

A STUDY OF PRIMARY SCHOOL LIBRARY
FACILITIES IN NEWFOUNDLAND

CENTRE FOR NEWFOUNDLAND STUDIES

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A STUDY OF PRIMARY SCHOOL LIBRARY
FACILITIES IN NEWFOUNDLAND

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ABSTRACT

This study was designed to determine whether library services to primary pupils in Newfoundland schools were adequate. The main purpose of the investigation was to determine the extent and usage of primary school library facilities in selected schools throughout Newfoundland. If necessary, guidelines for the improvement and expansion of primary school library facilities and materials would be established.

The data for this study were obtained through a questionnaire constructed by the investigator and mailed to principals of 100 randomly selected primary, primary and elementary, and all-grade schools in Newfoundland. The questionnaire consisted of six sections and solicited information on the physical characteristics, finances, supervision, professional qualifications, maintenance and utilization of print materials of selected schools. Sixty-five percent of the questionnaires were returned completed and usable for analysis.

An analysis of the data showed that the library service to primary pupils was inadequate. A comparison with minimum standards recommended by the Canadian School Library Association showed that most of the schools in this

study were well below the minimum standards in terms of materials, financing, personnel and facilities. Notes which accompanied many of the questionnaires indicated that the principals were, in general, well aware of the importance of good library services but, because of a lack of funds, were unable to remedy the situation.

The most important recommendations of this study were: (1) more funds must be allocated for the construction of new, and the improvement of old, library facilities; (2) the teacher allocation system should be changed so that each school can obtain a full-time or part-time professional supervisor of library facilities; (3) the definition of the school library grant should be clarified to avoid misinterpretation; (4) the library grant should be significantly increased; (5) school boards should provide well-equipped resource centers at the district level which are accessible to all teachers; (6) school boards should establish more in-service training for teachers connected with library facilities; and (7) each school should set up regular library classes in order that pupils may become more proficient in their use and understanding of library facilities.

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Chapter 1

THE PROBLEM

The explosion of knowledge which has occurred during this century has resulted in many changes in the educational system. The concepts of how, what, where and why a child learns have been the topics of much educational research and debate. Many educators today promote self-directed, independent learning whereby the child acquires knowledge by developing his powers of inquiry. This inquisitive form of learning is stressed because it leads the child to seek knowledge beyond the confines of the basic curriculum. Because libraries are repositories of knowledge, one appropriate area to foster an independent attitude towards learning is the school library.

THE LIBRARY IN THE SCHOOL

This idea of an inquisitive form of learning is not a new one. However, today, as never before, there is an abundance of resources available which could promote inquiry as a standard educational approach in the classroom. As Goodlad says: "The superlative product of any educational enterprise is the intrinsically motivated student."¹

¹John M. Goodlad, School Curriculum and the Individual (Toronto: Blaisdell, 1966), p. 241.

Yet, we cannot expect a large proportion of our students to develop inquisitive manners of learning unless they are provided with the physical means to do so. The school library can play a unique role in this development. The American Library Association envisions the role of the library as follows:

Whatever form the soul-searching regarding the education of youth may take, sooner or later, it has to reckon with the adequacy of the library resources of the school. Any recommendations for the improvement of schools, currently receiving so much stress and attention, can be fully achieved when the school has the full implementation of library resources, personnel, and services.²

Certainly, facilities outside the classroom are being utilized more and more because of increased enrolment, the shortage of teachers and classrooms, and the ever-increasing amount of knowledge becoming available to each new generation. But, in some cases, these facilities are not being used wisely, as is pointed out in a study conducted by Barker and Burnham:

It is certainly clear from discussions with supervisory personnel, principals, classroom teachers, and school librarians that in some instances the new facilities and resources associated with instructional materials are being used essentially to reinforce the common school pattern. They are not being employed to provide more than token opportunities for personal inquiry outside the bounds of narrowly conceived prescriptive curricula.³

² The American Association of School Librarians, Standards for School Library Programs (Chicago: The American Library Association, 1960), p. 3.

³ Catherine Barker and Brian Burnham, The New School Library (Toronto: The Ontario Institute for Studies in Education, 1968), p. 2.

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They later state that in none of the cases studied was there a conscious effort not to serve individual needs. The problem arose from the inability of the administrators of the resource centers to reconcile their traditional approaches to the vast quantities of materials being made available.

Much is being done, however, to alleviate this situation. The Canadian School Library Association says that higher educational institutions are reeducating teachers to cope with the enormous amount of knowledge, new instructional materials, new methods of teaching reading, and individual differences. They say:

To meet these significant changes in education, teachers and students need the full resources of a modern school library. All types of materials, books, records, films, tapes and pictures, must be readily accessible through a planned programme to provide for the needs of the teaching staff and students with regard to instruction, enrichment and, to a lesser extent, recreation.

The school library is one of the most important parts of the entire school plant. Often, the school library may be the only access the pupil has to books. Many pupils have little, if any, access to much reading material in the home, and unfortunately, many areas are not yet serviced by public libraries that are easily accessible. Since a large proportion of the population has not the finances to own

⁴The Canadian School Library Association, Standards of Library Service for Canadian Schools (Toronto: The Ryerson Press, 1967), pp. xi-xii.

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much reading material, it is up to the public and school libraries to provide the necessary materials and facilities. In the absence of public libraries or some other form of library service, the onus rests with the school library.

Though complete, adequate usage of resource materials has not as yet been fully realized, it is vital to note that the role of the school library is becoming increasingly important and is recognized as such by some modern educators. This point is made in a handbook produced by the Ontario Department of Education:

The . . . school library is making an ever-increasing contribution to education. With the explosion of knowledge and the rapid changes in technology we can no longer teach facts with any certainty that they will remain fact in the future. Our aim is to teach children to think, to show them the world, and give them the keys to its knowledge.

The school library, then, is vitally important because of its integration of library resources with the school subjects. The school library can only serve to enhance, broaden and enrich the entire curriculum. It should not be considered as an entity in itself but as one facet in a web of experiences leading to the total development of the child.

Today, library facilities which have always been available to some extent (however small) in the schools, are being extended. Many schools have central libraries; some

⁵ Ontario Department of Education, Library Handbook for Elementary Schools in Ontario (Toronto: Government Printing Office, 1967), p. 7.

have classroom libraries; all schools in Newfoundland have access to some form of library facilities or some funds with which to begin a library. Though the adequacy of library facilities leaves much to be desired, there is growing interest in the development and utility of this extremely valuable medium as a supplement to all areas of the curriculum and, indeed, as a supplement to life itself. As Arbuthnot says:

Books are no substitute for living, but they can add immeasurably to its richness. . . . Books have always been a source of information, comfort, and pleasure for people who know how to use them. This is as true for children as for adults.⁶

In connection with this point of view, a Bill of Rights for school libraries in Newfoundland and Labrador sets forth the following responsibilities:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information which will enable pupils to make intelligent judgments in their daily lives.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

⁶ May Hill Arbuthnot, Children and Books, (Chicago: Scott, Foresman and Company, 1964), p. 2.

5. To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our Canadian heritage.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.⁷

These responsibilities point out the extreme importance of the school library as an integrating force. This position is summarized by the Canadian School Library Association's Standards Committee:

Essentially, the school library is an integral part of the school. It is an accepted principle that the aims of a school library will reinforce the aims of general education; e.g. if an aim of general education is to develop an individual to the full extent of his potential, the library will recognize each pupil's needs in the areas of reading for personal interest and information and the development of the necessary skills essential to independent use of all the materials of learning.⁸

The importance of the primary school library is perhaps more pronounced than that of any other type of library, because for many children the primary school library may be their first introduction to the fascinating world of books. If a child's first experience with books is not to be his last, varied materials covering many topics and a wide area of interests must be made available, and this is where a primary school library plays its most important role.

This area, like all other areas of education, is

⁷ Office of School Libraries, The Library Manual for Schools in Newfoundland and Labrador (St. John's: Government Printing Office, 1970), p. 4.

⁸ Canadian School Library Association, op. cit., pp. 2-3.

changing. Even the name is no longer sufficient to cover the concept of what is included in the area of the school traditionally termed the "school library". In the 1950's, the concept of the library as a resource center of instructional materials came into being since the library was no longer envisioned as an area devoted solely to a collection of books. Modern technological advances provided other instructional services which, coupled with print materials, became known as instructional materials. Thus, our concept of an "instructional materials center" evolved from the "school library". The center became an invaluable asset to the curriculum.

With the great stress being placed on individual differences today, educators have discovered that print materials do not meet all needs. There are alternatives. These are outlined by Barker and Burnham:

One means of offering alternatives is by an integrated approach in which the school library serves as an instructional materials center. Such a center can permit studies in depth and can produce in many students mounting competence in inquiry, continuing self-generated motivation to discover and learn, and greater creativity, provided that the student can pursue topics that are interesting, useful and important to him.⁹

The position that the school library should contain more than print materials is supported by the Standards Committee of the Canadian School Library Association:

⁹Barker and Burnham, op. cit., p. 5.

A school library is a coordination of informational and enrichment services for a specific community (i.e. staff and students), utilizing organized material in all forms through the direction and guidance of professionally trained personnel Traditionally, the school library has been the repository of printed materials needed for reading guidance and to enrich the curriculum. Today, it is recognized that the library in the school should develop also as a center for instructional materials of all types.¹⁰

With the inclusion of these facilities within one area, the physical plant must necessarily change. Emphasis on independent, personalized learning has necessitated the division of the instructional materials area into smaller areas where staff and students can read, work on projects, listen to recordings, or view filmstrips. Though the instructional materials center should ideally be all-inclusive, that is, possess a collection of both print and non-print materials, the prime concern of every school should be the building up of a reservoir of print materials. Print materials have been, and will remain, the basis on which a resource center is built. This fact is noted by Barker and Burnham:

. . . the development of a good book collection with supporting services should be the primary consideration in the formative period of a library or resource center. Careful selection and constant weeding out of materials are essential to cope with the explosion and accompanying obsolescence of knowledge.¹¹

The preceding statements are not meant to undermine the value of non-print materials. On the contrary, non-print,

¹⁰ Canadian School Library Association, op. cit., p. 5.

¹¹ Barker and Burnham, op. cit., p. 5;

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materials can make a valuable contribution toward the child's becoming broadly educated. Instructional materials centers should be based on a book collection, but the non-print materials are desirable and should be added in the light of the school's objectives, space, personnel and finances. This objective was discussed by The Royal Commission on Education and Youth:

... a school library is more than books. It is a center for individual and group learning where slides, filmstrips, pictures, pamphlets, maps, charts, records, as well as books, may be found.¹²

This point is reiterated in an article by Gaver:

A school library should be more than a collection of books. The good school library is a collection of many materials of learning--selected, organized, and administered for service to the students and faculty of the school. The school teaches children how to read . . . but it is the school library that teaches them to like to read for all the educational, personal, and vocational needs of youth that reading can satisfy.¹³

The school library or instructional materials center, then, is a coordinating agency between pupil and teacher, designed to foster the total development of the child so that he can cope with the challenge of the future.

STATEMENT OF THE PROBLEM

Studies have indicated that library facilities in Newfoundland are inadequate at the junior high and high

¹²P. J. Warren, The Report of the Royal Commission on Education and Youth, Vol. II, (St. John's: Government Printing Office, 1968), p. 27.

¹³Mary V. Gaver, Every Child Needs a School Library (Chicago: American Library Association, 1962), p. 4.

school levels.^{14, 15} The purpose underlying this study is to determine if the primary school libraries in Newfoundland are adequate to meet the many and varied needs of primary school children. The problem, then, is to collect data on print materials from selected primary, elementary and all-grade schools in Newfoundland to determine the extent and use of primary school library facilities and the degree to which these facilities need to be expanded to meet the recommended standard of primary school libraries.

PURPOSE OF THE STUDY

The study is designed to answer the following questions:

1. What is the existing state of print materials in the library facilities for primary classes in Newfoundland?
2. To what extent are the print materials and the existing facilities used?
3. To what degree do the print materials need to be expanded to meet the minimum standards of a primary

¹⁴O. K. Crocker, "The Leisure Reading of High School Students in Newfoundland, Library Facilities in the Schools and Home Background as related to Reading", (unpublished Doctoral Dissertation, University of Indiana, 1967).

¹⁵G. A. Hickman, "A Survey of Library Facilities in the Newfoundland and Labrador Regional, Central and Junior High Schools", (unpublished Master's Thesis, Memorial University of Newfoundland, 1971).

school library as recommended in the book list prepared by the Canadian Library Association?

4. To what extent do the existing facilities need to be expanded to meet the standards established in the library manual for Newfoundland schools?

5. To what degree do relationships exist between two independent variables, enrolment and type of school, and the following nine dependent variables: type of facilities, size of the school library, supervision of library facilities, qualifications of the library supervisor, care and maintenance of print materials, weekly circulation of print materials, the primary school library budget, approximate expenditure on print materials and approximate expenditure on library equipment?

6. What guidelines or recommendations can be provided for the improvement of the primary school library facilities as they now exist and for the expansion of the print materials contained in the primary school libraries?

THE INSTRUMENT

The desired information for this investigation was obtained by the use of a detailed questionnaire which was sent to the principals of one hundred schools selected for the sample. The answers to this questionnaire were of the check type to facilitate ease of response. The questionnaire was divided into the following six sections:

Section I Identification of the school by name, type, location and enrolment

Section II Physical composition of the primary school library

Section III Supervision and maintenance of primary library facilities

Section IV Utilization of library facilities

Section V Financing the primary school library

Section VI General lists of print materials

Parts of the instrument were based on the questionnaires of Hickman¹⁶ and Crocker.¹⁷ The final version incorporated the criticisms and advice of several librarians, Memorial University instructors and fellow graduate students.

DEFINITION OF TERMS

Primary School. The primary school is a school which has been established for the express purpose of accommodating pupils in the kindergarten to grade three range.

Primary School Library. In this study, the term primary school library is used to mean:

1. a learning center or a library where primary level resource materials plus some qualified resource person are readily accessible to primary school pupils and teachers; or

¹⁶ Ibid.

¹⁷ Crocker, op. cit.

2. a portion of the school which provides print materials expressly for the use of primary school pupils and teachers; or

3. an area of the classroom containing primary-oriented materials for recreational and informational reading.

Supervisor. The person in charge of a primary school library, either full time or part time, is referred to as the supervisor of the primary school library.

Regular Library Class. A regular library class is a period set aside regularly for each primary class when the pupils receive instruction in library usage and use the library for specific purposes, such as leisure reading or subject-oriented reading.

Weekly Circulation. In this study, the term weekly circulation means the output of books per week from the central library to primary pupils and primary classroom libraries.

Teacher-Librarian. In this study, the term teacher-librarian has two meanings:

1. a full-time teacher-librarian is defined as one who has been trained as a teacher but who is employed in the school as a full-time librarian;

2. a part-time teacher-librarian is defined as one who teaches part time and works in the library part time.

ORGANIZATION OF THE THESIS

Chapter 1 has dealt with the problem and has expressed the need for a study of the primary school library services in Newfoundland. Chapter 2 is a review of the literature related to this study. The method of collection and treatment of the data will be dealt with in Chapter 3, while Chapter 4 will give an analysis of the data. In Chapter 5, the study will be summarized and recommendations will be made regarding primary school library facilities and usage.

Chapter 2

REVIEW OF RELATED LITERATURE

Today's pupils are confronted with an ever-increasing body of knowledge as well as an ever-changing environment. This situation forces pupils to be selective in the things they learn. They must learn to cope with vast amounts of knowledge and they must realize that they cannot possibly learn all there is to know. This situation increases the importance of the school library. This position was taken by the Ontario Department of Education¹ and has been reaffirmed by the Alberta School Library Council. They say:

The school library must be an integral part of the institution to which it belongs. Its roles, functions, and purposes must be to assist in fostering, supporting, and implementing the philosophy and aims of the total school program. To be an effective agency, the school library must keep abreast² of the changes in its institution and in education.

The preceding statements make it clear that the school library is important to academic learning. Since a student cannot partake of every experience the world has to offer,

¹ Ontario Department of Education, Library Resource Centres for Elementary Schools (Toronto: Ontario Department of Education, 1968), p. 1.

² Alberta School Library Council, Brief on School Libraries to the Worth Commission on Educational Planning, 1970 (Edmonton: School Library Council, 1971), p. 3.

he must obtain many of his experiences through vicarious participation, and the school library is the most obvious place to participate in these experiences.

In their book on library media centers, Prostano and Prostano make the following observation:

Despite the meager resources available in the schools, despite the total lack of libraries in large numbers of elementary schools, despite the fact that educators have generally omitted the library in their search for success in curriculum development, school libraries are an educational necessity.³

LIBRARY SERVICE IN CANADIAN SCHOOLS

The school library in Canada has been in existence for some time. Scott points out that "in 1939 every school in Vancouver had a library, a teacher-librarian and central ordering and processing services provided by the public library."⁴ However, most other Canadian schools have not been as fortunate as those in Vancouver. While most of Canada's secondary schools were improving their library facilities during the 1950's, it was not until the 1960's that something was done about the state of affairs in the elementary schools. Up to that time, generally the

³E. J. Prostano and J. S. Prostano, The School Library Media Center (Littleton: Libraries Unlimited, Inc., 1971), p. 13.

⁴Margaret B. Scott, "School Libraries in Canada, 1971", Canadian Library Journal, XXIX (March-April, 1972), p. 127.

library facilities available to most elementary students consisted of a few books in each classroom.

Vansickle, in a report in the early 1960's on Canadian library services to children, noted that there was an inadequate supply of professionally trained staff available.⁵ He also said that about 75 percent of rural Canada had no book service whatsoever and that much of Canada was without children's service. Another point he emphasized was that, of the available service, half was "inadequate by anyone's standards" and, according to library standards, perhaps 90 percent was not adequate. While a lack of funds was a problem, Vansickle felt that the inadequate library facilities were mainly due to a lack of good public relations which, in turn, stemmed from inadequate to poor service.

Some valid reasons for this state of affairs in Canada have been advanced by Lamb who notes:

The population of Canada is only approximately 20 million, and the great majority of Canadians live within 200 miles of the United States, to the south. These figures indicate the basic consideration that makes the provision of nationwide library service in Canada peculiarly difficult and costly--the need to provide service for relatively few people, living in a country that is physically enormous.⁶

⁵P. M. Vansickle, "Canada", Library Service to Children (Sweden: International Federation of Librarians' Association, 1963), pp. 12-16.

⁶W. K. Lamb, "Library Service for a Nation Covering a Large Geographical Area," Canadian Library Journal, XXIV (November, 1967), pp. 202-9.

Lamb also points out that the eight million Canadians who live on the American periphery are able to have whatever library services they are willing to pay for. However, the majority of Canadians live in the vast area north of these heavily populated centers. The scattering of the population in this huge area makes it extremely difficult to develop libraries there comparable to those found in areas of dense population. These considerations, however, do little to alter the fact that more can, and should, be done to improve library facilities throughout Canada.

With the advent of new educational programs in Canadian elementary schools in the 1960's, educators realized that these programs could not be effectively carried out unless adequate library facilities were made available. Thus, the development of library facilities in Canadian elementary schools was accelerated during this period.

Barker and Burnham studied the library facilities in Ontario and made several relevant observations. They noted that by 1963, only 18 percent of Ontario's public schools possessed centralized libraries and that

... the ratio of professional librarians to students in Ontario in 1965 was reported to be 1:7,653 compared to the 1:30 recommended by most standards committees. Of the 264 graduates in librarianship from four Canadian universities in 1966, only 17 per cent took positions in school libraries.⁷

⁷Catherine Barker and Brian Burnham, The New School Library (Toronto: Ontario Institute for Studies in Education, 1968), p. 13.

A survey conducted by the School Library Council in Alberta noted that of 847 schools studied, 325 had no centralized libraries. The Council also made the following observations:

... there are first the reports from 666 schools with central libraries (out of a total of 1385 schools), but only 590 librarians, of whom merely 202 work as full-time librarians. . . . The appalling lack of training in both teacher and library education merely emphasizes that most of the school libraries are providing much less than adequate service.⁸

Another view of the status of school libraries in Canada may be obtained from Table 1 given by Scott. This table clearly shows that, although library facilities in Canada had improved by 1971, the facilities and personnel were still inadequate, particularly in Newfoundland and Labrador. It should be noted that, in Table 1, the data are for all school libraries and no data are available specifically dealing with primary school libraries.

Douglas says that the primary school library is playing a more important role today than ever before because of the very nature of the educational system which is lending itself increasingly to the use of supplementary enrichment materials. She feels that the child who has access to an abundance of good books will involve himself in "self-directed" learning which is the most productive learning of all.⁹

⁸ Alberta School Library Council, op. cit., p. 3.

⁹ Mary P. Douglas, The Primary School Library and Its Services (Paris: UNESCO, 1961), pp. 13-15.

Table 1
Status of School Libraries in Canada¹⁰

Province	% Schools Served by a School Library	% Students Served by a School Library	% Schools Served by a School Librarian	% School Libraries Served by a School Librarian	\$ per Student for Library Materials	# Library Books per Student
British Columbia	65	83	57	85	4.00	7
Alberta	60	80	47	79	5.00	8
Saskatchewan	73	79	36	49	3.00	7
Manitoba	27	58	17	60	4.00	5
Ontario	70	75	60	86	4.00	6
New Brunswick	15	48	Less than 10%	25	1.25	3
Quebec	40	70	21	55	6.00	7
Nova Scotia	15	50	11	44	2.50	4
Prince Edward Island	22	58	21	96	1.00	5
Newfoundland-Labrador	11	40	8	80	2.00	3
Yukon	60	*NMS	9	16	13.00	NMS
Northwest Territories	NMS	NMS	NMS	NMS	NMS	NMS

* no meaningful statistics

¹⁰ Scott, *op. cit.*, p. 127.

Many school libraries are still in the early development stage in Canada, but educators are becoming more and more aware that the curriculum can be broadened and enriched by having a permanent collection accessible to both teachers and students. Such a collection is indispensable, not only because of its enrichment value in all areas, but also because it provides materials at all levels of difficulty.

LIBRARY SERVICE IN NEWFOUNDLAND SCHOOLS

Although some research has been conducted at the junior high and high school levels in Newfoundland by Brett,¹¹ Crocker,¹² and Hickman,¹³ very little has been done at the primary school level.

The Royal Commission on Education and Youth reported on a survey conducted by Gushue and Crocker on Newfoundland school library facilities in general. The report states:

In a preliminary report, Gushue states that the smaller the school, the more deplorable the library

¹¹Betty M. Brett, "A Survey of the Leisure Reading Interests of Grade Nine Students in Central High Schools of Newfoundland," (unpublished Master's Thesis, University of Alberta, 1964).

¹²O. K. Crocker, "The Leisure Reading of High School Students in Newfoundland, Library Facilities in the Schools and Home Background as related to Reading," (unpublished Doctoral Dissertation, University of Indiana, 1967).

¹³G. A. Hickman, "A Survey of Library Facilities in the Newfoundland and Labrador Regional, Central and Junior High Schools," (unpublished Master's Thesis, Memorial University of Newfoundland, 1971).

facilities. Some of the conclusions reached were (1) 124 of the 268 schools returning questionnaires reported that they had no library, (2) the amount spent for library materials, on the basis of the 1960 standards of the American Library Association, was about four per cent of what it should be, and (3) the libraries have too little space, inadequate equipment, such as shelving and library chairs, and too few librarians. Gushue points out that the returns of the survey represented, in the main, the larger schools in the province. It is reasonable to assume that the situation would have been even worse had all schools been surveyed.¹⁴

The Royal Commission found that many schools were without an area specifically allocated for library use. In other schools where space had been provided for library facilities, the area was being used as a classroom. The Commission did find some schools containing libraries which were being utilized by the pupils, but the degree of utilization varied considerably from those libraries which were "freely accessible" to those which were "hardly used at all". These findings caused the Commission to question "... whether Newfoundland teachers and school boards consider libraries an essential part of the educational programme."¹⁵ These conditions emphasize the need for action to supply better facilities. In the light of modern educational thought, it is incredible that such a situation can exist. Further research indicates that there are many more problems in the area of library facilities in

¹⁴P. J. Warren, The Report on Education and Youth, Vol. I (St. John's: Newfoundland Government Printing Office, 1967), p. 95.

¹⁵Ibid., Vol. II, p. 29.

Newfoundland. One surprising discovery of the Royal Commission was the fact that, although library grants were made available by the Provincial Government in varying amounts, 37.1 percent of the Newfoundland schools failed to avail themselves of the grant in 1964-65. "These figures suggest either a lack of information or a lack of appreciation on the part of school boards and school staffs."¹⁶

In an article in the NTA Journal, Andrews advocates the employment of a staff of library personnel. He feels these are as essential as a well-qualified staff of classroom teachers.

The teacher sets the pace for independent learning and study, the librarian assists and encourages the student in his search for knowledge, advises him on the books to read and in general stimulates and provides through reference materials and other learning media, the satisfaction that comes from intellectual curiosity.¹⁷

Crocker included the following statement in his doctoral dissertation:

... school libraries in the four Atlantic provinces appear generally poor and the small expenditures on libraries indicate insufficient concern for an essential educational service. However, even in some of these provinces there is evidence of a growing interest in, and concern for, the improvement of libraries in the school.¹⁸

¹⁶ Warren, op. cit., p. 29.

¹⁷ Clifford Andrews, "The New Look in School Libraries," NTA Journal, LVI (February, 1965), 13-16.

¹⁸ Crocker, op. cit., p. 100.

The accelerating development of school libraries in Newfoundland and Labrador is shown in the following statistics given by Scott:

Newfoundland, in 1965, had 12 teacher-librarians in its elementary schools (two of whom had a library certificate) and 15 teacher-librarians in its secondary schools (one of whom had a library degree). In 1971, there were 37 teacher-librarians in the elementary schools (three have a library degree, three have a library certificate) and 35 teacher-librarians in the secondary schools (two have a library degree and four have a library certificate). One of the 35 school districts appointed a district school library consultant in 1970.¹⁹

Scott²⁰ also noted other developments which have occurred to promote interest in the development of school libraries in Newfoundland. In 1966, the Newfoundland Teachers Association School Library and Audio-Visual Council was formed. Three years later, a provincial consultant for school libraries was appointed. Memorial University of Newfoundland now offers courses in school library administration and organization, children's literature and audio-visual materials. Also, in 1970, the Provincial Government increased its grant to school libraries from fifty cents to five dollars per pupil. Unfortunately, according to Scott,²¹ it seems that a large portion of this money in some instances is not spent on the school library. Scott continues by noting that since the grant is known as an "instructional

¹⁹ Scott, op. cit., p. 127.

²⁰ Scott, op. cit., pp. 127-8.

²¹ Scott, op. cit., pp. 127-8.

materials" grant, its purpose may be misinterpreted. Lack of a precise definition for this grant has probably detracted from the school library budget.

It would seem, then, that although there has been some improvement, much more work and education are needed in this vitally important area of school library facilities in Newfoundland. Certainly, there is a necessity for more study in the primary school area with regard to library facilities since the data which are available do not deal specifically with the primary sections of our school systems.

STANDARDS FOR SCHOOL LIBRARY PROGRAMS

Because children are different from one another, the interests of each child will vary from those of other children. School library programs must be capable of catering to this vast array of interests. This task could not possibly be adequately accomplished without the aid of a set of standards. Many well-qualified people, therefore, have worked on the production of standards to be used in schools of all levels.

The Americans first tackled the problem of standards for school libraries in 1925. The Fourth Yearbook of the NEA, Department of Elementary School Principals included an article entitled "Elementary School Library Standards". The content of this article was described by Brewer and Willis:

The standards were very comprehensive, covering

a definition of the library, a book collection, architectural specifications, administrative requirements, library instruction, budget, and a basic list of 212 books for the beginning elementary school library.²²

This was the initial step in the development of standards for school libraries in America in this century. The basic purpose of these standards was to provide materials which would complement the educational program offered by schools. Another purpose was to establish long-range objectives for the development of the school library program. Standards, then, are extremely helpful in the establishment and development of any book collection. This point is emphasized by Douglas who feels that each basic book collection should cover every aspect of the school curriculum.²³ She says that, while it is impossible to develop standards for each individual school, a "suggestive guide" would be a definite asset in the development of a balanced book collection in any school.

In 1967, The Canadian School Library Association published Standards of Library Service for Canadian Schools.²⁴ This is a set of qualitative and quantitative guidelines which outlines the minimum basic requirements

²²M. L. Brewer and S. O. Willis, The Elementary School Library (United States: Shoe String Press, Inc., 1970), pp. 3-4.

²³Douglas, op. cit., p. 34.

²⁴Canadian School Library Association, Standards of Library Service for Canadian Schools (Toronto: Ryerson Press, 1967), pp. 52-58.

for the establishment of a diversified book collection and other learning materials. These standards also make recommendations on the physical requirements of the school library, the layout of the school library, library personnel and budget requirements.

Scott combined the standards of the Canadian School Library Association with the standards for non-print materials recommended by the Educational Media Association of Canada. The result is shown in Table 2. It should be noted that the standards given comprise the recommended minimum for library services in our Canadian schools. Most, if not all, provinces have adopted these standards to use as guidelines. Dr. P. J. Warren, in the Report of the Royal Commission on Education and Youth, recommends the acceptance of these standards for Newfoundland schools.²⁵

The qualitative standards recommended by the Canadian School Library Association should not vary from area to area. The quantitative standards should vary only proportionately as the number of users varies. By using these standards as guidelines, library service in Newfoundland schools should improve considerably over a period of years.

²⁵Warren, op. cit., p. 31.

Table 2
STANDARDS FOR PRINT AND NON-PRINT MATERIALS²⁶

	Fewer than 300 Students	More than 300 Students
Librarians	Under 150 - part time 150 - 299 - half time	1 Librarian for first 300, plus one for each addi- tional 500 or major fraction
Clerks	1 for every 500 students or major fraction	
Basic Collection		
Books	5,000 titles expanded to 30 per student	5,000 titles expanded to 20 per student
Periodicals	Minimum 25 for elementary schools Minimum 75 for secondary schools	
Filmstrips	500 or 3 per student, whichever is greater	
Records	200 or 1 per student, whichever is greater	
Tapes	400 or 2 per student, whichever is greater	
Slides	1,000	1,000
Pictures	1,000	1,000
8 mm. Loops	200	200
Annual Budget		
Books	\$5.00 - \$8.00 per student	
Non-print	\$2.00 - \$4.00 per student	
Quarters	Accommodate 30 per cent of enrolment at 35 square feet per user in carrels, conference rooms, tables. Plus workroom, storage, offices, AV preparation, teachers' study area, library classroom.	

²⁶ Scott, op. cit., p. 123.

SUMMARY

The development of library services in Canadian schools has been a slow process. Studies have indicated that a high proportion of Canadian schools are well below the minimum requirements recommended by the American Library Association and the Canadian School Library Association. However, educators are becoming increasingly aware of the importance of library services to curriculum development. They realize the value of the library center to the school program. Many educators are also becoming increasingly cognizant of the fact that the library facilities in some Canadian schools do not measure up to the standards recommended by various groups. While data are available on elementary and high schools in Newfoundland to support this fact, no data are available on the library facilities in the primary sections of the Newfoundland educational system.

Chapter 3

THE PROCEDURE

RATIONALE FOR USE OF THE QUESTIONNAIRE METHOD

It is generally agreed by educators that the questionnaire is the most used, and most abused, form of educational research today. Many objections have been raised to its use. Before choosing the questionnaire as the instrument of research, the researcher must weigh the advantages. Good¹ and Galfo and Miller² have commented on the weaknesses and strengths of this form of research. They contend that the major weakness has undoubtedly been that of non-return of questionnaires. Mouly, who also considers non-return a disadvantage, states that

. . . not only do non-returns decrease the size of the sample on which the results are based . . . but it introduces a bias inasmuch as non-respondents are likely to differ from respondents in fundamental ways such as . . . interest in the topic, attitude, conscientiousness, promptness, educational and socio-economic status, etc.³

¹Carter V. Good, Introduction to Educational Research (New York: Appleton-Century-Crofts, 1963), pp. 270-73.

²A. J. Galfo and E. Miller, Interpreting Educational Research (Dubuque, Iowa: Wm. C. Brown Company, Publishers, 1970), pp. 25-27.

³George J. Mouly, The Science of Educational Research (New York: Van Nostrand Reinhold Company, 1970), pp. 242-44.

Since the topic to be investigated, that of the extent and use of primary school library facilities, has not been studied previously in this province, and since the topic is of great concern to many educators today, it was felt that the number of non-returns would be minimal.

A second disadvantage that Mouly sees is that "... the validity of questionnaire data also depends in a crucial way on the ability and willingness of the respondent to provide the information requested."⁴ It was not anticipated that this disadvantage would prove to be a problem in this study because so many educators today realize how inadequate library facilities really are, and they are willing to do whatever they can to expose the situation so that the problem will be alleviated.

Finally, Mouly says that

... a major disadvantage of the questionnaire is the possibility of the misinterpretation of the questions ... Misinterpretations are more likely to occur when the respondent is not equal to the task expected of him but they too frequently arise even under ideal conditions.

Since all the items in the questionnaire were of the check type, it was not anticipated that many problems of misinterpretation would arise.

In this particular instance, the number of positive points outweighed any negative ones for the use of the questionnaire. Personal interviews were not feasible in

⁴ Ibid.

⁵ Mouly, op. cit., p. 243.

a study of this scope and magnitude. By using a questionnaire, wider coverage was achieved while economy was maintained in both money and effort. Because of the geography of Newfoundland, personal contact was not advisable, nor indeed practical, in view of the number of schools to be sampled.

Another advantage was the fact that the principals surveyed had more time to consider their answers and, in some instances, more reliable responses could be elicited due to the fact that respondents could verify any points they were not sure of.

For these reasons, the researcher chose the questionnaire as the best instrument to collect data for this study.

THE SAMPLE

The questionnaire, upon completion, was forwarded to a representative sample of principals in Newfoundland. The schools were chosen on a random basis from the Newfoundland Schools Directory which is published annually by the Department of Education.⁶ The schools selected fell into three categories--primary, primary and elementary, and all-grade schools. The topic being researched, however,

⁶Department of Education, The Newfoundland and Labrador Schools Directory (St. John's: Government Printing Office, 1971).

dealt only with the kindergarten to grade three level. One hundred schools within the province were chosen randomly to ensure a representative sample of primary school library facilities and their print materials.

CONSTRUCTION OF THE QUESTIONNAIRE

The "Questionnaire to Principals" was constructed in the spring of 1971 after consultation with members of the Faculty of Education, librarians, teachers and some graduate students in the Faculty of Education. The final draft was constructed on the basis of a study made on Evaluative Criteria⁷ and Standards of Library Service for Schools.⁸ Other sources of information were Brett,⁹ Hickman,¹⁰ and Crocker.¹¹

⁷ National Study of Secondary School Evaluation, Evaluative Criteria (Washington, D.C., 1960).

⁸ Canadian School Library Association, Standards of Library Service for Canadian Schools (Toronto: The Ryerson Press, 1967), pp. 52-58.

⁹ Betty M. Brett, "A Survey of the Leisure Reading Interests of Grade Nine Students in Central High Schools of Newfoundland," (unpublished Master's Thesis, University of Alberta, 1964).

¹⁰ G. A. Hickman, "A Survey of Library Facilities in the Newfoundland and Labrador Regional, Central and Junior High Schools," (unpublished Master's Thesis, Memorial University of Newfoundland, 1971).

¹¹ O. K. Crocker, "The Leisure Reading of High School Students in Newfoundland, Library Facilities in the Schools and Home Background as related to Reading," (unpublished Doctoral Dissertation, University of Indiana, 1967).

The questionnaire consisted of six sections. The first section was concerned with identification of the school by name, type, location and enrolment. The type and enrolment were necessary in order to make comparisons with national standards; the name and location were necessary to make possible follow-up letters.

Section II dealt with the physical composition of the primary school library. The questions in this section were formulated to elicit information on the physical area occupied by the primary school library and the extent of facilities available, such as shelving, reading tables and containers for cataloguing cards. This section was also designed to ascertain the type of library service available to the primary school child. The types specified were central library, travelling library, public library and classroom library.

The third section was designed to elicit data on the supervision and maintenance of primary library facilities. An attempt was made here to describe the person in charge of the library and the qualifications of that person. Information on the selection of materials and the care and maintenance of those materials was also requested of the respondents. This section, then, was intended to ascertain how well our primary school libraries are being supervised and maintained.

The next section (Section IV) was concerned with the utilization of library facilities. Questions were

designed to solicit data on the number of books in circulation per week to classes and pupils, and the number of hours allocated per week to student involvement in the library for the purposes of leisure reading, research and project work.

The purpose of Section V was to obtain data on the financing of the primary school library. Since it was desired to determine whether the five dollars per pupil government grant was being spent on library materials, the respondents were asked to supply data on the total library budget, that is, the amount of money spent per pupil for print materials in 1971 and the amount spent on library equipment.

The final section comprised a general list of print materials categorized in sub-sections under such headings as encyclopaedias, picture story books, Mother Goose and nursery rhyme books, fiction and biography. According to the Basic Book List for Canadian Schools,¹² examples of all these categories should be found in every primary school library. It was the purpose of this section to determine to what extent these categories were represented in the selected libraries in order to compare these data with national standards.

A copy of the "Questionnaire to Principals" is found in Appendix A.

¹²The Canadian School Library Association, Basic Book List for Canadian Schools (Ottawa: The Canadian Library Association, 1968), p. vi.

RESPONSE TO THE QUESTIONNAIRE

Prior to the mailing of the questionnaires to the one hundred randomly selected schools, letters were sent to the district superintendents requesting permission to forward the questionnaires to the principals concerned. (See Appendix C.) Upon the agreement of each district superintendent, letters were sent to the principals of the selected schools acquainting them with the study and its purposes and requesting their co-operation in the completion of the study. (See Appendix C.) Approximately one week later, the questionnaires, with an accompanying cover letter, were mailed. Within a month, forty-three completed questionnaires were returned.

One week later, a follow-up letter was mailed to those who had not responded, with the result that twenty-two more questionnaires were returned. A second follow-up letter elicited no further responses. The number of respondents did show, however, that the majority of the principals contacted were concerned about the condition of primary school libraries and their facilities.

Despite the 35 percent non-returns, the number of returned questionnaires was sufficient for this study and it enabled the investigator to make satisfactory comparisons with selected standards. One consequence of the 35 percent non-returns was that the cross-tabulations of the variables had to be collapsed to give fewer cells in each

table. This resulted in less refinement in the analysis than originally expected.

TREATMENT OF THE DATA

Data obtained from the questionnaire to principals provide information on the existing situation with regard to primary school libraries in Newfoundland. The questionnaire dealt only with the print materials and facilities available within the primary school library and no attempt was made to gather information concerning the non-print materials, such as filmstrips and records.

The information contained in the completed questionnaires is presented in tabular form in Appendix B. A cross-tabulation and chi-square analysis of the following variables with enrolment and type of school will be presented in Chapter 4:

1. The size of the library
2. Type of facilities available
3. Supervision of library facilities
4. The qualifications of the library supervisor
5. The care and maintenance of the print materials
6. The weekly circulation of print materials
7. The primary school library budget
8. The approximate expenditure on print materials
9. The approximate expenditure on library equipment

Chapter 4

ANALYSIS OF THE DATA

The major purpose of this study was to ascertain the extent and usage of primary school library facilities in the primary sections of randomly selected schools in Newfoundland. Data were gathered through the use of a questionnaire. Detailed responses obtained from this questionnaire are presented in tabular form in Appendix B. Table 3 presents data on the types of schools, the number of each type sampled and the total returns from the population sample.

Table 3
Survey Sample Types and Returns.

	Type of School		
	Primary	Primary and Elementary	All-grade
Total number in province	86	411	41
Number sampled	18	70	12
Total returns	8	46	11

The most significant fact shown in this table is that less than half of the primary schools sampled responded to the questionnaire whereas over 90 percent responded in the all-grade category.

COMPARISON OF OBSERVED DATA
WITH RECOMMENDED STANDARDS

The following statements and tables are based on a comparison of the data presented in Appendix B with standards given by Scott in Table 2. (See Chapter 2.)

Table 4
Availability of Librarians in Schools

Enrolment	Librarians Available			
	Part-time or Half-Time		Full-time	
	Recommended	Observed	Recommended	Observed
Less than 300	54	41	0	0
Equal to or greater than 300	0	9	11	0

The standards recommend that schools with an enrolment of less than 300 should have a part-time librarian (a

person who spends less than 50 percent of teaching time working in the library if the enrolment is under 150 and a half-time librarian if the enrolment is between 150 and 299. In schools where the enrolment exceeds 300, there should be one librarian for the first 300 pupils plus one for each additional 500 pupils or major fraction thereof. The pertinent data in Appendix B indicate that 54 schools had an enrolment of less than 300 and were therefore eligible to have a part-time or half-time librarian. Forty-one of the schools met this standard. Of the 11 schools in this survey with populations equal to or exceeding 300, not one had a full-time librarian. Therefore none of the schools in this category met the standards. Nine of the eleven schools did indicate that a part-time librarian was available, but the standards recommend that schools of this size have full-time librarians. Perhaps the most disconcerting statistic shown here was that 13 schools with an enrolment of less than 300 and two schools with an enrolment equal to or exceeding 300 had no one at all in charge of library facilities.

As schools were asked to give approximate rather than exact numbers, the data given in Table 5 represent approximations. It should be noted that each school was credited with the highest number given in each category; that is, if a principal noted on his questionnaire that one to five works of fiction were available, then he was

credited with having five fictional books. The data in Table 5, then, represent an upper limit on the number of books available. It should also be noted that the data given in the Observed column of Table 5 represent the average number of titles per school and clearly indicate that the schools involved in this survey are well below the recommended standards. Even allowing for approximations,^p it is evident that a large amount of work and financial assistance are needed to bring these schools up to the minimum standards.

Table 5
Extent of Basic Book Collections

Recommended		Observed	
Enrolment	No. of Titles	Enrolment	Average No. of Titles per School
Less than 300	5000	Less than 100	127
		100 - 199	215
		200 - 299	351
Equal to or greater than 300	5000	300 - 399	347
		400 - 599	471

The standards recommend an annual budget of \$5.00 to \$8.00 per pupil for books in schools of all sizes. The

data obtained from the questionnaire and presented in Table 6 indicate that 34 schools in this survey spent less than \$1.00 per pupil for print materials during 1970-71. The remaining 31 schools spent from \$1.01 to \$5.00 per pupil for print materials. Perhaps the most noticeable statistic of this table is that not one of the schools in this study spent the recommended amount on print materials. During that same school year, the provincial government provided for a \$5.00 instructional materials grant for every school child in the province. Again, the data have shown that most of the schools were well below the recommended standards. A more detailed description of expenditure per pupil is available in Appendix B.

In the category of physical plant, or quarters, the standards recommend that library facilities "accommodate 30 per cent of the enrolment at 35 square feet per user . . . ". Data from Table 7 indicate that no relationship existed between floor area and increased enrolment. Larger schools in this survey, then, did not necessarily have a proportionately greater floor area.

The situation, as revealed by the data obtained from the schools involved in the survey, indicates that the primary school library facilities, resources, materials and personnel are well below recommended standards.

Table 6
Annual Expenditure Per Pupil
for Print Materials*

Enrolment	Observed Expenditure Per Pupil for Print Materials	
	Less than \$1	\$1.01 - \$5.00
Less than 300	30	24
Equal to or greater than 300	4	7

*The Canadian School Library Standards recommend an annual expenditure for print materials of \$5.00 to \$8.00 per pupil.

Table 7

Physical Plant of the Primary School Library

Enrolment	Area of Floor in Square Feet			
	Recommended		Observed	
	Ranges	Medians	Ranges	Medians
25 - 99	262.5 - 1039.5	621.5	< 300 - 1200	600
100 - 199	1050 - 1089.5	1569.75	< 300 - 900	450
200 - 299	2100 - 3139.5	2619.75	< 300 - 900	450
300 - 399	3150 - 4189.5	3669.75	< 300 - 1200	600
400 - 599	4200 - 6289.5	5244.75	901 -> 1200	1325.5

METHOD OF ANALYSIS FOR CROSS-TABULATIONS
OF SELECTED VARIABLES

To ascertain whether any significant relationship existed between selected school characteristics and available library facilities, the chi-square technique of analysis was applied to two-way contingency tables based on the desired variables. These data will be presented in two sections under each of the two independent variables, enrolment and type of school. As the study involved a relatively small sampling, some of the expected frequencies were proportionately small and this caused some discontinuity in the sampling distribution of the chi-square. To rectify any errors which may have occurred in the estimation of probabilities, the tables were first collapsed and the Yates's correction for continuity was applied to all tables having one degree of freedom. This was done for all variables cross-tabulated with the independent variable of enrolment as all these tables had one degree of freedom.

The cross-tabulation of the dependent variables with the independent variable, type of school, produced tables with two degrees of freedom. As further collapsing of the tables would not permit adequate interpretation, the tabulation was left unchanged. Although the error produced by small expected frequencies in tables with two degrees of freedom was not of as great a consequence as those produced

in tables with one degree of freedom, it should be noted that the data obtained from these tables under type of school are not as reliable as they would be if the expected frequencies were higher. Nevertheless, the expectations in these tables were such that roughly approximate probabilities could be estimated.

In the case of all tables, values of chi-square were considered as being of significance at the .05 level.

THE EFFECT OF ENROLMENT ON NINE DEPENDENT VARIABLES

This section of the chapter will consist of a cross-tabulation of the independent variable, enrolment, with each of the nine dependent variables. Each table presents observed and expected frequencies as well as the chi-square value, the degrees of freedom and the probability. Where necessary, the Yates's correction for continuity was applied to expected frequencies having a value less than five.

Table 8 shows the relationship between enrolment and type of facilities. The chi-square statistic indicates that no significant relationship exists between enrolment and the type of facilities available. However, it should be noted that the collapsing of the table to a two by two resulted in loss of data on the potentially most important distinctions, those between central library, classroom library, and no library at all.

Table 8

The Relationship between Enrolment and the
Type of Facilities Available

Type of Facilities Available	Enrolment				Totals
	Less than 100		100 - 599		
	O	E	O	E	
Central library, classroom library or none at all	16	16.40	25	24.60	41
Travelling or public library or combinations	10	9.60	14	14.40	24
Totals	26		39		65

$$\chi^2 = 0.04403$$

$$df = 1$$

$$p > .05$$

Table 9 presents the relationship between enrolment and library size. The data indicate that the probability of chi-square is less than .05. This indicates that a significant relationship exists between enrolment and the size of the school library. The majority of the schools in this study, regardless of enrolment, had a school library floor area of 300 square feet or less. However, a higher proportion of schools with an enrolment exceeding 100 had floor space of more than 301 square feet than did schools with an enrolment of less than 100.

Table 9

The Relationship between Enrolment and the
Size of the School Library

Area of Floor in Square Feet	Enrolment				Totals
	Less than 100		100 - 599		
	O	E	O	E	
Less than or equal to 300	23	19.20	25	28.80	48
More than 301	3	6.80	14	10.20	17
Totals	26		39		65

$$\chi^2 = 4.78876$$

$$df = 1$$

$$p < .05$$

Tables 10 to 13 were grouped together because each showed that no significant relationship existed between the independent variable, enrolment, and each of the dependent variables used in the cross-tabulation. In all cases, the value of chi-square was less than the critical value given at the .05 level of significance.

Table 10

The Relationship between Enrolment and the Supervision of Library Facilities

Supervision of Library Facilities	Enrolment				Totals
	Less than 100		100 - 599		
	O	E	O	E	
Teacher	16	18.00	29	27.00	45
Students, Others or no one in charge	10	8.00	10	12.00	20
Totals	26		39		65

$$\chi^2 = 1.20370$$

$$df = 1$$

$$p > .05$$

Table 11

The Relationship between Enrolment and the
Qualifications of the Library Supervisor

Qualifications of the Library Supervisor	Enrolment				Totals
	Less than 100		100 - 599		
	O	E	O	E	
Teacher's certificate with a pro- fessional library degree; or teacher's certificate with courses in library science; or no supervision	3.5	3.60	5.5	5.40	9
Teacher's certificate with no courses in library science; or no teacher's certificate and no courses in library science	22.5	22.40	33.5	33.60	56
Totals	26		39		65

$$\chi^2 = 0.06439$$

$$df = 1$$

$$p > .05$$

Data obtained after application of Yates's correction for continuity.

Table 12

The Relationship between Enrolment and the Care and Maintenance of Print Materials

Care and Maintenance of the Print Materials	Enrolment				Totals
	Less than 100		100 - 599		
	O	E	O	E	
Books and other print materials are shelved, filed and classi- fied; outdated books and materials are removed from circulation; combinations	8	10.00	17	15.00	25
None of the above applicable	18	16.00	22	24.00	40
Totals	26		39		65

$$\chi^2 = 1.08334$$

$$df = 1$$

$$p > .05$$

Table 13

The Relationship between Enrolment and the
Weekly Circulation of Print Materials

Weekly Circulation of Print Materials to Primary Pupils	Enrolment				Totals
	Less than 100		100. - 599		
	O	E	O	E	
Less than or equal to 10	17	13.20	16	19.80	33
More than 11	9	12.80	23	19.20	32
Totals	26		39		65

$$\chi^2 = 2.35495$$

$$df = 1$$

$$p > .05$$

The data given in Table 14 show that there is a high degree of relationship between enrolment and the primary school library budget. The data indicate that over half of the schools in the study spent less than two hundred dollars on the entire library budget during 1970-71. A high proportion of the schools in both enrolment categories spent less than two hundred dollars on the library budget. The significant finding of Table 14 is that more larger schools than expected spent the larger amount of money while more smaller schools than expected spent the smaller amount. This suggests that spending increases in greater than direct proportion to enrolment.

Table 14.

The Relationship between Enrolment and the
Primary School Library Budget

Approximate Budget for the Primary School Library	Enrolment				Totals
	Less than 100		100 - 599		
	O	E	O	E	
Less than or equal to \$200	36	31.66	13	17.34	49
More than \$201	6	10.34	10	5.66	16
Totals	42		23		65

$$\chi^2 = 6.83226$$

$$df = 1$$

$$p < .01$$

An analysis of the data in Table 15 shows that there is a highly significant relationship between enrolment and the approximate expenditure on print materials. Again, those schools with an enrolment of less than 100 spent less than two hundred dollars on print materials. Regardless of enrolment, the major portion of all schools involved in the study spent less than this amount on print materials. The significant finding presented in Table 15 is that more larger schools than expected spent the greater amount of money for print materials while more smaller schools than expected spent the lesser amount on print materials. These results suggest that expenditure on print materials increases in greater than direct proportion to enrolment.

Table 15

The Relationship between Enrolment and the
Approximate Expenditure on Print Materials

Approximate Expenditure on Print Materials	Enrolment				Totals
	Less than 100		100 - 599		
	O	E	O	E	
Less than or equal to \$200	35	30.37	12	16.63	47
More than \$201	7	11.63	11	6.37	18
Totals	42		23		65

$$\chi^2 = 7.20449$$

$$df = 1$$

$$p < .01$$

The data given in Table 16 show that a high degree of correlation exists between enrolment and the approximate expenditure on library equipment. The statistics show that a greater than expected number of schools with an enrolment of less than 100 spent the least amount of money on library equipment whereas a greater than expected number of schools with the larger enrolment spent the larger amount of money. This again indicates that expenditure increases in greater than direct proportion to enrolment.

Table 16
The Relationship between Enrolment and the Approximate Expenditure on Library Equipment*

Approximate Expenditure on Library Equipment	Enrolment				Totals
	Less than 100		100 - 599		
	O	E	O	E	
Less than or equal to \$50	50.5	47.35	6.5	9.65	57
More than \$51	3.5	6.65	4.5	1.35	8
Totals	54		11		65

$$\chi^2 = 7.09936 \quad df = 1 \quad p. < .05$$

*Data obtained after application of Yates's correction for continuity.

To summarize, enrolment was significantly related to four of the nine dependent variables with which it was cross-tabulated. In none of these cases, however, does it appear that, in proportion, the larger schools with larger enrolments necessarily have better library facilities or a larger library budget than smaller schools. There seems to be a general lack of equipment, facilities, materials, and money in all schools involved in this sample. The results simply suggest that larger schools are in a relatively better position than smaller schools.

THE EFFECT OF TYPE OF SCHOOL ON NINE DEPENDENT VARIABLES

The purpose of this portion of the chapter on data analysis is to use the chi-square method of analysis to determine whether any significant relationships exist between the independent variable, type of school, and the nine dependent variables. Some of the tables will be grouped together because the data of each showed that no significant relationship existed between the independent and dependent variables. The data in this section may not be as reliable as that in the previous section because low expected frequencies may have caused some discontinuity in the sampling distribution of chi-square. Whereas the Yates's correction for continuity can be applied to tables having one degree of freedom, as is the case in the previous section, this correction could not be applied to this portion

of the chapter as the tables each had two degrees of freedom. The degree of discontinuity is less severe in this type of table, however, than in tables having only one degree of freedom. The probabilities in the following tables, then, are approximate.

Tables 17 to 24 were grouped together because each showed that no significant relationship existed between the independent variable, type of school, and each of the dependent variables with which it was cross-tabulated. In all cases, the value of chi-square was greater than the value given at the .05 level of significance.

The data given in Table 25 indicate that a significant relationship exists between the independent variable, type of school, and the dependent variable, approximate expenditure on print materials. The results in Table 25 indicate that more primary and all-grade schools than expected spent the lower amount on print materials whereas more schools of the primary and elementary type spent the greater amount of money.

In summation, the independent variable of type of school had a significant effect on only one of the nine dependent variables with which it was cross-analyzed. Essentially, this indicates that library facilities were generally uniform throughout the three types of schools involved. No one type of school possessed better library service than any other type.

Table 17

The Relationship between the Type of School and the Size of
the Primary School Library

Area of Floor in Square Feet	Type of School						Totals
	Primary		Primary and Elementary		All-grade		
	O	E	O	E	O	E	
Less than or equal to 300	6	5.91	32	33.97	10	8.12	48
More than 300	2	2.09	14	12.03	1	2.88	17
Totals	8		46		11		65

$$\chi^2 = 2.10430$$

$$df = 2$$

$$P > .05$$

Table 18

The Relationship between the Type of School and the Type of Facilities Available

Type of Facilities Available	Type of School						Totals
	Primary		Primary and Elementary		All-grade		
	O	E	O	E	O	E	
Central Library, classroom library or none at all	5	5.05	28	29.02	8	6.94	41
Travelling Library, Public Library or Combinations	3	2.95	18	16.98	3	4.06	24
Totals	8		46		11		65

$$\chi^2 = 0.53725$$

$$df = 2$$

$$p > .05$$

Table 19

The Relationship between the Type of School and the Supervision of Library Facilities

Supervision of Library Facilities	Type of School						Totals
	Primary		Primary and Elementary		All-grade		
	O	E	O	E	O	E	
Teacher	4	5.54	33	31.85	8	7.62	45
Students, others or no one in charge	4	2.46	13	14.15	3	3.38	20
Totals	8		46		11		65

$$\chi^2 = 1.78601$$

$$df = 2$$

$$p > .05$$

Table 20

The Relationship between the Type of School and the Qualifications of the Library Supervisor

Qualifications of the Library Supervisor	Type of School						Totals
	Primary		Primary and Elementary		All-grade		
	O	E	O	E	O	E	
No supervision, or teacher's certificate with a profes- sional library degree or courses in library science	2	1.11	5	6.37	2	1.52	9
No courses in library science and with or without a teacher's certificate	6	6.89	41	39.63	9	9.48	56
Totals	8		46		11		65

$$\chi^2 = 1.34646$$

df = 2

p > .05

Table 21

The Relationship between the Type of School and the Care and Maintenance of Print Materials in the School Library

Care and Maintenance of the Print Materials	Type of School						Totals
	Primary		Primary and Elementary		All-grade		
	O	E	O	E	O	E	
Books and other print materials are shelved, filed and classified; outdated materials are removed from circu- lation; combinations	3	3.08	18	17.69	4	4.23	25
None of the above applicable	5	4.92	28	28.31	7	6.77	40
Totals	8		46		11		65

$$\chi^2 = 0.03252$$

$$df = 2$$

$$p > .05$$

Table 22

The Relationship between the Type of School and the
Weekly Circulation of Print Materials

Weekly Circulation of Print Materials to Primary Pupils	Type of School						Totals
	Primary		Primary and Elementary		All-grade		
	O	E	O	E	O	E	
Less than or equal to 10	3	4.06	22	23.35	8	5.58	33
More than 10	5	3.94	24	22.65	3	5.42	32
Totals	8		46		11		65

$$\chi^2 = 2.85146$$

$$df = 2$$

$$p > .05$$

Table 23

The Relationship between the Type of School and the Approximate Expenditure on Library Equipment

Approximate Expenditure on Library Equipment	Type of School						Totals
	Primary		Primary and Elementary		All-grade		
	O	E	O	E	O	E	
Equal to or less than \$50	7	7.02	40	40.34	10	9.65	57
More than \$50	1	.98	6	5.66	1	1.35	8
Totals	8		46		11		65

$$\chi^2 = 0.12719$$

$$df = 2$$

$$p > .05$$

Table 24.

The Relationship between the Type of School and the Primary
School Library Budget

Primary School Library Budget during 1970-71	Type of School						Totals.
	Primary		Primary and Elementary		All-grade		
	O	E	O	E	O	E	
Less than or equal to \$50	1	2.09	10	12.03	6	2.88	17
More than \$50	7	5.91	36	33.97	5	8.12	48
Totals	8		46		11		65

$$\chi^2 = 5.81195$$

$$df = 2$$

$$p > .05$$

Table 25

The Relationship between the Type of School and the Approximate Expenditure on Print Materials

Approximate Expenditure on Print Materials during 1970-71	Type of School						Totals
	Primary		Primary and Elementary		All-grade		
	O	E	O	E	O	E	
Less than or equal to \$50	3	2.46	10	14.15	7	3.38	20
More than \$50	5	5.54	36	31.85	4	7.62	45
Totals	8		46		11		65

$$\chi^2 = 7.52369$$

$$df = 2$$

$$p < .05$$

An analysis of the data has shown that library service to children in primary, primary and elementary, and all-grade schools in Newfoundland is inadequate. Although all of the schools involved in the survey reported having some facilities and materials, these were so inadequate in the majority of cases as to be almost useless. Not one of the schools involved in the survey came near to meeting the recommended standards of the Canadian School Library Association. (See Chapter 2.)

Information on the degree to which print materials and library facilities need to be expanded to meet recommended standards revealed that no schools even approached the minimum standards. Perhaps the major reason for this situation was the lack of adequate funds. Data obtained from the questionnaire revealed that 75.4 percent of the schools in the sample spent two hundred dollars or less during 1970-71 on the entire primary library budget. As a consequence, print materials and library equipment were, to say the least, inadequate.

The physical composition of the library facilities was also inadequate when compared with recommended standards. Only three schools were able to meet the standards established in the Library Manual for Schools in Newfoundland and Labrador.¹ The data also revealed that the facilities

¹Office of School Libraries, Library Manual for Schools in Newfoundland and Labrador (St. John's: Government Printing Office, 1970).

available within the library, such as a workroom, a reading area, and reading tables, were inadequate in all cases.

It is evident, then, that the primary school library facilities, resources, materials and personnel are well below recommended standards. The situation, as revealed by the data obtained from the schools involved in the survey, is such that it most certainly is not conducive to the total development of primary school children.

Chapter 5

SUMMARY AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the problem under investigation, the instrumentation used and the conclusions resulting from the analysis of the data. Recommendations will be presented for improving primary school library facilities throughout the province.

The Problem

The basic question underlying this study was whether library facilities in the primary schools of Newfoundland were adequate to meet the many and varied needs of primary school children. The study was designed to collect data on print materials from selected primary, elementary and all-grade schools in Newfoundland to determine the extent and use of primary school library facilities and the degree to which these facilities needed to be expanded to meet a recommended standard of primary school libraries.

The Instrument

The desired information was obtained by the use of a detailed questionnaire which was sent to the principals of one hundred schools selected for the sample. The schools selected were of three types: primary, primary and elementary, and all-grade schools. Sixty-five principals returned

the questionnaire completed in detail. The investigator feels that the data from these sixty-five schools indicate the state of primary school libraries throughout the province since all three types of schools (primary, elementary and all-grade) with a wide range of enrolment (varying from less than 100 to greater than 500) were represented in the sample.

SUMMARY OF THE STUDY

The following are the major conclusions reached as a result of the analysis of data obtained in this study:

1. There was a general lack of trained supervisory personnel in the primary school libraries throughout the sample population. Only two schools had personnel with some form of professional training. One supervisor possessed a professional library degree while another had taken courses in library science.
2. The extent of basic book collections in each of the schools was well below the recommended standards.¹
3. Over half of the schools in this survey (34 of the 65 schools) spent less than one dollar per pupil for print materials. None of the schools involved spent the amount on print materials which was recommended. Perhaps the most noticeable statistic in this area was the fact

¹Margaret B. Scott, "School Libraries in Canada, 1971", Canadian Library Journal, XXIX (March-April, 1972), p. 123.

that during the year in which this study was conducted, the provincial government provided an instructional materials grant of five dollars per pupil.

4. Statistics from this study indicated that the areas of the primary school library floors were below recommended standards and also that floor areas did not increase proportionately with enrolment. None of the schools approached established standards.

5. The supply of print materials in primary school libraries was insufficient as none of the schools in the survey approached the standards recommended by the Canadian School Library Association.

6. A cross-tabulation and chi-square analysis of two independent and nine dependent variables revealed that few significant relationships existed. Of those that did, the findings indicated that expenditures on the primary school library budget increased with enrolment. Another finding was that the expenditure on print materials was related to type of school. Results showed that more primary and all-grade schools than expected spent smaller amounts on print materials whereas more primary and elementary schools than expected spent greater amounts in this area.

RECOMMENDATIONS

The following recommendations are made for improving the existing services in primary school libraries in

Newfoundland:

1. A concerted effort should be made by the Department of Education and school boards throughout the province to ensure that all new primary schools will be equipped with adequate library facilities and that sufficient funds will be allocated over a period of time to primary schools already in existence to bring their library facilities up to the recommended standard.

2. The teacher allocation system should be changed to provide each primary school with a trained supervisor who would be either a full-time library supervisor or have sufficient time to administer and supervise the library adequately.

3. The Department of Education should take immediate steps to redefine the provisions of the school library grant. It should be made clear that this grant covers only print and non-print materials for use in the school library, if that is the purpose for which it is intended. The provincial grant itself appears adequate if it is interpreted as a library grant. However, if instructional materials is to be interpreted more broadly than library materials, then the provincial grant does not meet the recommended standard.

4. At the district level, school boards should provide a resource center equipped with materials and facilities which could not be provided in individual

primary schools. This center should be made accessible to all primary teachers throughout the district.

5. School boards should set up workshops and other kinds of in-service training for teachers connected with primary school libraries to ensure that they become more knowledgeable about library services and techniques.

6. Regular library classes should be set up in primary schools so that all students will be able to familiarize themselves with the library and its facilities.

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Appendix A

Questionnaire to Principals

QUESTIONNAIRE TO PRINCIPALS

Purpose

This study has five purposes:

1. to conduct a survey to determine the existing state print materials in the library facilities of primary schools or the primary departments of elementary schools in Newfoundland;
2. to determine the extent to which the print materials and the existing facilities are used;
3. to determine the degree to which print materials need to be expanded to meet the minimum standards of a primary school library as recommended in the book list prepared by the Canadian Library Association;
4. to determine the existing physical composition of primary school library facilities in Newfoundland and the degree to which these facilities need to be expanded to meet the standards established in the library manual for Newfoundland schools;
5. to use the data gathered to provide some guidelines for the improvement of primary school library facilities as they now exist and for the expansion of the print materials contained in primary school libraries.

Definition of Terms

Primary School Library. In this questionnaire, the

term primary school library is used to mean:

- a. a learning center where primary level resource materials plus some qualified resource person are readily accessible to primary school pupils and teachers;
- b. a library or portion thereof within the school which provides print materials expressly for the use of primary school pupils and teachers;

Supervisor. The person in charge of a primary school library, either full-time or part-time, is referred to as the supervisor of the primary school library.

Regular Library Class. A regular period set aside for each primary class in which the pupils receive instruction in library usage and/or use the library for specific purposes such as leisure reading or subject-oriented reading, is a regular library class.

Weekly Circulation. In this questionnaire, the term weekly circulation means the output of books per week from the central library to primary pupils and primary classroom libraries.

Teacher-Librarian. In this questionnaire, the term teacher-librarian has two meanings:

- a. a full-time teacher-librarian is defined as one who has trained as a teacher but who is employed in the school as a full-time librarian.
- b. a part-time teacher-librarian is herein defined as one who teaches part-time and who works part-time

in the library.

Instructions

Please complete each section according to the instructions given. Completely accurate answers are not expected.

It is understood that only approximations can be given.

SECTION I

Identification of the School

Name of School: _____

Address of School: _____

Number of Classrooms (Kindergarten - III): _____

Type of School: (Check one)

_____ primary

_____ primary and elementary

_____ all-grade school (K - XI)

Enrolment:

_____ less than 100

_____ 100 - 199

_____ 200 - 299

_____ 300 - 399

_____ 400 - 599

SECTION II

Physical Composition of the Primary School LibraryInstructions

Please check (✓) the appropriate space. All questions include the classroom library.

1. Area of floor in square feet:

☐ less than 300
☐ 301 - 600
☐ 601 - 900
☐ 901 - 1200
☐ more than 1200

2. Extent of shelving in linear (running) feet:

☐ less than 50
☐ 51 - 150
☐ 151 - 300
☐ 301 - 500
☐ 501 - 800
☐ more than 800

3. Number of reading tables:

☐ 1 - 3
☐ 4 - 6
☐ 7 - 10
☐ more than 10
☐ none

4. Seating capacity at any one time (including floor):

- ☐ 10 - 19
☐ 20 - 29
☐ 30 - 40
☐ more than 40
☐ no seating capacity

5. Number of containers (such as drawers or boxes) for cataloguing:

- ☐ none
☐ 1 - 3
☐ 4 - 7
☐ more than 7

6. Type of facilities available: (Check more than one if necessary):

- ☐ central library
☐ classroom libraries
☒ travelling library (bookmobile)
☐ public library
☐ other(s) (please specify):

7. Facilities available within the library: (Check one or more)

- ☐ reading room
☐ storytelling area
☐ workroom

SECTION III

Supervision and Maintenance of
Primary Library Facilities

Instructions

Please check (✓) the appropriate space.

1. Which of the following best describes the supervisor of your primary school library?

☐ full-time school librarian
☐ part-time school librarian
☐ full-time teacher-librarian
☐ part-time teacher-librarian
☐ teacher
☐ no one in charge of the library facilities
☐ other (please specify)

2. Which of the following statements describes the qualifications of the person in charge of the primary school library? (Check more than one if necessary.)

☐ teacher's certificate and a professional library degree
☐ teacher's certificate and courses in library science
☐ teacher's certificate but no courses in library science
☐ no teacher's certificate and no courses in library science
☐ no teacher's certificate but courses in library science
☐ training in the administration of primary school libraries

_____ training in the organization of primary school library facilities including classifying, cataloguing and processing

_____ training in the use of reference tools

_____ other (please specify)

3. Who selects materials for the primary library facilities?
(Check more than one if necessary)

_____ principal only

_____ teacher only

_____ librarian only

_____ principal and teachers

_____ teacher-librarian

_____ teacher and students

_____ principal, teachers and students

_____ school board

_____ other (please specify)

4. Which of the following describes the care and maintenance of the print materials in the primary school library? (Check more than one if applicable)

_____ books and other print materials are shelved and filed

_____ books and other print materials are classified according to a system such as the Dewey Decimal

_____ outdated materials and books are removed from circulation

_____ magazines and other periodicals are kept up to date

_____ none of the above applicable

SECTION IV

Utilization of Library FacilitiesInstructions

Please check (✓) the appropriate space.

1. What is the approximate weekly circulation of books or other print materials to primary pupils?

☐ no circulation
☐ 1 - 10
☐ 11 - 25
☐ 26 - 50
☐ 51 - 100
☐ other (please specify approximate number)

2. What is the approximate weekly circulation of books or other print materials to each primary classroom?

☐ 1 - 10
☐ 11 - 25
☐ 26 - 50
☐ 51 - 100
☐ 101 - 200
☐ 201 - 350
☐ other (please specify approximate number)
☐ no circulation

3. What is the approximate number of hours devoted to regular library classes per week?

☐ 1 - 3
☐ 4 - 7
☐ 8 - 10

_____ more than 10

_____ no regular library classes

4. What is the approximate number of hours per week devoted by pupils to "browsing" leisurely in the classroom libraries when desired?

_____ 1 - 3

_____ 4 - 7

_____ 8 - 10

_____ more than 10

_____ no time allotted for "browsing"

5. What is the approximate number of hours per week that the primary school library is used as a resource area for projects?

_____ 1 - 3

_____ 4 - 7

_____ 8 - 10

_____ more than 10

_____ no time allotted for projects

6. Is the primary school library used as a regular classroom?

_____ Yes

_____ No

_____ Sometimes (If so, please specify the number of hours per week)

SECTION V

Financing the Primary School LibraryInstructions

Please check (✓) the appropriate space.

1. What was the approximate budget for the primary school library during the past year 1970-1971?

_____ less than \$50

_____ \$51 - \$200

_____ \$201 - \$500

_____ more than \$500

2. What was the approximate expenditure on print materials (such as books and magazines) for the primary school library during 1970 - 1971?

☒ _____ less than \$50

_____ \$51 - \$200

_____ \$201 - \$500

_____ more than \$500

3. What was the approximate expenditure on library equipment (such as tables and chairs) for the primary school library during 1970 - 1971?

_____ less than \$50

_____ \$51 - \$200

_____ \$201 - \$500

_____ more than \$500

4. What was the approximate expenditure per pupil at the primary level for print materials (such as books and magazines) during 1970 - 1971?

_____ less than 50¢

_____ 50¢ - \$1.00

_____ \$1.01 - \$2.50

_____ \$2.51 - \$5.00

_____ more than \$5.00

SECTION VI

General Lists of Print MaterialsInstructions

Indicate in the space provided at the left the number of titles in each category. If you do not know the exact number, a close approximation will do.

1. _____ Bibliographies, manuals and other guides to book selection; for example, Basic Book List for Canadian Schools: Grades I - IV. Ottawa: The Canadian Library Association, 1968.
2. _____ Encyclopaedias (recent editions)
3. _____ Pictures and Primary Dictionaries (recent editions)
4. _____ Atlases (recent editions)
5. _____ Professional Books for Teachers
6. _____ Professional Periodicals for Teachers
7. _____ Picture Story Books, for example:
 - (a) Burton, Virginia Lees. The Little House. Boston: Houghton-Mifflin Company, 1942.
 - (b) Lathrop, Dorothy P. Animals of the Bible. New York: J. B. Lippincott Company, 1937.
 - (c) Sendak, Maurice. Where the Wild Things Are. New York: Harper and Row Publishers, 1963.
 - (d) Alphabet Book, Toronto: University of Toronto Press, 1969.
 - (e) Gag, Wanda. Millions of Cats, New York: Coward-McCann, Incorporated, 1928.
8. _____ Mother Goose and Nursery Rhyme Books, for example:

de Angeli, Marguerite. Book of Nursery and Mother Goose Rhymes, New York: Doubleday and Company Incorporated, 1953.

9. Informational Picture Books, for example:
Abisch, Ros. Do You Know What Time It Is?
Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1968.
10. Fiction, for example:
 - (a) Beim, Jerrold. The Smallest Boy in the Class, New York: William Morrow and Company, 1949 (realistic fiction).
 - (b) Titus, Eve. Anatole, Toronto: McGraw-Hill Book Company, 1956 (mystery/fantasy).
 - (c) McCloskey, Robert. Blueberries for Sal, New York: The Viking Press, 1948 (realistic fiction).
11. Poetry, for example:
de la Mare, Walter. Rhymes and Verses: Collected Poems for Young People, New York: Holt, Rinehart and Winston Company, 1947.
12. Biography, for example:
Judson, Clara I. Christopher Columbus, Chicago: Follett Publishing Company, 1960.
13. Folk Tales, Fables and Fairy Tales, for example:
 - (a) Artley, A. S., Gray, L. Tall Tales, Toronto: W. J. Gage Limited

(b) Untermeyer, Louis. Aesop's Fables, New York: Golden Press, 1966.

(c) Anderson, Hans C. The Ugly Duckling, New York: Charles Scribner's Sons, 1965.

Appendix B

Observed Data Collected Through
the "Questionnaire to Principals"

No. of Classrooms	Type of School			Totals
	Primary	Primary and Elementary	All-grade	
1	2	10	5	17
2	0	9	3	12
3	2	3	0	5
4	0	10	3	13
5	0	5	0	5
6	0	2	0	2
7	0	2	0	2
8	1	1	0	2
9	1	1	0	2
10	0	1	0	1
11	1	1	0	2
13	0	1	0	1
21	1	0	0	1
<hr/>				
Enrolment				
Less than 100	4	18	4	26
100 - 199	0	11	5	16
200 - 299	1	9	2	12
300 - 399	2	5	0	7
500 - 599	1	3	0	4

Area of Floor in Square Feet	Type of School			Totals
	Primary	Primary and Elementary	All-grade	
Less than 300	6	32	10	48
301 - 600	0	6	1	7
601 - 900	0	3	0	3
901 - 1200	1	3	0	4
More than 1200	1	2	0	3
<hr/>				
Extent of Shelving in Linear (Run- ning Feet)				
Less than 50	7	22	8	37
51 - 150	0	16	3	19
151 - 300	0	5	0	5
301 - 600	0	3	0	3
More than 600	1	0	0	1
<hr/>				
No. of Reading Tables				
None	6	20	6	32
1 - 3	1	18	3	22
4 - 6	0	5	1	6
7 - 10	0	2	1	3
More than 10	1	1	0	2

Seating Capacity at any One Time	Type of School			Totals
	Primary	Primary and Elementary	All-grade	
None	4	19	5	28
10 - 19	1	13	3	17
20 - 29	1	1	1	3
30 - 40	1	6	0	7
More than 40	1	7	2	10
<hr/>				
No. of Containers for Catalogue Cards				
None	6	38	10	54
1 - 3	1	4	1	6
4 - 7	0	2	0	2
More than 7	1	2	0	3
<hr/>				
Type of Facilities				
None	0	1	0	1
Central Library	1	9	4	14
Classroom Library	4	18	4	26
Travelling Library	0	2	2	4
Public Library	0	1	0	1
Combinations	3	15	1	19

Facilities With- in the Library	Type of School			Totals
	Primary	Primary and Elementary	All-grade	
None	3	25	6	34
Reading Area	3	17	4	24
Workroom	1	0	1	2
Combinations	1	4	0	5
<hr/>				
Qualifications of Supervisor				
Teacher's certifi- cate and a pro- fessional library degree	0	0	1	1
Teacher's certifi- cate and courses in library science	0	1	0	1
Teacher's certifi- cate but no course in library science	5	34	6	45
No teacher's cer- tificate and no courses in library science	1	7	3	11
No supervision	0	4	1	7
<hr/>				
Person(s) Who Select(s) Materials				
Principal only	1	1	1	3
Teacher only	1	2	2	5
Principal and teachers	4	34	6	44

Person(s) Who Select(s) Materials (cont'd.)	Type of School			Totals
	Primary	Primary and Elementary	All-grade	
Teacher and students	0	2	1	3
Principal, teachers and students	1	5	1	7
School board	0	1	0	1
Students	1	1	0	2
Care and Maintenance of Print Materials				
Books and other print materials are shelved and filed	1	9	2	12
Books and other print materials are classified	0	1	0	1
Outdated materials and books are removed from circulation	0	1	0	1
None of the above	5	28	7	40
Combinations	2	7	2	11
Weekly Circulation of Books to Primary Pupils				
No circulation	2	9	4	15
1 - 10	1	13	4	18
11 - 25	1	7	1	9

Weekly Circulation of Books to Primary Pupils (cont'd.)	Type of School			Totals
	Primary	Elementary	All-grade	
26 - 50	0	5	1	6
51 - 100	2	10	1	13
More than 100	2	2	0	4
<hr/>				
Weekly Circulation of Books to Primary Classrooms				
No circulation	4	11	5	20
1 - 10	0	11	3	14
11 - 25	1	13	2	16
26 - 50	2	7	0	9
51 - 100	0	1	1	2
101 - 200	0	3	0	3
More than 200	1	0	0	1
<hr/>				
Hours for Regular Library Classes per Week				
No regular hours	6	30	6	42
1 - 3	2	14	5	21
4 - 7	0	2	0	2
<hr/>				
Hours Allotted for Browsing				
No time allotted	4	13	6	23

Hours Allotted for Browsing (cont'd.)	Type of School			Totals
	Primary	Primary and Elementary	All-grade	
1 - 3	2	18	4	24
4 - 7	2	9	1	12
8 - 10	0	2	0	2
More than 10	0	4	0	4
<hr/>				
No. of Hours Library is Used as a Resource Area for Projects				
No time allotted	5	25	8	38
1 - 3	1	19	3	23
4 - 7	1	2	0	3
More than 10	1	0	0	1
<hr/>				
Use of Primary School Library as a Regular Class- room				
Yes	6	22	5	33
No	2	22	6	30
Sometimes	0	2	0	2
<hr/>				
Approximate Budget for Primary School Library during 1970-71				
Less than \$50	1	10	6	17

Approximate Budget for Primary School Library during 1970-71 (cont'd.)	Type of School			Totals
	Primary	Primary and Elementary	All-grade	
\$51 - \$200	6	21	5	32
\$201 - \$500	0	12	0	12
More than \$500	1	3	0	4
Approximate Expenditure on Equipment during 1970-71				
Less than \$50	7	40	10	57
\$51 - \$200	1	3	0	4
\$201 - \$500	0	2	1	3
More than \$500	0	1	0	1
Approximate Expenditure on Print Materials during 1970-71				
Less than \$50		10	7	20
\$51 - \$200	4	19	4	27
\$201 - \$500	0	15	0	15
More than \$500	1	2	0	3
Approximate Expenditure per Pupil for Print Material during 1970-71				
Less than 50¢	0	8	6	14

Approximate Expenditure per Pupil for Print Material during 1970-71 (cont'd.)	Type of School.			Totals
	Primary	Primary and Elementary	All-grade	
50¢ - \$1	5	12	3	20
\$1.01 - \$2.50	2	19	1	22
\$2.51 - \$5.00	1	7	1	9
<hr/>				
No. of Bibliographies				
None	5	19	8	32
1 - 5	2	20	2	24
6 - 10	1	6	0	7
16 - 20	0	1	1	2
<hr/>				
No. of Encyclopedias				
None	4	14	6	24
1 - 5	4	29	5	38
6 - 10	0	3	0	3
<hr/>				
No. of Picture and Primary Dictionaries				
None	2	24	10	36
1 - 5	5	18	1	24
6 - 10	1	1	0	2
11 - 15	0	2	0	2
More than 35	0	1	0	1
<hr/>				

No. of Atlases	Type of School			Totals
	Primary	Primary and Elementary	All-grade	
None	5	20	5	30
1 - 5	3	25	6	34
6 - 10	0	1	0	1
<hr/>				
No. of Professional Books for Teachers				
None	5	21	6	32
1 - 5	0	10	2	12
6 - 10	1	4	1	6
11 - 15	1	1	0	2
16 - 20	0	3	2	5
21 - 25	0	5	0	5
More than 30	1	2	0	3
<hr/>				
No. of Professional Periodicals for Teachers				
None	4	20	7	31
1 - 5	2	18	3	23
6 - 10	1	4	0	5
21 - 25	1	0	0	1
More than 25	0	4	1	5

No. of Picture Story Books	Type of School			Totals
	Primary	Primary and Elementary	All-grade	
None	1	3	3	7
1 - 25	4	18	4	26
26 - 50	1	11	3	15
51 - 75	1	2	0	3
76 - 100	0	2	1	3
126 - 150	0	1	0	1
151 - 175	0	1	0	1
More than 176	1	8	0	9
<hr/>				
No. of Mother Goose and Nursery Rhyme Books				
None	2	7	4	13
1 - 5	2	16	4	22
6 - 10	3	4	2	9
11 - 15	0	1	0	1
16 - 20	0	3	1	4
21 - 25	0	2	0	2
26 - 30	0	5	0	5
More than 30	1	8	0	9
<hr/>				
No. of Inform- ational Picture Books				
None	4	11	6	21

No. of Informational Picture Books (cont'd.)	Type of School			Totals
	Primary	Primary and Elementary	All-grade	
1 - 10	0	13	4	17
11 - 20	1	6	0	7
21 - 30	1	1	1	3
31 - 40	1	0	0	1
41 - 50	0	8	0	8
51 - 60	1	0	0	1
61 - 70	0	2	0	2
More than 70	0	5	0	5
<hr/>				
No. of Volumes of Fiction				
None	2	5	3	10
1 - 25	3	16	6	25
26 - 50	0	6	1	7
51 - 75	0	2	0	2
76 - 100	1	6	0	7
126 - 150	2	0	0	2
More than 175	0	11	1	12
<hr/>				
No. of Volumes of Poetry				
None	2	8	4	14
1 - 10	6	28	7	41

No. of Volumes Poetry (cont'd.)	Type of School			Totals
	Primary	Primary and Elementary	All-grade	
11 - 20	0	4	0	4
21 - 30	0	4	0	4
More than 40	0	2	0	2
<hr/>				
No. of Volumes of Biography				
None	5	17	7	29
1 - 10	3	12	2	17
11 - 20	0	8	0	8
31 - 40	0	2	2	4
41 - 50	0	4	0	4
More than 50	0	3	0	3
<hr/>				
No. of Volumes of Folk Tales, Fables and Fairy Tales				
None	3	3	3	9
1 - 10	2	21	5	28
11 - 20	1	6	2	9
21 - 30	0	5	0	5
31 - 40	0	0	1	1
More than 40	2	11	0	13

No. of Classrooms	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
1	16	1	0	0	0	17
2	6	6	0	0	0	12
3	4	1	0	0	0	5
4	0	6	7	0	0	13
5	0	1	2	1	1	5
6	0	0	1	0	1	2
7	0	0	0	1	1	2
8	0	0	1	1	0	2
9	0	0	1	1	0	2
10	0	0	0	1	0	1
11	0	1	0	1	0	2
13	0	0	0	1	0	1
21	0	0	0	0	1	1

Area of Floor in Square Feet	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
Less than 300	23	15	6	4	0	48
301 - 600	2	0	5	0	0	7
601 - 900	0	1	1	1	0	3
900 - 1200	1	0	0	2	1	4
More than 1200	0	0	0	0	3	3
<hr/>						
Extent of Shelving in Linear (Running) Feet						
Less than 50	16	12	6	3	0	37
51 - 150	9	3	5	1	1	19
151 - 300	1	1	1	1	1	5
501 - 800	0	0	0	2	1	3
More than 800	0	0	0	0	1	1

No of Reading Tables	Enrolment					Totals
	Less than 100	101-199	200-299	300-399	400-599	
None	16	10	4	2	0	32
1 - 3	10	4	4	2	2	22
4 - 6	0	0	2	3	1	6
7 - 10	0	2	1	0	0	3
More than 10	0	0	1	0	1	2
<hr/>						
Seating Capacity at Any One Time						
None	11	10	5	2	0	28
10 - 19	9	4	3	1	0	17
20 - 29	2	0	1	0	0	3
30 - 40	4	0	2	1	0	7
More than 40	0	2	1	3	4	10

No. of Containers for Card Catalogues	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
None	25	14	9	5	1	54
1 - 3	1	1	3	1	0	6
4 - 7	0	1	0	1	0	2
More than 7	0	0	0	0	3	3
<hr/>						
Type of Facilities						
None	0	1	0	0	0	1
Central Library	4	2	4	3	1	14
Classroom Library	12	7	3	3	1	26
Travelling Library	2	2	0	0	0	4
Public Library	1	0	0	0	0	1
Combinations	7	4	5	1	2	19

Facilities Within Library	Enrollment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
None	14	9	7	3	1	34
Reading Area	11	5	5	3	0	24
Workroom	1	1	0	0	0	2
Combinations	0	1	0	1	3	5
<hr/>						
Supervisor of Primary School Library						
No one in charge	9	3	1	1	1	15
Teacher	16	10	11	6	2	45
Students	1	2	0	0	0	3
Others	0	1	0	0	1	2

Qualifications of Supervisor	Enrollment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
Teacher's certificate and a professional library degree	0	1	0	0	0	1
Teacher's certificate and courses in library science	0	1	0	0	0	1
Teacher's certificate but no courses in library science	18	10	9	6	2	45
No teacher's certificate and no courses in library science	5	3	2	0	1	11
No supervision	3	1	1	1	1	7
Person(s) Who Select(s) Materials						
Principal only	1	0	1	0	1	3
Teacher only	2	1	0	1	1	5

Person(s) Who Select(s) Materials (cont'd.)	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
Principal and teachers	17	11	8	6	2	44
Teachers and students	3	0	0	0	0	3
Principal, teachers and students	1	3	3	0	0	7
School Board	0	1	0	0	0	1
Students	2	0	0	0	0	2
<hr/>						
Care and Maintenance of Print Materials						
Books and other print materials are shelved and filed	8	3	1	0	0	12
Books and other print materials are classified	0	0	1	0	0	1
Outdated materials and books are removed from circulation	0	1	0	0	0	1

Care and Maintenance of Print Materials (cont'd.)	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
None of the above applicable	18	10	8	3	1	40
Combinations	0	2	2	4	3	11
<hr/>						
Approximate Weekly Cir- culation of Books to Primary Pupils						
No circulation	7	3	1	3	1	15
1 - 10	10	5	2	1	0	18
11 - 25	3	3	3	0	0	9
26 - 50	2	3	1	0	0	6
51 - 100	2	2	5	2	2	13
More than 100	2	0	0	0	2	4

Weekly Circulation of Print Materials to Primary Classrooms	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
No circulation	12	4	1	3	0	20
1 - 10	6	3	3	1	1	14
11 - 25	5	7	4	0	0	16
26 - 50	2	1	3	1	2	9
51 - 100	0	1	1	0	0	2
101 - 200	0	0	0	2	1	3
More than 200	1	0	0	0	0	1
<hr/>						
No. of Hours for Regular Library Classes per Week						
No regular library classes	22	8	3	6	3	42
1 - 3	2	8	9	1	1	21
4 - 7	2	0	0	0	0	2
<hr/>						

No. of Hours Allotted for Browsing per Week	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
No time allotted	10	7	4	2	0	23
1 - 3	9	6	6	2	1	24
4 - 7	6	2	2	1	1	12
8 - 10	0	0	0	2	0	2
More than 10	1	1	0	0	2	4
<hr/>						
No. of Hours Allotted for Project Work per Week						
No time allotted	12	11	7	6	2	38
1 - 3	13	5	4	1	0	23
4 - 7	1	0	1	0	1	3
More than 10	0	0	0	0	1	1

Use of Primary School Library as a Classroom	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
Yes	14	7	7	4	1	33
No	11	8	5	3	3	30
Sometimes	1	1	0	0	0	2
<hr/>						
Approximate Budget for Primary School Library during 1970-71						
Less than \$50	10	4	3	0	0	17
\$51 - \$200	14	8	5	3	2	32
\$201 - \$500	2	4	3	2	1	12
More than \$500	0	0	1	2	1	4
<hr/>						
Approximate Expenditure on Print Materials during 1970-71						
Less than \$50	11	4	4	1	0	20

Approximate Expenditure on Print Materials during 1970-71 (cont'd.)	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
\$51 - \$200	12	8	5	1	1	27
\$201 - \$500	3	4	3	3	2	15
More than \$500	0	0	0	2	1	3
<hr/>						
Approximate Expenditure per Pupil for Print Materials during 1970-71						
Less than 50¢	5	5	3	0	1	14
50¢ - \$1	6	5	6	2	1	20
\$1.01 - \$2.50	11	3	2	5	1	22
\$2.51 - \$5	4	3	1	0	1	9

No. of Bibliographies	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
None	17	10	4	1	0	32
1 - 5	8	5	5	4	2	24
6 - 10	1	1	2	2	1	7
16 - 20	0	0	1	0	1	2
<hr/>						
No. of Encyclopedias						
None	16	5	1	1	1	24
1 - 5	10	11	11	4	2	38
6 - 10	0	0	0	2	1	3
<hr/>						
No. of Picture and Primary Dictionaries						
None	13	11	8	3	1	36
1 - 5	13	3	3	3	2	24

No. of Picture and Primary Dictionaries (cont'd.)	E n r o l m e n t					Totals
	Less than 100	100-199	200-299	300-399	400-599	
6 - 10	0	1	0	1	0	2
11 - 15	0	0	1	0	1	2
More than 35	0	1	0	0	0	1
<hr/>						
No. of Atlases						
None	12	7	8	2	1	30
1 - 5	14	8	4	5	3	34
6 - 10	0	1	0	0	0	1
<hr/>						
No. of Professional Books for Teachers						
None	15	10	5	2	0	32
1 - 5	6	2	4	0	0	12
6 - 10	2	1	1	2	0	6

No. of Professional Books for Teachers (cont'd.)	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
11 - 15	1	1	0	0	0	2
16 - 20	1	1	1	1	1	5
21 - 25	1	0	1	2	1	5
More than 30	0	1	0	0	2	3
<hr/>						
No. of Professional Periodicals for Teachers						Totals
None	14	11	5	1	0	31
1 - 5	11	4	4	3	1	23
6 - 10	0	0	2	2	1	5
21 - 25	0	0	0	0	1	1
More than 25	1	1	1	1	1	5

No. of Picture Story Books	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
None	4	2	0	1	0	7
1 - 25	15	7	4	0	0	26
26 - 50	6	1	4	3	1	15
51 - 75	0	1	1	0	1	3
76 - 100	1	2	0	0	0	3
126 - 150	0	1	0	0	0	1
151 - 175	0	0	1	0	0	1
More than 175	0	2	2	3	2	9
<hr/>						
No. of Mother Goose and Nursery Rhyme Books						
None	6	5	1	1	0	13
1 - 5	12	4	4	1	1	22
6 - 10	4	3	0	1	1	9
11 - 15	1	0	0	0	0	1

No. of Mother Goose and Nursery Rhyme Books (cont'd.)	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
16 - 20	2	0	2	0	0	4
21 - 25	1	0	1	0	0	2
26 - 30	0	2	1	1	1	5
More than 30	0	2	3	3	1	9
<hr/>						
No. of Informational Story Books						
None	12	6	2	1	0	21
1 - 10	9	5	3	0	0	17
11 - 20	1	1	2	2	1	7
21 - 30	2	0	1	0	0	3
31 - 40	0	0	0	1	0	1
41 - 50	2	2	3	0	1	8
51 - 60	0	0	0	0	1	1

No. of Informational Story Books (cont'd.)	Enrollment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
61 - 70	0	1	1	0	0	2
More than 70	0	1	0	3	1	5
<hr/>						
No. of Volumes of Fiction						
None	4	4	1	1	0	10
1 - 25	17	5	2	1	1	25
26 - 50	1	3	1	1	1	7
51 - 75	1	1	0	0	0	2
76 - 100	2	0	1	2	2	7
126 - 150	1	0	0	1	0	2
More than 175	0	3	7	1	1	12
<hr/>						
No. of Volumes of Poetry						
None	5	7	1	1	0	14

No. of Volumes of Poetry (cont'd.)	Enrolment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
1 - 10	20	8	8	4	1	41
11 - 20	1	0	0	1	2	4
21 - 30	0	0	2	1	1	4
More than 40	0	1	1	0	0	2
<hr/>						
No. of Volumes of Biography						
None	12	10	3	2	2	29
1 - 10	11	2	3	1	0	17
11 - 20	2	2	1	2	1	8
31 - 40	0	0	4	0	0	4
41 - 50	0	1	2	1	0	4
More than 50	1	1	0	0	1	3

No. of Volumes of Folk Tales, Fables, and Fairy Tales	Enrollment					Totals
	Less than 100	100-199	200-299	300-399	400-599	
None	4	3	1	1	0	9
1 - 10	15	6	3	3	1	28
11-20	2	3	1	1	2	9
21 - 30	2	2	1	0	0	5
31 - 40	0	0	1	0	0	1
More than 40	2	3	5	2	1	13

Appendix C

Letters

6 Willow Road
Grand Falls, Newfoundland
March 9, 1972

Dr. G. Murphy ^P
Head, Department of Curriculum
and Instruction
Memorial University of Newfoundland
St. John's, Newfoundland

Dear Sir:

As part of the requirements for my Master's degree in Curriculum and Instruction, I propose to conduct a survey among 100 randomly selected primary and elementary schools in Newfoundland to determine the extent and use of primary school library facilities.

I wish to apply for departmental approval to conduct this survey and to use the questionnaire which has been approved by a committee of professionals made up of Dr. E. Janes, Dr. R. K. Crocker and yourself. I am also seeking your approval to forward a copy of the enclosed letter to the Deputy Minister of Education in order to obtain official permission from the Provincial Department of Education to conduct this survey in the selected Newfoundland schools.

I would appreciate a reply at your earliest convenience.

Yours truly,

Beverley Thomas

Enclosure

6 Willow Road
Grand Falls, Newfoundland
March 10, 1972

Mr. P. J. Hanley
Deputy Minister of Education
Department of Education
Confederation Building
St. John's, Newfoundland

Dear Sir:

I am a graduate student in the Department of Curriculum and Instruction at Memorial University of Newfoundland. As part of the requirements for my Master's degree from this department, I propose to conduct a survey of 100 randomly selected primary schools in Newfoundland to determine the extent and usage of library facilities in these schools. Approval for the conducting of this survey has been granted by Dr. G. Murphy, Head of the Department of Curriculum and Instruction.

Therefore, I am seeking the approval of the Provincial Department of Education to conduct this survey.

I would appreciate a reply at your earliest convenience.

Yours truly,

Beverley Thomas

Letter to District Superintendents

6 Willow Road
Grand Falls, Newfoundland
March 15, 1972

Dear Sir:

As part of the requirements for my Master's degree in Curriculum and Instruction, I am conducting a survey among 100 primary and elementary schools in Newfoundland to determine the extent and use of primary school library facilities and print materials.

I have the approval of Dr. G. Murphy, Department of Curriculum and Instruction, Memorial University of Newfoundland, to complete this study.

I am now seeking your permission to send copies of the enclosed questionnaire to the attached list of principals in your district. Without your cooperation and assistance, I shall be unable to complete the research.

I would appreciate a reply at your earliest convenience.

Yours truly,

Beverley Thomas

Enclosures

Introductory Letter to Principals

6 Willow Road
Grand Falls, Newfoundland
March 24, 1972.

Dear Sir:

As part of the requirements for my Master's degree in Curriculum and Instruction, I will be conducting a survey among 100 primary and elementary schools in Newfoundland to determine the extent and use of primary school library facilities and print materials.

I have the approval of Dr. C. Murphy, Department of Curriculum and Instruction, Memorial University of Newfoundland, to complete this study. I also have the approval of your district superintendent.

I am now asking for your cooperation and assistance in completing the questionnaire which will be forwarded to you in approximately a week's time. Your cooperation will be greatly appreciated.

Yours, truly,

Beverley Thomas

Follow-up Letter to Principals

6 Willow Road
Grand Falls, Newfoundland
June 5, 1972

Dear Sir:

Approximately three weeks ago, I forwarded to you a copy of a questionnaire concerning primary school library facilities and print materials in your school. As yet, I have received no response from your school. I realize that you are very busy but you can understand, I am sure, that unless a substantial number of replies is received, I shall be unable to complete the research.

I would appreciate a reply at your earliest convenience.

Yours truly,

Beverley Thomas



