

“ . . . school libraries and teacher-librarians contribute to achievement, literacy and culture.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“‘Could you help me?’ said the grade twelve student to the teacher-librarian. ‘I need to write an essay for a scholarship on the labour movement in Canada.’ In less than five minutes the student had the material he needed on the table in front of him. ‘Gee, this is great,’ he said. ‘I spent three hours on the internet and I couldn’t find anything.’ Yes, it takes a teacher-librarian!”

Charlotte Raine, Teacher-Librarian
Saskatchewan

“... there is a good body of research to indicate that good teacher-librarians can make a great difference in the life of a school and help to improve student achievement Within a library programme, for example, there are many important instructional responsibilities (e.g. information) that are best delivered by a certified teacher librarian.”

Government of Ontario. *The Road Ahead: The First Report of the Education Improvement Commission*. August 1997.

“Teacher-librarians have nurtured and watered school libraries. Not as many are doing the watering and nurturing now and like plants, our libraries are slowly dying.”

Robert Munsch, Author

“ . . . with staff funding cuts and site-based decision making, the reality is that teacher-librarian time is the first thing on the chopping block.”

Patty Ambrosio, Teacher-Librarian
Medicine Hat, Alberta

“ In 1990 in Nova Scotia, one-third of school principals allocated less than \$1,000 a year to library materials, with many boards reporting \$6 per student.”

Nova Scotia Department of Education

“In 1998, Alberta had 1,668 schools and 252 teacher-librarians assigned half-time or more. In 2000, there were only 106 assigned half-time or more—one teacher-librarian per 3,000 students.”

Dianne Oberg, University of Alberta

“In one school district in Alberta, there were 14 teacher-librarians (FTE) in 1992 and 8.5 in 2002. More than half of the schools have no teacher-librarian”

Alberta Learning Resources Council

“In 1990, there were 103 teacher-librarians in Nova Scotia; in 2002, there were 9 (and these could be working in district offices or teacher’s centres and not necessarily in schools).”

Nova Scotia Department of Education

“Ontario provides funding for one teacher-librarian for every 769 elementary students and 909 secondary students. Only 2% of elementary schools have sufficient enrolment to generate funding for a full-time teacher librarian.”

Ontario Library Association

“... only 10% of Ontario elementary schools have a full-time teacher-librarian, compared with 42% twenty-five years ago.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Many schools would rather spend their money on technology that will be obsolete in a couple of years than to buy books that will last much longer. I am not against the use of technology, in fact we are usually the people who teach it to our students, but I am against school libraries being put on the back burner when it comes to adequate funding.”

Patricia Emberley, LRT
Avalon East School District

“In Manitoba, the level of provincial funding for school libraries (staff, operating, collections) for 2003-2004 is the same as it was in 1993-1994.”

Manitoba Department of Education

“... in the school board for which I work, I am the only Teacher Librarian for 4 High Schools. The 26 elementary schools have no librarians. The libraries have been decimated by cuts to staff and budgets. Any books that were in these libraries have disappeared. It is a crying shame.”

**Jane Rodrigues, Teacher-Librarian
Sudbury**

“Next year, my assignment will be 75% as a Learning Resource Teacher and 25% as an English Language Arts Teacher. I love my work with students in the classroom but I wonder who’s minding the shop while I’m away?.”

Beth Hearn, Learning Resource Teacher
Newfoundland

“A friend of mine in a local junior high has had her library hours cut to 2 a day. She is now teaching LA and Social for 4 hours. . . . the principal assigned a second teacher in the school to 2 hours in the library . . . Do you understand that logic?”

Pat Ropchan, Teacher-Librarian
Alberta

“As I accessed the research in the area of principal support for the school information literacy program, I noted that there are a number of researchers examining the importance of the principal’s support. Ironically, as the research in this area is increasing, a number of school boards have decided that they can cut funding to the school information literacy program by cutting teacher-librarian positions completely or replacing qualified teacher-librarians with clerical assistants.”

Richard Mulholland, M.Ed.
University of Alberta

“In my role as storyteller I visit many schools across Alberta and, over the years, have become increasingly alarmed at the rapid rate at which teacher-librarians in the education system are becoming an endangered species.”

Merle Harris, Storyteller
Alberta

“Many schools paper over the problem by keeping the teacher-librarian part time but assign so much prep time that [there is] little time to be a teacher-librarian. The job goes from leadership to babysitting.”

BC School Trustees Association
Education Leader, April 24, 2003

“Teacher-librarians are being given one or two hours a week to devote to the needs of an entire school, making the job frustrating and ineffective.”

Harriet Zaidman, Teacher-librarian, Manitoba

“... my principal called me ... to break the news that the allocation for teacher librarians in this district would be cut in half! ... She made adjustments within the school, cutting other areas that would ultimately lead to greater workload for the administration, in order to keep me full time in this position. I am thrilled but I know that unless funding to our board changes I am living on borrowed time.”

Rhona Oldford, Teacher-librarian, Newfoundland

“Whenever times are tough and cuts have to be made it seems as if the library is the area that is affected the most.”

Sylvia J. Smith, Library Technician, Alberta

“Our school district administrators continues(sic) to hire teachers [with no formal training] to work in school libraries despite an understanding, not a policy, to the contrary.”

Geoff Orme

“In one year (1998-1999) in Ontario, more schools reported losing teacher-librarians (22%) than any other specialist teacher.”

“It seems unbelievable, with more and more emphasis in education being placed on information technology, and with the focus of the Western Canadian Protocol on elementary students being able to ‘speak, read, write, view and represent ideas and information,’ that qualified teacher-librarians are on the way to becoming extinct in Alberta.”

Merle Harris, Storyteller
Alberta

“Our school district has been forced to make cuts due to a large budget deficit. I know of some schools that have closed their library and if they haven’t they have instead laid off the teacher-librarian or library technician.”

Sylvia J. Smith, Library Technician, Alberta

“... in British Columbia, local school board funding levels now reveal dramatic inconsistencies in annual budgets for library resources, with the figures ranging from 80¢ to \$35 per student per year, the latter providing for maintenance only, not growth.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“I have been in schools where the collection was colour-coded, where the ‘librarian’ had no idea what boolean logic was and yet was responsible for helping students do research on the internet.”

Merle Harris, Storyteller
Alberta

“Some principals have said that other staff can run the library . . . one principal even plans to do the job herself. The library staff who, in many cases, have spent years putting all their creative energy into making their workplace a source of pride for themselves and their school now find themselves cast aside as an expense that isn’t worth it anymore.”

Sylvia J. Smith, Library Technician, Alberta

“It’s always a daily challenge trying to fit in my Prep coverage responsibilities with what I know I should be doing as a Teacher-Librarian. It’s very disheartening when I think of the little value that is placed on my position by the school board. Do they not read the research which has shown how vital Teacher-Librarians are to their school community?”

Beth DesRochers, Teacher Librarian
Penetanguishene, Ontario

“Every day I must close [the library] some part of the day for a lunch break. . . . [On the days] when the Grade 10 students . . . write [literacy] tests all morning . . . they come upstairs . . . to use their school Library for reading, studying research, playing chess, doing homework, meeting for group projects. But they come up just as I am closing the Library door in order to get a well-deserved break. . . . Write the ‘literacy’ tests – but close the door on literacy!”

Arieh Waldman, Teacher-Librarian
Toronto

“I know of one large elementary/junior high library which was automated by someone without any library qualifications. The entire collection was accessible only by author or title—there were no illustrators or subject headings in any entries and every book in the collection had 300 pages.”

Merle Harris, Storyteller
Alberta

“The role of the school library in developing literacy skills and information technology skills is being slashed.”

Harriet Zaidman, Teacher-librarian, Manitoba

“My role as a Learning Resource Teacher has gone from promoting books, reading, and supporting resource-based teaching and learning to Network Administrator/technician and finally on to classroom assignments.”

Beth Hearn, Learning Resource Teacher
Newfoundland

“I work in a small school of under 300 children. The neighbourhood is very needy, and some have no books in their homes. . . . my principal decided, for next year, that having the library open all day was a luxury . . . It saddened me to see that the principal really had no idea of how important a library is to children, especially students with low level skills.”

Michele Bower, Teacher-Librarian
Toronto

“I have also been in schools where the library is used only for book exchange and know there are some schools that have opted to close down their libraries.”

Merle Harris, Storyteller
Alberta

“In the current round of contract negotiations with our school board, it was recommended by the board that the Teacher-Librarians be taken from the school libraries and ‘reassigned’ to a classroom somewhere. . . . to avoid hiring any new teachers.”

Beth DesRochers, Teacher Librarian
Penetanguishene, Ontario

“ . . . the neglect of Canadian school libraries comes precisely at a time when many countries around the world are aggressively investing or reinvesting in these very facilities.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“What a school thinks about its library is a measure of what it thinks about education.”

Harold Howe

former U.S. Commissioner of Education

“The state of our school libraries can only be described as desperate in almost every province.”

Roch Carrier, National Librarian of Canada, 2002

“Library programs . . . promote the development of information literacy skills among all students by supporting and coordinating the collaborative planning and implementation of reading programs, inquiry and research tasks, and independent study.”

The Ontario Curriculum Grades 9 to 12 – Program Planning and Assessment

“Excellent teacher-librarians are essential to ensure that all young people have access to reading materials that will help them become literate, and school libraries must be the centre of any plan to improve reading and literacy.”

J. H. Yoo, *The Educational Impact of the School Library*. ERIC Document ED 417 736. 1998

“The School Library belongs to everyone as an integral part of our schools, and is a fundamental right of all children in Canada . . . to this end we engage practicing teacher-librarians in sharing their concerns, ideas, and needs with each other, teachers, students, parents, decision makers, and community.”

Forging Forward: A National Symposium on Information Literacy and the School Library
Ottawa, Nov. 1997.

“The Guide to Education: ECS to Grade 12 specifies that students should have access to effective library programs that are integrated with their instructional programs . . . Decisions about staffing, however, are left to school authorities. In the absence of a teacher-librarian, professional direction and involvement will be provided by the principal and teaching staff of the school.”

Dr. Lyle Oberg, Minister of Learning
Alberta

“Qualified teacher-librarians, technicians and updated collections and technology should be considered essential in all schools and not ‘choices as seen necessary to achieve the outcomes in the Guide to Education.’ How can anyone without library training provide ‘professional direction’ in the library?”

Merle Harris, Storyteller
Alberta

“Effective school library programs can also help promote the development of information literacy skills among all students by supporting and coordinating the collaborative planning and implementation of reading programs, inquiry and research tasks, and independent study.”

The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment. 2000

“All students in our school should have access to effective school library programs. All our young must have the opportunity to develop the information and media skills they require to reach their fullest potential, to become independent, lifelong learners, and to live as active, responsible members of society.”

Canadian Library Association

“Position Statements.” www.cla.ca/about/school.htm

3 Jan. 2001

“I’ve been in school libraries where the only book on our native peoples was published in the 1930s and spoke of “Red Indians.” The book was on the shelf, along with a great deal of dust and little else. . . . The lack of warmth and vibrancy in that school, the clear unimportance of books and the joy they can give, was unnerving. I will admit that when I left that joyless school, I sat in my car and, for the first and only time after a school visit, wept for those children in grades kindergarten through eight.”

Linda Granfield, Author

“I speak from a wide experience of school libraries. The good ones all have teacher-librarians. Students and teachers benefit, the system benefits, the world benefits.”

Richard Scrimger, Author, Ontario

“I have traveled this country from coast to coast and done over 2600 presentations to more than 400,000 students. I know which schools work. I know which students are engaged in learning and literacy. If a school is a living, growing, evolving organism the very heart of it is the resource centre. Make sure that heart stays vital!”

Eric Walter, Author, Ontario

“The library is the heart of the school, and without a librarian to maintain it, it falls quickly, oh so quickly into chaos. I hate to remember how I’ve seen teetering piles of unshelved books waiting for some volunteer to come in for a couple of hours and try to make sense of it all.”

Nan Gregory, Author, British Columbia

“... many districts have eliminated teacher-librarians or severely cut the library time. In many cases there aren't even any teacher-librarians left to advocate for the programs that have been lost. I don't think it's fair to the children of our country.”

**Randi Louise Hermans, Second Vice President
British Columbia Teacher-Librarians Association**

“... there is a world of difference in the learning environment where there is an informed, enthusiastic and dedicated professional librarian. . . . my bets are that your effect will be measured in influence over years in a longer term. And if the kids you’ve turned on to reading, and guided through school become parents who pass on a love of books to their kids....that’s double success, isn’t it? Let the Bean Counters take note.”

Werner Zimmermann, Author,
Lion’s Head, Ontario

“While most school districts write well-meaning accountability contracts . . . and while school councils across British Columbia create earnest school growth plans . . . schools and districts are also quietly implementing budgets that chip and hack and gouge away at school libraries.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Regrettably, even when professional librarians are in evidence, they are sometimes “shared” by three or more schools. I visit each of their schools and I see a frazzled librarian who cannot possibly know the needs of the hundreds of students in three schools in three different neighbourhoods. She spends very little time in each library, and can only guess at what to buy. And there are those volunteers to find and train. Okay, someone can argue those schools are fortunate to have a professional librarian—but are they really? I would never argue they are.”

Linda Granfield, Author

“Parents are being forced to raise funds for books that should be considered core teaching tools. The results? Kids in affluent areas end up with terrific libraries, while kids in poor neighbourhoods end up with library collections—if you can call 30 books a collection!—that are a disgrace.”

Kim Pittaway, Author

“Broad Side”, *Chatelaine*, October 2002

“ . . . there are students throughout the country in schools with library ‘card catalogues,’ something students will not encounter in the community at public libraries or in colleges and universities. Hardly a preparation for ‘real life.’”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Kids need school librarians to teach them how to find the information they’re seeking, how to read it critically once they have it and how to fit it into the context of what they already know. In other words, they need libraries and librarians to help them learn to think. But instead of spending money on libraries, we’re slashing budgets and reducing staff.”

Kim Pittaway, Author

“Broad Side”, *Chatelaine*, October 2002

“I have presented at schools across Canada for fifteen years, and during that time I have watched the quality of school libraries and the number of professional school librarians deteriorate.”

Linda Granfield, Author

“It is still incredible to me that early literacy initiatives ousted libraries in schools.”

Barb Galeski, Teacher-Librarian, Alberta

“In a district committed to school-based management, the City of Chicago has nevertheless chosen to make school libraries a priority, with centralized services, support and direction. The ‘Chicago model’ has been replicated in Philadelphia, where teacher-librarians will become a district, rather than school, direct cost.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Will literacy increase by spending more or less on books?”

Nan Gregory, Author, British Columbia

“Will literacy increase by closing or limiting the hours of resource centres/libraries?”

Nan Gregory, Author, British Columbia

“Will literacy increase by eliminating the positions or time of teacher/librarians?”

Nan Gregory, Author, British Columbia

“It is not because I create books, rather because I love learning that I see the position of professional librarian as the hub of the learning wheel.”

Werner Zimmermann, Author,
Lion's Head, Ontario

“... no election goes by without at least one politician uttering the line that ‘Children are our future.’ If you were conspiracy-minded, you might think that failing to provide the tools to ensure that those future voters are literate critical thinkers is a deliberate choice. But then you’d be giving politicians credit for thinking further ahead than the next election. The unfortunate truth is simpler. Funding library books doesn’t translate into photo opportunities. It’s not as sexy as spending thousands on computers.”

Kim Pittaway, Author

“Broad Side”, *Chatelaine*, October 2002

“In a growing number of Canadian schools, in fact, the libraries are shuttered all or part of the time, with well-meaning parents scrambling to fill the void. Through neglect, too many school libraries are now little more than storage rooms.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“... while the federal government invests in international education aid projects through agencies such as the World Bank, provincial support for Canadian school libraries and teacher-librarians is in serious decline.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“The Greater Essex County District School Board will select and place \$1 million worth of books into elementary school libraries. This ‘Open a Book . . . Open a Door’ project places a high value on the importance of reading and accessing materials within our schools. Increasing literacy skills for our students is of paramount importance.”

Mike Budd, Teacher-Consultant
Program Department

“Libraries that focus on learning outcomes and that have the ability to impact a student’s success will be vital in the school.”

Michael Bloom

Conference Board of Canada 2002

“In a knowledge-based society, the ability to handle information effectively is essential to student success in school and beyond.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“... international evidence ... cannot be easily dismissed: with the decline of support for quality school libraries and qualified teacher-librarians, student achievement has similarly fallen off.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Canada’s commitment to kids’ libraries?
Stamp it long overdue.”

Kim Pittaway, Author

“Broad Side”, *Chatelaine*, October 2002

“I never miss an opportunity to point out the importance of full time librarians in our schools. This is a key to education and literacy.”

His Excellency John Ralston Saul

“The role played by teacher-librarians goes beyond just keeping the library open. They have an overview of the curriculum, and they work with teachers to ensure that library materials support curriculum and to choose appropriate resources for use in the classroom. they also teach children research skills, how to write papers and how to use computers and the Internet.”

People for Education

“I work in one of the largest Junior High Schools in the city of St. John’s and I have probably the largest physical space to house a collection and facilities. Unfortunately, there is a lot of empty space. Our print collection has been depleted and weeded-out to a bare bones collection of stale books, freebie magazines and hard copy reference material dated 1985.”

Beth Hearn, Learning Resource Teacher
Newfoundland

“Professional librarians in every school. That’s what our children need. And then, let’s help those librarians get the book budgets they need in order to complete the wonderful task of matching each child with the book that can change their life.”

Linda Granfield, Author

“If somebody was to say to you that the best way to increase the physical fitness level of students was to close down the gym, sell off the playing field and dismiss the physical education teacher you might think they were crazy.”

Nan Gregory, Author, British Columbia

“U.S. Congress last year approved US \$250 million of dedicated funding for library books and technology to provide current information and replace outdated stereotypes and reference material.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Reading, and the ability to use information effectively, are the very foundations of a well-educated democracy, a healthy economy and a robust national culture.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“The research clearly demonstrates that school libraries and teacher libraries are a key part of this equation. So why are they being neglected in one of the richest countries in the world?”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“I was flabbergasted by the miserable state of our school libraries. . . . I saw beautiful ones, but I saw school libraries closed 50 per cent of the time, I saw school libraries that served 10,000 students. I saw libraries with no new books in the last 10 years. . . . In Canada, it’s happening. It doesn’t make sense.”

Roch Carrier, National Librarian of Canada
The Globe and Mail, May 22, 2002

“ . . . the research overwhelmingly supports the case for revitalizing Canada’s school libraries. The question is, are the policy-makers prepared to listen and then act?”

Ken Haycock, Ph.D., Haycock and Associates

“The management teams seem to be either unaware of or ignoring the research that shows the importance of the contribution of the school information literacy program to student achievement as well as the importance of the principal support.”

Richard Mulholland, M.Ed.
University of Alberta

“Many people believe that the coming of the Electronic Age has occasioned the call for the demise of the school librarian.”

Rob Reilly, Ed. D., Computer Education Teacher,
Lanesborough, Massachusetts

“Turns out—big surprise—that there’s a direct correlation between the quality of a school’s library and the academic performance of that school’s students.”

Kim Pittaway, Author

“Broad Side”, *Chatelaine*, October 2002

“48% of Canadian adults do not have the literacy skills required for full participation in the knowledge economy.”

(A Snapshot of Literacy Canada, National Literacy Secretariat, 2003).

“Only 10% of 15-year olds were able to show understanding of unfamiliar text such that they could infer which information was relevant to a task.”

(Programme for International Student Assessment 2000, OECD)

“By cutting school libraries and teacher-librarians, we are detracting not only from the richness of our children’s experiences but also from their budding sense of their own culture.”

Ken Haycock, Ed.D.

The Crisis in Canada’s Schools, June 2003

“With a library program . . . there are many important instructional responsibilities (e.g. research skills and effective access to information) that are best delivered by a certified teacher-librarian.”

The Road Ahead: The First Report of the Education Improvement Commission, Ontario. 1997

“With budget reductions and a decreasing roster of teacher-librarians, fewer Canadian materials find their way into our elementary and secondary schools.”

Canada Council for the Arts. “English-Language Canadian Literature in High Schools: A Research Study Commissioned by the Canada Council for the Arts.” *Impact*, Vol. 11 No. 2, p. 20, 2002.

“... too many administrators believe simplistically that there will automatically be access to every book in every networked library, and that library automation systems will easily be able to handle the electronic and virtual libraries which are continually evolving and growing.”

Rob Reilly, Ed. D., Computer Education Teacher,
Lanesborough, Massachusetts

“[W]hy have school librarians . . . when everything will be available online? Of course, this reduces a complex argument to an emotional hot-button. Such oversimplification draws attention to the changing role of the school librarian in an era in which the position is less of a warehouse manager and more of a reference consultant to teachers and students while still retaining the instructional focus that has always been a part of the position.”

Carol Simpson, Editor, *Technology Connection*

“The research has been done that shows student achievement is higher in schools that have libraries run by qualified teacher-librarians. Why isn’t anyone listening?”

Randi Louise Hermans, Second Vice President
British Columbia Teacher-Librarians Association

“It was in the library that I first imagined I might become a writer, that someday, someone might read my words. Too bad lots of today’s kids won’t get the chance I had.”

Kim Pittaway, Author

“Broad Side”, *Chatelaine*, October 2002

“PISA 2000 concludes that where student use of resources, such as the school library, computers and Internet, is relatively high, mean reading scores tend to be higher, even when other factors are discounted.”

(Programme for International Student Assessment 2000, OECD)

“ . . . as I travel to schools across Canada I am usually met by a room called the library, divided in two into the book and computer camps. Where there is a full time librarian there is a marked difference in the room, in the atmosphere and even the books.”

Werner Zimmermann, Author,
Lion's Head, Ontario

“With the advent of high technology and sophisticated networks, many schools have approached technology as if it were separate and distinct from ‘the library’. But after the networks are in and the equipment in place, it soon becomes evident that materials and information merely have new paths to take.”

David V. Loertscher

Reinventing Your School's Library in the Age of Technology

“... there is substantial evidence that teacher-librarians affect student achievement regardless of the medium – print, audio, video or electronic.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“The school librarian in the electronic age expands the services available from the library to include computer-based data and sophisticated information-seeking strategies.”

Carol Simpson, Editor, *Technology Connection*

“We had a computer lab in the Learning Resource Centre so there was access to Educational software as well as on-line resources. . . . the lab was dismantled and a new and improved model was set up . . . on the next floor.”

Beth Hearn, Learning Resource Teacher
Newfoundland

“... newer technologies need to be integrated with older technologies (books, videos) to create hybrid libraries focusing on information and ideas, not on the delivery channel.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“A positive difference can be made to student achievement when school libraries co-operate with public libraries.”

Michele Lonsdale, *Impact of School Libraries on Student Achievement: A Review of the Research: Report for the Australian School Libraries Association*

“The school library has, until recently, played an important role in promoting a national perspective.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Studies show that qualified teacher-librarians have systematically sought out Canadian books and other media to ensure that the Canadian experience forms a significant part of each child’s education.”

Ken Haycock, Ed.D.

The Crisis in Canada’s Schools, June 2003

“Canadian publishers can provide ample evidence of teacher-librarians selecting and promoting Canadian books for Canadian children. They have noticed reduced attention to Canadian books in schools, commensurate with the reduction in teacher-librarians.”

P. Cavill, *Transition: Changes in the Public and School Library Market*, 1997.

“ . . . no one should be taken aback to discover that when children are introduced to books and other learning materials that tell them about their own society and its values, they will begin to soak up what the culture has to offer.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“The extent to which books are borrowed from school libraries shows a strong relationship with reading achievement while borrowing from classroom libraries does not.”

Michele Lonsdale, *Impact of School Libraries on Student Achievement: A Review of the Research: Report for the Australian School Libraries Association*

“More books, more resource centres operated by caring, passionate teacher/librarians will increase literacy.”

Nan Gregory, Author, British Columbia

“The related point from an educational equity perspective is that school libraries expose children from low-income neighbourhoods to reading materials they may not otherwise have access to.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Libraries . . . are about literacy!”

Chilliwack Teacher-Librarians' Association

“One of the unfortunate myths of the digital age is that libraries and print resources are becoming obsolete in the age of the Internet.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Studies connecting teacher-librarians and school libraries with achievement in reading have been available for more than 50 years.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“In Oregon, reading test scores rise with the development of school library media programs. The relationship is not explained away by other school or community conditions.”

Keith Curry Lance, M. J. Rodney & C. Hamilton-Pennell, *Good Schools Have Good Librarians: Oregon School Librarians Collaborate to Improve Academic Achievement.* 2001

“In New Brunswick, according to the government, student performance in reading is rock bottom in the country; support for N.B. school libraries is also dead last in the country.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“A print-rich environment leads to more reading and free voluntary reading is the best predictor of comprehension, vocabulary growth, spelling and grammatical ability and writing style.”

Michele Lonsdale, *Impact of School Libraries on Student Achievement: A Review of the Research: Report for the Australian School Libraries Association*

“More flexible access to the school library and free voluntary reading results in increased interest in books, more enjoyment of reading and improved learning.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Ninety percent of an author visit is accomplished before I, or any other writer, darken a door. The work is done, of course, by a school librarian; not just by introducing our books but through their daily efforts to create a haven of purpose and pleasure, a centre for the truest learning in school. They are as irreplaceable as the books they share.”

Ted Staunton, Author, Ontario

“And in BC, reading proficiency and student ability to access and use information effectively are declining, as is support for school libraries.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“The quality of the collection has an impact on student learning.”

Michele Lonsdale, *Impact of School Libraries on Student Achievement: A Review of the Research: Report for the Australian School Libraries Association*

“No one should be shocked to learn that if children have access to a wide range of relevant books and library materials, they will be more likely to use them, both for learning and pleasure.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“The school library program is most effective when it is an integral part of the instructional program of the school and when information and media literacy skills are integrated in a developmental and sequential way with subject specific skills and content.”

Canadian Library Association

“A strong library program that is adequately staffed, resourced, and funded can lead to higher student achievement regardless of the socio-economic or educational levels of the adults in the community.”

Michele Lonsdale, *Impact of School Libraries on Student Achievement: A Review of the Research: Report for the Australian School Libraries Association*

“[Students who score higher on] tests tend to come from schools which have more library resource staff and more books, periodicals and videos, and where the instructional role of the teacher-librarian and involvement in cooperative program planning and teaching is more prominent.”

Keith Curry Lance, et al.

The Impact of School Library Media Centers on Academic Achievement

“The concept of a vast store of materials and information poised to serve teachers and learners remains intact no matter what it is named--the library, the library media centre, the information portal, or network central.”

David V. Loertscher

Reinventing Your School's Library in the Age of Technology

“In Ontario, a disturbing percentage of students do not reach government standards on mandated literacy assessments, yet support for school libraries is still declining.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“What is Information Literacy?”

Ability to solve information-based problems

- to acquire information,
- to critically evaluate information,
- to select information,
- to use information,
- to communicate information in ways which lead to knowledge and wisdom.”

Information Studies: Kindergarten to Grade 12.

Toronto: OLA, 1999

“... recent research has demonstrated significant and consistent correlations between school libraries, subject learning and information literacy, that is, the ability to access, evaluate and make effective use of information.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Integrating information literacy into the curriculum can improve students’ mastery of both content and information seeking skills.”

Michele Lonsdale, *Impact of School Libraries on Student Achievement: A Review of the Research: Report for the Australian School Libraries Association*

“ . . . our success [Canada’s] in the information age depends on information literacy, that is, how to manage information, utilize technologies, innovate, – and above all – think.”

Matthew Barrett, former Chair, Bank of Montreal
Globe and Mail, 30 November 1996.

“According to the National Literacy Secretariat, 42% of Canadians aged 16 – 65 do not have the literacy skills required for full participation in the knowledge economy.”

Chilliwack Teacher-Librarians' Association

“So we have a sixteen-year old who has the technical skills to use the Internet but doesn’t have the validation skills to understand the structure of the information he finds on the Internet . . . the technical skill is trivial compared to the critical thinking skills needed.”

Alan November, “Creating a New Culture of Teaching and Learning” November 2000

“Not only do teacher-librarians teach students vital information and research skills, and ensure that collections are developed to enrich and extend curricular needs, but they also encourage children to read for pure enjoyment.”

Merle Harris, Storyteller
Alberta

“In research done in nine states and over 3300 schools since 1999, the positive impact of the school library program is consistent. [They] make a difference in academic achievement.

Keith Curry Lance & David V.Loertscher, *Powering Achievement: School Library Media Programs Make a Difference: The Evidence*, 2nd edition, 2003.

“Test scores are higher when there is higher usage of the school library.”

Michele Lonsdale, *Impact of School Libraries on Student Achievement: A Review of the Research: Report for the Australian School Libraries Association*

“Where most schools would leap at the chance to improve test scores even one per cent, a qualified library team and resources can bring scores up by 3 to 15 percent regardless of economic or social factors.”

Keith Curry Lance

Globe and Mail, May 22, 2002

“... no fewer than forty years of research – conducted in different locations, at different levels of schooling, in different socioeconomic areas, sponsored by different agencies and conducted by different, credible researchers – provides an abundance of evidence about the positive impact of qualified teacher-librarians and school libraries on children and adolescents.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Working in concert with classroom teachers and curriculum experts, librarians form a comprehensive team designed to enhance student academic achievement and critical-thinking skills necessary for success in lifelong endeavors.”

Carol Simpson, Editor, *Technology Connection*

“Collaborative relationships between classroom teachers and school librarians have a significant impact on learning, particularly in relation to the planning of instructional units, resource collection development, and the provision of professional development for teachers.”

Michele Lonsdale, *Impact of School Libraries on Student Achievement: A Review of the Research: Report for the Australian School Libraries Association*

“No one should be astonished to discover that if students and teachers can take advantage of the guidance provided by a qualified teacher-librarian, young people will be more likely to learn the sort of critical thinking skills that are increasingly important in an information saturated society.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Libraries can make a positive difference to students’ self-esteem, confidence, independence and sense of responsibility in regards to their own learning.”

Michele Lonsdale, *Impact of School Libraries on Student Achievement: A Review of the Research: Report for the Australian School Libraries Association*

“A good reading environment, including comfort and quiet, as well as larger library collections, affect reading, literacy development and reading scores.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“The school library can be a center for change in the school. The librarian can provide the needed leadership in regard to professional technology development, as well as the vision to develop the tools and management models by which students and teachers can most effectively use information technology.”

Rob Reilly, Ed. D., Computer Education Teacher,
Lanesborough, Massachusetts

“A strong computer network connecting the library’s resources to the classroom and laboratories has an impact on student achievement.”

Michele Lonsdale, *Impact of School Libraries on Student Achievement: A Review of the Research: Report for the Australian School Libraries Association*

“Evidence suggests that if the teacher and teacher-librarian incorporate formal planning into the research process, students can receive additional instruction, be more successful and produce better products.”

K. P. Bland. “CD-ROM Utilization in the High-School Student Research Process.” University of Memphis. Unpublished doctoral dissertation. 1995.

“In Texas, library variables were more important to explain the differences in achievement than any other factors in the school.”

E. G. Smith, *Texas School Libraries: Standards, Resources, Services, and Students' Performance*, 2001.

“Students learn more and produce better research products following planned, integrated information skills instruction by the teacher and teacher-librarian together.”

Ken Haycock, Ed.D. “What Works: Integrated Information Skills Instruction [Research Column].” *Teacher Librarian*, Vol. 25 No. 2, p. 39, 1997.

“ . . . there is a significant increase in the scores of students who are taught through curriculum-integrated teaching methods in the library over those who are not.”

J. E. M. Bingham, *A Comparative Study of Curriculum Integrated and Traditional School Library Media Programs: Achievement Outcomes of Sixth-Grade Student Research Papers*. Kansas State University. Unpublished doctoral dissertation. 1994

“The decline in Canada’s school libraries is almost certainly linked to the erosion of research skills among students at the post-secondary level.”

Ken Haycock, Ed.D.

The Crisis in Canada’s Schools, June 2003

“I know that colleges and universities are having to include special classes to teach students how to use a library and how to acquire research skills.”

Merle Harris, Storyteller
Alberta

“... an investment in school libraries and teacher-librarians provides the sort of dividends that educators now seek from public school funding: better student achievement, improved literacy and reading skills, and enhanced readiness to succeed in a post-secondary environment.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“ . . . by the 1990s, university library staff began to note the decline of skills demonstrated by first-year college and university students—this was the downstream consequence of increasingly inadequate school library programs. Universities across the country are now hiring ‘information literacy librarians.’”

M. Gorman, “The Domino Effect, or Why Literacy Depends on All Libraries.” *School Library Journal*, Vol. 41, No. 4, p. 27-9, 1995.

“ More reading is done where there is a school library and a qualified teacher-librarian.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“A library without a librarian is only a pile of books.”

W. K. Morton

“Between 1994 and 2000, Saskatchewan Education offered 311 summer training courses for teachers. None were offered for teacher-librarians between 1994 and 1999 and only two in 2000.”

Saskatchewan Education

“Teacher-librarians play three critical roles in the learning community: teacher, information specialist and administrator. In each of these roles they empower students and teachers to meet higher standards of academic achievement.”

Ken Haycock, Ed.D.

The Crisis in Canada's Schools, June 2003

“Overall, school library media programs with a full-time teacher-librarian, support staff and a strong computer network resulted in higher student achievement in statewide studies.”

C. Hamilton-Pennell, C. K. Lance, M. J. Rodney & E. Hainer. “Dick and Jane Go to the Head of the Class.” *School Library Journal*, vol. 46 no. 4, p. 44-47. 2000.

“School libraries make a difference – do we need to argue that point any longer?”

Judy Nicholson, President, SSLA

“Effective use of information is an essential component of learning today – do we need to argue that point any longer?”

Judy Nicholson, President, SSLA

“We need to have school libraries open and professionally staffed – do we we need to argue that point any longer?”

Judy Nicholson, President, SSLA

“When teacher-librarians need to spend so much of their energy and professional abilities arguing the need for their role in the instructional team – what’s left for kids??”

Judy Nicholson, President, SSLA

“Library media programs should be funded to have adequate professional and support staff, information resources, and information technology. Such conditions are necessary if not sufficient alone to generate higher levels of academic achievement.”

Keith Curry Lance and David V. Loertscher
Powering Achievement: School Library Media Programs

“ . . . We must all make the effort to ensure that our schools have the resources to provide the print and electronic sources, the technology, and the professional library staff to give all of our children the skills and the tools they need to navigate their way in this knowledge society. For without this investment in our children, how can Canada maintain the distinction of being the best country in the world in which to live?”

Roch Carrier, National Librarian of Canada
June 8, 2000