

A SURVEY OF LIBRARY FACILITIES IN THE
NEWFOUNDLAND AND LABRADOR REGIONAL, CENTRAL AND
JUNIOR HIGH SCHOOLS

CENTRE FOR NEWFOUNDLAND STUDIES

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GEORGE AUGUSTUS HICKMAN

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A SURVEY OF LIBRARY FACILITIES IN THE
NEWFOUNDLAND AND LABRADOR REGIONAL, CENTRAL AND JUNIOR HIGH SCHOOLS

by

George Augustus Hickman

A Thesis
Submitted to the Faculty of Education
in Partial Fulfillment of the Requirements for the Degree of
MASTER OF EDUCATION

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

March, 1971

TO MY WIFE AND SON
WITHOUT WHOSE PATIENCE, UNDERSTANDING, AND ENCOURAGEMENT,
THE COMPLETION OF THIS STUDY WOULD HAVE BEEN IMPOSSIBLE

MEMORIAL UNIVERSITY OF NEWFOUNDLAND


The undersigned certify that they have read, and recommend to the Faculty of Education for acceptance, a thesis entitled "A SURVEY OF LIBRARY FACILITIES IN THE NEWFOUNDLAND AND LABRADOR REGIONAL, CENTRAL AND JUNIOR HIGH SCHOOLS" submitted by George A. Hickman in partial fulfillment of the requirements for the degree of Master of Education.

March 22, 1971

Dr. Frederick Buffett (Supervisor)

Internal Reader

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ABSTRACT

The basic assumption underlying the study was that high school students in the Province do not have access to library facilities which are sufficiently conducive to the advancement of the teaching-learning process, and a full program of library services would do much to enhance education generally. This investigation was specifically designed to accomplish two purposes: (i) to ascertain the strengths and weaknesses evident in a select number of Newfoundland and Labrador Regional, Central and Junior high school libraries, and (ii) to determine, as far as possible, the adequacy of these school library facilities, resources, expenditures and personnel by a comparison of these aspects with the quantitative standards recommended by the American Library Association.

The data for the study were obtained from responses to a questionnaire constructed by the investigator and a colleague, Norman Harris, who is engaged in a companion study, and mailed to principals of schools, chosen at random, in 24 Regional, 64 Central and 10 Junior High Schools in Newfoundland and Labrador. The questionnaire consisted of seven sections and solicited information on the status of school libraries with respect to identification data, print and non-print materials (this study was concerned with basically print-materials only), finance, physical characteristics, supervision, professional qualifications and maintenance, utilization, and general miscellaneous items of interest. Eighty-six percent of the respondents returned the questionnaire, completed in detail. The data were presented in descriptive and tabular form.

An analysis of the data confirmed the basic assumption that library facilities were inadequate in the high schools of the Province. Information

gathered indicated a dire need for improvement if students are to receive the obvious benefits of a full program of library services. Furthermore, a comparison with minimum standards recommended by the American Library Association revealed that the vast majority of schools failed to even approach these standards in terms of facilities, resources, expenditures and personnel. Generally, responses to the questionnaire indicated an increasing awareness of the importance of the school library as an integral part of the instructional program, but principals were hampered in their efforts chiefly by lack of funds to make the necessary improvements.

The five most important recommendations emanating from the study are: (1) the school library should become an instructional-materials centre containing the full range of both print and non-print materials; (2) a specific number of schools be chosen, brought up to recommended standards, and a full program of library services be instituted in an effort to demonstrate the advantages of such a program to all concerned; (3) efforts should be made to establish system-wide resource-centres which would also serve as major distribution centres; (4) not only should the Department of Education assume a leading role in the development of school libraries, but school boards should take a greater responsibility in this respect; and (5) in-service projects for teachers, administrators, librarians and students should be held on a regular basis to better acquaint them with the role of the school library in the teaching-learning process.

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Appreciation is expressed to Miss Lu Ouida Vinson, Executive Secretary, American Association of School Librarians, Miss Lura Crawford and Mr. Ted Johnson of the Oak Park and River Forest High School, Oak Park, Illinois, and Miss Peggy Sullivan, Director of the Knapp School Libraries Project for the invaluable assistance tendered to the writer while in Chicago conducting research for the thesis. Finally, to the members of the Department of Educational Administration at Memorial University of Newfoundland, to Mr. Norman Harris, author of the companion study, and to the principals who completed the questionnaire, sincere thanks for the co-operation and help which made this study possible.

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CHAPTER 1

THE PROBLEM AND THE PROCEDURE

I. INTRODUCTION

Man has always lived in a time of change. In fact, it might be unequivocally stated that the only constant in man's life is change. During the past three decades the conditions of life have been more altered than they were in the previous two thousand years. The decisive transition from ignorance to knowledge, from inefficiency to greater skill and productivity has generally been a delightful experience.

Education, too, has not been entirely immune to the infectious virus of change. In many instances, the word "change" ranks at the top of the educator's vocabulary today. While innumerable technological developments have brought new opportunities, they have also brought new problems, not the least of which is evident in the realm of school libraries. Unfortunately, the school library, essentially an invention of the twentieth century, has undergone relatively little change in the past fifty years and its development has been extremely slow. Now that there is more serious and constructive concern about education generally, the impact of change -- whether political, economic, cultural, or technological -- has necessitated a thorough re-examination of the role of the school library in the educative process. The importance of this role has been described by the American Association of School Librarians in the following manner:

Whatever form the soul-searching regarding the education of youth may take, sooner or later, it has to reckon with the adequacy of the library resources of the school. Any recommendations for the improvement of schools, currently receiving so much stress and attention can be fully

achieved only when the school has the full implementation of library resources, personnel, and services. This fact holds true for all multi-track curriculum, ability groupings in the subject areas, the expanded and intensified curriculum, the toughening of intellectual content in all courses, advanced placement and accelerated programs, the development of programs of critical thinking, the provision of a challenging education for all students no matter what their activities may be, ungraded elementary classes, and similar practices and proposals.¹

In recent years, educators have come to realize the importance of the availability of a rich source of reading materials in developing interests, habits of creative thinking and reading skills. It is now generally recognized by educational leaders that the school library is one of the most important requisites for high quality education. This point is emphasized by the American Association of School Librarians when it states that:

Through the school library, the many materials needed by the teachers and students can be supplied efficiently and economically, and their quality and suitability assured. Equally important, the school library program, embracing teaching, guidance, and advisory experiences, forms a unique and vital part of quality education.²

"Quality education," according to Rossoff, "is the new order of the day. This objective must inevitably favor the growth of school libraries on every level."³ It seems obvious, then, that a fundamental purpose of a school library is to help realize the objectives of the education program.

¹The American Association of School Librarians, Standards for School Library Programs (Chicago: The American Library Association, 1960), p. 3.

²Ibid., p. 4.

³Martin Rossoff, The Library in High School Teaching, (New York: H. W. Wilson Co. Ltd., 1961), p. 15.

To this end, the school library is an integral part of the instructional program of the school, and should not be set aside as only a supplement to other educational functions and activities. Thus, the objectives of the library program should be the same as those of the instructional program. One should not be divorced from the other.

In order to crystalize the importance of the school library in formal education, the current Standards for School Library Programs delineates the purposes of the library in the school.¹ Thus:

1. Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents, and other community members.
2. Provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals.
3. Stimulate and guide pupils in all phases of their reading, so they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.
4. Provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.
5. Help children and young people to become skillful and discriminating users of libraries and of printed and audio-visual materials.

¹The American Library Association, op. cit., pp. 8-9.

6. Introduce pupils to community libraries as early as possible and cooperate with these libraries in their efforts to encourage continuing education and cultural growth.

7. Work with teachers in the selection and use of all types of library materials which contributes to the teaching program.

8. Cooperate with other librarians and community leaders in planning and developing an overall library program for the community or area.

9. Participate with teachers and administrators in programs for continuing professional and cultural growth of the school staff.

In May, 1959, the Library Sub-committee of Alberta in its annual report asserted that . . . "the demands of the curriculum, of our society, of the ever-growing core of human knowledge, necessitates a far superior library service to that given in the past."¹ This contention is reaffirmed by Sisko who lists several recent trends in education which clearly emphasize the need for adequate library services in the school:²

1. Intensification of subject content, that is, teaching considerably more to students at an earlier age.

2. Implementation of the principles of ability grouping, acceleration and enrichment.

¹Govt. of Alberta, Report on Library Sub-Committee, Elementary School Curriculum of the Alberta Department of Education, (Edmonton: Department of Education, 1959), p. 3, in Robert R. Fisk, "A Survey of Leisure Reading in the Junior High Schools of Alberta," p. 11, (unpublished Master's Thesis, University of Alberta, Edmonton, Alberta, 1961).

²George R. Sisko, "A Survey of Centralized Library Services in Alberta Schools and Library Utilization in Senior High Schools", (unpublished Master's Thesis, The University of Alberta, Edmonton, 1967), p. 6.

3. Recognition that certain "strategies of inquiry" need to be fostered among students so that they will be prepared to think critically and to assimilate information themselves.

4. Verification that different learners acquire knowledge best through different learning materials.

These trends in education are currently making new demands on the resources of the school library. More than ever before, the library is becoming an integral part of the school. Indeed, current trends point towards the library becoming the "heart" or "hub" of the learning process -- a central block integrating all instructional materials to better serve the needs of the individual child.

Concept of the School Library as an Instructional-Materials Centre.

During the past two or three decades, it has been emphasized that the school library should be more than the traditional depository of books. The printed word is no longer regarded as the primary means for recording and transmitting knowledge. New ideas and techniques have been developed which are making important contributions to the teaching-learning process. In addition to books and other printed materials, a wide variety of audio-visual materials and equipment is readily available. The trend in recent years has been to combine the services of print and non-print materials to form an instructional-materials centre or "resource centre", as it is generally termed.

In fact, the concept of the school library as an instructional-materials centre has been recognized by the American Association of

School Librarians since 1956, when it stated, in part:¹

The American Association of School Librarians believes that the school library, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a centre for instructional materials. Instructional materials include books, the literature of children, young people and adults, other printed materials, films, recordings, and other newer media developed to aid learning The function of an instructional-materials centre is to locate, gather, provide and coordinate a school's materials for learning and the equipment required for the use of these materialstrained school librarians must be ready to co-operate with others and themselves serve as co-ordinators, consultants, and supervisors of instructional materials service on each level of school administration.

Gaver also believes that the school library should contain more than just printed materials:²

It must present a balance of new and old, standard and up-to-date, titles and a choice of materials on all subjects, both informational and recreational. Schools demand the widest variety of materials, readily available and usable and serviced to meet the needs of every aspect of the school program. The "essential" materials are textbooks, tradebooks, reference materials, pamphlets, magazines, newspapers, multi-dimensional nonprojected objects, audio materials, projected materials, transmitting media, community resources, and material produced by teachers and pupils.

In 1968, The Royal Commission on Education and Youth agreed with the necessity of instructional-materials centres when it stated that:³

... A School Library is more than books. It is a centre for individual and group learning where slides, filmstrips, pictures, pamphlets, maps, charts, records, as well as books may be found.

¹The American Association of School Librarians, op. cit., pp. 11-12.

²Mary V. Gaver, "Every Child Needs a School Library", (Chicago: The American Librarian Association, 1962), p. 4.

³Province of Newfoundland and Labrador, Royal Commission on Education and Youth, Vol. II, 1968, p. 27.

A wide acceptance of the school library being regarded as an instructional-materials centre is further accentuated by the National Study of Secondary School Evaluation in its 1960 edition of Evaluative Criteria which outlines the major purposes of the instructional-materials centre as being to:

... serve the established aims of the total education program by (1) providing a rich variety of materials, including books and other printed materials, recordings, still and motion pictures, filmstrips and other audio-visual materials and resources for use by teachers and students as individuals and in groups; (2) to offer leadership in developing techniques for the use of various materials by teachers and students; to make available facilities, services and equipment necessary for the selection, organization, and use of instructional materials, and (4) to furnish the facilities for, and assistance in, the production of instructional materials and displays.¹

J. L. Trump envisions the school of the future taking advantage of the team teaching approach of greater flexibility whereby students will spend approximately 40 per cent of their time in independent study, 40 per cent in large group instruction and 20 per cent in small groups.² Trump further stresses the value of technological aids such as films, TV, disc recordings, etc., in the teaching-learning process. To him, the school of the future will reflect the concept of the instructional-materials centre.³

¹National Study of Secondary School Evaluation, Evaluative Criteria, (Washington, D.C.: National Study of Secondary School Evaluation, 1960), p. 267.

²J. L. Trump, Guide to Better Schools, (Chicago: The Rand-McNally Co. Ltd., 1961), p. 42.

³Ibid., pp. 35-40.

In the Bulletin of the American Library Association, Trump expresses the viewpoint that the role of the library in his concept of instruction will become increasingly important. He writes:

School librarians will inevitably become involved in many changes now being urged on schools.... The library staff will be directly involved in servicing the independent study of students.... Librarians will play key roles in helping teachers decide how and when to use books along with a variety of electronic devices.... Librarians will be part-time members of teaching teams so their services can be closely related to the teaching-learning process.¹

Sisko agrees with Trump's suggestion that the librarian of the future will be both a professional and a technical expert. He concludes that ... "the librarian will not only be qualified to select materials and will know how and when to use them, but will also be skilled in the actual operation of specialized equipment."²

These views are also substantiated by Crocker who maintained that:

Not only has the traditional view of the library as a depository of books undergone radical change, but also has the role of the librarian as a custodian of books. The necessity for changes in both the training and attitude of the persons responsible for the organization of library materials is implied in the theory that the library is the nerve centre of the school in which the student should be motivated to independent study. The modern school librarian ... possesses the breadth of training which enables her to provide the services necessary for the most economical and effective teaching and learning.³

¹J. L. Trump, "Images of the Future for School Librarians", A.L.A. Bulletin, LV, February, 1961, pp. 129-31.

²Sisko, op. cit., p. 5.

³Oswald K. Crocker, "The Leisure Reading of High School Students in Newfoundland, Library Facilities in the Schools, and Home Background as Related to Reading", (unpublished doctoral dissertation, Indiana University, 1967), pp. 143-144.

However, if students are to be able to pursue knowledge on their own, if they are to become involved in independent study, then they must be provided with the facilities to do so. In a study of the system of secondary education in the United States, J. B. Conant, emphasizing the growing need for more individualized programs of study and greater challenges for the academically talented student, implies the necessity of more learning materials and facilities.¹

Again, according to the British Columbia Department of Education, a logical starting point for students to receive the kind of education they need today is in the school library:

A constantly changing social order has compelled realization of the library as an integral part of education. New curricula and modern methods of teaching make demands on education that can be met only by adequate library services in the school. The various functions of the school today, the great range of activities, curricular and extra-curricular, are integrated by the library. The entire organization is unified when the library gives vital service to all departments of the school.²

It is possible to conclude, then, that because students live in an age whose complexity grows ever greater, no one medium of communication is adequate. Each medium has its own particular strengths and weaknesses. It appears evident that the use of a wide variety of materials -- the multi-media approach to learning -- should be used. This latest approach to the organization of instructional materials is summarized by Gates

¹James B. Conant, The American High School Today, (New York: McGraw-Hill Co., 1959), pp. 40, 46, 96.

²British Columbia Department of Education, Library Manual for the Public Schools, (Victoria: The Department of Education, 1965), p.2.

and can be applied to the schools in Newfoundland and Labrador:

Thus, in a time when the school program calls for broad curricular offerings, attention to individual differences, and independent study and inquiry, all supported by a wide variety of resources, the library becomes the natural centre for learning. The school's emphasis on diversified learning experiences -- both printed and non-printed -- for all subjects and levels of ability, is giving actuality to the concept of the library as an instructional-materials centre.¹

The library, whether referred to as an instructional-materials centre or a resource centre, is an essential part of the school. If it is to be adequate, it should contain a complete range of materials including a wide selection of audio-visual aids, provision for large and small group study, and independent study carrels and separate work areas. Well equipped school libraries are incentives in encouraging students to aspire to greater heights in the learning process.

¹John Key Gates, Introduction to Librarianship, (Toronto: McGraw-Hill Co., 1965), p. 239.

II. STATEMENT OF THE PROBLEM

In view of what has been stated above, the question arises as to the adequacy of library facilities in the Junior, Regional, and Central High Schools of Newfoundland and Labrador. The basic assumption behind this study was that students in the Province do not have access to library facilities sufficiently conducive to the advancement of the teaching-learning process. In general terms, therefore, the problem was to gather data in order to secure some measure of the adequacy of school library facilities in the Junior and Senior High Schools and to thereby identify the strengths and weaknesses evident in these schools.

III. STATEMENT OF THE SUB-PROBLEMS

This study was designed, specifically, to accomplish the following purposes:

1. To ascertain, by means of a comprehensive questionnaire, the strengths and weaknesses in a select number of the Newfoundland and Labrador Regional, Central and Junior High Schools.
2. To determine, as far as possible, the adequacy of school library facilities, resources, expenditures, and personnel by a comparison of these aspects with the quantitative standards recommended by the American Library Association.¹

¹American Library Association, Standards for School Library Programs, (Chicago: American Library Association, 1960).

3. To determine the feasibility of an application of the philosophy, objectives, and techniques of the Knapp School Libraries Project in the Newfoundland Schools.

IV. DEFINITION OF TERMS

Junior High School. A school established within an area for the express purpose of accommodating all pupils in Grades VII, VIII and IX.¹

Regional High School. A school established within an area for the express purpose of accommodating all pupils in designated grades not lower than Grade IX.²

Central High School. A school established within an area for the express purpose of accommodating all pupils in designated grades not lower than Grade VII.³

Library Program. A curriculum plan designed for the operation and utilization of the existing school library facilities.

Instructional-Materials Centre. In this study, the instructional-materials centre refers to both the library and audio-visual facilities of the school. It describes the organization of instructional materials --

¹Government of Newfoundland and Labrador, An Act Respecting the Operating of Schools and Colleges in the Province, No. 68, 1969, p. 3.

²Ibid., p. 4.

³Ibid., p. 1.

whether classroom library or centralized library services. The term is used synonymously with that of "resource centre" and "materials-centre".

Instructional-Materials. Includes the print and non-print materials available in the school.

Instructional-Materials Staff. Includes librarians, both part-time and full-time, student assistants, as well as audio-visual personnel.

Knapp School Libraries Project. A five year project launched in the United States in 1963 by The American Association of School Librarians to demonstrate high quality library programs and to inform citizens and educators of the potential contributions of school libraries to the education process.

V. LIMITATION OF THE STUDY

This study is limited to a select number of Junior, Central and Regional high schools in the Province, and no attempt is made to study the primary and elementary schools. The investigator feels, however, that the findings presented are representative of the present situation existing in the school libraries throughout the Province since a process of randomization was used in selecting the schools, and the number of returns to the questionnaire was high.

VI: ORGANIZATION OF THE STUDY

Chapter I has identified the problem and the need to determine and to evaluate the library services in the Newfoundland and Labrador schools. Chapter II presents a review of literature related to the study. Chapter III outlines the procedures employed in conducting the surveys and indicates how the data were treated. A descriptive analysis of the data is presented in Chapter IV. Chapter V evaluates the adequacy of facilities, resources, expenditures, and personnel in terms of the standards recommended by the American Library Association. Finally, Chapter VI summarizes the findings of the study, draws some conclusions, and offers some recommendations to improve existing conditions in school libraries.

CHAPTER II

A REVIEW OF THE RELATED LITERATURE

I. INTRODUCTION

Any review of the current literature in education indicates that the services of a school library are vital to all aspects of the school program. If the curriculum is to be developed in terms of the needs, interests and abilities of the student, the school library must be broad enough in scope to adequately cope with these differences. Holmes believes that the pervading purpose of the school library is to serve the school and its children in the most beneficial way possible:

There is no line which differentiates the work of the library from that of the school as a whole. The school library is an integral part of the school; their purposes are one. The goals of the school library must therefore be consistent with the best in educational thought and practice and rooted in the developmental growth processes of children and youth. School library standards must reflect the significant role a good school library program plays in the life and work of the school, if we are to have the best in education for our children.¹

Five years ago, Andrews asserted that there was a desperate need for a closer examination of what he terms the "New Look" in school libraries.² This is where the library becomes ... "an effective organ in the total development of the child."³ It (the New Look) emphasizes the need for a greater range of learning resource materials to cope with different ranges of interest and ability.

¹Doris F. Holmes, "Standards are Goals", The American Library Association Bulletin, Vol. 54, No. 2, February 1960, p. 119.

²Clifford Andrews, "The New Look in School Libraries," Newfoundland Teachers' Association Journal, Vol. 56, No. 5, February 1965, p. 15.

³Ibid., p. 16.

Murphy points out that ... "teachers have always needed print, sound and picture materials to broaden and extend the range of learning experiences. Such materials are vital to the teaching-learning process."¹ Any evaluation of a school program, then, must be made in terms of the availability and utilization of educational media services which includes a full range of print and non-print materials.

II. SURVEY OF ACADEMIC LIBRARIES

The principal source of information for the review presented in this study is that published by the Dominion Bureau of Statistics.² Beginning in 1963-64, D.B.S. did not confine its survey of centralized school libraries to school boards and centres of 10,000 population and over, as was the case in earlier studies. Consequently, in order to obtain an overview of the status of centralized school libraries in Canada, the writer relies heavily on D.B.S. reports.

A centralized library, according to D.B.S. standards, is one which ... "is administered as a unit, located in one place, at least as large as a classroom, and provides books and other materials for the use of all the pupils and teachers of the school, and is used as a library at least 90% of the time."³ Excluded from the surveys were separate classroom collections, teacher collections and book collections administered by the public library authorities and located in the school.

¹Gerard Murphy, "The Librarian and Instructional Materials," N.T.A. Journal, Vol. 61, No. 2, December 1969, p. 7.

²Dominion Bureau of Statistics, Survey of Libraries, Part II. (Academic Libraries, 1966-67), p. 4. (Hereafter referred to as D.B.S.)

³Ibid., p. 37.

Of the 3,271 returns, centralized libraries were distributed as follows: 23.8 per cent in secondary schools, 7.0 per cent in intermediate or junior high schools, 17.0 per cent in elementary-secondary schools, and 52.2 per cent in elementary schools. Centralized libraries were found in 96.7 per cent of the secondary schools, 85.4 percent of the intermediate or junior high schools, 69.9 per cent of the elementary-secondary schools and 36.6 per cent of the elementary schools.¹

The total number of books in all libraries reporting in 1966-67 was 12,512,605² compared with 9,998,900 in 1965-66, 7,585,163 in 1964-65, 7,625,832 in 1963-64 and 5,769,007 in 1962-63.³ The number of books per student in 1966-67 was 5.5⁴ compared with 5.2 in 1965-66⁵, 5.1 in 1964-65, 5.2 in 1963-64, and 4.8 in 1962-63.⁶ These statistics are presented in Table 1.

TABLE 1: Total Number of Books per Student, 1963-67, According to the D. B. S. Survey.

Year	No. of Books	Books per Student
1966-67	12,512,605	5.5
1965-66	9,998,900	5.2
1964-65	7,585,163	5.1
1963-64	7,625,832	5.2
1962-63	5,760,007	4.8

¹D.B.S., op. cit., p. 37.

²Ibid., p. 37.

³D.B.S., Survey of Academic Libraries, Part II, 1964-65, p. 38.

⁴D.B.S., op. cit., p. 37.

⁵D.B.S., Survey of Academic Libraries, Part II, 1965-66, p. 35.

⁶D.B.S., Survey of Academic Libraries, Part II, 1964-65, p.

Table II provides information regarding payments for school library materials per pupil served. The figures ranged from \$0.76 in Newfoundland as compared to \$5.52 in Saskatchewan, \$5.39 in Ontario, \$4.97 in British Columbia, \$4.29 in Manitoba, \$3.64 in Alberta, \$1.77 in Quebec, \$1.20 in New Brunswick, \$1.03 in Nova Scotia and \$3.29 in Prince Edward Island.¹

TABLE II: Per Pupil Expenditure for School Library Materials in each of the Canadian Provinces, According to the D. B. S. Survey.

Province	No. of Schools Reporting	Enrollment	Payments for Materials per Student Served
Newfoundland	140	23,964	\$0.76
Prince Edward Island	8	4,099	3.29
Nova Scotia	152	71,895	1.03
New Brunswick	93	42,923	1.20
Quebec	--	656,912	1.77
Ontario	2,747	1,189,585	5.39
Manitoba	417	156,302	4.29
Saskatchewan	1,089	233,201	5.52
Alberta	601	205,848	3.64
British Columbia	1,325	435,511	4.97

¹D. B. S., op. cit., p. 38.

Of the 140 schools reporting in Newfoundland, 57 indicated they contained centralized libraries and 17 of these had audio-visual materials. The total number of books in these libraries numbered 36,576 with 138 periodical subscriptions. The following table, adopted from the D.B.S. survey, compares the Newfoundland situation with that of the Canadian provinces.¹ These figures are shown in Table III.

Table III: Number of Centralized Libraries and total number of Books and Periodicals, According to the D. B. S. Survey.

Province	No. of Schools Reporting	No. with Centralized Libraries	No. of Books	No. of Periodi- cals	No. Containing Audio-Visual Materials
Newfoundland	140	57	36,576	138	17
Prince Edward Island	8	8	19,252	117	1
Nova Scotia	152	75	137,190	613	24
New Brunswick	93	58	111,142	402	12
Quebec	--	--	3,074,214	3,431	--
Ontario	2745	1195	3,530,573	17,189	505
Manitoba	417	178	656,551	3,406	104
Saskatchewan	1089	584	1,450,602	3,693	434
Alberta	601	382	987,757	3,236	116
British Columbia	1325	734	3,508,748	12,824	273

¹D.B.S., op. cit., p. 38-40.

Library Services in Alberta Schools

In 1957, the Alberta Department of Education supported a survey of rural and urban school libraries which was conducted by the Library Subcommittee of the Elementary School Curriculum Committee.¹ The data collected showed that of the 390 rural schools with two or more classrooms, only 37.4 had space allocated for a central library.² In rural schools of six or more classrooms, 50.9 per cent of the 224 schools, of all levels, had centralized libraries, while in the 204 elementary-secondary and secondary schools, 52.0 per cent had centralized libraries. Only three schools had full-time librarians, three had half-time librarians, and not one librarian had a library degree with only eight having courses in library science.³

The data reported for urban schools revealed a similar picture to that for rural schools. Again, 52.8 per cent of 180 public schools of all levels had centralized libraries and of the 71 elementary-secondary and secondary schools, 76.1 per cent had centralized libraries. There were six schools with full-time librarians, one half-time librarian, and two librarians possessed a professional library degree.⁴

A second study selected for review of the status of Alberta School

¹Library Subcommittee, Elementary School Curriculum Committee, Report on the Library Subcommittee, (Edmonton: Department of Education, 1959, mimeographed) in G. E. Sisko, "A Survey of Centralized Library Services in Alberta Schools and Library Utilization in Senior High Schools," (M.Ed. Thesis, Univ. of Alberta, 1967), p. 33.

²Ibid., p. 33-37.

³Ibid., p. 33-37.

⁴Ibid., p. 34-38.

Libraries was that of Layton's.¹ This study incorporated the findings of the 1958 study above and compared the quantitative findings with American Library Association standards. It was found that the findings fell far short of American Library Association standards in the areas of personnel, quarters, book selection and grants.² Layton concluded that "the school library program has not kept pace with new developments in education."³

In 1964, Sisko, in order to determine any changes in the status of school libraries, employed the use of three questionnaires. These were distributed to school systems, schools and teachers respectively to ascertain trends in libraries from 1957 to 1964.⁴ A brief summary of his findings is presented here.

Although Sisko's investigation proved that considerable improvements had been made in Alberta school libraries, the majority were still far from meeting American Library Association standards. Whereas in 1957, centralized libraries occurred in 32.0 per cent of the schools, Sisko's study showed that centralized libraries were provided in 51.1 per cent of the schools.⁵ However, the investigator felt that the declaration of

¹Robert B. Layton, The Library Program of the Edmonton Public School System, (unpublished Master's Thesis, Univ. of Washington, Seattle, 1961) in G. E. Sisko, "A Survey of Centralized Library Services in Alberta Schools and Library Utilization in Senior High Schools" (unpublished Master's Thesis, Univ. of Alberta, Edmonton, 1967), p. 37-38.

²Ibid., p. 38.

³Ibid.

⁴George E. Sisko, op. cit., p. 15.

⁵Ibid., p. 173.

centralized libraries in some schools was questionable because an examination of many revealed that "the so-called central libraries were extremely limited in area or were located in parts of the school which had primary functions other than library service."¹

The library stock in 1964 was averaged at 5.69 volumes per pupil -- about one-half of that recommended by American Library Association standards. Reference materials were deficient and Sisko revealed that the mean library book expenditures had increased slowly from \$2.00 to \$2.50 in rural systems and from less than \$1.50 to \$2.25 in large urban districts since 1957.²

The most serious deficiency, however, in school library facilities in 1964 was the lack of qualified library personnel.³ This work was done mainly by regular classroom teachers, some of whom had reduced work loads.

As far as library utilization was concerned, over 60 per cent of the teachers responding to the questionnaire stated that they did not permit students to visit the library during regular class periods. Sisko concluded that many school libraries in 1964 were still ... "primarily dispensers of books,"⁴ and urged that more emphasis must be placed upon making the library an essential part of the instructional program of the school.⁵

¹George E. Sisko, op. cit., p. 195.

²Ibid., p. 195-196.

³Ibid., p. 196-197.

⁴Ibid., p. 200-201.

⁵Ibid., p. 202.

IV. LIBRARY SERVICES IN NEWFOUNDLAND SCHOOLS

"It is time for a radical change in our concepts and philosophy relative to school libraries,"¹ states Andrews in an article to the Newfoundland Teachers Association Bulletin in 1965. Furthermore, he asserts, "...the function of the school library and the vital significance that it can have on the learning processes have not yet become an integral part of the thinking of the majority of educators in this province."²

Shea supports Andrews when he contends that there has been no real plan for promoting library service in Newfoundland schools.³ He strongly suggests that immediate steps be taken to develop an effective program of library service.⁴

Davis agrees with these contentions when she states that:

Our sights must be raised in this province if we are to bring the level of education up to acceptable standards. Every school must have access to what is now called a Resource or Media Centre complete with print and non-print materials and the technology to operate the set up.⁵

In recent years concern has increased over the low standard of library services in Newfoundland schools. However, prior to Brett's study in 1964⁶, statistics were rather limited. An examination of Brett's

¹Clifford Andrews, "The Future of School Libraries", N.T.A. Journal, Vol. 57, No. 1, October 1965, p. 14.

²Ibid., p. 13.

³P. V. Shea, "Programme for Libraries in Newfoundland Schools", N.T.A. Journal, Vol. 59, No. 1, October, 1967, p. 46.

⁴Ibid., p. 48.

⁵Sally M. Davis, "Meet Your Supervisor of School Libraries", N.T.A. Journal, Vol. 61, No. 2, December 1969, p. 18.

⁶Betty M. Brett, "A Survey of the Leisure Reading of Grade Nine Students in Central High Schools of Newfoundland", (M.Ed. Thesis, Univ. of Alberta, Edmonton, 1964), pp. 154-156.

survey reveals that of the 250 grade nine students (125 boys and 125 girls) who responded to the questionnaire, 88 per cent indicated that some books were available in the school for leisure reading.¹

According to Brett, in September 1963, there were fifty-seven central high schools in the province. Of this number, sixty per cent contained more than five classrooms and were designated Type A schools. Schools with five or fewer classrooms were classed as Type B.² Responses to questions on school libraries indicated that 76 per cent of Type A schools and 72 per cent of Type B schools possessed a central library, and 8 per cent were reported to possess no library facilities.³ In 72 per cent of Type A and 36 per cent of Type B schools the library area was large enough to accommodate a class.⁴ However, regular use of the library was limited in Type A schools to 64 per cent and in Type B schools to 40 per cent. Furthermore, only 20 per cent of the former made provision for weekly library class periods and no Type B schools had such an arrangement.⁵

The collections of books in 37 schools reported by Brett totalled 16,400 volumes for an average of 443 per school.⁶ This resulted in an average number of books per student of 2.7 as compared with a minimum of

¹Betty M. Brett, op. cit., p. 51.

²Ibid., p. 40.

³Ibid., p. 104.

⁴Ibid., p. 106.

⁵Ibid., p. 106.

⁶Ibid., p. 106-107.

ten books per student as recommended by the American Library Association¹ and 30 books per student in a school of 300 or less as recommended by the Canadian School Library Association.²

Brett found that in 40 per cent of the schools, books were chosen by the joint efforts of the principal and teachers; while in 26 per cent of the schools this task was performed by the principal only, and in one school the chairman of the school board made all selections.³

The lack of school library personnel was obvious from Brett's findings. No school employed a full-time or part-time librarian. Library supervision was mainly the responsibility of the teachers and student prefects.⁴

In addition to determining the extent of the leisure reading of high school students in the Province, and the relationship between home background and reading, Crocker was concerned with the adequacy of school libraries as well. Data were obtained on the status of libraries in 184 schools. This number included all the regional high schools, 62 per cent of the central high schools, and a large number of all grade schools containing high school students.⁵

¹The American Library Association, op. cit., p. 24-25.

²The Canadian School Library Association, Standards of Library Service for Canadian Schools, (Toronto: Ryerson Press, 1967), p. 52.

³Betty M. Brett, op. cit., p. 108.

⁴Ibid., p. 108-109.

⁵Oswald K. Crocker, op. cit., p. 149-154.

Of the 184 schools contained in Crocker's sample, 103 or 56 per cent reported that they possessed separate library quarters.¹ However, responses to other questions indicated that the actual number of 'functional' school libraries was much smaller than this. This is illustrated in that only 81 schools had chairs in the library and 45 had card catalogues.² In addition, in 62 schools the area designated for the library was less than 400 square feet, less than 200 square feet in 38 schools and in 17 schools less than 100 square feet.³ Thus, no school approached the minimum of 30-35 square feet per student as recommended by the American Library Association standards.⁴

Crocker pointed out that no schools with an enrollment of over 200 approached the American Library Association standard of 6,000 - 10,000 books, and only one school contained more than 2000 volumes.⁵ He summarizes the book collection findings as follows:

In general, there was little evidence of careful and systematic collection of school library materials. A total of 128 schools had none of the bibliographical references used in choosing books for the school library Forty-four of the schools had no encyclopedias, while 48 had at least four of the multi-volume encyclopedias. Over half the schools had no references on mythology and folklore, and few had any references on the fine arts For the pupils in 37 of the schools, no books of fiction were available; in 94 the number was less than 100; and in 129 schools the number of books of fiction available

¹Oswald K. Crocker, op. cit., p. 156.

²Oswald K. Crocker, "Leisure Reading by High School Students in Newfoundland", (N.T.A. Journal, Vol. 57, December 1967, No. 2), p. 62.

³Oswald K. Crocker, op. cit., p. 157.

⁴The American Association of School Librarians, op. cit., p. 119.

⁵Oswald K. Crocker, op. cit., p. 159-160.

to the pupils was less than 200. Few schools had given any attention to the problem of providing suitable books for slow readers.¹

It was also contended by Crocker that there was a lack of suitable magazines available. Students in 45 schools had no access to the current periodicals listed in the questionnaire. Also, there was an obvious lack of professional books and magazines for teachers, but a few schools had begun to build a collection.²

The situation regarding the employment of professional librarians in Newfoundland was desperately inadequate. Of the 184 schools in Crocker's study, only three schools employed full-time librarians.³

Crocker concluded, then, that library facilities in Newfoundland schools were most inadequate. In a summary of his findings he states that "probably not more than 10 per cent of the schools have separate library quarters which are truly functional." According to Crocker, this means that "... the Provincial Department of Education must assume a greater share of responsibility not only for financing, but for all aspects of school library development."⁴ Indeed, only two schools approached the standards recommended by the American Library Association with respect to facilities, materials and equipment.⁵

¹Oswald K. Crocker, "Leisure Reading by High School Students in Newfoundland", (N.T.A. Journal, Vol. 57, December 1967, No. 2), p. 62-63.

²Oswald K. Crocker, op. cit., p. 173-175.

³Ibid., p. 179.

⁴Oswald K. Crocker, "Leisure Reading by High School Students in Newfoundland" (N.T.A. Journal, Vol. 57, No. 2, December 1967), p. 29.

⁵Oswald K. Crocker, op. cit., p. 200.

Submissions to the Royal Commission on Education and Youth revealed that library facilities in many Newfoundland schools were far below minimal standards. In many schools there were no spaces allocated at all for school libraries; in others space planned for school libraries had been converted into classrooms. In some schools where libraries existed, they were reported to be freely accessible to students; whereas in others, accessibility and utilization were at a very low level.¹

Furthermore, an overview of school library facilities in towns and cities of over 10,000 across Canada, as illustrated in Table IV, reveals that Newfoundland falls far short of other Canadian provinces. In the 13 libraries reported in the survey, there were fewer than two books per pupil in Newfoundland as compared to figures ranging from 3.5 to 6.7 in other Canadian provinces. In addition, in 1962-63 no school in Newfoundland employed a professional librarian.²

The Royal Commission concluded that ... "Newfoundland School libraries demonstrate a remarkable ignorance of the truly amazing variety of books now available."³

¹Province of Newfoundland and Labrador, Report of the Royal Commission on Education and Youth, (St. John's, Newfoundland, Vol. II), p. 28.

²D.B.S., Education Division, Survey of Libraries, 1963. (Part I: Public Libraries, Ottawa: Queen's Printer, 1965), p. 53.

³Province of Newfoundland and Labrador, op. cit., p. 31.

TABLE IV: Centralized School Libraries in Centres of 10,000 or more, 1963, According to D.B.S. Survey.

Province	No. of Libraries	No. Enrolment Served	Volumes	Volumes Per Pupil	Profes- sional Libraries	Total Public School Enrolment 1963-64
Nfld.	13	6,554	9,657	1.47	--	141,808
P.E.I.	8	4,459	22,440	5.03	1	28,022
N.S.	60	32,962	116,659	3.54	8	194,410
N.B.	36	22,947	86,002	3.75	3	158,574
Que.	831	388,941	2,066,543	5.31	60	1,250,628
Ont.	554	421,232	1,882,528	4.47	55	1,597,374
Man.	65	42,573	267,211	6.28	5	212,644
Sask.	65	27,557	185,226	6.72	10	225,197
Alta.	230	114,967	649,692	5.65	7	342,700
B.C.	205	151,001	798,744	5.29	30	369,872
Total	2,067	1,213,193	6,084,702	5.02	179	4,538,869

School Library Survey

In the fall of 1969, Mrs. Sally Davis, Supervisor of School Libraries in the Department of Education,¹ conducted a survey to ascertain the general condition of school libraries in the Province. One thousand questionnaires were mailed and 408 or 40.8 per cent responded. Because the percentage of responses was relatively low, generalizations must be somewhat guarded. The survey does, however, increase the reader's knowledge of the status of school libraries because of the geographical areas and types of schools represented. Of the 408 schools which responded, 155 had an enrollment of less than 300, and 66 contained from 301 - 500 students. Forty schools showed an enrollment of 500 - 1000 students, and only 8 exceeded 1000. This information is shown in Table V.²

TABLE V: Number and Percentage of Returns in the School Library Survey.

Enrollment	No. of Returns	% of Returns
Under 150	155	38
151 - 300	139	34
301 - 500	66	16
501 -1000	40	10
Over 1000	8	2

¹Sally M. Davis, Report of School Library Survey, (St. John's, Department of Education, April, 1970), p. 3.

²Ibid., p. 1.

Table VI shows that 245 or 60 per cent of the respondents in the Davis survey possessed centralized libraries, while 40 per cent had no centralized library service. Sixteen per cent of schools with centralized libraries, or a total of 40 schools, also contained classroom libraries.¹

TABLE VI: Number and Percentage of Centralized Libraries and Classroom Libraries in the School Library Survey.

Types of Library Service	Number	Per Cent
Centralized Libraries	245	60
No Centralized Library	163	40
Centralized Library plus Classroom Library	40	20
Total Number of Respondents	408	

However, physical space in the above libraries was limited to classroom size in 70 per cent of the schools and smaller than that in 16 per cent. Only six schools reported that they contained libraries larger than regular classroom size.² These figures are shown in Table VII.

¹Sally M. Davis, op. cit., p. 2.

²Ibid., p. 3.

TABLE VII: Size of School Libraries in the Davis Survey.

	Number	Per Cent
Classroom Size	286	70
Smaller than Classroom Size	65	16
Larger than Classroom Size	25	06
No Response	32	08
Total	408	100

The spaces allocated for school libraries were declared to be too small by 56 per cent of the respondents, but 38 per cent reported that theirs was adequate for at least five years.

The book collection was limited to less than 500 in 204 of the schools; from 500-1000 in 78 schools; and 93 contained more than 1000 books. Table VIII presents this information in greater detail.

TABLE VIII: Number of Books in the Davis Survey.

Books	No. of Responses	% of Responses
Less than 500	204	50
500 - 1000	77	19
1000 or more	94	23
No Response	33	08

The magazine collection for student use appeared ridiculously low as 318 schools subscribed to less than 5 publications. Of the 408 schools, only 21 schools contained more than from 10-20 magazines.

Selection of books for the school library was done in 46 per cent of the schools from using publisher's catalogues and in 20 per cent from Basic Booklists. Twelve per cent reported use of the booklist provided by the Department of Education and 14 per cent indicated other measures. Greater detail is given in Table IX.

TABLE IX: Method of Selection used for Materials and Number and Percentage of Responses in the Davis Survey.

Method of Selection	No. of Responses	Percentage
Publisher Catalogues	188	46
Department of Education Booklist	49	12
Basic Booklists	82	20
Other	57	14
No Response	32	8
Total	408	100

No system of organization of library materials was present in 249 of the 408 schools and 38 per cent reported that their library contained no card catalogue.

Qualifications of the library personnel bear notice. Seventy-two per cent of 294 teachers had no training in library science; 57 had three courses or less; 12 had more than three courses; and 8 possessed a degree in library science.

TABLE X: Qualifications of the Library Personnel in the Davis Survey.

Qualifications of Library Personnel	Number	Percentage
No courses in Library Science	294	72
3 courses or less	57	14
More than 3 courses	12	03
Degree in Library Science	8	02
No Response	37	09

Grants for School Libraries in Newfoundland

The policy of financial assistance to school boards for the establishment of and improvements in school libraries in Newfoundland commenced in 1958. This provided for an annual grant of \$50.00 for schools of 1-3 rooms; \$100.00 for schools of 4-10 rooms; and \$200.00 for schools of over 10 rooms.¹ Such an arrangement, which is shown in Table XI continued until June, 1969.

¹Newfoundland Department of Education, The Education (Remuneration of Teachers and Grants to Boards) Regulations, 1958.

TABLE XI: Library Grants 1958-1969.

No. of Rooms	Amount of Grant
1 - 3	\$50.00
4 - 10	100.00
Over 10	200.00

"In comparison with the standards of the American Library Association," asserts Crocker, "this financing is totally inadequate."¹ In spite of this lack of funds, however, a brief submitted to the Royal Commission on Education and Youth by Grolier of Canada Limited noted that many schools failed even to apply for the grants that were available.

"... In 1964-65, 37.1 per cent of Newfoundland schools failed to take advantage of the grant. Only 511 of 845 schools with one, two, or three classrooms received the grant, compared with 211 of 340 schools with four to ten classrooms."²

With the advent of the legislation passed in 1968 and 1969 relating to the reorganization of the Department of Education at all levels, the policy with respect to library grants changed. In November, 1969, a press release by the Minister of Education announced that a new formula had been developed for the payment of operational grants to

¹Oswald K. Crocker, op. cit., p. 187.

²Grolier of Canada Limited, A Brief presented to the Royal Commission on Education and Youth, Report of the Royal Commission on Education and Youth, Vol. 2, 1968, p. 29.

boards of education in Newfoundland and Labrador. This formula was based on the number of students under the jurisdiction of each board with an identical amount being paid in respect of each pupil concerned.¹ (From the statistics available, it was determined that the grant would amount to \$51.50 per pupil per year.) In effect, then, library grants (also science grants, commercial grants, and domestic science grants) were no longer available as such. The new arrangement was designed whereby a proportion of per capita grant could be used for these purposes if desired.

However, with the integration and consolidation of schools, a number of Boards, especially those which operated larger schools, appeared to have suffered a disproportional loss compared with the amount they formerly received. Accordingly, recent legislation provides a revised scheme of grants to school boards with special reference to library materials. Under Regulation 3, sub-paragraph e, an amount of \$5.00 is now allocated per student with the clear understanding that this ... "shall be used by a school board for the purpose of instructional resource materials."² While still insufficient, this amount represents a substantial increase over the 1958-1959 grant and should have a positive effect in raising the standards of school libraries in the Province.

¹F. W. Rowe, a press release respecting ... the Payment of Operational Grants to Boards of Education in Newfoundland and Labrador. November, 1969.

²Government of Newfoundland and Labrador, Department of Education, The School Boards (Allocation of Moneys) Regulations, 1970, p. 1-5.

V: STANDARDS FOR SCHOOL LIBRARY PROGRAMS

In 1960, a committee of members of the American Association of School Librarians, a division of the American Library Association, with the cooperation of twenty national professional and lay organizations, produced the Standards for School Library Programs.¹ Superintendents, principals, school board members, curriculum and audio-visual supervisors, and citizens interested in quality education were represented on the committee.

Based on extensive research and study of libraries in hundreds of schools, the standards developed provide highly descriptive guides and specifications for personnel, materials and facilities, and more generalized observations regarding program. Emphasis is placed on the principles of policy, administration and organization that can make the library an integral part of the school program. Thus, the standards provide a useful instrument for evaluating existing library facilities and programs and for formulating immediate or long-range plans for school library development.

From a qualitative viewpoint, the Standards' emphasis is on programs and the cooperative efforts of administrators, librarians, and teachers in providing quality education for children.

"The primary purpose of the Standards", according to Henne and Ersted, "is to describe the school library services needed to provide quality education for children and young people and to present guidelines

¹The American Association of School Librarians, op. cit., (Hereafter referred to as Standards).

for developing school library programs of this nature ..."¹. On the one hand, then, the qualitative aspects outlined in the Standards attempt to focus on the development of library programs that contribute directly and effectively to the achievement of the objectives of the school. Principles, policies, and practices are outlined in such a manner that they can be conducive to the creation of a comprehensive and active school library program.

In terms of instructional materials, equipment, finances, personnel, and quarters, the quantitative standards are depicted in relation to size and type of school. In a review of the Standards, Weise points out that the charts and tables which outline the goals for staff, budget, and equipment may pose some difficulty in interpretation and ease of reading.² In this report, then, the quantitative standards are scattered throughout the book in order to relate them to particular programs and size of school. This could mean, according to Weise, that ... "Basing charts and tables for facilities and equipment on these scattered statements will prove frustrating for anyone wanting to use such a method with architects and administrators."³ This means that it is important to realize that the Standards places emphasis on the total school program and is meant to be read and interpreted in its entirety.

The writer feels, however, that a limitation of the Standards lies in the fact that it omits specifications for materials and facilities

¹Francis Henne and Ruth Ersted, On Using Standard for School Library Programs, (American Library Association Bulletin, Vol. 54, No. 2, February, 1960), p. 124.

²Bernice Weise, Standards for School Library Programs Reviewed, (Wilson Library Bulletin, Vol. 34, No. 10, 1960), p. 725-729.

³Ibid., p. 725.

necessary for schools catering to the physically handicapped and special education, or opportunity class children.

Generally, the Standards provide a valuable source for increasing the awareness of educators of the importance of the library in the total education process. They endorse and subscribe to the philosophy that the implementation of their recommendations is essential to quality education.

VI: THE KNAPP SCHOOL LIBRARIES PROJECT

School Library Services in the United States in the early 1960's.

In the early 1960's, the picture of school library service in the United States contained more black spots than it should have, according to one detailed study by Gaver.¹ Her study revealed that many hundreds of schools contained no centralized libraries at all. However, most high schools did have centralized library service, but, even so, 3.33 per cent lacked the services of a school librarian. The elementary schools were even less well served than the high schools. In most elementary schools there was neither a centralized library collection nor a school librarian. Only 25.8 per cent of the elementary schools were served by a trained librarian, and the average number of books per child was far below the recommended standards.

In a comprehensive study entitled "The School Development Project", Kennon and Doyle revealed efforts conducted by the American Library Association to encourage and assist state and local groups in implementing the 1960 national standards, set forth in Standards for School Library Programs.² Funds for the study were provided by a grant of \$100,000 to the American Library Association by the Council on Library Resources Inc.³ The immediate objectives were:

¹Mary V. Gaver, "Every Child Needs a School Library", an address given to The American Library Association, Chicago, Illinois, 1962, p. 7.

²M. F. Kennon and L. A. Doyle, Planning School Library Development, (Chicago, Illinois: The American Library Association, 1960).

³American Association of School Librarians, op. cit.

To promote wide knowledge and understanding of the national standards; demonstrate a team approach for librarians, other educators and citizens in implementing the standards; develop plans and techniques for use in school library development; and promote the adoption in each state, of sound standards for school libraries.

This project concluded that much more work and money were needed to provide good library programs. It was felt that with good leadership and careful planning, based on a knowledge of the nature of good library service and the needs and opportunities which existed, rapid progress could be made.

Acceptance of the Standards for School Library Programs¹ was prompt and positive, but implementation was slower. The need for demonstration libraries where excellent library service might be observed became apparent. There was also some need for some evidence of the impact of a quality library program on the instructional program of the school. Still another need was that of providing continued rapport between schools developing instructional materials centers and the teacher-education institutions where the future teachers of schools with improved facilities were receiving their training.

The Knapp School Libraries Project

A. Origin of the Project

Following the publication of the results of the above and other studies, it became painfully obvious that the greatest stimulus to the development of school libraries would be an effective demonstration program, providing for administrators, teachers, parents, and all citizens

¹American Association of School Librarians, op. cit.

an opportunity to see a good school library program in action.

This need was underscored in an article written for National Library Week, 1962, entitled: "Is Your Child a Victim of the Library Gap?"¹ The article cited some of the woefully inadequate library collections in schools throughout the United States, pointed out the many innovations and new demands of education which were making school libraries more needed than ever, and referred to the surprising inequalities which often made the secondary school libraries of a school district far superior to elementary school libraries in the same district.

This article brought the problem to the attention of the president of a large insurance and lithographing company in New York -- The Knapp Foundation, Inc. From its beginning in 1929, the Foundation had concerned itself with a wide variety of projects and monetary gifts for health, welfare, and education. The result was an invitation to the American Association of School Librarians to submit a proposal to the Foundation that would demonstrate high quality library programs and would inform citizens and educators of the potential contributions of school libraries.

B. Financial Grant

A concerted national effort began in the fall of 1963 when the trustees of the Knapp Foundation Inc. made a grant of \$1,130,000 to the American Library Association to support a five-year project of the American Association of School Librarians, ... "to demonstrate the educational value of a full program of school library services."²

¹National Library Week Committee, "Is Your Child a Victim of the Library Gap?" in Peggy Sullivan, (Ed.), Realization: The Final Report of the Knapp School Libraries Project, (Chicago: The American Library Association, 1968), p. 6.

²Sara I. Fenwick, "Knapp Foundation Awards A.A.S.L. Million Dollar Grant", School Libraries (Chicago: The American Library Association, January 1963), p. 11-12.

C. Objectives

The Knapp School Libraries Project was designed, then, to demonstrate a very good school library program in action in different parts of the United States. The Project called for the establishment of school libraries as examples of the kind of programs recommended in Standards for School Library Programs. The aim of each demonstration school was to show how a good school library operates and how it contributes to the school's total instructional program. Special emphasis was placed on the promotion of improved understanding and use of library resources on the part of teachers and administrators by making the demonstration situations available to planned participation by faculty and students of teacher-education programs in nearby colleges, and by providing guidance and encouragement for educators in the development of their own library programs. Such study was made possible by planning for visits of teams of administrators, board members, teachers, librarians, civic leaders and interested parents for intensive observation, demonstration and consultation.

Peggy Sullivan, Director of the Project, has summarized the objectives as follows:

1. To demonstrate the educational value of school library programs, services, and resources which fully meet the national standards for school libraries.¹

¹Peggy Sullivan, (Ed.), Realization: The Final Report of the Knapp School Libraries Project, (Chicago: The American Library Association, 1968), p. 6.

2. To promote an improved understanding and use of library resources on the part of teachers and administrators by relating the demonstration situations to the teacher-education programs in nearby colleges.¹

3. To guide and encourage citizens, from as many communities as possible, in the development of their own library programs through planned activities enabling them to study demonstration programs.²

4. To increase interest and support for school library development, among educators and citizens generally, by the dissemination of information about the demonstration programs and evaluating their effectiveness in reaching the stated goals.³

D. Philosophy

The following points adequately depict the basic philosophy of the Knapp School Libraries Project:

1. The good school library program takes place throughout the school, not in the library quarters alone.

2. The school library program is important in providing individual guidance to students.

3. The school library is an instructional materials centre, and the program employs a full range of materials.

¹Peggy Sullivan, (Ed.), op. cit., p. 6.

²Ibid., p. 15.

³Ibid., p. 26.

4. The teacher and librarian work closely together as a team, and group and class use of the library for projects, and especially library instruction and use of library materials, are important elements in the school library program.

5. The central function of the school library is to serve all the children in the school in relation to all subject fields.

6. The interested adults in the community are responsible for seeing to it that there is a good library service in the school.

7. The program and materials of the school library serve the curricular needs of the particular school first and foremost, but school library facilities should enable the child to explore and develop beyond the confines of the curriculum.

8. One of the most important things about the school library program is that it meets the needs of each individual child at a point of his particular need, ability, interest, and enables him to follow more readily his own pattern of learning.

E. Criteria for Selection of Schools

It immediately became necessary to formulate some criteria to determine how schools were to be selected to participate in the Project. The following criteria were used in selection:

1. Accessibility of the school to a teacher-education institution willing to conduct the related demonstration program.

2. Accessibility in terms of transportation, to facilitate observation visits.

3. Teachers already well oriented to library use and who were genuinely interested in participating in the demonstration and observation program.

4. At least one full-time librarian with demonstrated leadership abilities.

5. A library collection which could be upgraded rather easily to meet national standards with some provision of newer educational media and professional materials.

6. Willingness of the local school authorities to maintain the library at a level of support as near as possible to standards set by the American Library Association.

7. Schools in which a strong start had been made in the development of the library as an instructional-materials centre, and where the library was recognized as a major factor in the instructional program. This criterion was based on the assumption that "individualization" and "accessibility" are prevalent terms in all discussions about instructional materials and their potential.¹

If individual use was to be possible, true accessibility of materials and equipment was considered to be a major requirement. When well administered, the centralized library -- which provides a catalogue of materials housed throughout the school -- makes access to them easier than if they are kept in one mass collection, or arbitrarily divided among classrooms, or kept in other storage areas for use only by individual departments.

¹Peggy Sullivan, (Ed.), op. cit., p. 26-37.

For example, at the Oak Park and River Forest High School in Oak Park, Illinois, the pattern of the resource centre for various subject departments was a logical development. Before the school had been chosen to participate in the Project, it had already established one such resource centre for the Art department. Priority for the establishment of others was given to those departments which recognized the value of such a centre and requested one. By the fall of 1965, additional resource centres had been established in foreign languages, American history, math and science.

F. Phases of the Project

Once the above criteria were established, the American Association of School Librarians was ready to put the Project in motion. Interested schools which presumably met the above criteria were invited to make application for acceptance to the Project. This was done on the assumption that all schools accepted would receive financial grants to underwrite any costs incurred in upgrading their libraries to meet national standards.

The Project was planned in three phases:

PHASE 1 established demonstration libraries in two elementary schools which already had substantial investments in their library programs. It was felt that only in such schools could services and physical facilities be brought up to standard, and achieve maximum effectiveness in a short time so that visits and observations could be facilitated without delay. These schools were selected in June, 1963, and were in full operation by

September of that year. One hundred fifteen applications were received for this phase, and seventy-five were automatically eliminated for such reasons as:

1. lack of a cooperating teacher-education institution.
2. employment of a school librarian on less than a full-time basis.
3. failure to apply for a single school.
4. inability of the school to achieve the quantitative standards within the Project's time and budgetary limitations.

Members of the executive team from the American Library Association then visited some of the remaining schools which seemed as if they might meet the existing standards required for acceptance to the Project. The eligibility of these schools was further determined by means of a checklist which was completed by members of the team when they visited the particular schools in question. The information collected in this manner played a large part in determining the schools which were finally selected to participate in Phase I. Similar procedures were followed in the selection of schools for Phases II and III.

PHASE II also involved elementary schools. In 1964 three more elementary schools were added to the first two. They represented different geographical areas and included situations where less adequate provision, but nevertheless a beginning, had been made. Also,

school authorities were willing to make an immediate contribution and a continuing investment. Since a longer time was needed to bring these schools up to standard, the Project period in these schools was three years.

PHASE III was concerned with secondary schools. In 1965 three secondary schools were chosen and assisted financially in the same manner as those which participated in the first two phases. Although these schools already had libraries and librarians, their effectiveness was limited by inadequacies of staff, budget, materials, and quarters before participation in the Project.

A breakdown of schools and teacher-education institutions which participated in The Knapp School Libraries Project is given below:

Phase I (1963 - 1965)

Central Park Road School, Plainview, N.Y., and Teachers College, Columbia University, New York.

Marcus Whitman School, Richland, Wash., and Eastern Washington State College, Cheney, Washington.

Phase II (1964 - 1967)

Allisonville School, Metropolitan School District of Washington Township, Indianapolis, Ind.

Mount Royal School, Baltimore, Md., and Towson State College, Towson, Md.

Casis School, Austin, Texas, and the University of Texas, Austin, Texas.

Phase III (1965 - 1967)

Roosevelt High School, Portland, Oregon, and Portland State College, Portland, Ore.

Farrer Junior High School, Provo, Utah, and Brigham University, Provo, Utah.

Oak Park and River Forest High School, Oak Park, Ill., and the University of Illinois, Urbana, Illinois.

Early in the spring of 1970 the investigator was fortunate enough to have the privilege of visiting one of the schools in Phase III of the Project. Through the auspices of the Department of Educational Administration at Memorial University, it was possible to spend approximately two weeks at the Oak Park and River Forest High School, Oak Park, Illinois. The time spent conducting research at the school was most beneficial and the information gathered there was extremely helpful in completing this study. In addition, the investigator spent some time at the headquarters of the American Library Association and this was a tremendously enlightening experience.

G. Impact of the Knapp School Libraries Project

More and more often today we are reminded that education is big business. It is also a changing business. As one aspect of that big business is microcosm, the Knapp School Libraries changed too. The first half of its existence was concerned with establishing patterns for the future. Then, with eight schools participating, and thousands of visitors viewing the demonstration programs, the Project became a model for many similar kinds of undertaking elsewhere.

One of the first advantages brought about through the Knapp Project was the focus of attention on school libraries in a more concerned manner. People who had never thought much about school libraries before were impressed because someone was planning to spend so much money on them. Suddenly school libraries became important, and many plans were made to build strong programs across the country as the importance of this was realized.

In addition, the attitudes of many teachers toward the school library seemed to change as results of the observations were made known. The concept of the library as a materials centre was accepted with enthusiasm, and there was much more communication between the library and classroom.

Perhaps more important than the changing attitudes of teachers was the new interest exhibited by administrators and board members to this concept. They became genuinely concerned with making improvements in their own school libraries and spent more money on them than ever before. According to Houck,¹ of all the advantages gained from participation in the Knapp School Libraries Project, by far the greatest was a general realization of the necessity for constantly appraising and evaluating the library program and formulating future plans and goals.

¹Pauline Houck, "When Losers are Winners", School Libraries (Chicago: The American Library Association, January, 1965), p. 26.

SUMMARY

The review of literature related to this study indicates that an increased emphasis should be placed on the role of the school library in the educative process. Studies conducted in the Province during the past ten years and numerous articles by local educators all point out the need for better library services for our students. While there have been some slight improvements, Newfoundland and Labrador school libraries still fall far behind most other Canadian Provinces as far as facilities, resources, expenditures and personnel are concerned. It is obvious that immediate steps need to be taken to raise the standards of school libraries in this Province which, in turn, will raise the quality of education in a significant fashion.

CHAPTER III

METHOD OF COLLECTION AND TREATMENT OF THE DATA

I. RATIONALE FOR USE OF QUESTIONNAIRE METHOD

As a method of data collection, the mailed questionnaire may possess some disadvantages. It is sometimes argued that the respondents to such a questionnaire often represent a biased sample and are not really representative of the entire population. Again, there is often a low percentage of returns and consequently findings may not always be entirely valid. Finally, defective questions and poor questionnaire construction can result in misinterpretation by the respondent with no opportunity for clarification by the investigator.

However, the questionnaire does possess certain advantages. It facilitates the collection of a large amount of data from widely scattered areas with a minimum of time, effort, and expense. In this regard, an analysis of the sample used in this study revealed that the respondents were geographically representative of all areas of the Province. It was decided to employ the questionnaire method because of the assumption that an increasing awareness of the need for a full range of school library services in the Province would likely ensure a good response. Data presented in a later chapter tend to validate this assumption as 86 per cent returned the questionnaires completed in detail. Therefore, with the full approval of the thesis committee and for reasons suggested by Selltitz and others,¹ it was decided to adopt this method of data collection:

¹Claude Selltitz, et al., Research Methods in Social Relations, (New York : Holt, Rinehart and Winston, Inc., 1961), pp. 238-241.

1. The impersonal nature of a questionnaire -- its standardized wording, its standardized order of questions, its standardized instructions for wording responses -- ensures some uniformity from one measurement situation to another.
2. The questionnaire, as opposed to the interview, may place less pressure on a subject for immediate response which in some cases is lacking of careful consideration.
3. Respondents may have greater confidence in their anonymity, and thus feel more free to present unbiased information. (This was not a consideration in this study because responses were not designed to be anonymous).
4. With a given amount of funds, it is usually possible to cover a wider area and to obtain information from more people.

In order to obtain suggestions regarding the construction of questionnaires in general, several sources were consulted. Writings by Barr, et al.¹, Borg², McGrath et al.³, Rummel⁴, and Wiersma⁵ were most helpful in this respect.

¹Orvil S. Barr, Robert A. Davis and Palmer O. Johnson, Educational Research and Appraisal, (Chicago: J. B. Lippincott Co., 1953), p. 65-70.

²Walter M. Borg, Educational Research: An Introduction, (New York: David McKay Co., Inc., 1963), Ch. 10.

³G. D. McGrath et al., Educational Research Methods, (The Ronald Press Company: New York), Ch. 6.

⁴J. Francis Rummel, An Introduction to Research Procedures in Education, (New York: Harper and Row Publishers, 1964), Ch. VI.

⁵William Wiersma, Research Methods in Education - An Introduction, (New York: J. B. Lippincott Company, 1969), pp. 274-289.

II. THE SAMPLE

A comprehensive questionnaire was therefore constructed and data gathered from a representative sample of principals in Central, Regional and Junior High Schools in the Province. In order to facilitate the collection of data, and because it was assumed that these groups were actually representative of the best existing facilities in Newfoundland, high schools only were chosen. It is the purpose of this Chapter to outline the procedure followed in the collection of data and the proposed method of interpretation.

A sample of one hundred Junior, Central and Regional high schools was then chosen in an effort to obtain a representative cross section. Accordingly, one hundred schools were chosen from the Newfoundland Schools Directory which is published annually by the Department of Education.¹ In the selection of schools, use was made of the Arkin and Colton recognized table of random numbers.² The resultant school classification is shown in Table XII.

TABLE XII: Number, Type and Per Cent of Schools included in the Survey.

Type of School	Total Number in Province	Number of Schools Chosen	Percentage Chosen
Regional	26	24	92.3
Central	112	64	57.1
Junior	18	10	56

¹Government of Newfoundland and Labrador, Department of Education, The Newfoundland Schools Directory, (St. John's, Newfoundland, 1969-70).

²Herbert Arkin and Raymond R. Colton, Tables for Statisticians, (New York: Barnes and Noble, Inc., 1968), pp.158-162.

It will be noted from the above table that the proportion of Central high schools appears relatively large. However, this is accounted for by the fact that several discrepancies existed in the Newfoundland Schools Directory. A later examination revealed that some of the schools listed as Central High were actually of the Regional type. The investigator does not regard this observation as any major limitation in the study because the types of schools should not necessarily reflect the available resources of the school library.

III: CONSTRUCTION OF THE INSTRUMENT

The "Questionnaire to School Principals" was constructed in the fall and spring of 1969-70 by the investigator and a colleague, Norman Harris¹, who was engaged in a companion study. In consultation with a large number of librarians, media specialists, and members of the Faculty of Education at Memorial University of Newfoundland, a preliminary draft was constructed. In addition, prime sources of information for the first draft were the Evaluative Criteria², Standards for School Library Programs³, and Standards for School Media Programs⁴. The investigators also consulted

¹Norman Harris, "A Survey of Audio-Visual Facilities in the Newfoundland and Labrador Regional, Central and Junior High Schools and a comparison with National Media Standards", (Unpublished Master's Thesis, Memorial University of Newfoundland, St. John's, 1971).

²National Study of Secondary School Evaluation, Washington, D.C. Evaluative Criteria, 1969.

³Standards, op. cit., 1960.

⁴American Library Association, Standards for School Media Programs, (Chicago, Ill.: The American Library Association, 1969).

the questionnaires of Hersom¹, Brett², and Crocker³, and found them to be extremely helpful.

The questionnaire was comprised of seven sections. Section I was designed to identify the school by name, location and type, and to solicit enrollment figures. For purposes of data tabulation and comparisons with school library standards, this information was essential.

Information on books, magazines, and other print materials was obtained from Section II. The names of publishers and approximate prices were included with the list of print materials. This was done in order to provide interested principals with some guidelines for the selection and purchase of school library materials. The investigators received a favourable response to the inclusion of these lists and many principals requested personal copies of the questionnaire for future reference. This section also gathered data on selected audio-visual materials and equipment needed for the completion of Harris⁴ study.

Section III was concerned with the financial aspect of individual school libraries. Respondents were requested to supply figures on actual expenditure for one year as well as the projected figures for the following

¹Naomi Hersom, "School Information Questionnaire", Edmonton: The University of Alberta, Department of Educational Administration,

²Betty M. Brett, op. cit., p. 154-156.

³Oswald K. Crocker, op. cit., pp. 267-276.

⁴Norman Harris, op. cit.

year's school library budget. This section, then, was designed to determine approximate expenditures on audio-visual materials, both print and non-print, over a period of three years, 1968-69, 1969-70, and 1970-71 for an estimated expenditure. Included under expenditure as well, was the amount of money spent on professional and clerical personnel for the school library.

The quality and quantity of the physical characteristics of the school library were determined from Section IV. In addition to soliciting data on actual physical space and study facilities, this Section was designed to supply information on circulation and personnel involvement in the selection of materials. Since it also appeared obvious to the investigators that very few school libraries were likely to be adequately staffed, more accurate statistics were available from this section. Attention was also given to the type of supervision, qualifications of personnel, and the care and maintenance procedures employed in school libraries.

Section VI attempted to ascertain the degree of utilization of the school library and whether principals felt that sufficient utilization was made of existing facilities.

Finally, Section VII was designed to cover miscellaneous questions which did not appear to fit conveniently into any other section of the questionnaire.

A copy of the questionnaire appears in Appendix B.

IV: THE PILOT STUDY

A first draft of the questionnaire was submitted to a panel of fifteen members. These consisted of the thesis supervisor and other members of the Faculty of Education at Memorial University, librarians, media specialists, officials of the Provincial Department of Education, including the Supervisor of School Libraries, and to three high school principals. In accordance with suggestions and recommendations emanating from this panel, a few minor additions and deletions were made. The revised questionnaire was then re-submitted to the same persons for further examination, and found to be entirely acceptable to the group.

In order to determine the internal validity of the instrument, a pilot study was then conducted. The six schools which participated in this study were not included in the survey sample to which the final draft was sent. Response to the pilot study was extremely favourable and no further changes were deemed necessary. The cost of printing the questionnaire as well as all postage expenses were absorbed by the Department of Educational Administration at Memorial University.

V: RESPONSE TO THE QUESTIONNAIRE

Before the questionnaires were mailed to the one hundred schools in question, a letter of introduction was sent to all principals acquainting them with the study and soliciting their co-operation in advance. One week later, the questionnaires were mailed with an accompanying covering letter. Within ten days, fifty-one per cent returned the questionnaire completed in detail.

At the end of a two week lapse the first follow-up letter was sent. This resulted in an additional twenty per cent return. The total return was raised to 86 per cent following second and third follow-up letters. Thus, excellent co-operation was received from principals who, by the very nature of their response, exhibited genuine concern over the present condition of school library facilities in this Province.

VI: TREATMENT OF THE DATA

The numerical data from the questionnaire to principals provides detailed information on the status of instructional-materials centres in Newfoundland and Labrador. The term instructional-materials centre is generally used to mean both the library and the audio-visual department or facilities of the school. Within the scope of this study, however, the investigator wishes to point out that the analysis of data presented in Chapter IV is concerned only with those portions of the questionnaire pertaining directly to the print aspects of the instructional-materials centre. In this regard, detailed analyses are made of the following sections of the questionnaire and presented in tabular and descriptive form and include categorized percentages for different items:

Section I: Identification of school type and enrollment.

Section II: Print materials including bibliographies, encyclopedias, dictionaries, atlases and gazettors, yearbooks and handbooks, magazines, newspapers, professional journals and periodicals, general works, religion, and mythology legends and folklore.

Section III: Finance examines questions 1 and 2 under "Materials" as well as questions 5, 6, 8, and 9 under "Staff".

- Section IV: Physical Characteristics of the Instructional-materials centre.
- Section V: Supervision, questions 1-6; professional qualifications, questions 1-5, 9-10; and maintenance, questions 1-3.
- Section VI: Utilization of the instructional-materials centre and degree of satisfaction regarding this use.
- Section VII: Miscellaneous, questions 1-6; 12-14; 17-21 and 23-26.

An analysis of relevant sections of the questionnaire dealing specifically with non-print materials, equipment, finance, supervision, qualifications of personnel, maintenance, utilization, and miscellaneous questions are presented in the Harris¹ companion study. It should be realized, however, that certain questions are common to both studies, and as such, are examined by both investigators separately for purposes of comparison with recommended standards for instructional-materials centres. At a later date, the investigator and Harris² hope to combine both studies and publish the information under one title.

Treatment of the data tabulated in Chapter IV also presents a comparison of facilities in Regional, Central and Junior instructional-materials centres with standards recommended by the American Library Association.³ These data are recorded in tables, calculated in percentages and presented in Chapter V.

¹Norman Harris, op. cit.

²Ibid.

³Standards, op. cit.

VII: SUMMARY

The data for this study were obtained by the investigator and Harris¹ who were engaged in a companion study during the academic year 1969-70, from high school principals in the province of Newfoundland and Labrador. One questionnaire to principals was used for this purpose. The data were tabulated by hand and tables were computed to show the quality and quantity of instructional-materials centres in the Province's high schools and their degree of utilization. A copy of the questionnaire is provided in Appendix B.

¹Norman Harris, op. cit.

CHAPTER IV
ANALYSIS OF THE DATA

I: INTRODUCTION

The purpose of this chapter is to present a descriptive analysis of data gathered from those sections of the questionnaire pertaining to print-materials only as outlined in Chapter III¹. Harris, in his companion study, discusses the non-print data and other relevant sections of the questionnaire.²

Table XIII presents the distribution of schools by type as well as number and percentage of returns. Of the 26 questionnaires sent to Regional high schools, 24 responded for a percentage of 92.3. In those schools classified as Central, 54 of the 64, or 84.4 percent, returned the questionnaires. A percentage of 80 was recorded as 8 of the 10 Junior high schools replied to the investigators' request. Of the 100 questionnaires mailed, then, 86 were returned completed in detail.

TABLE XIII: Number and Percentage of Returns

Type of School	Total Number in Province	Number of Question- naires sent	Number of Returns	Percentage of Returns
Regional	26	26	24	92.3
Central	112	64	54	84.4
Junior	18	10	8	80.0

p. 52. ¹Chapter III: Method of Collection and Treatment of the Data;
²Norman Harris, op. cit.

In order to facilitate classification of the data, the three types of schools were grouped on the basis of enrollment. Table XIV identifies the enrollment for each type of school and the percentage of total returns in each group.

It will be noted from Table XIV that of the 86 schools responding to the questionnaire, 34 enrolled from 100-199 while 19 contained 200-299 pupils. Therefore, 53 schools, or 61.7 percent, involved in the survey, enrolled from 100-300 pupils. In the Junior high schools, 3 showed an enrollment of 400-599 with a like number for Regional and Central. Of the three types of schools, 7 enrolled from 600-999, and only one exceeded 1000 pupils. The majority of schools by far, then, contained less than 300 pupils with 6 Central high schools showing an enrollment of less than 100. These statistics indicate that the sample used in the study was representative of the typical high school enrollment in the Province.

II: REFERENCE MATERIALS

Bibliographies

Table XV presents statistics on some of the most commonly known bibliographical sources recommended for school libraries. Even a cursory glance at the table reveals that very few schools contained many of the references. Of the 86 schools completing this section of the questionnaire, only three contained the Annotated Bibliography of Selected Books with High Interest and Low Vocabulary. Five schools reported that they possessed the Basic Book Collection for Junior High Schools, and two of these were actually in Junior high school libraries. In six of the Regional high schools and two of the Central high schools, the Basic Book Collection for Senior High Schools was available while 12 of the 86 schools reported they

TABLE XIV: Enrollment by Type of School and Percentage of Returns in each Category.

ENROLLMENT	REGIONAL		CENTRAL		JUNIOR	
	No. of Schools	Percentage of total returns	No. of Schools	Percentage of total returns	No. of Schools	Percentage of total returns
Less than 100	0	0	6	11.1	0	0
100 - 199	7	29.2	26	48.0	1	12.5
200 - 299	4	16.6	13	24.0	2	25.0
300 - 399	5	20.8	7	12.8	1	12.5
400 - 599	2	8.5	1	1.8	3	37.5
600 - 799	4	16.6	0	0.0	1	12.5
800 - 999	1	4.2	1	1.8	0	0.0
More than 1000	1	4.2	0	0.0	0	0.0
TOTAL	24		54		8	

possessed the Basic Book List for Canadian Schools. The lack of recommended book lists was also evident in that only three Regional and one Central high school had a copy of Books for You: A High School Book List. Again, in the eighty-six schools which responded to the questionnaire, it is especially noticeable that the Children's Catalog was present in just two schools.

In order to determine the quantity of materials available to assist in the cataloguing and classification of books; the most common sources were listed: Commonsense Cataloguing and the Dewey Decimal Classification and Relative Index. Neither of these was present in the Junior high schools reporting and one Regional and two Central contained the former. However, nine of the twenty-four Regional and six of the fifty-four Central high schools possessed a copy of the latter. No school in the survey contained Four Thousand Books for Secondary School Libraries and only two reported having a copy of Gateways to Readable Books.

In two of the schools which responded to the questionnaire, Good Reading for Poor Readers was available, and two Central and one Junior had the very useful Junior High School Library Catalogue. It was noteworthy that six, or 25 per cent, of the Regional high schools contained a copy of the Standards of Library Service for Canadian Schools. This volume, however, existed only in three Central and one Junior High School involved in the survey. Another useful tool in helping to improve the quality of library service in the schools is the Standards for School Media Services. Of the eighty-six schools, this was present in two Regional High Schools only. Finally, of the eighty-six respondents, only four Regional High Schools contained a copy of the Senior High School Library Catalogue.

TABLE XV: Number and Percent of Schools by type containing Selected Bibliographical Materials.

SELECTED BIBLIOGRAPHIES	REGIONAL		CENTRAL		JUNIOR	
	No. of Returns-24		No. of Returns-54		No. of Returns -8	
	No.	Percent	No.	Percent	No.	Percent
Annotated Bibliography of Selected Books with High Interest and Low Vocabulary	2	.09	1	.02	0	0
Basic Book Collection for Junior High Schools	2	.09	1	.02	2	.25
Basic Book Collection for Senior High Schools	6	.25	2	.04	0	0
Basic Book List for Canadian Schools	6	.25	5	.10	1	.13
Books for You: A High School Book List	3	.13	1	.02	0	0
Childrens Catalogue	1	.04	1	.02	0	0
Commonsense Cataloguing	1	.04	2	.04	0	0
Dewey Decimal Classification and Relative Index	9	.38	6	.11	3	.4
Four Thousand Books for Secondary School Libraries	0	0	0	0	0	0
Gateways to Readable Books	1	.04	1	.02	0	0
Good Reading for Poor Readers	1	.04	0	0	1	.13
Junior High School Library Catalogue	0	0	2	.04	1	.13
Standards of Library Service for Canadian Schools	6	.25	3	.06	1	.13
Standards for School Media Programs	2	.09	0	0	0	0
Senior High School Library Catalogue	4	.17	0	0	0	0

It is quite evident then that the availability of bibliographical materials in the Regional, Central and Junior high schools was far from adequate. By type of school, those classified as Regional appeared to contain more of these references than the other two. It should be noted, however, that some schools reported that they did contain bibliographies not listed on the questionnaire and found them to be equally useful. If these statistics are indicative of an almost complete lack of bibliographical materials, it can easily be concluded that the quantity and quality of libraries in these schools falls far below recommended standards.

Encyclopedias

An important source of reference in any school library is the encyclopedia. Table XVI shows some of the sets usually recommended and classifies them by number, percent and type of school.

The most common set used in school libraries was The Encyclopedia Britannica. Twenty-two or 91.2 percent of the Regional, 27 or 50 percent of the Central, and 3 or 37.5 percent of the Junior high schools contained this set. This was followed in frequency of occurrence by The Canadiana, The International and the World Book Encyclopedia. Eighteen, or 21 percent of the 86 schools reported possession of the Encyclopedia Americana. It should be noted that 20 Regional, 31 Central and 8 Junior high schools showed availability of other additional encyclopedia sets.

It is a well known fact that the "knowledge explosion" of the past twenty years has resulted in much information becoming outdated and no longer completely reliable. Therefore, it was felt that some indication of the publication date of these encyclopedias might serve to further

TABLE XVI: Number and Percent of Schools by type containing Selected Encyclopedia Sets.

SELECTED ENCYCLOPEDIA SETS	REGIONAL		CENTRAL		JUNIOR	
	No. of Returns -24		No. of Returns-54		No. of Returns -8	
	No.	Percent	No.	Percent	No.	Percent
The Encyclopedia Americana	8	33	7	13	3	38
The Encyclopedia Britannica	22	92	27	50	7	88
The Encyclopedia Canadiana	15	62	17	31	6	75
The Encyclopedia International	17	71	22	40	5	63
The New Catholic Encyclopedia	3	13	4	.07	0	0
Compton's Encyclopedia and Fast Index	3	13	1	.02	3	38
The World Book Encyclopedia	12	50	14	.26	6	75
Others	20	83	31	.57	8	100

clarify the quality of reference materials. This information is presented in Table XVII.

TABLE XVII: Publication dates of Encyclopedia Sets by Type of School.

DATE OF PUBLICATION	REGIONAL	CENTRAL	JUNIOR
	No. of Sets	No. of Sets	No. of Sets
Before 1950	7	11	5
1950 - 1960	17	29	8
1961 - 1970	76	52	25

The above table reveals that the number of schools containing encyclopedias published prior to 1950 was relatively small. In the period between 1950 - 1960, 17 or 71 percent of the Regional, 29 or 53 percent of the Central and all of the Junior high schools contained sets published during this time. It is encouraging to note, however, that in the 86 schools involved in the study, there were 153 sets of encyclopedias published in the past ten years. Consequently, while the quantity of such materials is low in some high schools, the information available is relatively up to date.

Dictionaries

Table XVIII lists some of the most commonly recommended dictionaries for use in school libraries. Care should be exercised when interpreting

TABLE XVIII: Number and Percent of Schools by Type containing Selected Dictionaries.

DICTIONARIES	REGIONAL		CENTRAL		JUNIOR	
	No. of Returns -24		No. of Returns - 54		No. of Returns - 8	
	No.	Percent	No.	Percent	No.	Percent
Brewer's Dictionary of Phrase and Fable	4	17	1	02	0	0
The Canadian Dictionary: French English, English French	6	25	10	18	0	0
Dictionary of Canadian English	1	04	2	04	3	38
Funk and Wagnalls Standard Book of Synonyms, Antonyms and Prepositions	4	17	7	13	0	0
Funk and Wagnalls New Standard Dictionary of the English Language	12	50	19	35	7	88
MacMillan Dictionary of Canadian Biography	2	09	12	20	3	38
Roget's International Thesaurus	16	66	19	35	2	25
Webster's Third New International Dictionary	7	29	13	22	2	25
Others	14	58	5	09	5	63

this table with specific reference to the availability of dictionaries in Regional and Junior high schools. It should be noted that in 14 of the 24 Regional and in 5 of the 8 Junior high schools, dictionaries were available other than those listed in the questionnaire. The most common reference book in this section was Roget's International Thesaurus which appeared in 16 Regional and 19 Central high schools. Noteworthy also was the possession of the Funk and Wagnall's New Standard Dictionary of the English Language in 12 Regional, 19 Central, and 7 Junior high schools.

Atlases and Gazeteers

The atlas is an indispensable tool in any school library. The information on the number of atlases and gazeteers is presented in Table XIX.

Generally, Table XIX reveals a lack of qualitative reference atlases in all schools. Less than 25 percent of the schools in any category contained the materials listed in this section of the questionnaire. However, it should be noted that 15 of the 24 Regional, 13 of the 54 Central, and 7 of the 8 Junior high schools reported that they contained atlases and gazeteers other than those listed. To this end, caution should be exercised in interpreting this section of the table because some respondents might have included the rather simplified atlas used in regular geography classes.

Yearbooks and Handbooks

No school library is complete without the inclusion of a number of yearbooks and handbooks. Table XX shows the availability of such

TABLE XIX: Number and Percent of Schools by type containing Selected Atlases and Gazeteers.

ATLASES AND GAZETEERS	REGIONAL		CENTRAL		JUNIOR	
	No. of Returns-24		No. of Returns-54		No. of Returns -8	
	No.	Percent	No.	Percent	No.	Percent
Goode's World Atlas	5	21	4	07	0	0
Historical Atlas of Canada	5	21	7	13	1	13
Man's Domain Thematic Atlas of the World	0	0	0	0	0	0
Rand-McNally Standard World Atlas	5	21	13	22	2	25
Others	15	62	13	22	7	88

TABLE XX: Number and Percent of Schools by type containing Selected Yearbooks and Handbooks.

YEARBOOKS AND HANDBOOKS	REGIONAL		CENTRAL		JUNIOR	
	No. of Returns -24		No. of Returns -54		No. of Returns -8	
	No.	Percent	No.	Percent	No.	Percent
Canada Yearbook	7	29	5	09	4	50
Canadian Almanac	3	13	3	06	1	13
Statesman's Yearbook	4	17	2	04	1	13
World Almanac	4	17	2	04	0	0
Others	5	21	3	06	0	0

reference materials by type of school.

Table XX reveals that while the Canada Yearbook was the most frequently reported source, appearing in 4 of the 8 Junior high schools, there were relatively few in the Regional and Central schools. In addition, the survey revealed that of the 86 schools, only 13 contained an almanac. It is easily concluded, then, that there was certainly no preponderance of this type of reference material present in the schools involved in this survey.

Magazines

A valuable addition to any school library is a good variety of quality magazines. Such magazines not only provide good, general reading materials for both students and teachers, but are excellent sources of reference as well. Table XXI shows the availability of some of the most highly recommended magazines for school libraries.

A quick glance at the table shows that the most popular magazines were, for Regional and Central high schools, National Geographic, Reader's Digest, Newsweek, Time, and World Affairs. It is noteworthy that while only one Junior high school subscribed to World Affairs, 16 of the 24 Regional and 43 of the 54 Central possessed this magazine. Time was present in 22 of the Regional, 34 of the Central, and 3 of the Junior high schools. It can be concluded then that generally speaking, the majority of Regional and Central high schools contained a relatively high standard of general magazines, especially in the realm of current affairs.

TABLE XXI: Number and Percent of Schools by type containing Selected General Magazines.

GENERAL MAGAZINES	REGIONAL		CENTRAL		JUNIOR	
	No. of Returns-24		No. of Returns-54		No. of Returns-8	
	No.	Percent	No.	Percent	No.	Percent
Better Homes and Gardens	1	04	2	04	2	25
Fortune	0	0	0	0	0	0
Good Housekeeping	1	04	2	04	2	25
Look	3	13	2	04	1	13
Modern Photography	2	09	1	02	0	0
National Geographic	16	66	15	26	5	63
Popular Mechanics	9	38	4	07	3	38
Reader's Digest	14	58	25	46	4	50
Saturday Evening Post	2	09	4	08	0	0
Science Digest	7	29	5	09	2	25
Sports Illustrated	9	38	10	18	1	13
Foreign Affairs	3	13	3	06	0	0
Life	9	38	8	33	3	38
Newsweek	12	50	15	26	2	25
Time	22	9	34	63	3	38
World Affairs	16	66	43	79	1	13
Other	14	58	17	31	3	38

Newspapers

Newspapers form another valuable reference tool. In this regard, statistics are shown in Table XXII.

TABLE XXII: Number and Percent of Schools by type containing Selected Newspapers.

NEWSPAPERS	REGIONAL		CENTRAL		JUNIOR	
	No. of Returns-24		No. of Returns-54		No. of Returns-8	
	No.	Percent	No.	Percent	No.	Percent
The Daily News	4	17	6	11	1	13
The Evening Telegram	10	41	17	31	2	25
The Toronto Globe and Mail	2	09	3		0	0
The New York Times	3	13	0	0	0	0
Others	6	25	0	0	0	0

It is obvious from the above table that all three types of high schools were sadly lacking in the availability of newspapers. It should be pointed out, however, that many schools reported, especially those in rural areas, that there was no real purpose in subscribing to daily newspapers. This was due to the fact that many of these schools could not receive the papers until several days after publication. Thus, much of their value was then greatly diminished.

Professional Journals and Periodicals

It is becoming increasingly important for teachers to continually keep abreast of current trends in education. This can be more easily accomplished if the school subscribes to the most common professional journals and periodicals. Accessibility to a fairly wide range of such references is more likely to facilitate curriculum development at all levels of the school system.

The figures revealed by Table XXIII, however, show an obvious lack of professional magazines and journals in those schools involved in this study. By far, the most popular subscription was to School Progress. Even then, this magazine was present in only 12 of the 24 Regional, 10 of the 54 Central, and 3 of the 8 Junior High Schools. Ten of the 86 schools subscribed to the Grade Teacher, while no school contained the Reading Teacher. Again, The Education Digest appeared in only 8 of the 86 schools, while there was a total of four subscriptions to the Canadian and Education Research Digest.

III: GENERAL WORKS

In this section of the questionnaire, respondents were asked to indicate the number of titles in each category. Accordingly, the section on Literature was concerned with information on the quantity of books on biography, poetry, drama, short stories, and essay collections, and fiction. The same procedure was followed for Art, and included under this heading were painting, architecture, sculpture, drawing, music, dancing and photography.

The number of titles was also sought by type of school in history, geography, mathematics, recreation and sports, hobbies and crafts, science

TABLE XXIII: Number and Percent of Schools by type containing Selected Professional Journals and Periodicals.

PROFESSIONAL JOURNALS & PERIODICALS	REGIONAL		CENTRAL		JUNIOR	
	No. of Returns-24		No. of Returns-54		No. of Returns-8	
	No.	Percent	No.	Percent	No.	Percent
Canadian and Education Research Digest	1	04	2	04	1	13
Child Education	0	0	0	0	0	0
The Education Digest	3	13	3	06	2	25
Educational Teachership	0	0	0	0	0	0
Educational Technology	0	0	0	0	0	0
The Grade Teacher	2	09	6	11	2	25
The Mathematics Teacher	1	04	0	0	0	0
The Reading Teacher	0	0	0	0	0	0
Nation's Schools	2	09	0	0	0	0
National Association of Secondary School Principals	1	04	0	0	0	0
School Management	1	04	2	04	0	0
School Progress	12	50	10	18	3	38
School and Society	0	0	3	06	0	0
Science Teacher	2	09	0	0	0	0
Others	8	33	8	33	2	25

and professional books for teachers. Any reference section should also contain a number of titles in religion as well as mythology, legends, and folklore. (See Appendix B).

It will be noted that the ranges used in classifying the data to follow vary in different tables. This was done in an effort to simplify tabulation and, at the same time, make the statistics more meaningful. The investigator felt reasonably confident, for example, that there would be far more titles available in fiction than in sculpture. Consequently, the ranges used in the former were much larger than those in the latter.

TABLE XXIV: Number of Biographies in Schools of Each Type.

Type of School	NUMBER OF TITLES					Mean Number of Titles
	Less than 50	51-100	101-200	201-400	More Than 400	
Regional	12	6	2	0	3	107.6
Central	37	9	0	2	0	40.6
Junior	4	1	1	1	0	80.4

Table XXIV presents information on the number of titles in biography by type of school. Twelve, or 50 percent of the Regional, 37 or 68 percent of the Central and 4 or 50 percent of the Junior high schools reported that they contained less than 50 biographies. Only 3 high schools had more than 400 titles in this category. It should be

noted, however, that the mean number of titles for each type of school makes the situation appear somewhat more encouraging.

Data on poetry, drama, short stories and essay collections are shown in Table XXV. Although a casual glance at this table reveals that in each category most schools appear to have at least a few books of each type, care should be exercised in interpretation. Without actual numbers, the ranges might be somewhat misleading.

It is to be expected that most of the books in a school library would appear in the fiction classification. It is noteworthy, however, that only 4 of the 86 schools reporting, contained more than 1000 books, while 9 had less than 100. The majority of schools fell in the 101-300 category as 37 indicated accordingly. The relatively high Means are likely accounted for by the fact that 4 schools contained more than 1000 books. This information is presented in greater detail in Table XXVI.

Table XXVII shows details of the number of titles in history, geography, and mathematics. In the case of geography, in the Central high schools, only 39 of the 54 schools in this category responded to this question. Again, it is noteworthy that 29 only of these schools completed the question pertaining to mathematics. Four of the 8 Junior high schools also failed to indicate whether they contained any mathematics books. In interpretation of this table, then, one might be justified in assuming that those Central and Junior high schools possessed no titles in either geography or mathematics respectively.

As elsewhere, Newfoundland has traditionally emphasized the "three-R's" and social studies. In many cases this has meant relatively

TABLE XXV: Number of Titles in Poetry, Drama, Short Stories and Essay Collections by Type of School.

TYPES OF LITERATURE	REGIONAL					CENTRAL					JUNIOR				
	No. of Returns - 24					No. of Returns - 54					No. of Returns - 8				
	0 - 25	25 - 50	51 - 100	More than 100	Mean No. of Titles	0 - 25	25 - 50	51 - 100	More than 100	Mean No. of Titles	0 - 25	25 - 50	51 - 100	More than 100	Mean No. of Titles
Poetry	9	7	2	6	46.8	39	7	0	1	19.6	3	2	1	0	24.8
Drama	12	6	6	0	27.2	33	5	0	0	15.8	4	0	0	0	24.3
Short Stories and Essay Collections	9	5	3	6	47.6	25	7	3	3	48.4	2	3	1	0	39.2

TABLE XXVI: Number of Titles in Fiction by Type of School.

TYPE OF SCHOOL	NUMBER OF TITLES					Mean Number of Titles
	0 - 100	101 - 300	301 - 600	601 - 1000	More than 1000	
Regional	2	7	7	8	0	430.4
Central	4	30	12	5	3	358.8
Junior	3	0	0	4	1	539.8

little concentration on the area of fine arts. However, it is also important to enrich the curriculum by giving some consideration to the cultural, humanistic, and creative aspects of the school program.¹ In order to determine if any efforts were being made in these areas, this section of the questionnaire sought information on the availability of books pertaining to the fine arts. The findings are presented in Table XXVIII.

It will be noted that all Regional High Schools responded to this question as depicted in Table XXVIII. However, such was not the case for Central and Junior High Schools, as less than 50 percent of these schools failed to complete the blanks. Therefore, care should be

¹Oswald K. Crocker, op. cit., p. 165.

TABLE XXVII: Number of Titles in History, Geography, and Mathematics by Type of School.

TYPES	REGIONAL						CENTRAL						JUNIOR					
	0 - 25	26 - 50	51 - 100	101 - 200	More than 200	Mean No. of Titles	0 - 25	26 - 50	51 - 100	101 - 200	More than 200	Mean No. of Titles	0 - 25	26 - 50	51 - 100	101 - 200	More than 200	Mean No. of Titles
History	5	4	5	6	4	115.7	25	8	7	4	1	60.1	3	3	1	1		116.4
Geography	8	7	3	6		51.8	24	10	5			29.9	5	1		2		59.4
Mathematics	15	3	6				27		2				3		1			29

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TABLE XXVIII: Number of Titles on the Fine Arts by Type of School.

SUBJECT	REGIONAL				CENTRAL				JUNIOR			
	0 - 10	11 - 20	More than 20	Mean No. of Titles	0 - 10	11 - 20	More than 20	Mean No. of Titles	0 - 10	11 - 20	More than 20	Mean No. of Titles
Painting	16	4	4	13.5	25	1	2	2.2	4	0	4	10
Architecture	24	0	0	3.7	14	1	0	3.5	3	0	0	3
Sculpture	24			2.3	10	0	0	2.8	0	1	0	12
Drawing	20	4	0	8.4	24	1	0	4.4	2	1	0	6.6
Music and Dancing	12	12	0	14.2	13	1	0	4.6	2	1	0	6.3
Photography	24	0	0	4.1	9	0	0	2.1	3	0	0	2.6
Recreation and Sports	15	4	9	21.2	20	3	3	10.0	2	1	1	36.7
Hobbies and Crafts	16	5	3	8.8	20	2	1	7.4	4	0	0	6.0

exercised when interpreting the table because it is likely that an incomplete answer belongs in the 0-10 category.

An examination of Table XXVIII shows that the majority of schools contained titles which fell in the 0-10 category. The Means above indicate that there was some consideration given to the fine arts in Newfoundland high schools. In fact, 4 of the Regional and Junior high schools contained more than 20 copies on painting. In the area of recreation and sports all school libraries in the survey possessed more than 20 titles.

A good selection of reference materials on science is a valuable addition to any school library. This is especially true in a society which is rapidly becoming automated due to amazing technological advancements. Textbooks themselves are not sufficient in providing the student with current information, and there is a desperate need for additional source materials. Table XXIX shows the number of titles available in science in each type of school.

TABLE XXIX: Number of Titles in Science by Type of School.

Type of School	0 - 25	26 - 50	51 - 100	More than 100	Mean No. of Titles
Regional	8	7	3	6	78
Central	18	5	1	1	28.8
Junior	0	1	1	3	123.2

Again, caution is necessary in interpreting Table XXIX because only 35 of the 54 Central and 5 of the 8 Junior high schools involved in the study completed this question. While there were only 26 schools reporting from 0-25 books on science, 12 did possess more than 100 books in that subject field.

Table XXX presents information on the number of professional books in Newfoundland schools. By far, the majority of schools which possessed such books showed a range of 0-25. In interpreting this table, it seems reasonable to assume that the 4 Regional, 24 Central, and 4 Junior high schools which did not complete this question, failed to possess any professional books.

TABLE XXX: Number of Professional Books for Teachers by Type of School.

Type of School	NUMBER OF TITLES				Mean No. of Titles
	0 - 25	26 - 50	51 - 100	More than 100	
Regional	9	4	5	2	55
Central	27	1	0	1	4.6
Junior	1	2	1	0	44

In addition to the different categories of books listed under the General Works section of the questionnaire, provision was also made for the reporting of miscellaneous volumes. This question was labelled "Other General Works", and 6 Regional, 8 Central, and one Junior High School listed books under this heading.

Another useful reference tool in any school library is a selection of books on or related to religion. One section of the questionnaire sought information on the quantity of general works in religion and listed two well known dictionaries. It should be noted that the questionnaire also named the publisher and price of each volume. This was done in order that interested parties would know where to purchase these volumes. The same rationale applied to other sections of the questionnaire where this procedure was used.

Table XXXI shows that the two references listed were not very well represented. In fact, only two of the 86 respondents indicated that their library contained the Oxford Dictionary of the Christian Church and one reported possession of the Harper's Bible Dictionary. However, it should be noted that 11 of the 24 Regional, 18 of the 54 Central and 7 of the 8 Junior High Schools specified additional numbers of general works on religion.

A well planned and equipped school library collection contains several volumes on mythology, legends and folklore. Table XXXII presents statistics on the availability of these types of materials in the schools involved in the study.

TABLE XXXI: Number of Books on Religion in Schools of Each Type.

Title of Book	NUMBER OF BOOKS		
	Regional	Central	Junior
Oxford Dictionary of the Christian Church	1	1	0
Harper's Bible Dictionary	1	0	0
Others	11	18	17

TABLE XXXII: Number of Books on Mythology, Legends, and Folklore in Schools of Each Type.

Title of Book	NUMBER OF BOOKS		
	Regional	Central	Junior
Bullfinch's Mythology	6	8	0
Encyclopedia of Mythology	3	1	0
Others	6	11	2

It is obvious from Table XXXII that all schools were ill equipped in this area of literature. A total of 14 schools had Bullfinch's Mythology and only 4 possessed the Encyclopedia of Mythology.

Even if it is assumed that the two titles listed in the questionnaire may not be representative of the best in mythology, legends and folklore in the schools, a glance at the table showing the number of other books on the same topic still shows a rather poor representation. Only 6 of the 24 Regional, 11 of the 54 Central and 2 of the 8 Junior high schools included other books in this area.

The data presented in this section of the questionnaire obviously point out that efforts are badly needed to improve the quality and quantity of print materials in the General Works section of our school libraries. Some means must be found so that both students and teachers can have meaningful access to supplementary and specific reference materials which are conducive to meeting their needs in an ever-changing and increasingly challenging society. Adequate reading materials can go a long way in helping to successfully meet this challenge.

IV: FINANCING SCHOOL LIBRARIES

To adequately equip a school library costs a considerable amount of money, especially in the initial stages. It is also a costly venture to maintain the high quality of services required once a start has been made. The need for more emphasis on improving school libraries in Newfoundland has become increasingly evident in the past few years.



Crocker, in his study of 1967, regarded the financing of school libraries in the Province as being ... "totally inadequate".¹ He stressed the importance of ... "more effective control and supervision of expenditure on library materials ...".²

An effort was made in this section of the questionnaire to obtain information on the approximate expenditure in school libraries over the past two years and the estimated expenditure for the next year. Four questions were included on the amount of money spent on materials and five on staff. However, it should be re-emphasized that this study is directly concerned with questions relevant to print materials only. Consequently, the tables which follow give details on questions 1, 3, 5, 6, 8, and 9. (See Appendix B).

Table XXXIII indicates the approximate expenditure for the academic years 1968-69, 1969-70, and an estimate of expenditure in 1970-71 for Regional High Schools.

It will be noted from Table XXXIII that in only one instance, 1969-70, for print materials, did all 24 Regional high schools involved in the survey respond to the question. Caution should also be used in interpreting the data presented on the expenditure for library equipment. While the majority of schools reported an annual expenditure of less than \$50.00, this might be indicative of libraries which were already fairly well equipped.

¹Oswald K. Crocker, op. cit., p. 187.

²Ibid., p. 189.

TABLE XXXIII: Estimated Expenditure over a three year period on materials and equipment for Regional High Schools.

EXPENDITURE ON MATERIALS AND EQUIPMENT	REGIONAL HIGH SCHOOLS											
	1968 - 69				1969 - 70				1970 - 71			
	Less than \$50	51 -\$200	201 -\$500	More than \$500	Less than \$50	51 -\$200	201 -\$500	More than \$500	Less than \$50	51 -\$200	201 -\$500	More than \$500
1. Print Materials (books, magazines, etc.)	1	8	5	7	3	11	7	2	2	8	6	3
2. Library Equipment (tables, chairs, etc.)	14	0	0	3	11	1	1	2	8	3	1	1

Table XXXIV presents information on the expenditure for print materials and library equipment for Central high schools. Again, in each case, it should be noted that some schools failed to complete these two questions. Of the 54 Central high schools, 46 responded for 1968-69; 44 for 1969-70; and 33 for 1970-71. The figures were even lower in response to the question of library equipment as 30 replied for 1968-69, 31 for 1969-70, and 29 for 1970-71. Again, it should be realized that no response could indicate adequate materials and equipment in some schools.

TABLE XXXIV: Estimated Expenditure over a three-year period on materials and equipment for Central High Schools.

EXPENDITURE ON MATERIALS AND EQUIPMENT	CENTRAL HIGH SCHOOLS											
	1968 - 69				1969 - 70				1970 - 71			
	Less than 50	51 - 200	201 - 500	More than 500	Less than 50	51 - 200	201 - 500	More than 500	Less than 50	51 - 200	201 - 500	More than 500
1. Print Materials (books, magazines, etc.)	11	23	11	1	6	25	11	2	7	17	5	4
2. Library Equipment (tables, chairs, etc.)	22	3	3	2	15	10	1	5	13	7	3	4

Data on the estimated expenditure over the same three year period for Junior high schools are shown in Table XXXV. Figures were available from only four schools for 1968-69; 5 for 1969-70 and 5 for 1970-71 as far as print materials were concerned. Approximately the same percentage of returns was recorded for the expenditure on library equipment.

TABLE XXXV: Estimated Expenditure over a Three Year Period on Materials and Equipment for Junior High Schools.

EXPENDITURE ON MATERIALS AND EQUIPMENT	JUNIOR HIGH SCHOOLS											
	1968 - 69				1969 - 70				1970 - 71			
	Less than 50	51 - 200	201 - 500	More than 500	Less than 50	51 - 200	201 - 500	More than 500	Less than 50	51 - 200	201 - 500	More than 500
1. Print Materials (books, magazines, etc.)	1	1	2	0	0	2	3	1	0	2	2	1
2. Library Equipment (chairs, tables, etc.)	2	0	0	1	2	0	0	1	4	0	0	0

The questionnaire also sought information on the approximate expenditures over the three year period (1968 - 71) for staff in Regional, Central, and Junior high schools. Consideration was given to librarians, both full and part-time, supporting staff, as well as part-time student help. This information is presented in greater detail in the following three tables with respect to questions 5, 6, 8, and 9. (See Appendix B).

TABLE XXXVI: Estimated Expenditures over a Three Year Period on Staff for Regional High Schools.

S T A F F	REGIONAL HIGH SCHOOLS (24)											
	1968 - 69				1969 - 70				1970 - 71			
	Less than \$150	151 - 500	501 - 1000	More than \$1000	Less than \$150	151 - 500	501 - 1000	More than \$1000	Less than \$150	151 - 500	501 - 1000	More than \$1000
5. Part-time teacher-Librarian	7	0	1	1	5	0	0	3	4	1	0	4
6. Full-time teacher-Librarian	5	0	0	1	5	0	0	0	4	1	0	0
8. Supporting Staff (Clerical help, etc.)	5	1	0	0	4	2	0	0	3	2	0	1
9. Part-time Student help	8	0	0	0	6	0	0	0	6	0	0	0

TABLE XXXVII: Estimated Expenditure over a Three Year Period for Staff for Central High Schools.

S T A F F	CENTRAL HIGH SCHOOLS (54)											
	1968 - 69				1969 - 70				1970 - 71			
	Less than \$150	151 - 500	501 - 1000	More than \$1000	Less than \$150	151 - 500	501 - 1000	More than \$1000	Less than \$150	151 - 500	501 - 1000	More than \$1000
5. Part-time teacher-Librarian	13	0	1	0	12	0	0	1	10	0	0	0
6. Full-time teacher-Librarian	12	0	0	0	9	0	0	0	7	0	0	0
8. Supporting Staff	11	0	0	1	5	1	1	2	3	1	0	2
9. Part-time Student Help	13	0	0	0	12	0	0	0	9	0	0	0

TABLE XXXVIII: Estimated Expenditure over a Three Year Period on Staff for Junior High Schools.

S T A F F	JUNIOR HIGH SCHOOLS (8)											
	1968 - 69				1969 - 70				1970 - 71			
	Less than \$150	151 - 500	501 - 1000	More than \$1000	Less than \$150	151 - 500	501 - 1000	More than \$1000	Less than \$150	151 - 500	501 - 1000	More than \$1000
5. Part-time teacher-Librarian	1	0	0	1	2	0	0	1	2	0	0	0
6. Full-time teacher-Librarian	1	0	0	0	1	0	0	0	1	0	0	0
8. Supporting Staff	1	0	0	0	2	0	0	0	2	0	0	0
9. Part-time Student Help.	1	0	0	0	2	0	0	0	2	0	0	0

The three tables above, XXXVI, XXXVII, and XXXVIII, give a detailed analysis of the utilization of paid personnel in the 86 schools involved in the survey. In 1968-69, seven Regional, 13 Central and one Junior spent less than \$150 for a part-time teacher-librarian for a total of 21 schools. This seems to indicate that if a teacher-librarian was used in the school, he received very little, if any, remuneration. In the same year, only two schools spent between \$500.00 and \$1000.00 for a part-time teacher-librarian and two others indicated an expenditure of more than \$1000 in this capacity.

In the realm of full-time teacher-librarians, only four of the 86 schools involved in the study had budgeted in excess of \$1000.00 for staffing the library. Again, the majority of schools responding to this question reported that they spent less than \$150.00 over the three-year period.

The statistics presented also reveal very little consideration being given to supporting staff in the high school libraries. Only one Regional High School showed an expenditure of \$150 - \$500 in 1968-69 for this aspect of library services with one Central falling in the more than \$1000 category.

Eight Regional, 13 Central, and one Junior High School showed some attention was being given to employing students on a part-time basis in 1968-69. Utilization of student help remained relatively the same over the three year period; 33 per cent for Regional, 24 per cent for Central, and 25 per cent for Junior for those respondents who replied to this question.

It can be concluded, then, that financial consideration to the staffing aspect of school libraries in this Province is rather minimal. Generally, less than 20 percent of the schools involved in this survey showed any significant expenditure on this aspect of library services.

V: PHYSICAL CHARACTERISTICS

In order to facilitate efficient and smooth operation, a school library must satisfy certain physical requirements. In Section 4 of the questionnaire, information was sought on the different aspects of library service available in each of the Regional, Central, and Junior high schools.

Table XXXIX presents data on the kind of facilities present in each school as well as the percent of the total number reporting for each type.

TABLE XXXIX: Type of Facilities Available by Type of School.

TYPE OF FACILITIES	NUMBER OF SCHOOLS REPORTING					
	REGIONAL		CENTRAL		JUNIOR	
	No.	Percent	No.	Percent	No.	Percent
1. Central Library only	13	54	37	68.5	6	75
2. Classroom Library only	1	.04	3	.06	0	0
3. Travelling Library only	1	.04	7	13	1	12
4. Public Library only	9	31	7	13	1	12

As indicated in Table XXXIX, over 50 percent of the Regional and Central high schools contained a central library only. Six of the 8, or 75 percent of the Junior high schools also possessed central libraries. Of the 86 schools reporting, 3 contained a classroom library only, and 9 also had access to a travelling library. Public library facilities only were available in 9 Regional, 7 Central and one Junior high school.

Some care should be exercised in interpreting Table XXXIX however. Most schools had access to more than one type of library facility. For example, 4 Regional, and one Central had central libraries as well as a public library located in their community. Again, both central and classroom library facilities as well as access to a public library were experienced by 4 Regional and one Central school. These figures are presented in greater detail in Table XL.

TABLE XL: Number of Schools with more than one kind of Library Facility by Type of School.

TYPE OF FACILITY	REGIONAL	CENTRAL	JUNIOR
	No.	No.	No.
Central library, classroom library and travelling library	1	0	0
Central library, classroom library and public library	4	1	0
Central library and public library	3	6	1

Sixteen percent of the Regional, 24 percent of the Central and 25 percent of the Junior high schools contained less than 300 square feet of floor space in their libraries. By the same token, only 4 Regional, 8 Central and 2 Junior high school libraries contained more than 1200 square feet of floor space. This means that the school libraries were relatively small and very few were able to accommodate more than 40 students comfortably at the same time. Greater detail is presented in Table XLI.

TABLE XLI: Area of Floor Space in Square Feet and Percent of Returns by Type of School

AREA	REGIONAL - 24		CENTRAL - 54		JUNIOR - 8	
	No.	Percent	No.	Percent	No.	Percent
Less than 300	4	16	13	24	2	25
300 - 599	3	12	23	43	2	25
600 - 899	8	33	10	19	0	0
900 - 1190	5	21	0	0	2	25
More than 1200	4	16	8	15	2	25

It was also deemed necessary by the investigator to determine the extent of shelving in the school libraries involved in the survey. Twenty-two of the 24 Regional, 46 of the 54 Central schools and all 8 of the Junior high schools involved in the survey responded to this question. Data are presented in Table XLII.

TABLE XLII: Extent of Shelving in Linear Feet by Type of School.

TYPE OF SCHOOL	NUMBER OF RETURNS IN LINEAR FEET						No. of Schools Responding
	Less than 50	50 - 149	150 - 299	300 - 499	500 - 799	More than 800	
REGIONAL	1	6	10	1	3	1	22
CENTRAL	6	16	9	10	4	1	46
JUNIOR	2	1	3	0	1	1	8
TOTAL RESPONSES	9	23	22	11	8	3	76

The number of reading tables present in the school libraries are depicted in Table XLIII.

TABLE XLIII: Number of Reading Tables by Type of School.

TYPE OF SCHOOL	NUMBER OF READING TABLES					No. of Schools Reporting
	1 - 3	4 - 6	7 - 10	11-15	More than 15	
Regional	8	5	3	5	0	21
Central	17	20	3	2	2	44
Junior	2	2	2	1	0	7
TOTAL RESPONSES	27	27	8	8	2	72

Seventy-two schools responded to the question regarding the provision of reading tables. Fifty-four of these indicated that they contained between 1 and 6 tables, while 2 Central high schools possessed more than 15. Generally, it appears conclusive that the schools were fairly well equipped with reading tables in conjunction with the size of their libraries.

A valuable addition to any school library is the provision of study carrels, or booths. These enable the student to pursue individual projects with a high degree of privacy and are much more conducive to facilitating concentration than reading tables. Table XLIV reveals some startling information. Of the 24 Regional high schools, 23 or 96 percent reported that their libraries contained no study carrels whatever. One school in this category had more than 10 carrels. Forty of the 54 Central and 7 of the 8 Junior high schools also had no study carrels.

Table XLIV clearly indicates the lack of a highly desirable study tool, the individual carrel. While the "made-to-order" or factory type carrels are relatively expensive, they can be made locally with a minimum of cost. Efforts should be made, as far as possible, to provide students with private places to study, and the carrel or booth can greatly help solve the problem.

This section of the questionnaire also attempted to obtain information on the number of people who could be accommodated in the school libraries involved in the survey. These data are presented in Table XLV.

TABLE XLIV: Number of Study Carrels by Type of School.

TYPE OF SCHOOL	NUMBER OF CARRELS				No. of Schools Reporting
	None	1-5	6-10	More than 10	
Regional	23	0	0	1	24
Central	40	0	0	2	42
Junior	7	1	0	0	8
TOTAL RESPONSE	70	1		3	74

TABLE XLV: Seating Capacity by Type of School.

TYPE OF SCHOOL	Number of People who can be Seated				No. of Schools Reporting
	10-19	20-29	30-40	More than 40	
Regional	2	7	8	5	22
Central	11	15	16	4	46
Junior	1	1	2	3	7
TOTAL	14	23	26	12	75

Of the 86 schools involved in the survey, 75 responded to this question. Fourteen reported a seating capacity of 10-19 students and 12 of more than 40 students. Forty-nine or 66 percent could accommodate from 20-40 students. These data seem to suggest that the majority of school libraries were approximately regular classroom size.

There was also an effort made to determine the facilities available for cataloguing the print materials in the school library. The details shown in Table XLVI apply to both steel cabinet and card cabinet drawers.

TABLE XLVI: Number of Drawers for Cataloguing by Type of School.

TYPE OF SCHOOL	Number of Drawers				No. of Schools Reporting
	None	1-3	4-7	More than 7	
Regional	5	10	1	8	24
Central	17	22	2	2	43
Junior	3	2	1	2	8
TOTAL	25	34	4	12	75

Seventy-five schools replied to this question and 33 percent indicated no provision of drawers for cataloguing. Thirty-four or 46 percent contained drawers and 12 schools reported that they contained more than seven.

In attempting to determine, to some degree, the utilization of print materials, the questionnaire requested respondents to indicate the average number of books in weekly circulation. These figures are presented in Table XLVII.

TABLE XLVII: Average Number of Books in Weekly Circulation.

TYPE OF SCHOOL	Number of Books						No. of Schools Reporting
	Less than 20	20 - 49	50 - 149	150 - 299	300 - 599	More than 600	
Regional	7	4	7	3	0	2	23
Central	12	12	14	2	2	0	42
Junior	2	2	3	0	1	0	8
TOTAL	21	18	24	5	3	2	73

Table XLVII shows that 73 schools completed the question soliciting information on the average weekly circulation of books. Two schools only showed a circulation of more than 600 books with the more frequent circulation being between 50-150.

The final question in this section of the questionnaire dealt with the selection of materials for the school library. Eighty-four schools completed this question. It is encouraging to note that no school reported selection by the principal only. The vast majority of

responses indicated that materials were selected by the principal and teachers working as a team. Students participated in the selection in two schools, and in 5 cases, selections were made by school board officials only. Three schools reported that selections were made by others. Table XLVIII presents these data in greater detail.

TABLE XLVIII: Selection of Materials by Type of School

THOSE WHO MADE THE SELECTIONS	Number of Schools		
	Regional	Central	Junior
Principal only	0	0	0
Principal and Teachers	12	36	4
Teacher and/or Teacher-Librarian	2	6	1
Teacher and Students	2	1	0
Principal, Teachers and Students	4	6	2
School Board	2	2	1
Others	2	1	
TOTAL	24	52	8

VI: SUPERVISION, PROFESSIONAL QUALIFICATIONS AND MAINTENANCE.

Section 5 of the questionnaire was designed to furnish information on policies of supervision, qualifications of the staff, and maintenance procedures for school libraries.

Table XLIX shows details of the types of supervision used in the school libraries involved in the survey.

TABLE XLIX: Supervision of School Libraries by Type of School.

TYPES OF SUPERVISION	Number of Responses		
	Regional	Central	Junior
Full-time school Librarian	2	2	0
Part-time school Librarian	1	2	1
Teacher Librarian	7	7	1
Student Committee under Guidance of Teacher	12	34	5
Volunteers from outside Organizations	1	0	0
No Library Supervision	1	4	1
TOTAL	24	49	8

This question on supervision was completed by 81 respondents. The vast majority of schools employed a system of supervision by a student committee under the guidance of a teacher. Such students are commonly

referred to as library prefects. Of the 81 respondents, only two showed supervision by a full-time and 4 by a part-time school librarian. In one school there was supervision by volunteers from outside organizations. Six schools reported no form of library supervision whatsoever.

Data on the qualifications of the personnel in charge of the school libraries are presented in Table L. It must be pointed out, however, that the data presented here apply to those questions pertaining to print-materials only, numbers 1-5, and 10. Questions 6-9 and 11 are analyzed by Harris in his companion study.¹ (See Appendix B).

Seventy-three schools responded to the question on the professional qualifications of library personnel. In only one of those schools was there a person with a teacher's certificate and also a professional library degree. In 22, or 31 percent of the schools, the person in charge of the library held a teacher's certificate including courses in library science. Sixty-six percent of the school libraries, however, were run by persons with a teacher's certificate but no courses in library science. The data presented obviously reveal that there is much room for the improvement of the qualifications of personnel involved in administering the school libraries in this province.

Care and maintenance of materials in school libraries is examined in Table LI. The table deals specifically with questions 1, 2, and 3 which are relevant to the investigator's study.

¹Norman Harris, op. cit.,

TABLE L: Professional Qualifications of the Personnel in School Libraries by Type of School.

PROFESSIONAL QUALIFICATIONS	Number of Schools Reporting		
	Regional	Central	Junior
1. Teacher's certificate and professional library degree	0	1	0
2. Teacher's certificate and courses in library science	6	4	2
3. Teacher's certificate but no course in library science	15	27	6
4. No teacher's certificate but course in library science	0	1	0
5. No teacher's certificate and no courses in library science	2	5	0
10. Training in the use of reference tools	1	3	0
TOTAL	24	41	8

TABLE LI: Care and Maintenance Procedures by Type of School.

TYPES OF CARE AND MAINTENANCE	Number of Responses		
	Regional	Central	Junior
1. Books and other printed materials are properly shelved and filed	18	33	5
2. Books and other printed materials are repaired and rebound according to accepted standards	7	11	4
3. Periodicals are reinforced or placed in protective covers	5	2	1

Fifty-six or 62 percent of the schools involved in the study indicated that they used a set procedure in properly shelving and filing books. It was also noteworthy that 22 schools, or 26 percent, repaired or rebound books according to accepted standards. Care of periodicals was also expressed as 8 schools reported that they either reinforced the magazines or placed them in protective covers. It can be concluded, then, that as far as care and maintenance of print-materials were concerned, some concern was being exhibited in all schools and appropriate action was being taken.

VIII: UTILIZATION OF THE SCHOOL LIBRARY AND THE
DEGREE OF SATISFACTION REGARDING THIS USE

In an effort to ascertain the degree of utilization which existed in the 86 school libraries involved in the survey, Section 6 was included in the questionnaire. Respondents were also requested to indicate whether they agreed with increased use of the facilities available. In order to facilitate interpretation, the data are presented in three tables, by type of school.

Tables LII, LIII, and LIV, which follow, reveal that the degree of utilization was extremely low in many aspects of library service. Very few schools indicated that there was much attention being paid to specifically instructing students in the proper use of the library. Over 50 percent of the respondents, however, felt that more consideration should be given to teaching students how the library could be more useful and meaningful to them.

It is generally agreed by most educators today that the child should be given more responsibility for his own learning. This means a greater emphasis on independent study and research during the regular school day. The investigator found, however, that while the vast majority indicated a need for more independent study, only in 16 percent of the schools was the library being used about half-time for this purpose. By the same token, the degree of utilization by teachers during the school day for research and preparation was relatively low. It should be realized, of course, that this might be explained by the fact that most teachers carry a heavy class load and the time free for preparation and research would be minimal. About one-third of the respondents indicated

teacher utilization after regular school hours. In answering both questions, the majority indicated that teachers should make more use of the facilities that were available to them both during and after regular school hours.

It was interesting to note that in all three types of schools the degree of utilization of the library facilities after school hours was approximately 10 percent of the time. This indicated that at least some schools permitted their students to pursue independent work after regular classes.

While approximately 50 percent of the respondents revealed that their library facilities were not used at all by community groups and interested persons not connected directly with the school, the same percentage felt that such groups should be able to do so if desired.

Unfortunately, in some cases the school library is often used as a lounging area for students before and after classes. In this study, however, the investigator found that 90 percent of the respondents disagreed with such a policy. Five of 49 who answered this question, however, reported that they did use their library as a lounge about 40 percent of the time before and after classes. While it is realized that in many schools, no proper lounge facilities are available, the practice of using the library for this purpose should be discouraged as far as possible.

As a planning area for student activities, the majority of school libraries were used for this purpose about 10 percent of the time and most

disagreed with this type of utilization. It should be pointed out that several of those who regarded the school library as being the wrong place to plan student activities explained that they felt it could interfere with study sessions. Also, they felt constant use of the library by committees could preclude its utilization by other students. There is, then, a strong need for small conference rooms, preferably adjoining the library, where such planning sessions can be held. These rooms are also a valuable aid for small discussion groups.

The school library is a place where students should be relatively free to browse leisurely through the materials when their schedule permits and the vast majority of respondents agreed with this. In approximately 25 percent of the schools, students were permitted to use the library at unscheduled times during the school day. This was encouraging and suggested a fair amount of flexibility evident in some schools.

While it is highly undesirable to use the school library as a regular classroom, because of lack of space and overcrowded conditions, 10 of the 41 schools replied that this was necessary. In fact, 6 schools had to put a regular class in their library practically full time.

The tables which follow present the data in greater detail.

TABLE LII: Utilization of the Instructional-Materials Centre and Degree of Satisfaction regarding this use in Regional High Schools.

- A. Used not at all
 B. Used about 10% of the time
 C. Used about 25% of the time
 D. Used about 50% of the time
 E. Used about 75% of the time
 F. Used about 100% of the time

IS YOUR INSTRUCTIONAL- MATERIALS CENTRE USED:	DEGREE OF USE NOW						SHOULD MORE USE BE MADE OF THIS	
	A	B	C	D	E	F	Yes	No
1. by regularly scheduled library classes	5	2	5	3	1	1	14	3
2. for independent research by students during the school day	1	8	8	2	2	0	20	0
3. for research and preparation by teachers during the school day	3	10	3	0	2	2	17	0
4. for research and preparation by teachers after school hours	4	7	3	0	2	1	15	1
5. for research and preparation by students after school hours	3	10	3	3	2	1	17	1
6. by community groups and interested persons not connected with the school	11	1	0	0	0	2	6	5
7. as a lounge area for students before and after classes	9	4	2	0	0	1	2	11
8. as a planning area for student activities	6	8	5	1	0	1	2	10
9. as an area for browsing leisurely when desired	2	11	6	1	0	0	14	0
10. at unscheduled times during school day - whenever students wish	4	11	4	0	0	0	10	1
11. as a regular classroom	10	0	0	2	0	3	4	6

TABLE LIII: Utilization of the Instructional-Materials Centre and Degree of Satisfaction regarding this use in Central High Schools.

A. Used not at all
 B. Used about 10% of the time
 C. Used about 25% of the time
 D. Used about 50% of the time
 E. Used about 75% of the time
 F. Used about 100% of the time

IS YOUR INSTRUCTIONAL- MATERIALS CENTRE USED:	DEGREE OF USE NOW						SHOULD MORE USE BE MADE OF THIS	
	A	B	C	D	E	F	Yes	No
1. by regularly scheduled library classes	8	8	11	2	1	2	27	2
2. for independent research by students during the school day	2	19	4	7	5	0	32	0
3. for research and preparation by teachers during the school day	6	19	2	5	0	1	26	1
4. for research and preparation by teachers after school hours	14	14	3	1	1	4	26	2
5. for research and preparation by students after school hours	5	14	7	4	2	3	25	1
6. by community groups and interested persons not connected with the school	23	3	0	0	0	5	19	5
7. as a lounge area for students before and after classes	17	5	2	1	0	4	3	17
8. as a planning area for student activities	8	14	5	1	1	2	11	11
9. as an area for browsing leisurely when desired	4	17	9	3	1	3	21	2
10. at unscheduled times during school day - whenever students wish	12	7	10	2	4	1	19	5
11. as a regular classroom	16	5	3	0	2	1	2	21

TABLE LIV: Utilization of the Instructional-Materials Centre and degree of Satisfaction regarding this use in Junior High Schools.

A. Used not at all
 B. Used about 10% of the time
 C. Used about 25% of the time
 D. Used about 50% of the time
 E. Used about 75% of the time
 F. Used about 100% of the time.

IS YOUR INSTRUCTIONAL- MATERIALS CENTRE USED:	DEGREE OF USE NOW						SHOULD MORE USE BE MADE OF THIS	
	A	B	C	D	E	F	Yes	No
1. by regularly scheduled library classes	2	0	0	1	1	1	2	2
2. for independent research by students during the school day	0	2	1	1	1	1	4	1
3. for research and preparation by teachers during the school day	1	1	0	1	1	1	3	1
4. for research and preparation by teachers after school hours	2	3	0	0	0	1	4	2
5. for research and preparation by students after school hours	1	4	1	0	0	1	5	0
6. by community groups and interested persons not connected with the school	4	0	0	0	0	1	2	1
7. as a lounge area for students before and after classes	2	1	0	0	0	1	1	3
8. as a planning area for student activities	1	2	0	1	0	1	1	3
9. as an area for browsing leisurely when desired	1	2	2	0	0	0	4	0
10. at unscheduled times during school day - whenever students wish	1	2	2	1	0	0	3	0
11. as a regular classroom	2	0	0	0	0	2	-	3

IX: MISCELLANEOUS

The final section of the questionnaire was designed to provide answers to questions which did not appear to conveniently fit into previous sections. It should be noted that questions 7 - 10 and 22 are purposely excluded because they apply directly to analysis of data in the Harris¹ study. (See Appendix B). Again, for ease in interpretation, the data are presented in separate tables by type of school.

Approximately 50 percent of the schools involved in the survey reported that the materials in their libraries were properly classified and catalogued. Less than one-third regarded their school library as being conducive to good study conditions, and only 10 percent were acoustically treated. However, most respondents indicated suitable ventilation and lighting facilities. The majority of classrooms also contained drapes or blinds which provided adequate light control.

An office is an integral part of any school library. While 8 of the 15 Regional contained an office, only 4 of the 41 Central and 2 of the 5 Junior high schools possessed this facility.

It is often advantageous if there is a small room available adjoining the school library for preview and listening facilities. This can be extremely useful to students as well as teachers. Of the 80 responses to this question, only 7 contained such a room even though many principals expressed the necessity of having the same at their disposal. In addition, only about one-third of the schools involved in the study contained a projection room.

¹Norman Harris, op. cit.

It was encouraging to note that approximately 50 percent of the schools contained a library committee. Such a committee, which does not necessarily consist of school personnel only, can be a tremendous asset in helping raise the standard of any school library.

Generally, there was more provision for small-group discussion than for large-group instruction. Both aspects of the teaching-learning situation can be much more effectively carried out if the physical plant can be adapted accordingly. Thus, there is a need for small seminar or conference rooms as well as multi-purpose space which can be easily converted into a relatively large open area for certain purposes and to regular classroom size for others. Such an arrangement would enable the services rendered through the school library to be effectively centered around the large-group, small group and independent study approach to the teaching-learning process.

The location of the school library is extremely important. Preferably, it should be the hub around which the whole school revolves. This goal is much easier to attain if the library is found in a central location where it is easily accessible to students and teachers. About seventy-five percent of the respondents indicated that their library was located conveniently in relation to easy access to classrooms. With respect to loading and delivery facilities, however, the percentage was somewhat lower.

In only 4 of the 72 schools was there any provision of private study space for teachers. While it may be generally assumed that the staff room or workroom is suitable for this purpose, such an atmosphere

is not always conducive to study.

Two-thirds of the respondents indicated that their students were taught how to use their school library facilities properly. Specific instruction in this regard is both necessary and advantageous. It not only facilitates the proper care of materials and equipment, but is also conducive to enabling students to obtain the maximum benefits available to them.

Very few of the schools reported the provision of additional qualified personnel or clerical help for their libraries. However, it should be noted that in over 50 percent of the schools, additional funds were provided for the purchase of equipment and materials when requested.

The three tables which follow present the data on miscellaneous questions in greater detail.

TABLE LV: Miscellaneous Questions in Regional High Schools.¹

QUESTIONS	YES	NO
Is all the material in your Instructional-Materials Centre catalogued and classified?	12	11
In your opinion, is the space provided conducive to good study conditions?	5	17
Is the Centre acoustically treated?	1	20
Is there adequate ventilation?	19	5
Is there adequate lighting?	19	5
Does the Centre contain an office?	8	15
Are there preview and listening facilities for both teachers and students?	4	20
Does your school have a library committee?	11	12
Is there provision for large-group instruction (exclude gym)?	6	16
Is there provision for small-group instruction?	10	12
Do you insist on silence in the Instructional-Materials Centre? (Includes Library and A/V Centre)	6	17
Is there a projection room?	7	15
Is there light control (drapes, blinds) provided in the classrooms?	11	11
Is the Centre located conveniently in relation to easy access to classrooms?	16	6
Is the Centre located conveniently in relation to loading and delivery?	8	13
Are students taught to use the Instructional-Materials Centre properly?	18	2
Does the Centre contain private study space for teachers?	3	19
Are additional qualified personnel provided as needed?	3	18
Is adult clerical help provided?	4	18
Are student assistants used in the Instructional-Materials Centre?	16	7
Does the school board provide additional funds for the purchase of equipment and materials when requested?	14	9

¹Figures in the columns indicate number of responses

TABLE LVI: Miscellaneous Questions in Central High Schools.¹

QUESTIONS	YES	NO
Is all the material in your Instructional-Materials Centre catalogued and classified?	23	24
In your opinion, is the space provided conducive to good study conditions?	22	24
Is the Centre acoustically treated?	6	36
Is there adequate ventilation?	40	7
Is there adequate lighting?	38	9
Does the Centre contain an office?	4	41
Are there preview and listening facilities for both teachers and students?	3	38
Does your school have a library committee?	20	21
Is there provision for large-group instruction (exclude gym)?	15	25
Is there provision for small-group instruction?	27	12
Do you insist on silence in the Instructional-Materials Centre? (Includes Library and A/V Centre)	26	14
Is there a projection room?	13	30
Is there light control (drapes, blinds) provided in the classrooms?	25	17
Is the centre located conveniently in relation to easy access to classrooms?	36	6
Is the Centre located conveniently in relation to loading and delivery?	24	15
Are students taught to use the Instructional-Materials Centre properly?	23	17
Does the Centre contain private study space for teachers?	1	42
Are additional qualified personnel provided as needed?	5	24
Is adult clerical help provided?	6	33
Are student assistants used in the Instructional-Materials Centre?	26	13
Does the school board provide additional funds for the purchase of equipment and materials when requested?	29	15

¹Figures in the columns indicate number of responses

TABLE LVII: Miscellaneous Questions in Junior High Schools.¹

QUESTIONS	YES	NO
Is all the material in your Instructional-Materials Centre catalogued and classified?	3	4
In your opinion, is the space provided conducive to good study conditions?	4	3
Is the Centre acoustically treated?	0	7
Is there adequate ventilation?	4	3
Is there adequate lighting	5	2
Does the Centre contain an office?	2	5
Are there preview and listening facilities for both teachers and students?	0	6
Does your school have a library committee?	6	1
Is there provision for large-group instruction (exclude gym)?	1	5
Do you insist on silence in the Instructional-Materials Centre? (Includes Library and A/V Centre)	1	5
Is there provision for small-group instruction?	6	0
Is there a projection room?	3	3
Is there light control (drapes, blinds) provided in the classrooms?	3	5
Is the Centre located conveniently in relation to easy access to classrooms?	5	1
Is the Centre located conveniently in relation to loading and delivery?	2	4
Are students taught to use the Instructional-Materials Centre properly?	6	1
Does the Centre contain private study space for teachers?	0	7
Are additional qualified personnel provided as needed?	1	6
Is adult clerical help provided?	3	4
Are student assistants used in the Instructional-Materials Centre?	5	2
Does the school board provide additional funds for the purchase of equipment and materials when requested?	4	1

¹ Figures in the columns indicate number of responses

SUMMARY

The analysis of data presented in this chapter has indicated a dire need to improve existing conditions in the school libraries of Regional, Central and Junior high schools in the Province. Specifically, while all schools reported possession of some reference materials, in the vast majority of cases, supplies were extremely limited and thus inadequate. The number of titles of general works, even in the fiction category, was much less than expected as only four schools showed that their libraries contained more than one thousand books.

In the area of finance, it was obvious that more funds should be allocated to school libraries as most schools showed an annual expenditure of less than fifty dollars for materials and equipment. Unless it becomes possible to obtain the services of a trained librarian, efficient operation of the school library will remain at the ~~present~~ low ebb and it will be impossible to attain maximum benefit of a full program of library services.

Information gathered on the physical characteristics of school libraries revealed that they were relatively small and contained little or no facilities for independent study. Generally, most material selections were made by the principal in consultation with the teaching staff. Supervision consisted mainly of student committees organized by the teacher and many reported this system to be working well. Approximately two-thirds of the respondents indicated that the person in charge of the school library had no courses in library science, and only one possessed a professional library degree.

It was encouraging to note that in over fifty percent of the schools there was a set procedure for properly cataloguing and shelving books, and

twenty-five percent indicated that they repaired books or rebound them according to accepted standards.

While most of the respondents reported that they agreed with increased utilization of present library facilities, the majority indicated a relatively small percentage of time allocated to such use both during and after school hours.

The miscellaneous questions posed in the final section of the questionnaire revealed a great deal of general information which helped to put the existing conditions of school libraries in greater perspective. Conditions were reported as being conducive for study in less than one third of the schools involved in the survey as physical conditions could be improved in the vast majority of cases for all responses sought.

CHAPTER V

AN EVALUATION OF THE ADEQUACY OF NEWFOUNDLAND SCHOOL LIBRARIES IN FACILITIES, RESOURCES, EXPENDITURES AND PERSONNEL IN TERMS OF THE STANDARDS OF THE AMERICAN LIBRARY ASSOCIATION

It is the purpose of this Chapter to compare the findings of the 1969-70 survey of Regional, Central and Junior high schools in Newfoundland with the quantitative standards established in 1960 by the American Library Association. To this end, four aspects of school libraries are treated here -- facilities, resources, expenditures, and personnel.

I: ADEQUACY OF FACILITIES

The standards recommended by the American Library Association state that in order to be of adequate minimum size, a school library must meet three requisites: (1) be able to seat 10 percent of the total school enrollment, (2) be able to seat a minimum of one regular size class, and (3) allow 30-35 square feet per reader. Further, the Standards recommend that the minimum size for a school library should be 750 square feet and this should increase accordingly with the school enrollment.¹

Table LVIII shows that of the 86 schools involved in the survey of Regional, Central and Junior high schools, only 18 or 20.4 percent contained from 600-899 square feet. However, these figures varied by type of school as 33 percent of the Regional, 18.5 percent of the Central and none of the Junior high school libraries fell in this category. It

¹Standards for School Library Programs, op. cit., pp. 119-123.

TABLE LVIII: Number and Percent of School Libraries with Adequate Area as typified by Standards of the American Library Association, by Type of School.

TYPE OF SCHOOL	Number and Percent of Libraries with Adequate Area by Type of School				
	Under 300	301 - 599	600 - 899	900 - 1199	1200 and Over
Regional	4 16.0%	3 12%	8 33%	5 20.6%	4 16.0%
Central	11 20.4%	22 40.8%	10 18.5%	0 0%	7 13%
Junior	2 25.0%	2 25.0%	0 0%	2 25.0%	2 25.0%
All three types above	17 19.8%	27 31.6%	18 20.9%	7 8%	13 15.1%

should be further noted that only 20.9 percent of the total number of school libraries involved in the study contained a floor space of 600-899 square feet. Whereas, 15 percent of the schools had more than 1200 square feet of floor space in their libraries, approximately 20 percent of all the schools surveyed contained less than 300 square feet. These findings indicated that most of the school libraries were too small in relation to their enrollment as compared to standards recommended by the American Library Association.

The American Library Association Standards state that a number of

special purpose rooms and areas are necessary for listening and viewing. These include conference rooms, study carrels, and work and office space. Unfortunately, the questionnaire did not specifically request information on the number of conference rooms, and this might be regarded as a limitation in its scope. However, data were collected on the availability of areas for small group instruction, and it might be assumed that these areas were also available for conference purposes. The investigator feels, therefore, that it might be justified to regard these areas as conference rooms. Greater detail is presented in Table LIX.

TABLE LIX: Percent of Schools reporting Provision of Library Facility.

LIBRARY FACILITY	-----Percentage Response by Type of School-----		
	Regional	Central	Junior
Small-group Instruction Area	45	69	86
Office	50	10	29
Workroom	41	14	14

It is obvious from Table LIX that Junior high schools were far closer to reaching American Library Association standards as far as areas for small group instruction were concerned. Less than one-half of the Regional, and slightly over two-thirds of the Central high schools were

similarly equipped. As far as offices and workrooms were concerned, these types of facilities were far below recommended standards. Furthermore, 37.5 percent of the total number of schools involved in the study contained only from 1-3 reading tables and 42.8 percent contained no drawers for cataloguing. The lack of facilities was also prevalent in that 94.3 percent of the schools contained no study carrels whatever. Thus, most libraries in the survey lacked services which are essential if the program is to realize its maximum potential.

II: ADEQUACY OF LIBRARY RESOURCES

This section evaluates the adequacy of books, general magazines, and professional magazines according to the American Library Association Standards.

Books

The American Library Association standards of 1960 recommend that the minimum number of volumes for schools for less than 200 students is a collection of 6000.¹ By the same token, the collection in schools having 200-299 students is recommended at 6000 - 10,000 books. In schools with more than 1000 students, there should be an average of 10 books per student.² However, the Standards are quick to point out that the range of size for the book collection should also be regarded from a qualitative viewpoint, and should not be interpreted to be solely proportionate in relation to

¹Standards for School Library Programs, op. cit., p. 103.

²Ibid., p. 77.

size of enrollment in each school. For example, schools with only 200 students can effectively utilize collections numbering 10,000 books.

This survey included 40 schools with an enrollment of less than 200, and in 19 schools there were 200-299 students. Thus, 70 percent of all schools involved in the survey contained less than 300 students. Only one school contained more than 1000 students. Table LX indicates these figures in greater detail.

TABLE LX: Enrollment by Type of School according to Categories outlined for purposes of comparison with the American Library Association Standards.

Enrollment	Type of School by Enrollment			
	Regional	Central	Junior	Total
Less than 200	7	32	1	40
200 - 299	4	13	2	19
300 - 599	7	8	4	19
600 - 999	5	1	1	7
More than 1000	1	0	0	1
Total	24	54	8	86

In the 40 schools which showed an enrollment of less than 200 students, not one met the American Library Association Standards for the minimum number of volumes set at 6000. Similarly, no school with an enrollment above 200 students even approached the recommended 6,000 - 10,000

volumes. Of the 86 schools involved in the survey, the highest number of volumes reported was 3,430 in a Junior high school with an enrollment of 800-999. The next highest number of volumes was 2,721 in a Regional high school, which was the only enrollment exceeding 1,000 students. Thus, only 5 schools (2 Regional, 2 Central and 1 Junior), or 0.6 percent, showed a total collection of more than 2,000 volumes. Twenty-one schools (9 Regional, 8 Central and 4 Junior) or 24.8 percent, contained from 1,000 - 2,000 volumes. In 9 Regional and 20 Central the library collection numbered 500 - 1,000, and 31 schools, 4 Regional, 24 Central and 3 Junior, contained less than 500 volumes. The lowest number of volumes reported was 2, and that was in a Regional high school. Table LXI indicates these figures in clearer fashion.

TABLE LXI: Number of Volumes by Type of School as compared to the Minimum recommended number of the American Library Association.

Number of Volumes	Number of Volumes Compared to ALA Minimum of 6,000					Total
	Less than 500	500 - 1000	1000 - 2000	2000 - 3000	More than 3000	
Regional	4	9	9	2	0	24
Central	24	20	8	2	0	54
Junior	3	0	4	0	1	8
Total	31	29	21	4	1	86

The mean number of volumes was calculated for each type of school and these may be examined in Table LXII.

TABLE LXII: Mean Number of Volumes by Type of School.

TYPE OF SCHOOL	MEAN NUMBER OF VOLUMES
Regional	1055
Central	698
Junior	1215

Table LXII indicates that not one of the 86 schools involved in the survey came within one-fifth of the minimum number of volumes recommended by the American Library Association. The lack of adequate print-materials is blatantly obvious from these statistics.

General Periodicals

It is recommended by the American Library Association Standards that a magazine collection with at least 10-15 titles should be available in schools with an enrollment of less than 200 students.¹ When the enrollment exceeds 200 students, the following are recommended.²

¹Standards for School Library Programs, op. cit., p. 103.

²Ibid., p. 78.

<u>School Level</u>	<u>Number of Titles Recommended</u>
Grades 1-6 (Elementary)	25
Grades 1-8 (Elementary)	25
Junior High	70
Senior High	120

It should be realized that the schools classified as Junior high in this study were those which contained students in Grades VII-IX only. Senior high schools are regarded as those with grades IX, X, and XI. While the 70 titles are suggested as being the minimum number of general magazines for Junior high schools, the figure of 120 titles for Senior high schools might be somewhat unrealistic. This is because in some provinces, Grade XII or even Grade XIII is included as being in Senior high school. The investigator suggests, then, that 120 titles regarded as minimum by the American Library Association Standards is somewhat high as far as the schools involved in this study are concerned.

The questionnaire listed 16 highly recommended titles of General magazines with provision for the respondents to specify others to which they subscribed. Of the 8 Junior, 24 Regional, and 53 Central high schools which responded to this question, only one contained up to 12 titles. Six, or .07 percent, subscribed to no general magazines whatever, and 10 reported access to one only. Consequently, no school approached the minimum standard of even 25 titles for elementary schools. Further details are presented in Table LXIII along with the median number of general magazines by type of school.

TABLE LXIII: Availability of General Periodicals and Median Number by Type of School.

TYPE OF SCHOOL	Number of Periodicals				Median Number by Type of School
	None	1-5	6-10	More than 10	
Regional	0	10	13	1	2
Central	4	36	13	0	4
Junior	3	1	3	1	10
Total	7	47	29	2	

Professional Periodicals

The American Library Association Standards recommend that there be 25-50 titles of professional magazines available in all schools. The questionnaire solicited information on the quantitative nature of 14 of the most well known and useful professional journals and periodicals to which teachers should have access.

Table LXIV reveals that no school came close to the minimum number of titles recommended by the American Library Association Standards.

Forty-two or 48.7 percent of the school libraries contained no professional magazines whatever and 29.1 percent reported only one. Only 19 schools subscribed to two or more subscriptions with one of these, a Regional high school, reporting four.

TABLE LXIV: Number of Professional Magazines by Type of School as compared to Minimum Number of Titles recommended by The American Library Association.

TYPE OF SCHOOL	Number of Titles						Total
	None	1	2	3	4	More than 4	
Regional	8	8	6	1	1	0	24
Central	32	13	8	1	0	0	54
Junior	2	4	1	1	0	0	8
TOTAL	42	25	15	3	1	0	86

III: ADEQUACY OF LIBRARY EXPENDITURES

Information was sought regarding the approximate expenditure by type of school for 1968-69, 1969-70, and the estimated library budget for 1970-71.

According to American Library Association Standards, the annual expenditure for library books in schools with an enrollment of 200-249 students should be at least \$1000 - \$1500. At least \$4.00 - \$6.00 per student should be spent in schools with an enrollment exceeding 250. Additional funds as required should be allocated for reference materials such as dictionaries, encyclopedias, magazines, newspapers, and pamphlets.¹

¹Standards for School Library Programs, op. cit., p. 25.

Standards are also stipulated for audio-visual materials, and these are discussed by Harris¹ in his comparison study.

In 1968-69, thirteen of the 86 schools reported their expenditure for print-materials was less than \$50 and only 18 indicated an expenditure exceeding \$500. However, in 1969-70, only 4 schools spent more than \$500 on books. The majority of schools in both 1968-69 and 1969-70 spent \$51 - \$200 in this connection. The estimated budget for 1970-71 remained relatively the same as 31.9 percent of the schools fell in the same category. Over the three year period, there was no significant increase in library expenditure as far as print materials was concerned.

The section of the questionnaire dealing with financing school libraries does not adequately permit a comparison with expenditures recommended by the American Library Association standards. The standards suggest a minimum of \$1000 - \$1500 annually, but the questionnaire contained a column which indicated only a maximum of \$500.00. Therefore, any accurate comparison with the standards is virtually impossible from the data available.

However, the statistics which were gathered indicate that very few, if any, schools approached the \$1000 - \$1500 amount suggested for enrollments of less than 250, and \$4.00 - \$6.00 per student for schools of over 250. In the 10 Regional high schools of less than 250 students, only two schools (one in 1968-69 and the same one in 1969-70) indicated an expenditure of more than \$500.00. This number increased for the same type of school with an enrollment exceeding 250, of which there were 14.

¹Norman Harris, op. cit.

In 1968-69 and 1969-70, seven schools indicated an expenditure of over \$500.00.

Of the thirty-eight Central high schools reporting less than 250 students, only two estimated that they would spend more than \$500 on library materials. These two schools revealed that this was the amount budgeted for the 1970-71 school year. The majority of schools in this category spent \$51-\$200 per year. By the same token, six of the 15 Central high schools with an enrollment of more than 250 indicated an annual expenditure exceeding \$500 over the three-year period.

Similarly, in the two Junior high schools of less than 250 students, one reported an expenditure of less than \$50 for 1968-69. The other school indicated it spent over \$500 in 1969-70. An excess of \$500 was spent in only two of the six Junior high schools containing more than 250 students.

It was obvious, then, that the amount of money spent annually on materials for the school library fell far short of the American Library Association Standards.

IV: ADEQUACY OF LIBRARY PERSONNEL

For every 300 students, the American Library Association standards recommend one full-time librarian. The importance of a full-time librarian in a school with less than 300 students is also strongly emphasized. One clerk is required, according to the American Library Association standards, for every 600 students or major fraction thereof.¹

¹Standards for School Library Programs, op. cit., p. 25.

This study revealed that of the 86 schools involved in the survey, only 4, or .05 percent, employed a full-time librarian. Part-time librarians were employed in 4 schools and teacher librarians in sixteen. The majority of school libraries were operated by means of student committees, or library prefects, under the guidance of a teacher. Consequently, approximately 95 percent of the school libraries in the Province do not meet the standards of the American Library Association.

V: SUMMARY

With respect to American Library Association standards, the school libraries involved in this survey were almost totally inadequate in the areas of facilities, resources, expenditures and personnel. In only about 20 percent of the schools was the floor space large enough to seat a regular class comfortably. Twenty of the 86 school libraries possessed an area of less than 300 square feet. Very few schools contained more than 1200 square feet of floor space in their library.

The minimum recommended collection of six thousand volumes for a school with an enrollment of 200 was not reached by any school involved in the survey. In one Junior high school library the number of volumes, 3,430, was approximately one-half that required to meet the minimum standard of the American Library Association. No school contained a library consisting of 10 books per student. In order to obtain the minimum American Library Association standards, the stock of books would have to be increased many times.

With the median number of periodicals being two for Regional, four for Central and ten for Junior¹ high schools, the number would have to be multiplied many times over to attain the minimum of seventy titles in Junior and 120 in Senior high schools recommended by the American Library Association standards.

The number of professional periodicals reported had a median of one for each of the Regional, Central and Junior high schools. This was far below the recommended minimum of 25-50 titles for each school.

Expenditures also revealed that inadequacies existed in the budgetary allotments for all types of schools.

Instead of one full-time librarian for every three hundred students, the survey showed that there were only four in the entire 86 schools involved in the study.

By far, then, the vast majority of schools failed to meet the minimum standards recommended by the American Library Association in the area of facilities, resources, expenditures and personnel.

¹Even though the median number of periodicals for Junior high schools appears as 10, it should be realized that 3 of these 8 schools contained no periodicals whatever.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It is the purpose of this chapter to present a summary of the problem investigated, the methodology employed, and results emanating from an analysis of the data. General conclusions are made and recommendations are proposed concerning the improvement of existing conditions of school libraries in the Province.

I: SUMMARY OF THE STUDY

The Problem

This study was designed to ascertain the status of libraries in the Regional, Central and Junior High Schools of Newfoundland and Labrador. The basic assumption underlying the investigation was that students are not exposed to the type of library facilities which are sufficiently conducive to quality advancement of the teaching-learning situation. The problem, then, was to gather data which would measure the adequacy of these library facilities in the high schools and thereby identify the obvious strengths and weaknesses of the same. Further, the findings of the survey were then compared to quantitative minimum standards recommended by the American Library Association.

Instrumentation and Methodology

The data on which this study was based were gathered by means of a questionnaire constructed by the investigator and Harris in the fall and spring of 1969-70. After a search of the literature in the field and consultation with a number of librarians, officials of the Department of

Education, and university professors, the first draft was constructed. This was then submitted to a panel of some twelve members of the Faculty of Education at Memorial University of Newfoundland and five high school principals for their reaction. Comments were generally favourable and some minor modifications occurred. The revised instrument was resubmitted to the same panelists who then gave their full approval. A copy of the final draft used in the collection of data appears in Appendix B.

Included in the investigation were one-hundred schools selected at random from a total of 256 Regional, Central and Junior high schools in the Province. Eighty-six principals, or eighty-six per cent, returned the mailed questionnaires completed in detail. This response was excellent and the investigator therefore feels that the results are generally representative of the actual conditions existing in the majority of high schools in Newfoundland and Labrador.

II: RESULTS OF THE STUDY

The following are the major findings of this investigation and are presented in numerical form to facilitate ease in summation:

1. The supply of adequate reference materials was far below accepted standards, especially in the areas of bibliography, dictionaries, atlases and gazetteers, general magazines, newspapers, and yearbooks and handbooks. Generally, however, the majority of schools was fairly well equipped as far as current encyclopedia sets were concerned. In the eighty-six schools involved in the study, there were one hundred fifty-three sets published in the past ten years.

2. A lack of professional journals and periodicals was obvious in a large percentage of schools. Because it is becoming increasingly important for teachers to keep abreast of current trends in education, this was a serious omission in most school libraries and needs immediate attention.

3. In the category of general works, biographies numbered less than fifty in sixty-two per cent of the schools and only three libraries contained more than four hundred titles. Most schools indicated some books on poetry, drama, and short stories and essay collections but care should be taken in interpreting the figures reported because the exact quantities were unavailable and the ranges used were fairly large. Nine of the eighty-six schools contained less than one hundred titles of fiction and only four reported more than one thousand.

There was a relatively low response, about sixty per cent, to the question regarding titles in history, geography, and mathematics. The majority of those who did respond indicated less than fifty titles in each category, and it appears reasonable to assume that no response indicated no books in these areas.

In the area of fine arts, there was some indication of consideration being given to the cultural, humanistic and creative aspects of the school program. Most respondents indicated a number of titles which fell in the zero to ten category with very few schools indicating more than 20 titles. The mean number of titles indicated that most emphasis was being placed on painting, recreation and sports, music and dancing, and drawing respectively. It should be realized that the number of titles reported was extremely small compared to the enrollment of the schools.

Again, the supply of science reference books numbered less than fifty in over half of the schools with only ten reporting more than one hundred titles.

There was a limited supply of professional books available for teachers as more than half of the schools reported less than fifty titles in this area.

Only three of the eighty-six respondents reported possession of the two books listed on religion. However, thirty-six schools indicated that they contained other general works on religions.

As far as mythology, legends and folklore were concerned, all schools were ill-equipped in this area of literature. Only nineteen schools listed other titles in this category.

It is obvious then, that efforts should be directed at improving the quality and quantity of the general works section of school libraries.

4. The funds allocated annually to the improvement of school libraries in the Province are pitifully low and obviously inadequate. By far, the majority of schools indicated an annual expenditure of less than two hundred dollars. Seven schools estimated that they would spend more than five hundred dollars in 1970-71 for print-materials only, while five indicated an expenditure of the same amount for furniture.

Four schools only estimated that a salary of more than one thousand dollars would be paid for a part-time teacher-librarian in 1970-71 while none planned to pay a full-time librarian. In the schools which employed some form of aid for the library, twenty-one revealed an expenditure of less than one hundred fifty dollars. Some attention was given to using

student help in the library on a part-time basis, but in all cases, the expenditure was less than one hundred fifty dollars.

In all aspects of financing school libraries, more funds are necessary if the quality is to be improved for the benefit of all concerned.

5. Sixty-three per cent, or fifty-six, of the schools possessed central libraries. Four schools reported classroom libraries only while in nine schools, the only library facilities were available from a travelling library. Public library services only were indicated by seventeen schools. Very few schools reported a combination of all these types of facilities.

6. Generally, the school libraries were too small and very few could accommodate more than forty students at the same time. Shelving space was adequate in most libraries but seventy-five per cent reported six reading tables or less.

There were no study carrels in seventy of the seventy-four schools which responded to this question. One school reported from one to five carrels and three only contained more than ten. It was obvious that there was very little provision for independent study in the schools involved in the survey.

Twenty-five per cent of the school libraries contained no drawers for cataloguing materials. In forty-six per cent of the schools there were from one to three drawers and twelve schools reported more than seven drawers for this purpose.

7. The average number of books in weekly circulation was most frequently between fifty and one hundred fifty. Fifty-three per cent of

the schools had an average weekly circulation of less than fifty books, and five schools only indicated more than three hundred being circulated per week.

8. Selection of materials for the library was done in sixty-two per cent of the schools by the principal and teachers. In nine schools this was done by the teacher and/or the teacher-librarian while in three schools students participated in the selection. The school board chose the materials in five schools while in three cases this function was performed by others not mentioned in the questionnaire.

9. Four schools only employed a full-time school librarian as did four more for a part-time librarian. The vast majority of school libraries was supervised by a student committee under the guidance of a teacher. One school only used volunteers from outside organizations and six reported no supervision whatever.

As far as professional qualifications was concerned, one school only reported a person with a teacher's certificate and a professional library degree. In thirty-one per cent of the schools the person in charge of the library held a teacher's certificate with courses in library science, but two-thirds of the libraries were run by teachers with no courses in library science.

10. Sixty-two percent of the school libraries used a set procedure in properly shelving and filing books while twenty-six per cent repaired or rebound books according to accepted standards.

11. The degree of utilization which occurred for existing materials

was extremely low in the majority of school libraries. There was some attention being directed at specifically instructing students how to use the school library to the best advantage in two-thirds of the schools. While most respondents indicated a need for greater utilization, in only about sixteen per cent of the schools was the library being used about half-time for independent study. All schools reported approximately ten per cent utilization of their library after regular school hours.

Ninety per cent of the respondents indicated that their library was being used as a lounge area before and after classes, but all disagreed with this policy. The study pointed out an obvious need for small conference rooms adjoining the school library which could also be used as planning areas for student activities.

12. Less than one-third of the schools involved in this study regarded their library as being conducive to good study conditions, and only ten per cent were acoustically treated. However, most respondents indicated suitable lighting and ventilation facilities.

13. There was an office reported in fourteen of the school libraries while seven reported a room for preview and listening facilities. Only about one-third of the schools contained a projection room.

14. Approximately fifty per cent of the schools reported a library committee and indicated a positive reaction to the formation of such a group.

15. Private study space for teachers was available in only four schools. Generally, the responses indicated that there was more provision

for small-group discussion in the schools than for large-group instruction.

16. Additional qualified personnel or clerical help was available in very few of the schools. However, over fifty per cent of the respondents indicated that extra funds were available for equipment and materials when requested.

17. Finally, no school involved in this survey approached the standards recommended by the American Library Association in terms of facilities, resources, expenditures and personnel.

III: RECOMMENDATIONS

In an effort to improve the existing conditions in the school libraries of the Province, the following recommendations are offered:

1. The school library should become an instructional-materials centre. This concept advances the idea that library facilities should contain all types of instructional materials, both print and non-print, which are used in intellectual pursuits by teachers and students and the equipment necessary for their use. These materials should be organized for easy access and provided in sufficient quantity and depth to allow groups of materials to be sent to classrooms or to special resource centres within the school for as long a time as they are needed. The investigator believes that such a centre, strategically planned for a central location, can become the keystone of quality education in each school, regardless of the size or organization of the school. From this central library, or resource centre, many points of access to instructional resources can be

provided through mobility of library staff and of library materials.

2. One of the outcomes of the Knapp School Libraries Project was that administrators, teachers, school boards, parents and lay organizations concerned with education became convinced of the real necessity of instructional-materials centres in each school. This was accomplished by making the schools involved in the Project function as demonstration centres. It is recommended, then, that funds be allocated for the selection of a small number of schools to participate in a project similar to that employed in the Knapp Project schools. In order to keep the initial cost at a minimum and to ensure the least possible delay, it is suggested that one of the criterion used in selecting schools to participate would be a preference extended to those which already possess a fairly high quality and quantity of library materials. These schools should then be brought up to minimum standards and launch a full program of library services. As demonstration centres, these libraries should then function under conditions which are not abnormal, artificial or unrealistic. Proper planning can result in excellence in program combined with typicality in terms of staff, enrollment, physical facilities and all the other factors which make up a school and its library. Educators at all levels, parents, and interested persons should be invited to these demonstration schools to view first-hand a functional program of library services in action. It is believed that such public involvement will clearly emphasize the value of the library in the teaching-learning process and ultimately result in the extension of such programs to many other schools throughout the Province.

3. In addition to each school library functioning as a resource centre, individual school systems or boards should establish an instructional-

materials centre to serve the schools under their jurisdiction. Besides making available materials that are extraordinarily expensive, infrequently used and/or which require special inspection and maintenance, much unnecessary duplication could be avoided and efficiency could be markedly increased. It is recommended that a study be undertaken to ascertain the feasibility of district-wide resource centres for the Province and representation be made to the respective authorities regarding the obvious advantages of such centres.

4. The Department of Education should ensure that the recent instructional-materials grant of \$5.00 per student be used for that purpose only and that it specifically be available to schools in an amount which is over and above the regular budgetary allotment from individual school boards. Arrangements should be made whereby these funds will be channeled into the area of school libraries only and be instrumental in raising the standards therein.

5. The Department of Education should assume a leading role in formulating policy with respect to minimum standards for school libraries in the Province. Special care should be given to location and size of the instructional-materials centres when new schools are being constructed. Efforts are necessary to provide one full-time librarian for every 300 students with provision for clerical help as needed.

6. A study should be undertaken to determine the degree to which present library facilities are being used with the ultimate aim of making these facilities more accessible both during and outside regular school

hours. The data gathered on utilization in one section of the questionnaire used in this study, even though limited in scope, seemed to indicate that more use of existing facilities was deemed possible and desirable. Information from such a study could be a valuable addition to the findings of the present investigation and possibly serve to increase utilization in a manner which would benefit all concerned.

7. Schools should introduce programs which will teach students how to use the materials in their libraries to the greatest advantage. To this end, a series of regular library classes are recommended for all students and it is felt that such sessions will be of great benefit to the student in cultivating proper study habits.

8. If the qualitative and quantitative standards of school libraries are to increase significantly, more funds must be made available. In addition to the role of the Department of Education in this respect, school boards should allocate specific amounts annually for the improvement of libraries in schools under their jurisdiction.

9. In order to better acquaint teachers, teacher-librarians, and administrators with the role of the library in the teaching-learning process, in-service projects should be organized on a regular basis to instruct personnel how to use the library to the best advantage.

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- Layton, Robert B., The Library Program of the Edmonton Public School System. An unpublished Master's Thesis, University of Washington, Seattle, 1961.
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Fenwick, Sara I., Knapp Foundation Awards A.A.S.L. Million Dollar Grant, School Libraries, Chicago: The American Library Association, January, 1963.

Gaver, Mary V., "Every Child Needs a School Library", an address to the American Library Association. Chicago, 1962.

Henne, Francis and Ruth Ersted, "On using Standards for School Library Programs", American Library Association Bulletin, Vol. 54, No. 2, February 1960.

Holmes, Doris F., "Standards and Goals", American Library Association Bulletin, Vol. 54, No. 2, February 1960.

Honck, Pauline, "When Losers are Winners", School Libraries. Chicago: The American Library Association, January 1965.

Murphy, Gerard, "The Librarian and Instructional Materials", The Newfoundland Teachers' Association Journal, Vol. 56, No. 5, February 1965.

Shea, P. V., "Programme for Libraries in Newfoundland Schools", The Newfoundland Teachers' Association Journal, Vol. 59, No. 1, October 1967.

Trump, J. L., "Images of the Future for School Libraries", The A.L.A. Bulletin, Vol. LV, February 1961.

Weise, Bernice, "Standards for School Library Progress Revised", Wilson Library Bulletin, Vol. 34, No. 10, 1960.

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British Columbia Department of Education, Library Manual for the Public Schools, Victoria: The Department of Education, 1965.

Dominion Bureau of Statistics, Survey of Libraries, Part II, Academic Libraries, 1966-67.

Government of Alberta, Report on Library Sub-Committee, Elementary School Curriculum of the Alberta Department of Education. Edmonton: Department of Education, 1959.

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Government of Newfoundland and Labrador, The Department of Education, Report on School Library Survey, St. John's. The Department of Education, April, 1970.

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Government of Newfoundland and Labrador, Department of Education. The Newfoundland Schools Directory, St. John's, Newfoundland, 1969-70.

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Province of Newfoundland and Labrador, Royal Commission on Education and Youth. Vol. II, 1968.

Rowe, F. W., A Press Release respecting ... "the payment of operational Grants to Boards of Education in Newfoundland and Labrador", November, 1969.

A P P E N D I X A



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational
Administration

February 23, 1970.

Dear Fellow Educator:

We are graduate students in Educational Administration at Memorial University of Newfoundland. As part of our program, we are conducting a comprehensive survey of the library and audio-visual facilities in the Newfoundland and Labrador Central, Regional, and Junior High Schools.

Approval for this survey has been granted by Mr. P.J. Hanley, Deputy Minister of Education and Dr. P.J. Warren, Head of the Department of Educational Administration at Memorial University.

In the near future we will be sending you a detailed questionnaire covering most aspects of library and audio-visual facilities. It is not expected that any school library will contain all of the materials and equipment listed. This is merely a reflection of what is available to help meet current standards.

We would appreciate it very much if you would assist in this study by having the questionnaire completed and returned at your earliest convenience.

Yours very truly,

Norman Harris

George A. Hickman



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational
Administration

February 27, 1970.

Dear Fellow Educator:

Some time ago we wrote you to the effect that we are conducting a comprehensive survey of the library and audio-visual facilities in the Newfoundland and Labrador Central, Regional, and Junior High Schools.

Although the enclosed questionnaire is somewhat lengthy, a pilot study has shown that the average time required to complete it is approximately thirty minutes. However, since the information is essential for completion of the study, we would appreciate it if you would take time from your busy schedule, to complete the questionnaire and return it to us in the enclosed, stamped, self-addressed envelope as soon as possible.

Thank you for your co-operation.

Very truly yours,

Norman Harris

George A. Hickman

Enclosure



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational
Administration

March 18, 1970

Dear Fellow Educator:

On February 23 we wrote you concerning our study of School Libraries in the Province. Then, on February 27 we sent you a questionnaire from which we hope to gather the data necessary to complete the study.

We are pleased to report that during the past two weeks about forty per cent of the principals have returned the questionnaire completed in detail. This is indeed encouraging because, as you know, as many returns as possible are needed. However, there are still many who have not responded. If you are one of these, would you please take time from your busy schedule to complete the questionnaire for us? If you have already done this, please accept our sincere thanks for your co-operation.

We again solicit your support in our study.

Very truly yours,

Norman Harris

George A. Hickman



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational
Administration

P. O. Box 91
April 9, 1970

Dear Fellow Educator:

On February 27 we forwarded to you a questionnaire from which we hope to gather data for our study on school libraries. Then on March 18 we sent a letter to all principals requesting the return of the completed questionnaire.

We are pleased to report that during the past few weeks over seventy per cent have returned the questionnaire completed in detail. This is indeed encouraging because, as you know, as many returns as possible are needed. However, there are still a number who have not responded. If you are one of them, would you please make a special effort to complete the questionnaire for us?

If you have mislaid your questionnaire, please indicate on the attached form and return in the enclosed, stamped, self-addressed envelope. We will be pleased to forward you another copy.

An early reply would be sincerely appreciated as we again solicit your support in our study. Thankyou.

Yours truly,

Norman Harris

George A. Hickman

Enclosure

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational
Administration

P. O. Box 91
April 9, 1970

Dear Sirs:

I have mislaid my copy of your questionnaire and would
like another to be forwarded:

Principal's Name _____

Name of School _____

Address _____

A P P E N D I X B

Q U E S T I O N N A I R E

T O

P R I N C I P A L S

QUESTIONNAIRE ON THE STUDY OF EXISTING AND DESIRED
INSTRUCTIONAL-MATERIALS CENTRES IN
NEWFOUNDLAND AND LABRADOR

PRINCIPALS

PURPOSE: The purpose of this study is threefold:

- (i) to conduct a comprehensive survey of the extent and use of instructional-materials centres in the Province of Newfoundland and Labrador;
- (ii) to endeavour to use the data gathered as a comparison with recommended standards for instructional-materials centres in Canada and the United States.
- (iii) to recommend the implementation of a structure for the Newfoundland and Labrador High Schools which will eventually meet these accepted standards.

DEFINITIONS: In this questionnaire, the term Instructional-Materials Centre is used to mean both the library AND the audio-visual department or facilities of the school. The Instructional-Materials include printed and audio-visual facilities; librarians and audio-visual personnel are referred to as the Instructional-Materials Staff.

INSTRUCTIONS: Please fill in or check (✓) the blanks in the spaces indicated for each section. Please mail the completed questionnaire in the enclosed, stamped, self-addressed envelope as soon as possible. Thank you very much for your co-operation.

S E C T I O N 1

IDENTIFICATION

Name of School: _____

Address of School: _____

Principal's Name: _____

Type of School: Regional High _____ 1.
 Central High _____ 2.
 Junior High _____ 3.

Section 1. Identification (cont'd)

Enrollment of School: (Please check appropriate column)

Less than 100	_____	1.	400 - 599	_____	5.
100 - 199	_____	2.	600 - 799	_____	6.
200 - 299	_____	3.	800 - 999	_____	7.
300 - 399	_____	4.	1,000 plus	_____	8.

SECTION 2

PRINT MATERIALS

Assessment of Reference Books

(Please check (✓) in the spaces provided if your school has the following reference materials).

A. BIBLIOGRAPHIES

Annotated Bibliography of Selected Books with High Interest and Low Vocabulary.

Indianapolis 18: Indiana: Indiana Public Schools, The Division of Curriculum and Instruction and Supervision. (\$1.00) _____ 1.

Basic Book Collection for Junior High Schools. Compiled by M. Spengler and others (eds.), 3rd edition, Chicago: The American Library Association, 1960. (\$2.00) _____ 2.

Basic Book Collection for Senior High Schools. Compiled by E. F. Noonan and others (eds.), 7th edition, Chicago: The American Library Association, 1963. (\$3.00) _____ 3.

Basic Book List for Canadian Schools. Ottawa: The Canadian Library Association, 1968. (\$3.00) _____ 4.

Books for You: A High School Book List. Washington, D.C.: Square Press Inc., 1964. (\$.90) _____ 5.

Children's Catalogue. Compiled by Rachel Shore and others, 11th edition, New York: H.W. Wilson Co., 1967. (\$17.00) Price includes four annual supplements. _____ 6.

Commonsense Cataloguing. A manual for the organization of books and other materials in school and small public libraries, New York: H.W. Wilson Co., 1967. (\$5.00) _____ 7.

Dewey Decimal Classification and Relative Index. 9th abridged edition, New York: Forest Press Inc., 1965. (\$10.00) _____ 8.

Section 2. Print Materials (cont'd)

Four Thousand Books for Secondary School Libraries. The National Association for Independent Schools Library Committee, 3rd edition, New York: R.R. Bowker Co., The Xerox Education Division, 1968. (\$5.25)

_____ 9.

Gateways to Readable Books. Compiled by Ruth Strang and others, New York: The H.W. Wilson Co., 1965. (\$5.00)

_____ 10.

Good Reading for Poor Readers. Compiled by G.D. Spache, Champaign, Ill.: Garrard Publishing Co., 1968. (\$3.75)

_____ 11.

Junior High School Library Catalogue. Compiled by Rachel Shore and E. Fidell, 1st edition, New York: H.W. Wilson Co., 1965. (\$20.00) Price includes four annual supplements.

_____ 12.

Standards of Library Service for Canadian Schools. Toronto: The Ryerson Press, 1967. (\$2.50)

_____ 13.

Standards for School Media Programs. Chicago, Illinois: The American Library Association, 1969. (\$2.00)

_____ 14.

Senior High School Library Catalogue. 9th edition, New York: H.W. Wilson Co., 1967. (\$20.00) Price includes four annual supplements.

_____ 15.

B. ENCYCLOPEDIAS

Year(s)

The Encyclopedia Americana,
New York: American Corporation

_____ 1.

The Encyclopedia Britannica,
Chicago: Encyclopedia Britannica

_____ 2.

The Encyclopedia Canadiana,
Toronto: Grolier of Canada Ltd.

The Encyclopedia International,
New York: Grolier Inc.

_____ 4.

The New Catholic Encyclopedia,
New York: McGraw-Hill Co.

_____ 5.

Compton's Encyclopedia and Fact Index, Chicago: F.E. Compton Co.

_____ 6.

The World Book Encyclopedia,
Chicago: Field Enterprises Educational Corporation

_____ 7.

Others (specify) _____

_____ 8.

Section 2. Print Materials (cont'd)

C. DICTIONARIES

Brewer's Dictionary of Phrase and Fable. New York: Funk and Wagnalls Co., 1953. (\$9.25) _____ 1.

The Canadian Dictionary: French-English, English-French. Toronto: McClelland and Stewart, 1963. (\$7.50) _____ 2.

Dictionary of Canadian English. The Beginning Dictionary. (\$3.40)
The Intermediate. (\$4.25) Toronto: W.J. Gage and Co., 1962. _____ 3.

Funk and Wagnalls Standard Book of Synonyms, Antonyms, and Prepositions. New York: Funk and Wagnalls Co. (\$4.95) _____ 4.

Funk and Wagnalls New Standard Dictionary of the English Language.
New York: Funk and Wagnalls Co., 1968, 2 Volumes. (\$35.00) _____ 5.

MacMillan Dictionary of Canadian Biography. New York: The MacMillan Co., 1963. (\$12.50) _____ 6.

Roget's International Thesaurus. 3rd edition. Toronto: New American Library of Canada Ltd. (\$7.50) _____ 7.

Webster's Third New International Dictionary. Springfield, Mass.: G. and C. Merriam Co. (\$49.50) _____ 8.

D. ATLASES AND GAZETTEERS

Goode's World Atlas. Toronto: W.J. Gage and Co. (\$7.90) _____ 1.

Historical Atlas of Canada. Toronto: Thomas Nelson and Co. (\$3.10) _____ 2.

Man's Domain Thematic Atlas of the World. New York: McGraw-Hill Co., soft cover, \$2.75, hard cover, \$5.45. _____ 3.

Rand-McNally Standard World Atlas. Chicago: Rand McNally and Co., (\$6.95) _____ 4.

Others (specify) _____

E. YEARBOOKS AND HANDBOOKS

Canada Yearbook. Ottawa: The Queens's Printer. (\$5.00) _____ 1.

Canadian Almanac. Toronto: Copp Clarke Ltd. (\$12.50) _____ 2.

Statesman's Yearbook. New York: MacMillan Co. (\$9.50) _____ 3.

World Almanac. Toronto: World Telegram and Sun. (\$2.50) _____ 4.

Others (specify) _____

_____ 5.

Section 2. Print Materials (cont'd)

F. MAGAZINES

- | | |
|--|-----------|
| <u>Better Homes and Gardens.</u> Des Moines, Ia.: Better Homes and Gardens. (\$3.00) | _____ 1. |
| <u>Fortune.</u> Chicago: Fortune Press. (\$14.00) | _____ 2. |
| <u>Good Housekeeping.</u> New York: Good Housekeeping. (\$5.00) | _____ 3. |
| <u>Look.</u> Des Moines, Ia.: Look Bldg. (\$5.00) | _____ 4. |
| <u>Modern Photography.</u> Cincinnati, Ohio: Modern Photography. (\$7.00) | _____ 5. |
| <u>National Geographic.</u> Washington: National Geographic. (\$9.00) | _____ 6. |
| <u>Popular Mechanics.</u> New York: Popular Mechanics. (\$4.00) | _____ 7. |
| <u>Reader's Digest.</u> New York: Reader's Digest Assoc. (\$3.97) | _____ 8. |
| <u>Saturday Evening Post.</u> Philadelphia: The Saturday Evening Post Ltd. (\$8.00) | _____ 9. |
| <u>Science Digest.</u> New York: Science Digest. (\$5.00) | _____ 10. |
| <u>Sports Illustrated.</u> Chicago: Sports Illustrated. (\$9.00) | _____ 11. |
| <u>Foreign Affairs.</u> Chicago: Time and Life Bldg. (\$7.00) | _____ 12. |
| <u>Life.</u> Chicago: Time and Life Bldg. (\$8.75) | _____ 13. |
| <u>Newsweek.</u> Dayton, Ohio: Newsweek. (\$12.00) | _____ 14. |
| <u>Time.</u> Chicago: Time and Life Bldg. (\$7.00) | _____ 15. |
| <u>World Affairs.</u> Toronto: World Affairs Magazine. (\$1.25) | _____ 16. |
| Others (specify) _____ | _____ 17. |

G. NEWSPAPERS

- | | |
|--|----------|
| <u>The Daily News.</u> St. John's: The Daily News Bldg. (\$27.00) | _____ 1. |
| <u>The Evening Telegram.</u> St. John's: The Evening Telegram. (\$26.00) | _____ 2. |
| <u>The Toronto Globe and Mail.</u> Toronto, Ontario. (\$35.00) | _____ 3. |
| <u>The New York Times.</u> New York. (\$39.00) | _____ 4. |
| Others (specify) _____ | _____ 5. |

H. PROFESSIONAL JOURNALS AND PERIODICALS

- | | |
|---|----------|
| <u>Canadian and Education Research Digest.</u> Toronto: The Canadian Education Association. (\$3.00) | _____ 1. |
| <u>Child Education.</u> Washington, D.C.: Association for Childhood Education, 3615 Wisconsin Avenue, N.W. (\$6.00) | _____ 2. |

Section 2. Print Materials (cont'd)

<u>The Education Digest.</u> Ann Arbor, Michigan: Education Digest. (\$5.00)	3
<u>Educational Leadership.</u> Washington, D.C.: Association for Supervision and Development, National Education Association. (\$6.00)	4
<u>Educational Technology.</u> DecCecco, J.P. New York: Holt, Rinehart and Winston. (\$6.95)	5
<u>The Grade Teacher.</u> Darien, Conn.: Grade Teacher. (\$6.00)	6
<u>The Mathematics Teacher.</u> Washington, D.C.: The National Council of Teachers of Mathematics, 1201 16th Street. (\$7.00)	7
<u>The Reading Teacher.</u> Newark, Del.: International Reading Association, P. O. Box 695. (\$6.00)	8
<u>Nation's Schools.</u> Chicago: Nation's Schools, 1050 Merchandise Mart. (\$10.00)	9
<u>National Association of Secondary School Principals.</u> Washington, D.C.: National Education Association. (\$2.00)	10
<u>School Management.</u> Greenwich, Conn.: School Management Magazines, 22 W. Putnam Avenue. (\$8.00)	11
<u>School Progress.</u> Toronto: MacLean-Hunter Ltd. (\$8.00)	12
<u>School and Society.</u> New York: Society for the Advancement of Education, 1860 Broadway. (\$9.50)	13
<u>Science Teacher.</u> Washington, D.C.: National Education Assoc. (\$10.00)	14
Others (specify) _____	

I. GENERAL WORKS

Please indicate in the spaces provided, the number of titles in each category. If you do not know the exact number, a close approximation will suffice.

<u>Literature</u>		<u>Mathematics</u>	8.
biography	_____ 1.	<u>Art</u>	
poetry	_____ 2.	painting	_____ 9.
drama	_____ 3.	architecture	_____ 10.
short stories		sculpture	_____ 11.
and essay		drawing	_____ 12.
collections	_____ 4.	music and	
fiction	_____ 5.	dancing	_____ 13.
<u>History</u>	_____ 6.	photography	_____ 14.
<u>Geography</u>	_____ 7.		

Section 2. Print Materials (cont'd)

Recreation and sports	_____ 15.	Other General Works:	_____
Hobbies and crafts	_____ 16.		_____
Science	_____ 17.		_____
Professional books for teachers	_____ 18.		_____
			_____ 19.

Religion

Cross, F.L. Oxford Dictionary of the Christian Church. Oxford: Oxford University Press. (\$17.50) _____ 20.

Miller, M.S. and Lane J. Harper's Bible Dictionary. New York: Harper and Row. (\$9.95) _____ 21.

Others (specify the NUMBER of additional General Works on Religion)

_____ 22.

Mythology, Legends, and Folklore

Bullfinch's Mythology, New York: Thomas Y. Crowell Co., Revised edition. (\$5.95) _____ 23.

Larousse. Encyclopedia of Mythology. New York: Putnam and Sons. (\$17.50) _____ 24.

Others (specify the NUMBER of additional General Works on Mythology, Legends, and Folklore) _____ 25.

SECTION 2

A. NON-PRINT MATERIALS

(Please check (✓) the appropriate column)

A LIST OF MATERIALS	NUMBER OWNED BY SCHOOL					AVAILABLE ON LOAN IN DISTRICT	
	None	1-10	11-20	21-30	31 +	YES	NO
1. filmstrips							
2. slides							
3. 16mm films							
4. 8mm single concept film							
5. 8mm regular length film							
6. disc recordings							
7. tape recordings							
8. globes							
9. maps							
10. art prints (reproductions)							
11. posters							
12. photographs							
13. charts							
14. graphs							
15. pictures							
16. transparencies							
17. diagrams							
18. programmed instruction materials							
19. realia (models, replicas)							
20. kits (multi-media)							
21. art objects							
22. video-tape recordings							
23. educational games							
24. others (specify)							

B. EQUIPMENT

(Please check (✓) the appropriate column)

A LIST OF EQUIPMENT	OWNED BY SCHOOL			AVAILABLE ON LOAN WITHIN SCHOOL DISTRICT	
	None	1-3	4-7	YES	NO
1. 16mm projector					
2. 8mm projector					
3. 8mm loop projector					
4. filmstrip projector					
5. overhead projector					
6. sound filmstrip projector					
7. slide projector					
8. opaque projector					
9. filmstrip viewer					
10. slide viewer					
11. micro projector					
12. tape recorder					
13. record player					
14. projection cart					
15. portable projection screen					
16. mounted projection screen					
17. television					
18. radio					
19. copying machine					
20. duplicating machine					
21. microfilm reader					
22. portable video-tape recorder					
23. dry mount press and tacking iron					
24. paper cutters					
25. transparency production equipment					
26. 16mm movie camera					

B. Equipment (cont'd)

A LIST OF EQUIPMENT	OWNED BY SCHOOL			AVAILABLE ON LOAN WITHIN SCHOOL DISTRICT	
	None	1-3	4-7	YES	NO
27. 8mm movie camera					
28. 35mm still camera					
29. copy camera and stand					
30. rapid process camera					
31. film rewinder					
32. 16mm film splicer					
33. 8mm film splicer					
34. tape splicer					
35. slide reproducer					
36. mechanical lettering device					
37. portable chalk board					
38. dictionary stand					
39. atlas stand					
40. typewriter					
41. paperback display rack					
42. circulation desk					
43. bulletin board					
44. newspaper rack					
45. adjustable shelves					
46. magazine shelves					
47. vertical file cabinets					
48. stools					
49. sink (hot water only)					
50. sink (cold water only)					
51. sink (hot and cold water)					

SECTION 3

FINANCE

Indicate in the appropriate columns below the approximate expenditure for the past two years and the estimated budget for next year.

[illegible]

S E C T I O N 4

THE PHYSICAL CHARACTERISTICS OF INSTRUCTIONAL-MATERIALS CENTRE
(Includes library and audio-visual centre)

(Please check (✓) the appropriate column)

A. Area of Floor in Square Feet:

- | | |
|-------------------------|---------------------|
| _____ 1. less than 300 | _____ 3. 600 - 899 |
| _____ 2. 301 - 599 | _____ 4. 900 - 1199 |
| _____ 5. more than 1200 | |

B. Extent of Shelving in Linear (running) Feet:

- | | |
|-----------------------|------------------------|
| _____ 1. less than 50 | _____ 4. 300 - 499 |
| _____ 2. 50 - 149 | _____ 5. 500 - 799 |
| _____ 3. 150 - 299 | _____ 6. more than 800 |

C. Number of Reading Tables:

- | | |
|-----------------------|------------------|
| _____ 1. 1 - 3 | _____ 3. 7 - 10 |
| _____ 2. 4 - 6 | _____ 4. 11 - 15 |
| _____ 5. more than 15 | |

D. Number of Study Carrels (booths):

- | | |
|----------------|-----------------------|
| _____ 1. none | _____ 3. 6 - 10 |
| _____ 2. 1 - 5 | _____ 4. more than 10 |

E. Seating Capacity at any one Time:

- | | |
|------------------|-----------------------|
| _____ 1. 10 - 19 | _____ 3. 30 - 40 |
| _____ 2. 20 - 29 | _____ 4. more than 40 |

Section 4. The Physical Characteristics of Instructional-Materials Centre (cont'd)

F. Number of Drawers for Cataloguing (include steel cabinet and card catalogue drawers):

- | | |
|----------------|----------------------|
| _____ 1. none | _____ 3. 4 - 7 |
| _____ 2. 1 - 3 | _____ 4. more than 7 |

G. Average Number of Books in Weekly Circulation:

- | | |
|-----------------------|------------------------|
| _____ 1. less than 20 | _____ 4. 150 - 299 |
| _____ 2. 20 - 49 | _____ 5. 300 - 599 |
| _____ 3. 50 - 149 | _____ 6. more than 600 |

H. Type of Facilities Available (check more than one if necessary):

- _____ 1. central library
- _____ 2. classroom library
- _____ 3. travelling library (bookmobile)
- _____ 4. public library
- _____ 5. other(s)

**I. Who Selects Materials for the Instructional-Materials Centre?
(check more than one if necessary)**

- _____ 1. principal only
- _____ 2. principal and teachers
- _____ 3. teacher and/or teacher-librarian
- _____ 4. teacher and students
- _____ 5. principal, teachers, and students,
- _____ 6. school board
- _____ 7. other(s)

S E C T I O N 5

SUPERVISION, PROFESSIONAL QUALIFICATIONS, AND MAINTENANCE

(Please check (✓) the appropriate column)

A. Which of the following best describes the supervision of your instructional-materials centre?

- ☐ 1. full-time school librarian
- ☐ 2. part-time school librarian
- ☐ 3. teacher librarian
- ☐ 4. student committee under guidance of teacher
- ☐ 5. volunteers from outside organizations
- ☐ 6. no library supervision

B. Which of the following statements describes the qualifications of the person in charge of the instructional-materials centre? (check more than one if necessary)

- ☐ 1. teacher's certificate and professional library degree
- ☐ 2. teacher's certificate and courses in library science
- ☐ 3. teacher's certificate but no courses in library science
- ☐ 4. no teacher's certificate but course in library science
- ☐ 5. no teacher's certificate and no courses in library science
- ☐ 6. training in the administration of instructional-materials programs
- ☐ 7. training in the selection and securing of audio-visual materials
- ☐ 8. training in the selection, maintenance, and operation of audio visual equipment
- ☐ 9. training in the organization of instructional-materials including classifying, cataloguing, and processing
- ☐ 10. training in the use of reference tools
- ☐ 11. training in the production of simple and inexpensive instructional materials.

Section 5. Supervision, Professional Qualifications, and Maintenance (cont'd)

C. Which of the following describe the care and maintenance of materials in the instructional-materials centre? (check more than one if applicable)

- ☐ 1. books and other printed materials are properly shelved and filed
- ☐ 2. books and other printed materials are repaired and rebound according to accepted standards
- ☐ 3. periodicals are reinforced or placed in protective covers
- ☐ 4. audio-visual materials are periodically inspected and repaired
- ☐ 5. records are maintained of the use of equipment
- ☐ 6. records are maintained on the repair of audio-visual materials and equipment

S E C T I O N 6

UTILIZATION OF THE INSTRUCTIONAL-MATERIALS CENTRE
AND DEGREE OF SATISFACTION REGARDING THIS USE

(Please check (✓) the appropriate columns below)

- A. Used not at all
- B. Used about 10% of the time
- C. Used about 25% of the time
- D. Used about 50% of the time
- E. Used about 75% of the time
- F. Used about 100% of the time

IS YOUR INSTRUCTIONAL-MATERIALS CENTRE USED:	DEGREE OF USE NOW						DO YOU THINK MORE USE SHOULD BE MADE OF THIS?	
	A	B	C	D	E	F	YES	NO
1. by regularly scheduled library classes								
2. for independent research by students during the school day								
3. for research and preparation by teachers during the school day								

Section 6. Utilization of the Instructional-Materials Centre and Degree of Satisfaction Regarding This Use (cont'd)

IS YOUR INSTRUCTIONAL-MATERIALS CENTRE USED:	DEGREE OF USE NOW						DO YOU THINK MORE USE SHOULD BE MADE OF THIS?	
	A	B	C	D	E	F	YES	NO
4. for research and preparation by teachers after school hours								
5. for research and preparation by students after school hours								
6. by community groups and interested persons not connected with the school								
7. as a lounge area for students before and after classes								
8. as a planning area for student activities								
9. as an area for browsing leisurely when desired								
10. at unscheduled times during school day--whenever students wish								
11. as a regular classroom								

SECTION 7

MISCELLANEOUS QUESTIONS

(Please check (✓) the appropriate column below)

QUESTIONS	YES	NO
Is all the material in your Instructional-Materials Centre catalogued and classified?		
In your opinion, is the space provided conducive to good study conditions?		
Is the Centre acoustically treated?		

Section 7. Miscellaneous Questions (cont'd)

QUESTIONS	YES	NO	
Is there adequate ventilation?			4.
Is there adequate lighting?			5
Does the Centre contain an office?			6.
Does the Centre contain a workroom?			7.
Does the workroom contain simple production equipment such as duplicator and transparency equipment?			8.
Is the workroom readily accessible to teachers at all times?			9.
Does the Centre contain a photographic darkroom?			10.
Are there preview and listening facilities to both teachers and students?			11.
Does your school have a library committee?			12.
Is there provision for large-group instruction (exclude gym)?			13.
Is there provision for small-group instruction?			14.
Do you insist on silence in the Instructional-Materials Centre? (Includes Library and A/V Centre)			15.
Is there a projection room?			16.
Is there light control (drapes, blinds) provided in the classrooms?			17.
Is the Centre located conveniently in relation to easy access to classrooms?			18.
Is the Centre located conveniently in relation to loading and delivery?			19.
Are students taught to use the Instructional-Materials Centre properly?			20.
Does the Centre contain private study space for teachers?			21.
Is there an audio-visual co-ordinator charged with the responsibility for audio-visual services only?			22.
Are additional qualified personnel provided as needed?			23.
Is adult clerical help provided?			24.
Are student assistants used in the Instructional-Materials Centre?			25.
Does the school board provide additional funds for the purchase of equipment and materials when requested?			26.

A P P E N D I X C



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

P. O. Box 91

The Principal
Oak Park and River Forest High School
Oak Park, Illinois

Dear Sir:

I am a graduate student in education studying for a Master's degree in Educational Administration at Memorial University of Newfoundland.

In connection with my thesis topic, "An Analysis of the Library Facilities in Newfoundland and Labrador Central, Regional, and Junior High Schools, and a structure for the implementation of the philosophy, objectives, and techniques of the Knapp School Libraries Project", I am planning a visit to the American Library Association on February 9-10, 1970. In addition, with your approval, I would like to visit your school on Wednesday and Thursday of the same week to get a first-hand look at the project in action, to take pictures, assimilate materials, etc.

Would such a visit be suitable to you? I am sure the visit would be of benefit to me in developing my topic, and your cooperation and help would be most appreciated.

Hoping to hear from you in the near future, I remain,

Yours truly,

George A. Hickman

OAK PARK AND RIVER FOREST HIGH SCHOOL

201 NORTH SCOVILLE AVENUE • OAK PARK, ILLINOIS 60302

January 15, 1970

383-0700

Area 312

Mr. George Hickman
Memorial University of Newfoundland
P. O. Box 91
St. John's, Newfoundland, Canada

Dear Mr. Hickman:

We would be pleased to welcome you to our school during your February trip to Chicago. February 11 is quite acceptable for the date of your visit. February 12, however, is a national holiday and public schools will be closed.

Please plan on meeting with me in room 205 at 10:00 a.m. on February 11.

Sincerely,

Director of Public Information
and Research

TJ:doc

Enclosure:
Travel Assistance

CC: Miss Crawford



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

P. O. Box 91

Miss Lu Ouida Vinson,
Executive Secretary,
American Library Association,
50 East Huron St.,
Chicago, Illinois, 60611

Dear Miss Vinson:

With reference to your letters of September 24 and October 24, 1969 re my thesis topic, An Analysis of the Library Facilities in the Newfoundland and Labrador Central, Regional, and Junior High Schools, and a Structure for the Implementation of the Philosophy and Objectives of The Knapp School Libraries Project, subject to your approval, I would like to visit the offices of the American Library Association and one of the project schools.

I plan to arrive in Chicago on February 8, 1970 and would like to spend February 9 and 10 at your offices. If this time period is unsuitable, could you suggest an alternate time? I would appreciate it very much if you could arrange for my tour of your Association and a meeting with Miss Peggy Sullivan and other people associated with the Knapp project.

On February 11 and 12, I plan to make arrangements to visit the Oak Park and River Forest High School, and maybe any other interesting development you may suggest.

Your co-operation and help would be most appreciated.

Yours truly,

George A. Hickman

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AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
A DIVISION OF THE

AMERICAN LIBRARY ASSOCIATION

50 EAST HURON STREET • CHICAGO, ILLINOIS 60611 • (312) 944-6780



September 24, 1969

Mr. George A. Hickman
P.O. Box 91
Memorial University
of Newfoundland
Canada

Dear Mr. Hickman:

The Knapp School Libraries Project was terminated in February, 1968. No visits are planned by this office, but you would be welcome at any of the project schools.

If I can help in other ways, please let me hear from you. We are working in the area of International School Library Development and our committee chairmen will have copies of your letter. Our ALA International Relations Office in Washington, D.C. may offer some help. If you want to explore specifically with the director he is David Donovan, Project Officer, American Library Association, International Relations Office, Washington, D. C.

A meeting next summer in Sydney, Australia will culminate four years of work in International School Library Development. You might contact Dr. Jean Lowrie, Head, Department of Librarianship, School of Graduate Studies, Western Michigan University, Kalamazoo, Michigan 49001, for further information.

Sincerely yours,

Lu Ouida Vinson
Executive Secretary

LOV:jj

cc: P. Hochstettler
J. Lowrie
D. Donovan

Enc.

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MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

April 12, 1972.

Dear Superintendent:

As part of the requirements for the M. Ed. program in Educational Administration, I am conducting a study of public relations in the school districts in this province. I would like to solicit your help in this respect.

The intention of the enclosed questionnaire is to collect data by which I may ascertain the extent to which organized public relations exist in our school districts. The purpose is not to evaluate the effectiveness of public relations activities as they now exist, but to ascertain 'what is'.

The study will involve all superintendents of school districts in the province, and since the number is relatively small, a high percentage of returns is most important.

Remember that no individual name or names of school districts are required. The findings will be published in summary form so that no one school district can be identified.

Your careful and prompt reply is essential to this study. You are asked to complete the enclosed questionnaire and return it in the self-addressed envelope provided. It is extremely important that every questionnaire be completed and returned as quickly as possible.

I thank you, in anticipation of your co-operation. Without it this study will not be possible.

Yours very truly,

Claude Bishop

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
A DIVISION OF THE

AMERICAN LIBRARY ASSOCIATION

50 EAST HURON STREET • CHICAGO, ILLINOIS 60611 • (312) 944-6780



January 30, 1970

Mr. George A. Hickman
Department of Educational Administration
Memorial University of Newfoundland
St. John's, Newfoundland, CANADA

Dear Mr. Hickman:

Your interest in spending some time with us at ALA is gratifying. The attached schedule is tentative for February 9, 1970. Perhaps you will not want to spend two days at Headquarters and have another day to visit in schools.

Peggy Sullivan is no longer at ALA but you might want to contact her at the address given below and arrange to visit with her while you are in Chicago. Her address is 1219 West Foster Avenue, Apartment 7, Chicago, Illinois 60640.

I am looking forward to your visit.

Sincerely yours,

Lu Ouida Vinson
Executive Secretary, AASL

LOV:no's

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MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

April 26, 1972

Dear Superintendent:

A few weeks ago, I forwarded to you a questionnaire from which I hope to gather data for my study of public relations in Newfoundland school districts.

I am happy to say that during the past two weeks many superintendents have returned these questionnaires completed in detail. This is very encouraging for, as you know, as many returns as possible will be needed. However, there are a number of superintendents who have not yet responded. In the event that you have not already completed the questionnaire, would you please take a few minutes from your busy schedule to complete it now, and return it to me as soon as possible? I need your support and cooperation in this project.

If you have already taken care of this matter, please accept my sincere thanks.

Yours truly,

Claude Bishop

AMERICAN LIBRARY ASSOCIATION

50 EAST HURON STREET • CHICAGO, ILLINOIS 60611 • (312) 944-6780



February 10, 1970

M E M O R A N D U M

TO: Paul Brawley Ruth Warncke
Delores Vaughan
Don Culbertson
Flora Colton
Virginia Baker

FROM: Lu Ouida Vinson

RE: Schedule of visits with George Hickman from
Newfoundland, Canada, February 12, on library
development

9:30 - 10:30	Ruth Warncke
10:30 - 11:00	Delores Vaughan
11:00 - 11:30	Mrs. Virginia Baker
11:30 - 1:00	Lunch
1:00 - 1:30	Library
1:30 - 2:00	Paul Brawley
2:00 - 2:30	Mr. Don Culbertson
2:30 - 3:00	Lu Ouida Vinson
3:00 - 3:30	Mrs. Flora Colton
3:30 - 4:00	Peggy Sullivan



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

May 9, 1972.

Dear Superintendent

About a month ago, I forwarded to you a questionnaire on public relations in our provinces' school districts. Two weeks later a second questionnaire was sent in case you had not received the first one, or in case it had been misplaced.

I am happy to say that during the past month most superintendents have returned these questionnaires completed in detail. However, there are a number of superintendents who have not yet responded. In the event that you have not already completed the questionnaire, would you please take a few minutes from your schedule to complete it? It is most urgent that I receive it as soon as possible so that I may complete my study. Remember your support and co-operation is essential to this project.

If you have already mailed your questionnaire, please accept my sincere thanks.

Yours truly,

Claude Bishop

INTERNATIONAL RELATIONS OFFICE

AMERICAN LIBRARY ASSOCIATION

1420 N STREET, N. W. · WASHINGTON, D. C. 20005 · (202) 387-1822
CABLE ADDRESS AMLIBASSOC



12 March 1970

Mr. George A. Hickman
Memorial University Library
of Newfoundland
St. John's, Newfoundland
Canada

Dear Mr. Hickman:

I have been following with interest the reports of Miss Lu Ouida Vinson regarding your work with her on School Libraries in Newfoundland, and the objectives of the Knapp School Libraries Project in particular. I can offer no suggestions on school libraries in addition to that which Miss Vinson has already mentioned to you. I understand that you had a worthwhile meeting with Miss Vinson at the ALA Chicago Headquarters.

Regarding research design, you might wish to write to Mr. Vincent Aceto, Chairman, AASL Research Committee. Mr. Aceto could perhaps provide some research designs or additional assistance in this area. Mr. Aceto's address is Associate Professor, State University of New York at Albany, School of Library Science, Albany, New York 12203.

This office would appreciate very much receiving a copy of any material you might develop on School Libraries in Newfoundland.

Sincerely yours,

David G. Donovan
Director

DGD:fl



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

P. O. Box 91
March 26, 1970

Miss Lu Ouida Vinson
Executive Secretary
American Library Association
50 East Huron Street
Chicago, Illinois

Dear Miss Vinson:

I received the literature on The Knapp School Libraries Project and the American Library Association a few days ago. Thank you very much, and I am sure this material will be invaluable in my research project.

Once again, I would like to express my deep appreciation for the gracious reception and assistance during my visit at your office. I would appreciate it if you would convey my sentiments to the other members of the staff, and express a special word of thanks to Vicki for her help.

Please find enclosed a copy of the questionnaire I am using to gather the required data. The response to date is encouraging - 75 per cent. I will keep you up to date on my progress. Trusting to hear from you in the near future, I remain,

Yours truly,

George A. Hickman



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

P. O. Box 91
March 28, 1970

Mr. Ted Johnson
Director of Public Information and Research
Oak Park and River Forest High School
201 North Scoville Avenue
Oak Park, Illinois 60302

Dear Mr. Johnson:

Once again, I would like to take the opportunity to thank you most sincerely for the gracious reception and assistance you afforded me at my recent visit to your fine school. I feel that my visit was most beneficial and the information and literature gathered will be invaluable in my thesis project.

I would appreciate it very much if you would express my sentiments to Miss Crawford and the library staff for their very wonderful assistance. I cannot help but mention the students as well. The ones to whom I talked were most receptive to my questions and observations. Their responses solidified the arguments necessitating a school library program such as the one in your school.

I am enclosing a questionnaire that I have developed for purposes of gathering the data needed for my project. Thank you again.

Yours truly,

George A. Hickman

