TEACHERS' PERCEPTIONS OF THE ROLE AND FUNCTION OF THE TEACHER-LIBRARIAN IN THE ROMAN CATHOLIC SCHOOL BOARD FOR ST. JOHN'S, NEWFOUNDLAND

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JOAN ELIZABETH SHARPE

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BY

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A thesis submitted to the School of Graduate Studies in partial fulfillment of the requirements for the degree of Master of Education

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ABSTRACT

The purpose of this study was to explore the role of the teacher-librarian, as perceived by teaching colleagues. This was accomplished through a survey of duties and functions expected of the teacher-librarian. Two hundred teachers from all grade levels of the Roman Catholic School Board for St. John's received a questionnaire consisting of seventy-nine items describing specific duties which one might expect the teacher-librarian to perform.

Role items were organized into seven role categories as follows: (1) organization and management, (2) selection of materials, (3) professional development, (4) curriculum and instruction, (5) utilization and promotion, (6) design and production, and (7) information services. Parametric and nonparametric techniques were utilized to analyse data. A confidence level of .05 was used to determine significant differences.

Results of the study revealed that teachers rated all categories as slightly important components of the teacher-librarian's role. Traditional aspects of the role were rated as significantly more important components. Information services, selection of materials, and organization and management were ranked as most

important components; utilization and promotion was ranked next; professional development, curriculum and instruction, and design and production were ranked third and significantly lower than other components.

In addition, teachers at the elementary school level ranked the utilization and promotion component as significantly more important than the other categories. Those teachers who consult with the teacher-librarian in planning instruction saw a significant role in the utilization and promotion function. In fact, those who frequently engaged in such consultation, saw curriculum and instruction as important. Finally, those teachers with four years university training or less, saw the professional development component as significantly more important than the other six categories.

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CHAPTER 1

NATURE OF THE STUDY

Introduction

In recent years educators have realized the need for modification of traditional philosophies and methodologies regarding the education of our youth. Because contemporary society has witnessed the development of new technologies and the acceleration of new knowledge, traditional roles have had to be modified and new curricular approaches adopted.

One such approach of modernization of educational philosophy and practise has been developed by the Ontario Ministry of Education who, in 1982, produced a document entitled Partners in Action: The Library Resource Centre in the School. This document has far reaching implications on how educators define and perform their role within the educational system. Ideally, educators at all school levels should be engaged in developing and promoting resource-based programs while the roles of the classroom teacher and the teacher-librarian are perceived in terms of a partnership in the act of educating students. Provinces in Western Canada appear to support this approach as new curriculum guides reflect it. Little is known about the acceptance of this approach at the local level.

This study was conducted in order to determine whether this philosophy and methodology are being embraced by local teachers. This was accomplished through a survey to precisely gauge teachers' present perceptions of the role of the teacher-librarian in Newfoundland.

Background to the Problem

The role of the school librarian has undergone a considerable amount of scrutiny by academic researchers over the past three decades. The professional literature has demonstrated the continuing evolution of this role and the discrepancy between the actual and preferred characteristics of it.

The current philosophy calls for movement away from the traditional role of information services and clerical administration to a dynamic force which transcends beyond the walls of the school library to a partnership with classroom teachers for the creation and utilization of new curricular approaches.

This new role calls for cooperative curriculum planning involving many new functions which include: design and participation in the development and implementation of the new curriculum, designing in-service education, analysis of the effectiveness of learning resources, production of instructional

materials, materials specialization and consultation, and management of the school library program.

From the literature produced through role perception studies, many school staff tend to generally disagree with one another regarding the functions of the teacher-librarian. Depending on their own role and social concepts within the school, some respondents would restrict the teacher-librarian to clerical duties and view the time allocated to the library program as a free period, while others would assign a wide range of expectations encompassing a dynamic role central to the core of educational endeavours.

Statement of the Problems

The purpose of the study was to gain a measure of the role of the teacher-librarian as perceived by fellow teachers in our community at each of the four school levels: primary, elementary, junior high, and high school. This was investigated by way of a questionnaire regarding the duties expected to be performed by the teacher-librarian.

Within this large problem lay several interrelated sub-problems:

1. Do the perceptions of the role of the teacher-librarian differ according to such variables as: school size, teacher sex, age, teaching

qualifications, teaching experience, academic major, and school library allocations?

2. Does the nature of teacher utilization of school library resources, audio-visual equipment, and library personnel affect teacher perceptions of the role of the teacher-librarian?

3. Does teacher attitude toward the importance of the utilization of school library resources, audio-visual equipment, and library personnel affect teacher perceptions of the role of the teacher-librarian?

4. Is teacher attitude toward the significance of consulting with the teacher-librarian related to teacher perception of the role of the teacher-librarian?

Definition of Terms

School Library (Used interchangeably with: instructional materials centre, educational media centre, learning materials centre, educational resource centre, learning resource centre, school library resource centre, communications resource centre, school media centre, learning media centre.)

The centre housed within the school which provides a centralized collection of instructional materials in the various media formats which include: books, magazines, realia, pamphlets, newspapers, maps, pictures, filmstrips, audio and video cassette tapes, computer hardware and software and audio-visual equipment and the like. The

resources are housed, organized and circulated for usage by faculty, students, and administrators.

The term "school library" represents a valid term to describe the facility and is used throughout this study.

Teacher-Librarian — (Used interchangeably with: school library resources teacher, school library resource specialist, learning resource specialist, media specialist, school librarian, media programmer, and librarian.)

The professionally certified person who is responsible for the organization, administration, planning, and implementation of the school's library program.

Library Allocation — The assignment of a teacher-librarian, either on a full time or part time basis, according to student population. Library allocation for the sample population are set according to the following criteria: 200-300 students require a half-time librarian, 301-400 students merits a three-quarter time allocation, 600-800 students require a one and one- half teaching unit, and a student population exceeding 800 merits two teaching units.

Teacher — The professional person certified by the Provincial Department of Education and hired by the Roman Catholic School Board for St. John's, Newfoundland to teach within schools administered by this school board.

Role — On the job duties or tasks expected to be performed by the teacher-librarian. For the purposes of this study, these duties fall within the realm of seven role categories which include: organization and management, selection of instructional materials, curriculum and instruction, design

and production of instructional materials, utilization and promotion, and information services.

Primary School Level	An educational unit comprising teachers from kindergarten to grade three.
Elementary School Level	An educational unit comprising teachers from grade four to grade six.
Junior High Level	An educational unit comprising teachers from grade seven to grade nine.
High School Level	An educational unit comprising teachers from grade ten to grade twelve.

Methodology

In the spring of 1987, two hundred teachers from each of four school levels were randomly selected from thirty-two schools of the Roman Catholic School Board for St. John's and asked to complete a role inventory regarding their perceptions of the role of the teacher-librarian. Background information was also gathered in order to measure variables which may affect those perceptions held. Data which represented a sixty-one percent return rate was coded and analyzed by way of parametric and non-parametric techniques.

Limitations

The investigator recognizes the following limitations:

1. Survey research which depends upon mailed questionnaires for data collection do not result in a full return rate., In the case of this particular study, 123 respondents of a distribution of 200 returned questionnaires. Information regarding those perceptions of those teachers who did not return the questionnaire might have some effect on the outcome of results.

2. The population of the study was comprised of teachers from the Roman Catholic School Board for St. John's, Newfoundland. Generalizations can only be made within the limits of this particular population.

3. Perceptions that arise as a result of negative interpersonal interactions, or the social climate of a particular school, may contaminate results and can not be controlled.

Summary

This thesis will report on the research findings of a study conducted in the spring of 1987 regarding teachers' perceptions of the role of the teacher-librarian in order to determine if there exists a discrepancy between current philosophies and actual practise in our province. Chapter 2 presents a historical

overview of the school library and the person responsible for its operation. It will also outline the emergence of Canadian standards for school library services over the past two decades, discuss teacher training in this area, and describe contemporary philosophy regarding expectations of the teacher-librarian and the facility. It will conclude with a review of pertinent professional literature which often demonstrates a lack of incorporation of contemporary philosophy into actual practise.

Chapter 3 will provide detail regarding the data gathering instrument and methodology of the study. Chapters 4 and 5 will provide information resulting from data analysis as well as a summary, conclusions, and recommendations respectively.

CHAPTER 2

HISTORICAL OVERVIEW OF SCHOOL LIBRARIES AND THE PERSON EMPLOYED THERE

United States: Early Beginnings

The school library, now considered by many an essential component of the educational system, has undergone a multitude of changes since its early beginning in the United States. The concept of the school library may be traced back to 1578 when a state ordinance was issued by a Lord Ashton stating that Schrewsbury School should have a finished library (cited in Brown, 1985, p. 20). The idea of a library housed within the school became popular when academies were being founded during the Colonial era. However, Carroll (1981) states that the "modern" age of school librarianship really began in 1835 when state laws referred to as "enabling legislation" authorized a school district to purchase books and bookshelves. The act of teaching was, and continued for decades to be, primarily teacher and textbook orientated. At the same time, the school library was perceived as a study hall where books were housed and circulated. Responsibility for its operation was placed in the hands of the librarian who was required to act as a custodian and a clerk.

As the number of school libraries began to increase throughout the country, there was a need to create a centralized library association that could define its role and function and formulate and provide a formal set of objectives. Melvil Dewey founded the American Librarian Association (ALA) in 1876. The objective of the association was:

> to promote the library interests of the country by exchanging views, reaching conclusions, and inducing co-operation in all departments of bibliothecal science and economy; by disposing the public mind to the founding and improving of libraries; and by cultivating good will among its own members (cited in Gates, 1968, p. 103).

Members of this association stressed that varied resources such as charts, maps, photographs, sound recordings and the like were valuable sources of information. Bound books were not to be considered the sole source of information.

In 1870, New York was the first state to form a School Libraries Division with the Department of Public Instruction. In 1896, the National Education Association (NEA) created a library section (Brown, 1985). Such developments were important for their contribution to the support and growth of school libraries in the United States.

However, the main thrust of the educational endeavours of the time evolved around mastery of

subject matter. The methods used to reach this end were the memorization and recitation of the textbook content. School libraries were used minimally and provided a small contribution to the process of teaching and learning (Gates, 1968, p. 220).

1910 - 1929

Despite such a seemingly static force, the concept of the school library continued to evolve in the minds of educators. In 1910, the public schools of Rochester, New York, became the first to make use of film for instructional purposes (cited in Brown, 1985, p. 22). This trend would also witness considerable growth in future years.

In the aftermath of World War I, the American citizenry began to realize the value of public education. In 1925, a joint Committee of the Department of Elementary School Principals of the National Education Association (NEA) and the School Libraries Section of the American Library Association (ALA) was formed, under the chairmanship of C.C. Certain, to study the conditions of elementary school libraries and to compile a set of standards which should exist regarding the quantity and quality of collections for both elementary and high school library programs (Gates, 1968).

The report was of critical importance in the area of librarian qualifications and training. It recommended that the school librarian must possess skills in both the areas of teaching and librarianship. In order that the needs and interests of students be nurtured, the school librarian should hold a college or university degree and one year of post-graduate library training. Clerical duties should not be required of the teacher-librarian since such practise would certainly constitute wastage of professional talents which should be put to the important task of contributing to educational endeavours.

Certain also suggested that the teacher-librarian should attend school faculty meetings and service the needs of fellow staff and students through cooperation and collaboration (Brown, 1985).

1930 - 1949

The literature of the 1930s and 1940s published by the American Library Association continued to stress the idea of collaboration between the teacher-librarian, teachers and students. Such action should be extended to the areas of selection and utilization of all types of instructional materials which contribute to the instructional program of the school (Grazier, 1979).

In 1945, the American Library Association standards for school libraries entitled School Libraries for Today and Tomorrow: Functions and Standards, were added to those of state departments of education as well as regional associations in an attempt to improve the quality of school library services and resources (Gates, 1968, p. 227). Consequently, many American states began to establish standards for high school and elementary schools in the years to come.

These standards were of considerable significance because of the emphasis placed on the idea of cooperative planning between the teacher-librarian and the classroom teacher. The importance of the contribution of audio-visual media to the instructional process was stressed as well. The standards recommended the provision of a variety of different media formats administered by qualified personnel.

1950 - 1959

Americans hesitated to support the practise of increased funding for educational endeavours. Consequently, by 1954, only thirty-seven percent of secondary schools were serviced by a centralized school library (Craver, 1986).

Perhaps the most significant stimulus which brought an end to this sense of complacency in the

United States was the phenomenon of Russian supremacy in the area of space exploration. The United States began to embark on a program of active competition with the Soviet Union in the area of space travel. Realizing that their knowledge was deficient, especially in the area of the sciences, America began to lay great emphasis on striving for excellence in educational endeavours.

As more financial support was provided for the acquisition of instructional resources, and as the emphasis in psychological research moved toward the cognitive processes of the act of learning, learning began to gain more emphasis than the act of teaching. This phenomenon contributed to the notion of the school library as a resource centre as opposed to a book depository and study hall.

Despite such apparent advances, the instructional role of the person employed in the centre did not change much. The teacher-librarian engaged in a passive role performing traditional duties. Books and audio-visual supplies were provided and class visitations were conducted. The librarian would consult with different departments regarding materials selection, and prepare bibliographic services to support the course content (Craver, 1986).

In the 1950s, educators began to realize and emphasize the importance of individual differences as

they relate to learning and teaching. Different learners have different needs and react to different stimuli at different rates and in different ways. The facilities of the school library, if selected and presented with such individual differences in mind, could now play an important role in providing learner assistance, particularly in the area of individualized instruction (Davies, 1974).

Educators also became aware of the importance of psychological advances as they relate to the learning process. Piaget's classical approach to the study of the behaviour of small children led to the creation of cognitive development theories which taught much about the thought processes of the young child. Educators were now aware of the importance which symbols and concreteness play in concept formation in children. This knowledge had implications for the school library in regard to the provision of varied resources to enhance the learning process (Phillips, 1969).

In 1956, the American Association of School Librarians issued a statement of its philosophy of the school library as an instructional materials centre. It stressed that school librarians must cooperate with others to serve as coordinators, consultants and supervisors of both print and non-print instructional materials (cited in Gates, 1968, p. 235).

Educational researchers began to study perceptions regarding the importance of the school library and the person employed there. A study conducted by Bianchi in 1959 revealed that 88.8 percent of secondary school teachers surveyed viewed the library as playing an important role in the school's instructional program (cited in Craver, 1986, p. 185).

1960 - 1969

Further innovations introduced during the 1960s such as broader curricular offerings, greater interrelation of subjects, and team teaching contributed to the idea of the school library as an instructional media centre. Consequently, this would precipitate a changing role for the teacher-librarian as well (Craver, 1986).

In 1960, the American Association of School Librarians published Standards for School Library Programs. This official policy statement recognized the necessity of providing a school library, with a library skills program, for all grade levels. The library was now considered to be an instructional media center. The importance of individualized and independent learning and the subsequent role of the media centre in this area were stressed.

The notion of cooperative planning between the classroom teacher and the teacher-librarian was

emphasized. Roles were defined for personnel at the state, school board, and building level (Brown, 1985).

The status of the librarian changed from that of a study hall monitor and bookkeeper to "team teacher, learning expeditor and media programming educator" (Davies, 1974, p. 24).

Basic to the implementation of such concepts was the availability of qualified library personnel who are aware of teaching methodology and curriculum development and who hold specialization in the area of evaluation, selection, and organization of instructional materials and their contribution to the teaching-learning process (Gates, 1968).

Consequently, educators began to recommend that the librarian should serve as a member of the teaching team and collaborate with fellow teachers in evaluation of the school's instructional program. However, many teachers began to express their disagreement regarding the benefits of a centralized library collection.

> Librarians experienced great difficulty in coordinating teaching units with faculty who were ensconced in their classrooms with a sufficient collection to continue their own instruction (Craver, 1986, p. 186).

Craver (1986) states that the debates which ensued over the next few years provided a critical factor in the evolution of the instructional role of the school library.

It appears somewhat ironic that teachers could accept the notion of the school library as an instructional materials centre but could not comprehend that the role of the school librarian must change as well.

In 1963, a position paper prepared for the Department of Audiovisual Instruction (DAVI) of the National Education Association (NEA) in the United States perceived the role of the media professional as changing from that of a "keeper and dispenser of teaching aids to that of an analyst and designer of instructional systems who must be centrally involved in the planning of learning environments and in providing for related support functions and evaluative procedures" (Norberg et al, 1967, p. 1027).

> It was proposed that the media professional prepare teaching materials, provide in-service education for teachers and administrators in the selection and use of instructional materials and techniques, and assist with the evaluation of the results of the use of instructional materials and technological resources for teaching (Craver, 1986, p. 186).

Craver stresses that, although advances have been made in the publication of such literature, in reality, the role of the teacher-librarian had not undergone much change. Research conducted during the 1960s revealed that the librarian's role was still a passive one. However, more librarians, who were now called "school library media specialists", were cooperating

with fellow teachers in planning instruction. The concept of the instructional media centre, if not the integrated role of the teacher-librarian was accepted by administrators, faculty and students (Craver, 1986).

1970 - 1979

The social and political upheavals witnessed in the 1960s in the United States had definite ramifications for the concept of the school and its objectives. In the 1970s the school began to be considered as an extension of the community. In what has been referred to as a "return to the basics" movement, American schools began to focus on such areas as: adaptation to change, development of competencies, problem solving skills, and utilization of research skills (cited in Craver, 1986, p. 187). This philosophy was well suited to the educational objectives of the school library.

At the same time, librarians were engaged in efforts to integrate audio-visual materials into the learning environment, to engage in public relations endeavours to educate fellow teachers regarding the educational potential of the school library, and to work within the framework of total curriculum support.

Professional literature of the time stressed the notion that the teacher-librarian was an integral part of the teaching and learning process utilizing various strategies to locate and evaluate resources. They

should assist in the design of instructional methodology and provide in-service to assist fellow teachers regarding the production and utilization of instructional materials (Craver, 1986).

The librarian's role in relation to instructional design became the main thrust of the professional literature by the late 1970s. A controversy then arose regarding whether the instructional role of the teacher-librarian lay in either the realm of instructional development or the teaching function (Craver, 1986).

Craver explains that research conducted at this time indicated that a discrepancy existed between the perceived instructional role of the librarian and the actual role. A nationwide study conducted by Lacock (1971) had concluded that both teachers and librarians concurred that the role of the media specialist should include involvement in instructional design, development, and consultation. Kerr (1977), in a study of administrators, teachers, and media specialists revealed that the most accepted role by each of the three groups lay in the category of information services (Craver, 1986).

In addition, a study by Cantor (1975) in New York regarding the role expectations held by administrators, teachers, and librarians had revealed that teachers and administrators did not perceive the media specialist as

participating in curriculum development, instructional design, nor in-service for teachers.

The literature of the time indicated a need on the part of the school librarians to prove their worth in the area of instruction. Although some of the literature reported that librarians were indeed taking on a more active role regarding information services, most were only marginally involved in the school programs. As Craver (1986) points out: "their achievements trailed their instructional objectives" (page 189).

Two major publications of the 1970s greatly influenced what has been called the evolving role of the media specialist. In 1971, Schools for the Seventies called for the need for new curricular methodologies. The document introduced such innovations as team teaching, differentiated staffing, programmed instruction and flexible scheduling. Such approaches helped to further downplay the textbook dominated teaching methodologies of the past. However, these innovations still did not change the instructional role of the teacher-librarian. Craver (1986) suggests that perhaps change did not become reality for the school librarian because of problems associated with perceptions held by administrators and teachers.

In 1975, The American Association of School Libraries published a new set of standards entitled Media Programs: District and School. The document

encouraged media specialists to "initiate and participate in curriculum development" and to recommend the application of media for instructional purposes. This set of standards served to "elevate the instructional role of the media specialist, and it delineated the requirements for that role" (Craver, 1986, p. 189).

Craver states that libraries, at the end of the 1970s, were still grappling with the issue of structuring in an educational setting that had not changed greatly over the previous decades.

1980s to the present

Studies carried out in the 1980s revealed that librarians were more interested in the management and administrative functions of the job as compared to the instructional function. In addition, a large number of master's level programs for school librarians required no instructional design competencies. Craver (1986) concluded that "instructional design, while introduced as an officially sanctioned activity of the 1975 standards, was far from a practicing reality today" (p. 190).

In 1983, David Pierpont Gardner wrote the letter of transmittal of a report entitled A Nation at Risk: The Imperative for Educational Reform. He warned

against a rising tide of mediocrity in education and recommended the creation of a learning society. Educational systems should now embrace the philosophy that learning is a life-long process (cited in Chisholm, 1985).

In response to this document, the American Library Association (ALA) published Realities: Educational Reform in a Learning Society which identified four realities of the report as they relate to the role of the library and the librarian:

(1) learning begins before schooling;

(2) good schools require good librarians;

(3) people in a learning society need libraries throughout their lives;

(4) public support of libraries is an investment in the people and the community (cited in Chisholm, 1985, p. 118).

Libraries have an important role in helping teachers and students choose materials for class work and independent study. In Alliance for Excellence: Librarians Respond to a Nation at Risk, T.H. Bell stated that the library holds the

> key to the knowledge that is to preclude to tomorrow but also is equipped to show every citizen how to access the future and live with confidence in the learning society (Chisholm, 1985, p. 118).

This publication lists the activities and responsibilites of the school media specialist in the role of

educator. These responsibilities include teaching students to:

(1) find information;

(2) apply information;

(3) obtain listening, viewing, and analytical skills;

(4) enjoy locating information;

(5) evaluate information;

(6) use computer technology;

(7) search and use data bases;

(8) read for pleasure.

The teacher-librarian has duties in relation to teaching colleagues and administrators in such areas as:

(1) assisting teachers in selecting materials;

(2) informing staff about the value of the media centre;

(3) making research findings available to teachers and administrators.

In order to do so, the teacher-librarian must:

(1) make the media centre a magnet for students and teachers;

(2) develop objectives for teaching library skills;

(3) provide ongoing instruction in information finding skills;

(4) integrate library instruction with the curriculum;

(5) promote the use of a variety of information sources;

(6) work to expand the holdings of the school library media centre;

(7) select superior quality periodicals for student usage;

(8) utilize electronic storage and delivery of information;

(9) develop standards that are performance-based and measurable;

(10) listen to students and advise, guide and inform them;

(11) develop collections of print and non-print materials and other forms of information;

(12) serve the curriculum (cited in Chisholm, 1985, p. 119).

Teacher-librarians of the 1980s are now facing a serious challenge. The preceding functions and tasks must now be performed within the context of creating a population of life-long learners. Chisholm (1985) stresses that the mandate is clear. The librarian must be both a leader and an educator in striving towards the ideal creation of a learning society.

Canada: An Introduction

The development of school libraries in Canada has been directly influenced by advances made by American school libraries. The Canadian situation might best be described as slow but stable. Of three significant provincial policy statements published in the 1980s, two are from Western provinces.

It was not until the 1960s, when significant educational innovations were accepted in the United States, that acceptance of the concept of the school library gained momentum in many Canadian provinces. Yet, as early as 1939, every school in Vancouver enjoyed the services of a library, a teacher-librarian and central ordering and processing facilities provided by the public library (Scott, 1972).

Education in Canada is the responsibility of each provincial government which, in turn, delegates much of the responsibility for administration to local school boards. As Haycock (1982) explains, local school boards are becoming increasingly autonomous. Consequently, the degree of leadership and support is determined at this level. Haycock describes the existence of "a national continuum of development, and school resource centres in different provinces that fall at different points along the continuum" (p. 241).

Depending on the school district, there may be large, well developed and professionally staffed libraries, while others may have non-existent or small

libraries with inadequate staff. It is important to note, however, that tremendous headway has been made in the Canadian setting.

> In fact, school libraries in Canada are among the best supported in the world, and there is ample good reason for this. Further, school libraries in Canada are better supported on a per capita basis than almost any other type of library and this support has tended to be maintained even in times of financial restraint (Haycock, 1982, p. 241).

Canada: A Historical Perspective

Since 1961, the Canadian School Library Association (CSLA) has played a vital role in recommending improvements in Canadian library services. In that year, the Association began to lobby for improvements in the quality of school library service. The Association passed a resolution urging all departments to appoint school library supervisors, provide training in school librarianship for teaching, provide an establishment budget for centralized school library collections, provide a minimum annual budget for development purposes, and direct school administrators to appoint school librarians to administer and service the facility (Scott, 1972).

School boards slowly began to appoint school library coordinators. By 1971, twenty percent of Canadian school districts had appointed school library coordinators. As stated earlier, establishment funding was

provided by the federal government in an effort to provide quality services.

In 1967, the first policy statement regarding school library services was issued. Standards of Library Service for Canadian Schools, developed by the Canadian School Library Association (CSLA), provided stimulus for the improvement of existing facilities in the qualitative and quantitative guidelines provided therein. The Association endeavoured to present an outlook for the purpose and organization of school libraries from a Canadian perspective. The library was described as a "coordination of informational and enrichment services for a specific community utilizing organized material in all forms through the direction and guidance of specifically trained personnel" (Canadian School Library Association, 1967, p. 1).

The statement provided indepth detail regarding the physical resources which should exist in Canadian school libraries. In addition, emphasis was placed on cooperation on the part of all parties concerned be it at the government, district, or school level. This theme was to enjoy greater emphasis in the decades which followed.

According to Scott (1972) not all schools measured up to the desired standards. In 1971, the percentage of schools with libraries ranged from seventy-three percent (73%) in Saskatchewan to eleven percent (11%)

in Newfoundland. In most provinces, almost all secondary schools had libraries, but the percentage was much smaller for elementary schools (Scott, 1972).

Scott expressed concern that by 1971, ninety-eight percent (98%) of school librarians were qualified teachers but only nine percent (9%) had library degrees.

> The lack of sufficient, qualified school librarians and of paraprofessional and clerical staff in our school libraries is the major factor inhibiting the development of quality school library programs in our schools (Scott, 1972, p. 124).

In most schools in Canada, the school librarian was required to hold a teaching certificate. Only nine percent (9%) of all school librarians in Canada were fully qualified with both teacher certification and a library degree.

Since that time, the population of Canadian school libraries has indeed increased. Additional policy statements have been issued to suit contemporary needs. Better trained, professional staff are now providing quality service to many schools. While advances have indeed been witnessed, educators are still lobbying for improvements in teacher-training and role clarification. These two issues will be addressed later in this chapter.

Canadian Library Standards

Standards of Library Service for Canadian Schools (1967).

As mentioned earlier in the historical overview of the growth of the school library, in the 1960s the school library became an important location for independent study. Educational innovators of the time stressed the importance of the effects of individual differences, self-instruction, and cooperative efforts by all parties. Also noted were the efforts of the Canadian School Library Association (CSLA) who provided a very valuable leadership role in the early 1960s in voicing the necessity for improved library service in Canada. In 1961, the Association had passed a resolution urging all provincial departments of education to appoint school library supervisors, provide library-related courses in the curriculum of teacher-training institutions, offer summer courses in school librarianship for teacher-librarians, provide a capital budget for central school library facilities and a central collection of books and materials in schools, provide a minimum annual budget for the continued development of a central school library, and for district school administrators to appoint school librarians to administer school library services.

The Standards of Library Service for Canadian Schools was developed by the standards committee of the Canadian School Library Association (CSLA) in

cooperation with sixteen other national and provincial organizations. The work endeavoured to demonstrate how the school library supports the total educational program. The library is described as a "co-ordination of informational and enrichment services for a specific community utilizing organized material in all forms through the direction and guidance of specifically trained personnel" (p. 1).

Attention is focused on the role of the library, the elements of quality library service, district and provincial services, special aspects of service, as well as responsibility for the service.

Quantitative summaries are provided regarding budgets, staff, quarters, print and non-print equipment and materials. Each new school should house a basic or "core" collection of materials comprised of five thousand (5,000) books and other materials. The funding for the collection should be part of the capital expenditure in building a school. Subsequent expansion of the collection should be made through annual additions.

Adequate space must be provided for listening, viewing, and reading activities. The reading area should contain seating that could accommodate up to thirty percent (30%) of the student population. Half of the population should be accommodated at study carrels, twenty percent (20%) in small group study

rooms and the remaining thirty percent (30%) at tables or in lounge furniture.

In regard to staffing, a full-time librarian is recommended for each three hundred (300) students. One full-time clerk should be appointed for each group of five hundred (500) students.

A half-time librarian is recommended for schools with a population of one hundred fifty (150) to three hundred (300) students. Smaller schools with an enrollment of less than one hundred fifty (150) students should be provided with a basic library collection of one thousand (1,000) books and other materials. Such libraries should receive part-time service from the staff at the district library center.

Perhaps the most prophetic notion voiced in the work deals with its emphasis on cooperation, from the government level to the school level. This concept continued to gain further emphasis as the Canadian perspective of the school library continued to evolve.

Media Canada: Guidelines for Educators (1969).

This work was published by the Educational Media Association of Canada as an attempt to develop national guidelines and specifications in the area of educational media in Canada (Miller, 1969). The guidelines are designed to assist teachers, principals and administrators in formulating objectives for

implementing an educational media programme. Both quantitative and qualitative standards are presented in the utilization of educational media to enhance the teaching-learning process.

Resource Services for Canadian Schools (1977).

This work was prepared by the Association for Media and Technology in Education in Canada (AMTEC) and the Canadian School Library Association (CSLA). It differs from its predecessor in that it provides no quantitative guidelines for the school library:

> The school's educational objectives and the specific learning outcomes should determine the relative number of materials in a given medium with the attendant equipment requirements (p. 80).

Other factors to consider when establishing quantitative standards include: the school's location, its curriculum, learning objectives, interests, abilities and learning styles of students as well as teaching methods of the faculty.

The standards emphasize that the school library program must be based on the premise that learning is the centre of instruction. Teachers should, therefore, focus on learning experiences that are suited to individual needs. In order to provide and support diverse learning experiences, a large volume and variety of resources are required.

The standards defined the school as:

> A team of learners, of teachers, and of support staff. It is an association of people with a common purpose. So it is, too, with the school learning resource center. It is people (learning resource teachers, and the various kinds of technical and administrative support staff) who take a room with its carpets and chairs, its books on shelves and its films in cans, and transform it into a living force that simultaneously is an environment for learning and a support for learning throughout the entire school (p. 34).

Considerable emphasis is placed on the qualifications and personal characteristics of resource teachers and specialists at the district level. Such personnel should be knowledgeable in the field of human relations and administration in addition to holding a high degree of professional dedication. Even more critical is the need for staff to be qualified as both an educator and a materials' specialist. Therefore, a teaching certificate should be a requirement for appointment as a school learning resource teacher or as a district specialist.

The central function of learning resource personnel at both district and school level is "to provide the interface between the learning resource program and the teaching/learning process" (p. 38).

Haycock (1982) notes these standards based library services firmly in the "philosophical framework of the individual school". The resource centre and the person employed there is a reflection of the goals and

objectives of the school's program (p. 244). This leads to a discussion of the practise of teacher training in the area of school librarianship.

Training of School Librarians in Canada

Branscombe and Newsome (1977) outlined four professional competencies required in the development of a successful school library program. The teacher-librarian must possess the skills of an educator experienced in the utilization of the different media as well as the learning/teaching process. The skills of a specialist in learning materials is essential as well. This includes knowledge of the sources, content, evaluative procedures, storage, transportation, and display of learning materials. Administrative skills are required in order to motivate personnel to work as a cohesive unit and to ensure that the financial and material resources are utilized effectively. Production skills and equipment operation and capabilities knowledge is beneficial.

> In other words, they should be professionally trained, certificated, and experienced teachers, as well as having specialized professional training related to the learning materials and resources with which they will be directly concerned (p. 38).

In addition to holding a teaching certificate, the learning resource teacher, according to these standards, should hold one of: (a) a valid certificate as

a school librarian or educational media specialist; (b) equivalent training as part of an under-graduate programme leading to a bachelor's degree in education, or (c) post-graduate study in educational communications, instructional technology, and/or librarianship. In addition, competencies in administrative ability, successful experience in the use of learning materials in several different media, and successful experience as as assistant learning resource teacher is required (Branscombe and Newsome, 1979, p. 43-44).

In 1979, the Canadian School Library Association (CSLA) adopted Qualifications for School Librarians as an official policy statement. This document supported the curricular and teaching role of the teacher-librarian. In 1981, the Canadian School Library Association (CSLA) issued a policy statement regarding a recommended curriculum for education for school librarianship. The statement urges that programs for education should be offered at the post-baccalaureate and/or graduate levels only, and should be a minimum of one academic year. Programs should reflect an integrated approach to library and audio-visual services.

> The fusion of education and library science through professional guidance and preparation constitutes education for school librarianship...The program assists candidates to meld the abilities, skills, and attitudes of school librarianship with their previously acquired professional teaching skills (CSLA, 1981, p. 3).

Two different routes are available to meet the desired end: the faculty of education or the faculty of library science. Both programs build on teaching skills and experience. One area emphasizes related areas of education while the other emphasizes related areas of librarianship.

Courses in such areas as team teaching, selection of curriculum resources, sources of information in education, storytelling, and puppetry, should be offered for all teachers (CSLA, 1981, p. 3-4).

Haycock (1982) outlines nine areas of competency which are recommended for Canadian teacher-librarians:

1) administration;
2) selection of varied learning resources;
3) acquisition, organization and circulation of learning resources;
4) guidance in reading, listening and reviewing;
5) design and production of learning resources;
6) information services;
7) cooperative program planning and teaching;
8) professional leadership; and
9) promotion of the effective use of learning resources and services.

Educators of the 1980s are now becoming aware of the necessity to develop an educational program to meet

the needs of today's technologically orientated society.

> Discovery and inquiry methods of teaching are becoming increasingly common and contribute to the development of independent, disciplined learners who can recognize problems, formulate hypothesis, ask important questions, locate, analyze and evaluate information, and reach valid conclusions (Haycock, 1981, p. 4).

Consequently, the teacher-librarian has a definitive role to play in the pursuit of the aforementioned goals.

> The school librarian is, or should be, an outstanding or master teacher with specialized advanced education in the selection, organization, management and use of learning resources, and the school library, a resource center inseparable from the instructional program .... A teacher-librarian is not an unqualified or 'underqualified' librarian but a professional learning resource teacher who may also be a professional librarian (Haycock, 1981, p. 4).

Haycock recommended that a specialized Master of Education degree be available in the area of school librarianship to build on the teacher's educational background and teaching experience. The program should develop competencies in instructional design, program planning, cooperative teaching, human relations, resource selection, the institutional setting, the design and production of educational media, and developmental reading. Instruction in these crucial

areas would be more beneficial than the traditional emphasis on administrative skills (Haycock, 1981).

According to Hambleton (1986) a dichotomy now exists between the expectations of the role of the teacher-librarian and the training available to the person fulfilling that role. A Nation at Risk describes contemporary challenges to school libraries. These challenges are issued at a time when educational opportunities for teacher-librarians in Canada are declining. Paraphrasing Haycock (1984), Hambleton stresses that "we are badly let down ... in the institutions training teacher-librarians ... there is no stated aim for the program in most faculties of education and library science" (Hambleton, 1986, p. 17).

The author provides a state of the art description of the Canadian perspective as it currently exists. Declining enrollments and budget cutbacks have served to reduce the number of school library positions. The BLS (Bachelor of Library Science) programs have been replaced, in many instances, by MLS (Master of Library Science) programs. Entrance requirements to masters level programs often tend to deter students from acquiring training via this route. Ministries and Departments of Education did not mandate school library qualifications as a prerequisite to hiring. The 1980s

have brought "retrenchment" and cuts in programs at several Canadian universities. In some universities, there are no undergraduate or graduate courses in school librarianship available through Faculties of Education. Three provinces have attempted to combine degrees in Library Science and Education but have failed to attract sufficient numbers of students. Many universities offer programs in summer sessions with overburdened teaching staff. Programs in school librarianship are declining, or non-existent in some Faculties of Library Science. Graduate Library Schools are emphasizing an information science role for their graduates in an attempt to justify their programs. Faculties of Education have witnessed severe staff cut-backs and are tending to gravitate towards generalist rather than specialist under-graduate programs (Hambleton, 1986, p. 17).

Hambleton concludes that both:

> Graduate Library Schools and Faculties of Education are not, at present, developing the kind of educational programs which will train teacher-librarians to move confidently into the 21st century. It is also equally evident that, until professional qualifications become mandatory for teacher-librarians, it is unlikely that university faculties, either in education or library science, will be able to develop the programs which school librarianship requires (p. 17).

Hambleton calls for the mobilization of educators and professionals to convince the powers that be that professional training is necessary to educate teacher-librarians in Canada.

> This, in turn, requires an acceptance of the role of the teacher-librarian; a realization that teacher-librarians are as professional as university and public librarians; and a commitment to the contribution which teacher-librarians make to the profession as a whole. Without this first crucial step, answers to the question of education for school librarianship will remain merely academic exercises (Hambleton, 1986, p. 18).

Newfoundland

It was not until the 1960s that many of Newfoundland schools began to enjoy the services of a school library. In 1926, the provincial Department of Education had set up a travelling library service. Ten years later, this service was taken over by the Public Libraries Board and books were provided for many remote regions in the Province. In 1942, a regional library system was instituted and teachers were encouraged to borrow materials from this source. Therefore, student exposure to library holdings were dependent upon the teacher's initiative to access the resources available.

Some individual schools who were administered by the various clergy did enjoy the benefits of a centralized library collection within the school itself.

In 1958, the provincial Department of Education introduced policy providing for school library grants. For many Newfoundland children, it was a first opportunity to read books other than textbooks (Mifflin, 1959).

Although these provincial grants were modest, they did provide an important beginning towards the creation of an organized school library service for the Province. Schools with one to three rooms were granted fifty dollars ($50.00), four to ten rooms one hundred dollars ($100.00) and over ten rooms two hundred ($200.00). In order to qualify for funding, each school was required to allocate space to house library materials.

In 1958, a large high school containing a school library was opened in St. John's. It was the first school to employ a qualified librarian. There was, at this time, no provincial supervisor for school libraries and no training programs available for teacher-librarians (Wierdrick and Associates, 1959).

According to Scott (1972), in 1971, there were 37 teacher-librarians in the elementary schools (two of whom had a library certificate) and 15 teacher-librarians in the secondary schools (two held a library degree, four held a library certificate). In 1966, a group called the Newfoundland Teachers' Association School Library and Audio-visual Council was formed.

This group's endeavours had resulted in the appointment of a provincial Consultant for School Libraries in 1970. At the urging of this Council, Memorial University incorporated a course in School Library Administration and Organization, as well as courses in Children's Literature, Young Peoples Literature, and an audio-visual course. In 1968, these courses were incorporated into its teacher education program.

The Council also persuaded the provincial Department of Education to improve the library grant to five dollars ($5.00) per student.

Memorial University now offers two avenues for the student in school resource services. The Faculty of Education, Division of Learning Resources provides an under-graduate program leading to a diploma in school resource services. Admission regulations require the candidate to have completed four courses in education and hold at least two years experience as a classroom teacher. To be eligible for the Diploma in School Resource Services, the student must have a degree in education, or its equivalent, from a recognized university. Course offerings include: literature for children and adolescents, cataloguing and classification of instructional materials, information services of a school resource centre, organization and administration of the school resource centre, selection

of materials, curriculum and instruction, and educational media courses.

The Division of Learning Resources offers two graduate programs: one in School Resource Services and one in Educational Communications and Technology. The School Resource Services Program is designed to prepare resource teachers and resource specialists at the various levels of the educational system.

The Master of Education Program in Learning Resources (School Resource Services track) requires the successful completion of a minimum of twelve graduate courses. The programs offered both at the graduate and diploma levels represent an integrated approach to audio-visual and print materials. The graduate program offers training that fulfills all of the requirements cited by Haycock, Hambleton, and others.

While Memorial University of Newfoundland is fulfilling its mandate in the area of teacher training, the reality exists that the Province of Newfoundland continues to be deficient in providing quality library service to our schools.

Belbin (1986) provides a description of school library service as it currently exists at the local level. In 1985-1986, there were five (5) qualified full time and six (6) qualified part time media coordinators in eleven of the province's thirty-five (35) school districts. Six (6) of these coordinators

are employed in school districts which service a student population of five thousand (5,000) or more students. Districts with more than seven thousand (7,000) students tend to employ full time coordinators of school library services.

Most of the school library facilities in our Province are found in the larger schools. Yet, only twenty-two (22%) of these larger schools appear to have a school library. Belbin suggests that these schools may indeed house a library but do not have the services or staff to service the facility (p. 51).

Over half of the schools in Newfoundland do not have a library. In the approximately two hundred and seventy-five (275) schools that do house a library, about half are inadequate and improperly utilized (p. 57).

In regard to the provision of qualified staff, the following statistics are available: as of the spring of 1986, approximately sixty-four (64) teachers have completed the under-graduate diploma program in School Resource Services, approximately one hundred and fifty (150) are currently in various stages of completing the program, and fifty-six (56) teachers hold a graduate degree in Learning Resources (p. 79).

The reality of the situation as it currently exists is summarized by Belbin when he states:

> In many of our schools, the school library, where one does exist, is

> being run by teachers after school hours and/or by student volunteers who generally do not have qualifications as a teacher nor librarian (Belbin, 1986, p. 82).

Philosophy of the 1980s

What is expected from the teacher-librarian and the school media center in order to meet the needs of contemporary society? Haycock (1982) summarizes the needs:

> The need today is for a teacher-librarian to be a highly skilled teacher, able to function on the school team as a professional with competencies from teacher education and classroom experience as well as competencies from school librarianship and media services. Similarly, the library has moved from being a subject and merely a place to a service and concept, a learning resource center for teachers and students (p. 242).

Leaders in the field stress the need for the school library to be integrated into the instructional program of the school so that students may learn to become informed citizens capable of analytic thought. Teachers and the school librarian cooperate to plan and implement teaching units as partners. Students are then taught to locate, evaluate, and present information and transfer these skills into varied contexts. Emphasis is also placed on language improvement and employment as well as the promotion of voluntary reading (Haycock, 1982).

In 1982, the Ontario Ministry of Educators published Partners in Action: The Library Resource Centre in the School Curriculum. The work was intended as a resource guide to assist educators in the effective utilization of school library resources. The main thrust of the document lies in its emphasis on cooperation among all participants in the educational setting.

> The document focuses on three of the participants - the principal, the classroom or subject teacher, and the teacher-librarian. It attempts to show how their partnership in a school can lead to the creation of resource-based programs which promote learning through active inquiry, the mastery of learning skills, the development of language proficiency, and the appreciation of media. The provision of such programs is the basic rationale for a school partnership and the underlying theme of this document (Ontario Ministry of Education, 1982, p. 4).

Partners in Action defines resource-based learning as: "planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, non-print, and human resources" (p. 6).

Certain requirements are then expected of all teaching staff:

> The task of developing a partnership within the school requires a thorough understanding of team teaching, effective and open communication, and empathy. The partners need to know and respect each

> other's skills, philosophy of education, and responsibilities. The sharing of ideas, creative brainstorming, consenus, and common sense are all important elements of a successful partnership (Ontario Ministry of Education, 1982, p. 10).

The resource guide specifies six principal responsibilites which define the role.

1. Curriculum Development

Partnership is stressed in the teacher-librarian's contribution in the planning, implementation and evaluation of the school curriculum. Duties at this level include: the formulation of objectives, assessment of needs, materials selection, planning, curriculum content and methodology, and evaluation. The document provides sample planning guidelines to be utilized by cooperating staff members.

The teacher-librarian should participate cooperatively with school partners in the planning, implementation, and evaluation stages of the curriculum development process. Familiarity with a variety of curriculum approaches and the area of curriculum design is necessary for participation in this endeavour (Ontario Ministry of Education, 1982, p. 35).

2. Consultative Role

In this role, the teacher-librarian acts as a partner of a team endeavouring to plan effective learning activities.

> In this role, the teacher-librarian deals with teaching strategies, learning and information skills, learner needs, professional resources, and professional development (Ontario Ministry of Education, 1982, p. 36.)

In order to effectively operate in this role, the teacher-librarian must keep abreast of new developments in educational media and technology, as well as educational theories and methodologies and be responsible for the sharing of this same knowledge with fellow teachers (Brown, 1985, p. 63).

3. Selection of Learning Resources

Cooperation between the classroom teacher and the teacher-librarian in the selection of learning resources is essential. Again, the teacher-librarian must keep abreast of new learning materials and equipment and information access (Ontario Ministry of Education, 1982, p. 36).

In order to fulfill this particular role, the teacher-librarian must have indepth knowledge regarding the development of policies and procedures for the selection of learning resources. All resources are to be selected in terms of teacher and student needs, and the total curriculum as well. A critical analysis of the various media formats must be employed since different formats may be more suitable depending on educational objectives.

Materials should be adapted and/or developed to fill instructional or individual student needs (Alberta. Education, 1985, p. 15).

While the school principal and teachers are to be involved in the selection process, the teacher-librarian is responsible for its coordination as well as the collection and distribution of selection aids, and makes the final decisions on the basis of the needs of the school and the collection as a whole (Roman Catholic School Board for St. John's, 1986, p. 12).

4. Instructional Responsibilities

The teacher-librarian should share the responsibility for teaching with other staff and work cooperatively with them. Haycock stressed the importance of this role when he wrote: "The school librarian is a teacher first with additional library and curriculum training and departmental responsibilities. One cannot stress too much the teaching aspect of the position ..." (Haycock, 1972, p. 27).

Recognizing the needs of the learner, the teacher-librarian acts as an expert in teaching students how to learn through the development of an inventory of learning skills and the school library program learning skills continuum.

5. Management

The teacher-librarian has an important role to play in the management of support services. This includes ordering, cataloguing, processing and distributing resources, and related equipment. Librarians are encouraged to avail of the processing services offered commercially when possible so that time saved may be allocated for other critical tasks.

The management component also includes: the recruitment, training and supervision of school library staff, evaluation of the school library program, the establishment of policy and procedures, budgeting, provision of feedback to administrators regarding the library program, and the acquisition, supervision, and development of policy regarding microcomputer technology in the library.

6. Program Advocacy

> The teacher-librarian has a responsibility to interpret the role of the library resource centre in the teaching and learning activities of the school to the principal, teachers, supervisory officers, parents, trustees, and students (Ontario Ministry of Education, 1982, p. 38).

The teacher-librarian should then actively inform these persons regarding the philosophical basis of resource-based learning and the role of the school library within this setting.

The personality, enthusiasm, extrovertism, and self-confidence of the teacher-librarian is of considerable importance in order to fulfill this role. This is supported by a Southern California study by Adams (1973) who studied the relationship between the personality of school librarians and the quantity of time spent on various library services. Of a sample of twenty-four (24) librarians, the author found that those with low self-image devoted more time on clerical tasks and less on user services (cited in Grazier, 1979, p. 273).

Madaus (1974) studied factors that contributed to an effective library media program in Texas high schools. These results indicate that the best predictors of high material circulation were a high extroversion score on the personality inventory and a high degree of involvement in the curriculum on the part of the teacher-librarian (cited in Grazier, 1979, p. 274).

Not all teachers have a positive image of the role of the teacher-librarian. As Vandergrift (1979) states, some classroom teachers may view the teacher-librarian as occupying a clerical position. Many stereotypes exist in different situations. But as this author states: "If we reject stereotypes and consider ourselves to be vital and important contributors to the school program, and the school population, the

chances are that you will act in ways that demonstrate just that" (Vandergrift, 1979, p. 4).

In 1986, the British Columbia Teacher-Librarians Association of the British Columbia Teachers' Federation produced Fuel for Change: Cooperative Program Planning and Teaching which reflects the philosophy of educational leaders in the province. Emphasis is placed on the act of locating and processing information rather than the acquisition of facts. It calls for change through (a) policy statements, (b) communications with all parties while utilizing administrative support, and (c) the formation of a partnership with teaching colleagues to achieve contemporary instructional goals.

Research on Role Perceptions

The professional literature addressing the issue of teacher perceptions of the role of the teacher-librarian commonly reports studies involving those perceptions held by principals, teachers, and teacher-librarians. Since this thesis is concentrating solely on the idea of teacher variables and their relationship to this issue, the investigator was obliged to address the body of literature relating to all three groups, and to extract pertinent information regarding this particular group.

As early as 1966, Olson conducted a study of Minnesota teachers', principals' and librarians' perceptions of the school librarian's role. The three groups differed significantly regarding knowledge of the librarian's function. In addition, there was no relationship between respondents' perceptions of the teacher-librarian's status and characteristics of their educational preparation. The author concluded that teachers and principals needed more knowledge regarding the teacher-librarian's role.

Gaver (1966) concluded that most teachers did not understand the role of the school library in the modern schools of the time or were apathetic about acceptance of it (cited in Rainforth, 1981, p. 16).

Delaney (1968) stated that many teachers have no personal experience with "good" school libraries, and have never received instruction about teaching resources and library services (cited in Rainforth, 1981).

The Knapp School Libraries Project expressed concern for the relationship between teachers and librarians since such a relationship is of critical importance in the development of the school library program.

> The specialized nature of the well-trained librarian's contribution to the total school program must be so evident in services to pupils, teachers, and administrators, and so distinct from and

> yet so complementary to the contributions of a well-trained teacher, that more administrators and teachers will be moved to support optimum conditions in school libraries (cited in Rainforth, 1981, p. 19).

In 1970, Anderson surveyed all three groups in Oregon regarding their perceptions of the role of the high school librarian. A sixty-item role inventory was completed by representatives from the three groups. There appeared to be confusion between all three groups regarding the teacher-librarian's role as well as a lack of acceptance of certain library programs on the part of some teachers and principals. Anderson concluded that educational training has not provided a common orientation among school personnel (cited in Rainforth, 1981, p. 12-13).

Reid (1971) questioned all three groups regarding the tasks that should be undertaken by the teacher-librarian. Teachers attached more importance than did librarians on the clerical tasks related to the administration of the facility itself. The author concluded that teachers should be made more aware of the functions and roles of the teacher-librarian.

Reid states that even though the librarian is aware of the principals set forth by the various policy statements, he or she:

> may find that the different perceptions of his role which are held by principals and teachers prevent or inhibit him from fulfilling it

> in the desired manner. From the multiplicity of tasks confronting the librarian, no priorities are set for him. Lack of clerical help often adds nonprofessional duties to the array from which he must choose (Reid, 1971, p. 43).

Johnson (1975) found that secondary school teachers did not consider the teacher-librarian's membership on faculty committees or direct involvement in team planning as significant or needed contributors to instructional development (cited in Mohajerin and Smith, 1981).

Findings of a study conducted by Cantor (1975) revealed that specialists appear to have higher expectations of the school media program than other school administrators, teachers, and media personnel.

Bucher (1976) tested all three groups in Alabama secondary schools. The instrument consisted of fifty role statements representing seven role categories including: administration, teaching, materials specialization, instructional design, professional and technical processor, and clerk. Significant differences in role expectations were found between teachers and media specialists, with teachers expecting a more clerical role. The author recommended greater preservice and inservice education for teachers regarding the media specialist's role; and further assessment of the same groups at college and university levels (cited in Mohajerin and Smith, 1981).

Kerr (1978) found that administrators, teachers and learning resource specialists agreed that information services comprised the most essential function of the learning resource specialist's role with technical services as the least important. It is interesting to note that teachers and administrators at the elementary level, and administrators at the high school level, appeared to perceive a greater role in the area of instructional development than did the library specialists themselves (cited in Grazier, 1979, p. 275).

In 1978, Pemberton and Smith used an approach similar to Bucher's to investigate expectations of the school library media specialist in Georgia. Results indicated that while principals and media specialists agreed on the role of the teacher-librarian, classroom teachers did not. Greatest differences in role perception related to such issues as curriculum and instructional planning, guidance for teachers and students in the selection and utilization of materials, and the media specialist's role of team-planning with faculty members. The author also recommended teacher re-education regarding the teacher-librarian's role.

The investigator found that many concepts of the function of the media specialist existed.

> There are those who think the position is primarily for the circulation of books; others view the media center as a place to take

> their classes so they can take a break. Other elementary teachers believe it is the job of the librarian to teach all library skills, and there appears to be little coordination between the librarian and elementary classroom teachers on teaching students these skills (p. 95).

Hambleton (1979) reported on an Ontario study of principals', teachers' and librarians' perception of the teacher-librarian's role by way of a sixty-item role inventory dealing with several roles as follows: materials specialist, curriculum developer, teacher, technical services administrator, extra-mural activities, and sub-professional role.

Results revealed significant differences in perceptions in all six (6) categories. There was no agreement on items relating to the sub-professional function, indicating that the concept of the teacher-librarian as a professional member of the school staff is not universally accepted. Teachers did express agreement on the teaching role but did not perceive the school librarian as having a role to play in curriculum development.

Hambleton calls for a realization on the part of all three groups that the school librarian, who holds expertise in both librarianship and teaching, makes an important contribution to the intellectual and social growth of the student. This expertise must be "practically" and "effectively" communicated so that

the school library program may be recognized as the vital force it should be. This involves the development of a partnership with colleagues, the establishment of common goals, and the elimination of unnecessary barriers.

Grazier (1979) concluded that teachers and administrators did not perceive media specialists as participating in curriculum development and revision, working on curriculum committees for the development of resource guides, contributing to instructional design, or providing inservice for teachers.

A study similar to Hambleton's was conducted in Nova Scotia by Rainforth (1981). Principals, teachers and teacher-librarians all viewed components related to materials specialization, technical processing, professional activities and teaching as "strong" parts of the role of the high school librarian. Teachers did not see a strong role for the teacher-librarian as an administrator. All groups saw a peripheral role in the area of curriculum development but appear to be unsure about their involvement in this area. Teachers and principals also expected the teacher-librarian to perform many clerical duties while the librarians indicated a very limited role in this area.

Hauck (1985) conducted a study of the perceptions held by teacher-librarians and principals as they exist presently and should exist in the future in the

Province of Alberta. Results indicate that teacher-librarians regard their role in the area of curriculum and instruction as the most important one, whereas principals saw the information services and organization and management roles as the most significant contribution. Hauck plans to extend the study to include teachers.

In conclusion, two themes appear to be interwoven throughout the research studies conducted over the past two decades. As Rainforth (1981) indicated, the perception of other school personnel regarding the role of teacher-librarian often differs from those held by the teacher-librarians themselves. In addition, the librarian's role needs clarification so that teachers and principals may reap maximum benefit from the school library program.

Mohajerin and Smith (1981) conclude that the professional literature in this area reveals:

> ...the usual pattern of slow attitude change by all types of educators, including media specialists themselves. Without an intensive educational effort involving fellow workers, the emergent role of the media specialist is at best only partially understood and its actual performance is inhibited (p. 163).

This consensus is echoed by Haycock (1985) who stated that unless teacher-librarians begin to speak in a unified voice about the goals of the school library

program, there will never be a basis of understanding and support for the school library program.

CHAPTER 3

METHODOLOGY

Sample Population

Selection of respondents was based on the criteria that all respondents must be employed as a teacher in the Roman Catholic School Board for St. John's. Questionnaires were randomly assigned to all grade levels of each school. Two hundred (200) questionnaires were randomly distributed among the schools' principals through the internal mailing system of the School Board. One hundred and twenty-three (123) or sixty-one percent (61%) of the questionnaires were returned.

Data Gathering Instrument

The data was collected by way of a research questionnaire developed by Hauck (1985). Her role inventory was constructed on the basis of recent literature about the role of the teacher-librarian. Prior to utilization, the author had submitted the instrument to a panel of experts in teacher-librarianship for commentary and suggestions. The inventory contained seventy-nine (79) role statements organized under seven major categories as follows:

1. Organization and Management;
2. Selection of Materials;
3. Professional Development;

4. Curriculum and Instruction;
5. Design and Production;
6. Utilization and Promotion;
7. Information Services.

The inventory was utilized in an Alberta study to gauge perceptions of the role of the teacher-librarian as perceived by school principals and teacher-librarians now and in the future. This investigator modified the instrument to measure current perceptions only. An additional section was developed by this investigator to measure background variables. Items in this section related to demographic variables such as sex, age, school population, teaching level, academic major, and under-graduate and graduate academic training in the area of learning resources. Items were included to measure teachers' attitudes towards usage of resource materials, audio-visual equipment, and consultation with the teacher-librarian in planning instruction. See Table 1 for a description of the sample population.

TABLE 1

Frequency Distribution Regarding Demographic Data

	Frequency	%
School Population (Grades K - 12)		
0 - 150	5	4.3
151 - 300	14	12.0
301 - 500	35	29.9
501 - 700	31	26.5
701 - 850	17	14.5
851 - 1000	9	7.7
Over 1000	6	5.1
Sex		
Male	40	33.3
Female	80	66.7
Teaching Level		
Primary	28	22.8
Elementary	35	28.5
Junior High	25	20.3
Senior High	31	25.2
Library Allocation of School		
Full Time	83	67.5
Half Time	9	23.6
Other (shared between 3 schools)	7	5.7
Age		
Under 30 Years	20	16.3
31 - 40	66	53.7
41 - 50	28	22.8
51 - 65	5	4.1
65 or over	1	.8
Teaching Experience		
2 Years or Less	3	2.5
3 - 5 Years	7	5.7
6 - 10 Years	18	14.6
11 - 15 Years	25	20.3
16 - 20 Years	67	54.9
More than 20 Years	2	1.6

TABLE 1 (continued)

	Frequency	%
*Teaching Qualifications		
Teaching Certificate 4 or below	9	7.3
Teaching Certificate 5	42	34.1
Teaching Certificate 6	44	35.8
Teaching Certificate 7	20	16.3
Academic Major		
History	12	9.8
English	46	37.4
Religious Studies	7	5.7
Chemistry	1	.8
Mathematics	5	4.1
Sociology	8	6.5
Psychology	15	12.2
French	4	3.3
Geography	2	1.6
Education	2	1.6
Geology	1	.8
Social Studies	2	1.6
No Response	4	3.3
Teacher Usage of Library Resources		
Yes	112	91.1
No	11	8.9
Frequency of Teacher Usage of Library Resources		
Sometimes	55	49.5
Often	46	41.4
Always	10	9.0
Perceived Importance of Teacher Usage of Library Resources		
Very Important	60	48.8
Important	49	39.8
Uncertain	11	8.9
Of Little Importance	3	2.4
Teacher Usage of Audio-Visual Equipment		
Yes	118	95.9
No	4	3.3

* Teaching certificate 4 indicates four years of academic training, teaching certificate 5 represents five years of academic training, and so on.

TABLE 1 (continued)

	Frequency	%
Frequency of Teacher Usage of Audio-Visual Equipment		
Sometimes	69	56.1
Often	47	38.2
Always	3	2.4
Perceived Importance of Teacher Usage of Audio-Visual Equipment		
Very Important	47	38.2
Important	72	58.2
Uncertain	3	2.4
Of Little Importance	1	.8
Not Important	--	--
Teacher Consultation with the Teacher-Librarian when planning Instruction		
Yes	97	78.9
No	26	21.1
Frequency of Teacher Consultation with the Teacher-Librarian in planning Instruction		
Sometimes	65	66.3
Often	30	30.6
Always	3	3.1
Importance of Teacher Consultation with the Teacher-Librarian in planning Instruction		
Very Important	26	21.3
Important	69	56.6
Uncertain	21	17.1
Of Little Importance	4	4.1
Not Important	1	.8
Completed Learning Resources Courses in the Undergraduate Diploma Program		
Yes	9	7.3
No	113	91.9

TABLE 1 (continued)

	Frequency	%
Number of Learning Resources Courses (by the 9 above-listed Respondents)		
1 Course	4	36.4
2 Courses	3	27.3
3 - 4 Courses	2	18.2
Completed Graduate Courses in Learning Resources		
Yes	7	5.7
No	115	94.3
Number of Graduate Courses Completed (by the 7 listed above)		
1 to 3 Courses	8	80.0
5 or more Courses	2	20.0

Role Categories

The seven major role categories are organized as follows:

Role 1: Organization and Management

1. Establish short and long range goals for the school library in terms of district guidelines and school objectives.

2. Involve school staff in evaluating the effectiveness of the school library program.

3. Establish written policies and procedures that achieve the goals of the school library program.

4. Prepare and justify a budget which reflects the instructional program of the school.

5. Supervise school library staff.

6. Recruit and train student volunteers.

7. Prepare regular reports to the principal on the school library program.

8. Provide an environment conducive to learning.

9. Apply technological advances to school library services.

10. Plan for efficient use of space, facilities, equipment and supplies.

11. Provide cataloguing for learning materials.

12. Establish priorities for the school library program.

13. Recruit and train parent volunteers.

14. Co-ordinate the acquisition of microcomputers for the total school.

15. Supervise student use of microcomputers.

16. Assist in developing a philosophy for using microcomputers in schools.

Role 2: Selection of Materials

1. Develop procedures for the selection of learning resources which meet curricular, informational and recreational needs.

2. Organize teacher involvement in the preview, evaluation and selection of learning resources.

3. Develop criteria for the evaluation and selection of learning resources.

4. Develop a written policy for selection.

5. Help teachers to evaluate and modify existing resources to meet specific needs of learners.

6. Help teachers and learners evaluate self-designed and self-produced instructional materials.

7. Involve users in the evaluation and selection of equipment.

8. Select audio-visual equipment and other library equipment.

9. Involve school staff in developing policies for selection of instructional materials.

10. Analyze present and future curriculum needs to select suitable materials.

11. Provide leadership for selection of microcomputer software for the total school program.

12. Assist in developing policies for the selection of computer hardware.

Role 3: Professional Development

1. Keep informed about findings of current research relating to learning and instruction.

2. Disseminate findings of current research related to instruction and learning.

3. Use knowledge of research findings and current developments in technology to stimulate educational innovations to improve learning in the school program.

4. Identify problem areas and initiate research studies related to the use of learning resources.

5. Apply specific research findings to the development and improvement of media services.

6. Participate in professional organizations to keep abreast of new issues/knowledge.

7. Write articles in professional journals to disseminate new ideas.

Role 4: Curriculum and Instruction

1. Plan and develop units of instruction with teacher.

2. Plan a program of media and study skills integrated with classroom instruction.

3. Teach media skills and media appreciation experience integrated with classroom instruction to large and small groups.

4. Initiate specific teaching units to integrate the effective use of learning resources with classroom instruction.

5. Design and conduct in-service experiences that facilitate effective use of media.

6. Design and conduct in-service experiences to demonstrate effective co-operative planning and teaching.

7. Provide curriculum related book and media presentations that are correlated with specific teaching units.

8. Provide leadership for specific programs to promote the school's reading program.

9. Become directly involved with teachers in diagnosis and prescription of learning experiences.

10. Be familiar with curriculum guides in use in the school.

11. Be familiar with school textbooks.

12. Give orientations to new teachers.

13. Become involved with teachers in evaluation of learning experiences.

14. Assume the full role and responsibility of a teacher by providing leadership in such areas as curriculum development and team teaching.

15. Participate with teachers in the analysis of students' learning styles.

Role 5: Design and Production

1. Advise students and teachers in media design and production.

2. Supervise the production of materials.

3. Assist in the evaluation of media production.

4. Provide appropriate raw material, tools and equipment and ready access so that teachers and learners can use them to create and learn.

5. Give multimedia presentations to demonstrate use of media.

6. Plan and conduct workshops to demonstrate audio-visual services.

7. Demonstrate the operation of audio-visual equipment.

8. Carry on discussions with product planners to inform them of educational needs.

9. Provide leadership in the production of micro-computer programs.

Role 6: Utilization and Promotion

1. Encourage and participate in teaching students to communicate and express their ideas through a variety of media.

2. Provide listening, viewing and reading guidance.

3. Develop an informational and public relations program for staff, students and the community.

4. Develop bulletin board displays and other publicity materials.

5. Inform teachers regularly about new learning resources and technology.

6. Plan special themes and activities and invite teachers to have their students participate.

7. At teacher's request, visit classrooms to observe activities and make presentations.

8. Invite teachers to visit the school library to observe particular learning activities and technology.

9. Identify and prepare solutions for such potential problems as censorship, bias and stereotyping.

10. Provide mediagraphics and locational tools to permit access to available resources and information.

11. Perform regular evaluation of school library program.

12. Discuss media needs with school staff.

Role 7: Information Services

1. Provide information in answer to questions from students and teachers.

2. Provide guidance to teachers and students in locating information.

3. Develop a working relationship with public libraries and other outside organizations.

4. Assist teachers to incorporate outside resources into learning experiences for students.

5. Locate and acquire specific information and resources outside the school.

6. Facilitate access to resources by using computerized data bases.

7. Participate in cooperative sharing of learning resources inside the school district.

(For a complete listing of the questionnaire, see Appendix B.)

Methodology

Respondents were randomly selected from the primary (N=50), elementary (N=50), junior high (N=50), and high school (N=50) teaching levels of the Roman Catholic School Board for St. John's. This school board was selected since it has a large teacher population (N=1000) and all schools are serviced by a teacher-librarian either on a part-time or full-time basis depending on enrolment.

Each questionnaire was accompanied by a letter of explanation instructing them to rate the 79 statements on a five point scale as follows:

1. Uncertain
2. Not Important
3. Slightly Important
4. Important
5. Very Important

Considerable efforts were made in order to insure confidentiality. Subjects were asked not to identify themselves in any manner on the questionnaire and were instructed to enclose and seal it in the envelope provided upon completion.

The coordinator for school library services provided a cover letter requesting assistance from each school principal. The principal was requested to distribute each questionnaire (which was labelled according to teaching level) at random to any teacher at the required level. Teachers were asked to return the sealed envelope to the principal who would forward them back to the School Board for collection by the investigator. The investigator believed that this practise would yield a higher return rate than utilization of public postal services.

Three weeks later a follow-up letter of appreciation was sent to each school (see Appendix A). Those teachers who had returned questionnaires were thanked while those who had not were requested to do so.

After a six week period, all data was coded and processed through Memorial University's computing facilities.

Tabulation of Data

Questionnaire responses were numerically coded to facilitate computer analysis at Memorial University's

computer services. Each of the response categories was given a numerical value from one (1) to five (5) as follows:

Response	Code
Uncertain	1
Not Important	2
Slightly Important	3
Important	4
Very Important	5

Computer Analysis

Parametric analysis tests were utilized in order to analyze demographic data. These include frequency distributions, condescriptive, and one way analysis of variance.

Nonparametric techniques were utilized in order to analyze role inventory items which comprised an ordinal scale. Tests include the Wilcoxon-Matched-Pairs-Signed Ranks Test, and the Friedman two way analysis of variance. A confidence level of $p < .05$ was used to determine statistical significance.

CHAPTER 4

PRESENTATION OF THE FINDINGS

Organization of the Findings

The objective of the study was to measure the attitude of the role of the teacher-librarian in Newfoundland schools as perceived by teachers at all grade levels. The purpose was to determine if different functions were rated as significantly different from one another, and to determine whether differences existed within different groups of teachers.

The results were analyzed according to the seven role categories as follows: organization and management, selection of materials, professional development, curriculum and instruction, design and production, utilization and promotion, and information services. Tables illustrate means and standard deviations for the seven major categories, mean rank scores and groupings of these categories and one way analysis of variance of demographic data which proved to be indicators of significant differences of perceptions regarding role categories.

Tables are provided which indicate those tasks performed by the teacher-librarian which teachers considered to be either important or unimportant. Responses are summarized at the beginning of each table to emphasize the major points. The remaining portion of

this report provides a summary, conclusions and recommendations reached as a result of research findings.

Research Findings

Descriptive statistics were used to gain means and standard deviations for the seven major categories as demonstrated by Table 2. According to these statistics, all seven categories were perceived as comprising "slightly important" aspects of the teacher-librarian's role. However, further analysis reveals that significant differences occurred in the rankings of the seven major categories.

TABLE 2

MEANS AND STANDARD DEVIATIONS FOR THE SEVEN MAJOR CATEGORIES

Role Categories	N	$\bar{X}$	SD
Information Services	123	3.97	.662
Organization and Management	120	3.89	.556
Selection of Materials	123	3.86	.685
Utilization and Promotion	123	3.76	.685
Design and Production	123	3.74	.754
Professional Development	123	3.63	.703
Curriculum and Instruction	123	3.61	.701

Table 3 demonstrates how teachers ranked the importance of the seven role categories. Teachers see the information services as the most important component of the teacher-librarian's role, and design and production as the least important one.

TABLE 3

RANK ORDER IMPORTANCE OF THE SEVEN MAJOR CATEGORIES

CATEGORIES	MEAN RANK SCORE
Information Services	5.09
Selection of Materials	4.76
Organization and Management	4.51
Utilization and Promotion	4.21
Professional Development	3.46
Curriculum and Instruction	3.24
Design and Production	2.72

(N = 119)

The Friedman two way analysis and the Kolmogorov - Smirnov goodness of fit test indicated that differences existed at less than .01 level ($p = < .0000$). The Wilcoxon-Matched-Pairs-Signed-Ranks test indicated where these differences existed. Table 4 demonstrates the groupings of categories.

According to the Wilcoxon-Matched-Pairs-Signed-Ranks Test, information services, selection of materials, and organization and management were ranked as significantly more important than the other categories (see Table 4).

The category of utilization and promotion was ranked next in importance. The categories of professional development and curriculum and instruction were ranked third in importance. Design and production was ranked as least important. It appears then that teachers at the local level consider the traditional roles of the teacher-librarian as more important than the curriculum and instruction role which is considered the key role according to contemporary philosophies. Design and production was given the lowest ranking which is consistent with similar research studies cited in the review of the literature.

TABLE 4

GROUPINGS OF THE IMPORTANCE OF THE SEVEN MAJOR CATEGORIES

	ROLE CATEGORIES
Group 1	Information Services
	Selection of Materials
	Organization and Management
Group 2	Utilization and Promotion
Group 3	Professional Development
	Curriculum and Instruction
Group 4	Design and Production

Hauck (1985) suggested that the design and production category may receive the lowest rankings because of time restraints and limited facilities both at the building and district level.

Demographic data was tabulated and analyzed according to the seven major role categories. Analysis of variance was performed on the following variables according to the role categories: school population, library allocation, sex, age, teaching experience, academic major, teaching utilization of library resources and audio-visual equipment in instruction. No significant differences were present in rankings of the major role categories according to these background variables.

However, significant differences were observed in rankings in regard to several other variables. Tables 5 and 6 demonstrate that teachers at elementary levels regard the utilization and promotion component as significantly more important than the remaining six categories. Table 5 presents means and standard deviations for the utilization and promotion category for the various school levels.

TABLE 5

MEANS AND STANDARD DEVIATIONS OF THE UTILIZATION AND PROMOTION CATEGORY BY SCHOOL TEACHING LEVEL

TEACHING LEVEL	N	$\bar{X}$	SD
Elementary	35	3.96	.6189
Primary	28	3.85	.7170
Junior High	25	3.60	.7053
Senior High	31	3.52	.6490

Table 6 presents results from a one way analysis of variance test for this same variable.

TABLE 6

ANALYSIS OF VARIANCE: UTILIZATION AND PROMOTION CATEGORY BY SCHOOL TEACHING LEVEL

SOURCE	DF	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.*
Between Groups	3	4.0077	1.3359	2.9841	.0342
Within Groups	115	51.4818	.4477		
Total	118	55.4895			

* $p < .05$

One way analysis of variance also revealed that those teachers who considered consultation with the teacher-librarian an important aspect in planning instruction, also ranked utilization and promotion as significantly more important than the other six categories. Table 7 presents means and standard deviations regarding each respective variable, while Table 8 demonstrates results of analysis of variance regarding these same variables.

TABLE 7

MEANS AND STANDARD DEVIATIONS OF THE UTILIZATION AND PROMOTION CATEGORY BY RATING OF THE IMPORTANCE OF CONSULTATION WITH THE TEACHER-LIBRARIAN IN PLANNING INSTRUCTION

IMPORTANCE OF CONSULTATION	N	$\bar{X}$	SD
Very Important	26	4.00	.8645
Not Important	1	3.90	----
Important	69	3.77	.5615
Uncertain	21	3.67	.6967
Of Little Importance	5	2.82	.4087

TABLE 8

ANALYSIS OF VARIANCE: UTILIZATION AND PROMOTION CATEGORY BY IMPORTANCE OF CONSULTATION WITH THE TEACHER-LIBRARIAN IN PLANNING INSTRUCTION

SOURCE	DF	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	4	6.1630	1.5408	3.5699	.0087*
Within Groups	117	50.4978	.4316		
Total	121	56.6609			

* $p < .05$

This same analysis of the frequency of consultation with the teacher-librarian in planning instruction revealed that those teachers who engage in this practise most often rate the function of curriculum and instruction as significantly more important than the other six categories. Tables 9 and 10 present means and standard deviations as well as analysis of variance respectively. This finding seems to suggest that those teachers appear to see a definite role for the teacher-librarian as a result of frequent planning of instructional content.

TABLE 9

MEANS AND STANDARD DEVIATIONS: CURRICULUM AND INSTRUCTION BY FREQUENCY OF CONSULTATION WITH THE TEACHER-LIBRARIAN

FREQUENCY OF CONSULTATION	N	$\bar{X}$	SD
Sometimes	65	3.48	.6265
Often	30	3.86	.8418
Always	3	4.17	.4277

TABLE 10

ANALYSIS OF VARIANCE: CURRICULUM AND INSTRUCTION BY FREQUENCY OF CONSULTATION WITH THE TEACHER-LIBRARIAN

SOURCE	DF	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	2	3.8562	1.9281	3.9788	.0219*
Within Groups	95	46.0361	.4846		
Total	97	49.8923			

* $p < .05$

Analysis of variance also demonstrated significant differences as it pertains to the relationship between teaching qualifications and the professional development category. Teachers who hold a fourth grade teaching certificate or less (i.e. four years of university training) see the teacher-librarian as having a significantly more important role to play in the area of professional development. Tables 9 and 10 present means and standard deviations and one way analysis of variance for teaching qualifications by professional development. It appears that "less" qualified teachers see the teacher-librarian as playing an important role in keeping abreast of new research findings related to teaching and learning.

TABLE 11

MEANS AND STANDARD DEVIATIONS: PROFESSIONAL DEVELOPMENT BY TEACHING QUALIFICATIONS

TEACHING QUALIFICATIONS (TEACHING CERTIFICATE LEVEL)	N	$\bar{X}$	SD
* Level 4 or less	9	4.167	.3813
Level 5	42	3.625	.7158
Level 6	44	3.458	.6518
Level 7	19	3.786	.7659

* Teaching Certificate level 4 indicates four years university training, level 5 indicates five years university training and so on.

TABLE 12

ANALYSIS OF VARIANCE: PROFESSIONAL DEVELOPMENT BY TEACHING QUALIFICATIONS

SOURCE	DF	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	4.3588	1.4529	3.1138	.0285*
Within Groups	110	50.9994	.4636		
Total	113	55.3581			

$p < .05$

It is worthy to note that analysis of variance did not reveal any significant differences in perception of the seven major categories by previous training in learning resources courses at the diploma or graduate levels. However, only seven (7) of the teachers comprising the sample population had completed diploma level courses while eight (8) teachers had completed related graduate courses. This small number might certainly explain this finding.

According to Hauck's (1985) criteria, a mean of 4.00 or over for any role statement was indicative that the task was considered important while a mean of 3:00 or below was indicative that the particular task was considered unimportant.

Table 13 demonstrates that a total of twenty-six (26) tasks of the seventy-nine (79) tasks were rated as important. It is evident that the traditional role of organization and management were ranked as first in importance while materials selection was in second place. This finding is consistent with Hauck's study of principals' and teacher-librarians' perception of the role.

TABLE 13

ROLES CONSIDERED IMPORTANT BY TEACHERS ($X \geq 4$)

Organization and Management	
Establish short and long range goals for the school library in terms of district guidelines and school objectives.	4.21
Involve school staff in evaluating the effectiveness of the school library program.	4.12
Prepare and justify a budget which reflects the instructional program of the school.	4.14
Recruit and train student volunteers.	4.15
Provide an environment conducive to learning.	4.64
Apply technological advances to school library services.	4.36
Plan for efficient use of space, facilities, equipment and supplies.	4.34
Provide cataloguing for learning materials.	4.56

Establish priorities for the school library program.	4.34

Selection of Materials

Develop procedures for the selection of learning resources which meet curricular, informational and recreational needs.	4.20
Organize teacher involvement in the preview, evaluation and selection of learning resources.	4.12
Develop criteria for the evaluation and selection of learning resources.	4.12
Help teachers to evaluate and modify existing resources to meet specific needs of learners.	4.02
Select audio-visual equipment and other library equipment.	4.19
Analyze present and future curriculum needs to select suitable materials.	4.25

Professional Development	
Keep informed about findings of current research relating to learning and instruction.	4.19
Curriculum and Instruction	
Keep abreast of new developments in curriculum.	4.13
Be familiar with curriculum guides in use in the school.	4.07
Be familiar with school textbooks.	4.07
Utilization and Promotion	
Provide listening, viewing and reading guidance.	4.06
Inform teachers regularly about new learning resources and technology.	4.13
Perform regular evaluation of the school library program.	4.17
Discuss media needs with school staff.	4.07

Information Services	
Provide information in answer to questions from students and teachers.	4.31
Provide guidance to teachers and students in locating information.	4.48
Develop a working relationship with public libraries and other outside organizations.	4.02

Table 14 presents a listing of six (6) tasks considered unimportant. These items relate to the categories of professional development, curriculum and instruction, and design and production respectively.

TABLE 14

ROLES CONSIDERED UNIMPORTANT BY TEACHERS ($X \leq 3$)

Organization and Management	
Recruit and train student volunteers.	3.00
Co-ordinate the acquisition of microcomputers for the total school.	2.99
Professional Development	
Write articles in professional journals to disseminate new ideas.	2.55
Curriculum and Instruction	
Assume the full role and responsibility of a teacher by providing leadership in such areas as curriculum development and team teaching.	3.00
Design and Production	
Provide leadership in the production of microcomputer programs.	2.85

Perhaps the most striking finding of this table is the low rating given to involvement in curriculum and instruction and team teaching. This is, of course, reflected in the low ranking given to the major role category of curriculum and instruction.

The remaining forty-seven (47) role statements then received a mean rating between three (3) and four (4) on the five (5) point scale. Teachers rank these tasks as "fairly important" aspects of the teacher-librarian's role.

CHAPTER 5

SUMMARY AND CONCLUSIONS

Summary

Results of the study of teachers' perceptions of the role of the teacher-librarian in the Roman Catholic School Board for St. John's may be summarized as follows.

Mean rank scores indicate that significant differences existed towards the seven major role categories. In terms of their perceived importance, the categories were ranked in the following order:

Group 1: information services, selection of materials, and organization and management;

Group 2: utilization and promotion;

Group 3: professional development and curriculum and instruction; and

Group 4: design and production.

Teachers at the elementary school level ranked utilization and promotion as significantly more important than the remaining six categories.

Teachers who rate the practise of frequently consulting with the teacher-librarian in planning instruction as important, also rank the utilization and promotion category as significantly more important than the other six categories.

Those teachers who frequently consult with the teacher-librarian in planning instruction perceive the curriculum and instruction category as significantly more important than the other six categories.

Teachers who hold four (4) years university training or less rank the professional development category as significantly more important than the other six categories.

Conclusions

Results yielded from the present study suggest that a discrepancy exists between contemporary philosophies being embraced by educational experts and the practicing reality of the situation as it exists locally. Responses drawn from the sample population tend to rank traditional aspects of the teacher-librarian's role as the most important components of that role, while the curriculum and instruction component of that role received a significantly lower rating. This leads one to question whether these teachers perceive the teacher-librarian as a partner in planning, implementing, and evaluating the curriculum.

It was encouraging to discover that teaching colleagues at the elementary school level appear to view the utilization and promotion aspect of the teacher-librarian's role as significantly important since students should be motivated to develop a

positive attitude towards the school library at an early age.

It is also important that teachers who consult with the teacher-librarian also rank utilization and promotion as a significantly important component of the teacher-librarian's role. These teachers may well feel that the consultation process has yielded positive results for them; thus, they contend that colleagues should follow suit. This end might very well be achieved through promotional activity on the part of the teacher-librarian.

It is also quite important that teachers who hold four (4) years university training or less regard the teacher-librarian as having a significant role to play in the realm of professional development. These teachers may rely on the teacher-librarian for the dissemination of research findings and current developments in the area of instruction.

It is also very encouraging that a large percentage of teachers reported that they consider the utilization of library resources and audio-visual equipment as important. The act of consulting with the teacher-librarian was also rated as important. Teachers at the local level appear, generally, to be lacking in comprehension of the potential role of the teacher-librarian in instruction. It is critical that teaching staff be educated regarding this potential,

particularly as it relates to the realm of curriculum and instruction.

As many authors have suggested, communication is perhaps the main combatant against those who are slow to accept change, in this case, change being the newly defined role of the teacher-librarian. As Brown (1985) suggests:

> To change basic beliefs is difficult. Individuals who are being asked to change must be given time to integrate new ideas and given personal support as they change old attitudes...Those introducing such change should provide empirical research whenever possible to provide evidence to teachers that that the change will improve their teaching (p. 211).

As teachers who have received indepth training in the art of communication, the onus is on the teacher-librarian to actively educate fellow colleagues regarding the contemporary role of the teacher-librarian, who has a valuable role to play as a partner in the art of educating students.

Membership and active participation in curriculum committees would prove a valuable means to this end, particularly as it relates to the provision of information regarding new curricular approaches and innovations.

Sullivan (1981) reminds us that a great part of communication lies in the listening process. Listening to fellow teachers regarding their philosophies and

preferred approaches and the like, may provide valuable discoveries and lead to the development of practising partnerships in the instructional process.

Administrative personnel, both at the building and board level, have an important role to play as well as in the provision of initiative to change perceptions through policy statements and inservice education. Administrators for the sample population of teachers have placed a high priority on the value of the school library media program, and have provided highly qualified library personnel as well as a policy statement regarding school library services. The task now lies in educating teachers to fully utilize the vast resources which lie at their disposal.

The provincial Department of Education has a significant role to play in this communication process. This agency has trailed other provinces in the provision of provincial policy statements clarifying the role of the teacher-librarian. In these times of financial restraint, it is particularly important that the provincial government of Newfoundland and Labrador follow the lead set by the provinces of Ontario and Alberta in the publication of official documentation regarding the role of the teacher-librarian. Documentation should stress the importance of forming a partnership between teachers, principals, and teacher-librarians resulting in a dynamic force towards the

enrichment of the school's instructional program as we proceed into the 1990s. This should also be reflected through the provision of qualified staff in appropriate numbers to the various school districts throughout our province, so that we may indeed move towards the creation of a lifelong learning society.

Recommendations

Based on this study, the investigator recommends the following:

1. Since the sample population of teachers were drawn from an urban school district who has placed a high priority on school library services, further samplings from a larger scope may indeed reveal further significant differences. A province-wide study of all school districts would certainly yield a more comprehensive view of the situation as it exists locally.
2. This study was limited to teachers' perceptions of the role of the teacher-librarian in a Newfoundland school district. Future studies should also measure those perceptions as held by administrators and teacher-librarians themselves and compare responses reported by each of these groups.
3. All students enrolled in teacher training programs should be required to complete a learning resource

course designed to provide training regarding the role of the teacher-librarian and the resource centre. This action would help to ensure that future teachers will be aware of the important resource and be better equipped to harness the great potential of the teacher-librarian and the school resource centre.

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APPENDIX A

LETTERS

TELEPHONE 753-8530

Roman Catholic School Board for St. John's

BELVEDERE
BONAVENTURE AVENUE
ST JOHN'S, NEWFOUNDLAND
A1C 3Z4

MEMORANDUM

TO: Principals

FROM: Ann Cody, Library Coordinator

DATE: March 2, 1987

Joan Sharpe, a graduate student in Learning Resources at Memorial, is undertaking a study on teacher's perceptions of the role of the school librarian.

She has asked our assistance in the distribution and collection of questionnaires necessary for her study.

Enclosed you will find a number of questionnaires. Would you distribute them to your staff and upon completion return them to me?

Thank you for your assistance.

Ann Cody
Library Coordinator

AC:msc

Dear Teacher:

The intent of this letter is to respectfully request that you participate in a study regarding teacher perception of the roles of the teacher-librarian in the educational process.

As fellow teachers, your perception is of considerable importance. All members of the teaching community will certainly benefit from insight into the situation as it exists locally.

When completing the questionnaire, please remember that you are not evaluating the performance of your school librarian. You are, instead, expressing your beliefs as to the roles of the teacher-librarian in general.

Please fill out all items on the questionnaire so that the maximum amount of information may be obtained. All information will be kept in the strictest of confidence. Upon completing the questionnaire please enclose and seal it in the envelope provided and return it to your school principal. The questionnaires will be collected by the coordinator of school library services.

I wish to express my sincere gratitude for your anticipated cooperation in participating in this study.

Yours sincerely,

Joan Sharpe
Graduate Student

Please Post

March 27, 1987

Dear Principal:

I would like to extend my appreciation for the cooperation recently displayed by the teachers who completed questionnaires regarding their perception of the role of the teacher-librarian. Local data will certainly contribute to the Canadian body of literature which now exists.

Unfortunately, to date, only 40% of the questionnaires have been returned. I would like to respectfully request that those teachers who have not done so please take a few minutes to complete and return the questionnaire to me in care of Ann Cody - Coordinator of School Library Services at the school board. Your prompt response will ensure that a reliable measurement will be obtained.

Again, please accept my warm appreciation for your cooperation.

Yours sincerely,

Joan Sharpe
Graduate Student
Dept. of Learning
Resources - M.U.N.

APPENDIX B

DATA GATHERING INSTRUMENT

PART A - BACKGROUND INFORMATION

Place an X by the response that most suitably describes your situation. Remember that all information provided will be confidential. Do not write your name on the survey.

			OFFICE USE ONLY
1.	School		1
2.	Student Population	1. 0 - 150	
		2. 151 - 300	
		3. 301 - 500	
		4. 501 - 700	
		5. 701 - 850	
		6. 851 - 1000	
		7. over 1000	2
3.	Teaching Level	1. Primary	
		2. Elementary	
		3. Junior High	
		4. Senior High	
		5. Other, please specify	3
4.	Library Allocation	1. Full-time	
		2. Half-time	4
5.	Sex	1. Male	
		2. Female	5
6.	Age	1. Under 30 yrs.	
		2. 31-40 yrs.	
		3. 41-50 yrs.	
		4. 51-65 yrs.	
		5. 66 yrs. or over	6

7. Teaching Experience

1. 2 yrs. or less _____
2. 3 - 5 yrs. _____
3. 6 - 10 yrs. _____
4. 11 - 15 yrs. _____
5. 16 - 20 yrs. _____

8. Academic Major _____

9. Teaching Qualifications

Teaching certificate 4 or below _____
Teaching certificate 5 _____
Teaching certificate 6 _____
Teaching certificate 7 _____

10. (a) Do you as a teacher use school library resources in planning for classroom instruction? Yes ____ No ____

(b) If Yes, how often? Sometimes ___ Often ___ Always ___

(c) How important do you think such usage is?

Very Important ___ Of Little Importance ___
Important ___ Of No Importance ___
Uncertain ___

11. (a) Do you use audio-visual equipment in your classes? Yes ___ No ___

(b) If Yes, how often? Sometimes ___ Often ___ Always ___

(c) How important do you think usage is?

Very Important ___ Of Little Importance ___
Important ___ Of No Importance ___
Uncertain ___

12. (a) Do you consult with the teacher-librarian when planning instruction? Yes ____ No ____

(b) If Yes, how often? Sometimes ___ Often ___ Always ___

(c) How important do you think such consultation is?

Very Important	___	Of Little Importance	___
Important	___	Of No Importance	___
Uncertain	___		

13. (a) Have you completed courses through the Diploma Programme in School Resource Services? Yes _____ No _____

(b) If Yes, how many? _____

14. (a) Have you completed any courses offered through the graduate programme in Learning Resources? Yes _____ No _____

(b) If Yes, how many? _____

PART B - ROLE INVENTORY

Please respond to each statement by circling the appropriate number. Remember that we are asking you for your perception of the appropriate roles for the Teacher-Librarian. Your opinion will be a measure of relative importance and will be on a scale ranging as follows:

1. uncertain
2. not important
3. slightly important
4. important
5. very important

It is essential that you be discriminating in making your judgments about the relative importance of each.

DEFINITIONS

Teacher-Librarian: The professionally prepared person with a valid teaching certificate and library training who provides direct media services to teachers and students at the building level.

School Library (also known as the resource centre): the room or suite of rooms which houses books, audio-visual materials and equipment for the school.

Learning Resources: Books, magazines, and audio-visual materials of all types (filmstrips, videocassettes, kits, models, etc.).

Media Skills: The ability to (a) locate information, (b) select sources appropriate to the task and the students' learning style, (c) process information, (d) communication information, (e) consult on instructional design, and (f) produce media materials.

STATEMENTS

1. Establish short and long range goals for the school library in terms of district guidelines and school objectives.	1	2	3	4	5
2. Involve school staff in evaluating the effectiveness of the school library program.	1	2	3	4	5
3. Establish written policies and procedures that achieve the goals of the school library program.	1	2	3	4	5
4. Prepare and justify a budget which reflects the instructional program of the school.	1	2	3	4	5

5.	Supervise school library staff.	1	2	3	4	5
6.	Recruit and train student volunteers.	1	2	3	4	5
7.	Prepare regular reports to the principal on the school library program.	1	2	3	4	5
8.	Provide an environment conducive to learning.	1	2	3	4	5
9.	Apply technological advances to school library services.	1	2	3	4	5
10.	Plan for efficient use of space, facilities, equipment and supplies.	1	2	3	4	5
11.	Provide cataloguing for learning materials.	1	2	3	4	5
12.	Establish priorities for the school library program.	1	2	3	4	5
13.	Recruit and train parent volunteers.	1	2	3	4	5
14.	Co-ordinate the acquisition of microcomputers for the total school.	1	2	3	4	5
15.	Supervise student use of microcomputers.	1	2	3	4	5
16.	Assist in developing a philosophy for using microcomputers in schools.	1	2	3	4	5
17.	Develop procedures for the selection of learning resources which meet curricular, informational and recreational needs.	1	2	3	4	5
18.	Organize teacher involvement in the preview, evaluation and selection of learning resources.	1	2	3	4	5
19.	Develop criteria for the evaluation and selection of learning resources.	1	2	3	4	5
20.	Develop a written policy for selection.	1	2	3	4	5
21.	Help teachers to evaluate and modify existing resources to meet specific needs of learners.	1	2	3	4	5
22.	Help teachers and learners evaluate self-designed and self-produced instructional materials.	1	2	3	4	5
23.	Involve users in the evaluation and selection of equipment.	1	2	3	4	5
24.	Select audiovisual equipment and other library equipment.	1	2	3	4	5

25.	Involve school staff in developing policies for selection of instructional materials.	1	2	3	4	5
26.	Analyse present and future curriculum needs to select suitable materials.	1	2	3	4	5
27.	Provide leadership for selection of micro-computer software for total school program.	1	2	3	4	5
28.	Assist in developing policies for the selection of computer hardware.	1	2	3	4	5
29.	Keep informed about findings of current research relating to learning and instruction.	1	2	3	4	5
30.	Disseminate findings of current research related to instruction and learning.	1	2	3	4	5
31.	Use knowledge of research findings and current developments in technology to stimulate educational innovations to improve learning in the school program.	1	2	3	4	5
32.	Identify problem areas and initiate research studies related to the use of learning resources.	1	2	3	4	5
33.	Apply specific research findings to the development and improvement of media services.	1	2	3	4	5
34.	Participate in professional organizations to keep abreast of new issues/knowledge.	1	2	3	4	5
35.	Write articles in professional journals to disseminate new ideas.	1	2	3	4	5
36.	Plan and develop units of instruction with teacher.	1	2	3	4	5
37.	Plan a program of media and study skills integrated with classroom instruction.	1	2	3	4	5
38.	Teach media skills and media appreciation experience integrated with classroom instruction to large and small groups.	1	2	3	4	5
39.	Initiate specific teaching units to integrate the effective use of learning resources with classroom instruction.	1	2	3	4	5
40.	Design and conduct in-service experiences that facilitate effective use of media.	1	2	3	4	5

41. Design and conduct in-service experiences to demonstrate effective co-operative planning and teaching.	1	2	3	4	5
42. Provide curriculum related book and media presentations that are correlated with specific teaching units.	1	2	3	4	5
43. Provide leadership for specific programs to promote the school's reading program.	1	2	3	4	5
44. Keep abreast of new developments in curriculum.	1	2	3	4	5
45. Become directly involved with teachers in diagnosis and prescription of learning experiences.	1	2	3	4	5
46. Be familiar with curriculum guides in use in the school.	1	2	3	4	5
47. Be familiar with school textbooks.	1	2	3	4	5
48. Give orientations to new teachers.	1	2	3	4	5
49. Become involved with teachers in the evaluation of learning experiences.	1	2	3	4	5
50. Assume the full role and responsibility of a teacher by providing leadership in such areas as curriculum development and team teaching.	1	2	3	4	5
51. Participate with teachers in the analysis of students' learning styles.	1	2	3	4	5
52. Advise students and teachers in media design and production.	1	2	3	4	5
53. Supervise the production of materials.	1	2	3	4	5
54. Assist in the evaluation of media produced.	1	2	3	4	5
55. Provide appropriate raw material, tools and equipment and ready access so that teachers and learners can use them to create and learn.	1	2	3	4	5
56. Give multimedia presentations to demonstrate use of media.	1	2	3	4	5
57. Plan and conduct workshops to demonstrate audio-visual services.	1	2	3	4	5
58. Demonstrate the operation of audiovisual equipment.	1	2	3	4	5

59. Carry on discussions with product planners to inform them of educational needs.	1	2	3	4	5
60. Provide leadership in the production of microcomputer programs.	1	2	3	4	5
61. Encourage and participate in teaching students to communicate and express their ideas through a variety of media.	1	2	3	4	5
62. Provide listening, viewing and reading guidance.	1	2	3	4	5
63. Develop an informational and public relations program for staff, students and the community.	1	2	3	4	5
64. Develop bulletin boards displays and other publicity materials.	1	2	3	4	5
65. Inform teachers regularly about new learning resources and technology.	1	2	3	4	5
66. Plan special themes and activities and invite teachers to have their students participate.	1	2	3	4	5
67. At teacher's request, visit classrooms to observe activities and make presentations.	1	2	3	4	5
68. Invite teachers to visit the school library to observe particular learning activities and technology.	1	2	3	4	5
69. Identify and prepare solutions for such potential problems as censorship, bias and stereotyping.	1	2	3	4	5
70. Provide mediagraphies and locational tools to permit access to available resources and information.	1	2	3	4	5
71. Perform regular evaluation of school library program.	1	2	3	4	5
72. Discuss media needs with school staff.	1	2	3	4	5
73. Provide information in answer to questions from students and teachers.	1	2	3	4	5
74. Provide guidance to teachers and students in locating information.	1	2	3	4	5
75. Develop a working relationship with public libraries and other outside organizations.	1	2	3	4	5

76. Assist teachers to incorporate outside resources into learning experiences for students.	1	2	3	4	5
77. Locate and acquire specific information and resources outside the school.	1	2	3	4	5
78. Facilitate access to resources by using computerized data bases.	1	2	3	4	5
79. Participate in cooperating sharing of learning resources inside the school district.	1	2	3	4	5