional discussion and comments from the commission. Not everyone speak at once.

COMMISSIONER ROBINSON: We heard so much yesterday. It's a little -- we're digesting.

MR. ROBERTS: Martha, I would -- I think if I were going to pick one thing out of the whole discussion that we ought to bore in on, concentrate on is the statistical issue to me. I mean that seems to me until you get that problem, that's just a basic federal function, to be to gather the data so you have a baseline so you can understand what's going on in the schools. I still don't know from those hearings, it's so anecdotal, you don't have any data that you can look at whether or not anybody is doing a good job or bad job. I doubt if I heard a lot of, you know, if I got a very balanced view out of all of it except it does strike me without some kind of statistical base, you have no place to argue from. That seems to be inherently a federal issue. I'm still not convinced that the condition of the school libraries in the state, how much involvement the federal government has there with that issue except in collecting statistics on what should be going on, because without statistics you don't know what you're dealing with, and we obviously don't have them.

CHAIRPERSON GOULD: Comments?

COMMISSIONER ROBINSON: What is the statistics, 19 --

CHAIRPERSON GOULD: They were 1993 and 1994. Yes, Marilyn.

COMMISSIONER MASON: The other thing that really struck me that could find its way into the reauthorization of ESEA is money specifically directed to the purchase of materials in the school media centers. I think it's very widely reported that so many of these collections are desperately out of date to the point, I mean, you know, I think I'm being tempted to go in and just pull them off and leave empty shelves because they're giving misinformation to students. And I think that while intellectually the idea that you leave it to the local government to decide how they want to use the money, while that

seems to make sense, I think what we heard yesterday is it really doesn't work out very well. And this kind of earmarked funding would, again, be relatively small in the scheme of things. So I would think that that would be something we might want to think about.

CHAIRPERSON GOULD: Yes. Rebecca.

COMMISSIONER BINGHAM: You go ahead.

CHAIRPERSON GOULD: No, no.

COMMISSIONER BINGHAM: My concern would be that also we would include some request that we have librarians in those school libraries because if we put new materials in with the status of staffing that we are seeing based a lot on the school-based decision making, it would just be dormant materials or might be hidden in somebody's classroom. I think we have to have some way of assuring that those materials are going to go into an area where they will be shared by all teachers, and not just a clique of teachers or even go home with somebody if they're not part of a collection that is shared by the whole student body.

CHAIRPERSON GOULD: Jack.

COMMISSIONER HIGHTOWER: Well, someone yesterday was telling about how they suffered from block grants. Block grants are so bad and we really need to try to emphasize the importance of direct funding for library services. If we get included with a bunch of other things in the block grants, that's the way to get us chopped down very quickly, and I think that was part of the testimony yesterday. So I'd like to see us give some emphasis to how the appropriations process can best serve libraries in the state and federal level.

CHAIRPERSON GOULD: Thank you, Jack. Are there any other comments at this point or direction beyond what Marilyn, Jack or Rebecca and Bobby indicated? If so, then I would like to entertain a motion from someone that we do several things, that working with Denise in our statistics program we begin to look at how education statistics are collected and updated so that we can have some kind of a baseline, but as a short-term solution that we do craft some kind of a recommendation in terms of the reauthorization of ESEA to specifically include funding for school library materials, and for my own personal point of view, because so much money is now being spent on technology, I really would like to somehow enforce the idea of books on the shelves, real books, you know, paper. That shows you how old-fashioned I am.

COMMISSIONER HIGHTOWER: I would really like to real support the comments of Commissioner Roberts, and the whole statistical void that we have from school libraries is going to be so very important to our addressing the issues, so I certainly would move as you have -- make the motion that you state.

COMMISSIONER ROBINSON: Second.

CHAIRPERSON GOULD: Do we have a motion?

COMMISSIONER ROBINSON: That's what you said that's how it works.

CHAIRPERSON GOULD: Thank you.

COMMISSIONER HIGHTOWER: Perhaps I should have said I so move.

CHAIRPERSON GOULD: Thank you. It has been moved. Is there a second?

COMMISSIONER ROBINSON: Second.

CHAIRPERSON GOULD: It has been moved by Commissioner Hightower, seconded by Commissioner Robinson, and the motion is for us to address the statistical issues so that we have a baseline, but as a short-term solution that we craft a statement to the appropriate committees in congress that with reauthorization of ESEA that there be designated funds to purchase books for school libraries. You notice I said books. Is there any additional discussion?

COMMISSIONER BINGHAM: Personally --

COMMISSIONER MASON: But included in that, the school library should be defined as one that has a librarian.

CHAIRPERSON GOULD: Yes. We will -- that's a friendly amendment.

COMMISSIONER GRIFFITHS: Not 1/10 of one.

COMMISSIONER HOLAHAN: At least 9/10 of one.

CHAIRPERSON GOULD: Oh, no, not 9/10. I want a whole body.

COMMISSIONER ABRAMSON: Does that assume a librarian?

CHAIRPERSON GOULD: That there be a credentialed librarian.

COMMISSIONER BINGHAM: Yes.

CHAIRPERSON GOULD: Is there any additional discussion? I will call for the vote. All those in favor. Opposed. (Whereupon, the motion unanimously carried.)

CHAIRPERSON GOULD: It is passed. Thank you. It is a quarter past ten, we were supposed to have had a break at 10:00. Would you like to take a ten-minute break? (Whereupon, a recess was taken.)

COMMISSIONER GOULD: Before we go on, as I said, Jose and Joan did really sort of a one-page broadside, and as you can see they've made some editorial changes already. I would entertain a direction from the commissioners that we look at this one page and direct staff to take the one page, and it does need some work, but that this becomes the basis of a one-page sort of broadside information document, and that the staff go ahead and proceed with something on the basis of what has been done.

VICE CHAIR CHALLINOR: What we discussed last night was to make it a little more like a broadside, put the frame around it and make it look good.

COMMISSIONER ROBINSON: Fix it up.

CHAIRPERSON GOULD: Jose.

COMMISSIONER GRIFFITHS: One thing I wanted to say, much of this was already in the record that we had, but in particular I think the kind of common statement that we put down, we were very pleased to manage to get it working nationally, but I'm very proud of that. But I think some kind of statement of that kind needs to be in there, so that people can take that -- some very declarative statement I think needs to be in there.

CHAIRPERSON GOULD: Are there any other comments?

VICE CHAIR CHALLINOR: We started originally because you said that you wanted some bullets.

CHAIRPERSON GOULD: Yeah, I like -- I like bullets. That is literary bullets.

COMMISSIONER ROBINSON: I was going to say you better clarify.

CHAIRPERSON GOULD: Yes.

VICE CHAIR CHALLINOR: Do you have a copy of it, Judy and Bob?

MS. RUSSELL: Yes, we do.

CHAIRPERSON GOULD: Are there any other comments then? I'd like to thank Joan and Jose for doing that.

VICE CHAIR CHALLINOR: You had a hand in it too.

CHAIRPERSON GOULD: No, I just looked at what you did and said great, voila, and then we will go ahead. DISCUSSION, NATIONAL AWARD FOR LIBRARY SERVICE

CHAIRPERSON GOULD: The next item, and we are running a little bit late, is the discussion of the National Award for Library Service. We did have our meeting

yesterday. We did give direction and suggestions to Beverly and, of course, this is kept confidential until such time as the announcement is made. She did indicate that she would get back to the commission and let us know her final decision.

COMMISSIONER HOLAHAN: Yeah, we want to know how we voted too.

VICE CHAIR CHALLINOR: Yeah.

CHAIRPERSON GOULD: She said that she would let us know. I did make a suggestion to Beverly, and I said if -- if one or two sort of floats to the surface as being the most outstanding, and then there is a broad spread farther down, that maybe we really should think in terms of only one or two really quality awards, that there is nothing that says we have to have four awards or three awards, and she agrees with that.

VICE CHAIR CHALLINOR: How many people voted for Alaska?

(Indicating)

CHAIRPERSON GOULD: No, wait a minute, wait a minute, this is all confidential.

COMMISSIONER HOLAHAN: How many people voted for Mississippi?

(Indicating)

CHAIRPERSON GOULD: Enough, enough, no more.

COMMISSIONER HOLAHAN: How many voted for Austin?

CHAIRPERSON GOULD: Paulette, Paulette, quiet.

COMMISSIONER ROBINSON: Find her in contempt.

CHAIRPERSON GOULD: I want to thank you all for the work that you did with the national library services award. I know that receiving an award like this means a lot to a local community. And I've seen it translate into not a great -- not only a great deal of community pride, but more money. And so as soon as we hear back from Beverly we will let you know. Are there any other comments you wanted to make about the discussion that we had on the national award for library services? Jose.

COMMISSIONER GRIFFITHS: Martha, I just wanted to mention that I think it is important that we encourage Beverly to look carefully at the specifications and the instructions on how to prepare the proposal. Because we -- we are beginning to see -- I mean obviously there were proposals submitted that we didn't see, but I do think that they are fairly broad and can be interpreted fairly widely, and so to really think through what it means to be a library recognized at that level needs to be defined.

CHAIRPERSON GOULD: I agree. And I think that this is an issue that we might want to suggest to Beverly be addressed when we have our joint meeting with the museum services board in September.

MS. RUSSELL: Can I say something? I was just an observer obviously at the process, but I was concerned as an OELMA member and viewer about the small number of applications this year. And I think some of this has to be put on the outreach. Also, the fact that this year we didn't see school libraries and some of the other library types coming in. So clearly from the big push for the first year there was a huge falloff in the work that was done to promote the awards this year, and that's something that probably needs to be addressed next year as well.

CHAIRPERSON GOULD: Robby.

COMMISSIONER ROBINSON: Yeah. I think you made this point yesterday, but it seemed to me there were many places in the packet that we have that people didn't follow the instructions at all, and I think something ought to be put in the beginning of this thing, you know, if you don't file this in the right, you know, manner you won't be considered for this. We pointed out two or three flag pieces in there as opposed to the following the directions, so there seems to be -- that probably ought to be made part of the --

CHAIRPERSON GOULD: Actually I agree. Jack.

COMMISSIONER HIGHTOWER: I have a question, does IMLS have the full responsibility of making the rules and advertising and --

CHAIRPERSON GOULD: Yes, they do, but we do have policy advice oversight. And I would remind you that we do have a commissioner-designate in Bob Martin as the nominated director of IMLS. And both Bob and I have been in contact with Bob Martin. He could not make it here, but will see him next week in Washington.

COMMISSIONER HIGHTOWER: It seems to me that one of the reasons perhaps that we didn't get as many nominations this time was that there is something basically wrong with the approach.

COMMISSIONER ROBINSON: Not the approach.

COMMISSIONER HIGHTOWER: Perhaps the whole thing ought to be reexamined. And if it's their responsibility, that's fine, but if we are supposed to make some input, then perhaps we should.

CHAIRPERSON GOULD: I think at this point I will say that some of what we're discussing here has also been discussed with Mr. Martin. Rebecca.

COMMISSIONER BINGHAM: I was very much concerned that many of the projects that were the repeat projects mentioned things that they were going to do in 2000, and it

looked odd for us to give them consideration when there was no follow-up data to indicate that these things had been done.

CHAIRPERSON GOULD: Bob.

MR. WILLARD: The award was built based on the model of the museum award, which IMS -- IMLS had been doing for maybe eight to ten years, but this commission was very much involved in the design and there were four or five commissioners who were on the awards committee, it certainly would be in order to do an update, and especially with a new director of IMLS is coming in that the timing is right.

VICE CHAIR CHALLINOR: Good idea.

CHAIRPERSON GOULD: I think we can all agree that this is an issue that we should have on the agenda for our joint meeting, and that in the meantime we will be working directly with the new director designate, Bob Martin, to begin to address some of these issues. And also, of course, with Beverly. Yes.

MR. WILLARD: It is also the intention that -- unlike in the past when the museum award was piggy-backed onto the National Endowment for the Arts and Humanities awards programs that were traditionally held at the White House, certainly with the president involved, that there would be a separate White House event for museums and librarians together. It would probably be in the fall.

CHAIRPERSON GOULD: Any other comments? Again, thank you for the work that you've done, and most particularly thank you for the directions that you've given us in terms of reevaluating the whole process, and we will go forth through these comments and suggestions.

APPROVAL, NCLIS DRAFT MINUTES

CHAIRPERSON GOULD: We are now at administrative matters. And the first is, if you will turn to Tab N, the approval of the draft minutes, I hope that you had opportunity to read through these. I have given them a very quick reading, but I do know that there are members of the commission, one of whom is not here right now, and usually is very good at finding misspellings.

COMMISSIONER HOLAHAN: Let's do it quick.

CHAIRPERSON GOULD: Bob reminded me that the reason there are so many minutes here is this is the first time we've had a quorum where we could officially accept the minutes.

COMMISSIONER HOLAHAN: I feel a little strange though because I'm sure a couple of others do too. The only ones I can really vote on seemingly is the one at which I was present. But we'll -- if you say it's okay to vote for the others, we will.

VICE CHAIR CHALLINOR: I'd like to say that it says here NCLIS members, I think that should say NCLIS commissioners, Martha Gould, chairperson, Joan Challinor, we're commissioners. We're not members, we're commissioners.

MR. WILLARD: The law says members.

VICE CHAIR CHALLINOR: What law?

MR. WILLARD: Public Law 913-5.

VICE CHAIR CHALLINOR: No, but I mean we've been commissioners all along.

MR. WILLARD: Commissioners is just a shorthand term. The law says we're members, present as appointed members.

COMMISSIONER HOLAHAN: But NCLIS is -- means National Commission on Libraries and Information Science members, commission members.

CHAIRPERSON GOULD: If the legal language of the law identifies us as members, then I suppose we have to go with the legal language of the law, even though we are commissioners.

VICE CHAIR CHALLINOR: I think we were always commissioners. I would like to fight for the word commissioners, as long as we're going down, I want to go down in flames.

CHAIRPERSON GOULD: Joan, we are commissioners, but if the law refers to us as members, then we have to be legally looked upon as members, even though we are commissioners. That's just one of those fun things that we have to deal with. Yes, Rebecca.

COMMISSIONER BINGHAM: This is an inane comment, but aren't we members of the commission and they just shorten the expression in that column?

MR. WILLARD: The word commissioner does not show up in the law.

COMMISSIONER BINGHAM: I know it, but they mean members of the commission.

CHAIRPERSON GOULD: It does show up in our certificate, but it doesn't show up in the law. Let us -- have you -- I'm hoping that people have read through these, and we will take them one at a time. So the first draft minutes will be for the November 15, 2000 meeting.

COMMISSIONER HIGHTOWER: I move for approval of the minutes.

COMMISSIONER BINGHAM: Second.

CHAIRPERSON GOULD: It is moved and seconded. Is there any discussion?

COMMISSIONER ROBINSON: You say these are drafts, right?

COMMISSIONER HOLAHAN: Drafts until they're approved.

COMMISSIONER ROBINSON: Oh, I see. I thought you are going to revise them.

CHAIRPERSON GOULD: No, no, they won't be revised. But they remain a draft until you approve them. If there is no further discussion, all those in favor. Opposed. (Whereupon, the motion unanimously carried.)

CHAIRPERSON GOULD: The minutes from November 15, 2000 have been approved.

COMMISSIONER HIGHTOWER: I move to approve the minutes of September 15, 2000.

COMMISSIONER ROBINSON: Second.

CHAIRPERSON GOULD: It is moved by Commissioner Hightower, seconded by Commissioner Robinson. Is there any discussion? All those in favor. Opposed. (Whereupon, the motion was unanimously carried.)

COMMISSIONER HIGHTOWER: Madame Chairman, I move we approve the minutes of April 10-11, 2000.

COMMISSIONER ROBINSON: Second.

COMMISSIONER BINGHAM: Second.

CHAIRPERSON GOULD: It is moved by Commission Hightower, seconded by Commissioner Bingham. Is there any discussion? All those in favor. (Whereupon, the motion unanimously carried.)

COMMISSIONER HIGHTOWER: Madame Chairman, I move we approve the minutes of February 17, 2000.

COMMISSIONER GRIFFITHS: Second.

CHAIRPERSON GOULD: It's been moved by Commissioner Hightower, seconded by Commissioner Griffiths. Approval of the minutes from February 17, 2000. Any discussion? All those in favor. (Whereupon, the motion was unanimously carried.)

COMMISSIONER HIGHTOWER: Madame Chairman, I move to approve the minutes of November 3-5, 1999.

COMMISSIONER ROBINSON: Nobody seconded, I'll second.

CHAIRPERSON GOULD: It's been moved by Commissioner Hightower, seconded by Commissioner Robinson that we approve the minutes from November 3-5, 1999. Is there any discussion? All those in favor. (Whereupon, the motion was unanimously carried.)

COMMISSIONER HIGHTOWER: With that the train runs out of steam.

CHAIRPERSON GOULD: Is that everything? That takes care of the minutes. Yes, Jose.

COMMISSIONER GRIFFITHS: May I just ask the question, in reading the minutes it reminded me that we had had some discussion quite some time ago about the 30th anniversary, and I was just wondering --

CHAIRPERSON GOULD: I think life got in the way of reality. And at this point maybe the best that we can say for our 30th anniversary is we have survived and we didn't have to do it in the Australian outback.

MR. WILLARD: Which is unfortunate, I don't think there will be major activity that we'll do under that banner. However, the actual event that is still 30 years old that is coming up is the first meeting of the commission, which was in September. We'll look into that as a possibility for some things.

COMMISSIONER ROBINSON: We can wear bell bottoms. NCLIS FINANCIAL REPORT, FY 2001

CHAIRPERSON GOULD: The next will be a tab -- again under Tab N, except I think you have it here. Judith Russell will review our FY 2001 financial report. You have it here.

MS. RUSSELL: I'm not going -- as usual I'm not going to belabor it, you have it in front of you, and you're certainly free to ask any questions about it. The format is the way we followed it before with the formal payroll expenses at the top. Because we augment our staff through consultants, we isolate those and bring them up and do a summary for our total personnel expenses. And part of the discussion that came up earlier was what could we do, what was the least we could get by with. And this was the question I was asked by some other people that I met with. And as you can see, that by the time you put together our personnel expenses from both consultants and staff we're spending a million dollars just for that. So in terms of baseline that's kind of an important number. The other things, I think, are pretty much self-explanatory in terms of travel, rent and so forth. We are at just about, March 31, halfway through the fiscal year, we're about halfway through the spending of our appropriated funds. We -- if you look down to the lower part of it, you'll see that we have now received our NCES funds, not only approved by physically

transferred and we have begun expending them, but we've had them for a relatively short time. So you'll begin to see an accelerated spending there because there were expenses that we have put off until those funds were transferred. Woody will talk about more what we're going to do about international funds because we've now been approved by the State Department to receive \$75,000 this year. We've made some plans on how that might be spent, but it hasn't actually been transferred yet, so there have been no expenditures against that money. We started the year with a little less than \$9,000 in our gift account. We've had \$1,500 in donations and a little over \$2,200 in expenses. We still do have expenses coming up for the Sister Library tea in June. We have not at this point done any of the fund-raising that we did last year to support the National Award for Library Service, and I think at some point that's a question we need to address with -- with Beverly if there is an expectation that the commission is going to raise funds for that again this year because we're way behind the curve because it took us a number of months to get that money, not only to get the donations lined up, but to actually get them physically deposited and available for spending, it's a, as we discussed before, it's not a rapid process to get a check into the bank. And then the later in the fiscal year that we are, the harder it is because they start working again towards next year.

COMMISSIONER CHALLINOR: Judy, remind us how much did we have to raise last year.

MS. RUSSELL: I didn't look that up, but it seems to me we raised five or \$6,000.

VICE CHAIR CHALLINOR: We have 60 in the gift account.

MS. RUSSELL: That was our -- the requested number. We have to provide OMB each year a number that we anticipate, and we had estimated that we might raise as much as \$60,000 because we talked about doing some substantial fund-raising. In fact, halfway through the year, including the carryover, which as I said, was just under \$9,000, we've actually only raised about \$1,500 this year, most of which was, as usual, from the generosity of Martha's sister, Ann who --

VICE CHAIR CHALLINOR: Do we have 7,000 though in there?

MS. RUSSELL: Yes. Our balance after we paid the expenses for the Sister Library tea in January, the other expenses against the gift account have been very nominal so far. So our current balance as of the end of March was \$7,700.

VICE CHAIR CHALLINOR: So how much of that is going to be obligated for the tea?

MS. RUSSELL: That will probably run us somewhere around 2,500 to \$3,000.

VICE CHAIR CHALLINOR: So let's take \$3,000 away from that, so that would leave \$4,772, which will not -- which will not be obligated which we could use for the library award.

MS. RUSSELL: If that's what we choose to do with it, correct. Some of that is specifically given and designated for Sister Libraries, and can only be used for that.

VICE CHAIR CHALLINOR: Okay. That's what we have to know then?

MS. RUSSELL: Right. And that, I think, is, from my recollection off the top of my head, there is about 4,500 of that is specifically limited to be expended for Sister Libraries. So we have about \$3,000 that's discretionary.

VICE CHAIR CHALLINOR: So we would have to raise another three.

MS. RUSSELL: And that would completely deplete our account.

VICE CHAIR CHALLINOR: Yes, it would.

MS. RUSSELL: Right.

VICE CHAIR CHALLINOR: But for those who were not here before, we have no control over what this awards will cost.

COMMISSIONER ROBINSON: Oh, really?

VICE CHAIR CHALLINOR: Absolutely none. They tell us because they do it up in the Capitol and IMLS negotiates with the people from the Capitol who do.

MS. RUSSELL: The White House may make it more expensive.

VICE CHAIR CHALLINOR: And so they tell us what it's going to cost us to do this.

MS. RUSSELL: Last year -- IMLS does some fund-raising of its own, but since last year was the first year for the library award, they asked that the commission also do some fund-raising because we had better ties in the library community for those purposes than they did. And so last year we paid for the printing of the invitations, we paid for the caterer. I don't know how it will work this year because it will be joint library and --

VICE CHAIR CHALLINOR: We paid them, but we did not have any control on reducing anything --

MS. RUSSELL: That's correct.

VICE CHAIR CHALLINOR: -- or saying who was going to do it or upgrading the taste of this.

MS. RUSSELL: And generally the assemblance has been very first class because there are a lot of well-to-do people --

VICE CHAIR CHALLINOR: Very.

MS. RUSSELL: -- and maybe since we're carrying it this year, that may be why Beverly has raised the issue.

VICE CHAIR CHALLINOR: Well, if we have \$3,000, we have to raise 2,000 more. We're not talking big bucks. We're not talking tens of thousands.

MS. RUSSELL: I don't want us to get too distracted on this issue. We need to be thinking about it. We probably should have that conversation with Beverly about what her expectations might be this year.

CHAIRPERSON GOULD: Beverly or Bob.

MR. WILLARD: Yes.

MS. RUSSELL: Yes. I don't know how quickly this will go through, so yes. Are there any other questions about our expenditures at this point?

VICE CHAIR CHALLINOR: Yes. I didn't see anything here about the move, what the move costs.

MS. RUSSELL: Well, a good part of the move money was actually paid out of last year, but some of it is in our contractual services expenses because we actually had a contract with a mover. Because of the phase-in of the move, some of the expenses were covered last year, but some of them were in that contractual services area, as was the upgrading of our server, which we did actually complete it in December, but a substantial part of that was funded with money from last year.

VICE CHAIR CHALLINOR: What would you say was the total cost of the move?

MS. RUSSELL: I'll work up a number and give you a real number, but I think it was somewhere, to count everything, between 100 and \$120,000. We paid -- the server was separate because that was a technological upgrade, right. We haven't got a final bill from GSA. We transferred \$90,000, and some of that is likely to come back up.

VICE CHAIR CHALLINOR: Oh, we did?

MS. RUSSELL: Yeah. Well, 70,000 went last year and 20,000 went this year. So in the government services categories, you see 20,000 that's been expended. That 20,000 went to GSA as, in effect, in escrow against completing the expenses. Then there was some direct expenses like the move itself and the wiring of the new offices and so forth. I've asked for and have not yet received an accounting from GSA, and our expectation is we will probably get some of that back because I had had a call from them saying they needed more money and I said, my goodness, how could you need more money. And she said you've only given us 70. And I said, no, we've given you 90. She had lost track of the

second deposit. So when she called me and said we've gone over 70 at that point, but I said you have 90, so I'm assuming we'll get some money back.

VICE CHAIR CHALLINOR: Well, I'd like to go on record as saying it was a good move. I'm down there more than anybody else, and I think it was just absolutely superb.

COMMISSIONER ROBINSON: I would respond likewise.

MS. RUSSELL: For those of you who have not yet been to the offices, we've renovated. It has made a huge difference. We do look like an agency now. There is a reception area. We have a nice conference room in which we will be able to hold commission meetings, it's large enough to do that. And we've had several meetings there already where we've been able to host other groups that we participated with. It is a much more effective work layout in terms of centralizing the printers and the process. We also did upgrade our servers, so our communications, both internally and externally, are improved. So we've made some major improvements in our physical environment.

COMMISSIONER ABRAMSON: If we don't continue to exist someone is going to love it.

MS. RUSSELL: Right.

CHAIRPERSON GOULD: It also has made the working environment for the staff --

VICE CHAIR CHALLINOR: Yes.

CHAIRPERSON GOULD: -- Much more conducive. It's nice for people to have a window that they can see something.

MS. RUSSELL: Are there any other questions? I might add one other item, we talked about it before, but since some of the commissioners are new, there is one line item marked representation fund, and we've requested \$5,000. Most agencies have a representation fund approved by congress, which are fairly modest amounts of money, that allow -- in our case it would be the chairman, executive director, if they're entertaining VIP visitors, foreign visitors, things like that. We did not push hard to have that language in the appropriation last year. We submitted it, nothing happened. So it's a zero balance account because we were not authorized to do it since we have the gift account that we tend to use that in that way. But just for those of you who might have wondered why we showed a line item that was then not funded, it would have taken special authorization to put any money in for that purpose. If you have any other questions even after the meeting you can send me an E-mail or ask me. Thanks a lot.

NCLIS MEETING CALENDAR

CHAIRPERSON GOULD: Thank you. The next item will be to look at the meeting calendar. And, Bob, do you want to handle that, please.

MR. WILLARD: There are only two commission meetings on the agenda. One is the meeting in September that it will be a joint meeting with the museum services board. The other, we only have the broad outlines of the date, it will be in August. It will be worth spending a minute or two discussing your druthers on that. But our intention was to give all the members of the commission an opportunity to participate in the IFLA meeting that happens to take place within our own borders, and we could have a commission meeting. In that context, of course, to do that right, it probably means to have it before or after the IFLA meeting. Although it is simply a brief meeting, we could probably fit it into the schedule. We got people around the table like Winston who know the procedures about IFLA better than I, but we do want to show off the commission in that context, and it will be an opportunity for moving along the business of the commission. We do have some things that are fairly well developed in terms of our recommendations out of the school libraries project and further activities with regard to government information, so it will be stuff that we may not have time to address later at the joint meeting.

CHAIRPERSON GOULD: One of the things that we did discuss when we had the executive committee meeting in March, which was -- we talked about people going to ALA. And I did -- we did authorize, I guess I did authorize, three days of travel and one day of salary for ALA. And I authorized no salary, but travel and expenses for IFLA. And so that will give you a little bit of context. Yes, Paulette.

COMMISSIONER HOLAHAN: When is the meeting in September?

CHAIRPERSON GOULD: It's 13 and 14th.

COMMISSIONER HOLAHAN: 13th and 14th. What about expenses?

CHAIRPERSON GOULD: Well, we normally host a breakfast, but now I have been informed at the request of ALA that we're going to have a lunch, I believe, with the ALA executive board, and that is official commission business, so for ALA I do authorize one day of salary and three days of travel and expenses.

COMMISSIONER MASON: What is that meeting?

MS. RUSSELL: The lunch is the 15th.

CHAIRPERSON GOULD: The 15th, which is a Friday.

MS. RUSSELL: And the Sister Libraries tea is Saturday the 16th?

CHAIRPERSON GOULD: And for those who live on the west coast or in an area where it's not easy to get to San Francisco, it's in San Francisco, so those who of us who live on the west coast don't have to worry about the extra day of travel. Those on the east coast may, but we will accommodate the travel needs in terms of travel and expenses, but you'll

only get salary for the 15th, which is our official day of business. And you need to let -- I guess -- yeah, send your travel to Bob and the staff will coordinate it.

MR. WILLARD: Obviously anybody that can lean on their own institutional resources, obviously we would appreciate that.

CHAIRPERSON GOULD: We would hope. And in terms of IFLA, as I said, we will provide travel and expenses. And IFLA usually lasts five days.

COMMISSIONER GRIFFITHS: No, it doesn't. IFLA is a long meeting.

VICE CHAIR CHALLINOR: It's about ten days. Ten days.

CHAIRPERSON GOULD: It's ten days? Winston.

MR. TABB: IFLA last -- the program part of it really lasts five days. For those who are actively involved in the association it is about ten days. Commissioner Billington will be giving one of the guest lectures on Tuesday, and so I would hope that if the commissioners are coming that we try to have it around that time so people can be present for that on Tuesday.

CHAIRPERSON GOULD: Thank you.

MR. TABB: I have a preliminary program. Maybe the easiest thing would be for me to sit down here with you next week with Bob and see whether there might be some open spots in that interval of the five days in the normal program where you might fit in a commission meeting.

MR. WILLARD: Will there be the equivalent of the US embassy party?

MR. TABB: Yes. I'll go ahead and mention that now. The Librarian of Congress and the governor of Massachusetts, whomever that might be by the time August comes, will be inviting all of the US delegation, only the US delegation, to a reception at the state house in Massachusetts, which will be jointly sponsored by the Library of Congress and the state library board of Massachusetts.

CHAIRPERSON GOULD: Oh, that's great.

VICE CHAIR CHALLINOR: Are we an official party.

CHAIRPERSON GOULD: Yes. We are officially a party.

MR. TABB: Yes. I say this because I wanted to be certain since we're paying for this that every American doesn't invite every foreign visitor and we don't have 4,000 guests as opposed to 1,000 that we're anticipating. This is on -- it's at the Massachusetts state house on the evening of Wednesday --

VICE CHAIR CHALLINOR: August 15th?

MR. TABB: August 22nd.

MR. WILLARD: I would say probably for tentative planning, arrival on Monday for the commission and depart on Thursday night might make sense then for those who only want to attend the commission meeting.

COMMISSIONER HOLAHAN: And what is authorized?

CHAIRPERSON GOULD: Whatever is going to be necessary. There are members of the commission who are actively involved with IFLA, Winston being one. Jose, do you have any IFLA --

COMMISSIONER GRIFFITHS: I don't have IFLA business. I will be there, but I won't be there for the whole meeting. But I do want to mention that there is a preconference associated with IFLA in Pittsburgh that the dean is going to do, it is on library statistics. Since I hope by then to at least have furniture arranged in my house in Pittsburgh, I would hope to attend that as well, but I don't need salary or expenses just to be there.

CHAIRPERSON GOULD: Yeah.

COMMISSIONER ROBINSON: Bus fare.

CHAIRPERSON GOULD: Yes, Joan.

VICE CHAIR CHALLINOR: There is a preconference meeting of Chinese and US librarians and thanks to Woody I'm giving an address. I'm not about to say I wrote it.

COMMISSIONER GRIFFITHS: I'm also going to be giving an address at the meeting. I'm not sure how long we are staying.

CHAIRPERSON GOULD: Now, is that a preconference meeting for IFLA?

VICE CHAIR CHALLINOR: Yes.

CHAIRPERSON GOULD: In New York. Good.

MR. TABB: Excuse me, it's at the Queens Public Library for two days and the Library of Congress for one day, so it's a conference that's moving from one place to the other.

VICE CHAIR CHALLINOR: I don't think we've been told just where we're speaking.

COMMISSIONER GRIFFITHS: We just have the dates.

VICE CHAIR CHALLINOR: We just have the dates.

COMMISSIONER ROBINSON: So if we go to this again, our meeting is going to be on Tuesday and the meeting at the state house is on Wednesday, and when was the Librarian of Congress giving his --

MR. TABB: On Tuesday the 21st, 11:30-12:30.

MR. WILLARD: No decision has been made with regard to the specific time of the commission meeting, but I'm suggesting it would be after Monday night and before Thursday morning.

COMMISSIONER HOLAHAN: So arrive on Monday and departure on Thursday is probably --

MR. WILLARD: We'll give out some more information, including the agenda of the activities.

COMMISSIONER MASON: Does the commission make the hotel arrangements and all that?

CHAIRPERSON GOULD: Yes.

COMMISSIONER MASON: So then we don't have to worry about that?

VICE CHAIR CHALLINOR: I have mine.

CHAIRPERSON GOULD: I believe Suzanne has done some work on this already, but we'll take care of that next week when I'm in the office.

VICE CHAIR CHALLINOR: I would just like to say that I've been to IFLA now several times and it is fabulous. It is fabulous because the world likes to tell us what they think. And if you just walk around and look American, you hear things that you won't hear anyplace else and it gives you a world view that is so much broader than what you ever thought when you walked in. I have been to Bangkok, I've been to Amsterdam, and it is a real experience if you keep your ears open and do very little talking.

CHAIRPERSON GOULD: Beth, are we going to have a Sister Libraries exhibit?

MS. BINGHAM: We decided we're not going to.

CHAIRPERSON GOULD: Okay. I couldn't remember.

MS. RUSSELL: Since we're no longer recruiting.

CHAIRPERSON GOULD: That's true. Okay. So our final tea will be in San Francisco. Woody and then Rebecca.

MR. HORTON: I guess sitting here, Winston asked if he could help us with getting that room at IFLA so we could transfer the libraries to UNESCO.

CHAIRPERSON GOULD: And Bob will be back from your UNESCO trip so you can make a report to us then. Great, thank you. Rebecca.

COMMISSIONER BINGHAM: I wanted some clarification relative to this Asian-Pacific conference that just precedes ALA, and I think I had talked with you about my willingness to be there. Did I understand that two other commissioners are going to be there because they're making presentations?

VICE CHAIR CHALLINOR: Yes.

CHAIRPERSON GOULD: The presentations, I thought, were, I thought, for IFLA.

VICE CHAIR CHALLINOR: It is.

COMMISSIONER BINGHAM: So this is different.

CHAIRPERSON GOULD: Yeah, that's different.

COMMISSIONER BINGHAM: So then I need to have a conversation with whether or not you want to follow through with it.

CHAIRPERSON GOULD: I would like to have you attend it. I planned on driving to San Francisco early so that I would also like to go. And there is one other preconference at ALA, I think it's ASCLA that's going to do something on disabilities. And I'm --

MS. VLACH: I think Denise will cover that.

CHAIRPERSON GOULD: Will Denise be at that one?

MS. VLACH: She is going in early.

CHAIRPERSON GOULD: Good. Okay. These are things we can take care of in the office next week. Are there any other questions? So you know that we have ALA in June, we have IFLA in August, and then we have our joint meeting in September in Sturbridge, Massachusetts. And we will get out the final calendar to you so you will have dates and know, you know, the contact in the office for handling the travel arrangements if you don't do your own travel arrangements. But we will take care of hotels. We will take care of the hotels.

COMMISSIONER ROBINSON: So are we actually going to have a meeting in San Francisco or not?

CHAIRPERSON GOULD: No, we will not have a meeting in San Francisco. We meet --

COMMISSIONER ROBINSON: Right.

CHAIRPERSON GOULD: -- with the ALA executive board.

COMMISSIONER ROBINSON: So that's when you authorize one day of salary?

CHAIRPERSON GOULD: That is correct. But you do get your expenses.

COMMISSIONER ROBINSON: No, I understand. That's fine. I'm just trying to keep up.

LIBRARY STATISTICS PROGRAM

CHAIRPERSON GOULD: Okay. Are there any other questions in terms of future dates and travel plans? If not, we will go down to -- and we are on time, I can't believe it -- the update for our programs and projects and, Bob, would you do library statistics, please.

MR. WILLARD: Well, very little, and I think I mentioned it already, I don't -- I'm not going to go through the details, I did provide a report, the greatest accomplishment, I think, is the fact is that using web-based technology here you're speeding up the process. So are there any questions? COMPREHENSIVE ASSESSMENT OF PUBLIC INFORMATION DISSEMINATION STATISTICS PROGRAM INTERNATIONAL DIALOGUE: INFORMATION LITERACY

CHAIRPERSON GOULD: If there are no questions, Woody, you are on -- both on the comprehensive assessment of public information dissemination statistics program and -- now, why is that there -- and the international dialogue information literacy. Woody.

MR. HORTON: Well, first with respect to the comprehensive assessment report, I think the commissioners know that that report is now out. It was published in four volumes. More precisely three of the four volumes have now been published. The main report, the volume dealing with our legislative proposal and the other volume, which contains appendices, and the fourth and last volume is an update of public laws dealing with dissemination of government information to the public since, I believe, 1996. The congressional research service had published a compilation of laws prior to '96, and because we have called our study comprehensive we, of course, had to go back and look at all the laws, not just the main laws like the Freedom of Information Act. To say that this report is complex and far reaching is an understatement to be sure. However, you will recall that the letters we received from the two committees, Senator Lieberman and Senator McCain, specifically used the phrases basic and fundamental reforms. It would have been a lot easier on me and Sarah Kadec, my coconspirator and on this commission, had we been asked to do a much more modest kind of a study, but we were not. We were

asked to undertake a comprehensive basic study. I've heard it said that, and I want to get this out on the table here, that this study says things that reflect Woody Horton's personal agenda. I wish I were that clever, but I'm not. I, frankly, did not know where we would come out in this process until we began it. And as you know, this study is only the third of a succession of related studies that began way back as early as '96. But I'm not that clever, and we had to go through the whole empirical process of looking at prior studies of convening four panels of doing research before we began to come up with findings and recommendations. So for what it's worth, I'd like to reassure the commissioners sitting around this table that that report and its findings and recommendations in no way reflects mine or to the best of my knowledge anybody else's personal agenda. It truly is a reflection of the process that we went through to undertake the research. There are, just to recap them quickly in case you were asked by friends and colleagues, I think, four major recommendations that we made. One was that our government come to regard its government information as a strategic, national asset. The second key recommendation is that in every agency's authorizing legislation there be a standard, simple, straightforward phrase that makes it clear that every federal agency has the mandate and the mission to disseminate information to the public. The absence of such straightforward, simple language now has caused a great deal of problems. Thirdly, that the government's costs, its expenses in disseminating its information to the public should be isolated, identified and abrogated into a single line item that we call the information dissemination budget, and not be left to somebody's imagination or being invisible or an overhead item, but it be shredded out and clearly identified as a line item in the president's budget. And the fourth is we recommended, as you know, the creation of a new government agency called the Public Information Resources Administration into which we would transfer Superintendent of Documents programs and the National Technical Information Service.

COMMISSIONER ABRAMSON: Maybe we would end up there to.

MR. HORTON: And maybe we would end up there as has been suggested. In case you hear the comment, well, we lost sight of NTIS in this whole process. That simply isn't true. We told the president and the congress that, and we began to tell them that so to speak as early as our last preliminary assessment of NTIS that we thought there were certain commonalities in the programs and practices and problems of Superintendent of Documents and NTIS, and that it would be better to consolidate those programs into a single organization. Now, I, along with all of you, I am sure, have seen some critical comments, including those of my good friend, Timothy Spray, who at one point used to work for me at OMB, I can't help but footnote this conversation and say over the years Tim has recommended the dissolution of the Government Printing Office, the National Archives, the Office of Information Resources Administration, so we are in very good company when Tim makes that comment. But in all fairness, he does make the comment legitimately that there may be other solutions and, indeed, there may be other solutions. And our position has been, and I think should remain, that we think the next step is up to the congress, that it should hold hearings, the sooner the better, so that the views Mr. Spray and those other individuals and organizations who have strong feelings and vested interests in our recommendations have their day in court, they can get up and be invited by those committees to state their case, make their case as eloquently as they can. And by

the way to that end, four of the committees informally asked us for a list of potential witnesses, as well as talking points on what those witnesses might be asked or invited to talk about, and we've already shared that list and those talking points with those committees. So as we pointed out to you, our posture and this is in the document in Tab N, is that we're now in the position of continuing to obtain feedback from the stakeholders, and because the issues are so complex, clearly this is going to take some time. The other problem here is that how much simpler life would be if our recommendations all fell within the scope of one committee. That is certainly not the case here. We cut clear across the board, and I think it's fair to say that every government committee has some interest in the way government information is disseminated to the public. And that admittedly makes it difficult for the lead committees to make their case. So we're going to work with congress, with the president, we can't forget the president in all this just because on the left hand he may have said something about ferreting us out, we still must deal with him on our recommendations. And so we're continuing to do that.

CHAIRPERSON GOULD: I would like to say -- at this point I would like to say personally and on behalf of the commission that I think Woody, and certainly Sarah, and other members of the commission staff, Judy and Bob, considering the time frame that we were given by Senator McCain and Senator Lieberman, everybody has done an incredible job, and I consider this particular report to be one of our seminal publications. The fact that it has caused a great deal of comments and interesting reactions to me says we have done a good job because the report is generating a lot of discussion and a lot of attention on an issue that really needs desperately to be addressed as we, you know, now are in the electronic information age. So on behalf of the commission and myself personally I'd like to thank you, I'd like to thank Sarah and the staff of the commission, Bob and Judy, for an incredible job done in a very short time span.

VICE CHAIR CHALLINOR: We talked about the dinner, the NCLIS dinner for Woody.

CHAIRPERSON GOULD: That's right. We had a wonderful dinner for Woody, and we had a wonderful time. A number of people within the library profession have talked to me about this particular report, and because ALA is not overwhelming in support of some of the recommendations, and I continually point out to them that it is causing discussion. All we have done is what we are supposed to do, and that is to raise the barrier, raise the issue, come up with the recommendations, but in the end congress asked us to do this and it is congress that will make the final decisions. And everyone, as Woody says, will have their day in court.

COMMISSIONER ROBINSON: But we should authorize the requisition of a flack jacket for Woody.

MS. RUSSELL: Martha, could I add something, I've been out talking to a number of government documents groups and also to ACRL, and I have heard relatively little feedback yet about the recommendations. People were really waiting for the most recently released volume that had the legislative proposal before they really started reacting to that. But what I'm hearing consistently is that people are delighted with the

findings and conclusions, and they feel that we have really shown a spotlight on it, have brought together the complexity and made it clear what the issues are, what the problems are, and then that whether they end up agreeing with our particular recommendations and solutions or not, that the mere bringing together of those findings and conclusions in the way that they were brought together will cause something to happen that will advance public access to government information. So I think the word is not yet in on what the congress itself will do on the recommendations or positions they will take, but I do think that what the commission can be extremely proud of is really bringing attention to the fact that there really is a problem that needs to be addressed and making that something that I think comes actually because of the focus.

CHAIRPERSON GOULD: And as I also pointed out to people and would point out again, that we truly were the honest broker in this particular project. And, yes, a flack jacket would have been very, very nice to have because there were a lot of pot shots. But we have -- we have done something, I think -- not we, but the staff, Woody and Sarah, have done something that is extremely important, and along with the kids in the internet, I think, and the NTIS assessment, I think we can be proud of the work that's been accomplished by this particular commission and by the staff of this particular commission, and I so commend them. Woody, do you want to go on to international dialogue and the information literacy program?

MR. HORTON: Some time ago, and most recently, I guess, at the Los Angeles commission meeting, Patricia Bravic, whom I think most of you know, who heads something called the National Forum on Information Literacy, discussed with us the possibility and feasibility of putting on what we've tentatively called the First International Congress on Information Literacy with the cosponsorship of UNESCO or some other perhaps alternative international governmental or nongovernmental organization. We have approached UNESCO informally with this proposal. They think it is a very interesting idea. There is a communication, I think, that's in here from the new assistant director general of UNESCO for communications and information, Mr. Abdul Kah, former director of Indira Ghandi University, and whose professional expertise is in the distance learning area, commending us for that initiative. And he will take office in Paris in July when Mr. MaDeaux, the acting Swiss incumbent in that job, leaves it. When Bob and I go to Paris next week, we will be discussing with them this proposal. The idea, as you'll see from another document in here, is essentially to raise the consciousness level of the world to -- and this is precisely why I was interested in your comments yesterday, and I would love to hear your comment on what relationship you see between what you brought up yet yesterday and this conference, so that we know that before we go to Paris. Pat is basically calling the shots at the moment. We are a facilitator. We don't know what UNESCO's role is yet. Clearly there may be some politics that we have to worry about here. The US has not rejoined UNESCO. Just how aggressive and assertive they may want to be and so forth are things that Bob and I are going to be exploring so we'll better know. I think it's Pat's belief that if UNESCO should for any reason withdraw from its initial interest in this, that we pursue the idea with other possible national and international sponsors. So right now to end my comments, there is budgeted for and planned a meeting in Washington in October the day before or day after the fall meeting

of the national forum, which I believe was October the 21st, and at which we will in the United States meet for the first time with a dozen people or less to begin brainstorming what that conference would look like. I've discussed here at this meeting with Rebecca, and I already knew Jose's interest in this area from our prior association, but following discussion here, if there are other commissioners who would like to track this, yes, you, Joan, specifically. Thank you for a show of hands. We'll make sure to keep you advised.

VICE CHAIR CHALLINOR: I would just like to ask, and I think maybe it ought to be an official NCLIS project, I mean are we paying for you to -- you and Bob to go to Paris for that too? Are they giving us money for that or are we just doing because we're going to be there anyway?

MR. HORTON: No, that was approved by the State Department, the Information Literacy international Council approved that as a straight line item in the executive financial budget.

VICE CHAIR CHALLINOR: Well, I have no objection. I would be in favor of saying this is a NCLIS project, in which case I think -- do you want to make it an official --

CHAIRPERSON GOULD: Before you do that, Jose.

COMMISSIONER GRIFFITHS: I was just going to say that when I have not been operating in just in time mode with respect to the materials that we had in preparation for this meeting that, in fact, as I made my recommendation or suggestion yesterday, I would probably have tied it to this a little sooner than now, very clearly they do tie closely together. My only suggestion was -- would be that we tie information literacy to learning and so that, in fact, we can bring the two together. And I think it's a very, very good idea. And I think that whether it occurs with one group or another, I would think that that panel, the national panel, from which we heard testimony on the first panel yesterday morning, would be another good cosponsor. I think there may be a fair amount of foundation for funding that could be accessed for a congress at this time of this kind.

CHAIRPERSON GOULD: And then I will entertain your motion, Dr. Challinor.

VICE CHAIR CHALLINOR: Thank you. I make a motion that the -- what is the official name? I want to be --

MR. HORTON: Pat calls it A Proposal For An International Dialogue: Information Literacy.

VICE CHAIR CHALLINOR: An International Dialogue can be voted on as an official NCLIS project like Sister Libraries.

MS. GRIFFITHS: Be adopted.

VICE CHAIR CHALLINOR: Be adopted as an official --

COMMISSIONER ROBINSON: Second.

CHAIRPERSON GOULD: It has been moved by Commission Challinor.

VICE CHAIR CHALLINOR: Badly.

COMMISSIONER ROBINSON: And seconded by Commissioner Robinson. Is there any additional discussion?

MR. WILLARD: Yes. I would just like to -- I'd like to make sure that we acknowledge that the idea itself came out of a separate organization at the National Forum for Information Literacy was really the parent of this. Also, I think it was a veteran who said the diplomat never allows himself the pleasure of a victory. It doesn't mean you don't have a victory. It just means you have to be careful that you don't take too much pleasure in it. I don't think we want to -- I think we ought to let this thing sort of percolate more before we decide what the most appropriate way to take credit is. And I would request that you might table this motion and let us find out what the reaction is in Paris, letting UNESCO see how proprietary they want to feel about it. We may get other partners like IFLA. Let's take a little time before we try to brand this with our own name on it.

VICE CHAIR CHALLINOR: I have no objection to that.

COMMISSIONER ROBINSON: I withdraw my second.

MR. WILLARD: I think tabling and keeping it as an issue is responding well on this.

CHAIRPERSON GOULD: It is moved that we table this.

COMMISSIONER HIGHTOWER: I would so move.

COMMISSIONER ROBINSON: I move that we table.

CHAIRPERSON GOULD: And Commissioner Robinson has moved that this motion be tabled. It's not debatable. All those in favor. Opposed. (Whereupon, the motion was unanimously carried.)

CHAIRPERSON GOULD: It is tabled until they come back from their meeting in Paris.

COMMISSIONER ROBINSON: Are they going to take accordion lessons while they're there?

SISTER LIBRARIES: A WHITE HOUSE MILLENNIUM COUNCIL PROJECT

CHAIRPERSON GOULD: Enough. Rosalie and Beth, would you like to report on the Sister Libraries project, please.

MS. VLACH: Yes. Before I begin, I would like to thank the commissioners for their concern on behalf of the staff given the current situation with the budget. I think I can speak for all of them because we have sort of discussed it among ourselves and we very much appreciate the fact and know that you are sensitive to our position and we appreciate that. And Joan very nicely came to each of our offices individually to express that concern. And I do know that she was probably speaking for all of you, and I want to thank you for that. I am going to hand this to Ms. Bingham. She is the one that started the project. She is the one that has been doing the yeoman's share of the work, so I will leave the reporting of it to her, but I concur.

MS. BINGHAM: Thank you, Rosalie. I have a bulleted type report, short and sweet, in the notebook listing activities that we've done, what we've been working with. In the past few weeks we've been working with Woody trying to gather information for him to take to Paris to talk about the handoff or passing on the ideas that gel from what we've done in the past -- it's in two years and, what, three months, that we've been involved in this project. We now have 344 libraries working internationally. And I did put a chart in the book of who has matches and who doesn't. We have six sites that I have no one to pair with. And it's not that I haven't tried. I mean we've been every place, and even yesterday we were working. I talked to Mary Hinds, who is one of our Sister Library participants, who testified at -- from Georgia State, and she is going to get some information for us. But we are hoping to get all the blanks filled in before the end of this summer. We're working on our final report and brochure. We met with Denise when I was in the office a few weeks ago. And our statistics assessment lady came through, you know, and helped formulate the questions that we were going to have as a web-based opportunity for our Sister Library participants to fill in. We want to know the good, the bad, but most importantly we want to know the ugly for the project, what worked, what didn't work, what type of help did they really and truly need that we know from staffing and the commission that we were unable to provide. We also are going to track the number of people that were involved, not only staff, not only children. As you will recall, we started the project dealing with children and teenagers. Then we expanded it. We want to know if there were books exchanged, we want to know actual dollars and cents from the library's point of view on both sides of what it cost to do this type of a program. If you'll remember, we gave them no money. We gave them designation, recognition, a plaque for the library, a plaque for the city, and that was something too that we're going to ask in the assessment, were they able --

VICE CHAIR CHALLINOR: That was your idea

MS. BINGHAM: -- were they able to raise visibility in their community in either location because it involved city government or the county government or whatever the structure is because I think this is something that is very important, the press releases that we provided, that type of thing. So we are really and truly going at it because if you'll will back in January of '99 we wanted to be able to have something to document what we were doing to make this a little bit different than the IFLA project that's just there, that there was no follow-up with the libraries. We will be having our concluding tea party

thanks to Martha and to Ann at Victor's Palace in San Francisco. It's on 32nd floor of the Westin. You know, if we're going to do something, we're going to do it right. I had Rosalie scanning the pictures. It's a lovely facility. We're having a tea party for a longer period of time, so it's going to cost more money this time because we feel that an hour is not long enough. So it's going to be from 3:30 to 5:00 because we don't have that much money. And we will be asking you, if you have people that you would like to have invited to this event, it is truly one of the few things that the commission has been able to do to reciprocate all the generosity of us going to different events and for you to bring people to see and meet with you, and also to talk about some other projects. So we will be having our concluding tea party. I'm going in to DC next week. We're getting the invitations out. Send me your names and addresses of who you want included, if you have staff members or people that you would just like to see one of the projects that actually started and concluded almost -- well, we did it on our timetable. It has been an exciting process. We've had a lot of fun. The draft report is going to be what worked and what didn't with the evaluations statistics, the assessment, narrative, and who knows what else. We also sent out a list and -- for Woody to all of our international locations asking for support and help for what -- who to work with in the countries on the information literacy projects. Because we already have a core group of people. Yesterday listening to some of the school people talking about statistics and stuff, we have many school libraries working in our project that we could actually follow up with them as a base to do as a pilot for any type of study on tracking different things because we have an entry in the back. If any of you have any questions for either Rosalie or me, you know, we're looking forward to getting names immediately because, you know, I want to get these invitations out quickly. And for the final report, if there is anything that you think that we need to include, please let me know.

COMMISSIONER HIGHTOWER: Are the invitations going to the libraries that were participating?

MS. BINGHAM: Yes. Every library --

COMMISSIONER HIGHTOWER: So I had several, but I don't need to send you those.

MS. BINGHAM: You don't need to send me those. But if there are any people in Texas, and that's another thing, we've been trying to keep the congressional delegations notified as an ongoing process of what we have done as a commission to designate libraries in their districts. And I'm not sure if that has been -- that has not been done for this year, but maybe we can crank that out just as a reinforcement and, you know, we'll definitely invite anyone on that particular statute, but from other organizations.

VICE CHAIR CHALLINOR: Well, I certainly want to give credit to Beth and to Rosalie. Beth first for getting it off the ground and handing it to Rosalie in such a beautiful fashion. I will say it from the house tops that Beth Bingham has done a wonderful, wonderful job on this and I am grateful, the commission is grateful, and I know all those libraries and all those kids who have participated are also grateful to you, Beth, and also to Rosalie.

MS. BINGHAM: Thank you.

CHAIRPERSON GOULD: And we did have fun in Jerusalem with my sister. We put my sister to work manning the booth at the IFLA conference because she came to IFLA with me.

MS. BINGHAM: And we also have some more money coming in for the gift account. I understand Martha has this checks for us.

CHAIRPERSON GOULD: I think Annie's check has already gone in and the rest will follow. I think it's been a great project and on behalf of the commission I do want to commend Beth, Rosalie and Joan because it was Joan's original idea.

VICE CHAIR CHALLINOR: I was eight years younger when I had it, but it was our millennium project.

CHAIRPERSON GOULD: That is correct.

VICE CHAIR CHALLINOR: That ties up the --

CHAIRPERSON GOULD: Woody.

MR. HORTON: Just a footnote that the State Department has authorized some funds for the purpose of exploring the feasibility, we've used the word transfer, but that's a misnomer, but for the United Nations Associated Library or UNAL program, as it's called, which is a network of libraries of the member states of UNESCO to mount a similar program and what lessons have we learned. So it's a case of sharing our experiences. And again, this is on the agenda for the Paris visit.

CHAIRPERSON GOULD: Great, thank you. The next -- if there is no more discussion on the this Sister Library project -- Judy.

MS. RUSSELL: This is somewhat out of order since we're doing updates on actions, but one of the things to think about is the comment that Beth made, which I think is very true, that we've now had a presence at ALA for a number of these teas, and it's becoming a unique opportunity, not only to recognize some sister libraries to further that project, but for visibility of the commission. And it may be something that as we plan once the project is complete for future ALA's, that we may want to consider whether, just like there is a COSLA reception every year, whether we want to continue a tradition of having some sort of commission event as a gathering place in a way. So it's just something to sort of think about. It's a decision that doesn't have to be made probably until the fall, but it is something to keep on the radar.

CHAIRPERSON GOULD: Thank you, Judy.

LEGISLATIVE REPORT

CHAIRPERSON GOULD: Rosalie, legislative update, please.

MS. VLACH: All right. What you will find directly behind the Sister Libraries update is a grid of current legislation that is probably the most relevant to us. It has to do with the ESEA reauthorization. You will see S-1, which lists all of the other smaller bills that have been added to ES-1. What I'm going to suggest that you do is use this as I will as a template. I can give you details on each of these -- more details than is just in the summary, and I will continue to update it as -- as action occurs. And so you will see that we have Jack Reed's -- Senator Reed's bill specifically for libraries, which is to update library media resources, providing well-trained professionally certified school library media specialists for elementary schools and secondary schools and for other purposes. There is another bill which is for the construction of libraries. So what I did, quite frankly, was a word search starting first with libraries and then with education to see if I could find those mentioned specifically. These are the bills that I came up with. This was done during the recess. I do know that yesterday, I don't know too much about it unfortunately because I only saw it on C-SPAN while I went to change for the evening, the new Democrats had their own -- the new Democrats being led by Senator Lieberman, including Mary Landrew, and, well, I don't want to give you the whole list, there was about six or seven of them, they have their own education bill, and I'm not sure -- I may have heard that they were specifically mentioning something about libraries, but I haven't really been able to see what they've introduced, but there are things happening that we will and I will continue to track. Also I know that Senator Lieberman is working on introducing a federal chief information officer, and I think that what that is doing is obviously reinforcing what we believe is the importance of information and how the government really has to get around how they're going to handle it.

CHAIRPERSON GOULD: Does that bill have a number? I know I saw something.

MS. VLACH: No. I haven't seen a number on that. I know one is numberless.

CHAIRPERSON GOULD: There is another piece of legislation, I don't know where it is, but you and I discussed it, you sent me a little bit of information, and that deals with the - with the president's education bill.

MS. VLACH: That is S-1 really.

CHAIRPERSON GOULD: This is S-1, okay. Because I know there was something about libraries, I think, in Section 9 of the bill.

MS. VLACH: Yes. As I say, what has happened is a lot of them have been rolled into that.

CHAIRPERSON GOULD: So we need to -- we really want to track that one quite closely.

MS. VLACH: Yes.

CHAIRPERSON GOULD: Thank you. I love the template.

VICE CHAIR CHALLINOR: I think this is really good. Thank you.

MS. VLACH: You're welcome.

CHAIRPERSON GOULD: Are there any questions that you have for Rosalie on the status of legislation? I would remind members of the commission that we have to dance like angels on the head of a pin when it comes to supporting legislation because we are not supposed to lobby. We are only supposed to give policy advice.

COMMISSIONER HIGHTOWER: Policy advice meaning congressman, I think this a good deal and you have room for it.

CHAIRPERSON GOULD: Yes. However you want to look at it.

COMMISSIONERS' COMMENTS

CHAIRPERSON GOULD: We are now at a point where I would invite comments from the commissioners. Do you have any issues you wish to comment on? Good heavens, I can't believe it. COMMENTS, NCLIS LIAISONS, GUESTS AND OBSERVERS

CHAIRPERSON GOULD: Then the next item, of course, will be comments from the liaisons. I don't know if we have any liaisons here. Payton.

MR. NEAL: Thank you. I apologize for my medical troubles and coughing and I've tried to absent myself from part of yesterday's hearings when I sounded like I was about to die. I would say in response to the comprehensive information project, my association is deeply committed to following that. And Woody and I have talked off line about various developments that are coming. I did share with Rosalie the staff draft of Senator Lieberman's E government act of 2001, which we were told last week was to be formally introduced in the senate May 1st, next week. That incorporates some of the HR 5024 from the 106th congress, which was the Federal Chief Information Officer legislation and Office of Information Policy Legislation. And also this past Tuesday the house began the hearings on the Paperwork Reauthorization Act of 1995. All of this folds in together along with the recently released GAO report on electronic dissemination of government publications. So the landscape will be very crowded in the coming months, and I hope that all of the resources that Woody and the commission were able to bring around the table to get this comprehensive assessment project completed will in some way continue to focus on that goal separate and apart from the commission's somewhat uncertain future at this point. Thank you. We do have one guest. Kim, would you like to make any comments.

MS. FENDER: No.

CHAIRPERSON GOULD: Would you like to introduce yourself? Do you have anything you wish to say?

MS. FENDER: I have nothing -- I wish to say, I'm a long-time friend of Bob and Judy and they invited me down and I'm glad I came.

CHAIRPERSON GOULD: We're delighted that you're with us. Thank you. If there is no additional comments or business on the part of the commissioners, then I will entertain a motion to adjourn.

COMMISSIONER ROBINSON: I move that we do adjourn.

CHAIRPERSON GOULD: Thank you. We are adjourned. (Whereupon, at 11:34 a.m. The meeting was adjourned.)