A REPORT ON THE DEVELOPMENT OF AN INSTRUCTIONAL BOOKLET ENTITLED THE SCHOOL LIBRARY ENVIRONMENT IN THE PROVINCE OF NEWFOUNDLAND

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CALVIN WAYNE BELBIN

A REPORT ON THE DEVELOPMENT OF AN INSTRUCTIONAL BOOKLET ENTITLED: THE SCHOOL LIBRARY ENVIRONMENT IN THE PROVINCE OF NEWFOUNDLAND

BY

© Calvin Wayne Belbin, B.Sc., B.Ed.

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

Division of Learning Resources
Faculty of Education
Memorial University of Newfoundland

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ABSTRACT

Conversations with teacher-librarians and coordinators of library-media services pointed to an apparent weakness in the teacher-librarianship education program offered by Memorial University of Newfoundland. Upon further investigation it was determined that one problem was the lack of information presented to the students regarding the context within which school libraries operated in Newfoundland. Further study showed that while there was a need for such information, there was no single document available which would provide the information. It was therefore proposed that the writer develop a text for an instructional unit on the topic.

The process used to develop the instructional text was a modified form of the "4-D Model of Instructional Development". The process involved needs assessment, learner analysis, concept analysis, specification of objectives, test construction, evaluation, and recommendations for diffusion and adoption. The instructional booklet developed through this process was based on the learner and concept analysis. Evaluation of the booklet was based on the objectives.

The evaluation phase involved expert appraisals,

student appraisals, pilot testing, and validation testing. The results of this process was used to revise the booklet and student test as necessary. Both the expert appraisers and students stated the booklet was well designed, informative, and very valuable as an instructional text for teacher-librarianship students in Newfoundland. The test results showed gains in cognitive knowledge after students had studied it.

It was recommended that the booklet be published and used in the education of teacher-librarians in Newfoundland. As well, it should be made available to all schools and practicing teacher-librarians in the Province.

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First I thank my supervisor, Dr. Mary Kennedy, for her comments, suggestions, and guidance throughout the process. Her ability to quickly assess problems and to see ways around them was invaluable.

To those in the Provincial Department of Education, the Newfoundland Teachers' Association library and Memorial University who provided access to information, statistics, and other forms of assistance, I say thank you. Without them the project would have been less accurate and comprehensive.

I wish also to recognize the encouragement of Sister Eileen Collins, from whom I had my first instruction in school librarianship, in my pursuit of school librarianship education.

As well I appreciate the efforts of others in this project: Trius Word Processing Services for their prompt and efficient production services, and my friends who bore me up in times of adversity when the easiest thing to do would be to quit.

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CHAPTER I

NEEDS ASSESSMENT

Background to the Project

In the Province of Newfoundland there is only one university, Memorial University of Newfoundland, to provide for the preservice education of the primary, elementary and secondary school teachers. About 90% of the 8,600 teachers currently practising in the Province have completed their Baccalaureate degrees at that university, and many their Master of Education degrees. Since Memorial University is the only preservice institution for school teachers in the Province, it is also the only source for the education of teacher-librarians (school librarians).

While Memorial University began offering a couple of courses in teacher-librarianship in 1968, it was not until 1970 that a substantive education program was established for those teachers interested in the provision of school library services. This first program was at the graduate level leading to a Master of Education. Later, in 1980, an undergraduate diploma program was implemented. The results of these two thrusts have greatly increased the number of qualified teacher-librarians available in the Province.

Preliminary investigation of the programs, particularly the diploma program, indicated a possible problem relating to the preservice education of teacher-librarians and their knowledge and understanding of the administrative, financial, and historical context within which school libraries operated in the Province of Newfoundland. Yet, this was the context within which most graduates would be employed.

What Should Be

The writer was unable to locate a document containing a statement of principle, goal, or objective requiring the preservice education program for teacher-librarians to contain a unit on the local school library educational structure and environment. Sources checked were the Department of Education's Director of School Services, Dr. B.T. Fradsham; Secretary and Chairman of Memorial's Undergraduate Faculty of Education Council, Drs. B. Brett and D. Treslan respectively; former and current Director of Memorial's Division of Learning Resources, Drs. G. Fizzard and T. Braffet; and the Memorial University of Newfoundland Calendar 1985-86. However, as is shown in the following discussion, support for the concept was found.

Education for Teacher-Librarianship - A Review of the Literature

According to writers of Canadian school library history, education for teacher-librarianship in this country has been available for more than 50 years. Mustard and Fennell (1968), in an essay on "Libraries in Canadian Schools" say that "In 1930 and 1931, the Ontario Department of Education provided summer courses for elementary and secondary teachers" (p. 131). These courses were probably the first instruction in teacher-librarianship to be offered in Canada. The provision of similar courses in other provinces was slow in developing. Scott (1972) tells us that in British Columbia courses in teacher-librarianship were "begun by the Department of Education in 1938" (p. 200). It appears that from 1930 to 1948 education for teacher-librarianship was only available in Ontario and British Columbia. Similar course offerings became available in Saskatchewan in 1948; Manitoba in 1950; Alberta in 1952; New Brunswick in 1960; Quebec in 1962; Prince Edward Island in 1963; Newfoundland in 1968; and Nova Scotia in 1969.

Initially it seems that all teacher-librarianship programs consisted of a few courses. Provision of a more extensive educational program was not available until 1956

when, according to Scott (1972), the University of British Columbia began offering Bachelor of Education and Master of Education degrees with a library major. The availability of such programs has varied from province to province as well as within some provinces: some offered courses only; some, undergraduate and/or graduate diplomas; and others, professional degrees with a major or specialization in teacher-librarianship. The more common approach appeared to be the providing of courses as part of a more general program leading to specialist certification in teacher-librarianship.

In Canada, most of the teacher-librarianship programs have been provided by faculties of education rather than the schools of library science. Subsequent to the establishment of professional library schools a debate arose as to who should be providing for the education of teacher-librarians: faculties of education or schools of library science. Carroll (1981), in looking at the issue from an international perspective, says "It was argued that the schools of education did not provide sufficient diversity, just more of the same, while the graduate schools of librarianship failed to integrate study in librarianship with the needs of the schools" (p. 143). Further, Carroll (1981) quotes Krikelas as distinguishing between teacher-librarianship and general librarianship programs on the

basis of:

> '1. Single purpose programs or specialized curricula with
> 2. Unique requirements for admission, graduation, and certification.'
> Single purpose programs incorporated a sequence of related units devoted to one type of library, in this case, school libraries. The curriculum or course drew together units from several academic fields, particularly educational technology, teaching, and librarianship ... The difference in education for general librarianship and for school librarianship rested on those tasks in school librarianship requiring study in the areas of curriculum development, individual differences, learning theory, and educational technology. (pp. 141-142).

In the Canadian context, Haycock (1982) claims that:

> The faculties of library science and to a much lesser extent the faculties of education have not responded to the needs of the profession through research and publication in the area of education for school librarianship and in developing programs which respond to newer roles and priorities. The faculties of library science have too often criticized the essential requirement of a teaching certificate for school librarianship (in eight of 10 provinces) but have not developed programs which address the needs of school librarians. (p. 245).

Even though faculties of library science may question the teaching certificate requirement for teacher-librarians, it is not the root issue in the debate. The real issue is whether or not a specialized curriculum/program is needed to train teacher-librarians, and if so, the extent of the specialization required.

The question of qualifications for teacher-librarian-

ship in Canada was addressed in the first published Canadian standards for school libraries. These were standards recommended by the Canadian School Library Association (CSLA). They state that "the school librarian needs certification in both the library and teaching professions" (Canadian School Library Association, 1967, p. 23). One of the recommended qualifications for teacher-librarians is "A degree of librarianship from an accredited library school" (p. 23). Such degrees are only available through schools of library science. It appears that the long standing role of faculties of education in training teacher-librarians was not recognized. The completely reworked standards for school libraries published 10 years later by CSLA and the Association for Media and Technology in Education in Canada did recognize the role of education facilities. The current recommended qualifications includes:

> - Valid teaching certificate or licence;
> - One of:
> (a) valid certificate as a school librarian or educational media specialist;
> (b) equivalent training as part of an undergraduate programme leading to a bachelor's degree in education, or
> (c) post-graduate study in educational communications, instructional technology and/or librarianship. (Branscombe and Newsom, eds., 1977, p. 43).

A committee of CSLA was established in 1978 to further clarify and define "qualified teacher-librarian". The

result was the publication of The Qualifications for Teacher-Librarians. The committee identified nine area of competence for teacher-librarians. The competency areas are:

1. Administration of the Learning Resource Program
2. Selection of Learning Resources
3. Acquisition, Organization and Circulation of Learning Resources
4. Reading, Listening and Viewing Guidance
5. Design and Production of Learning Resources
6. Information and Reference Services
7. Promotion of Effective Use of Learning Resources and Services
8. Cooperative Program Planning and Teaching
9. Professionalism and Leadership. (Haycock, ed., 1982, pp. 20-23)

Indicators of competence is also given for each of the nine areas.

The committee which prepared The Qualifications for Teacher-Librarians was reconstituted in 1980 to develop a model curriculum for teacher-librarianship programs.

> Using the competency-based qualifications statement and a similar procedure for policy development the committee prepared the Recommended Curriculum for Education for School Librarianship as a basis for developing those professional skills, attitudes and abilities essential to school librarianship. (Haycock, ed., 1982, p. 18).

It is particularly interesting to note that the recommended curriculum is addressed to both faculties of education and schools of library science. The Canadian School Library

Association has recognized the role of both agencies in the training of teacher-librarians and has outlined programs commensurate with the purpose and functions of each. The principle basis for the recommendations is:

> Programs of education for school librarianship, whether in faculties of Education or of Library Science, should develop and extend both teaching and librarianship competence to allow the teacher-librarian to perform a complex and specialized role in a unique situation. It is the fusion of education and library science through professional guidance and preparation that constitutes education for school librarianship. (Haycock, ed., 1982, p. 27).

CLA/CSLA

The Canadian Library Association (CLA) and the Canadian School Library Association (CSLA) approved and published in 1982 a document entitled Education For School Librarianship in Canada. This publication lists the nine competency areas identified in The Qualifications for Teacher-Librarians (Haycock, ed., 1982) which teacher-librarian education programs should address. While recognizing that all the nine competency areas identified are important, two of them have particular relevance to the stated problem. These are "Administration of the Learning Resource Program" and "Professionalism and Leadership" (Haycock, ed., 1982, pp. 20 & 23).

"Administration of the Learning Resource Program" refers to the organization and management of materials and equipment, staff, budget, facilities, and services to achieve school objectives. In the Province of Newfoundland, school objectives are linked to district objectives, which in turn are expected to relate to the provincial educational goals and objectives. Thus for teacher-librarians in Newfoundland schools to function effectively as school library administrators, they must be cognizant of the goals and objectives of each level of administration. The ability to establish realistic local goals and objectives is also related to knowing the provincial context of school libraries.

Competence in "Professionalism and Leadership" involves having a knowledge and understanding of the broad environment within which one is working. Therefore in order for teacher-librarians to be seen by colleagues and administrators as professionals and leaders they must show an understanding of the provincial administrative structure pertaining to school libraries and a knowledge of the current school library situation around them.

Task Force Report

In Improving the Quality of Education: Challenge and

Opportunity (1979) the task force on edutation in Newfoundland noted some of the concerns submitted regarding teacher preservice education in the Province. The document stated,

> In addition to the concern over emphasis on academic subjects in present teacher education programs, recommendations were expressed regarding the nature of the education component. Some expressed opinion that education courses should reflect provincial and local concerns ... (p. 16).

While the above statement refers to teacher education programs in general, it is the contention of the writer that the same statement applies to teacher-librarian education programs.

Teacher-Librarian Educators, Memorial University

Those involved in the education of teacher-librarians are in direct contact with the needs of their students in relation to the program. Therefore it was thought appropriate to ask them how they perceived the need for students to be cognizant of the overall aspects of the local school library scene. All three of those consulted (Dr. G. Fizzard, Dr. T. Braffet, and Ms. J. Brown), expressed the firm belief that it was important for the teacher-librarian education program to provide information on the topic.

Teacher Education Programs, Memorial University

The fact that some of the courses in Memorial's teacher education program deal with aspects of education in Newfoundland lends credence to the idea that this focus is indeed important, and should be provided in preparing teachers to function effectively in schools. Should it not also be important in the preparation of teacher-librarians?

Current Situation

Until recent years there was no program available for the education of teacher-librarians in Newfoundland. In 1968 the Faculty of Education at Memorial University of Newfoundland began offering a few courses in basic library organization as well as educational media utilization and production. These courses were elective for a Bachelor's Degree in Education. In 1971 the Faculty introduced a Master of Education program in Learning Resources and, in 1980, an undergraduate Diploma in School Resource Services. The undergraduate diploma program involves the completion of 10 courses in the area of school library services. Admission to the graduate program requires students to have completed at least four courses in the diploma program.

An examination of the current enrollment figures for the two programs show that more than 70% of the total are enrolled in the diploma program. The enrollment figures for the graduate program in Learning Resources indicate that many of those who enroll in the diploma program do not go on to graduate studies in school library services. Thus, while all of the teacher-librarian students in Memorial University are being educated in teacher-librarianship at the undergraduate level, not all go on to the graduate program. Therefore any unit of instruction important in the preservice education of all teacher-librarians in Newfoundland should be provided at the undergraduate level, in particular in the Diploma in School Resource Services program.

Diploma Program

To be admitted to the program for a Diploma in School Library Services at Memorial University, students are to have completed at least four courses in education and "normally" have two years experience as a classroom teacher. On admission students must complete six required courses and four electives from three specified areas:

The six core courses deal with the basics of school library development, organization and administration. The

electives must be chosen from areas of primary, native, or adolescent literature; educational technology and media; and one other course in learning resources or some related area. On completion of the ten courses students are eligible for the Diploma in School Resource Services, provided they also have "a degree in Education, or its equivalent, from a recognized university" (Memorial University of Newfoundland: Calendar 1985-86, p. 228).

There is only one course in the diploma program which deals with organization and administrative aspects of school libraries. This course is Education 3380 - An Introduction To The School Resource Centre; Organization, Administration and Services. The course description in the university calendar does not indicate that any attention is given to the unique aspects of providing school library services in Newfoundland. However the detailed course outline given to students in class has part of one unit devoted to the topic. It states "this unit will include a brief survey of the history of school libraries in the province, the present situation, and developing trends." (Ed. 3380: Course Description and Outline, Summer, 1986). This course is often taught in the summer session by visiting professors/instructors.

General Education Program

A preliminary survey indicated that many of the students enrolled in the diploma program had 10 or more education courses. Hence an examination of the course descriptions in the undergraduate education program was undertaken. It was found that among the required courses the impact of historical and social forces on schooling in Newfoundland was examined in Education 2360, School and Society; and the roles of the Department of Education, the Denominational Education Councils, and the Newfoundland Teachers' Association, were examined in the student teaching courses, Education 2000, 3000, 4000. All other general education course descriptions mentioning the educational system in Newfoundland are electives. Nowhere in the general education program descriptions is there reference to the history, development or operation of school libraries in Newfoundland.

Other Evidence

The writer, as the Provincial School Libraries Consultant, has travelled extensively within the Province of Newfoundland visiting school libraries and talking with teacher-librarians and district library-media coordin-

ators. It was obvious, based on these informal talks, that there are many teacher-librarians in Newfoundland who lack a provincial perspective on school libraries. This was apparent by the questions asked concerning the roles of various educational agencies in providing funding and support services for school libraries.

A number of school district library-media coordinators were asked for their impressions regarding the qualifications of teacher-librarians. They too noted a deficiency in the cognizance of teacher-librarians' understanding of the system in which they would be working.

Further, the Director of the Learning Resources Division in Memorial University's Faculty of Education, because of his familiarity with the curriculum in the teacher-librarian education program, was informally presented with the observations of the writer. He expressed the view that insufficient attention was being given to the topic and that there was a need to do more.

Reason For and Nature of the Problem

The conclusion of the preceding discussion is that teacher-librarians in Newfoundland should have a provincial perspective on school libraries. This information should be presented in undergraduate preservice education by the

institution providing preparatory training. However the evidence presented strongly suggests that the subject is given insufficient treatment in the undergraduate pre-service program.

The problem appeared to be cognitive in nature. That is, students were not presented with adequate information which would lead to the acquisition of a knowledge and understanding of the subject. It follows then that the student teacher-librarian is in need of instruction which will present the required information.

Survey of Existing Materials

Before embarking on development of a unit of instruction for the identified need, a search was conducted for a package which may have already been done. If such material were available it might be suitable for adoption, or made suitable with minor changes.

Publications

A search of publications from the Provincial Department of Education resulted in finding two publications which dealt with school libraries as part of a broader study. These were the Report of The Royal Commission on

Education and Youth (1968) and Improving the Quality of Education: Challenge and Opportunity (1979): both are government commissioned reports on schooling in Newfoundland. While the 1968 report dealt with school libraries in more detail than the latter, the information is now very dated. Also found were documents dealing with funding regulations and facilities planning. However, no single document was found to provide either the history of school libraries in Newfoundland or the administration and financial context of operation.

Publications dealing with the history of education in Newfoundland were also searched. Those by Rowe (1952), (1964), (1976) and Andrews (1985) contained very general comments on Newfoundland school libraries, mostly relating to the government's efforts to provide funds for library collection development. No further information was found in this area of the search.

Unpublished Work

Veronica Healey (1975), a student at McGill University, wrote a paper entitled School Libraries in Newfoundland. While this document represented a fair discussion on the history and plight of school libraries in the Province to 1975, it was lacking pertinent information.

Statistics Canada

Statistics Canada, formerly the Dominion Bureau of Statistics, has been collecting data on centralized school libraries in Canada since 1963. The kind of information gathered included: number of libraries and librarians, size and nature of library collections, size of library facilities, and expenditures on various aspects of libraries. The published results of the surveys give a very general summary of the data. Specific detailed data on a particular province is not published, and therefore not readily available to students. Results of the last survey (1981-82) were not published.

Dissertations/Thesis

The first dissertation or thesis to include a survey of selected school libraries in Newfoundland was written by Betty M. Brett (1964). Her M.Ed. thesis examined the leisure reading interests of grade nine students in 15 of the central high schools in Newfoundland. Part of the study dealt with the availability and services of the school library. Crocker (1967) in his Ph.D. dissertation, examined the relationship of Newfoundland high school library facilities and the students' home background

leisure reading. More specific to school libraries in Newfoundland, Hickman (1971) developed his M.Ed. thesis around a study of school library facilities in the regional and junior high schools. Butler (1975) also studied the Province's school library facilities but only as they pertain to primary schools. One departure from a study of facilities was a study by Marrie (1979) of the factors which influenced the level of library services in Newfoundland's elementary schools.

While the studies identified above add to our knowledge and understanding of the development of school libraries in Newfoundland, none give a general overview. They are limited to studies of library facilities and services at specified levels of schooling and library services determinants in elementary schools. Also, it should be noted that the last study of school library facilities was done 12 years ago.

Proposed Solution

Since none of the existing materials give student teacher-librarians up-to-date and comprehensive information about the school library environment in Newfoundland, the writer proposed to compile and consolidate the available information into an instructional booklet. This booklet

was designed particularly for students enrolled in the Diploma in School Library Services Program at Memorial University of Newfoundland.

The writer also perceived the information in the booklet to be of interest to students in the Learning Resources graduate program at Memorial University, teacher-librarians who have already completed their program, and school and district administrators in the Province.

The booklet was developed using a modified instructional development process. The model used was based on the 4-D Model of Instructional Development as presented by Thiagarajan, Semmel, and Semmel (1974). The process used is shown in Figure 1.

The contents of the instructional unit focused on the school library program, administrative and financial structures, support services, and the historical context of school libraries in the Province of Newfoundland.

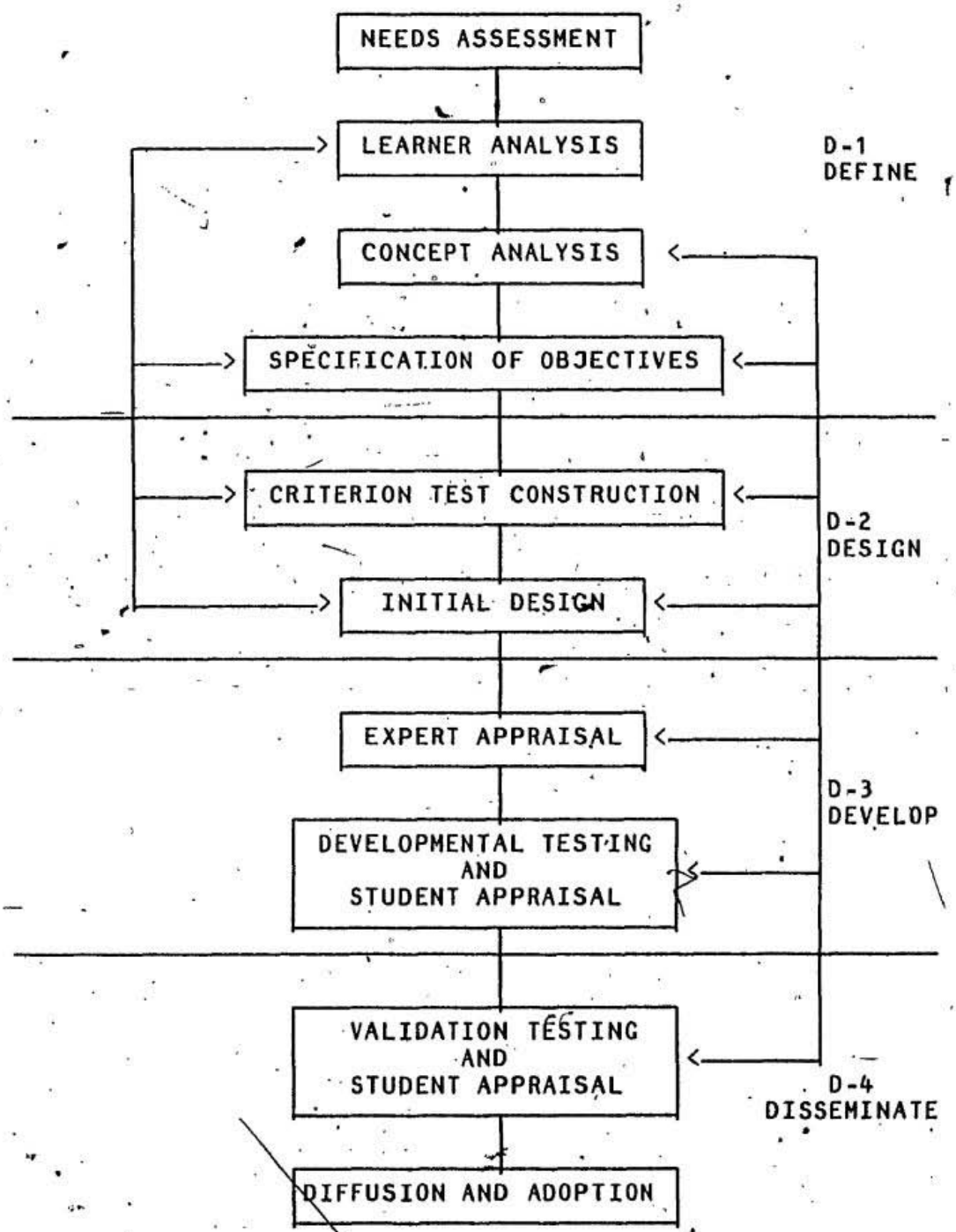


Figure 1. Modified 4-D Model of Instructional Development.

CHAPTER II

LEARNER ANALYSIS

The instructional booklet was developed for Memorial University students enrolled in the Diploma in School Library Services program. While relevant to all courses in the diploma program, it was developed for use in the Education 3380 course. This course, An Introduction To The School Resource Centre, Organization, Administration and Services is the only course in the Diploma in School Library Services program which examines in some depth the overall administrative and organizational aspects of providing school library services. Also, it is the only course in the program which attempts to provide an overview of the history and present setting for school libraries in Newfoundland.

The Education 3380 class, summer session 1986, was used for pilot testing of the instructional booklet. The main test group were Education 3470 students, Information Services of a School Resource Centre, enrolled in the 1987 summer session. Education 3380 was not offered in the 1987 session. The students in these classes were mainly part-time students from various parts of the Province. Most of them were enrolled in the Diploma in School Library

Services program.

To gather specific background information from the selected groups of students, a short questionnaire (see Appendix C) was devised and administered. The questionnaire asked for information on current student and work status, level of education, teaching and teacher-librarian experience, and perceptions of the importance of such information for teacher-librarians.

The responses of the Education 3470 students to the questionnaire is summarized in Table 1.

Learner Characteristics

Current Student/Teacher Status

Twenty-one of the targeted learners were part-time students with either full or part-time teaching positions. Two of the part-time teachers were also part-time teacher-librarians. The other eight people classed themselves as full-time students.

Level of Education

This group of learners were well educated, having at least three years of university training. Eighty-six

Table 1

Results of Survey of Learner Characteristics

Learner Characteristics		Responses
Student Status	- full-time	8
	- part-time	21 (14 full-time teachers)
Level of Education	- degree(s)	25 (9 had 2 degrees)
	- years of university	5 (avg.), range 3-7 yrs.
	- education courses	17 (avg.), range 6-28
	- course re NFLD education system	3 (avg.), range 0-9
	- courses in diploma program	2 (avg.), range 0-6
Level of Experience	- years teaching	10 (avg.), range 0-28 (4 with none)
	- years as teacher-librarian	
	- spare-time (6)	4 (avg.), range 0.5-12
	- part-time (4)	4 (avg.), range 1-11
	- full-time (1)	? years
Opinion	- importance of knowing about NFLD school library environment	9 - important 20 - very important

percent of the respondents had one bachelor's degree and thirty-one percent had two degrees. With regard to the number of education courses completed, the range was from 6 to 28 courses with an average of 17. Half of the learners had completed at least ten education courses.

While the above figures indicate the learners had completed a number of education courses, 23% said they had not completed a course in which instruction was given on the Newfoundland education system. The average number of courses taken by this group in which this topic was treated was three. Thus many of the learners have had very brief exposure, if any, to the system of education in Newfoundland in preservice programs.

Most of the learners (73%) were in the beginning stages of the Diploma in School Library Services program. The others had 4-6 courses completed in the program. Three had completed Education 3380.

Experience

As was expected considering the entry requirements to the diploma program, 67% of the learners had three or more years teaching experience. Five of the twenty-nine respondents had no teaching experience beyond student teaching. Further analysis of the responses show that 53%

had less than ten years of teaching experience and 23% had twenty or more years experience. The average was 10 years experience.

A few of the learners also had experience as a teacher-librarian. From the eleven who indicated having such experience, six classed themselves as spare-time, meaning they were full-time teachers and carried out the library management duties after school hours. One of the spare-time teacher-librarians had 12 years experience in this role. Four of the learners were part-time teacher-librarians with up to 11 years experience. One person had experience as a full-time teacher-librarian for an undisclosed period of time. All of these learners thought that it was either important or very important that teacher-librarians have a knowledge and understanding of the school library situation within the Province.

Subject Matter Competencies

As indicated in the preceding discussion, the target audience is well educated and experienced as school teachers. However, many of them would have obtained their knowledge of the Newfoundland educational system from experience rather than preservice training. Since many of the learners in the target group were in the beginning

phase of their diploma program, and most had no experience as teacher-librarians, it is suggested they were uninformed about school libraries in the context of the Newfoundland educational system.

Attitude

The responses indicated a positive attitude towards the idea of teacher-librarians being given preservice information about the school library administrative and operational setting in which they would be working. Response to the question of perceived importance showed that 67% thought the topic to be very important and 33% thought the topic to be important.

Language and Learning Style

The content of the instructional booklet is in the English language, the natural language of the learners, and it is was not expected that teminology foreign to the learner would be needed or used. The instructional booklet was written at the level of learner language, that is adult level.

Since the learners had at least three years of university education, they should have had experience with a

variety of instructional print materials and independent study.

Tool Skills

It was not anticipated that the learners would require any specialized knowledge or skills to be able to deal with the planned booklet.

CHAPTER III

CONCEPT ANALYSIS

Some writers refer to this stage of the instructional development process as "Task Analysis". Other writers, including Thiagarajan et al. (1974), distinguish between "task analysis" and "concept analysis". Such writers would use task analysis when skill development is the goal of instruction and concept analysis when the acquisition of knowledge is the goal. Since it was the intention of this writer to develop an instructional text which would facilitate the acquisition of knowledge concerning school libraries in Newfoundland, concept analysis was used.

To analyze the concepts relevant to the proposed instructional text, various components of and factors relating to the provision of school library services in Newfoundland were identified and listed. This list of concepts was examined to determine which concepts were essential to the attainment of the stated goal: a knowledge and understanding of the school library environment in the Province of Newfoundland. The essential concepts were then arranged to show relationships between the concepts.

There were two analysis of concepts. The first (see Appendix D) was used in the preparation of the initial instructional booklet for pilot testing. The results of the pilot tests led to a review of these concepts. The revised analysis of concepts is shown in Figure 2.

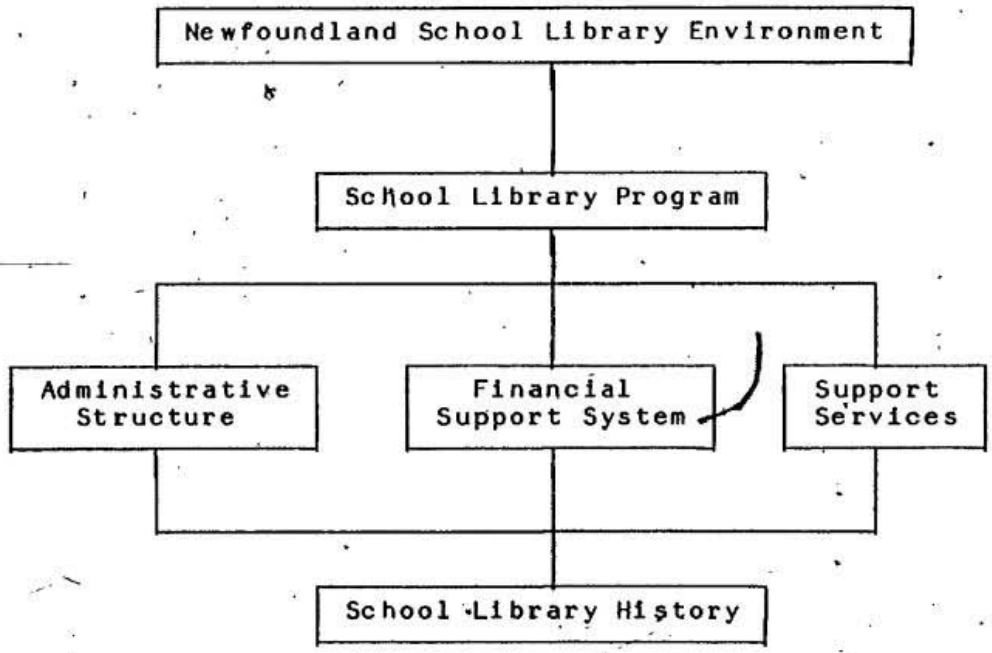


Figure 2. Concept analysis for instructional booklet on the school library environment in the Province of Newfoundland

CHAPTER IV

OBJECTIVES FOR INSTRUCTIONAL BOOKLET

The purpose of defining objectives for the instructional text on school libraries in Newfoundland was to clearly delineate and communicate the informational intent to the learners. Without specific objectives, Mager (1962) says one "might neglect to provide information and practice in the very skills you are most interested in developing" (p. 41). The objectives are stated in terms which indicate:

(a) the kinds of behavior expected of the learner to indicate attainment of the objective;

(b) any conditions imposed on the learner in demonstrating acquisition of the objective;

(c) a standard of acceptable performance (criterion of success).

Stating in very specific terms the content-bound objectives permitted the formulation of a measurement tool to assess the effectiveness of the instructional booklet. The initial set of objectives (see Appendix D) was used to develop a pilot test for the booklet. Results from the pilot evaluation of the booklet were used to revise the original objectives and the instructional text to better

meet the needs of the learners.

The objectives were classified using the classification system described in Taxonomy of Educational Objectives - Handbook I: Cognitive Domain (Bloom, 1956). The classification for each objective was indicated by using the letter "C" denoting cognitive domain, and a number to indicate the level of cognitive activity required. The levels identified by Bloom, and their assigned numbers are:

(1) **knowledge** (recalling of information presented);

(2) **comprehension** (understanding the meaning of the information);

(3) **application** (applying information to other situations);

(4) **analysis** (breaking down material and seeing interrelationships);

(5) **synthesis** (taking components and building new structures);

(6) **evaluation** (judging value of material for specified purposes). (pp. 201-207)

The Goal of the Instructional Booklet

The overall goal is for student teacher-librarians, after reading the booklet, to demonstrate a knowledge and understanding of the school library environment in the

Province of Newfoundland.

Enabling Objectives

To assist students to achieve the goal, the following objectives are given for each of the concepts identified in the preceding chapter. On reading the instructional booklet dealing with school libraries in Newfoundland, students were asked to demonstrate attainment of the following objectives.

(1) **School Library Program.** The learners will:
   (a) define "School Library Program", (c,1)
   (b) briefly describe the school library program situation in Newfoundland in relation to:
      (i) the curriculum and instruction, (c,2)
      (ii) school library services, (c,2).

(2) **Administrative Structure.** The learners will describe the administrative structure relating to school libraries in the Province by:
   (a) identifying the agencies in the structure, (c,1)
   (b) delineating the lines of relationship between the agencies, (c,1)
   (c) briefly describing the role of any three agencies relative to school libraries, (c,2).

(3) **Financial Support System.** The learners will show an understanding of school library financing in Newfoundland by:

(a) differentiating between capital and operational funds, (c,2)

(b) identifying three sources of capital and operational funds, (c,1)

(c) outlining how funds from the major source are distributed in relation to school libraries, (c,2)

(d) describing the purpose and distribution of the Library Materials Grant, (c,2).

(4) **Support Services.** The learners will indicate a knowledge of school library support services in Newfoundland by:

(a) listing two support services available from each of five given agencies, (c,1)

(b) identifying two agencies, other than those given in (a), from which additional support materials are available, (c,1).

(5) **School Library History.** The learner will briefly describe the significance of any two factors, from a list of four, which has contributed to school library development in Newfoundland, (c,4).

CHAPTER V

TEST CONSTRUCTION

One of the intents of specifying behavioral objectives is to provide a basis for evaluating the effectiveness of the informational package. Mager (1962) says "the most important characteristic of a useful objective is that it identifies the kind of performance that will be accepted as evidence that the learner has achieved the objective" (p. 13). The objectives stated in Chapter IV were designed to specify what the learner would do to demonstrate achievement of the objectives. It is important to note in this process that the purpose of such evaluation is to determine the degree of success of the package and not to evaluate the learners.

The overall purpose of the following test items, then, is to determine the effectiveness of the booklet dealing with school libraries in Newfoundland. These test items are based on the revised concepts and objectives stated in Chapters III and IV. The original test (see Appendix D) was used in the pilot evaluation of the instructional booklet.

Test Items

1. **School Library Program**

   (a) Write a definition of "School Library Program".

   (b) With respect to school library programs in Newfoundland:

      (i) briefly describe how the provincial curriculum and instructional guides are influencing its development,

      (ii) briefly describe school library services in our schools in terms of curriculum support, curriculum enrichment, and curriculum implementation.

2. **Administrative Structure**

   (a) Construct a figure showing the general lines of relationship between the educational administrative agencies in Newfoundland.

   (b) Summarize the role of any <u>three</u> of the agencies identified in (a) relative to school libraries.

3. **Financing of School Libraries**

   (a) In a sentence or two, distinguish between capital and operational funds.

   (b) Identify three sources of capital and operational funds for Newfoundland schools.

   (c) Briefly outline how capital and operational funds

from the major source is distributed.

(d) List four kinds of materials for which the Library Materials Grant is to be used.

(e) State the Library Materials Grant allocation formula and briefly outline the distribution system.

4. **Support Services**

(a) List two school library support services available from each of the following agencies:

(i) Department of Education

(ii) School boards

(iii) Educational Media Council

(iv) Memorial University of Newfoundland

(v) Public libraries

(b) Name two agencies, other than those in (a), from which material may be obtained to support school library collections.

5. **History**

Choose any two factors from the following list and briefly summarize their contribution to school library development in Newfoundland.

(a) travelling libraries

(b) Department of Education audio-visual services

(c) Educational Media Council

(d) consolidation of school boards

Student Test

The student test (see Appendix E) was designed to provide spaces for their answers. One reason for this approach is to restrict the responses to a word or two, or very brief statements, as appropriate for each test item. This test was used for both the pre and post-testing of the target audience.

CHAPTER VI

CHOICE OF MEDIA

Part of the initial design phase in the 4-D Model of Instructional Development is the selection of the media to carry the message to the learner. This selection cannot be done arbitrarily if the best match is to be attained between the learner and the message. One has to choose a media which best facilitates learning of the concepts identified as important for the learner to learn.

In the 1960s and 70s a number of models were developed to assist instructional developers in the appropriate selection of media for training and instructional aids. These models presented systematic procedures for the selection of media to attain specific instructional objectives. The early models concentrated on the various characteristics of different media, while later models considered task and learner characteristics in combination with various media attributes. The latter type of model was used by the writer to help choose a media for the instructional unit on the school library environment in the province of Newfoundland. The model used is shown in Figure 3.

Media Attributes	Media most commonly found in schools and training centers								
	AUDIOTAPE	PRINT	REALIA	FILMSTRIP/SLIDES	TRANSPARENCY/OVERHEAD	16MM FILM	FILMLOOP/SUPER 8	VIDEOTAPE	CAI TERMINAL
Audio	X					X	1	X	1
Visual		X	X	X	X	X	X	X	X
Motion			1			X	X	X	1
Color		X	X	X	X	X	X	1	1
3-Dimensionality			X						
Response Acceptance	X	X							X
Feedback capacity	X	X		X	1	1	1	1	X
Self-pacing	1	X	X	X					X
Random access		X	X	X	1				X
Self-contained	X	X	X	X		X	X	X	X
Easy-to-use	X	X	X	X	X		X	1	X
Inexpensive	X	X		X	X				1
Quick to set up	X	X	1	X	X		X	1	
No special environment	X	X	X	1			X	X	
Grouping flexible	X	X	X	X			1	X	1
Easy handling/storage	X	X		X	X	X	X	X	
Generally available	X	X		X	X	1			

X = usually associated with medium
1 = can be obtained

Figure 3. Media types and their attributes.

Note: from Audiovisual Training Modules: The instructional design library, Vol 4. (p. 5) by H.D. Stolovitch, 78, Englewood Cliffs, NJ: Educational Technology Publications.

In consideration of the concepts and objectives for the instructional unit and the learner characteristics, the following media attributes were identified as important.

- visual
- self-pacing
- random access
- self-contained
- easy to use
- inexpensive
- no special environment
- easy handling/storage
- generally available

Characteristics such as audio, motion, color, and 3-dimensionality were not considered as necessary to facilitate learning of the identified concepts. It was also noted that Romiszowski (1974) observed that "the print medium ... is often very good at achieving cognitive objectives" (p.58).

The print media had all the attributes deemed necessary for the attainment of the goal and objectives for the instructional unit. The writer therefore decided to develop an instructional booklet using instructional design principles found in Hartley (1978). The booklet was designed for independent study.

It was also decided to produce a set of overhead transparency masters for the instructor of the course in which the text would be used (see Appendix B). Even though the instructional booklet was designed for independent study, the transparency masters would allow the instructor

more instructional flexibility. For example, the transparencies could be used to provide a brief introductory overview of the unit, or use individual transparencies to discuss in more detail particular sections of the unit.

CHAPTER VII

EVALUATION

The third phase in the "4-D Model" is the evaluation process used in developing the product designed in the preceding phase. It is a refining process to ensure the production of a product which will meet the identified need. The process used by the writer involved four steps: expert appraisal, student appraisal, pilot testing, and final product testing. The results from each of the steps were used to identify problem areas and to revise the product, objectives, and test, where necessary.

The Plan

Expert Appraisal

Expert appraisals were sought in three areas: content, technical/design, and feasibility of implementation. The content area was subdivided into two appraisals. The first dealt with the adequacy, relevance, and appropriateness of the concepts, objectives, and test items. The second content appraisal was to evaluate the draft booklet relative to the stated objectives. The technical appraisal

commented on the appropriateness of the medium used and the layout of the material. The feasibility appraisal examined the characteristics of the product as to its suitability for implementation. (See Appendix F for the expert appraisal forms).

Student Appraisal

Since the informational package was designed as a student instructional text, it was thought appropriate to obtain their reaction to, and evaluation of, the booklet. As an instructional booklet it was important that the product be written and organized in a style which would facilitate student learning of the information in the text. The student appraisal form was designed to evaluate the effectiveness of the booklet in this regard. The appraisal form was included with the booklet and given to the students after the pre-test. The forms were collected after the post-test. (See Appendix G for the student appraisal form).

Pilot Testing

The purpose of pilot testing is to identify any problem areas which may need to be corrected before testing

the product on the main body of targeted learners. A pre and post-test method was used in this project. Two small groups were selected from the target audience for the pilot test. Both groups were given the pre-test after which they were given the instructional booklet to study; the first group for four days, and the second group for six days. The second pilot test group was tested a few days after the first group. This allowed time to make minor adjustments to the text and/or test after analysis of the results of the first test. Similarily, the results of the pre and post-test for the second group were analyzed to determine what changes were necessary for the booklet and/or process prior to validation testing.

Validation Testing

This was the last step in the evaluation process. The main purpose of this step was to assess the success of the product against its objectives. A second purpose was to ascertain whether or not further revision was necessary for adoption of the product. Students from the Education 3470 (Information Services of a School Resource Centre) class of the 1987 summer session were used for the final product testing. These students were subset by the target audience, students enrolled in the Diploma in School

Resource Services program. The testing process was the same as for the two pilot groups.

The Results

Expert Appraisals

Content Appraisal - 1

Two School Board Library-Media Coordinators agreed to assess the given concepts, objectives, and test items for the proposed project. Both have M.Eds. in Learning Resources and have considerable experience in the Newfoundland school library system.

The two appraisers gave high evaluations of the appropriateness of and agreement between the concepts, objectives, and test items. Most of the checklist items were rated as better than average, and other ratings were checked as being of outstanding quality. One appraiser suggested that consideration be given to rewording some of the objectives and test items to make them require a higher level of cognitive activity from the learner. On considering the suggestion, the writer reworded one objective (5) and its corresponding test item to raise it from a "c,2" to a "c,4" classification.

Content Appraisal - 2

One of the appraisers from the first round of appraisals was asked to evaluate the draft of the booklet and to complete an appraisal form. The overall reaction to the booklet was very positive. In the 10 item checklist, seven were checked as better than average and three as outstanding quality. There were a few suggestions, of an editorial nature, for improvement to the content of the booklet. These changes were made. The only other suggestion related to an inconsistency between the sequence of some of the objectives and test items and the information in the booklet. Consequently the objectives and test items were rearranged to match the sequence used in the booklet.

Technical Appraisal

Dr. R.T. Braffet, Director of the Learning Resources Division in the Faculty of Education, Memorial University of Newfoundland, agreed to evaluate the technical aspects of the booklet. Dr. Braffet has considerable training and experience in graphic arts, and the layout and design of print and non-print educational materials.

The appraiser stated that, as a whole, the manuscript was well done and filled a need for material on the topic for students in the Diploma in School Library Services

program. He also highly recommended that after the developmental process, the booklet be redesigned into a book, typeset and widely distributed in our educational system.

The appraisal checklist had a five point scale between nine item descriptors. (See Appendix F). A rating of "1" indicated inferior qualities while a rate of "5" indicated superior qualities. Dr. Braffet rated six of the nine items at a level of "4" and three items at level "3". Specific suggestions for improvement were:

(i) to include an index;

(ii) to reformat the booklet from its present manuscript style to a "published book" style prior to wide distribution; and

(iii) to include illustrations, other than tables, in the rearranged work.

The appraiser also saw the booklet to be more suitable as a reference text than an instructional text.

The writer considered these suggestions and decided to take them under advisement while proceeding with the testing of the two pilot groups. This was done to see if the pre and post-test results, as well as the student assessments, identified similar and/or other areas of concern.

Feasibility Appraisal

Two instructors of the Diploma in School Library Services program at Memorial University appraised the package from a potential user point of view. One of the two has taught Ed. 3380 for two consecutive summers, and the other was instructing some of the same students in other courses in the diploma program.

Both of the appraisers were asked to assess the booklet as a possible instructional unit in the diploma program and both noted problems with using the booklet in this manner. It was thought to be too lengthy for the time available to cover the topic and too comprehensive and statistical, in an instructional sense, for students just beginning the diploma program. However the two appraisers, in their evaluations of the booklet, spoke highly of it as a reference resource for both instructors and students of the diploma program. These observations were noted and treated in the same manner as the suggestions made by the technical appraiser.

One of the appraisers suggested a different order for Chapters V to VIII to match that in the CSLA standards for school library services. Since the writer perceived the sequence in the present form to be more logical, the suggested changes were not made. There were no other suggestions regarding the feasibility of using the booklet.

Student Appraisals - Pilot Groups

The student appraisal forms (see Appendix G) asked students to evaluate the effectiveness of the booklet against seven items relating to factors like sequence, style, clarity, and relevance. Space was also provided for suggestions and comments.

The first pilot group consisted of seven students from the Ed. 3380 class (summer session, 1986). Some of the students did not complete the appraisal form; two had not read the booklet and one had only examined part of it. No major problems were identified by the four respondents. One student stated that the booklet had considerable value and should not be limited to students of Ed. 3380.

In respect to the checklist, the pilot group rated the seven items as either average, better than average, or of outstanding quality: most indicated ratings of better than average.

The few suggestions for improving the booklet were generally for more detail on certain topics and less statistical emphasis in the last four chapters. No additional detail was added since the expert appraisers had suggested that the booklet had sufficient detail. As to the suggestion for less statistical emphasis, the writer thought the problem might be related to insufficient time given this pilot group to deal adequately with the information.

The second pilot group of students used in the product testing were also asked to complete an appraisal form on the booklet. This group consisted of 14 students from the Ed. 3380 class (summer session, 1986). Most of the group indicated that they found the booklet to be interesting, informative, and very useful as a reference resource. One student suggested that it should be distributed to all teacher-librarians in the Province.

The students' positive view of the document was clearly indicated in their ratings of the seven items in the checklist. A combined total of 79% of the ratings were either given as "better than average" or "outstanding quality". There were a few ratings in the average category and none in the below average and unacceptable categories.

There were only three suggestions, from three students, for improvements to the booklet. The suggestions were to provide simplified examples, provide better explanations for the tables, and to provide an index in place of the detailed table of contents.

There were also verbal comments about the lack of time available to do a thorough study of the booklet. Apparently the compressed schedule of summer session courses makes it difficult to find time to study a document of this length in addition to the course work.

Pilot Test

First Group

Pilot testing consisted of a pre-test, the treatment, and a post-test. It was administered to seven students from the Ed. 3380 class (summer session, 1986). The students were given a brief overview of the project prior to administering the pre-test. They were told questions of clarification could be asked at any time during the test and that they could have as much time as they needed to complete it. Clarification was sought only on test item 1, historical events. It took the students from 25 to 50 minutes to write the test.

The instructional booklet was distributed as the students completed their test and arrangements made to meet again in four days for the post-test. Some students suggested that in view of their workload, the allocated time might not be sufficient to read the booklet thoroughly.

The post-test was administered four days later in the same manner as for the pre-test. There were no questions from the students during the test. Again it took the students from 25 to 50 minutes to write the test. Two of the students said they had not had enough spare time during the four days to read any of the booklet.

TABLE 2

PRE AND POST-TEST ITEM ANALYSIS - FIRST PILOT GROUP

Student Number	1(a)		1(b)		2(a)		2(b)		3(a)		3(b)		4		5(a)		5(b)		6		7		8		9		10(a)		10(b)	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	-	-	-	-	-	-	-	-	-	+	-	-	+	+	-	-	-	-	-	-	+	+	-	+	-	-	+	+	-	-
2	-	+	-	+	+	+	-	+	-	+	-	-	-	-	+	+	-	-	-	-	-	+	+	+	+	+	-	-	-	-
3	-	+	-	+	-	+	-	+	-	+	-	+	+	+	+	+	-	-	-	-	+	+	-	+	-	-	-	+	-	-
4	-	+	-	+	-	+	-	+	-	+	-	-	-	+	-	+	+	-	-	-	+	+	+	+	-	-	+	-	-	-
5	-	+	-	+	-	+	-	+	+	+	+	+	+	+	+	+	+	-	-	+	-	+	+	+	+	+	+	+	+	+
6	-	-	-	-	+	+	-	-	-	-	-	-	+	+	-	-	-	-	-	-	+	+	+	+	-	-	-	-	+	+
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	0	4	0	4	2	5	0	4	1	5	1	4	4	5	3	4	2	0	0	1	4	6	4	6	2	2	3	3	2	2
DIFFERENCE	4		4		3		4		4		1		1		1		-2		1		2		2		0		0		0	

("-" Incorrect response; "+" correct response)

Each of the pre and post-test items was then analyzed to identify problem areas with the booklet and/or the test. The item analysis is shown in Table 2. Most of the gains in correct responses from the pre-test to the post-test were made in the first five test items. It is suggested that the students did not have sufficient time to read the latter part of the booklet as thoroughly as the first sections.

The following specific points were noted from the item analysis:

1. A number of the students are experienced teachers and therefore had some knowledge of certain aspects of school library services. This is credited for the higher number of correct responses in the pre-test for items 4, 7 and 8. This was not seen to present a problem relative to the test or booklet.
2. There was a loss of knowledge from the pre-test to the post-test for item 5(b). The particular section of the booklet was examined and compared to the test item. It was thought that changes in the wording of the test item would eliminate the apparent confusion.
3. Responses to items requiring descriptive statements tended to lack specificity. This problem

was seen to stem from some of the test items being too generally phrased, and the apparent insufficient time between the pre and post-test. The offending items were reworded to elicit more specific responses.

The quality of the descriptive statements was much better in the post-test compared to the pre-test, even

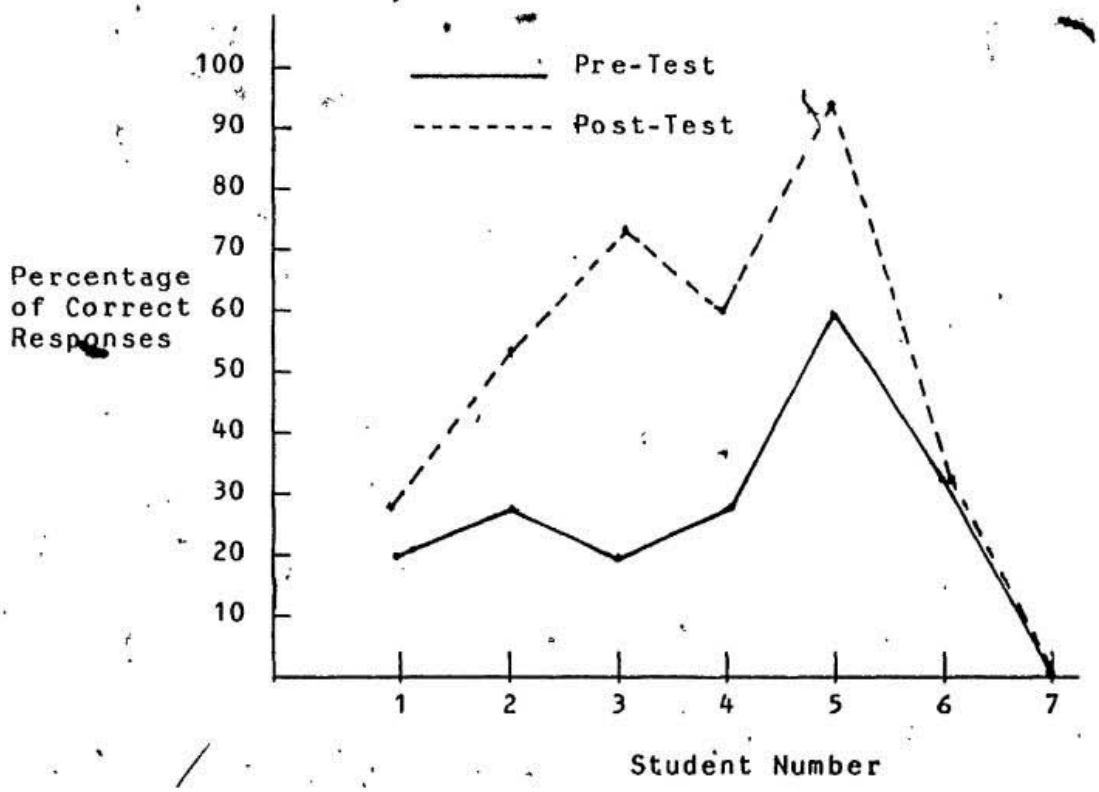


Figure 4. Graph of first pilot group pre and post-test scores.

though some of them were not considered to be sufficiently complete to warrant a mark as a correct response.

As shown in Figure 4, the pre-test results ranged from 0 to 60% with a mean score of 26.7%. Most of the students showed gains in cognitive knowledge after reading all or some of the booklet. The post-test results ranged from 0-93% with a mean score of 48.4%, an overall gain of 21.7%. It was suggested that a greater difference would have been evident if the students had had more time to study the booklet and were given a revised test.

Second Group

A revised test (see Appendix D) was administered to the second pilot test group. This test, like the first, consisted of a pre-test, the treatment, and a post-test and was administered in the same manner. It was administered to 14 students from the Ed. 3380 class (summer session, 1986). The students were handed the instructional booklet after the pre-test and given six days, two more than the pilot group, to read and study it. The post-test was administered at the pre-arranged time.

As shown in Figure 5, all students showed gains in cognitive knowledge after some study of the booklet. The pre-test scores ranged from 0 to 33% with a mean of 14.7%. The post-test scores ranged from 27 to 93% with a mean of

53.3%. The overall gain, as shown by comparing the pre and post-test means, was 36.6%. In the six days given to absorb information from the instructional booklet, and with heavy work loads, half of the test group had score gains of at least 40 percentage points between their pre and post-

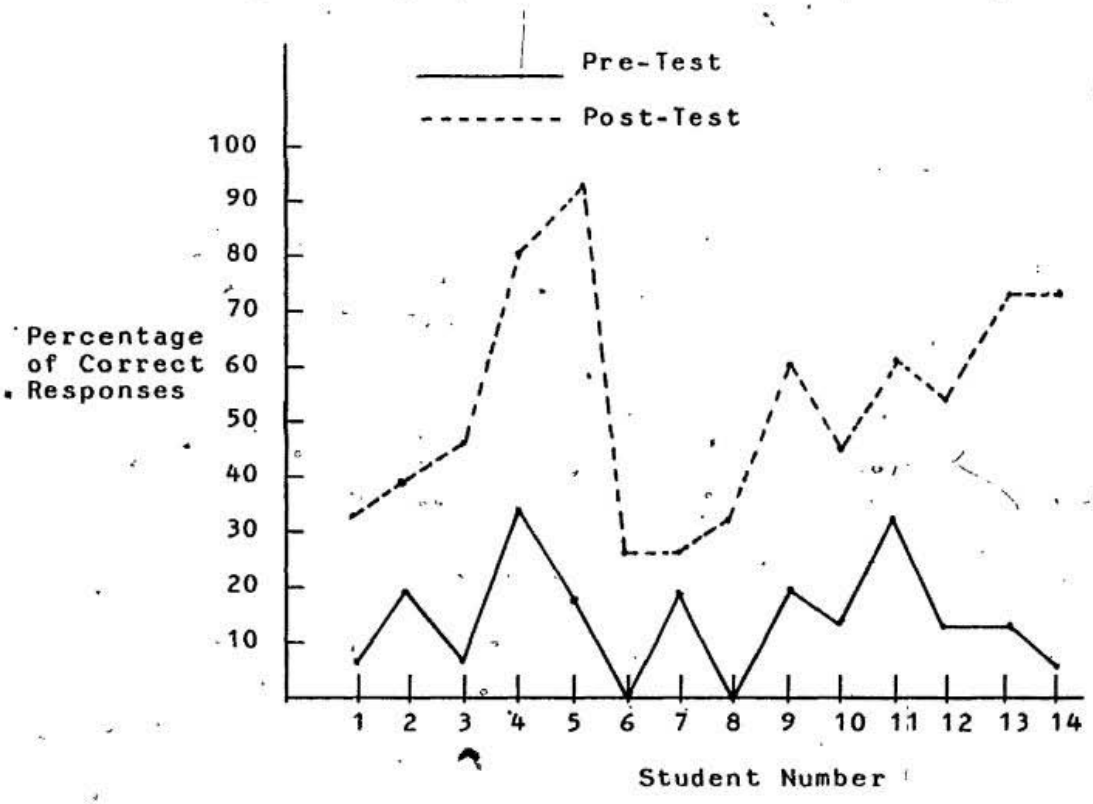


Figure 5. Graph of second pilot test group pre and post-test scores.

test. Three of these students had gains of 60 percentage percentage points or more.

Also, there was improvement in the quality of the descriptive responses from the pre-test to the post-test and from the first pilot test to the second test. It seems that the rephrasing of test items to elicit more specific responses was effective. As well, the rewording of test item 5(b) appears to have eliminated the confusion evident in the first pilot test.

Problems and Action

The evaluation process of expert appraisals, student appraisals, and pilot testing was conducted as outlined previously. The results of each step in the process were analyzed to identify problems with the instructional booklet and/or the process and to determine what actions were appropriate.

Both the expert and student appraisers were very positive in their views of the booklet as a resource for Memorial University's school librarianship education program. However, three of the expert appraisers strongly suggested that the booklet should not be used as an instructional text. One of the main problems identified by these experts was in the design of the booklet. They did

not see it as having a good instructional design. The other major concern with the booklet was its length and the amount of statistical detail. In this regard, they stated that the booklet contained too much information to be used as a unit of instruction in a course in the diploma program. This latter view was expressed in students' comments on their appraisal forms as well as verbally to the writer.

The first pilot test identified problems with a few of the test items and consequently these items were revised prior to administering the pre and post-test to the second pilot group. While the results of the second pilot test were better than the first, neither were satisfying to the writer as indicating achievement of the goal for the booklet.

In consideration of the problems noted above, and the advice received from other experts who had been consulted, the writer decided to completely revise the instructional booklet before proceeding with the validation testing. Care was taken in the revision process to address the concerns and suggestions of the experts and students.

Evaluation of Revised Instructional Booklet

The decision to completely revise the instructional

booklet first necessitated a reconsideration and revision of the original concepts, objectives, and test. The evaluation of the revised booklet consisted of student appraisal and validation testing. In the validation testing item analysis was done on the pre-test scores as well as the combined pre and post-test scores.

Student Appraisals

The student appraisal forms (see Appendix G) were the same as those used in the pilot testing. The form was included in the instructional booklet given to the students after the pre-test. The completed forms were gathered in at the same time as the post-test. Twenty-three of the students completed the appraisal forms.

An overall total of 75% of the ratings on the checklist were checked as either "better than average" or "outstanding quality". Another 21% were checked in the "average" column. No individual checklist item had a low rating. The combined better than average and outstanding quality ratings for each item ranged from 65% to 83% of the individual totals.

There was no single theme to the suggestions of changes from the 13 students who wrote comments on the appraisal form. For example, one student asked for more

specific examples, another suggested moving the section on the history of school libraries to the beginning of the booklet, while another would like to have seen more stress put on the library materials selection process. Many of the students, however, wrote complimentary statements ranging from "very well done" to "excellent".

The student appraisals did not point to any aspect of the booklet that needed changing.

Validation Test

The validation test (see Appendix E) used in this phase of instructional development was based on the revised objectives and designed to evaluate the effectiveness of the revised booklet relative to the objectives. As in the pilot test, this test consisted of a pre-test, the treatment, and a post-test. It was administered to 29 students from the Ed. 3470 class (summer session, 1987). The students were given the instructional booklet after the pre-test and given one week to read and study it. The post-test was administered at the end of the week.

After the pre-test the student scores for each test item was examined to ascertain whether or not there was a problem with any of the items. The higher than expected scores for five of the six items in question 4 resulted in

an examination of these items relative to its objectives and concept. It was decided to change the question for the post-test to ask students to list services provided by the given support agencies. The same concept was tested but in a different manner.

Each of the pre and post-test items were then analysed to ascertain if there were further problems with the booklet and/or test. The item analysis is shown in Table 3. The gain in correct responses from the pre-test to the post-test ranged from 3 to 24 with an average of 14.6. Except for two items in question 4, the gains were reasonably spread through all test items. The lower differences for items in question 4 may be explained by the high scores in the pre-test. The post-test scores for these items compare favourably with post-test scores for the other items.

The pre and post-test scores of the 29 students are displayed in Figure 6. The pre-test scores ranged from 0 to 55% with a mean of 22.3% and a median of 22%. The post-test scores ranged from 39 to 94% with a mean of 72.6% and a median of 72%. Comparison of the pre and post-test means shows an overall gain of 50.3%. While all students showed gains in cognitive knowledge after reading and studying the instructional booklet, almost half (14) of the students had score gains of at least 50 percentage points,

TABLE 3

PRE AND POST-TEST ITEM ANALYSIS - VALIDATION TEST

Student Number	1(a)		1(b) (i)		1(b) (ii)		2(a)		2(b)		3(a)		3(b)		3(c)		3(d)		3(e)		4(a)		4(b)		4(c)		4(d)		4(e)		4(f)		5(i)		5(ii)	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	-	+	-	-	-	-	-	+	-	+	-	+	-	+	-	+	-	+	-	-	+	+	-	+	-	+	+	+	-	-	+	+	-	+	-	-
2	-	+	+	+	-	+	-	+	-	+	-	+	-	+	?	+	-	+	-	+	-	+	-	+	+	+	-	+	+	+	-	-	-	-	-	+
3	-	-	-	-	-	-	-	+	-	+	-	+	-	+	-	+	+	+	-	+	-	+	-	+	+	+	-	+	-	+	+	+	-	+
4	-	+	+	+	-	-	-	+	-	-	+	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	+	+	-	+	-	+
5	-	+	-	+	-	-	-	+	-	+	-	+	-	-	-	-	-	-	-	-	+	+	-	-	+	+	-	-	+	+	+	+	-	-	-	-
6	-	+	-	-	-	+	-	+	-	-	+	+	-	+	-	-	-	+	-	-	-	+	-	+	-	-	-	+	-	-	+	+	-	+	-	-
7	-	+	-	+	-	-	-	-	-	+	-	+	-	-	-	-	-	+	-	-	-	+	-	+	+	+	-	-	+	+	-	-	-	-	-	+
8	-	+	-	+	-	+	-	-	-	-	-	+	+	+	-	+	-	-	-	+	-	+	+	+	-	-	+	+	-	-	-	-	-	+	+	+
9	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	-	-	+	-	+	-	-	-	+	-	+	-	+	-	+	-	-
10	-	-	-	+	-	-	-	-	-	-	-	+	-	-	-	+	-	-	-	-	+	+	+	+	+	+	-	+	-	-	-	+	-	+	+	+
11	-	+	+	+	-	-	-	+	-	-	-	+	-	+	-	+	-	+	-	+	+	+	-	-	+	+	-	-	+	+	+	+	+	+	-	-
12	-	+	+	+	-	-	-	+	+	+	+	+	+	+	-	+	+	+	-	+	+	+	+	+	+	+	-	-	+	+	-	-	-	+	+	+
13	-	+	-	-	-	+	-	+	-	+	-	+	-	-	-	-	+	+	-	-	+	+	-	-	+	+	-	-	+	+	+	+	+	+	+	+
14	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	+	+	-	+	+	+	-	-	+	+	-	-	+	+	-	+	-	+	-	+
15	-	-	+	+	+	+	-	+	-	+	-	+	+	+	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	+	-	+	-	+	-	+
16	-	+	-	+	-	+	-	+	-	-	-	+	-	+	-	+	-	+	-	+	+	+	+	+	-	-	+	+	+	+	-	+	-	+	-	+

("-" incorrect response; "+" correct response)

TABLE 3
(continued)

PRE AND POST-TEST ITEM ANALYSIS - VALIDATION TEST

Student Number	1(a)		1(b) (I)		1(b) (II)		2(a)		2(b)		3(a)		3(b)		3(c)		3(d)		3(e)		4(a)		4(b)		4(c)		4(d)		4(e)		4(f)		5(I)		5(II)	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
17	-	-	-	+	-	+	+	+	-	+	+	+	-	+	+	+	-	+	-	+	+	+	+	+	+	+	-	+	+	+	-	+	+	+
18	-	+	-	-	-	+	-	+	-	+	-	+	-	+	-	-	-	+	-	+	-	+	-	-	-	-	-	+	+	+	+	+	-	+
19	-	+	-	-	-	-	-	-	-	+	-	+	+	+	-	-	-	-	-	-	-	-	-	+	-	-	-	+	-	+	-	-	-	+
20	-	+	-	-	-	+	-	+	-	-	-	-	-	-	-	-	+	+	-	-	-	-	-	-	+	+	-	-	+	+	+	+	-	+
21	-	+	-	-	-	-	-	+	-	-	-	-	-	-	-	-	-	+	-	-	+	+	-	+	-	-	-	-	+	+	-	-	-	+
22	-	+	-	-	-	+	-	-	-	-	-	+	-	+	-	-	+	+	-	-	+	+	+	+	-	-	-	+	+	+	-	+	-	+
23	-	+	-	+	-	-	-	+	-	+	-	+	-	+	-	+	-	-	-	-	-	+	+	+	-	-	-	-	-	+	+	-	+	+
24	-	+	+	+	+	+	-	-	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	+	+	-	-	+	+	+	+	-	+
25	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	+	+	+	+	-	-	-	+	-	-	-	+	+	+
26	-	+	-	-	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	+	+	-	+	-	-	+	+	-	+
27	-	-	-	+	-	+	-	+	-	+	-	+	-	-	-	+	-	-	-	+	+	+	+	+	+	+	-	-	+	+	-	+	-	-
28	-	+	+	+	-	+	-	+	-	+	-	+	-	+	-	+	+	+	-	+	+	+	-	-	+	+	-	-	+	+	-	+	-	+
29	-	+	-	+	-	-	-	+	-	+	-	+	-	+	-	+	+	+	-	-	+	+	-	-	+	+	-	-	+	+	+	+	-	+
Total	0	24	7	19	2	17	1	23	1	20	3	27	4	22	1	19	8	22	1	16	16	27	10	20	18	19	3	15	16	21	12	23	6	21	7	23
Difference	24		12		15		22		19		24		18		18		14		15		11		10		1		12		5		11		15		16	

("-" incorrect response; "+" correct response)

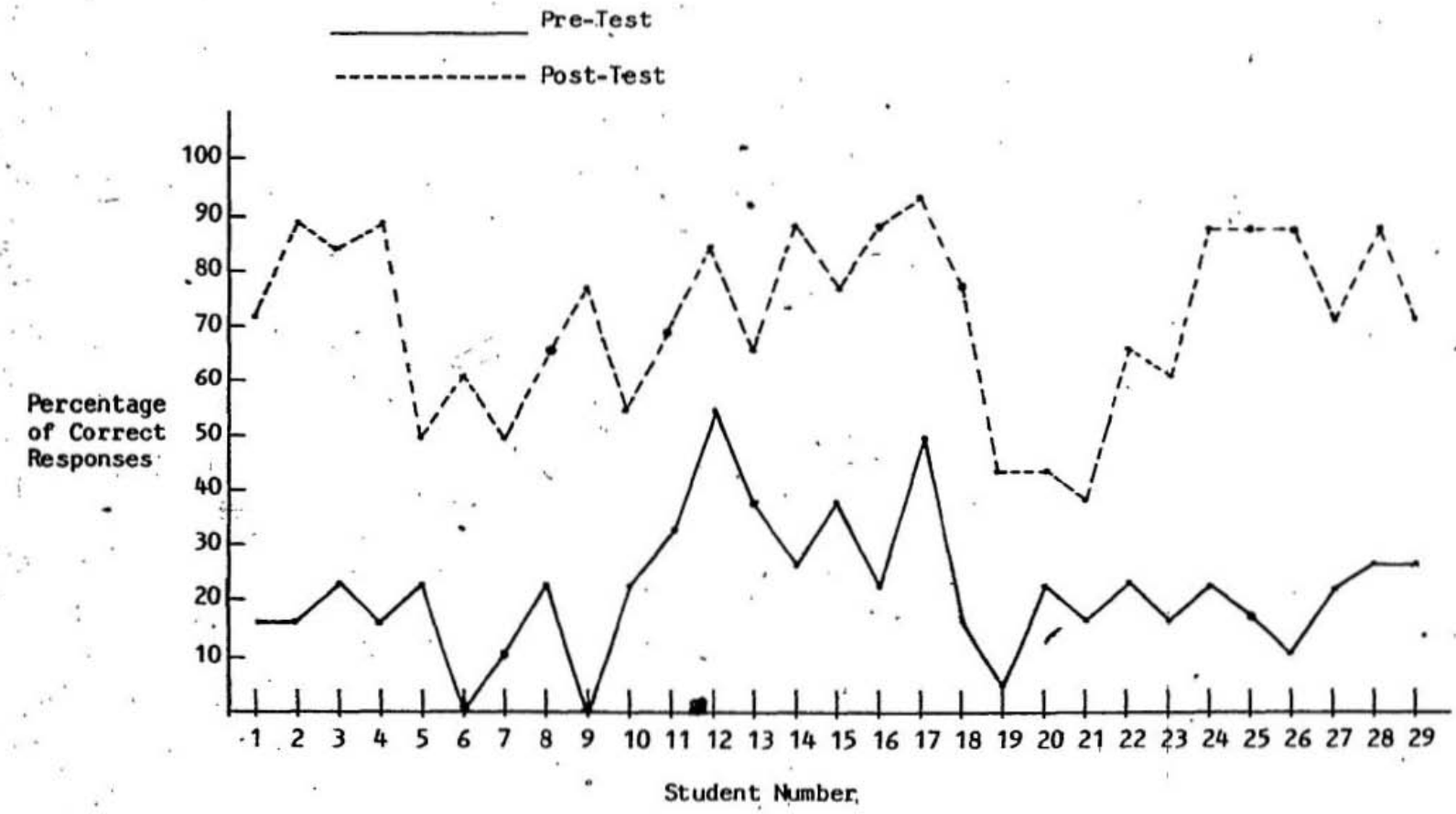


Figure 6. Graph of main test group pre and post-test scores.

and five of these students had gains in excess of 70 percentage points.

Summary

The evaluation process of expert appraisals, student appraisals, and pilot testing identified problems with the original design and content of the instructional booklet. Consequently the booklet was redesigned and revised. Validation testing and student appraisals followed the revision of the booklet.

Student appraisals of the revised work were very favourable. There were no problems identified in the checklist part of the appraisal form. Student comments tended to be complimentary of the booklet. Some suggestions were made but, since each only occurred once or twice and none were considered significant enough to require changes, the writer did not take action on them.

The results of the post-test of the revised instructional booklet were significantly better than those for the pilot tests. The mean post-test scores for the two pilot tests were 48.4% and 53.3% while the mean post-test score for the revised booklet was 72.6%. Comparison of the overall gains between the pilot tests and the validation test also shows marked improvement in the validation test, 21.7%

and 36.6% compared to 50.3%.

The results of the appraisals and validation test indicate that the instructional booklet on the school library environment in the Province of Newfoundland is a viable resource in the education of teacher-librarians for Newfoundland schools.

CHAPTER VIII

DIFFUSION AND ADOPTION

Thiagarajan et al. (1974) states that "Diffusion is the process through which a new idea or product becomes accepted and assimilated, that is, 'adopted', by an individual, a group, or a system" (p. 170). With regard to the instructional booklet, developed through the process described in the preceding chapters, the writer makes the following recommendations for its diffusion and adoption.

1. The booklet be published.
2. The published instructional booklet be readily available to Ed. 3380 students as well as other students in the Diploma in School Library Services program at Memorial University of Newfoundland.
3. The instructional booklet be made available to students in the graduate Learning Resources program at Memorial University.
4. The Provincial Department of Education acquire the booklet and distribute copies to the schools and district offices throughout the Province.
5. Copies of the booklet be made available to institutions, nationally and internationally, involved in and/or interested in school librarianship.

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APPENDIX A

Instructional Booklet

The School Library Environment in the Province of Newfoundland

Calvin W. Belbin

1987

THE SCHOOL LIBRARY ENVIRONMENT IN THE PROVINCE OF NEWFOUNDLAND

by
Calvin W. Belbin
1987

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- my wife Carolyn and daughter Tonya who assisted and cared during months of work on the project.

1

INTRODUCTION

An examination of the preservice education of teacher-librarians in Newfoundland pointed to a need for synthesized information concerning the environment within which school libraries operate in the Province. The purpose of this publication, then, is to pull together the available information and present it in a form appropriate to students studying to be teacher-librarians in Newfoundland. In this regard the following elements were identified as important to examine:

- school library program,
- administrative structure,
- funding system,
- support services, and
- history.

It is hoped that after students have studied this publication, they will be better informed and prepared for the task of operating and managing our school libraries.

1 2

THE SCHOOL LIBRARY PROGRAM IN NEWFOUNDLAND

Goal

To describe the development of school library programs and relate it to Newfoundland school libraries.

Objectives

1. Outline how the role of school libraries is changing.
2. Explain the role of resources in the Newfoundland curriculum and instruction context.
3. Define school library program.
4. Identify school library program elements and developmental phases and relate it to school libraries in Newfoundland.

INTRODUCTION

One of the main functions of the school is to assist students in learning certain predetermined concepts and skills (the curriculum). The ways and means of assisting students learn the curriculum are known as instructional strategies or curriculum implementation. It is widely recognized today that effective teaching and learning requires a variety of instructional strategies along with a variety of resources. The school library, managed by a qualified teacher-librarian, is an essential element in the provision of a variety of curriculum related resources, and as a partner in the development of varied instructional strategies. As shown in figure 1, school library services and activities grow out of the

school's instructional philosophy and are based on the aims and objectives of education.

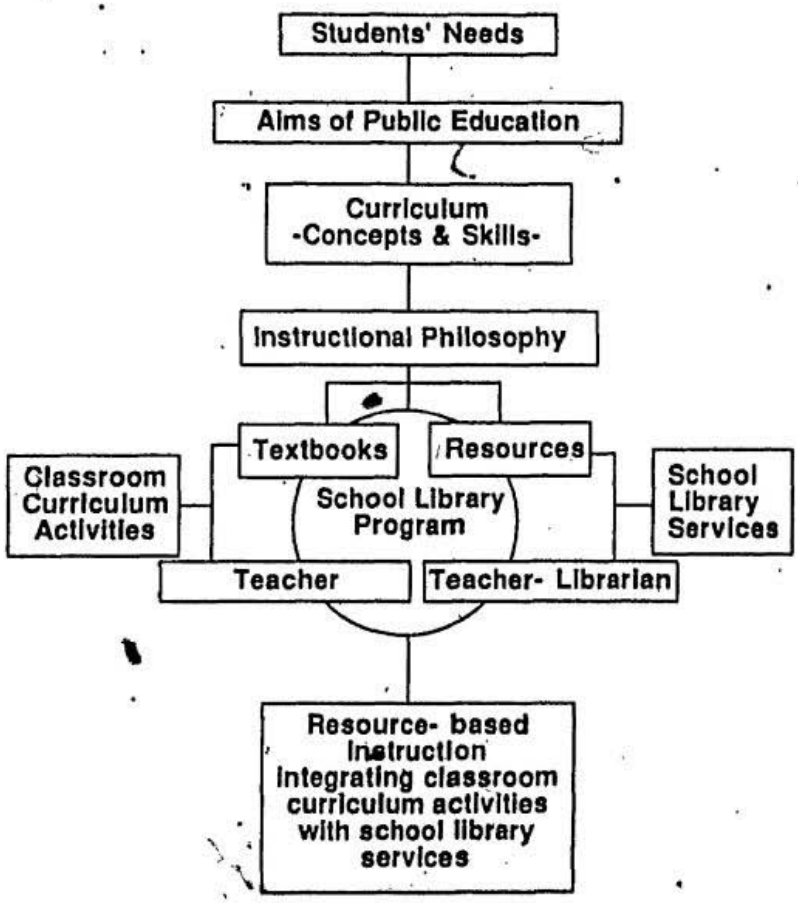


Figure 1. School library program in the curriculum and instruction setting

The role of the school library has evolved over the years from providing for the recreational and basic information needs of students to being an active partner in curriculum implementation. This involvement

is giving rise to an emphasis on developing school library programs rather than just on services. Alberta Education, (1985) in Focus On Learning says:

> In an integrated school library program, the services and activities are not peripheral, or supplementary, to the school's instructional program; they are an essential and dynamic part of it. (p.2)

NEWFOUNDLAND'S CURRICULUM AND INSTRUCTION

Curriculum

Except for religious education, the Department of Education in this Province is responsible for curriculum development and the prescription of textbooks. All curriculum development is based on The Aims of Public Education for Newfoundland and Labrador. This means, for example, that the content and text for grade 5 social studies is the same for all schools in the Province. While there is provision for the use of alternate texts, they must be approved by the Department and cover similar concepts and skills.

Instruction

The how of teaching the curriculum, or the instructional program, is not prescribed. The classroom teacher, usually in conformity with the instructional philosophy held by the school and school board, decides the instructional strategies. However, the Department of Education does produce guides for implementing the curriculum. Most, if not all the instructional guides produced by the Department in recent years recognize that:

- all children do not learn equally well from using a single resource or teaching style;
- school students at all levels need concrete experiences;

- vicarious experiences through a variety of media (books, films, maps, models, etc.) greatly assist in the learning of concepts and skills;

- students need curriculum based experiences in learning how to learn (locating, processing, and presenting information).

All of the above point to the need for students and teachers to have ready access to a broad collection of resources in a variety of forms. Teaching and learning which makes use of such resources, in a planned form, is generally referred to as resource-based. The Department of Education is today promoting resource-based instructional strategies.

Resource-Based Teaching/ Learning

The pressure of resource-based instructional strategies on the school library is moving it from the traditional concept of just a provider of resources to active involvement in the instructional program. Whereas the traditional school library is defined by the services it provides, the school library involved in resource-based teaching and learning is defined by the services and activities involving it in the school's instructional program. These services and activities, planned around the needs of students, are the essence of a school library program. Alberta Education (1985) in Focus On Learning calls it an "integrated school library program" and states that such a "program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources" (p.3).

SCHOOL LIBRARY PROGRAM

Definition

The school library program in a resource-based instructional setting consists of the services and activities, jointly planned and

taught by the teacher-librarian and the classroom teachers, which involve students in the use of resources in relation to the curriculum.

Elements

The development of such a program is related to the commitment and emphasis given to each and all elements of the program. The Ontario Ministry of Education, (1982) in Partners In Action identifies the following eight elements in the development of a school library program:

- program
- personnel
- facilities
- collections
- management
- board-operated resource centre support
- financial support
- program advocacy. (pp.16,17)

Development Phases

Development of a school library program may be seen as proceeding through three phases. Progress from one phase to another is tied to the level of acceptance and commitment to resource-based instruction by the partners in the educational system (i.e. teachers, principals, teacher-librarians, school board and other related agencies). The Vancouver School Board, (1982) in Administering the School Resource Centre sees the phases of development as follows:

- Phase I - Curriculum Support
  - administration of resource centre
  - selection of materials
  - acquisition of materials
  - organization of materials
  - circulation of materials

- Phase II - Curriculum Enrichment
  - promotion of materials and services
  - guidance for readers, listeners, viewers
  - information services
  - design and production of materials
  - cooperation with outside agencies

- Phase III - Curriculum Implementation
  * - curriculum planning and development
    - cooperative teaching
    - professional development services to teachers (p.22)

*Note. The curriculum planning and development referred to here would more appropriately be instructional planning and development in Newfoundland..

Development in Newfoundland

There is no provincially prescribed school library program in Newfoundland. However, the Department of Education, through its School Libraries Consultant, provides assistance to school boards in the development of their own programs. To ensure some provincial standard, the Newfoundland Department of Education, (1977) published and distributed the School Library/Media Center Skills Continuum, Grades K-8. This publication is a guide to the kinds of learning skills students in grades K-8 should be taught in conjunction with the curriculum. It is left to the school boards and their schools to develo their own program for the teaching of these learning skills.

School library program development in Newfoundland is not well documented. While there are statistics available dealing with certain elements of the school library, they do not cover all elements nor are all elements covered equally well. As well, the information is old since the last survey was conducted in 1981-82. Table 1 shows the school library services reported by the responding Newfoundland schools in the last survey. An important point to note is that these figures represent only 36.2% of the total number of schools in the Province in 1981-82.

Table 1.

School Library Services in Newfoundland Schools, (1981 - 82)

Service	Percentage of Respondents Providing Service to	
	Students	Staff
Orientation	57	30
Book Talks	52	11
Research Skills Lessons	62	19
Lectures, Films, etc.	42	28
Reference Services	75	58
Reading Guidance	49	17
Blocks of Library Materials for Teaching Units	49	46

Source: Canada. Statistics Canada. (Centralized School Libraries).

There are no figures available to indicate how these services relate to the curriculum and instructional programs of the responding schools. Nor is there any attempt by Statistics Canada to measure the degree to which the identified services were used by students and teachers.

It may be possible to generalize from Table 1 where Newfoundland school libraries are in relation to the phases of development outlined earlier. While only 36.2% of the total schools responded to the survey, approximately half of these are providing basic library services for their students and approximately 30% provide services for the staff. Most of Phase I elements must be in place in order to provide these services. Phase II elements include promotion of materials and services (orientation, book talks, lectures); guidance for readers, listeners, viewers (reading guidance, films); and information services (reference

services). Therefore, it seems reasonable to suggest that a number of school libraries in Newfoundland have progressed to the Phase II level of development. It is also reasonable to suggest that many school libraries in the Province have some distance to go before they can claim to have a school library program as defined earlier.

SUMMARY

School library programs grow out of the curriculum and instructional programs of the schools. They are more effective when they are designed around resource-based teaching and learning principles, and involve all the partners in the educational process. The development of school library programs progress through identifiable phases. The phases of development are dependent on the commitment and emphasis given to elements of the program.

The Newfoundland Department of Education provides guidance in the development of school library programs. Statistics from a 1981-82 survey suggest that many of the school libraries in the Province are at the Phase I level of development with some at the Phase II level.

2 10

SCHOOL LIBRARIES IN OUR EDUCATION SYSTEM

Goal

To describe the current educational administrative structure in Newfoundland and to outline the role of the various agencies in regards to school libraries.

Objectives

1. Outline the current educational administrative structure in Newfoundland.
2. State the role of the following agencies in providing school libraries:
   (a) Department of Education
   (b) Denominational Education Councils
   (c) School Boards
   (d) Schools

INTRODUCTION

In Canada primary, elementary and secondary education is under the jurisdiction of provincial governments. The manner in which provincial governments manage this responsibility varies from one province to another. In Newfoundland there has evolved a partnership structure between the government and the major religious denominations in the management of schooling. The general structure of this partnership is shown in Figure 2.

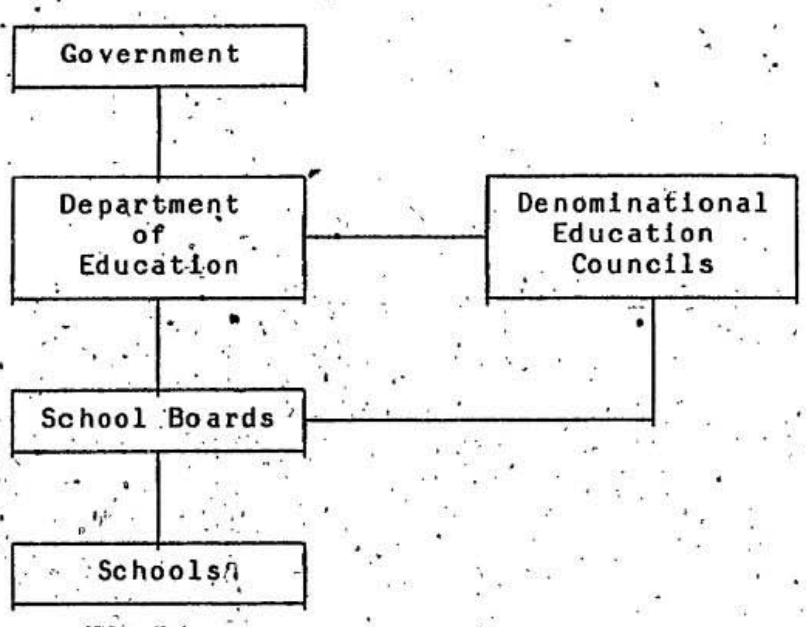


Figure 2. General educational administrative structure - Newfoundland

In 1968 the Government restructured the Department of Education (further substantive changes were made in 1986), established church governed education committees, consolidated school boards, and redistributed management responsibilities. As of the 1986-87 school year there were three Denominational Education Councils (DECs), 35 school boards with a total of 593 schools, and the Department of Education. Each of the administrative agencies have specific legislated roles in the management of education, including school libraries. Figure 3 shows the specific responsibilities of these agencies for school libraries.

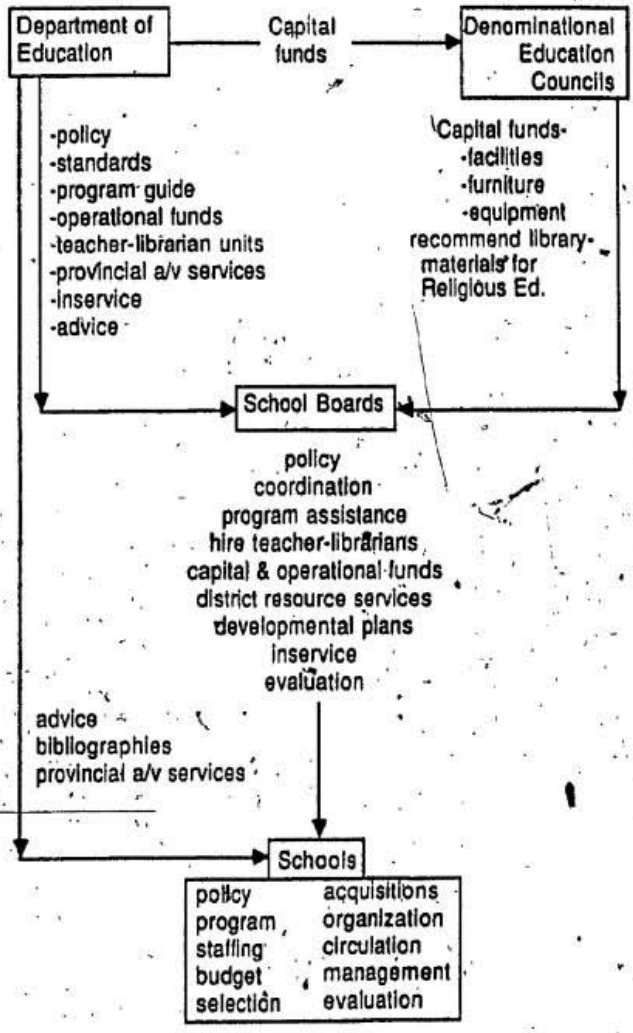


Figure 3. Administration roles relative to school libraries in Newfoundland

DEPARTMENT OF EDUCATION

General Role

The Provincial Government has the principal responsibility of ensuring that the children and youth of the Province have access to the best possible educational services and

programs. This responsibility is discharged through the Department of Education by: 1) establishing administrative agencies and delegating responsibilities; 2) providing financial and human resources; and 3) developing educational programs and standards. The Department of Education has established a number of offices to help fulfill its mandate. The current structure of the Department is shown in Figure 4.

Role Related to School Libraries

Much of the responsibility for providing school libraries has been delegated to school boards. However, the Department of Education has an overall responsibility to provide leadership and provincial services to support the establishment and development of school libraries. Specifically, the role of the Department of Education is to:

- develop provincial school library policy, standards and program guidelines;
- provide school library advisory services to school boards;
- provide inservice, related to school libraries, to school board personnel and, at the request of school boards, assist in providing similar inservice to school personnel;
- provide a provincial library of high cost audio-visual instructional materials;
- produce and distribute needed audio-visual instructional materials which are not available from other sources;
- allocate human resources to school boards, including teacher-librarians;
- provide capital funds for school construction to the DECs, including money for school library facilities and equipment;

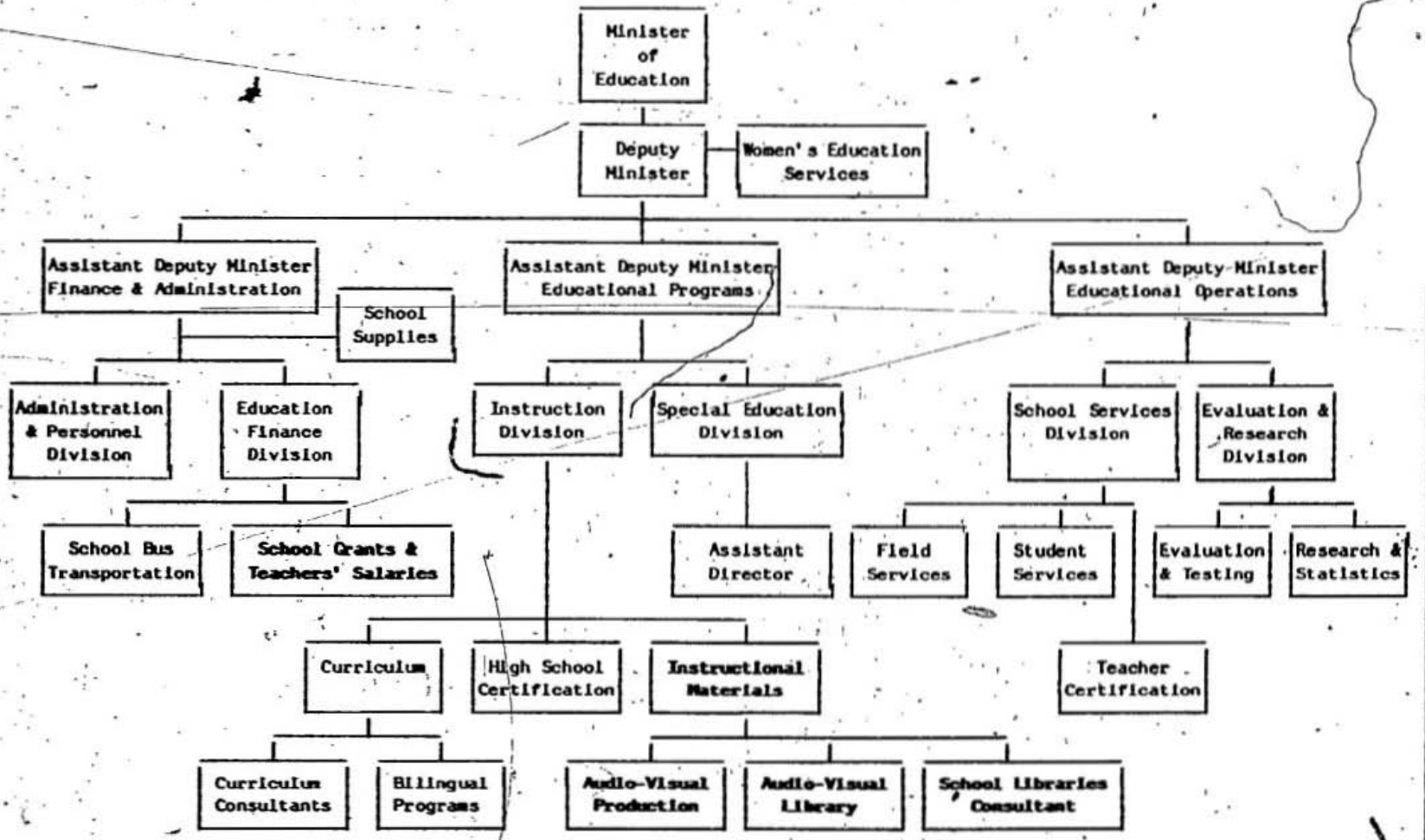


Figure 2. Department of Education Structure, 1986-87

- provide operational funds to school boards, including money to operate school libraries.

DENOMINATIONAL EDUCATION COUNCILS

As shown in Figure 5, there are three Denominational Education Councils (DECs) which share in the administration of Education in the Province of Newfoundland. They represent the major religious denominations in the Province. The Integrated Education Council is comprised of representatives from the Anglican, Moravian, Presbyterian, Salvation Army and United Churches. The Seventh Day Adventists also operate a small school system in the Province but they are not part of the DEC arrangement nor are the few private schools.

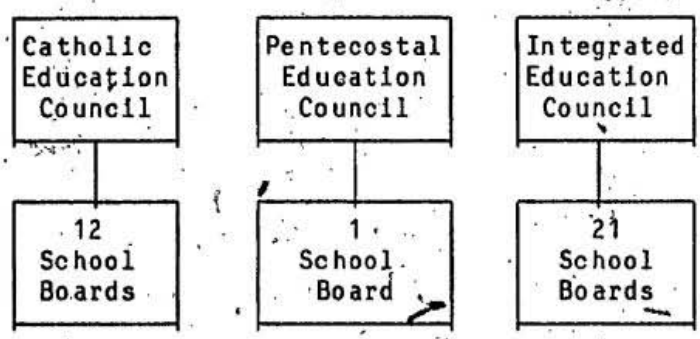


Figure 5. DECs and number of related school boards.

General Role

In general the DECs' areas of responsibility are: 1) advising the Department of Education on all matters affecting the churchs' role in education, school district boundaries, selection and appointment of school board members, and the certification of teachers; 2) development and implementation of Religious Education programs; and 3)

distribution of capital monies for school construction and equipment.

Role Related to School Libraries

In relation to school libraries the DECs are responsible for:

- allocating capital money to school boards for the construction or major renovation of school library facilities as well as for appropriate furniture and equipment;
- developing lists of recommended materials to support the Religious Education programs.

SCHOOL BOARDS

The educational agency in Newfoundland which is directly responsible for the organization and operation of schools in a district is the school board. As of the 1986-87 school year there were 35 school boards, some with overlapping boundaries, in the Province. School boards are directly responsible to the Department of Education on most educational matters. They are also responsible to their respective DEC and the voters in each school district. The number of schools in the province under school boards, in 1986-87, is shown in Figure 6.

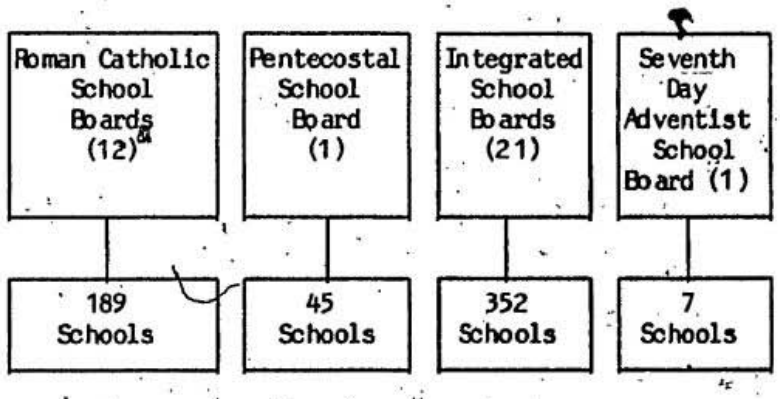


Figure 6. Denominational school boards and number of schools, 1986 - 87

General Role

The general role of school boards is to: 1) organize and maintain schools within the district; 2) hire appropriate staff; 3) implement the policies and programs set out by the Department of Education and the DECs; and 4) administer funds as stipulated by the various funding agencies. Also school boards often have input into Departmental decisions on policies, regulations, plans, and programs.

Role Related to School

The Government of Newfoundland and Labrador, 1970, in The Schools Act (1970) states that every school board shall:

> wherever possible, provide and make regulations respecting the operation of, a suitable library for each school under its control ... (section 12(e), p.4725).

This clause is part of the manditory duties of school boards. Stemming from this delegation of responsibility, and the general responsibilities noted above, school boards are specifically responsible for:

- developing and implementing a school library policy for the district;
- assisting schools to develop and implement a school library program;
- hiring qualified school library staff;
- including operational funds for the school library in school budgets;
- developing plans for the provision of school library facilities and equipment and to seek funds for these;
- developing and implementing school library inservice for their schools' staff;

- organizing appropriate school library support services at the district level;
- conducting periodic reviews of school library programs.

SCHOOLS

In the 1986-87 school year there were 600 primary, elementary, intermediate, and senior high schools in Newfoundland, of which two were private and five were institutional schools. Almost all of the schools are under the direction of school boards. However, each school has its own administrative structure with certain specified responsibilities.

General Role

In general, school administrators are to: 1) arrange for the day-to-day instruction and care of students; 2) facilitate the development of instructional strategies to implement the specified programs; 3) deploy human and financial resources in relation to the schools' program; and 4) plan for the improvement of the program and facilities.

Role Related to School Libraries

The school library activities of the various agencies is focused on the school. Schools, therefore, have the challenge of channelling all the related actions of the Department of Education, Denominational Education Councils, and the school boards into the provision of school library facilities, services, and programs. Specifically these responsibilities include:

- developing and implementing a school library policy which is based on the school board policy;
- determining the needs of the school library relative to its role in the school;

- developing and implementing plans for the improvement of the school library program;
- ensuring that the school library is staffed by qualified personnel;
- providing the school library with operational funds relative to available resources and its role in the school;
- establishing procedures for the selection, acquisition, organization, and circulation of materials;
- developing and implementing a school library program which is an integral part of the instructional program.

SUMMARY

The Government of Newfoundland and Labrador has established three educational administrative agencies to assist schools in the education of our youth. Each of the partners has specified roles and responsibilities in the provision of school libraries. The Department of Education is responsible for providing guidance, financial and human resources, and assistance to school boards as well as high cost and unique materials to schools. The DECs distribute funds for the construction of school library facilities and new furniture and equipment. School boards receive the provisions from these two agencies and work with schools in the building of school library facilities, collections, policies, procedures, and programs.

3 20

FINANCING OF SCHOOL LIBRARIES

Goal

To outline how school libraries are financed in Newfoundland.

Objectives

1. Distinguish between capital and operational funds.
2. Identify the sources of funding for school libraries.
3. Explain how capital and operational funds from different sources are administered in relation to school libraries.
4. Explain how the Library Materials Grant is allocated and used.

INTRODUCTION

School libraries cannot exist without financial support. Like other libraries, money is needed to 1) build and equip the school library, 2) acquire appropriate print and non-print materials, 3) provide professional and clerical staff, and 4) provide library operational supplies. As in all financial operations, funds for school libraries are designated as either CAPITAL or OPERATIONAL. A knowledge of the purpose, source, and administration of capital and operational money will better enable the teacher-librarian to access funds for the school library.

Capital Funds

Purpose: Money provided for the acquisition of "permanent" items are called CAPITAL FUNDS. Permanent items generally include land, buildings, furniture, and equipment. In the case of school libraries, items eligible for capital funding include the room(s), shelving, tables, chairs, carpet,

and audiovisual equipment (hardware). It is important to note, however, that while additions to furniture and equipment qualify for capital funds, maintenance and replacement costs do not.

Operational Funds

Purpose: Monies allocated to provide materials and personnel are called OPERATIONAL FUNDS. Such funds are used to cover expenses like salaries and benefits, office supplies, instructional materials, repairs and maintenance, and replacement of furniture and equipment. As applied to school libraries, operational funds are used to acquire and maintain a collection of resource materials; for cataloguing, and other library supplies; to replace and repair furniture and equipment; and for salaries.

FUNDING SOURCES

In Newfoundland approximately 90% of the capital and operational funds are provided by the Provincial Government. Most of the remaining 10% is provided by school tax authorities or, in a small number of communities not covered by a school tax authority, by local fee assessment. Other sources like local fund raising drives and donations, while important at the school level, is small relative to the total available from taxation sources.

Native schools also have access to funds through a Federal-Provincial Government program which provides federal money for native community needs. Some of this money is available for the schooling needs, including school library capital and operational needs.

None of the capital money from the different sources is specifically allocated for school libraries.

Figure 7 shows the money distribution system from the various funding sources to school libraries.

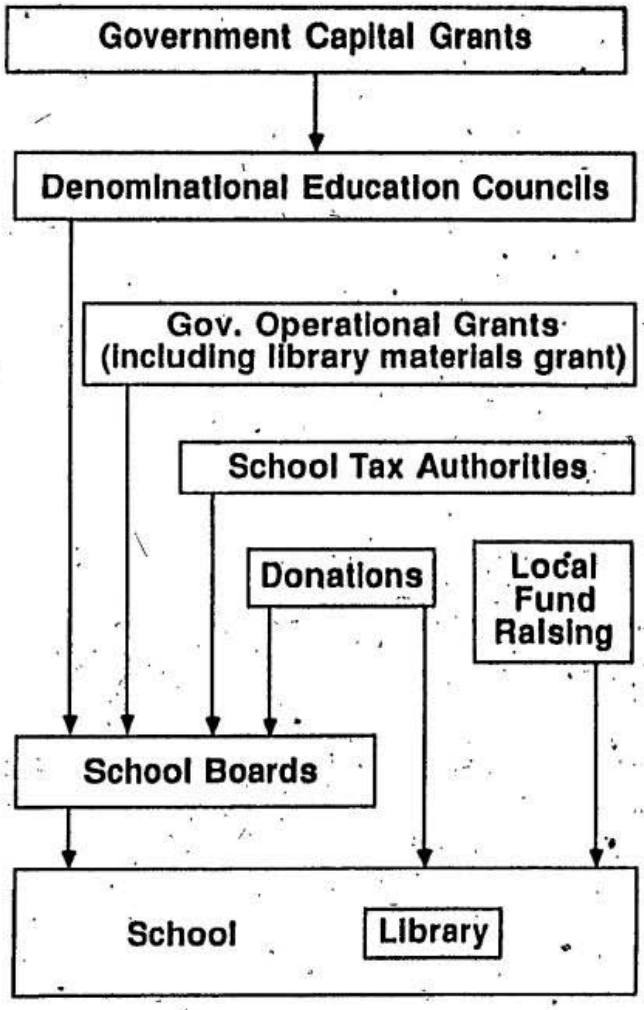


Figure 7. Flow paths from money sources to school libraries

Government Capital Grants

The administrative authority for all Government supplied capital funds is vested in the Denominational Education Councils. Annual capital grants are given to the DECs through the Department of Education. Each of the three Councils and the Seventh Day Adventist School Board receives an amount proportionate to the number of denominational adherants in the Province. Each DEC applies their portion of the grant to the capital needs of their school boards.

School boards must submit proposals to their DEC for funding of major capital projects. Each DEC examines the proposals and funding requests from their school boards and decides which will be funded, delayed, or rejected.

The provision of a school library facility, with the necessary furniture and equipment, in a new school is a capital expenditure funded through the DECs. However, constructing a library facility in an existing school, or expanding the current library, may or may not be funded through the DECs. It is not unusual for school boards to use their discretionary funds if the necessary alterations are relatively minor and low cost.

Government Operational Grants

Annual operational grants are given directly to school boards by the Provincial Government through the Department of Education. School boards, then, have the administrative authority for all operational monies supplied from this source. However, they must adhere to the conditions which are attached to certain grants; the Department of Education monitors the grants through annual financial statements submitted by the school boards. Any conditions attached to operational grants from the Department are noted by the Government of Newfoundland and Labrador (1975) either in The School Boards (Allocation of Monies) Regulations and later amendments or in notifications to school boards of special funding.

There are a number of different operational grants. The largest grant, other than salaries for teachers and administrators, is the general operating grant. The other grants are related to special purposes such as school library materials, special education, and problems related to declining enrollments. All operational grants from Government are allocated to school boards on a per pupil basis and calculated using the student enrollment figures from September 30 of the preceeding year.

While school boards receive such funds on a per pupil basis, they are not required to pass this money on to their schools on the same basis. The school boards, in assessing the strengths and weaknesses of their schools, have the authority to distribute varying per pupil amounts to each school. School principals generally have input in determining specific allocations.

Library Materials Grant

School boards receive one annual operational grant from the Department of Education specific to the operation of school libraries, the LIBRARY MATERIALS GRANT. This grant is meant to assist schools in the development of school library collections. School boards are expected to distribute the money from this grant as they see appropriate. However, the Department of Education expects the boards to expend all the allocation for library materials as defined by the Government of Newfoundland and Labrador (1975) in The School Boards (Allocation of Monies) Regulation. Library materials are defined as:

- books
- magazines
- pictures
- films
- recorded magnetic tapes
- other audio-visual materials. (p.1)

This does not include:

- consumables (eg. paper, workbooks and art suplies)
- blank audio/video tapes
- audio-visual equipment.

Should an audit show that the grant is not being expended according to the regulations, the Deputy Minister of Education has the auhority to hold further payments of the grant from the offending school board(s). Currently school boards receive $8.00 per enrolled pupil for the acquisition of library materials.

There is some variance in how school boards distribute the library materials grant. For example, some school boards include the library materials allocation in the total budget given to their schools and leave it up to the principals and their staff to determine the amount to be spent on library materials. Some distribute it as a separate allocation from the general budget. Other school boards use some of the grant to build a district collection of resources, which is made accessible to their schools, and allocate the remainder for school library collections.

School Tax Authority

School boards administer the funds received from the school tax authorities. Money collected by each school tax authority is distributed, after adminstrative costs are deducted, to the school boards which have schools within the authority's boundaries. Money from this source is not designated as capital or operational and, therefore, may be used for either or both purposes. How much of this money is allocated to school libraries depends largely on the priority given to school libraries by the school board and the needs of their schools. Undoubtedly some of the funds from this source gets channelled into improving school library facilities, providing furniture and equipment, and the acquisition of resource materials and other operational requirements.

Local Fund Raising

Since schools are responsible for their own fund-raising activities, they control all the money gained from this source. Money raised from such activities are not designated as capital or operational. The prinoipal and his staff determine how this money will be used in the school. The amount allocated to the school library depends on the priority given to libraries and the persuasive powers of the teacher-librarian.

Donations

School boards and schools sometimes receive donations of money from business, community, and private sources. In such instances it is not uncommon for the donor to specify how the money is to be used. It may be for capital or operational needs. If there are no conditions attached to a donation, the recipient decides how the money is used. School libraries have at times been the benefactors of funds from this source.

SUMMARY

Most of the capital and operational funds available to school libraries are provided by the Provincial Government. The Government capital grants are administered by the Denominational Education Councils while the Government operational grants are administerd by school boards. There is one grant which is specific to school libraries, the Library Materials grant. This grant of $8.00 per student is distributed by school boards in a variety of ways.

Funds from school tax authorities and local fund raising activities are neither capital nor operational but may be used for either or both purposes. The amount spent in school libraries depends on the priority given to school libraries and the persuasive powers of the teacher-librarians.

Donated money may be designated by the donor for a specific purpose. School libraries are sometimes the recipients of donations.

4 27

SCHOOL LIBRARY SUPPORT SERVICES

Goal

To identify and briefly describe the school library support services available in Newfoundland.

Objectives

1. Identify the school library support services available from the following agencies:
   (a) Department of Education
   (b) School Boards
   (c) Educational Media Council
   (d) Memorial University of Newfoundland
   (e) Public Libraries
2. Recognized that school library support services are available from a number of other agencies.

INTRODUCTION

It is practically impossible for the school library to provide all the materials and services needed in the teaching and learning process, particularly in schools where the library is an integral part of the instructional program. What is needed, therefore, are resource centres at various geographic levels which would supplement the materials and services provided by schools.

As shown in figure 8, in Newfoundland there are school library support services provided by a number of agencies. These agencies include the Department of Education, school boards, Newfoundland Teachers' Association, Memorial University of Newfoundland, and public libraries.

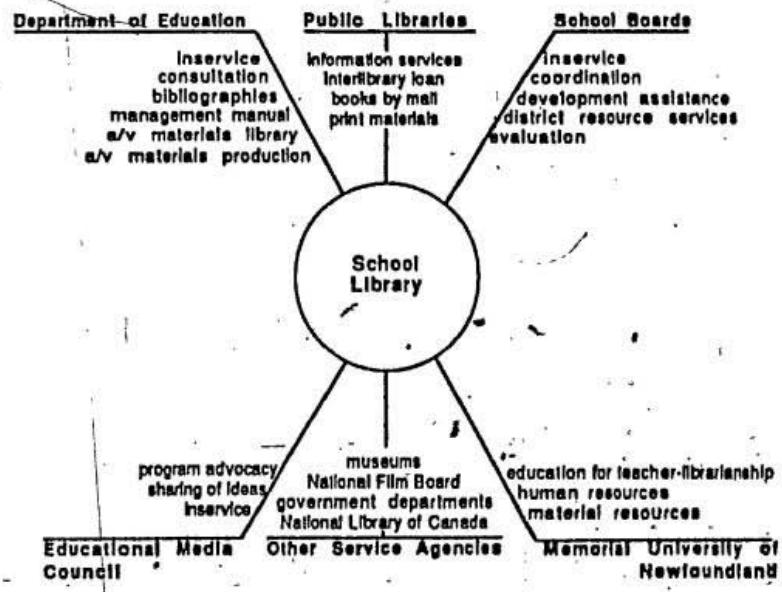


Figure 8. School library support services from various agencies

DEPARTMENT OF EDUCATION

Audio-visual Materials

One of the functions of the Department's Instructional Materials Section is to provide a library of curriculum related materials which are normally too expensive for schools and school boards to acquire. These materials are available to all schools and school boards in the Province. The formats of instructional materials available from this Provincial library are as follows:

- 16mm films
- video cassettes (1/2 inch VHS or 3/4 inch U-matic)
- 35mm filmstrips (a dated and stagnate collection)
- audio cassettes.

Technological changes is causing a shift of emphasis in the collection from 16mm films to instructional programs in the video format.

As well, the Instructional Materials Section produces, or arranges for production, needed audio-visual materials which are not available commercially. Much of the locally produced materials have been audio programs and filmstrips with accompanying sound tracks. Some materials are now being produced in the video format.

The clients of the library are informed of the materials available to them by way of print catalogues. These materials may be acquired by:

- borrowing (all materials free of charge);
- purchasing (filmstrips produced by Instructional Materials Section only);
- requesting a duplicate copy (audio and video programs)
  - there is a charge related to the cost of the blank audio or video tape
  - applies only to programs to which duplication rights have been purchased or acquired
  - Instructional Materials Section does the duplication.

The purchase of more materials with duplication rights and automation of the booking system is expected to alleviate a number of problems which have traditionally hampered circulation.

Newfoundland Books

Each year, since 1981, the Instructional Materials Section acquires a selection of recently published books by Newfoundland writers. Copies of each title are purchased and distributed to the appropriate schools

throughout the Province. The two-fold purpose of this program is to 1) assist schools to build their Newfoundland collection, and 2) support Newfoundland writers.

Consultation and Inservice

The provision of school library advisory services and inservice assistance is another function of the Instructional Materials Section. Consultative service is available for:

- school library development, operation, and maintenance;
- use of resource materials in instruction;
- audio-visual production techniques;
- audio-visual equipment.

While most of these consultative services are directed towards school boards, some guidance is provided directly to schools through manuals and bibliographies. Staff of the section are also available for school library inservice. It is a policy of the Department of Education to work with school boards in arranging and conducting in-service.

SCHOOL BOARDS

A number of school boards in Newfoundland provide some school library services. In general, the larger school boards provide substantially more services than the smaller boards. There are exceptions however. Table 2 shows the number of school boards, by enrollment categories, which provide district resource centres and qualified library-media program coordinators.

Table 2.

District Support Services for Newfoundland School Libraries, 1986 - 87

District Enrollment Categories	Number of Districts	Number of Coordinators F/T	Number of Coordinators P/T	Number of District Resource Centers
0 - 2999	18	1	1	4
3000 - 4999	10	0	3	1
5000 - 6999	3	1	1	2
7000 - 7999	2	1	0	2
10000+	2	2	0	1
TOTALS	35	5	5	10

Coordination

School boards which have a qualified library-media coordinator provide services which include:

- assistance and guidance in developing school library facilities, collections, and program;
- assistance in the production of audio-visual materials;
- planning and delivery of inservice;
- evaluation of school library services and program.

District Resource Centre

The emphasis in district resource centres is on providing schools access to a collection of materials which are usually too expensive for a school to purchase. The types of materials generally found in a district collection are as follows:

- filmstrips
- transparency sets
- sound recordings
- multi-media kits
- video recordings
- models

As well, it is not unusual for a district resource centre to have a collection of print materials for the professional staff.

NEWFOUNDLAND TEACHERS' ASSOCIATION

Educational Media Council

The Newfoundland Teachers' Association (NTA) has a professional development role as well as a lobbying role in education. One of the special interest councils operating under its professional development arm is the Educational Media Council (EMC), formerly the School Library Council. Through annual and regional meetings the role of the EMC is to:

- react to proposals and changes as they affect school library services;
- develop proposals and positions on aspects of school library services;
- provide inservice for teacher-librarians and teachers;
- provide a forum for sharing ideas and concerns.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Education of Teacher-Librarians

The only institution in Newfoundland providing education programs for teacher-librarians is Memorial University. The undergraduate and graduate programs are provided by the Division of Learning Resources in the Faculty of Education. This is a vital support service for school libraries for without qualified teacher-librarians school libraries cannot function effectively.

Resources

Material and human resources are also available from Memorial University to support school libraries. These resources include:

- a collection of student-produced instructional materials in various print and audio-visual formats;
- members of the Faculty of Education for conferences, seminars and workshops.

PUBLIC LIBRARIES

There are a little over 100 public libraries in Newfoundland. Public librarians welcome the opportunity to serve students and teachers, and indications are that school students often use the public library for research and recreational reading needs. In some instances it is the main library collection available to school students. While a public library cannot replace a school library it does provide:

- a collection of general interest, print materials;
- an interlibrary loan network.

The concept of combined school and public libraries in rural areas has been tried with varying degrees of success. There are 11 such libraries currently operating in the Province.

OTHER AGENCIES

Resources

All schools and school boards have access to other agencies for resources of various kinds. The following list is merely an example of what is available.

- National Film Board (16mm films and videos);
- Provincial and National Museums (multimedia kits);

- Provincial and Federal Departments (pamphlets, booklets, etc.);
- Foreign Embassies (pamphlets, booklets, etc.);
- National Library of Canada (bibliographies and loan of materials).

SUMMARY

There are a number of support services available to school libraries from various agencies. Probably the most important are those provided by the Department of Education, school boards, Memorial University, and the Educational Media Council. Public libraries and other agencies also provide valuable services. The services available include material and human resources, teacher-librarian education and inservice, and advisory/coordination services.

5 35

SCHOOL LIBRARY HISTORY IN NEWFOUNDLAND

Goal

To identify and briefly comment on the past events which have influenced school library development in Newfoundland.

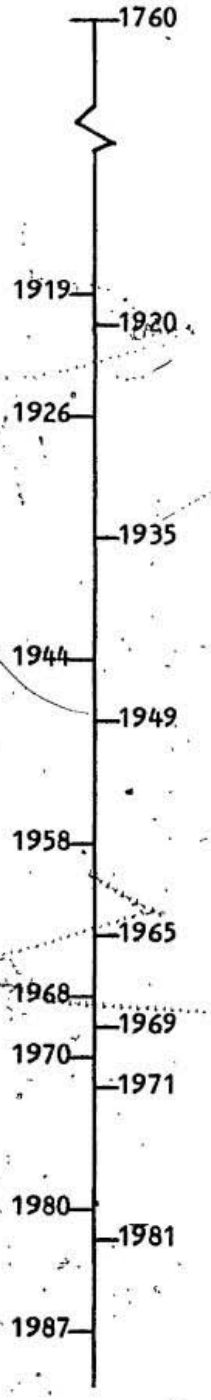
Objectives

1. Identify the events which have influenced school library development in Newfoundland
2. Briefly describe how each event has influenced school library development in Newfoundland.

INTRODUCTION

In the first annual report of the Newfoundland Department of Education, the Deputy Minister observed that "outside of the city of St. John's, and a few of the larger towns, no provision, as a general rule, is made for reading other than from the class textbook" (Government of Newfoundland and Labrador, 1921, p.xii). Other comments by Department and denominational officials in the same report suggests that they perceived the basic purpose of a school library was to provide the students with a collection of "good literature". It seems that prior to 1920 there were very few school libraries in the Province and, the school libraries in existance probably carried little more than a collection of literature.

Since 1920 there have been a number of developments which have contributed to school library growth in Newfoundland. As shown in Figure 9 many of the developments have taken place since 1960.



1760 - first school established

1919 - Government sets up Department of Education

1920 - first allocation of Government funds for school library materials

1926 - travelling libraries started

1935 - first Public Libraries Board

1944 - Provincial film service established

1949 - school radio broadcasts initiated

1958 - Government library materials grant based on number of classrooms

1965 - first organization for teacher-librarians

1968 - first MUN courses in school librarianship

1969 - reorganization of educational structure
- first Provincial school library supervisor

1970 - new schools act
- first school/public library
- first District Library-Media Coordinator
- Government library materials grant based on district enrollment
- Government provides subsidy for audio-visual equipment and initial district collection of software

1971 - MUN starts grad program in Learning Resources

1980 - MUN begins diploma in School Library Services

1981 - Department of Education acquires and distributes Newfoundland books

1987 - Department of Education allocates teacher-librarian units to school boards

Figure 9. Time line of significant school library development events in Newfoundland

GOVERNMENT ASSISTANCE

Financial

In its first year of operation (1919-1920) the Department of Education approved a fund of $1,000.00 to help schools in developing school libraries. This fund was used to purchase a number of small collections of books which were made available to schools on request. The Superintendant of Church of England schools reported in 1921 that approximately 30 of their schools had school libraries as a result of this fund.

In 1958 the Department of Education instituted a grant to assist schools in the purchase of library materials. Up until 1970 this grant was based on the number of classrooms in a school. To receive the grant, schools or school boards had to either submit paid invoices for reimbursement or verify that the applying school had a library. This system was changed in 1970 to an annual per capita grant allocated to school boards. The requirement of paid invoices or library verification was dropped. The first per capita grant was $5.00 per enrolled student and increased in 1972 ($6.00), 1973 ($7.00), and 1974 ($8.00). It has not changed since 1974.

As well, the Department has provided schools with subsidies to assist them in the purchase of audio-visual equipment, and school boards with funds for the initial setup costs of district audio-visual libraries. These monies were made available in the early 1970s and discontinued in 1979.

Teacher-librarian Allocations

In the spring of 1987 the Department of Education announced changes in the provincial teacher allocation formula. One of the changes was the separating out of teacher-librarian units from the regular teacher allocations. The teacher-librarian allocation formula, phased in over a five year period, is one unit for each 1,000 students

(rounded of figures) enrolled with a school board. School boards have the responsibility to deploy the units to their schools.

Audio-visual Materials

A film service was established in 1944-45 by the Adult Education Division of the Department of Education. Its purpose was to assist field workers in their efforts to combat illiteracy. In 1949-50 the Department become involved in arranging with the Maritime School Broadcasts the relay of audio programs via radio to Newfoundland schools. The film and broadcast services were merged in 1950 to form the Audio-Visual Education Division (later renamed Instructional Materials Section).

Growth and change, in line with changing needs and technologies, has characterized the development of the audio-visual services of the Department of Education. These changes include in-house production of audio programs (1953), filmstrips (1975), and video (1983); growth in the 16mm film collection at the expense of the filmstrip collection; and recently an emphasis on building a video collection.

Newfoundland Books

In 1981 the Department of Education, through the Instructional Materials Section, initiated a program to assist schools in developing their Newfoundland collection. Annually the Department acquires and distributes, to appropriate schools, a selection of recent published Newfoundland titles. The number of titles distributed each year varies depending on the cost of individual titles and available monies.

Advisory Services

Advisory services for the selection and acquisition of audio-visual equipment has been provided by the Department of Education since the early 1950s. However, it was not until 1969 that the Department established the position of school library supervisor

(now consultant). The basic responsibility of the consultant is to assist school boards in the evaluation of existing school library programs and development of plans for improvement. Assistance has been provided mainly by way of library organization manuals, bibliographies, evaluation visits and reports, and inservice.

PUBLIC LIBRARIES

Travelling Libraries

Public libraries have provided services to schools since they were first established in 1935. In 1936, the first public library in St. John's (Gosling Memorial) began providing deposits of books to schools in the city. Also, in the same year the travelling library operation, established in 1926, was passed from the Department of Education to the Public Libraries Board. Travelling libraries were boxes of books circulated among rural communities and were usually deposited in schools. There were approximately 100 such boxes of books in rural schools in 1952.

Travelling libraries took on a different form in 1968 when libraries were put on wheels (bookmobiles). By 1973 there were six bookmobiles in operation across the Province. This type of service, along with an increase in the number of public and school libraries, resulted in the elimination of boxes of books being circulated around the Province. Because of soaring costs bookmobiles were discontinued around 1982. Today the library needs of communities without public libraries are being served by a Books by Mail system started in 1975.

Community Libraries

There are approximately 110 public libraries scattered across the Province. Each library, through a blended catalogue and interlibrary loan, has access to the collec-

tions of all the public libraries. Teachers and school students do make use of the services offered by the public libraries for recreational and educational needs.

School/Public Libraries

The first combined school and public library was established in 1970. Over the next seven years, 10 more were set up and are still in operation. Such arrangements were seen as a means of providing library services in communities not large enough to support a public library. Problems with a number of these operations and a lack of funds is holding up further developments in this area.

EDUCATIONAL MEDIA COUNCIL

The first organization for teacher-librarians in Newfoundland was established around the mid 1960s. While initially composed of teacher-librarians in the St. John's area, it now has members throughout the Province. One of its functions is to lobby for improvements in school libraries and, in this regard, it is said to have influenced the decision of Memorial University of Newfoundland to offer, in 1968, credit courses in school librarianship. As well, the EMC has been instrumental in effecting other improvements in school library programs.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND (MUN)

Education for School Librarianship

The most significant factor in the growth in number of qualified teacher-librarians in this Province is the programs in school librarianship offered by MUN. The first courses were offered in 1968 and four years later the Faculty of Education instituted a Master of Education program in Learning Resources. In 1980 they started a 10 course undergraduate diploma in School Resource Services.

Prior to the offering of school librarianship courses and programs by MUN, most school librarians in Newfoundland had no training in librarianship. Since 1971 approximately 60 students have graduated with a Master of Education in Learning Resource Services. And since 1980 approximately 70 students have received a diploma in School Resource Services. Many of these people are active in school libraries across the Province.

OTHER

Centralization and Consolidation

Two other developments in our educational system which influenced the provision of school libraries were: 1) the move to regional and central high schools in the late 1950s; and 2) the consolidation of school boards in 1969. The move to larger schools allowed a move from class collections to centralized school collections. The consolidation of the 200 or more school boards into 35 made it possible to develop district resource services.

The Schools Act

The new schools act of 1970 delegated responsibility for the provision of school libraries to school boards. Also permitted was the hiring of qualified district library-media coordinators. The first was hired in 1970 and currently there are 10 full and part-time library-media coordinators and seven district resource centres.

SUMMARY

The first significant move to help the development of school libraries in Newfoundland was the recognition that school libraries were needed and, the establishment of assistance funding by the Department of Education in 1920. The Department has

improved the financial assistance over the years as well as providing audio-visual materials and advisory services.

Public libraries have helped in the provision of print materials, through a variety of means, to schools and students since their beginning in 1935.

Other equally significant events were the establishment of an organization (EMC) for teacher-librarians in the 1960s, the provision of programs for the education of teacher-librarians by MUN, the centralization of schools, the consolidation of school boards, and the new schools act of 1970.

REFERENCE LIST

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Canada. Statistics Canada. (Centralized school libraries, 1981 - 82). Unpublished raw data.

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Government of Newfoundland and Labrador. (1970). The schools act: Chapter 346, the revised statutes of Newfoundland. St. John's, NF.: Queen's Printer.

Newfoundland Department of Education. (1977). School library/media center skills continuum, grades K-8. St. John's, NF.: Queen's Printer.

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APPENDIX B

Overhead Transparency Masters

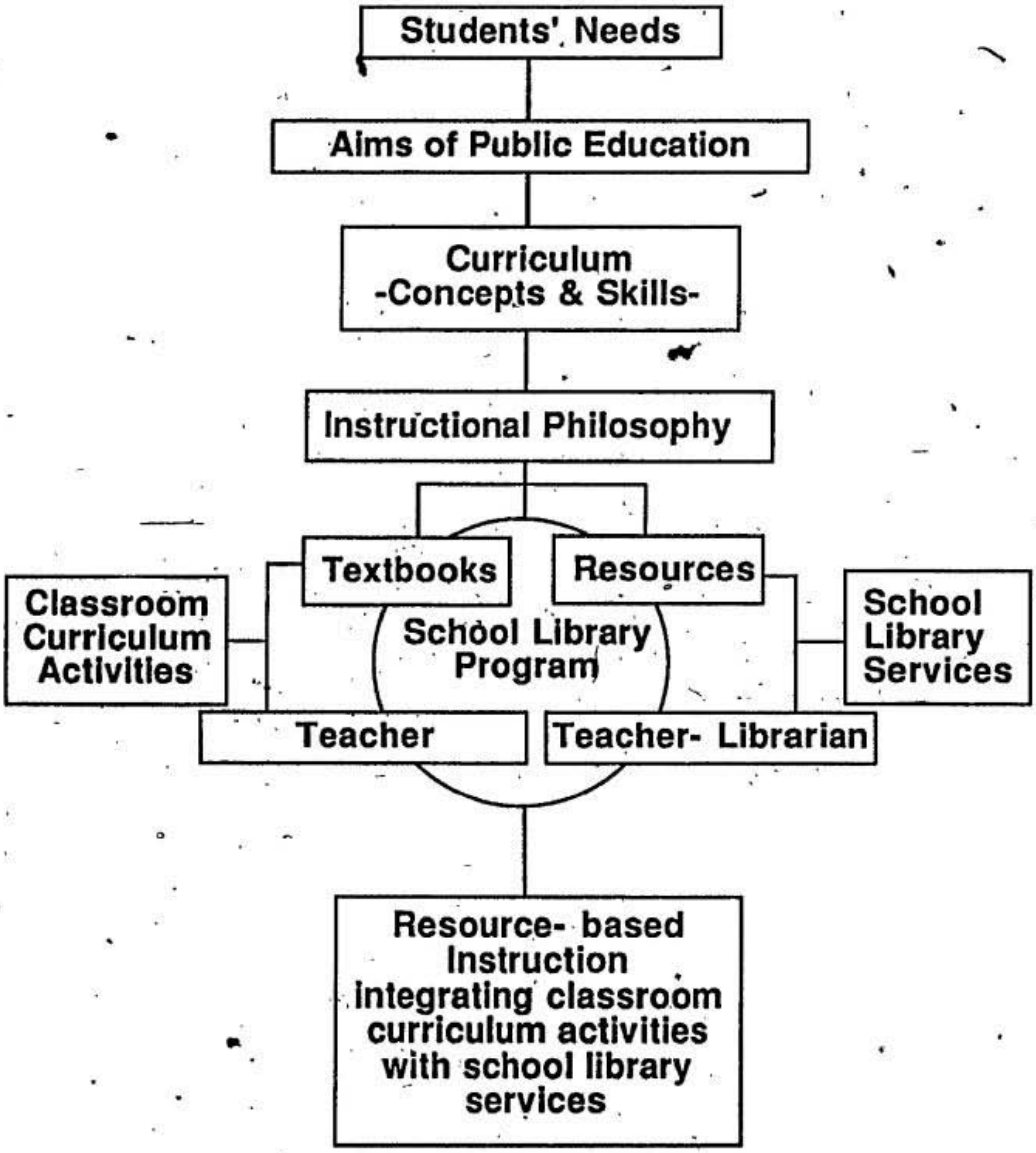


Figure 1. School library program in the curriculum and instruction setting

SCHOOL LIBRARY PROGRAM ELEMENTS

- program
- personnel
- facilities
- collections
- management
- district support
- financial support
- program advocacy

from: Ontario Ministry of Education(1982). Partners In Action: The library resource centre in the school curriculum. (pp. 16-17).

SCHOOL LIBRARY PROGRAM DEVELOPMENT PHASES

- **Phase I - Curriculum Support**
- **Phase II - Curriculum Enrichment**
- **Phase III - Curriculum Implementation**

from: Vancouver School Board (1982).
Administrating the school resource centre:
Handbook of procedures (p. 22)

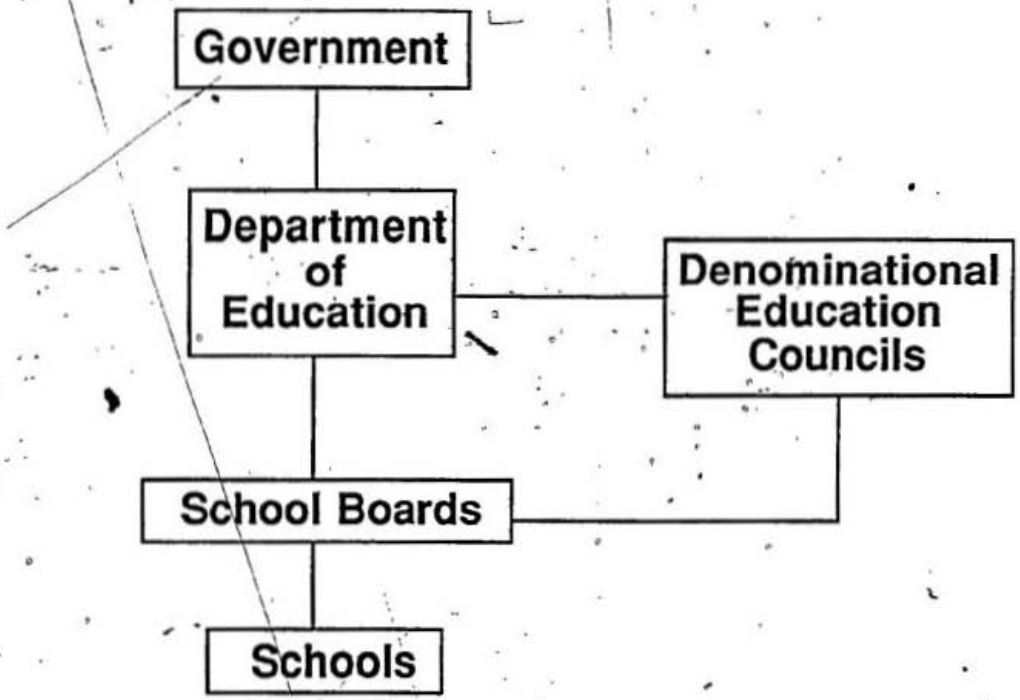
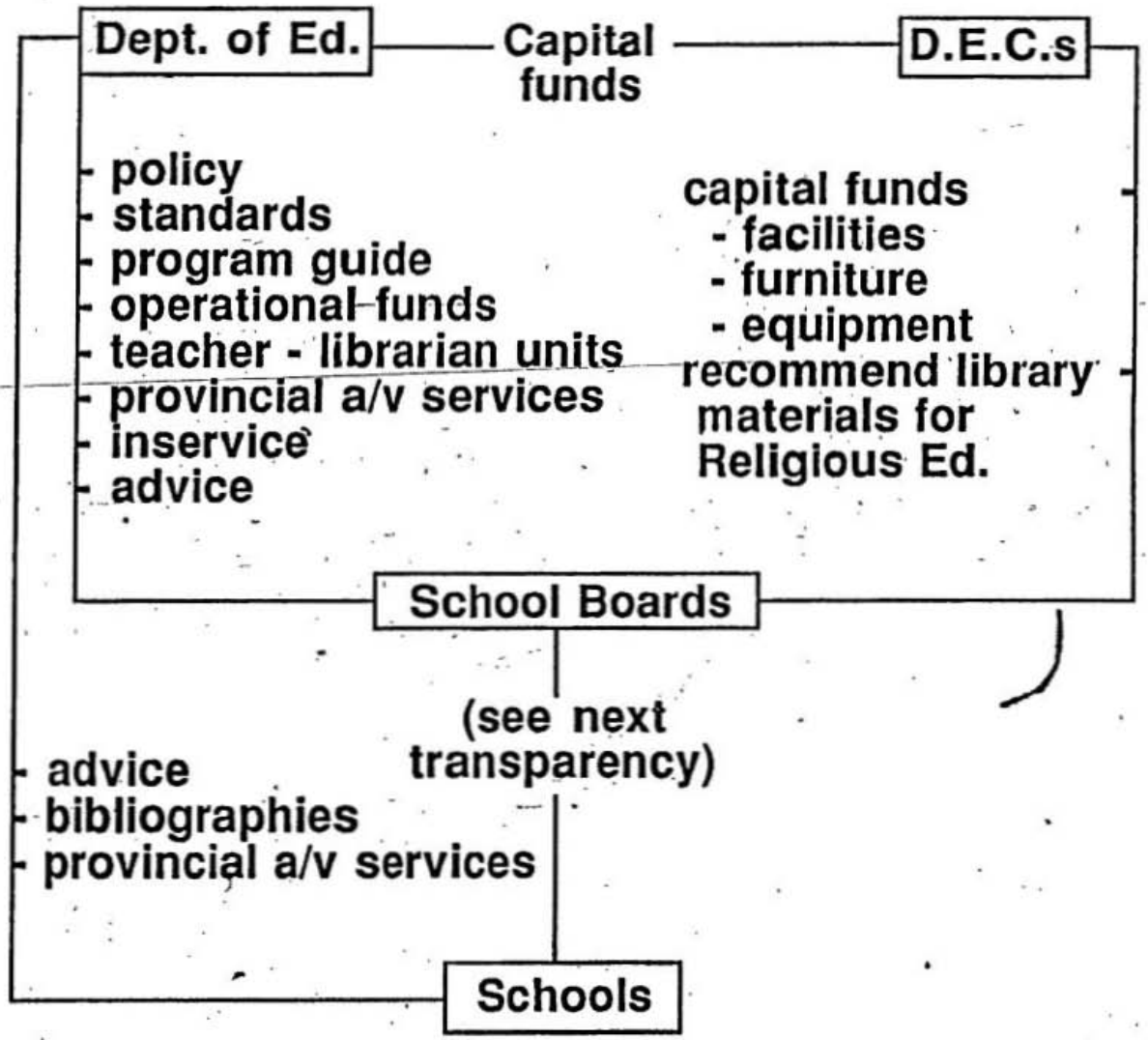
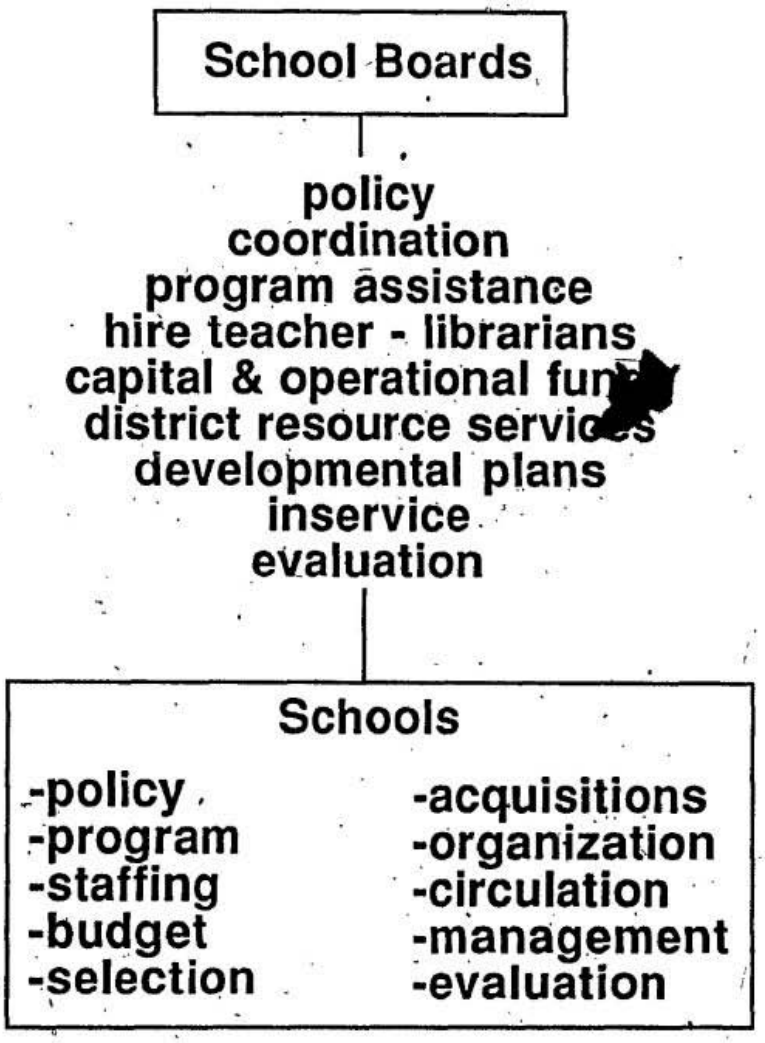


Figure 2. General educational administrative structure - Newfoundland

ADMINISTATIVE ROLES RELATIVE TO SCHOOL LIBRARIES IN NEWFOUNDLAND - 1



ADMINISTRATIVE ROLES RELATIVE TO SCHOOL LIBRARIES IN NEWFOUNDLAND - 2



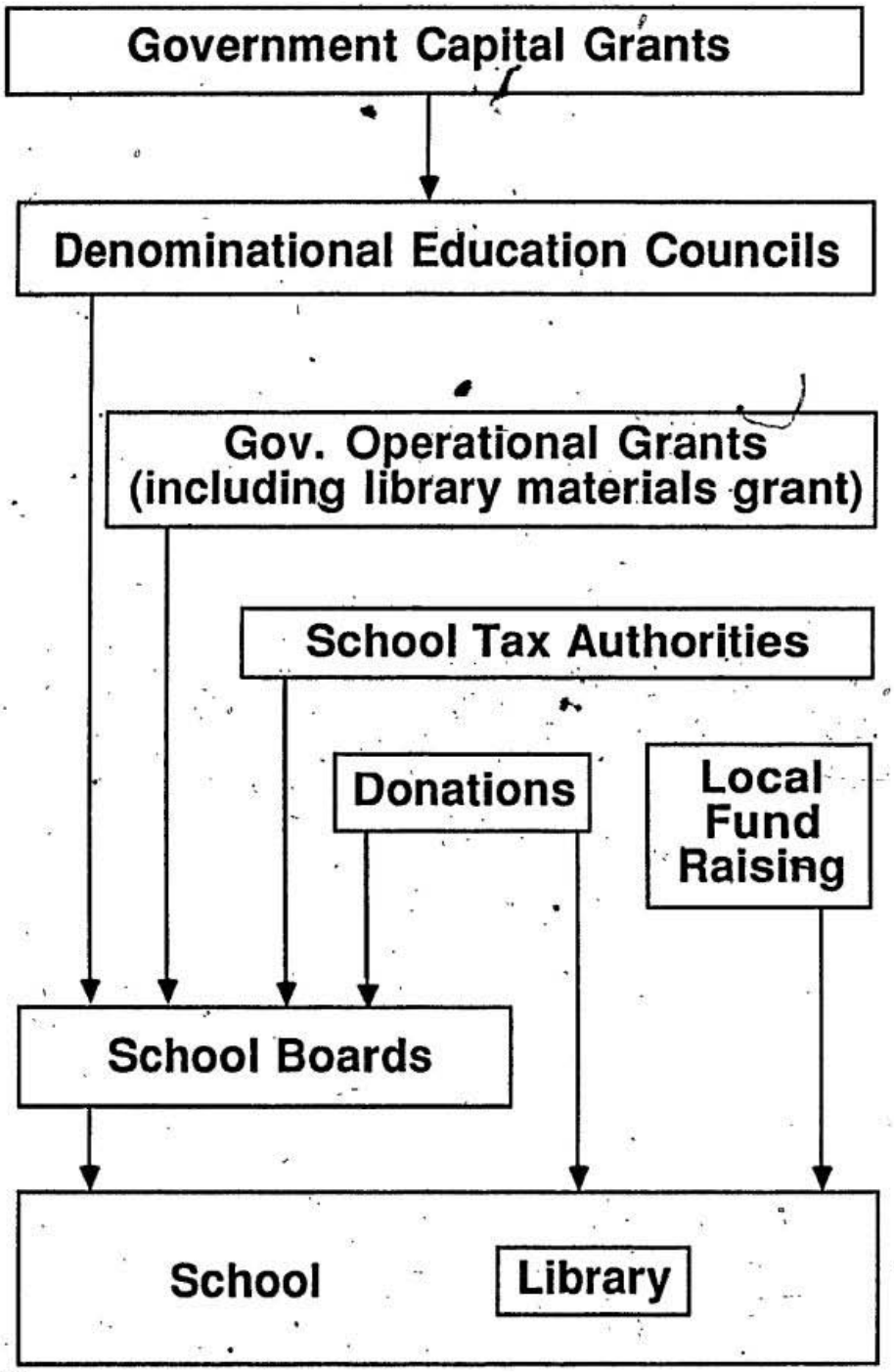


Figure 7. Flow paths from money sources to school libraries

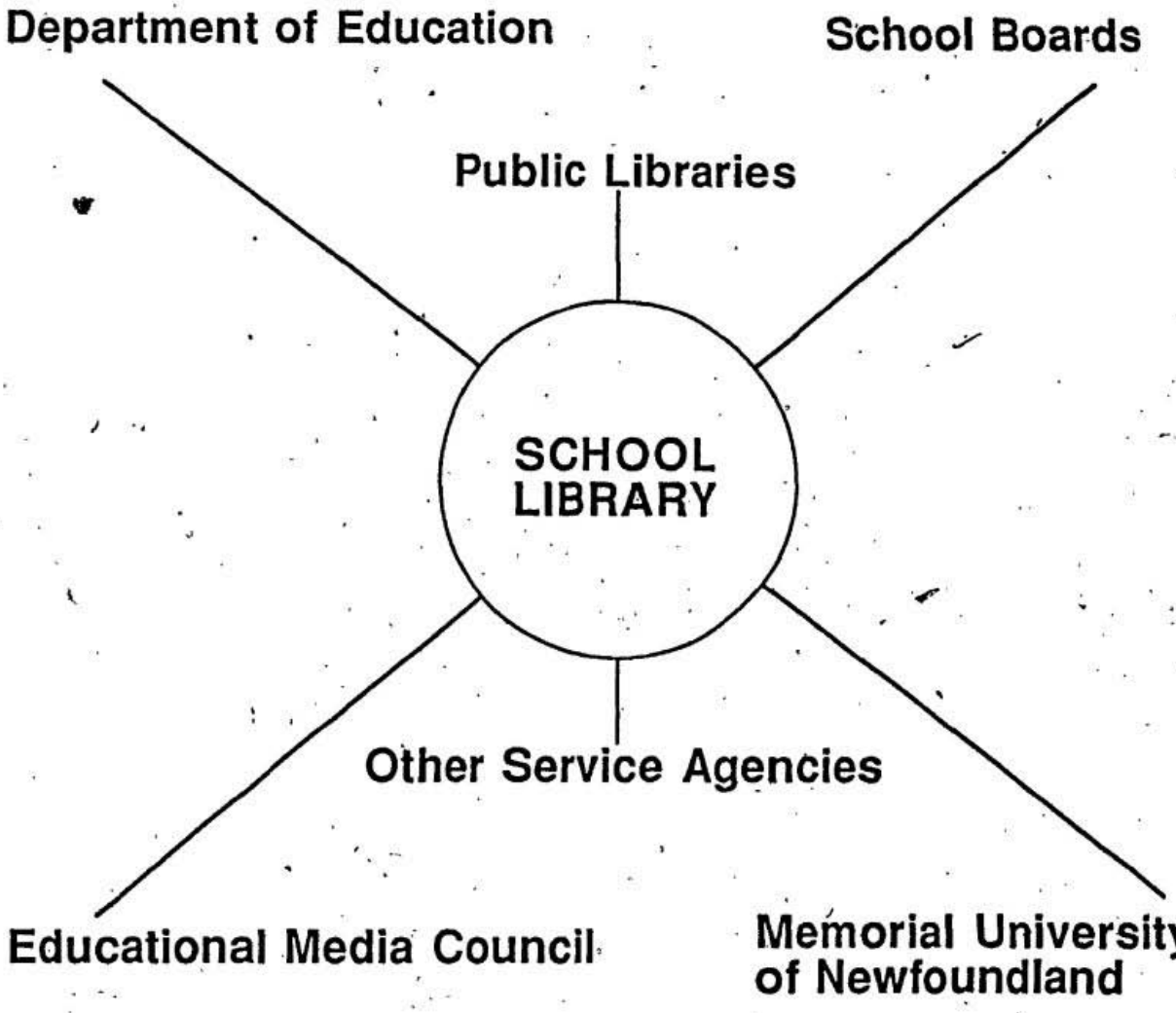


Figure 8. School library support services from various agencies

Significant School Library Development Events In Newfoundland

Government Assistance

- Financial (1920, 1958, 1970)
- Audio-Visual Materials (1944, 1949, 1953, 1975,1983)
- Advisory (1944, 1969)
- Newfoundland Books (1979)
- Teacher - Librarian Allocations (1987)

Public Libraries

- Travelling Libraries (1926, 1936, 1968, 1975)
- Community Libraries (1935)
- School / Public Libraries (1970)

Educational Media Council

- Established (1965)
- Province Wide Membership (1975)

Memorial University Of Newfoundland

- School Librarianship Courses (1968)
- Graduate Program in Learning Resources (1971)
- Diploma Program in School Resource Services (1980)

OTHER

- School Centralization (1950's)
- School Board Consolidation (1969)
- New Schools Act (1970)

APPENDIX C

Student Background Information Questionnaire

LEARNER-CHARACTERISTICS

1. Current student status:

   (a) Full time _____
   (b) Part time _____
   and (i) teaching p/t _____ f/t _____
   and/or (ii) school librarian _____

2. Level of education:

   (a) degree(s) _____
   and/or years university _____
   (b) Number of courses completed for Diploma in School Library Services _____
   (c) Number of education courses completed _____
   (d) Number of courses taken in which instruction was given on the Newfoundland Education System _____

3. Level of experience:

   (a) Number of years teaching _____
   (b) Number of years as school librarian:

   (i) spare time _____
   (ii) part time _____
   (iii) full time _____

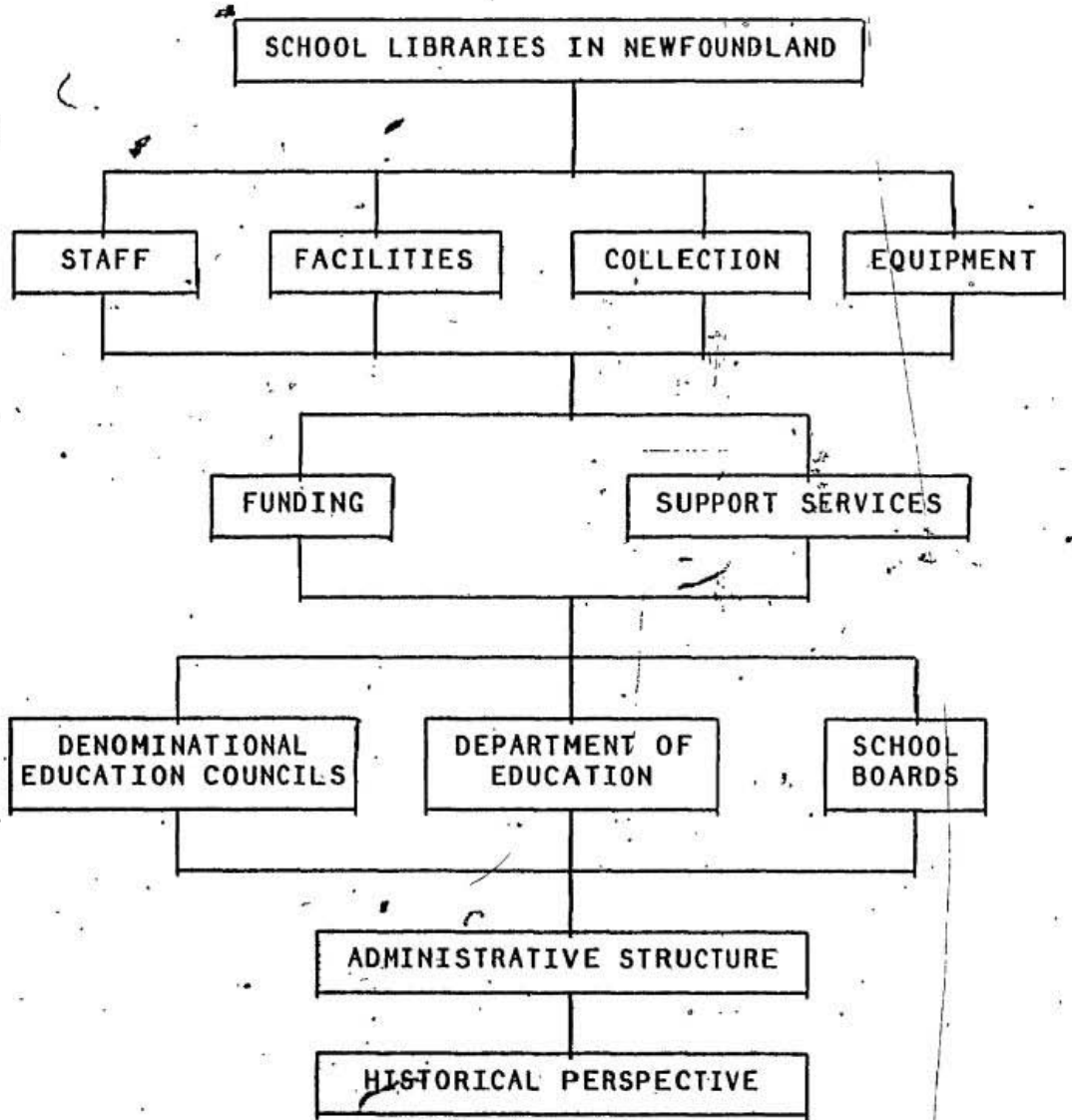
4. How important is it that school librarians know and understand the provincial educational administrative structure and situation relating to school libraries?

   Not important _____
   Somewhat important _____
   Important _____
   Very important _____

APPENDIX D

Initial Concept Analysis,
Objectives, and Tests

Initial concept analysis for booklet on the development of school libraries in Newfoundland.



Initial Enabling Objectives

To assist students to achieve the terminal objectives, the following objectives are given for each of the concepts. On reading the booklet dealing with school libraries in Newfoundland, students will demonstrate attainment of the following objectives.

(1) **History.** The learners will:

(a) list four of the events significant to the development of school library services in Newfoundland, (c,1)

(b) explain the significance of three given factors affecting the development of school library services, (c,2)

(2) **Administrative Structure.** The learners will describe the administrative structure relating to school libraries in the Province by:

(a) identifying the agencies in the structure, (c,1)

(b) describing the function of any two, (c,2)

(c) delineating the relationships between the agencies, (c,4).

(3) **Funding.** The learners will describe the funding of school library services across the Province by:

(a) differentiating between capital and operational funds, (c,2)

(b) identifying three sources of both funds, (c,1)

(c) outlining the distribution system for the major source of funds, (c,2).

(4) **Support Services.** Given a listen of school library support services the learner will correctly identify the educational agency mainly responsible for each, (c,2).

(5) **Facilities.** The learners will relate aspects of the provision of school library facilities to the responsible educational agency by:

(a) identifying the agency to whom application must be made for funding of a major school library renovation program, (c,1)

(b) selecting from a list of four the one agency which is responsible for the planning and design of school library facilities, (c,1).

(6) **Facilities.** The learners will describe, by writing brief notes, the current school library facility situation in the Province, (c,2)

(7) **Equipment.** The learners will specify the typical audio-visual equipment found in most school libraries for the utilization and production of

audio-visual materials, and indicate where equipment can be borrowed when not available at the school, (c,2).

(8) **Collection.** The learners will state the major source of funds for collection development in school libraries, (c,1).

(9) **Collection.** The learners will write three statements relevant to the growth, composition, and quality of school library collections in Newfoundland, (c,4).

(10) **Staff.** The learners will identify the agency responsible for the designation of teacher-librarian units to schools, and state three reasons why many schools across the Province do not have a qualified teacher-librarian, (c,4).

CRITERION REFERENCED TEST OF INSTRUCTIONAL BOOKLET

(Pilot Test)

TO THE STUDENT:

1. This is not an evaluation of you, as each individual is anonymous. Rather, this test is an evaluation of the effectiveness of the instructional booklet in achieving the objectives for the booklet.

2. Write answers in the spaces provided. Where explanations, statements, etc. are required, please keep them brief and to the point.

YOUR ASSISTANCE IS VERY MUCH APPRECIATED

1. **History**

(a) List five of the events significant to the development of school library services.

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

(b) Briefly explain the significance of four of the events identified in (a).

2. Administrative Structure

(a) Write the names of the educational administrative agencies in the province and outline the function of each with respect to school libraries.

(b) Construct a chart showing the line of relationships between the agencies identified in (a).

3. **Funding**

(a) In a sentence or two, distinguish between capital and operational funds.

(b) Identify the source of capital and operational funds as they relate to school libraries and outline how each is distributed.

4. **Support Services**

For each item in the following list of school library support services, name the educational agency which is responsible for providing it.

(a) advisory to school boards

(b) inservice to schools

(c) facilities and program guidelines

(d) assistance to developing a school library policy

(e) production facilities and equipment for schools

(f) a library of the more expensive audiovisual materials

5. Facilities

(a) Name the educational agency to which application must be made for the funding of a major school library renovation project.

_____

(b) From the following list of four educational agencies, identify the two which are jointly responsible for the planning and design of school library facilities. Indicate choice by circling.

(i) School Board
(ii) Department of Education
(iii) School
(iv) Denominational Education Council

6. Facilities

In your own words write a brief description of the current school library facilities situation in the province.

_____

_____

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_____

7. **Equipment**

List six types of audiovisual equipment found in most school libraries for the utilization and production of audiovisual materials, and name the agency from which equipment not available at the school may be borrowed.

_____ _____

_____ _____

_____ _____

_____

8. **Collection**

Name the major provincial source of funds for collection development in school libraries.

_____

9. **Collection**

Write three statements relevant to the growth, composition, and quality of school library collections in Newfoundland.

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10. **Staff**

(a) Name the educational agency responsible for deploying teacher-librarian units for schools.

_____

(b) Explain in writing why many schools across the province do not have a qualified teacher-librarian.

REVISED STUDENT TEST (PILOT)

1. History

a. List four of the events significant to the development of school library services in Newfoundland.

(i) _____

(ii) _____

(iii) _____

(iv) _____

b. Briefly explain the signficance of three of the events identified in (a).

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2. Administrative Structure

a. Write the names of the education administrative agencies in the province and outline the function of any two with respect to school libraries.

b. Construct a chart showing the line of relationships between the agencies identified in (a).

3. **Funding**

a. In a sentence of two, distinguish between capital and operational funds.

_____

_____

_____

_____

b. Identify three sources of capital and operational funds as they relate to school libraries and outline how funds from the major source is distributed.

_____

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_____

4. **Support Services**

For each item in the following list of school library support services, name the educational agency which is responsible for providing it.

a. advisory to school board _____

b. inservice to schools _____

c. facilities & programs guidelines _____

d. assistance in developing a school library policy _____

e. production facilities and equipment for schools _____

f. a library of the most expensive audio-visual materials _____

5. Facilities

a. Name the educational agency to which application must be made for the funding of a major school library renovation project.

_____

b. From the following list of four educational agencies, identify the one which is responsible for the planning and design of school library facilities. Indicate choice by circling.

(i) School Board

(ii) Department of Education

(iii) School

(iv) Denomination Education Council

6. Facilities

In your own words write brief notes as to the number, quality and utilization of school library facilities in the province.

7. Equipment

List six types of audio-visual equipment found in most school libraries for the utilization and production of audio-visual materials and name the agency from which equipment not available at the school may be borrowed.

8. Collection

Name the major provincial collection development in school libraries.

9. Collection

Write three statements relevant to the growth, composition, and quality of school library collections in Newfoundland.

10. Staff

a. Name the educational agency responsible for designating teacher-librarian units to schools.

b. State three reasons why schools across the province do not have a qualified teacher-librarian.

APPENDIX E

Student Test
for Revised Instructional Booklet

TO THE STUDENT:

1. This is a test of your knowledge and understanding of the school library environment in the Province of Newfoundland. The results will be used to evaluate an instructional booklet, dealing with this topic, which is currently under development.

2. Write answers in the spaces provided. Where explanations, statements, etc. are required, please keep them brief and to the point.

YOUR ASSISTANCE IS VERY MUCH APPRECIATED

1. **School Library Program**

(a) Write a definition of "School Library Program".

(b) With respect to school library programs in Newfoundland:

(i) briefly describe how the provincial curriculum and instructional guides are influencing its development,

(ii) briefly describe school library services in our schools in terms of curriculum support, curriculum enrichment, and curriculum implementation.

2. Administrative Structure

(a) Construct a figure showing the general lines of relationship between the educational administrative agencies in Newfoundland.

(b) Summarize the role of any <u>three</u> of the agencies identified in (a) relative to school libraries.

3. Financing of School Libraries

(a) In a sentence or two, distinguish between capital and operational funds.

(b) Identify three sources of capital and operational funds for Newfoundland schools.

(c) Briefly outline how capital and operational funds from the major source is distributed.

(d) List four kinds of materials for which the Library Materials Grant is to be used.

3. **Financing of School Libraries (continued)**

(e) State the Library Materials Grant allocation formula and briefly outline the distribution system.

4. **Support Services**

(a) List two school library support services available from each of the following agencies:

(i) Department of Education

(ii) School boards

(iii) Educational Media Council

(iv) Memorial University of Newfoundland

(v) Public libraries

(b) Name two agencies, other than those in (a), from which material may be obtained to support school library collections.

5. History

Choose any two factors from the following list and briefly summarize their contribution to school library development in Newfoundland.

(a) travelling libraries
(b) Department of Education audio-visual services
(c) Educational Media Council
(d) consolidation of school boards

APPENDIX F

Expert Appraisal Forms

CONTENT APPRAISAL - 1

CONCEPTS, OBJECTIVES, AND TEST ITEMS CHECKLIST

Directions

Critically inspect the given materials relating to the proposed reference booklet. Evaluate each section for adequacy, relevance, and appropriateness to the overall goal. Rate each item on the following list of the five-point scale as indicated. Circle the appropriate number to indicate your rating. On the second section of this checklist, please give your suggestions for improving the materials.

Rating Scale

5 - Outstanding quality
4 - Better than average
3 - Average
2 - Below average
1 - Unacceptable

1.	Rationale for reference booklet	1 2 3 4 5
2.	Thoroughness of conceptual framework	1 2 3 4 5
3.	Appropriateness of concepts for the level of learners	1 2 3 4 5
4.	Sequencing of concepts	1 2 3 4 5
5.	Relevance of objectives to the general goals of teacher-librarian preservice education	1 2 3 4 5
6.	Meaningfulness of objectives to student teacher-librarians	1 2 3 4 5
7.	Appropriateness of test items	1 2 3 4 5
8.	Matching of test items with objectives	1 2 3 4 5
9.	Linking between concepts, objectives and test items	1 2 3 4 5

Suggestions for Improvement

1. Conceptual shortcomings (additions, deletions, linkage).

2. Additions, deletions, changes to objectives.

3. Additions, deletions, changes to test items.

4. Other suggestions.

CONTENT APPRAISAL - 2

CONTENT AND LEARNING STRATEGIES CHECKLIST

Directions

Critically inspect the reference booklet. Evaluate the appropriateness and adequacy of the material with respect to the stated objectives. Rate each item in the following list on the five-point scale as indicated. Circle the appropriate number to indicate your rating. On the second section of the checklist please give your suggestions for improving the material.

Rating Scale

5 - Outstanding quality
4 - Better than average
3 - Average
2 - Below average
1 - Unacceptable

1.	Relevance of content to the objectives	1 2 3 4 5
2.	Sequence of content	1 2 3 4 5
3.	Theoretical soundness of content	1 2 3 4 5
4.	Accuracy of content	1 2 3 4 5
5.	Adequacy of definitions and explanations	1 2 3 4 5
6.	Use of technical terms	1 2 3 4 5
7.	Level of language	1 2 3 4 5
8.	Adequacy of examples	1 2 3 4 5
9.	Style of presentation	1 2 3 4 5
10.	Writing style	1 2 3 4 5

Suggestions for Improvement

1. Content: additions, deletions, changes.

2. Language: level, technical terms, definitions and explanations.

3. Presentation: style, organization, examples.

4. Other:

TECHNICAL APPRAISAL

MEDIA AND FORMAT CHECKLIST

Directions

Critically inspect the informational package. Evaluate the technical aspects of the package as it relates to its overall objective. Rate each item in the following list on the five-point scale as indicated. Circle the appropriate number to indicate your rating. On the second section of the checklist please note your suggestions for improving the presentation.

1. Inappropriate medium	1 2 3 4 5	Appropriate medium
2. Ineffective use of headings/subheadings	1 2 3 4 5	Effective use of headings/subheadings
3. Poor layout	1 2 3 4 5	Well laid out
4. Illustrations poorly placed	1 2 3 4 5	Illustrations well placed
5. Too many or too few illustrations	1 2 3 4 5	Appropriate number of illustrations
6. Illustrations of poor quality	1 2 3 4 5	Illustrations of very good quality
7. Poor use of spacing	1 2 3 4 5	Good choice of spacing
8. Poor choice of typeface	1 2 3 4 5	Good choice of typeface
9. Poor overall visual quality	1 2 3 4 5	Attractive overall visual quality

Suggestions for Improvement

1. Choice of media.

2. Design features:
   (a) Layout:

   (b) Illustrations:

   (c) Headings/subheadings:

   (d) Spacing and print style:

3. Other:

FEASIBILITY APPRAISAL

Directions

Critically inspect the informational package. Evaluate the package relative to its feasibility with the stated target audience. Rate each item in the following list on the five-point scale as indicated. Circle the appropriate number to indicate your rating. In the second section of the checklist please note your suggestions for improvement of the package.

1. Inappropriate for use in the preservice education of teacher-librarians	1 2 3 4 5	Appropriate for use in the preservice education of teacher-librarians
2. Incompatible with instructional strategies used in the preservice education of teacher-librarians	1 2 3 4 5	Compatible with instructional strategies used in the preservice education of teacher-librarians
3. Inappropriate length relative to time available for coverage of topic	1 2 3 4 5	Appropriate length relative to time available for coverage of topic
4. Not practical to implement	1 2 3 4 5	Practical to implement

Suggestions for Improvement

1. Appropriateness relative to preservice education of teacher-librarians:

2. Compatibility with instructional strategies:

3. Appropriateness of length:

4. Practicalities of implementation:

5. Other:

APPENDIX G

Student Appraisal Forms

STUDENT APPRAISAL OF INSTRUCTIONAL BOOKLET

Directions

Please evaluate the effectivess of the instructional booklet on the points listed below. Rate each item on the five point scale as indicated. Circle the appropriate number to indicate your rating. On page 2, please give your suggestions for improvement of the material.

Rating Scale

5 - Outstanding quality
4 - Better than average
3 - Average
2 - Below average
1 - Unacceptable

1.	Sequence of content	1 2 3 4 5
2.	Overall visual quality (layout)	1 2 3 4 5
3.	Writing style	1 2 3 4 5
4.	Level of language	1 2 3 4 5
5.	Use of headings/subheadings	1 2 3 4 5
6.	Adequacy of definitions and explanations	1 2 3 4 5
7.	Use of figures and tables	1 2 3 4 5

Suggestions for Improvement

1. Content: additions, deletions, changes.

2. Language: level, technical terms, definitions and explanations.

3. Presentation: style, organization, examples.

4. Other.

APPENDIX H

Correspondence

18 Yetman Drive
Mount Pearl, Newfoundland
A1N 3A8
April 18, 1986

Ms. Ann Cody
Library-Media Coordinator
St. John's R.C. School Board
Belevedere Lane
St. John's, Newfoundland

Dear Ann:

As per our recent conversation, I have enclosed material for your critical appraisal and comments. Also enclosed is background information to the reference booklet and an appraisal checklist. I would appreciate being contacted to provide any additional information or explanation which you may need.

Thank you for your assistance. I look forward to receiving, at your earliest convenience, your evaluation and suggestions for improving the booklet.

Yours sincerely,

Calvin W. Belbin

18 Yetman Drive
Mount Pearl, Newfoundland
A1N 3A8
April 18; 1986

Ms. Vicki Pennell
Library-Media Coordinator
Avalon Consolidated School Board
87 LeMarchant Road
St. John's, Newfoundland

Dear Vicki:

As per our recent conversation, I have enclosed material for your critical appraisal and comments. Also enclosed is background information to the reference booklet and an appraisal checklist. I would appreciate being contacted to provide any additional information or explanation which you may need.

Thank you for your assistance. I look forward to receiving, at your earliest convenience, your evaluation and suggestions for improving the booklet.

Yours sincerely,

Calvin W. Belbin

18 Yetman Drive
Mount Pearl, Newfoundland
A1N 3A8
April 18, 1986

Dr. R.T. Braffett
Director
Division of Learning Resources
Faculty of Education
Memorial University of Newfoundland
St. John's, Newfoundland

Dear Dr. Braffett:

As per our recent conversation, I have enclosed material for your critical appraisal and comments. Also enclosed is background information to the informational unit and an appraisal checklist.

Thank you for your assistance. I look would appreciate receiving your comments as soon as possible.

Please contact me if additional information or clarification is required.

Yours sincerely,

Calvin W. Belbin

18 Yetman Drive
Mount Pearl, Newfoundland
A1N 3A8
April 18, 1986

Mr. Art Forgay
Instructor
Division of Learning Resources
Faculty of Education
Memorial University of Newfoundland
St. John's, Newfoundland

Dear Mr. Forgay:.

As per our recent conversation, I have enclosed material for your critical appraisal and comments. Also enclosed is background information to the informational unit and an appraisal checklist.

Thank you for your assistance. I look would appreciate receiving your comments as soon as possible.

Please contact me if additional information or clarification is required.

Yours sincerely,

Calvin W. Belbin

18 Yetman Drive
Mount Pearl, Newfoundland
A1N 3A8
April 18, 1986

Ms. Jean Brown
Instructor
Division of Learning Resources
Faculty of Education
Memorial University of Newfoundland
St. John's, Newfoundland

Dear Ms. Brown:

As per our recent conversation, I have enclosed material for your critical appraisal and comments. Also enclosed is background information to the informational unit and an appraisal checklist.

Thank you for your assistance. I look would appreciate receiving your comments as soon as possible.

Please contact me if additional information or clarification is required.

Yours sincerely,

Calvin W. Belbin