

A SURVEY OF THE PRACTICES OF CANADIAN PROVINCIAL
DEPARTMENTS OF EDUCATION IN THE AREA OF EDUCATIONAL
MEDIA WITH RECOMMENDATIONS FOR NEWFOUNDLAND

CENTRE FOR NEWFOUNDLAND STUDIES

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A Survey
Of The Practices Of Canadian Provincial Departments Of Education
In The Area Of Educational Media
With Recommendations For Newfoundland

by

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A Thesis

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ABSTRACT

The aim of this study is to examine the activities of each Canadian Provincial Department of Education with respect to educational media. This is done with the aid of a questionnaire, developed specifically for this study.

From the information obtained, the media programs of each of the ten provinces were examined and analyzed, firstly by province and secondly by function. As well as determining the existing situation, the study also discovered how experts in the field of educational media feel about development of provincial media programs.

It is hoped that the study will provide some input into future development of provincial media programs. A more detailed examination of the situation in Newfoundland, leads to specific recommendations for the Department of Education of this province regarding reorganization of the Division of Instructional Materials.

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CHAPTER I

THE PROBLEM AND THE PROCEDURE

I. INTRODUCTION

The highly accelerated pace of developments in the field of audio-visual communications and educational media in Canada has presented to teachers and administrators a growing problem of incorporating new technologies effectively into the instructional program. It is to this end that three distinct types of services have emerged with respect to educational media: (1) Instructional Materials Centres providing services at the school building level, (2) Educational Media Services at the school board level, and (3) Services provided through the provincial Departments of Education.

At the school building level, integrated collections of printed, visual, and audio material are centralized to form the nucleus of the school's Instructional Material Centre. With a qualified professional person responsible for the operation of the centre, the services include availability of materials and equipment, relatively simple production capabilities, assistance in utilization, and the integration of these resources into the instructional program.

At the board level, professional staff provide support for the programs at the school building level. Here, the more expensive types of equipment and materials are centralized and distributed, and production facilities of a broader and more sophisticated nature are made available to teachers. Also at

this level, special support services in selection, organization, and utilization are developed to assist teachers in obtaining and using educational media.

At the provincial level the media program is organized to provide supportive services for the programs at the board level and the school building level. This level may deal with more specialized, more sophisticated and more expensive types of materials and services than could be made available at the school building or board level.

In this study the third level of service was examined, that provided by the provincial Departments of Education. Each Provincial legislature has a mandate to provide all laws necessary for the effective operation of a public school system. Different provinces have responded to this mandate in different ways. All of them have provided laws for the organizational structures of the school systems; for the division of authority and duties, and for the interaction among organizations and officials within the system.

Also, in the development of newer areas in education, provinces have progressed at different rates. Provincial media programs, a relatively new development, have also been affected by the ability of some provinces to extend their educational services faster than others. Because of this, it is difficult to suggest a common organization and plan of growth for all provinces in the field of educational media. It is possible, however, to make general assumptions and recommendations which

could be applicable to all provinces. Also, upon studying the characteristics of an individual province in some depth, it is possible to make specific recommendations for that province.

In this study, observations were made with respect to educational media services at the provincial level which could apply to all provinces. In addition, specific recommendations are presented for the Province of Newfoundland.

Media services at the school level, the board level, and the provincial level are developing rapidly in Canada. Large amounts of money are involved in the programs that are developing, and little information is available as to what direction these programs are taking. It would appear, therefore, that a minimum requirement for educators involved in media programs is to be aware of what is going on elsewhere. This knowledge can then be used as one of the pieces of data which would enable educators to make appropriate decisions about their individual programs.

II. STATEMENT OF THE PROBLEM

In this study, information was sought which will enable educators to make recommendations as to the appropriate direction of development of educational media programs in provincial Departments of Education. It will determine the national patterns of activity in this area, and make general observations about organization and growth which could be applicable to all provinces.

The study will also provide the Newfoundland Provincial Department of Education, teachers, and administrators with information which could provide guidelines to help the Department to determine appropriate activity in the area of educational media. It will also make specific recommendations concerning the organization of the Newfoundland provincial media program, and the activities it should undertake.

Most of the information was gained by examining the existing provincial media programs, as they are presently organized. Additional information was obtained by asking opinions of the respondents on certain key questions. This facilitated examination of the thinking of experts in educational media who are involved with provincial programs.

Specifically, the study will provide information to answer the following questions concerning provincial Departments of Education and their involvement in educational media:

- (1) If a province is operating a media program, how

is it organized to facilitate its activity?

(2) Do Departments of Education advise teachers on the classroom use of educational media, and, if so, which are the most important methods of contact?

(3) Are Departments of Education involved in a planned program of in-service activity for teachers concerning the classroom use of educational media?

(4) Is competency in the use of educational media related in any way to teacher certification?

(5) Do Departments of Education grant certification for Supervisory Personnel in the educational media field, and, what type of position is the "Educational Media Supervisor" likely to hold?

(6) Have Departments of Education developed standards relating to school accreditation, building of new schools, and purchase of equipment which involve educational media in some respect?

(7) Are any special grants made available to schools specifically for educational media?

(8) Do Departments of Education communicate matters of interest in educational media to teachers through printed material, such as handbooks, manuals, etc.?

(9) Have Departments of Education conducted studies to examine the use of educational media in the

classroom or to determine general attitudes towards its use?

- (10) Are Departments of Education involved in the production of instructional materials for use in schools, and, if so, to what extent?
- (11) Are Departments of Education involved in distributing instructional materials to schools on a loan, rental, or sale basis, and, if so, to what extent?
- (12) Are Departments of Education involved in the establishment, operation, or fulfillment of the responsibilities concerning open or closed-circuit ETV within the provinces? If so, to what extent?
- (13) What kinds of positions are held by personnel of units responsible for educational media in Departments of Education, and what kinds of people fill these positions?
- (14) Do Departments of Education favor centralization of production and distribution facilities or do they encourage regional or local growth?
- (15) What are some of the major needs of Departments of Education in their attempts to increase the effectiveness of provincial media programs?

In developing these questions, careful consideration was given to specific activities which might be included in provincial media programs. It was from an examination of the activities expected of provincial media programs that the questions were finally

constructed. The main source of information used in this regard are statements made by Brown and Norberg (1965, p. 325), which are intended to represent activities performed by the personnel of programs such as those operated by provincial Departments of Education. The statements are as follows:

- (1) Assisting local schools in educational media matters pertaining to curriculum revision.
- (2) Preparing utilization guides, study resource units, bibliographic materials and similar publications.
- (3) Holding conferences and workshops for professional and lay personnel to provide information, stimulation and guidelines for the use of educational media.
- (4) Developing standards for educational media availabilities and utilization (equipment, materials, services).
- (5) Developing and enforcing teacher certification standards involving knowledge and skills of utilizing educational media.
- (6) Developing and publishing building and facilities standards as related to educational media installations.
- (7) Conducting research studies and surveys regarding uses and contributions of educational media to the school instructional program.
- (8) Producing various instructional materials for

use by schools and staff members of the
Department of Education.

- (9) Distributing educational media on short-term
loan basis to schools and staff members of the
Department of Education.

- (10) Supervising province-wide programs of ETV.
-

More of the literature used in developing the study
is discussed in Chapter II. It will be noted in the next section, however,
that one of the difficulties in conducting this study was the lack
of published material on the topic.

III. SCOPE AND LIMITATIONS

This study has been confined to an examination of the media programs of Canadian Provincial Departments of Education. Information was of two distinct types. One type revealed what the status of each provincial media program is to date; the second revealed what experts feel should be happening.

The media programs of all ten provinces were studied and general observations were made which could relate to all of them. It was not possible to do a detailed study of each province, as much more information would be required than could be obtained for this study. A detailed study was done, however, for the Province of Newfoundland.

Further, the study is limited primarily to the functions as outlined by Norberg, which have been instrumental in developing the specific questions the study is intended to answer.

The term "Educational Media", used throughout the study, is defined in Appendix A as follows:

"Television, radio, motion pictures, and related media such as charts, exhibits, filmstrips and slides, maps and globes, motion pictures, programmed materials with or without teaching machines, radio and television programs, disc and tape recordings, and language laboratories. The term includes both materials and equipment."

All references to the term "educational media" should be considered in the light of this definition.

Other terms used, such as "provincial media program", are clarified in Appendix A as well.

The chapter on related literature, which follows, will

further delineate the kind of information the study is seeking.

CHAPTER II

REVIEW OF LITERATURE

The literature available on provincial government activity in educational media is somewhat limited. However, much has been written on school and school board level services. Most of the surveys completed in this regard point up several common problems which could be attributed to the provincial media program. Brett (1964) stated that in central high schools in Newfoundland, there were too few librarians, not enough material, and too few people with qualifications considered necessary for the effective administration of school libraries. A Canadian survey, sponsored by School Progress magazine and conducted by C.E. Wilkinson (1972) over a two-year period, examines the trends and problems involved in the school board use of educational media. A study of the survey results reveals many interesting facts.

Wilkinson stated:

- "(1) Large boards generally have more of almost every type of equipment per 10,000 students than small boards. But small boards are conscious of their lack and are buying greater quantities percentage-wise of many types of equipment....
- (2) Almost all boards expect a per pupil decrease in 1972 spending but an increase for the future.
- (3) Most boards are doing what they should do - spending more per pupil for software than for hardware.
- (4) Boards whose schools are reasonably well equipped tend to be holding back to ensure that equipment now in the schools is being used well. This indicates a need for a great deal of study and practice by teachers not now integrating educating educational media into study units. It also indicates the need for area workshops in the effective use of educational media; and more importantly, consultation on a one-to-one basis in each

school coupled with an in-school staff workshop.
(5) The data, and comments from educators, show great interest in television. Expenditure here has been relatively small, but percentage-wise a great deal is indicated....Some boards indicate they are holding back on purchase because of the rapid pace of technical developments." (p. 13)

The report included several comments from school board officials of each province, including their views of the needs or trends. Some of the comments from school board personnel in Newfoundland were as follows: "Increased use and expenditures in AV; media used for greater effectiveness in presentation of lessons for increased motivation, more illustrative material, to broaden one's experience outside the class or textbook; teachers are demanding more audio-visual, more modern teaching equipment and supplies; trend toward smaller, more compact and versatile types of equipment; more rapid increase in the production of video material; more emphasis on equipment to be used by individuals as well as groups."

One well-documented study, after which the questionnaire used in this study is largely patterned, was conducted in the United States in 1961 (Francis et. al, 1963) and examined the practices of State Departments of Education in the field of educational media. Although over ten years old, the study showed patterns of activity which have since then expanded and developed. In other words, the literature available since the 1961 study indicates that the number of states actively involved in educational media has increased and the personnel, time and money channelled in this direction have mushroomed.

The study conducted by Francis and his associates, and financed with federal government educational research funds, took place over a period of two to three years. The method of obtaining information involved a staff of several people and consisted, among other things, of person-to-person interviews with senior people, following a preliminary questionnaire. Although the findings are not specific to Canada, the study provides a useful model for an investigation in a country where the political characteristics are somewhat similar. It is also interesting to note that the functions used in the study by Francis correspond to the statements made by Brown and Norberg (listed in Chapter I), on which the functions developed for this study were based.

The study by Francis and his colleagues described the status of each state media program and indicated national patterns and trends. However, for reasons similar to those described in Chapter I in reference to the Canadian situation, the writers found that it was difficult to suggest a common organization and plan of growth for all states. Specific recommendations were offered, though, for individual states after detailed examination of the particular state's characteristics.

CHAPTER III

METHODOLOGY

I. GENERAL OUTLINE

Before this study could be conducted, an instrument had to be developed, which would enable effective collection of the data required. A questionnaire was constructed, based on expected requirements and available literature. Allowances were made for the problems arising from validity and reliability before the questionnaire was used (see page 15).

The questionnaire was sent to the person in charge of each of the ten provinces' educational media divisions of the Departments of Education. All ten questionnaires were returned within a few months, and all of the data were readily made available.

The data were then examined to provide meaningful information. The information was then organized to determine what the existing situation was across Canada and what the experts thought it should be. Specific recommendations were also formulated from a more detailed examination for the Province of Newfoundland.

II. CONSTRUCTION OF THE QUESTIONNAIRE

The questionnaire used in this study (Appendix B) was based on one used in a study conducted in the United States in 1960-61 (Francis, et. al, 1963). Selected items from the questioning procedure developed for that work were adapted for use in this study. The questions selected were those which applied directly to Canadian provincial media programs. Those questions which were not used applied to situations which are unique to the United States, for example, questions concerning Title III grants. After careful examination, revisions and additions were made wherever it was found necessary, and new questions formulated to complete the information picture for Canada.

The validity of the completed questionnaire was determined by a group of experts comprised of persons from the Division of Instructional Materials of the Provincial Department of Education and from the Centre for Audiovisual Education, Memorial University of Newfoundland. The problems associated with reliability were minimized through verbal contact with the respondents after the questionnaire had been returned.

The questionnaire consisted of seventeen main questions with sub-sections providing complete information on each heading. The headings were as follows:

- (1) Organization
- (2) Leadership Services to Schools

- (3) In-Service Activity
- (4) Certification of Teachers and Supervisors
- (5) Accreditation Standards
- (6) School Plant Standards
- (7) Equipment Standards
- (8) Grants to Local School Districts
- (9) Publications
- (10) Statistics
- (11) Attitudes
- (12) Production of Materials
- (13) Distribution of Materials
- (14) Educational Television
- (15) Personnel
- (16) Policy
- (17) Projected Needs

These questions parallel the functions outlined by Brown and Norberg and were designed to solicit responses which will give clear answers to the general questions posed in Chapter I (see page 4).

III. RESPONSE TO THE QUESTIONNAIRE

Questionnaires were mailed to the administrative head of the Division of Instructional Materials (or appropriate counterpart) of each of the ten provinces on May 26, 1972.

Accompanying each questionnaire were all the necessary instructions for completing and returning, as well as an introductory letter explaining its purpose (Appendix C). As it was important to get all of the information within a reasonably short period of time, a follow-up letter was sent from Mr. Norman Harris, Assistant Director of Instruction (Instructional Materials) of the Newfoundland Provincial Department of Education, on June 16, 1972 (Appendix C).

All of the questionnaires and supporting material were received by the end of August, 1972. There was a great deal of correspondence by mail, and several phone calls were also made to the people responsible for returning information to either make clarification or seek additional information.

The questionnaire generated two types of responses. The first type was designed to gain information which would lead to an understanding of how each provincial Department of Education operated its division responsible for educational media. The extent of activity, the resources available, and some of the policies which aid in administering media programs at a provincial level were revealed through responses to these questions.

The second type of question, asked for a voluntary opinion from the person completing the questionnaire as to whether

or not he or she felt that certain kinds of activity within provincial media programs were desirable.

Aside from information from the questionnaire itself, most of the provinces readily supplied documents, reports, booklets, catalogs and printed literature, which helped considerably in making the data on each province as complete as possible.

IV. TREATMENT OF THE DATA

Because of the number of responding parties and the wide variation in the types of services offered through provincial media programs, it was decided that the most meaningful way to present the data was in a manner which would provide for two specific kinds of comparisons: (1) to view a provincial media program in terms of what it was doing for its teacher population under the conditions unique to that province, by comparing it to events taking place in other provinces, and (2) to look at media programs in a general sense by comparing reactions to the different functions explored by the study.

The questionnaire data were firstly compiled for all provinces in one table (Table I). All of the available data (detailed questionnaire data and extra literature sent by the respondents) were then used to provide the study with, firstly, an analysis by province and, secondly, an analysis by function. In other words, the process was to examine each province's activity in educational media, considering the specific characteristics of that province, and then to examine the activity of all ten provinces with respect to a particular function. The opinions of experts to questions regarding certain activities within provincial media programs were also examined.

Specific recommendations were made for the province of Newfoundland in the operation of its provincial media program. These recommendations were based on information available through

this study and other material obtained by the writer.

CHAPTER IV

RESULTS OF SURVEY

I. GENERAL ANALYSIS

Table I is a concise presentation of the questionnaire results where yes-no responses were required. The 'YES' responses are indicated by '1' and the 'NO' responses by '0'.

TABLE I: Yes-No Responses All Provinces

QUESTION	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
1. Organization:										
(a) Does the Department of Education provide services to schools in the area of educational media?	1	1	1	1	1	1	1	1	1	1
(b) Does the Department have one or more units devoted to this task?	1	1	1	1	1	1	1	1	1	1
2. Leadership Services to Schools:										
Do Department personnel normally advise teachers and administrators on the classroom use of educational media?	0	0	1	0	1	1	1	1	1	0

TABLE I (cont'd)

[illegible]

TABLE I (cont'd)

[illegible]

TABLE I (cont'd)

QUESTION	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
1972 make special funds available for media?	1	1	1	1	1	0	1	1	0	0
(b) Did the Department in 1972 make general funds available which could be used for media?	1	1	1	1	1	0	1	1	1	0
9. Publications:										
Did the Department in 1972 publish any manuals, handbooks, catalogs, etc. dealing with educational media?	1	0	1	1	1	1	1	1	1	1
10. Statistics:										
Did the Department in 1972 collect statistics relating to the use of educational media?	1	0	1	1	1	0	1	0	1	0
11. Attitudes:										
Did the Department in 1972 conduct any study to determine the general attitude of teachers toward educational media?	0	0	1	0	1	1	1	0	0	0

TABLE I (cont'd)

[illegible]

TABLE I (cont'd)

QUESTION	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
broadcast ETV station by any other provincial agency?	0	0	0	0	0	0	0	0	0	0
(d) Does the Department officially participate in the sponsorship of any open-circuit broadcast ETV station?	1	1	1	1	1	1	1	1	1	1
15. Policy: Distribution:										
(a) Does the Department encourage the development of regional or local distribution centres?	1	1	1	1	1	1	1	1	1	1
(b) Does the Department encourage the development of a central provincial distribution centre?	1	1	1	1	1	0	1	0	1	1
16. Policy: Production:										
(a) Does the Department encourage the development of production facilities on a regional basis?	0	0	1	0	1	0	0	1	1	0

TABLE I (cont'd)

QUESTION	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
(b) Does the Department encourage cooperative arrangements between various local or regional production units which exist?	0	1	1	0	1	1	1	1	1	0

II. ANALYSIS BY PROVINCE

British Columbia

The British Columbia Department of Education provides its media services under the Division of Instructional Services. The Division is further sub-divided into: (1) Provincial Curriculum Resources (2) Audio-Visual Services, and (3) Provincial Curriculum Development. The Curriculum Development Branch is responsible for identifying materials and needs for materials. In consultation with other groups involved in school curriculum, the Resources Branch is responsible for obtaining materials and providing them to schools to the extent that financial resources permit. The Audio-Visual Services Branch is responsible for providing audio-visual materials --- films, filmstrips, slides, tapes, radio and television services. The Division of Instructional Services co-ordinates and assumes overall responsibility for the service.

Information from the Division reaches the teachers primarily through means of printed literature. When supplementary material is obtained by local authorities in the school districts, the professional staff of the school district do the advising.

In recommending standards of any kind to schools, the Department tries not to be too absolute or rigid since there is a measure of local autonomy in all matters pertaining to school plant, certification of teachers and other areas where local authorities are expected to establish priorities. Their

booklet on library standards, for example, is intended as a practical guide to basic practice in the conduct of the average school library. The Teaching Aids Circular, issued when needed from the Curriculum Branch, provides information on new items available for loan for different courses and material needed to adequately offer individual courses.

The only information available on distribution and production of instructional materials is that contained in the 1970-71 Public Schools Report of the Department of Education. The circulation report for films and filmstrips showed all school districts making extensive use of these two types of media. The Audio-Visual Branch also distributed still pictures, dioramas and multimedia kits and, through a co-operative arrangement with the Curriculum Resources Branch, 4,000 French language tapes were duplicated and distributed. The report indicated that a review of the methods of film distribution was under way in consultation with school district audio-visual co-ordinators. Some improvements have already been effected by distributing groups of films throughout a school district before they are returned to the provincial library.

The Division's production activity centers primarily around radio and television broadcasting. Table II is reprinted from the Annual Report and shows the statistics of radio and television programming and use.

TABLE II: British Columbia - Radio and Television Programming and Use.

Usage Indicator	Quantity
Radio:	
Programs prepared and presented	205
Schools using radio broadcasts	703
Divisions using radio broadcasts	3,165
Students using radio broadcasts	93,401
Television:	
Programs prepared and presented	172
Schools using television broadcasts	791
Divisions using television broadcasts	4,971
Students using television broadcasts	153,179
Supplementary Materials:	
Teachers' Bulletins	15,000
Radio Calendars	15,000
Television Calendars	15,000
Primary Music Booklets	70,000
Intermediate Music Booklets	75,000
French Language Booklets	18,000

The Division's photographic service helps to supply the still pictures, slow motion film and special effects film used in the television broadcasts. Filmstrips are also being produced, and other photographic work is undertaken for educational displays and publications.

The Division was also responsible for initiating a project in ETV in the Penticton district, which involved using two channels on the local cablevision system to deliver programs to twelve schools in the district. Video tapes are relayed to the classrooms on request from the Instructional Media Centre in the Penticton Secondary School.

The professional staff of the Audio-Visual Services Branch is comprised of: Director, Assistant Director, Audio-Visual Supervisor of Distribution, and Audio-Visual Course Writer. The technical staff include a photographer, stockmen and clerical personnel. Qualifications necessary for the technical positions vary with the responsibility incurred. The professional staff, however, are all people with academic degrees and teaching experience.

It is the policy of the British Columbia Department of Education to encourage the growth of regional or local distribution centres for materials normally in great demand and to support the growth of a provincial distribution centre for more expensive materials.

Alberta

Educational media in the Alberta Department of Education

is administered under the Curriculum Division as the Audio-Visual Services Branch. The Branch is divided into four sections: (1) Film Library (2) Videotape Library (3) Audiotape Library, and (4) School Broadcasts. Contact with public school personnel is made primarily through phone and mail inquiries and Department staff visitations to local districts.

There are several manuals and handbooks and a variety of catalogs published by the Audio-Visual Branch yearly. Many of these publications are designed to supplement radio and television broadcasts. Statistics on radio and television usage and evaluations of each broadcast series are collected each year and published in large volumes.

The Branch is quite active in the production and distribution of instructional materials. This information is contained in Tables III and IV.

TABLE III: Production of Instructional Materials - Alberta

Materials Produced	Number Produced 71-72
16mm Sound Motion Picture	8
8mm/S8mm Sound Motion Picture	4
Filmstrips	(dubbing) 15,000
Tape Recordings	Only 5
Radio Broadcasts	170
Broadcast Television	64
Videotape Recordings	20
Multi-Media Kits	3

TABLE IV: Distribution of Instructional Materials - Alberta

Materials Distributed	Loan	Preview & Evaluation
16mm Sound Motion Pictures	X	
8 mm/S8mm Motion Pictures	X	
8mm/S8mm film loops		X
Filmstrips		X
Slides	X	X
Tape Recordings	X	
Radio Broadcasts	X	
Broadcast Television	X	
Videotape Recordings	(Free Dubbing)	
Multi-media kits		X

The Alberta Educational Communications Authority controls the development of educational broadcasting in the province. The Authority has obtained an educational TV channel in the two Calgary CATV systems and has delegated the operation of this channel to CARET (Calgary and Regional ETV Association). A feasibility study is also being carried out on costing of a province-wide television transmitter network in an attempt to analyze the future broadcasting needs of the province.

Besides CBC programming, television programs are produced both independently by the Branch and in conjunction with the other three western provinces. Because of limited CBC facilities, the Branch has seen fit to obtain the services of freelance film producers. The films produced, after television broadcasting, become part of the Department's film library.

Radio broadcasting in Alberta is available from CBC and CKUA, which reach most of Alberta. Radio production is operated under the same scheme as television. Teachers intending to use radio programs register with the Audio-Visual Services Branch and order the materials which accompany the programs. All radio programs are kept in an audio-tape library and copies provided for schools wishing to use the service.

The Department encourages the development of self-contained film libraries by local school districts and is making every effort to promote the continued growth of district Instructional Media Centres. The information contained in the 1971 Annual Report of the Alberta Department of Education

points up the efforts of the Branch in promoting local activity. Student production of Super 8mm films and other forms of media used in the development of student learning experiences is encouraged wherever possible. Teacher workshops and utilization sessions are important parts of the Branch's responsibility. The emphasis in Departmental workshops has shifted with the growth of district Instructional Media Centres. By working closely with district AV Co-ordinators, the Department is able to determine the level of service they should offer through workshops and research activity. For example, in 1971-72 the workshop emphasis was placed on the importance of selecting specific media items to meet specified learning objectives. A total survey of media facilities, along with recommendations and costing of future developments, was undertaken for school boards by the Department. There was also increasing research into the feasibility of establishing co-operative regional resource centres.

The professional staff of the Audio-Visual Services Branch are all people with academic degrees, most of them at the Master's level, and with teaching experience. The positions are as follows: Associate Director of Curriculum (Media), Co-ordinator and Assistant Co-ordinator of School Broadcasts, Co-ordinator and Assistant Co-ordinator of Visual Education, Co-ordinator and Assistant Co-ordinator of Curriculum Resources. The staff also includes a Business Manager, six Audio-Visual technicians (maintenance, film inspector, video-dubbing, etc.) and ten people in clerical positions.

The Audio-Visual Services Branch of the Alberta Provincial

Department of Education indicated that the three major needs related to the province's media program are the establishment of Instructional Material Centres at the school system level, the development of learning resource centres in schools and the continued and increasing in-service of teachers.

Saskatchewan

Saskatchewan's provincial media services fall under the purview of two separate branches of the Department of Education. The Instructional Resources Section is operated under the Program Development Branch and includes units dealing with radio, television, visual education, school libraries, and audio tape library. Auxiliary Services, including the film library and book bureau, carry out a number of distribution activities and operate under the Provincial Services Branch.

Most of the contact with teachers in the province is made through phone or mail inquiries by the teachers. Department staff visits to local school districts, in-service workshops, conventions and conferences were also regarded as effective channels of communications.

School plant and equipment standards pertaining to educational media are recommended in published manuals or in direct correspondence with schools. Other Department publications include radio and television manuals, tape and film catalogs and a manual for building and remodelling school libraries.

During 1972 the Instructional Resources Section produced

four 16mm films, two filmstrips, and participated either on a provincial, regional or national level with CBC in the production of 175 radio broadcasts and 154 television broadcasts. Tape recordings and 16mm films are made available to schools on a loan basis from the tape and film libraries.

The professional staff of the Instructional Resources Section consists of heads of each unit within the Section, most of whom are people with academic degrees, and all of whom have had teaching experience.

The Department of Education of Saskatchewan is encouraging the development of local or regional distribution and production facilities in an attempt to move away from centralized distribution. The major needs of the province in the area of educational media are seen as being: (1) library and media centre development at the regional and school building level, (2) the development of closed-circuit television and videotape distribution, and (3) production and evaluation of materials for use in public schools.

Manitoba

The central controlling unit for educational media in the Manitoba Department of Education is a Section of the Department called Support Services External. The divisions within this unit are: (1) School Broadcast Branch (2) Department of Education Library (3) School Film Services Branch (4) Correspondence Branch (grades 1-12), and (5) Supervisor of

School Libraries. There is a close relationship between each Branch, which all fall under the supervision of one Assistant Deputy Minister.

Mail and phone inquiries top the list as a means of contact with teachers. School personnel visits to the Department's facilities were rated as the next most important means of communicating with teachers. One reason given for this is the fact that one-half of the province's population is in Greater Winnipeg. The Department also reaches the Manitoba teacher through an in-service program involving school division library supervisors, school division audio-visual supervisors, and ETV workshops under studio conditions within school divisions.

In an attempt to determine the general attitude of teachers in the province toward the use of instructional materials (particularly videotape), the Department of Education, in cooperation with the Manitoba Teacher's Society, is presently conducting a study on the use of videotape recorders. The Department has loaned fifty VTR's to school divisions for purposes of this study.

During 1972 the School Broadcast Branch produced 140 radio programs in the Department of Education studio for broadcast over CBC and affiliates, and thirty-three television programs were produced in CBC studios for broadcast purposes. The arrangement for production of television programs in Manitoba is similar to that in other provinces; that is, the Department of Education pays the direct costs (scripts, performers,

publicity, and research) and CBC provides indirect costs (production crews and transmission).

In addition, 1000 audio tapes (reel-to-reel), 300 to 400 audio cassettes, and 100 videotapes are being dubbed and distributed to schools on a request basis. Based on the "Fun to Draw" radio program, twenty-five multi-media kits were prepared and made available to schools following the series.

Table V shows the type and extent of materials made available to Manitoba schools from the Department of Education.

TABLE V: Department Loan Materials - Manitoba

Type of Material	Quantity
16mm sound motion film	9,700
Filmstrips	3,000
Audio tapes	2,250 masters
Video tapes	250 masters
Multi-media kits	25

In addition to supplying catalogs, handbooks, guides, and program charts, the Department's Library has a monthly average of 700 mailings of approximately 3400 items (books, records, plays, kits).

The staff of the units dealing directly with educational media range from the professional level with academic degrees to the technical and clerical. Successful experience seems to be

the prime criterion for most of the positions; however, teaching experience is not a requirement for many of the administrative positions.

While the Department's service is growing, a great deal of thought seems to be going into future development of local and regional services. The Department encourages the development of materials distribution centres on a local level, but not on a regional level. A central provincial distribution centre is favoured for radio and television but not for films and library materials. The Department has made no firm decision on regional distribution but has considered moving to regional distribution centres in 16mm films and possibly in library supplies. Television and radio programming will probably remain centralized. The larger school systems may begin utilization of closed-circuit television. The Division of St. James Assiniboia already has a closed-circuit system in operation.

With respect to development of the media program, the perceived major needs of the Department reflect its policy toward the growth of local media programs. Increased production of school television and videotape distribution is seen as a top priority. A department television studio, it was stated, would greatly facilitate growth in this area. Regional distribution centres for some materials which should be distributed by the Department is an immediate concern. It was stated also that larger school systems should become more self-sustaining in the areas of print and non-print materials.

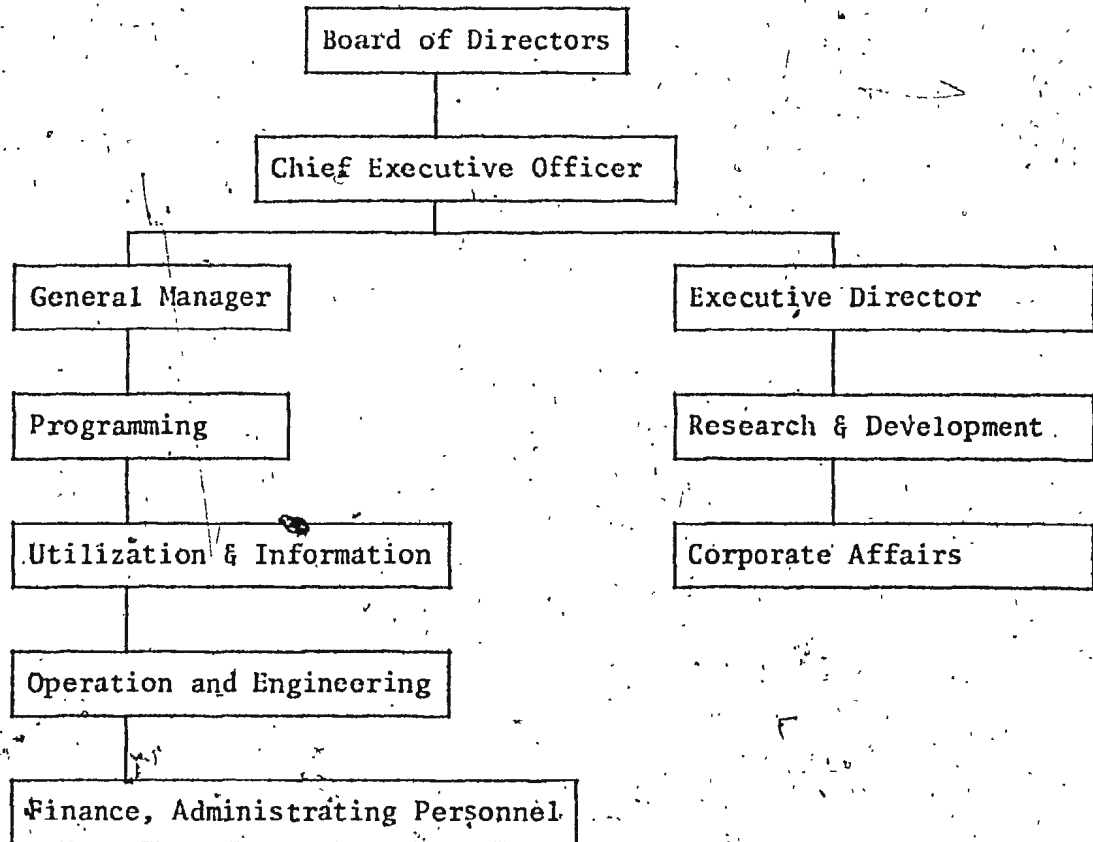
Ontario

Educational media in the province of Ontario is operated under the Ontario Educational Communications Authority, (OECA), an autonomous crown corporation, and the Curriculum Branch of the Ontario Department of Education. The difference in structure of the provincial media program in this province accounts for noticeable departures from perceived practices in other provinces.

The establishment of OECA, in July of 1970, was considered a major step in answer to a need for expanding educational opportunity in Ontario. The Authority is both a communications agency and an educational institution whose task is, essentially, to create learning systems which relate to the needs and interests of the people of Ontario and to distribute these by whatever means possible. The Authority's biggest achievement is the establishment of CICA-TV, Channel 19, Toronto, a full-time educational channel broadcasting to homes and schools within a fifty mile radius of the station. Programs are also distributed to the English and French language schools of the province through the use of a network of CBC, and independent stations which have agreed to accept programs for less than their usual commercial rates.

There are two divisions of OECA reporting to the chief executive officer, one responsible for research and corporate development, the other for programming and operations (see chart, Figure 1).

FIGURE 1: OECA Organizational Chart



The principles underlying the structure of the OECA are based on a number of premises listed in the 1970-71 annual report. They are as follows:

- (1) The need to be involved with the entire community, to sense its needs and to adapt and evolve in response to those needs is paramount to the long-term success and development of the organization.
- (2) The professional educational integrity of the organization, its programs, and its services are of critical importance to the attainment of the objectives of the Authority.

(3) With the use of modern professional management techniques, specialists of various disciplines can work together to create educational programs that will be superior in terms of educational effectiveness and economic cost to any other form of organization.

(4) The key and central activity of the organization is the creation and distribution of educational programs and supporting materials that are meaningful, valid, and useful, and all other activity should be structured to facilitate this purpose.

(5) Individual and group performance is optimized when responsibility and accountability are delegated as closely as possible to the levels responsible for day-to-day operational and creative decisions.

The Authority, organized as indicated, is able to keep one part of the system free from day-to-day operating problems and is able to objectively assess the current activity, to experiment and to recommend possible future development. The other part of the organization is specifically designed for operational responsibilities. The primary function of this section is the creation and distribution of educational programs and related supporting activities.

OECA, by way of home audience surveys, has studied the character and quantity of audiences, the extent of distribution of television facilities, the use made of television in schools, and the attitude of Channel 19 viewers towards the material

offered. Other studies which have been undertaken deal with the needs and interests of the viewing audience and criteria for expansion of television services throughout Ontario.

A publication entitled "VIPS 1" is a catalog of programs on videotape, which are made available through dubbing on request from schools. Schools can buy their own tapes and send them in, requesting any program they desire. The handling and dubbing charges are minimal and this enables school boards to develop videotape libraries based on OECA programming at very low costs.

The Department of Education's Curriculum Branch provides other services to schools which the OECA does not deal with. Radio programming is the responsibility of this Branch as well as the operation of a 16mm motion picture library.

In policy, the Department encourages the development of regional materials distribution centres as opposed to provincial centres. The major needs in the area are perceived as being the education of teachers and the community to the potential of effective utilization of educational media in education.

Quebec

In the Quebec Department of Education, the central media unit is the Instructional Media Service. This unit determines the needs and priorities in the area of production of educational materials. Three other units, The Technological Media Service, The School Libraries Service and The Service for Correspondence Courses, are under the authority and supervision

of the Instructional Media Service. The central unit assumes the responsibility of assuring a logical development in the utilization of teaching materials in all educational institutions, based on requirements of educational quality and financial implications.

Quebec is one of the few provinces which has developed standards pertaining to the school use of media in many areas. Teacher certification requirements have special sections related to competency in the use of instructional materials. Certification is also granted for supervisory personnel in the field of instructional materials. These usually hold positions as specialists in media use similar to subject matter specialists.

The accreditation of public schools involves mandatory standards concerned with school ownership and use of educational media. Standards for school buildings and facilities include provision for the use of print and non-print materials. Additional standards indicate specifications for equipment such as projectors, screens, recorders and television receivers.

The Instructional Media Service has an extensive listing of a wide variety of materials available for school use. The material is produced by other governmental agencies and up until recently, it has been distributed by the individual producers. The Instructional Media Service is now assuming the responsibility for communicating the availability of this material to public schools.

This province's involvement in television is similar to that of many others, that is, through its participation in the Council of Ministers of Education and affiliations with CBC. The Instructional Media Service, through the activities of its Technological Service, is responsible for the production of programs for classroom use.

There is no breakdown of personnel positions given, but there are over 300 persons working exclusively in the Instructional Media Service. Their professional requirements are carefully established and checked by the Civil Service Commission of the Province of Quebec.

The Department encourages the development of local and or regional distribution and production centres, as well as the development of central provincial distribution and production units. The difference in the two levels of service lies in the kind of material distributed and the types of production facilities needed. The major need in the area of educational media is seen to be the accessibility of all audio-visual services and means, including various multi-media systems to the entire population of Quebec.

New Brunswick

The total program of print and non-print media services to schools in New Brunswick is operated by two branches of the Department of Education, the Audio-Visual Services and the Central Library Services. Each service has equal status within the

Department. The Audio-Visual Service is the central unit for distribution of certain non-print media. The materials made available to schools are given in Table VI.

The production of certain kinds of materials is another function of the Audio-Visual Service, and Table VII gives the materials produced in 1971-72.

TABLE VI: Distributed Materials - New Brunswick

Materials Distributed	Quantity
16mm sound motion picture	9,000
8mm/S8mm film loops	20
filmstrips	4,000
slides	one set
disc recordings	2
radio broadcasts	10 series
video-tape recordings	2
multi-media kits	15

TABLE VII: Produced Materials - New Brunswick

Materials Produced	Quantity
filmstrips	1
overhead transparencies	1,000
tape recordings	150
radio broadcasts	3 series
video-tape recordings	2

Mail and/or phone inquiries and contact at teacher training units were listed as the two major contact sources between the Department and teachers wishing to avail of audio-visual services.

Like many of the other provinces, New Brunswick's involvement in television is through the Council of Ministers of Education and the CBC.

The Audio-Visual Service is staffed by a Director with training as a media specialist at the Master's level and a Supervisor with courses in media at the Bachelor's level. There is also clerical/technical staff with a variety of duties which enable the service to carry out its day-to-day operations.

It is the policy of the New Brunswick Department of Education to encourage the development of material distribution centres on a regional and/or local basis, as well as on a provincial scale. Three major needs are cited as follows:

- (1) Development of centres for preparation and production of instructional materials.
- (2) Better defined roles for various agencies for distribution of materials at different levels.
- (3) Closer cooperation among existing services.

Nova Scotia

The Nova Scotia Department of Education has five units under its jurisdiction responsible for the administration of its total program of providing information and services through educational media:

- (1) Audio-Visual Instruction
- (2) Audio-Visual Media
- (3) Youth Education
- (4) Nova Scotia Museum
- (5) Libraries.

The operation of each of these units is closely linked to the others. Youth Education (considered the central unit) and the Museum represent two departmental programs. Audio-Visual Instruction, Audio-Visual Media and Libraries provide services within these programs.

Production and distribution of instruction materials are, as in other provinces, the responsibilities of the Audio-Visual Media section. There are, however, some interestingly unique features of the Nova Scotia program. At the Nova Scotia Museum, the Cultural Services Division of the Department of Education has developed a small audio-visual production centre. The centre has equipment that can be easily used with the assistance of a staff member to produce a wide range of audio-visual aids. Teachers using this service have only to pay for the cost of materials. Because these materials are purchased in bulk, the unit cost is kept low. Teachers are able to produce transparencies, photocopies, spirit masters or Gestetner stencils. Cameras are made available for 35mm slides and Super 8mm films, and services are provided for mounting and laminating pictures. Other features include tape copying, models and tools, field study equipment, environmental study techniques, and museum

resource kits. The workshop is offering the kinds of services that teachers look for in developing their own material for classroom use. In this instance, however, only schools in the immediate vicinity of the Museum are able to take full advantage of the facilities.

Mail and phone inquiries were considered to be the primary source of contact with teachers. Visits to local districts by the Department's staff members were given the second highest rating. Development of distribution and production centres on a regional and provincial level are encouraged. The three major needs of the province in the media field are given as follows:

- (1) Establishment of Resource Centres.
- (2) Extended use of mixed media in cassettes and recorders.
- (3) Local production of instructional materials.

Prince Edward Island

In Prince Edward Island, the Educational Media Branch and the Audio-Visual Branch (film library) of the Department of Education are managed by the Chief of Educational Media, who reports to the Director of Library Services of the Central-Libraries Division. It is interesting to note that the primary sources of contact between the Department's media personnel and teachers in the province are through direct visits of teachers to the Department's units and the visits of Department's media personnel to local districts. Obviously, the size of the

province permits this ease of physical mobility and allows closer personal contact between educators at different levels.

In the 1971-72 school year, the Department of Education's Media Branch produced transparencies, tape recordings, one series of radio broadcasts and fifty hours of videotape recordings for distribution to the province's schools. Materials available for loan include 16mm films, filmstrips, overhead transparencies, tape recordings, radio and television broadcasts and videotape recordings. The television broadcasts that are available in Prince Edward Island originate with the Nova Scotia Department of Education and the CBC. In the area of educational media, the needs of the province are similar to those of other provinces and are given as follows:

- (1) Sufficient trained personnel in media or resource teaching.
- (2) Development of attitudes by the teaching profession to better accept the methods and techniques offered through the use of educational media.
- (3) Sufficient funds to provide the necessary materials and facilities.
- (4) Local and national cooperation in material and program production.

Newfoundland

The Instructional Materials Division of the Newfoundland Department of Education is responsible for all of the province's

activity in educational media. The Film Library, School Libraries and School Broadcasts are all units operating within the Division. The Division itself reports directly to the Director of Curriculum and Instruction of the Department of Education.

As in Prince Edward Island and Nova Scotia, Department staff members' visits to local districts were ranked as a primary source of contact with teachers. Mail and phone inquiries were placed second in importance.

The Division's production activity is associated with radio and television broadcasting in cooperation with the CBC.

A total of 140 radio and sixty-five television broadcasts were produced in the school year 1971-72. Other materials were in the form of booklets and manuals to accompany the radio and television broadcasting. Table VIII shows the material available for loan through the Division's film library.

TABLE VIII: Loan Materials - Newfoundland

Materials Available	Quantity
16mm motion picture	4,000
8mm film loops	20
filmstrips	9,000
tape recordings	2,000
disc recordings	200
multi-media kits	20

The staff of the Instructional Materials Division

includes the Assistant Director of Instruction (Instructional Materials), Supervisor of Visual Media, Supervisor of School Broadcasts, Supervisor of School Libraries and the necessary clerical and technical staff to run the operation of the film library and supportive services.

The Department reported that the major needs in the area of educational media are as follows:

(1) Several Departmental Consultants to help, among other things, with in-service education.

(2) Several regional libraries of instructional materials, both print and non-print.

(3) Production facilities for different media, including television and radio.

III. ANALYSIS BY FUNCTION

Organization

Every province operates a media program with one or more organizational units designed to carry it out. However, each province has organized the administration of its program in a different manner. For example, Nova Scotia operates five divisions under Educational Media: (1) The Audio-Visual Instruction Division, (2) The Audio-Visual Media Division, (3) The Youth Education Division, (4) The Nova Scotia Museum, and (5) The Libraries Division. Each unit supports the other. Youth Education, considered the central unit, and the Museum represent two departmental programs while Audio-Visual Instruction, Media, and Libraries provide services within these programs. Quebec operates four divisions: (1) The Instructional Media Service, (2) The Technological Media Service, (3) The School Libraries Service, and (4) The Service for Correspondence Courses. The central unit here is the Instructional Media Service, which determines the needs and priorities in the area of production of educational materials. The three other services are under the authority and supervision of the Instructional Media Service, which assumes the responsibility to assure a logical development in the utilization of teaching materials in all educational institutions. This development, however, is based on the requirements of educational quality and financial restrictions. It is interesting to note that the provincial media units are either a

part of or closely associated with Curriculum Divisions of the Departments of Education. Alberta and Ontario have established Educational Communications Authorities primarily to control the development of radio and television broadcasting within these provinces.

Leadership

Four provinces answered "no" to the question concerning leadership services to schools. It is interesting to note that respondents from Newfoundland, Prince Edward Island, and New Brunswick, who stated they did not advise teachers and administrators on the classroom use of educational materials, did not have any school boards in their system with administrative personnel in media at the district level at the time of the survey. British Columbia, however, also giving a negative answer, clarified its response by stating that a great deal of information and material is provided; and, when supplementary material is obtained by local authorities in the school districts, the professional staff of the school district provide the advice. The most widely used channels of communication were indicated to be mail or phone inquiries and visits of departmental personnel to school districts.

With respect to the source of requests made from schools to the Department, the emphasis varies from province to province. The most used channels were mail and phone inquiries and the Department staff visits to local districts. Informal contacts at meetings and school personnel visits to the Departments'

Instructional Materials unit were regarded as equally valuable but minor sources of information. Other sources indicated were university courses, in-service activities (workshop, conferences, etc.) and publications of the Department of Education.

In-Service

Seven of the ten provinces answered "yes" to the questions concerning in-service activity. Newfoundland, while not initiating in-service activity in the classroom use of educational media, cooperated with other educational organizations in conducting in-service activity. New Brunswick and British Columbia, consistent with their responses regarding leadership services, answered "no" on both counts. No reason, other than departmental policy and the indicated desire to put initiative for such activity totally in the hands of school boards, can be attributed to these responses.

Certification

Only Nova Scotia and Quebec indicated they have special requirements related to instructional materials in the certification of teachers. Other provinces, however, stated that teachers would be given exposure to this area in the course of their university training. Prince Edward Island, Quebec and Saskatchewan are the only three provinces granting special certification for supervisory personnel in the media field. Personnel in a media capacity in other provinces fall under a classification which covers all

school supervisory personnel. The provinces indicated that a supervisor holds a position either as a director of a materials distribution centre or as a specialist in the use of media. Areas having a high percentage of urbanization and larger numbers of district centres seem to make more use of these people as directors of distribution and production centres.

Standards

Quebec, Saskatchewan and British Columbia all have published standards pertaining to school accreditation, school plant, and equipment, which refer to instructional media. In all cases, however, the standards are recommended and not mandatory. The provinces seem to take the position that it is difficult to be absolutely rigid since all of these matters involve a measure of local autonomy, and district school authorities are expected to establish priorities. Nova Scotia has developed recommended standards covering school plant and equipment. Although accreditation standards are applied in Ontario, they do not include references to quantities or applications of educational media. Provinces which do not have published standards in the areas covered by questions five, six and seven give a great deal of "informal" advice in the form of booklets, bulletins and other forms of general communications.

Grants

All provinces except Ontario, Alberta and British Columbia make special and general funds available to local

school districts for use in the field of educational media. The negative answers are, however, somewhat misleading. A considerable amount of money is spent on educational media in these three provinces, but it does not come through the sources questioned in the study. The whole structure of the education system within each province affects the financing of all of its sectors.

Publications

In disseminating information, all provinces except Prince Edward Island publish manuals, handbooks and catalogs which deal specifically with media. The size of Prince Edward Island probably accounts, in some measure, for the lack of published information.

Statistics

As seen in Table I, questions ten and eleven, several of the provinces have conducted studies which involved the collection of statistics relating to the use of media and the general attitude of teachers toward media. Those available are reported on in the individual analysis by province.

Production & Distribution

All provinces except Prince Edward Island have produced instructional materials for school use, and all, including Prince Edward Island, have a distribution system established for getting

educational media to the teachers.

Educational Television

The extent of government involvement with ETV at the provincial level is, for the most part, minimal. In most instances, the provinces simply supervise the operation of CBC open-circuit programming in all matters relating to school broadcasts. The government division responsible for programs controls the content of programs transmitted. There are provincial, regional, national broadcasts and programs produced under local arrangement. In these instances, the Departments of Education pay the direct costs (scripts, performers, publicity, research) and CBC covers the indirect costs (production crews and transmission). Ontario and Alberta have expanded their television services to schools through their Educational Communication Authorities. British Columbia is using cablevision to extend its service.

Policy

The question on policy produced some interesting results. Although all respondents stated they encouraged development of regional or local distribution centres, there was a great deal of negativism towards development of production facilities on a regional basis. However, most indicated that certain kinds of material should be produced and distributed on a regional or local basis and the more expensive media handled centrally. Some of the respondents indicated their departments were establishing

regional centres for distribution of films and library supplies.

There may have been some confusion in the interpretation of these two questions, but in any case they both required the respondents to attempt to make distinctions between the kinds of services which should be offered at different levels. The responses indicated that this fact, and the fact that government involvement in certain areas would discourage efforts by school boards to establish district centres, were both recognized.

Projected Needs

The projected needs listed by the respondents were similar. It seems that there was consensus concerning the view that in order for provincial media programs to develop effectively over the next ten years, they would need the following:

- (1) Development of centres at the school system level engaged in distribution and production of instructional materials.
- (2) Better defined roles for various agencies involved in media services at different levels.
- (3) Adequate pre-service and in-service education of teachers and specialized personnel.
- (4) An increase in adequate learning resource centres in schools.
- (5) Increased production and distribution of high cost media; for example, closed-circuit television and

videotape production.

(6) More cooperation between services at various levels, both locally and nationally.

IV. EXPERT OPINION

The final section of information from the questionnaire deals with the opinions of people in senior positions with provincial Departments of Education in the field of Educational Media. The questions required a "should", or "should not" answer. In Table IX the number of "should" and "should not" responses to each question are recorded. Rather than write each question in full, the same numbers used in Table I, page twenty-one, are used to identify those in Table IX.

TABLE IX: Expert Opinion Responses

Question	Response	
	Should	Should Not
1. Organization:		
(a)	9	0
(b)	8	1
2. Leadership Services to Schools:	6	1
3. In-Service Activity:		
(a)	7	2
(b)	7	2
4. Certification of Teachers & Supervisors:		
(a)	5	2
(b)	3	4
5. Accreditation Standards:		
(a)	5	1
(b)	2	2
6. School Plant Standards:	8	0
7. Equipment Standards:	8	0
8. Grants to School Districts:		
(a)	4	2
(b)	4	2
9. Publications:	8	0

TABLE IX (cont'd)

Question	Response	
	Should	Should Not
10. Statistics:	6	2
11. Attitudes:	6	1
12. Production of Materials:	7	0
13. Distribution of Materials:	8	0
14. Educational Television:		
(a)	7	0
(b)	2	3
(c)	0	5
(d)	2	2
15. Policy - Distribution:		
(a)	7	0
(b)	6	1
16. Policy - Production:		
(a)	5	3
(b)	8	1

Some of the respondents did not answer every question, and in most instances, the general policy and activity indicated in the first part of the questionnaire was reflected in their answers. For the most part, the answers were positive in nature. In question 4, however, four out of seven respondents stated that their Department should not grant certification for supervisory personnel in the field of educational media.

The responses concerning educational television indicated that most of those responding favoured an involvement in this area which does not make the Department of Education directly responsible for the operation or supervision of an open or closed-circuit ETV station.

It is interesting to note also that, where policy is concerned, all respondents agreed that the Department should encourage development of regional or local distribution centres, whereas three out of eight stated that production facilities on a regional basis should not be encouraged. The fact that all reacted positively to development of centres serving smaller populations could be due to many recent events in the development of media services to schools. One of these must certainly be the rapid growth of school board media centres. These centres serve a specific number of schools and are able to provide the kinds of services that school and government media programs would find difficult to establish. With respect to distribution, there is no conflict between the roles of school board centres and government centres. Production facilities, however, is an area which can provide instances of contradiction in terms of the sophistication of services provided at each level. It is probably for this reason that some of the respondents answered the question negatively.

V. CONCLUSIONS

The efforts of provincial governments in the establishment and operation of provincial media programs have been represented in this study. Each province attempts to operate its program in a manner which is most compatible with the organization of its particular provincial Department of Education and in line with the unique characteristics of the province itself. To say for any one province what is right or wrong, in terms of activity within its program, could provoke long debate on many issues. Many of the general activities that provinces engage in are similar. It can be readily seen, however, that there are areas of disagreement where policy is concerned for certain specific activity.

Provincial media personnel are finding that they are increasingly coming under pressure to change the direction and emphasis of many aspects of their programs. The main reasons for these pressures have been the tremendous increase in the number of school board or district level media centres, which offer a wide range of distribution and production services to schools under their purview. These arrangements bring many media services directly to the teacher in a much more effective manner than could be provided through provincial centres. As a result, the activities of the provincial departments must be evaluated in order to determine which aspects of these activities could be affected by school board services. Some provinces have already been through this

stage and have carried out many new and interesting changes in their operations. Others are just beginning to work with the growing numbers of school board media personnel to reach effective agreements. The value of school district media programs cannot be underestimated. It is readily seen by provincial officials that many activities can now be operated more effectively at this level. This allows the provincial programs to expand and grow in areas where financial limitations and personnel restraints prevent the involvement of school boards.

As each province is involved in the distribution of materials, consideration has to be given as to what kinds of materials each level of service should be handling. The study has shown that the most common type of material handled by provincial programs were 16mm films. However, through the literature accompanying the questionnaires, and through private discussion with provincial officials, it was found that the trend is shifting to television production and distribution. In some instances the distribution of 16mm films at the provincial level (along with audio tapes, filmstrips, and other low cost media) has been discontinued or is being considered in this light. In cases where this has occurred, school board 16mm film libraries have been subsidized by government. Thought is being given in some provinces to developing videotape libraries at the school board level with growth aided by a provincial production centre.

The trend in production at the provincial level seems to be towards items of a nature which require specialized equipment and highly trained personnel. Attempts are being made to produce materials which can be used in the classroom, or which can be used as masters to produce additional copies at the school board's district centre or at a school resource centre.

The evaluation and re-evaluation of provincial media programs must continue in the light of changes which occur within the school systems in the particular province. From the study, it seems that provincial programs are flexible and under constant review. The opinions elicited from the experts seem to indicate a direction of development which would establish relationships and provide assistance to ensure growth of media programs at all levels.

CHAPTER V

RECOMMENDATIONS FOR NEWFOUNDLAND

I. EDUCATIONAL MEDIA SERVICES IN NEWFOUNDLAND

The first attempt by the Newfoundland Government, to provide supportive material to schools of the province, began in the late 1940's.¹ Around this period, the Department acquired a number of 16mm projectors and portable generators. Their 16mm film library was not extensive and a large number of the titles was not pertinent to school curriculum. The Department also maintained a small collection of filmstrips and a number of disc recordings.

In order to get materials to the schools, the majority of which were severely isolated, the Department sent out "travelling projectionists". Each projectionist covered a certain area over a period of three to four months, staying a few days in each settlement in which there was a school. Weather and travelling conditions often forced him to prolong his visits in many places, sometimes for as long as six to eight weeks. The projectionist carried a 16mm projector, a portable generator and a collection of 17mm films. On occasion, if space permitted, he also carried a number of filmstrips, which he showed with the aid of a kerosene operated projector. Every school in his area was visited, and the children saw all the films. Since many of the films were designed more for entertainment than for educational purposes, the adults of the community often gathered for an evening showing.

¹ Much of the information concerning the early history of media services in Newfoundland was obtained through personal communication with officials of the Department of Education.

Since these meager beginnings, many developments have taken place that affect the use of audio-visual materials in our schools. There no longer needs to be concern about power sources, as even the most remote schools now have electricity. Many changes have taken place in the kinds of equipment being used in the classroom. The 16mm projector, filmstrip and slide projectors, are still commonplace; in addition there has been a rapid influx of new types of audio-visual equipment. For example, in recent years the overhead projector, 8mm loop projector, audio cassette recorder and video recorder have been introduced.

Operating as the Division of Instructional Materials, the Department's current media program is attempting to serve every school in the province from its central library in St. John's. Filmstrips, 16mm films, audio tapes in both reel-to-reel and cassette mode, disc recordings, multi-media kits and a variety of types of equipment are now made available to schools on request. Radio and television broadcasting and production services are provided with the cooperation of the CBC. Production of instructional materials is growing, and the Department is now operating its own fully equipped audio recording studio.

In addition, certain legislation has been designed to encourage schools to purchase materials and equipment and to improve on their own media programs. For example, the Department of Education pays 25% of the cost to school boards on the purchase of 16mm projectors, television sets, filmstrip projectors,

slide projectors, overhead projectors, opaque projectors, tape recorders, and on other equipment subject to the approval of the Minister of Education. Recent legislation increased government spending on education to a level where each school board was authorized to spend \$5.00 per pupil solely for the purchase of instructional materials.

The treatment of questionnaire results in Chapter IV from Newfoundland gives a more detailed account of the province's media program. The Department of Education in general and the Division of Instructional Materials in particular are concerned as to how they can extend and improve media services to the schools of this province. As a new awareness of the need and potential of educational media appears to be rapidly developing in teachers and administrators in this province, the Department's media program has reached a crucial stage in its development. Conditions at this point in time do not measure up to national standards. As stated in a recent study by George A. Hickman (1971, p. 144), "No school involved in this survey approached the standards recommended...in terms of facilities, resources, expenditures and personnel".

It appears that under the present arrangements, the Division of Instructional Materials is not fully meeting the needs of the schools. Teachers frequently complain of lack of adequate service from the film library as the dissemination of information and distribution of materials is a slow and cumbersome

process. Production of instructional media on any kind of level of sophistication is practically non-existent. Decisions have to be made with regard to the types of services which should be offered; distinctions have to be drawn between desirable and undesirable aspects of the program; and priorities for future development have to be established.

II. RECOMMENDATIONS

The Report of the Royal Commission on Education and Youth for the Province of Newfoundland and Labrador released in 1968, used 1964-66 survey results in explaining media developments in this Province.

The Report shows that in 1964-65 the Department was distributing 16mm films, filmstrips, tapes and records to schools in the Province. Surprisingly, a comparison of the number of items available in each category (Table X) shows a drop in some instances from 1964 to 1972. The 1972 figures are from this study.

TABLE X: Comparison of 1964 and 1972 Media Availability Figures

Type of Material	Quantity Available	
	1964	1972
16mm films	5094	4000
filmstrips	8953	9000
tape recordings	3450	2000
disc recordings	500	200
film loops	nil	20
multi-media kits	nil	20

The drop in numbers of 16mm films, tape recordings, and disc recordings up to 1972 may be due to a process of cutting out old material in an attempt to make the collection more meaningful to today's curriculum. A comparison of circulation statistics

(Table XI) may be more indicative of the increase in activity in this area. The 1971 figures are from the Annual Report of the Department of Education for 1970-71.

TABLE XI: Comparison of 1964 and 1971 Circulation Statistics

Usage Indicator	Quantity	
	1964	1971
Number of films circulated	12,225	18,311
Number of screenings	16,634	25,667
Number of filmstrips circulated	4,056	8,421
Number of screenings	7,584	13,343

The Commission also collected data on the availability of audio-visual hardware in certain schools. The results, taken from a 1966 survey, indicated that there was little hardware in the schools used in the sample. In 6 high schools in St. John's there were 4 overhead projectors. In 4 junior high schools there were 2 overhead projectors. In 25 primary-elementary schools there were 7 16mm film projectors, 6 television sets, 22 filmstrip/slide projectors and 26 tape recorders. In comparison, results taken from a 1972 survey conducted by the writer, showed that in 3 St. John's high schools there were 11 overhead projectors. In 4 junior high schools there were 16 overhead projectors. In 20 primary-elementary schools, there were 27 16mm film projectors, 18 television sets, 54 filmstrip/slide projectors and 77 tape recorders.

There were a total of 40 schools surveyed in 1966 and

a total of 28 schools surveyed in 1972. Table XII gives a comparison of both sets of data.

TABLE XII: A Comparison of Hardware in St. John's Schools, 1966 to 1972

Type of Hardware	1966 (40 schools)		1972 (28 schools)		Increase (Average Times Ten)
	Total	Average Times Ten	Total	Average Times Ten	
16mm projectors	35	8.8	45	16.1	7.3
8mm projectors	--	0.0	6	2.1	2.1
filmstrip projectors	40	10.0	70	25.0	15.0
overhead projectors	2	0.5	59	21.1	20.6
individual viewers	--	0.0	85	30.4	30.4
television sets	11	2.8	25	8.9	6.1
tape recorders	43	10.8	147	52.5	41.7
language laboratories	--	0.0	2	0.7	0.7

In the past two years, ten school boards in the province have hired qualified personnel to develop and coordinate media programs for their particular systems. In most of these instances the programs being developed include the establishment of district media centres. Coupled with this development is the building of many new schools with well-equipped resource centres serving as the central focal point for learning and instruction. The resource centres in these new schools, and in many other older schools, are being staffed with qualified full-time personnel.

The evidence seems to indicate, then, that schools and school boards in this province have made many advances in the area of educational media over the past eight years. The provincial media program, although increasing services in areas of traditional jurisdiction and making a beginning in audio production, does not appear to have geared its development to activity within the school systems.

Educational media programs in this Canada have developed at three levels: (1) provincial, (2) school district, and (3) school building. Each of these levels is providing distinct services appropriate to the conditions of the particular area. In Newfoundland, school district media programs are developing rapidly, and this should have an effect on the provincial program.

As recently as two years ago, a good argument could be put forward for the establishment of regional centres operated by the provincial government, providing services similar to the one now in existence. With the emergence of district media centres, it seems more logical for the Department to reach teachers through these school board centres. In terms of distribution of material (still the primary function of the provincial program), it appears that school district programs offer a much more effective line of communication to the classroom than does the centralized provincial operation. There is a trend in Canada for provincial governments to be involved less and less in distribution of software from a provincial centre.

For example, provincial 16mm film libraries are being discontinued and school district film libraries are being subsidized. The organizational plan which follows supports elimination of provincial non-print media collections as they now exist.

Provincial Divisions of Educational Media throughout the country are closely associated with Divisions of Curriculum and Instruction. However, the most effective arrangements seem to be for the Division of Educational Media to be a unit separate in administration from any other Division of the Department of Education. There obviously has to be close association between administrative heads of the Division of Curriculum and Instruction and the Division of Educational Media. Subject consultants of the Division of Curriculum and Instruction would also provide a vital input in development of certain aspects of the Educational Media Division. It is essential, though, that decisions involving Educational Media be the responsibility of an administrative head specializing in that field.

The Division of Educational Media, then, should be subdivided into two major Sections: (a) Utilization and Information, and (b) Research and Development. The Section responsible for Utilization and Information should be that aspect of the provincial media program which provides for leadership in development of media services at all levels. It would be the function of this Section to initiate and conduct in-service

education programs for school resource specialists and school board educational media supervisors. The personnel in this Section and the program emphasis should strike a reasonable balance between print and non-print media in order to promote appropriate resource development at the school level.

Utilization and Information should also be concerned with development of standards involving educational media which apply to certification of teachers and media specialists, school accreditation, school buildings and audio-visual hardware. It should be responsible for distributing all information from the Division. This would include all publications, handbooks, bulletins, catalogs, professional literature, information on activity within the Research and Development Section, and educational media produced by that Section.

Personnel working in this section would be in direct contact with teachers and supervisors and would provide consultative service concerning all aspects of educational media.

The Section called Research and Development should be primarily responsible for production of educational media. The activity within this Section would cover a wide variety of production procedures that involve personnel with specialized and professional competencies.

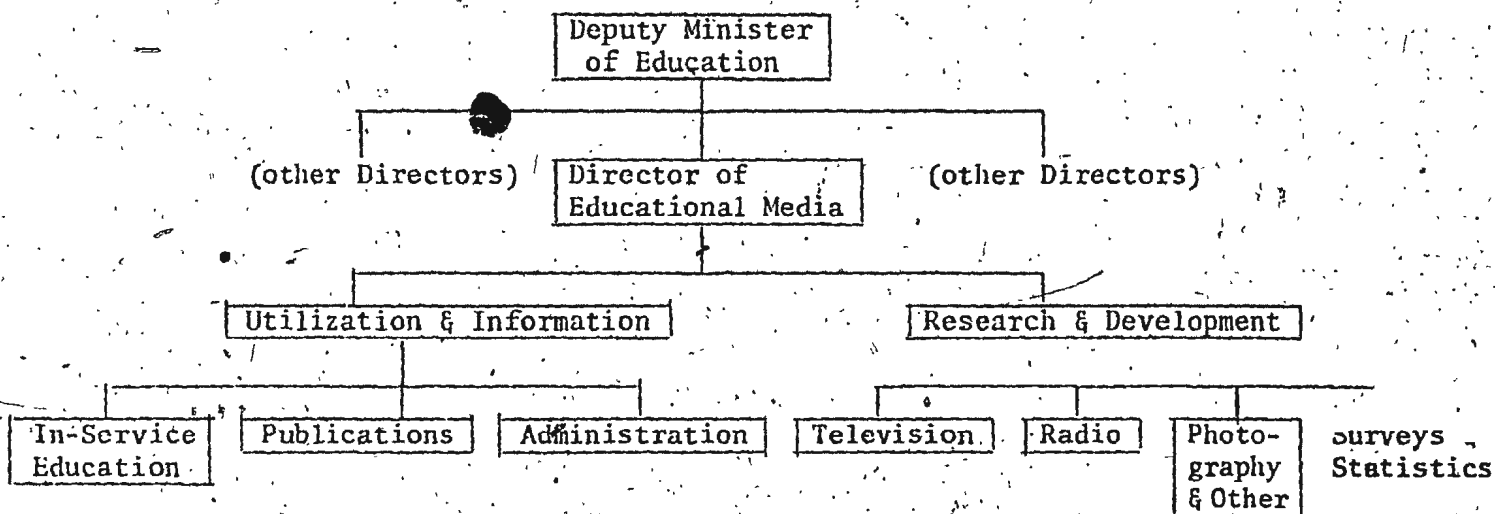
Video production for television broadcasting or videotape distribution through dubbing would be the most costly part of this operation. A television production studio would

have to set up with all necessary equipment and personnel for productions of high quality. A well equipped audio studio should be in operation to produce audio programming for broadcasting or cassette and reel-to-reel distribution through dubbing. Other aspects of production would include the preparation of Super 8mm film loops, filmstrips and slide sets with or without sound, and master material from which schools can produce spirit masters or transparencies. In all cases where materials are produced, a balance must be reached between input from technical personnel and from professional educators.

A further responsibility of this Section should be to provide statistics and research information through studies and surveys on all aspects of educational media, including the utilization of material produced by the Division.

Figure II is a proposed organizational chart for the recommended 'Division of Educational Media'.

FIGURE II: RECOMMENDED ORGANIZATION FOR DIVISION OF EDUCATIONAL MEDIA



There are many financial considerations in developing a program such as the one recommended here. Probably the most important is adequate personnel. Newfoundland schools need qualified, full-time librarians or resource specialists, and the Department of Education must provide for this under a revised teacher allocation plan. Also, in order to attract the best people possible to positions of responsibility in the Department of Education, the Department should offer salaries which compare much more favourably with teachers salaries than at present.

In summary, then, the recommendations presented in the preceeding pages are as follows:

- (1) The Newfoundland Provincial Department of Education should reorganize the Division of Instructional Materials so that it becomes a separate administrative unit rather than a section of the Department of Curriculum and Instruction. The administrative head, or Director of Educational Media for the Department of Education, should be a qualified media specialist whose training includes administration of media programs at all levels.
- (2) The Division of Educational Media should be subdivided into two major Sections:
 - (a) "Utilization and Information", responsible for:
 - (i) in-service education,
 - (ii) publications,
 - (iii) distribution of materials to school boards,
 - (iv) development of standards,
 - (v) administrative functions.

(b) "Research and Development", responsible for:

- (i) television and radio production,
- (ii) photography and specialized production facilities,
- (iii) surveys and statistical research.

(3) The Department of Education should make it possible for schools in the province to hire full-time librarians or resource specialists without affecting their regular teacher allotment.

(4) The Department of Education should make positions of responsibility more attractive, financially, to qualified people.

(5) The Division of Instructional Materials in its reorganization should disband the provincial 16mm film library, and subsidize school district 16mm film collections.

(6) The Department of Education, through the Division of Instructional Materials should foster and encourage the development of school district media programs by:

(a) initiating discussion with school board officials to outline the steps to take in developing a media program, and the types of services they should offer for their own specific area,

(b) wherever possible, encouraging school boards serving similar geographical areas, to join forces in establishing adequate services,

(c) providing financial assistance for the operation

of district media centres in the form of a grant structure based on student population,

(d) providing at least two extra salary units for each school board to use in the hiring of media specialists to develop and administer a district media program,

(e) providing two salary units for technical and clerical personnel to school boards operating district media centres.

These recommendations, based on results from this survey and other available information, represent, in the opinion of the writer, a much more satisfactory organization to meet the educational needs of this Province than the present arrangement.

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APPENDIX A

APPENDIX A

Definition of Terms

- Educational Media..... Television, radio, motion pictures, and related media such as charts, exhibits, filmstrips and slides, maps and globes, motion pictures, programmed materials with or without teaching machines, radio and television programs, disc and tape recordings and language laboratories. The term includes both materials and equipment.
- Media Program..... All the instructional and other services supplied to students and teachers by a media center and its staff.
- Provincial Media Program.. All the instructional and other services supplied to schools of the province by the Division of the Department of Education responsible for educational media.
- Media Center..... A learning center in a school where a full range of print and non-print media, necessary equipment, and services from media specialists are accessible to students and teachers.
- System Media Center..... A center at the school system level providing supportive and supplemental services to media centers in individual schools of the system.

Media Specialist..... An individual who has broad professional training in educational media. If he is responsible for instructional decisions, he should hold a teachers certificate.

Media Technician..... A media staff member who has training below the specialist level, but with special competencies in one or more of the following fields: graphics production and display, information and materials processing, photographic production, equipment operation and simple maintenance.

ETV..... An abbreviation for "educational television".

APPENDIX B

QUESTIONNAIRE: Provincial Departments of Education
Division of Instructional Materials.

Completing the Questionnaire:

You will notice that most of the questions require two answers; a Yes-No and a Should-Should Not. The Yes-No choice should be answered on the basis of the status quo in your province. The Should-Should Not choice is designed to solicit professional opinion on specific questions. The information gathered from the second type of response will be analyzed collectively. No names or provinces will be associated with any of the Should-Should Not responses, or any other question which asks for an opinion from the person completing the questionnaire.

Returning the Questionnaire:

If possible, please return the completed questionnaire within two or three weeks of receiving it. Return the questionnaire portion, in the enclosed, addressed and stamped envelope.

Please forward any extra material requested, (catalogues, reports, articles, handbooks, etc.) to the address below when the questionnaire is completed. Your department will be reimbursed for the cost of postage of the additional material.

Two copies of the questionnaire have been enclosed, one to complete and one for your files.

Thank you again for your cooperation. If you would like a copy of the results of the survey, I would be happy to send you one when completed.

MAILING ADDRESS:

Mr. John F. Staple,
c/o Centre for Audio Visual Education,
Faculty of Education,
Memorial University of Newfoundland,
St. John's, Newfoundland.

1. Organization

(a) Does the Provincial Department of Education provide services to schools in the area of instructional materials? (Print and/or non-print).

<input type="checkbox"/> Yes	<input type="checkbox"/> Should
<input type="checkbox"/> No	<input type="checkbox"/> Should Not

(b) Does the Provincial Department of Education have one or more organizational units devoted to instructional materials? (Print and/or non-print):

<input type="checkbox"/> Yes	<input type="checkbox"/> Should
<input type="checkbox"/> No	<input type="checkbox"/> Should Not

(c) If 'yes' to (b): Give the number and titles of such units. (list below).

(d) Describe the relationship of the unit(s) in (c) to the central unit, and, where there is more than one, the relationship of the individual units to each other. (Please define what the central unit is considered to be in your case.)

8

2. Leadership Services to Schools.

- (a) Do personnel of the Instructional Materials Unit(s), in providing leadership services to public schools, normally advise teachers and administrators on the classroom use of print and non-print materials? ☐ Yes ☐ Should ☐ No ☒ Should Not
- (b) The requests for advice regarding print and non-print materials probably come in a number of ways. Could you rank on a 5 point scale the following sources of requests, where 1 is a major source and 5 a minor source.

SOURCE OF REQUEST	RANK
i. Mail and/or phone inquiries to the the Department of Education's Instructional Materials Unit(s)	_____
ii. Department staff members visits to local districts.	_____
iii. School personnel visits to the Department of Education's Instructional Materials unit(s)	_____
iv. Informal contacts at meetings.	_____
v. Other sources (specify). _____	_____
_____	_____
_____	_____

3. In-Service Activity.

- (a) Did the Instructional Materials Division of the Department of Education initiate any in-service activity in the classroom use of print and non-print materials during the academic year 1971-72? ☐ Yes ☐ Should ☐ No ☒ Should Not
- (b) Did the Instructional Materials Division of the Department of Education cooperate with other educational organizations in conducting in-service activity in the classroom use of print and non-print materials? ☐ Yes ☐ Should ☐ No ☐ Should Not

4. Certification of Teachers and Supervisors

- (a) Does the Department of Education, in its certification of teachers, have any special requirements (college courses, experience, etc.) related to competency in the use of instructional materials? (Print and/or non-print).
- ☐ Yes ☐ Should
☐ No ☐ Should Not
- (b) Does your province grant certification for supervisory personnel in the field of Instructional Materials?
- ☐ Yes ☐ Should
☐ No ☐ Should Not
- (c) In general, what type of position is the "Instructional Materials Supervisor" likely to hold? Check (/)-
- i. Director of a materials distribution centre. _____
- ii. Specialist in media use. (similar to subject-matter specialist) _____
- iii. Other. (Specify) _____
- _____

5. Accreditation Standards.

- (a) Does the Department of Education have any published standards pertaining to the approval or accreditation of public schools?
- ☐ Yes ☐ Should
☐ No ☐ Should Not
- (b) If 'yes' to (a): Do these standards contain any items directly or indirectly concerned with school ownership or use of, instructional materials? (Print and/or non-print).
- ☐ Yes ☐ Should
☐ No ☐ Should Not
- (c) If 'yes' to (b): are the standards which exist,
- i. mandatory _____ (check one)
- ii. recommended _____
- (d) Please include a copy of standards for accreditation, if answer to (b) was 'yes'.

4

6. School Plant Standards.

- (a) Does the Department of Education have any published standards concerning school buildings or facilities which pertain to the classroom use of print and non-print materials?

☐ Yes

☐ Should

☐ No

☐ Should Not

- (b) If 'yes' to (a): Are these standards,

i. mandatory _____ (Check one)

ii. recommended _____

- (c) Please include a copy of school plant standards, if answer to (a) was 'yes'.

7. Equipment Standards.

- (a) Does the Department of Education have any published standards concerning specifications for equipment such as projectors, screens, recorders, radio and television receivers, etc.?

☐ Yes

☐ Should

☐ No

☐ Should Not

- (b) If 'yes' to (a): Are these standards,

i. mandatory _____ (Check one)

ii. recommended _____

- (c) Please include a copy of equipment standards, if answer to (a) was 'yes'.

8. Grants to Local School Districts.

- (a) Did the Department of Education, during the 1971-72 school year, distribute or make available to school districts any funds specifically earmarked for instructional materials (print and/or non-print) and equipment?

☐ Yes

☐ Should

☐ No

☐ Should Not

- (b) If 'yes' to (a) please indicate how much.

- (c) Did the Department of Education, during the 1971-72 school year, distribute or make available to school districts any general purpose funds which could be used for the acquisition of instructional materials (print and/or non-print) and equipment?

☐ Yes

☐ Should

☐ No

☐ Should Not

9. Publications.

- (a) During the 1971-72 school year, did the Department of Education publish any manuals, handbooks, catalogues, bibliographies, directories, etc. dealing with instructional materials (print and/or non-print), equipment, personnel, etc.?

☐

Yes

☐

Should

☐

No

☐

Should Not

- (b) Please include a copy of as many of those in the above question as are available.

10. Statistics.

- (a) Did the Department of Education collect any statistics through annual reports from school districts, general surveys, or special studies, which relate to the use of print and non-print materials in public schools for the 1971-72 school year?

☐

Yes

☐

Should

☐

No

☐

Should Not

- (b) Please include a copy of these statistics, if the answer to (a) was 'yes'.

11. Attitudes.

- (a) Did the Department of Education, conduct or sponsor any recent study to determine the general attitude of teachers in your province toward the use of instructional materials (print and/or non-print), and equipment?

☐

Yes

☐

Should

☐

No

☐

Should Not

- (b) Please include a copy of the study if the answer to (a) was 'yes'.

12. Production of materials.

(a) During the 1971-72 school year, did the Department of Education's 'Instructional Materials Division' produce any instructional materials for use in schools?

☐

yes

☐

no

☐

should

☐

should not

(b) If "yes": Indicate on the chart below, the approximate numbers of items produced in each category. (See part (c))

Materials being produced.	Number produced 71-72
1. 16mm sound motion pictures	
2. 8mm/S8mm sound motion pictures	
3. 8mm/S8mm film loops	
4. Filmstrips	
5. Slides	
6. Overhead transparencies	
7. Tape recordings (reel-to-reel or cassette)	
8. Disc recordings	
9. Radio broadcasts	
10. Broadcast television	
11. Videotape recordings	
12. Programmed text materials: machine or book form	
13. Graphics: posters, photographs, charts, etc.	
14. Multi-media kits	
15. Printed literature	
16. Other: (specify) _____	

(c) If you wish, in lieu of completing the above chart, include copies of catalogues or listings which would give the same kind of information asked for in the chart.

13. Distribution of materials.

(a) During the 1971-72 school year, did the 'Instructional Materials Division' distribute on a loan, rental or sale basis, instructional materials to public schools?

☐

yes

☐

no

☐

should

☐

should not

(b) If 'yes': Indicate on the chart below the number of items available for distribution in each category. (See part (c)).

Materials available for distribution	Loan	Rental	Sale
1. 16mm sound motion pictures			
2. 8mm/S8mm sound motion pictures			
3. 8mm/S8mm film loops			
4. Filmstrips			
5. Slides			
6. Overhead transparencies			
7. Tape recordings (reel-to-reel and cassette)			
8. Disc recordings			
9. Radio broadcasts			
10. Broadcast television			
11. Videotape recordings			
12. Programmed text materials: machine or book form			
13. Graphics: posters, photographs, charts, etc.			
14. Multi-media kits			
15. Printed literature			
16. Other: (specify) _____			

(c) If you wish, in lieu of completing the above chart, include copies of catalogues or listings which would give the same kind of information asked for in the chart.

14. Educational television.

- (a) Does the Department of Education have duties and powers under laws or administrative regulations or agreements with other provincial agencies for the establishment, operation or fulfillment of the responsibilities concerning open or closed-circuit ETV within the province?
- | | | | |
|--------------------------|-----|--------------------------|------------|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | Should |
| <input type="checkbox"/> | No | <input type="checkbox"/> | Should Not |

----- If 'yes' answer the questions from (b) to (f) below -----

- (b) Does the Department of Education directly operate:

i. an open circuit broadcast television station?

- | | | | |
|--------------------------|-----|--------------------------|------------|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | Should |
| <input type="checkbox"/> | No | <input type="checkbox"/> | Should Not |

ii. a closed circuit television installation?

- | | | | |
|--------------------------|-----|--------------------------|------------|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | Should |
| <input type="checkbox"/> | No | <input type="checkbox"/> | Should Not |

- (c) Is the Department of Education required to supervise the operation of an open circuit broadcast television station by any other provincial agency?

- | | | | |
|--------------------------|-----|--------------------------|------------|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | Should |
| <input type="checkbox"/> | No | <input type="checkbox"/> | Should Not |

- (d) Is the Department of Education officially participating in the sponsorship or direction of any open circuit broadcast ETV station?

- | | | | |
|--------------------------|-----|--------------------------|------------|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | Should |
| <input type="checkbox"/> | No | <input type="checkbox"/> | Should Not |

- (e) In the ETV activity taking place in your province, what agency, (or agencies) is taking the leadership positions in the development of stations or networks to serve the classrooms of public schools? (list below)

- (f) In the ETV activity taking place in your province, what agency (or agencies) is responsible for the production of programs for use in classrooms of the public schools? (list below)

15. Personnel.

Give below the titles of all individuals in the instructional materials unit(s) or other units of the Department of Education who spend 30% or more of their time in the instructional materials field, and complete the required information, according to the chart, on each one. Do not give any names, just titles.

[illegible]

16. Policy

I. Distribution:

(a) Does the Department of Education encourage the development of materials distribution centers on a regional or local basis?

☐ Yes

☐ Should

☐ No

☐ Should Not

(b) Does the Department of Education encourage the development of a central provincial distribution center?

☐ Yes

☐ Should

☐ No

☐ Should Not

II. Production:

(a) Does the Department of Education encourage the development of production facilities on a regional basis?

☐ Yes

☐ Should

☐ No

☐ Should Not

(b) Does the Department of Education encourage cooperative or coordinated arrangements between various local or regional production units which exist?

☐ Yes

☐ Should

☐ No

☐ Should Not

17. Projected Needs.

What would you see as the three major needs of your province in the adequate and appropriate development of media programs and the use of instructional materials in the public schools over the next ten years?

(a) _____

(b) _____

(c) _____

APPENDIX C



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

May 26th, 1972

Dear Sir:

I am a graduate student at Memorial University of Newfoundland, enrolled in the M.Ed. Curriculum programme and specializing in Instructional Media. As fulfillment of my thesis requirement, I am conducting a survey of the types of services offered by provincial Departments of Education in the area of print and non-print instructional materials. It is hoped that the results will supply Departments of Education with useful information regarding development and organization of provincial media services. The thesis will include a section devoted to recommendations for development in the province of Newfoundland.

Mr. Norman Harris of the Instructional Materials Division of the Department of Education here in Newfoundland has expressed interest in this undertaking, and has given me your name as the person most qualified to complete the enclosed questionnaire on behalf of your province. I know that a person in your position has very little spare time, and I have attempted to keep the questionnaire as brief as possible.

I would be deeply grateful if you would read the instructions on the following pages, and collect and forward the information I am seeking.

Thank you very much for your time.

Sincerely,

John F. Staple,
Graduate Student of
Memorial University.

JFS/me

251 Charter Avenue

June 16, 1972

Mr. W. F. Garth
Department of Education
Halifax, Nova Scotia

Dear Mr. Garth:

On May 26, John Staples, a graduate student at Memorial University of Newfoundland, mailed to you a questionnaire which is an integral part of a study he is conducting on the efforts of provincial Departments of Education in the field of Instructional Media. The study will evolve into a thesis as part requirement for the Master's Degree in Education, with a specialization in Media.

You are no doubt aware of the difficulties associated with studies involving questionnaires. In a study such as this where the population is extremely small, the difficulties are compounded as each return represents a considerable percentage of the total.

The completed thesis, I feel, will prove to be valuable in many ways to government and schools of each province, and should be of particular importance to us here in Newfoundland.

If you have not yet received a copy of the questionnaire, at John's request, I have enclosed another in the hope that you would complete and return it as per the attached instructions. Your cooperation in this respect would be greatly appreciated. Thank you very much for your time.

Sincerely yours,

Norman Harris
Asst. Director of Instruction
(Instructional Materials)

MH:jar

951 Charter Avenue

June 16, 1972

Dear |

On May 26, John Staple, a graduate student at Memorial University of Newfoundland, mailed to you a questionnaire which is an integral part of a study he is conducting on the efforts of provincial Departments of Education in the field of Instructional Media. The study will evolve into a thesis as part requirement for the Master's Degree in Education, with a specialization in Media.

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Sincerely yours,

Norman Harris
Asst. Director of Instruction
(Instructional Materials)

RE: jar

