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LA THÈSE A ÉTÉ
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THE SERVICE ROLE OF THE LIBRARIAN
IN EDUCATION

by Norma Garrett Roy

Thesis presented to the School of
Graduate Studies of the University
of Ottawa as partial fulfillment of
the requirements for the degree of
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CURRICULUM STUDIORUM

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INTRODUCTION

The word "library" has long been established in our language. It is a part of everyone's vocabulary and experience. The meaning for each person depends upon the nature and extent of his experience. For most people, the addition of a descriptive word, such as "public" or "school", calls to mind some particular characteristics of the type of library described and as such there are established kinds of libraries.

The library and the occupation of librarianship can be traced historically to the beginnings of recorded history. In many instances this is to say that early in history certain persons took on the tasks of organizing, acquiring and distributing written records.

The library is frequently referred to as an institution for the custody of a collection of books. What is seldom mentioned is that the library is not simply a depository but that "a library, above all, is a human enterprise and that it depends ultimately upon the skilled minds and talents of librarians if it is to perform its proper role in our changing society."¹

The role of the librarian has varied greatly depending on the nature of the materials with which he has the society of which he is a member. It is only recently

1. Francis Keppel, "Libraries: Future Unlimited", in American Library Association Bulletin, Vol. 48, No. 12, December 1964, p. 994.

that the role of the librarian is discussed in library literature.

In analyzing the librarian's role, Parsons² has pointed out that librarians are vulnerable to the stresses of changing society as custodians of books. Librarianship is an auxiliary profession in that the materials it handles are the products of other occupations. Further, the demand for library materials is often incurred by educators and other professionals rather than by librarians. Expectations of the librarian's role held by educators and other professionals seem to be unclear. This may be the result of the very rapid growth of libraries and of printed matter, of problems in organizing materials, and partly the result of the difficulty in defining areas of responsibility and spheres of competence as well as standards of qualifications for the profession. The very diversity of library conditions makes clear-cut definitions of the profession problematic.

1. The Problem

In recent years, the educational milieu in which librarians function has undergone tremendous change.

Kamatos and Jarvis emphasize this aspect of change with respect to library services:

². Talcott Parsons, "Implications of the Study", in J. Perian Danton, The Climate of Book Selection, Berkeley, California, University of California Press, 1959, p. 24.

The traditional pattern of library service is changing. New roles are being created and new methods and facilities are being developed.³

The evidence of the changing and expanding pattern of library services has important implications for all educators in general and for the librarian in particular.

Growing recognition of the contribution that librarians can make to the education of young people has created a demand for better library services. Students require extensive library resources and services. They are encouraged to do independent study but are often impeded by inadequate or unavailable school libraries. This has created a serious problem in public libraries. Some public libraries have had to limit the use of reference materials to certain student groups, to establish separate rooms and to schedule different hours for students. School libraries are also similarly affected by these educational developments. The demands for more and better library services have forced the librarians to utilize the facilities of the library so that it can become a force for educational excellence. Goodlad comments that "it becomes obvious that the difference between the library as storehouse and the library as educational force is the

3. T.C. Kamatos and Galen M. Jarvis, "Library Service and the Role of the New Librarian", in Illinois Libraries, Vol. 47, No. 4, 1965, p. 301.

librarian."⁴

While school and public libraries are educational institutions with similar aims and objectives in a broad sense, their specific purposes, approaches and methods of operation are quite different. The public librarian and the school librarian nevertheless can facilitate the development of the same students. For example, their role can be seen as complementary so as to provide quality education.

The school and the public library are formal organizations in which individuals hold various positions and interact with many people. The efficient functioning of the organization is dependent upon how well the various roles are understood and integrated. The librarian has certain expectations for his role. Not all professional personnel with whom the librarian interacts necessarily hold the same expectations for the librarian.

Sarbin⁵ points out that in order to survive as a successful member of a social system, a person must be able to locate himself accurately in the role structure. Issues often arise in organizations between individuals and groups regarding the role that each is to play. There may be

4. John Goodlad, Planning and Organizing for Teaching, Washington, D.C., National Education Association, 1936, p. 136.

5. Theodore R. Sarbin, "Role", in International Encyclopedia of the Social Sciences, Vol. XIII, 1963, p. 547.

conflicts because different people have diverse ideas as to what specific individuals should or should not do in various situations.

Success in social roles requires the role occupant to take into account the expectations of those around him so that he knows exactly what is expected of him. Some role conflict is unavoidable, but conflict which is the result of action based upon a role incumbent's ignorance of the expectations of others for him, can be reduced and should be resolved as much as possible because conflict may reduce effectiveness.

Ontario schools have relied on both the school librarian and the public librarian to provide an effective library service through a cooperative system. Yet little is known of the way in which the role of the school librarian and the public librarian are viewed by educators or even by librarians themselves.

2. Contribution of The Study

Little is known about the role of the librarian. It is defined as the duties performed by librarians. This does not indicate the number and variety of responsibilities. Yet the librarian is perhaps best known for the tasks that he performs such as stamping and checking books. Not understanding what a library is and what its management requires, the client may assume that the role of a librarian is clerical. Few people outside the profession know what a

librarian should or should not do or what the activities are in the several types of libraries.

This study is designed to examine the role expectations of the school librarian and the public librarian as conceptualized by the librarians and the educators in a cooperative system. If the library program is to be effective, more information about the expectations of the librarian's role is needed. Knowledge obtained of how the librarian's role is viewed by colleagues may provide needed directions as to how librarians may serve in educating young people.

3. Organization of The Study

This study contains the following chapters:

- a) Chapter one reviews the literature and establishes the rationale of the study;
- b) Chapter two describes the procedures and methodology employed in the study to test the hypotheses suggested by the preceding chapter;
- c) Chapter three presents the findings of the research; and
- d) Chapter four is a discussion of the results.
- e) A final section summarizes the study and provides the conclusions and the recommendations.

CHAPTER I

REVIEW OF THE LITERATURE

This study is concerned with an occupational role that is centuries old. The traditional role of the librarian is changing due to the tremendous amount of knowledge which has brought about new patterns of teaching and learning. The purpose of the present investigation is to explore similarities and differences in teachers', principals' and librarians' expectations of the school librarian's role and the public librarian's role in a cooperative system.

This chapter focuses on role theory. Following a general overview of the role of the librarian, the more specific roles of the school librarian and the public librarian are discussed. The chapter concludes with a discussion of the relevant research studies and a statement of the problem.

1. Role Theory

The importance of role theory lies in the fact that it provides a meaningful framework for the study of behavior of individuals in a social system in terms of expectations associated with the position they occupy in that system.

Common ideas in conceptualizing roles are that individuals in social locations behave with reference to

expectations.⁶ These are a dimension of position.

Linton⁷ points out that position and role are inseparable and the distinction is purely academic. In the same manner, position and expectations are related. There cannot be a position without expectations and behavior.

For the purpose of this study, a useful definition is that "a role is the product of many expectations concerning the functions that a given person will carry out."⁸ To clarify the meaning the authors state that if one knows the title of a role occupied by a person, it is then possible to anticipate the sort of functions the individual might perform. The definition of role depends therefore upon the identification and expectations for the position. Coutou relates the three concepts of position, expectation and role in his description of role:

Every role involves a whole system of behaviors more or less expected and enforced by various groups. We may define role, then, as a socially prescribed way of behaving in particular situations for any person occupying a given social position or status. A role represents what a

6. Neal Gross, et al., Explorations in Role Analysis: Studies of the School Superintendency Role, New York, New York, John Wiley and Sons, Inc., 1953, p. 17.

7. Ralph Linton, The Study of Man, New York, New York, Appleton-Century-Crofts, 1936, p. 113-114.

8. Alwin F. Zander, A. Cohen and E. Stotland, "Role Relations in the Mental Health Professions", in Institute for Social Research, Vol. 10, No. 7, 1957, p. 206.

person is supposed to do in a given situation by virtue of the social position he holds.⁹

particularly important. Few roles within the educational setting demand that the position incumbents interpret expectations from so many counter positions. If the expectations of others are an important aspect of a role, as role theorists assert, then the importance of role agreement comes into focus. When persons interact with one another, distortions of views are likely to cause conflict.

When roles are considered in terms of expectations, the tasks which are suggested by these expectations define what a person should or should not do under various circumstances. The expectations should be known by the person in the position in order to minimize conflict.

The basic assumption of the present study is that conflict which presently characterizes the role of the librarian in Ontario is the result of misunderstanding and disagreement on role expectations not only by teachers but by principals as well. Hence the primary purpose of this study is to explore similarities and differences in teachers', principals' and librarian's expectations of the school librarian's role and the public librarian's role in education.

⁹. Walter Coutou, "Role-playing vs. Role-taking: An Appeal For Clarification", in American Sociological Review, Vol. 16, No. 6, 1951, p. 180.

2. General Overview of the Role of the Librarian

Gates¹⁰ defines library science as the body of organized knowledge concerned with the purposes, objectives and functions of librarians and the principles, theories, methods, organization and techniques employed in performing library service. Librarianship is the application of this knowledge in the collection, organization, preservation and use of books and other materials in libraries and in the continuous improvement and extension of library service.

The librarian's over-all role and place in society is to assist learning by providing materials to meet the individual and group needs for information, education and recreation. The librarian is not primarily a keeper of books but a dispenser of knowledge. A description of the librarian's role, in terms of expectations, is presented by Lancour:

It includes a knowledge of recorded materials, their content, characteristics, potentialities, uses, and effects on people. It calls for an understanding of the place of the library in society, why libraries have been established, what purpose they serve. It includes an awareness of the educational needs of the community of individuals to which any library is responsible, and the way in which those needs may be met.¹¹

10. John Key Gates, Introduction to Librarianship, New York, New York, McGraw-Hill Book Company, 1968, p. 133.

11. Harold Lancour, "If Librarianship Is a Learned Profession", in Library Journal, Vol. 66, No. 2, July 1951, p. 1076.

It appears that the most important aspect of the role of the librarian, then, is service; that is, getting the right books to the right people. It is because of the multiple expectations of clients that the specialized types of library services have emerged. According to Wasserman,¹² the major categories are public, school, university and specialized. The focus of this study is on the first two services, public and school. In many cases the librarians who occupy positions in these organizations are expected to serve the same clients. Because clients bring to the library situation their expectations of effective library service, it is important that the clients be involved in the investigation of the current expectations for the librarian's role.

Each member of a profession has a conception of his role both in the profession and in the specific organization of which he is a part. Librarianship, like most professions, is practiced within an organization. This means that the librarian has certain expectations of the requirements of his organizational role; likewise, the clients have certain expectations of the role of the librarian. Often the effectiveness of a professional person is determined by the way he perceives his role and the extent to which his expectations and that of the public coincide.

12. Paul Wasserman, The New Librarian - A Challenge for Change, New York, New York, R.R. Bowker Company, 1972, p.142.

Thus it is possible that various expectations of a role may not completely coincide. These divergent role expectations among individuals who interact may lead to friction and inefficiency.

It is also possible that agreement on the clients' expectations for the librarian's role may exist but that the source of conflict may be the result of the different library services. Faced with the need for greater efficiency and the demand for more library services it becomes important to evaluate the role of the public and school librarian.

3. Role of the School Librarian

The school librarian is head of his department and cooperates fully with the principal and faculty in the development of the school programme The position of the school librarian is an exacting role in that it involves the combined abilities of the competent organizer and administrator, the successful teacher and the trained librarian.¹³

The school librarian, then, is a person who has charge of the school library. He is an organizer of material, a custodian of books, a resource person and a teacher. His role in the school depends greatly upon the expectations for the position as defined by the institution of which is a member.

13. Canadian School Library Association, Standards of Library Service for Canadian Schools, Toronto, Ontario, The Ryerson Press, 1978, p. 22-23.

Celia¹⁴ defines the role of the school librarian as that of teacher, librarian, administrator, specialist in human relations, counselor, curriculum expert, clerk and whatever else the educational setting requires of him. Sterenson¹⁵ adds materials specialist, reading specialist and teacher's teacher.

The modern role of the school librarian makes him a manager of knowledge. As such, he has the opportunity to play a unique role in education. More specifically, it is his responsibility as a teacher to make sure that the library becomes a force for educational excellence. Henne¹⁶ claims that the school librarian, as a teacher, is needed today because individualization, inquiry and independent study have placed the school librarian in an important teaching situation. He must teach the student how to learn on his own, how to locate, analyze and evaluate information through planned experiences. "The chief responsibility of the school librarian is to serve as a teacher in the

14. M. Celia, "The Librarian's Role", in Catholic School Journal, Vol. 61, No. 2, 1961, p. 42-44.

15. Bertha Sterenson, "The Role of the Librarian", in Education, Vol. 93, No. 3, 1973, p. 271-272.

16. Francis Henne, "School Librarianship", in Alberta School Library Review, Vol. 5, No. 3, 1969, p. 9-17.

broadest concept."¹⁷ For that reason he is part of the teaching team. As a member of this team, his role is that of a resource person.

The school librarian is an efficient executive. However, the administrative work should never dominate the school day. What is important in this aspect of the role is the leadership that is needed to facilitate the relationship with its clients. Tickles compares the role of the school librarian to that of the administrator:

Both need to be experts in the field of human relations, and both should assume a leadership role in certain areas of the school program.¹⁸

Other roles of the school librarian are to plan curricula with teachers, to teach cooperatively to help to individualize instruction, to answer reference questions, to advise readers, to alert clients to services and materials, to offer professional development services to teachers and to plan and cooperate with outside agencies including the public library.

17. Helen E. Saunders, The Modern School Library: Its Administration as a Material Center, Metuchen, New Jersey, The Scarecrow Press, Inc., 1968, p. 25.

18. Lillian Tickles, "Let's Look at Services and Leadership", in Alberta School Library Review, Vol. 6, No. 2, 1979, p. 27.

The most important role of the school librarian encompasses " ... those activities and services that make the library an educational force in the school."¹⁹ Moreover, the school librarian, as a part of the instructional system, can be more selective in what, how and with whom he deals than the public librarian.

4. Role of the Public Librarian

Whereas the school librarian caters to a separate and self-contained group of people, the public librarian is responsible to everyone in general. Joeckel²⁰ states that an accurate and precise definition of the public library is difficult because the only really essential requirement in the definition is that its use is free to all residents of the community on equal terms. Public libraries are

...collections ... organized for use and interpreted to meet the educational ... needs of the people concerned. The particular need they stress is the educational one for the main purpose of the public libraries is the continuing education of their clients.²¹

19. American Association of School Librarians, Standards For School Library Program, American Library Association, Chicago, Illinois, 1975, p. 7.

20. Carleton Burns Joeckel, The Government of the American Public Library, Chicago, Illinois, The University of Chicago Press, 1935, X-315 p.

21. Public Library Association, Standards For Services in Public Libraries, Chicago, Illinois, American Library Association, 1977, p. 52.

Much of the role of the contemporary public library, formed in the last century, is the result of the rising importance of universal public education, self-education and the concern for vocational education. The function of the public library as a general educational agency is a keynote that persists today. It is seen as a supplement to the rapidly developing systems of schools, as a continuing educational resource for those who have completed their formal education, and as a means of self-education for those with little or no formal education.

The educational function of the public library is mentioned by Benjamin Franklin²². Dewey states that

...public libraries are auxiliaries to ... education and that the librarians should not only understand their primary duty of supplying library materials to the people but should also realize their privileges and responsibilities as teachers.²³

As a teacher, the role of the public librarian is that of facilitator and helper. He facilitates and invites the use of resources to satisfy the reading goals of individuals of all ages and groups. He guides the client to locate the material he needs and in the use of library resources. He helps the client develop reading habits

22. W. Larabee, et al., The Autobiography of Benjamin Franklin, New Haven, Connecticut, Yale University Press, 1979, p. 130.

23. Melvin Dewey, "The Profession", in American Library Journal, Vol. 1, No. 1, September 20, 1876, p. 5-6.

through story hours, book discussions and planned reading programs. The public librarian assists educational organizations, sponsors programs in the library for students and coordinates instructional activities with other educational agencies such as the school.

The role of the public librarian involves that of competent organizer, librarian and service agent for clients. Bryan states that the most important role of the public librarian is that of "educational leadership in the community ... "24 for he must not only support and guide the educational activities but must assume leadership for them.

Saunders²⁵ emphasizes the necessity for communication and understanding between the school librarian and the public librarian for students use the public library in addition to the school library. Cushman²⁶ describes the clientele of the public library as quite a limited group. Children and young students use the library in larger proportion to their total numbers in the population than do the adults. The estimates indicate that about one-third of

24. Alice Bryan, The Public Librarian, New York, New York, Columbia University Press, 1952, p. 6.

25. Helen E. Saunders, op.cit., p. 47.

26. Jerome Cushman, "Reflections of a Library Administrator", in Ralph W. Conant, The Public Library and the City, Cambridge, Massachusetts, Massachusetts Institute of Technology Press, 1975, p. 129-140.

pre-adult population uses the library in contrast with one-tenth of the adults when use is defined as the borrowing of a book once a month or more often. The main difference between the educational service of the public library and the school library is that the educational services of the public library are voluntary and informal. Downs has pointed out in his survey of North Carolina libraries that

the natural inclination to identify education with the formal school system sometimes leads to the neglect of this, one of our most basic institutions, serving an independent educational function.²⁷

Since most people see the school as the only source of satisfaction for the needs of children this implies that in the ranking of both organizations the public library ranks not only lower but is often ignored. For this reason the school librarian has catered to the instructional needs and the public librarian to the recreational needs of the students. Since both may facilitate the development of the same students their roles must be complementary. The best possible service to the greatest number may be achieved through planned cooperation.

Although cooperation is a relatively new system in Canada it has existed in the United States since the beginning of the twentieth century. It has begun with a

27. Robert B. Downs, Resources of North Carolina Libraries, Raleigh, North Carolina, The Governor's Commission on Library Resources, 1965, p.39.

network of libraries establishing an organization and pledging the use of the library resources in each library for any patron of the entire area. A Canadian example are the Cooperation of School and Public Libraries. (C.O.S.P.L.) groups which bring together the schools around each public library.²⁸ This committee of planned cooperation was formed on October 18, 1973

... to encourage contact between branch and school libraries in the same area and to exchange information on the planning of library facilities and the cooperation of library programs.²⁹

Public librarians are uncertain about the extent to which they should provide service. School librarians, public librarians and educators must cooperate in planning instructional programs in the use of libraries for recreational and educational purposes. Closer cooperation can result in better total service without clouding distinct roles.

The first sections of this chapter have reviewed the literature in the field of library science which identify some of the relevant factors contributing to the conflict and ambiguity of the role of the librarian. Reviewed next

28. An example of this is shown in Appendix 1.

29. Marjory Bolick, Cooperation of School and Public Libraries: The C.O.S.P.L. Report, Unpublished report, Ottawa, Ontario, May 6, 1976.

are the research studies which deal with the perceptions and expectations for the role of the librarian.

5. Review of Research Studies

A series of studies have pointed out the extent of role conflict between librarians and other personnel. A limited amount of research has been conducted on the role of the school librarian. While some studies have reported a degree of consensus in certain areas, the findings generally indicate that members of various role-defining groups often do not agree on expectations for the role of the librarian.

Reid³⁰ and Broadbent,³¹ through the opinions of school librarians, principals and teachers regarding the possible tasks of the school librarian, have discovered that role conflict for librarians are particularly evident in the areas of educational and non-professional tasks.

Olson³² has investigated whether the teacher's, principal's and school librarian's perceptions of the school librarian's role are related to status, preparation and

30. H. Audrey Reid, The Role of the School Librarian In Alberta, unpublished Master's thesis presented to the Faculty of Education of the University of Alberta, Alberta, 1971, 208 p.

31. Marianne Broadbent, "Differences of Opinion: The School Librarian's Role as Teachers See It", in Library Journal, Vol. 26, No. 14, September 2, 1977, p. 253-256.

32. Lowell Ellis Olson, Teachers', Principals', and Librarians' Perceptions of the School Librarian's Role, unpublished Doctoral thesis presented to the Graduate School of the University of Minnesota, Minnesota, 1966, 208 p.

functions. This study reveals that teachers did not perceive the school librarian as a teacher. Only half knew that the school librarian must be a certified teacher as is the case in Ontario. The principals and school librarians agreed most as to status and preparation. No agreement was found among teachers', principals' and librarians' perceptions of the functions of the school librarian. A similar study is reported by Anderson,³³ on the way the school librarians view their position, the way they perceive the views of the teacher and principal sample and the actual view of the teacher and principal sample. This study reveals that the role-defining groups do not hold similar expectations for the role of the school librarian.

A similar state of conflict exists for the role of the public librarian. Carpenter³⁴ has investigated the status and role of the public librarian and has found that community apathy inhibits his being an educational leader in

33. Carolyn J. Anderson, Role Expectation Of The High School Librarian As Perceived By Librarians, Principals and Teachers, unpublished Doctoral thesis presented to the School Library Science of the University of Oregon, Oregon, 1970, 211 p.

34. Raymond Leonard Carpenter, The Public Library Executive: A Study of Status and Role, unpublished Doctoral thesis presented to the Department of Sociology of the University of North Carolina, Chapel Hill, North Carolina, 1967, 189 p.

accordance with his professional expectations. Crum's³⁵ study reveals that library personnel, library educators and library board members were not able to perceive the library-related wants of the public library patrons accurately.

Amey has investigated the feasibility of combining the school and public library and has reported that there is a "lack of comprehensive record of the Canadian experience with the cooperative system."³⁶ She has found their attitude negative.

The studies cited reveal a lack of research on the role of the school librarian. Moreover, with the exception of Reid's study, all investigations of the role of the school librarian have taken place in the American educational system. While some of the results may be valid, they may not be generalized. Certain caution should be exercised when the appropriateness for the Canadian educational system is being assessed. Since the research reported represents only a start at defining the role of the school librarian, there is a need to investigate the role of the school librarian. The concept of cooperation is based

35. Mark L. Crum, What Does The Public Library User Really Want? unpublished Doctoral thesis presented to the Faculty of Education of the University of Western Michigan, Kalamazoo, Michigan, 1970, 135 p.

36. L.J. Amey and R.J. Smith, "Combination School and Public Libraries: An Attitudinal Study", in Canadian Library Journal, Vol. 33, No. 13, June 1976, p. 263.

on people and their interaction. Since no research has yet investigated the role of the school librarian and the public librarian in a planned educational cooperation there is a definite need not only to include the school librarian in the investigation but also to extend the study to the public librarian.

6. Statement of the Problem.

This study focuses on the divergence and congruence in the role expectations held for the librarian, as related to service, by the librarians, principals and teachers. It includes the way librarians view their own role and the views of the principals and teachers.

The study attempts to identify the role of the school librarian and the role of the public librarian in terms of the service and expectations for the position of the librarian while performing those tasks assigned to him. Role segments studied in this investigation of the service provided by each librarian's role are designated as administrator, bookman, teacher, library technician and clerk.

The study does not include all the conceivable role-defining groups. It investigates library service as related to the school librarian and the public librarian involved in a planned cooperation because they may facilitate the development of the same students. The relationship between librarians and other educators badly

needs clarification. This lack of clarity causes confusion and leads to incompatible role expectations among librarians and other role-defining groups.

The purpose of this study is to explore similarities and differences in teachers', principals' and librarians' expectations of the school librarian's role and the public librarian's role in a cooperative system.

Specifically, the study is to examine the problem through the question: What are the expectations for the role of the school librarian and the role of the public librarian in a cooperative system?

7. Summary

The role of the librarian consists of managing the internal operations of the library, promoting the library and serving the users. All activities of the library are performed for the purpose of serving the clients. The focus of this study is on the service for this most clearly brings the librarian in contact with other organizations.

The school librarian, usually trained in library science, is a teacher who has charge of the school library. As innovations in education have emerged, the functions, tasks and service of library personnel have undergone change. Whereas in the past the librarian was a keeper of books, today the librarian is an educator.

Over the span of years it seems reasonable to expect a considerable body of accumulated research on the role of

the librarian as he relates to the new concept of the library. Such is not the case. Only a limited number of studies have been conducted in this area. These show that a lack of agreement concerning the role of the librarian does exist.

Only limited direction is provided to the librarian for the performance of his role. Some school board policy in this respect is general in nature and provides no precise statement of duties. Library associations, in their publications on standards, have broadly outlined the functions of the school librarian and the public librarian. These lists are in no way mandatory and teachers and principals may not know or accept their tenets. The school librarian and the public librarian, though probably aware of these, may find that the different expectations of their role held by teachers and principals prevent them from fulfilling it in the prescribed manner.

This study assumes that the incumbent of a position tends to sustain tension when norms of one group of which he is a member are not consistent with those of another group.

Librarians are seeking a definition of their role. This role is identified with service. Librarians have not yet made a clear distinction between the tasks performed by each service.

Lacking a clear role definition, the school librarian and the public librarian undertake their tasks on

a haphazard basis of priority. Their role enactment is a compromise between their own expectations and the expectations of teachers and principals. This compromise is conducive to conflict. Further, great risks are involved for the public librarian and the school librarian in serving without knowing the role expectations of the teachers and principals.

Ontario schools have received the service of librarians for many years, yet little is known of the ways in which the position is viewed by teachers, principals or librarians themselves.

Based on the aforementioned rationale, it is therefore hypothesized that: There is no significant difference between the role of the school librarian and the role of the public librarian in education.

The data collecting and the statistical analysis procedures, used to test the specific hypothesis, are described in the following chapter.

CHAPTER II

RESEARCH DESIGN

The purpose of this study is to explore similarities and differences in teachers', principals' and librarians' expectations of the school librarian's role and the public librarian's role in a cooperative system.

This chapter presents the procedures involved in conducting the study to test the hypothesis proposed in the preceding chapter. It begins with the presentation of the specific hypotheses stated in the null form. Section two describes the sample used in the investigation. Parts three and four are a description of the instrument used in the study and collection of the data. The results of the preliminary analysis of the data are then presented. The chapter concludes with a description of the statistical procedures to be used in the detailed analysis of the data.

1. The Hypotheses

This study investigates the relationship between the role of the school librarian and the role of the public librarian in an educational situation. It focuses on the role expectations held for the librarian by teachers, principals and librarians. The following specific hypotheses, developed to test the basic hypothesis proposed in the preceding chapter, are:

Views of Librarians

1. There is no significant difference between the role expectation scores of school librarians for their own role and the role expectation scores of public librarians for their own role.

Views of Principals

2. There is no significant difference between the role expectation scores of principals for the school librarian and for the public librarian.

Views of Teachers

3. There is no significant difference between the role expectation scores of teachers for the school librarian and for the public librarian.

Views of Principals and Teachers Compared with Views of Librarians

4. There is no significant difference between the principals and teachers role expectation scores for the school librarian and the role self-expectation scores of the school librarians.
5. There is no significant difference between the principals and teachers role expectation scores for the public librarian and the role self-expectation scores of the public librarians.

2. Population and Sample

Principals, teachers and librarians were selected as the role-defining populations for the study. Selection from each of these populations was based on the following criteria:

1. All respondents must be employed on full-time basis.

2. All respondents must be employed in the area served by C.O.S.P.L.

The sample of schools was selected from four school systems in the Regional Municipality of Ottawa-Carleton as related to the Eastern Ontario Regional Library System. These schools make use of the school library and the public library as a part of their curriculum. Each school librarian and public librarian is a member of Cooperation of School and Public Libraries (C.O.S.P.L.) which groups the schools around each public library.¹

Permission was obtained to contact personnel in each branch of the Eastern Ontario Regional Library System to participate in the study. These branches made available a list of schools which use the public library regularly. Each school board was contacted and asked to grant permission to contact personnel from schools to participate in the study and to supply a list of schools using the public library.

From these lists fifty schools were selected to participate in the study. All the principals and school librarians were included as respondents. Two teachers were

1. An example of this is shown in Appendix 1.

randomly chosen from each principal's teaching staff. Similarly, the public librarians were selected from those actively involved with schools.

In all, fifty public librarians, fifty school librarians, fifty principals and one hundred teachers were asked to complete the questionnaire.

3. The Instrument

A search of the literature revealed that no satisfactory instrument was available for this study. It was, therefore, necessary to construct an appropriate questionnaire. The instruments used by Reid,² Olson,³ and Anderson⁴ were examined for the format. The Task Analysis

2. H. Audrey Reid, The Role of The School Librarian in Alberta, unpublished Master's thesis presented to the Faculty of Education of the University of Alberta, Alberta, 1971, 208 p.

3. Lowell Ellis Olson, Teachers' Principals' and Librarians' Perceptions of the School Librarian's Role, unpublished Doctoral thesis presented to the Faculty of the Graduate School of the University of Minnesota, Minnesota, 1966, 208 p.

4. Carolyn J. Anderson, Role Expectation Of the High School Librarian As Perceived By Librarians, Principals and Teachers, unpublished Doctoral thesis presented to the School of Library Science of the University of Oregon, Oregon, 1970, 211 p.

Survey Instrument⁵ was also used as the original checklist of duties. The final questionnaire has been entitled Study Of The Role of the Librarian In Education.⁶

Study Of The Role Of The Librarian In Education

This questionnaire consists of four parts. Section A requests background information about the respondent. The second and third are the "Public Librarian Role Inventory" and the "School Librarian Role Inventory". The preliminary questionnaire is called "Study of Librarian Functions".

Formulation of the completed instrument included the following steps:

Step 1. - The task of developing the role inventory was to develop a series of statements which could be interpreted as expectations for the role of librarian in education. A list of over 300 statements was compiled from several sources including a survey of the literature on librarianship, previous studies, interviews with school librarians and public librarians, discussions with colleagues and the researcher's personal experience. The selection of statements was guided by the need to state the task in terms of specific rules of behaviour. Statements

5. American Library Association, Task Analysis Survey Instrument, Chicago, Illinois, American Library Association, 1969, 15 p.

6. The forms of the final instrument are in Appendix 4.

pertaining to entrance requirements for the position, attributes of occupants of the position, statements that were vague or ambiguous and statements so technical that they would have no meaning or relevancy to the lay populations were excluded. Only those tasks which could be performed by either the school librarian or the public librarian were included.

Step 2. - The preliminary inventory was submitted to a panel of judges. The members of the panel included two school librarians, two public librarians and a professional librarian who acted as chairman. The primary task of the panel was to determine the face validity of the items included in the preliminary inventory and to give suggestions concerning the items in the inventory or concerning additional items for consideration. As a result of the panel's evaluations, extensive revisions were made and a list of 50 items was developed for field-testing.

Step 3. - These items were then organized into role segments and defined as:

PROFESSIONAL ROLES

- Role I. ADMINISTRATOR - refers to developing and coordinating various means to achieve library objectives.
- Role II. BOOKMAN - refers to applying knowledge of books to purchasing materials and assisting readers.

- Role III. TEACHER - refers to guiding the formal and informal studies of individuals and/or groups.
- Role IV. LIBRARY TECHNICIAN - refers to employing methods to organize and make materials readily available to users.

NON-PROFESSIONAL ROLES

- Role V. CLERK - refers to using routine or mechanical procedures to accomplish tasks which are essentially non-professional in nature.

The items were then randomized so they would not appear in order by role segment. The number at the left of each item is the number the statement received in the inventory.

PROFESSIONAL ROLES

Role I. ADMINISTRATOR

- (4) Become familiar with the educational program and curriculum of the school.
- (6) Interpret the library program to the school and the community.
- (13) In cooperation with the administration and staff, formulate a library policy statement (i.e. a statement of the philosophy of the library).
- (16) Prepare and administer the library budget.
- (17) Establish and review the objectives of the library program.
- (18) Acquaint teachers and students with other library facilities in the community.

- (20) Evaluate the library program, services and materials in terms of staff, user needs and Canadian library standards.
- (24) Prepare statistical, financial and progress reports on the operation of the library.
- (26) Coordinate the services of the library with those of other libraries.
- (28) Coordinate the library program with the instructional units to foster optimum use of the available materials in order to integrate library skills with classroom work.
- (29) Publicize and promote the library program (i.e. the services and activities which the library provides) by such means as displays, bulletins and personal contact.
- (31) Train and supervise all paid, volunteers and student-assistants.
- (39) Plan for the integration of the library program into the total educational scheme.
- (41) Schedule the use of the library facilities for classes, groups and individuals.
- (44) Promote student use of public library facilities.
- (45) Submit formal or informal reports to the administration on use, development and needs of the library.
- (47) Visit other libraries to observe their program.
- (48) Interpret administrative regulations and directions to library staff and library users.

- (49) Provide leadership in determining the educational objectives of library services.

Role II. - BOOKMAN.

- (1) Evaluate and select books and other materials for the library.
- (2) Keep informed on recently published books and other materials.
- (8) Weed the collection periodically and discard obsolete or unnecessary materials.
- (14) Prepare reading lists.
- (21) Prepare bibliographies.
- (36) Provide personal, social, vocational and educational guidance through the provision of suitable materials.
- (42) Locate requested information.
- (50) Serve as a resource consultant when instructional units involve the use of the library.

Role III. - TEACHER

- (5) Orient students and teachers in the use of the library and its program.
- (15) Help teachers coordinate their library assignments.
- (22) Instruct students in the library skills including the use of the card catalogue, reference books and indexes.
- (27) Instruct students in the study skills such as scanning, summarizing, notemaking and outlining.
- (30) Guide students in their choice of books and other materials for recreational use.

- (32) Provide teachers with information concerning student abilities, skills and interests as revealed in library use.
- (34) Conduct on-the-job or in-service training programs on the use of the library and library materials.
- (35) Provide individual and group reading guidance through book talks, group discussions, story-telling and other activities.
- (40) Guide students in their choice of materials for research.
- (43) Assist students to gain skill in the inquiry technique by providing the materials, facilities and climate necessary to this type of learning.
- (46) Guide students to develop the ability to evaluate library materials.

Role IV. - LIBRARY TECHNICIAN

- (9) Supervise the interlibrary loan service.
- (12) Catalog and classify books and other materials.
- (19) Organize and oversee the circulation of library materials.
- (25) Order and receive books and other materials.
- (33) Check and correct the filing of catalog cards and shelving.
- (37) Organize audio-visual equipment and oversee its use.

Role V. - CLERK

- (3) Repair worn books and put plastic covers on new ones.

- (7) Write notices for overdue books.
- (10) Return books and other materials to the shelves and files after circulation.
- (11) Clip and mount new materials selected for the vertical file.
- (23) Type cards and/or forms for books and other materials.
- (38) Stamp books in and out at the circulation desk.

Step 4. - A 5-point scale was devised for the response to each item. The same instrument was to be completed twice by the respondent. The first was to yield the role of the public librarian and the second, the role of the school librarian.

Step 5. - The final form of the instrument was administered to two groups of librarians, both school and public, with an interval of two weeks between the test-retest to check the reliability. After the item analysis was completed, the Pearson's product moment coefficient of correlation was calculated and is shown in Table I and Table II. Respondents used in the reliability check were not used in the sample.

The instrument was then used to gather data from the samples described to measure:

- (1) teachers' and principals' expectations for the role of the school librarian and the public librarian; and
- (2) librarians expectations for their role.

TABLE I. -
Reliability Coefficients of Librarian Role Inventory.

	<u>RELIABILITY COEFFICIENTS - PEARSON r</u>				
	<u>ROLE I</u>	<u>ROLE II</u>	<u>ROLE III</u>	<u>ROLE IV</u>	<u>ROLE V</u>
PUBLIC LIBRARIAN	0.826	0.855	0.792	0.815	0.905
SCHOOL LIBRARIAN	0.832	0.806	0.902	0.783	0.909

TABLE II. -
Reliability Coefficients of Librarian Role Functions.

RELIABILITY COEFFICIENTS - PEARSON r				
ADMINISTRATOR	BOOKMAN	TEACHER	LIBRARY TECHNICIAN	CLERK
0.827	0.779	0.757	0.783	0.972

Teachers and principals were asked to express only their own role expectations for the role of the school librarian and the public librarian and librarians were asked to indicate their own role expectations as related to service, functions and tasks. Principals received the form entitled Study Of The Role Of The Librarian In Education consisting of Section A, background information, Section B, "Public Librarian Role Inventory" and Section C, "School Librarian Role Inventory." School Librarians received the same form consisting of Section A, Section C, "School Librarian Role Inventory". Public Librarians also received the same form consisting of Section A, Section B, "Public Librarian Role Inventory". All forms contained identical items.

(a) "Librarian Role Inventory." - The format for this part of the instrument was modeled on Anderson's study. Five responses were provided for each role statement as follows: (1) definitely should, (2) preferably should, (3) may or may not, (4) preferably should not and (5) definitely should not.

(b) "Study of Librarian Functions". - The format for this part of the instrument was designed by Olson. It provided the theoretical framework in which an expectation of the role of the librarian as related to functions and

tasks can be described. The responses for each role segment were indicated as follows: (1) administrator, (2) bookman, (3) teacher, (4) library technician and (5) clerk.

4. Collection of Data

Formal permission was granted to contact teachers, principals, school librarians and public librarians in order to test the hypotheses developed in the study. All respondents were personally contacted by the investigator.

The instrument and a letter explaining the purposes and procedures of the study were delivered to all respondents for completion.⁷ Included was a stamped, addressed return envelope for the respondent's convenience in returning the questionnaire. Respondents were assured of confidential treatment of their responses.

Six weeks were allowed for the return of the instrument. When the six weeks had elapsed, the data obtained in the questionnaire were scored for computer processing.

The number of respondents contacted for the collection of data and the number and percentage from each population who returned usable forms of the questionnaire are shown in Table III.

⁷. As shown in Appendices 2 and 4.

TABLE III. -

Returns of Role Questionnaire for this Study.

	SAMPLE	USABLE RETURNS SIZE	PERCENTAGE OF USABLE RETURNS
PUBLIC LIBRARIANS	50	35	70
SCHOOL LIBRARIANS	50	35	70
PRINCIPALS	50	30	60
TEACHERS	100	50	50

The statistical procedures are presented in the following paragraphs.

5. Preliminary Analysis of the Data

The objective of this study was to define the role of the librarian in education and to test the hypotheses stated in a previous section of the report.

Since librarians had not yet made a distinction between the tasks and the functions of each service, the preliminary analysis presents the results of "The Study of Library Functions". The instrument requested that both school librarians and public librarians define the role of the librarian according to tasks and functions. A measure of ordinal consensus developed by Leik⁸ was used to measure consensus. This measure provides for each statement an agreement score; that is, a consensus score (c.s.). An examination of all consensus scores shows a high degree of agreement.⁹ The scores range from 0.628 to a high of 0.971. To compare each group's responses, the Mean Consensus Scores have been computed for each of the five

8. Robert K. Leik, "A Measure of Ordinal Consensus", in Pacific Sociological Review, Vol. 9, No. 4, 1966, p. 85-90.

9. Data reported in Appendix 5.

roles¹⁰. The findings point both to a high consensus among librarians when defining role and to the validity of the instrument.

6. Plan of the Statistical Analysis

To determine whether or not there were significant differences among the four role-defining groups as to their expectations for the role of the librarian in education; The Study Of The Role Of The Librarian In Education, described previously, requested school librarians and public librarians to indicate their expectations for their own role and principals and teachers to indicate their expectations for both school librarian and public librarian.

To this end, a multivariate analysis of variance with a five role dimension was used. The results of the analysis are presented in the next chapter.

¹⁰. Mean Consensus Scores are shown in Appendix 6.

CHAPTER III

PRESENTATION OF RESULTS

The purpose of this chapter is to report the results of the statistical test of the hypotheses described in Chapter II. The data are presented and examined in five sections. The first section deals with hypothesis one which is concerned with the views of the librarians for their own roles. Sections two and three include both hypothesis two, the views of principals and hypothesis three, the views of teachers. The views of principals and teachers compared with the school librarians and the public librarians are presented in sections four and five. A summary of the findings is given in the final section.

1. Role Expectations of Librarians

The first hypothesis stated that there was no significant difference between the role expectation scores of school librarians for their own role and the role expectation scores of public librarians for their own role. The scores of each of the five dimensions for these two-groups are shown in Table IV. Generally the school librarians perceive that they should be administrators, bookmen and teachers. The public librarians consider that their role requires them to be bookmen, administrators and teachers. Although both librarians perceive their roles similarly, there is a significant difference in their expectation for the teaching role. The school librarians

TABLE IV.-

Means and Standard Deviations for Self-Role
Expectation Scores of School Librarian and Public Librarian.

Dimensions	School Librarian		Public Librarian	
	X	SD	X	SD
Role 1	1.41	0.27	1.73	0.31
Role 2	1.56	0.37	1.49	0.31
Role 3	1.59	0.40	2.14	0.56
Role 4	2.76	0.65	2.55	0.77
Role 5	4.32	0.62	4.46	0.61

expect to perform more as teachers than do public librarians.

In order to test the hypothesis the expectations of the school librarians were compared with those of the public librarians. The statistical treatment for the analysis was a multivariate analysis of variance. The null hypothesis was rejected; the two groups differ in their expectations. Table V shows the data for the first hypothesis. The multivariate F was significant beyond the 0.01 level. The school librarians believe they should engage more in administration and teaching than do the public librarians.

2. Role Expectations of Principals for Librarians

The second hypothesis stated that there was no significant difference between the role expectation scores of the principals for the school librarian and for the public librarian. The scores of each of the five dimensions for the principal expectation are shown in Table VI. Although the principals have similar expectations for both librarians, they nevertheless expect more of the school librarian than of the public librarian. The principals and librarians have similar views of the roles of the librarians.

The second hypothesis was tested with a multivariate analysis of variance technique. The null hypothesis was

TABLE V. -

Data for Multivariate and Univariate Analyses of Variance
For Self-Role Expectation Scores of Librarians.

Multivariate		Univariate		Role Dimensions	
F	p	F	p		
6.51	.00	20	.00	Administrator	(1)
		1	.41	Bookman	(2)
		22	.00	Teacher	(3)
		1	.22	Library Technician	(4)
		1	.37	Clerk	(5)

TABLE VI.-

Means and Standards Deviations for Principal, Teacher and Principal-Teacher Expectation Scores of School Librarian and Public Librarian.

DIMENSIONS	Principal		Teacher		Principal-Teacher							
	School Librarian	Public Librarian	School Librarian	Public Librarian	School Librarian	Public Librarian						
	X	SD	X	SD	X	SD						
Role 1	1.41	0.33	1.62	0.27	1.73	0.41	1.82	0.37	1.61	0.71	1.75	0.35
Role 2	1.68	0.37	1.82	0.26	1.81	0.43	1.87	0.38	1.76	0.41	1.85	0.34
Role 3	1.43	0.44	1.96	0.46	1.66	0.48	2.00	0.63	1.58	0.47	1.98	0.57
Role 4	1.90	0.63	2.28	0.73	1.96	0.61	2.26	0.72	1.93	0.62	2.27	0.72
Role 5	2.98	1.03	3.30	0.94	2.86	1.15	3.13	1.14	2.91	1.10	3.19	1.07

rejected. The principals' expectations for the school librarian and for the public librarian differ. Table VII shows the data for the comparison. The multivariate was significant beyond the 0.01 level. According to the principals, the school librarian should engage more in administration than the public librarian.

3. Role Expectations of Teachers for Librarians

The third hypothesis stated that there was no significant difference between the role expectation scores of the teachers for the school librarian and for the public librarian. The scores of each of the five dimensions for the teacher expectation are shown in Table VI. The teachers expect the school librarian to be a teacher, an administrator and a bookman and the public librarian to be an administrator, a bookman, and a teacher. Generally the teachers expect the school librarian to perform more of all the tasks than the public librarian.

A multivariate analysis of variance technique was used to test the third hypothesis. The null hypothesis was rejected. The teachers' expectations for the school librarian and for the public librarian differ. Table VIII shows the data for this hypothesis. The multivariate F was significant beyond the 0.01 level. Teachers believe that the school librarian should engage more in administration, teaching and technical work than the public librarian.

TABLE VII. -

Data for Multivariate and Univariate Analyses of Variance for Principal Role Expectation Scores of School Librarian and Public Librarian.

Multivariate		Univariate		Role Dimensions	
F	p	F	p		
4.15	.00	20	.00	Administrator	(1)
		2	.15	Bookman	(2)
		2	.12	Teacher	(3)
		0	.83	Library Technician	(4)
		1	.42	Clerk	(5)

TABLE VIII.-

Data for Multivariate and Univariate Analyses of Variance
for Teacher Role Expectation Scores of School Librarian
and Public Librarian.

Multivariate		Univariate		Role Dimensions	
F	p	F	p		
6.55	.00				
		6	.02	Administrator	(1)
		2	.11	Bookman	(2)
		24	.00	Teacher	(3)
		10	.00	Library Technician	(4)
		3	.10	Clerk	(5)

There is a degree of agreement between the principals and teachers. The data show that both the principals and teachers perceive the school librarian more as an administrator, bookman and teacher than the public librarian. The principals also expected all librarians to perform more as administrators than the teachers. The interaction was not significant.

4. Role Expectations of Educators and School Librarians for School Librarian

Hypothesis four stated that there was no significant difference between the principals and teachers role expectation scores for the school librarian and the role self-expectation scores of the school librarians. The scores of each of the five dimensions for these two groups are presented in Tables IV and VI. Generally the agreement is not close. The greatest difference is in the technical and clerical tasks. The school librarians perceive their role more as administrator, bookman and teacher. Educators place the teaching role first, then the roles of administrator and bookman.

In order to test the hypothesis the expectations of the principals and teachers for the school librarian were compared with the self-expectation of the school librarian. The statistical treatment for the analysis was a multivariate analysis of variance. The null hypothesis was

rejected; the two groups differ in their expectations. Table IX shows the data for hypothesis four. The multivariate F was significant beyond the 0.01 level. There are significant differences in four tasks areas. School librarians place greater emphasis on the administrator and bookman roles than do educators; conversely the educators expect the librarians to engage more in technical and clerical functions of their roles. There is considerable potential for conflict in these varying expectations.

5. Role Expectations of Educators and Public Librarians for Public Librarian

Hypothesis five stated that there was no significant difference between the principals' and teachers' role expectation scores for the public librarian, and the role self-expectation scores of the public librarians. The scores of each of the five dimensions for these two groups are presented in Tables IV and VI. Generally there is not much conflict. The greatest differences are in the materials specialist and clerical tasks. The public librarians perceive their role more as materials specialist. The educators expect the public librarian to act more as an administrator and clerk.

The same procedure was used to test this hypothesis as for hypothesis four. The null hypothesis was rejected;

TABLE IX.-

Data for Multivariate and Univariate Analyses of Variance
for Principal-Teacher Expectation Scores of School
Librarian and School Librarian Role Self-Expectation Scores.

Multivariate		Univariate		Role Dimensions	
F	p	F	p		
17.79	.00				
		6	.01	Administrator	(1)
		6	.01	Bookman	(2)
		0	.92	Teacher	(3)
		41	.00	Library Technician	(4)
		50	.00	Clerk	(5)

the two groups differ in their expectations. Table X shows the data for hypothesis five. The multivariate F was significant beyond the 0.01 level. The role of bookman is considered more important by the public librarian. Educators expect the public librarian to act more as administrator and clerk.

6. Summary

The results of testing the hypotheses are:

1. School librarians believe they should engage more in administrative and teaching tasks than the public librarian.

2. Principals expect the school librarian to perform more administrative tasks than the public librarian.

3. Teachers expect the school librarian to engage more in administrative, teaching and technical tasks than the public librarian.

4. Educators believe the school librarian should perform more technical and clerical tasks whereas the school librarians expect to perform more as administrators, bookmen and teachers.

5. Educators expect the public librarian to engage more in clerical tasks whereas the public librarians expect to be bookmen.

The results of testing the five hypotheses pertaining to role expectation for the librarian in education indicate that disagreement does exist. The implications of these results are discussed in the next chapter.

TABLE X.-

Data for Multivariate and Univariate Analyses of Variance
for Principal-Teacher Role Expectation Scores of Public
Librarian and Public Librarian Role Self-Expectation Scores.

Multivariate		Univariate		Role Dimensions
F	p	F	p	
23.84	.00	0	.83	Administrator (1)
		28	.00	Bookman (2)
		2	.17	Teacher (3)
		3	.06	Library Technician (4)
		42	.00	Clerk (5)

CHAPTER IV

DISCUSSION OF RESULTS

A discussion and interpretation of the results of the study are presented in this chapter. This chapter is divided into seven sections. The general purpose of the study is reviewed in section one. The results of testing the hypotheses are discussed in the following five sections. A brief summary of the findings is presented in the final section of this chapter.

1. General Purpose of the Study

The study was concerned with an examination of role expectations held for the position of librarian in education by librarians, principals and teachers. Principals were included because of their central position as educational leaders. Teachers were chosen because of their close working relationship with librarians. To this end, attention was focused on the way librarians view their own position, the actual views of both principals and teachers as well as the comparative views held by these groups.

The purpose of the study was to explore similarities and differences in teachers', principals' and librarians' expectations of the school librarian's role and the public librarian's role in a cooperative system. Role segments studied in this investigation of the librarian's role were designed as administrator, bookman, teacher, library technician and clerk.

The overall result of the analysis of data indicated that disagreement did exist between the role expectations expressed by the librarians, principals and teachers for the role of the librarian in education.

2. Role Expectations of Librarians

The first focus of the study is upon how much agreement there is among librarians as to their own role expectations. The results presented in the previous chapter appear to show a close degree of agreement between the school librarian and the public librarian for the role segment of bookman. Such agreement indicates that it is apparently considered part of the professional obligation among librarians to do these things. Such tasks include selection and evaluation of materials, preparation of bibliographies and reading lists as well as research when needed. Most of these tasks require the librarian's professional training.¹ Both groups do not perceive technical or clerical tasks as an important part of their role. The school librarians believe they should engage more in both administration and teaching. These findings are

¹. John Key Gates, Introduction to Librarianship, New York, New York, McGraw Hill Book Company, 1968, p. 133.

consistent with the Canadian School Library Association² which considers school librarians as administrators and teachers. As head of the school library, the school librarian assumes the role of a department head. As such the librarian must formulate a library policy, establish objectives, administer the library budget and supervise the library personnel. The public librarian may or may not be head of a department. He most often works with other professional librarians so that there is a sharing of responsibilities; whereas, in most cases, the school librarian is alone with a technician. It is also the responsibility of the school librarian, as a teacher, to make sure that the library plays a role in facilitating the education of the students. The school librarian sees his role more as a teacher than the public librarian because he is trained as a professional teacher.³

3. Role Expectations of Principals for Librarians

The second focus of the study is upon the expectations of the principals for both the school librarian

2. Canadian School Library Association, Resource Services for Canadian Schools, Toronto, Ontario, The Ryerson Press, 1977, p. 22-23.

3. ibid., p. 23.

and the public librarian. The results seem to indicate that the principals expect the school librarian to perform more as an administrator than the public librarian. One reason may be that the principal considers the school librarian in a secondary school as a department head and tends to delegate much authority to him such as the organization and administration of the school library. The secondary school librarian, as a department head, is also a member of the School Heads Committee, which together with the school administrators, participate in many school policies.⁴ The principal and school librarian interact daily but the principal leaves the interlibrary administration and coordination to the school librarian and as such the principal seldom meets with the public librarian. The school librarian and the principal are closest in agreement as to the importance of the school librarian's role as an administrator.⁵

4. Role Expectations of Teachers for Librarians

The results of this part of the study seem to indicate that teachers expect more of the school librarians than of the public librarians. Teachers expect that the

4. Canadian School Library Association, op.cit., p. 22.

5. Lillian Tickles, "Let's Look at Services and Leadership" in Alberta School Library Review, Vol. 6, No. 2, 1979, p. 27.

school librarian should function more as a teacher. In Ontario, all school librarians must have teaching certificates and occupy a teaching role and as such coordinate various library assignments, formally instruct students in the use of certain library skills and guide students in their choice of books and materials for research. Teachers expect the public librarian to guide the students more in the choice of materials for recreational use. This is consistent with the Public Library Association⁶ which sees the role of the public librarian as supplementing the work of the school librarian.

5. Role Expectations of Educators and School Librarians for School Librarian

This part of the study focuses on the comparative views of the educators and the school librarians for the school librarian. The school librarians and the educators appear to agree on the importance of the teaching role but disagree on the technical roles. The principals and teachers expect the school librarian to perform as a library technician and as a clerk. These technical roles such as cataloguing and classifying materials, filing catalogue

⁶. Public Library Association, Standards for Services in Public Libraries, Chicago, Illinois, American Library Association, 1977, p. 52.

cards and shelving books, writing notices for overdue materials and maintaining the vertical file are part of the daily routine of the library with which the educators are most familiar as it is most visible and touches them directly. For example, it is the homeroom teacher who receives the overdue notice and must pass it on to the delinquent student. Although the notice is signed by the librarian it does not mean that he actually prepares it. Such is the work of the library technical or parent volunteer. The school librarian cannot perform all clerical tasks for then there is not time for the tasks requiring professional training such as administration and teaching which the school librarian considers most important.

6. Role Expectations of Educators and Public Librarians for Public Librarian

The findings of this part of the study indicate that the educators and the public librarians agree on the importance of the administrative role but disagree on the materials specialist and clerical roles. The public librarian expects to perform more as a materials specialist. This is due to the professional librarian's training and is in keeping with the professional expectations of the librarian.⁷ The educators expect the

7. Gates, op.cit., p. 134.

public librarian to perform more as a clerk. This finding is similar to their expectations for school librarians and is based on the educators' observations of the performance of daily library routines. This may be due to the fact that there is a lack of distinction between various library personnel and the tasks performed by each under the supervision of the librarian.⁸

7. Summary

The study was aimed at examining the similarities and differences in teachers', principals' and librarians' expectation of the school librarian's role and the public librarian's role in a cooperative system. The results of the analysis of the data indicated that there were similarities and differences. The source of the lack of agreement was found to arise as a result of the different expectations for each service.⁹ Since the role defining groups were not in agreement, the librarian may experience difficulty in fulfilling his role.¹⁰ Differences in views

8. Gates, op. cit., p.3.

9. Paul Wasserman, The New Librarian - A Challenge for Changes, New York, New York, R.R. Barker Company, 1972, p. 142.

10. Talcott Parsons, "Implications of the Study" in J. Perian Danton, The Climate of Book Selection. Berkeley, California, University of California Press, 1959, p. 24.

or inaccurate expectations may lead to role dissatisfaction, inefficiency and ineffectiveness. A person cannot be indifferent to what others expect of him when he must interact with them in order to attain his goal. The individual tends to modify his own behaviour in light of what he believes to be expected of him.¹¹ To the extent that this is true, the librarian's expectations may lead to inefficiency. There is some confusion among the role-defining groups as to the librarian's role. The confusion may result among librarians in the lack of consistent behaviour from one librarian to another.¹²

A comparison of the responses of the five role-defining groups revealed several important findings. Agreement was found to exist between the expectations of all pairs of groups. However, when comparisons were made to identify specific tasks in which differences existed, at the 0.05 level of significance, considerable disagreement was found. Table XI summarizes the findings of the individual task differences. Conflicting expectations between the five groups were evident in all areas; more differences existed between the expectations of educators for the school librarian's role and the librarian's own role expectation.

11. Neal Gross, et. al., Explorations in Role Analysis: Studies of the School Superintendency Role, New York, New York, John Wiley and Sons, Inc., 1958, p. 17.

12. Walter Coutou, "Role-Playing vs. Role-Taking: An Appeal for Clarification, in American Sociological Review, Vol. 16, No. 6, 1951, p. 180.

TABLE XI. -

Role Segments in which Significant Differences
Occurred Between Groups.

Groups Compared	Adminis- trator	Book- man	Teacher	Library Technician	Clerk
School Librarians and Public Librarians	0.00	-	0.00	-	-
Principals and Librarians	0.00	-	-	-	-
Teachers and Librarians	0.02	-	0.00	0.00	-
Educators and School Librarians	0.01	0.01	-	0.00	0.00
Educators and Public Librarians	-	0.00	-	-	0.00

Principals expressed the view that school librarians should place greater emphasis on administrative tasks than the public librarian. This may be due to the fact that although the school librarian is considered as a head within the school, the title does not extend beyond. Teachers expressed the view that school librarians should place greater emphasis on teaching. Both educators expected the librarians to perform more clerical tasks. These are considered menial for an individual without any professional training in either education or librarianship would be able to perform these tasks. In the past and unfortunately even in current times, many librarians have performed these functions as regular duties. In today's libraries, librarians may have assistants such as library technicians and parent volunteers to perform such tasks. With the constant cutting in both school budgets and personnel it could happen that the librarian may have to perform these tasks. As it exists, many role-defining groups continue to hold a stereotype view of the librarian as a clerical-aide. Among principals and teachers, the confusion may lead to conflict which may prevent the librarian from performing his role in a particular manner. For example, the principal expects the school librarian to perform as an administrator whereas the teacher expects the school librarian to perform as a teacher. If the librarian functions solely as an

administrator, teachers may disapprove. If the librarian functions solely as a teacher, principals may disapprove. If the librarian tries to do both as the new Ministry Guidelines¹³ dictate, then surely the librarian needs to function as an administrator, to perform as a teacher or to share the responsibilities with an assistant school librarian. If this is not possible then it becomes important to rely on the public librarian. Both of these role segments are stated by the Canadian Library Association¹⁴ as duties to be performed by librarians yet the school librarian and the public librarian have totally different trainings. This implies that professional standards are yet to be agreed upon by the librarians themselves.

There is some confusion among role-defining groups as to what is expected of the role of the librarian. The findings of this study, taken as a whole, provide support for the studies previously cited in the first chapter. A state of conflict exists for the role of the librarian. It

13. Ontario Department of Education, Information For Secondary School Organization Leading to Certificates and Diplomas, Toronto, Ontario, Department of Education, 1979 - 1981, p. 25.

14. Canadian School Library Association, op. cit., p. 22-23.

supports the only other Canadian study conducted by Reid¹⁵ that there is conflict in areas of administrative, educational and non-professional tasks. Furthermore, conflict does exist in the Ontario system of education. For example librarians do not expect to perform the clerical tasks whereas the principals and teachers still expect that they should perform these. Contrary to studies in the United States by Olson¹⁶ and Anderson¹⁷, Ontario teachers see the school librarian more as a teacher. It also supports an Ontario study by Amey and Smith who claim that there is a "lack of comprehensive record of the Canadian experience with the cooperative system"¹⁸ for it shows that different expectations do exist between the librarians involved in a cooperative system.

The review of the literature focussed on the role of the librarian. More specifically it compared the role of

15. H. Audrey Reid, The Role of the School Librarian in Alberta, unpublished Master's thesis presented to the Faculty of the University of Alberta, Alberta, 1971, 208 p.

16. Lowell Ellis Olson, Teachers', Principals', and Librarians' Perceptions of the School Librarian's Role, unpublished Doctoral thesis presented to the Graduate School of the University of Minnesota, Minnesota, 1966, 208 p.

17. Carolyn J. Anderson, Role Expectation of the High School Librarian As Perceived by Librarians, Principals and Teachers, unpublished Doctoral thesis presented to the School of Library Science of the University of Oregon, Oregon, 1970, 211 p.

18. L. J. Amey and R.J. Smith, "Combination School and Public Libraries: An Attitudinal Study", in Canadian Library Journal, Vol. 33, No.13, 1976, p. 263.

the school and the public librarian. This is the first study to investigate both the role of the public librarian and the role of the school librarian in a cooperative system. It is particularly interesting to note that according to Fiske¹⁹ both the school and the public librarians' perceptions of their role were that the requirements within the system prevent them from devoting enough time to library work itself. Such observation is consistent with the present study. Most librarians have to function within the organization and must fulfill its goals to the detriment of the librarian's personal needs.

Furthermore this study supports the need for change as stated by Kamatos and Jarvis.²⁰ It is obvious that public and school librarians must cooperate if they are to assume complementary roles. This indicates that a new concept of the service role of the librarian is needed. Such a trend is already evident in Ontario.²¹

19. Marjorie Fiske, Book Selection and Censorship: A Study of School and Public Libraries in California, Berkeley, California: University of California Press, 1979, p. viii.

20. T.C. Kamatos and Galen M. Jarvis, "Library Service and the Role of the New Librarian", in Illinois Libraries, Vol. 47, April 1967, p. 301-303.

21. L.J. Amey and R.J. Smith, op.cit., p. 251-261.

SUMMARY AND CONCLUSIONS

This study was concerned with an examination of role expectations held for the position of the librarian in education by school librarians, public librarians, principals and teachers. To this end, attention was focused on the way the librarians view their own role and the actual views of both principals and teachers. The purpose of the study was to explore the similarities and differences in teachers', principals' and librarians' expectations of the school librarian's role and the public librarian's role in education.

Role was conceptualized as a series of tasks performed by the librarians. It was hypothesized that there would be no significant differences between the role of the school librarian and the role of the public librarian in education. Disagreement varied from one role segment to another.

As expected, it was found that there was some confusion among the role-defining groups as to the role of the librarian in education. A well-defined guideline for the role of the librarian did not exist. The study indicated that there was a lack of agreement within the profession itself. This may be that the groups who interacted with the librarians had not yet become aware of the standards for the profession of librarian.

This study did not include all the conceivable role-defining groups such as superintendents, library

consultants, public library supervisors and students. The size of school, the number of school librarians and public librarians employed in the same library were variables which could not be controlled. Generalization can only be made within limits of the population. In order that librarians in Ontario may function more effectively and make a greater contribution to the educational program, the following measures designed to minimize role conflict are recommended:

- (1) School librarians should be made aware of the fact that both principals and teachers desire greater emphasis to be placed on administrative and educational tasks;
- (2) School librarians should endeavor to find means of getting nonprofessional tasks done by others and devote more of their own time and attention to the professional duties;
- (3) Educators should not only be made more aware of the function of the librarian in the field of education; but also be informed that by performing clerical tasks the librarian is undermining his potential in the realm of education;
- (4) More school librarians or more para-professionals are needed in the school library in order that the librarian may perform more effectively his administrative and specifically his teaching role.
- (5) Greater cooperation is needed in the future between the school librarian and the public librarian;
- (6) More efficient use can be made of the public librarian by communicating expectations for the public librarian's role in the curriculum; and
- (7) Since the present study is a first attempt to investigate the role of the librarian in a cooperative system there is a need to duplicate and to extend the study.

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APPENDIX 1

COOPERATION OF SCHOOL AND PUBLIC LIBRARIES

Legend: R - Reference
 YA - Young Adult
 CL - Children's Librarians

Ottawa Public Library

Ottawa Board of Education

COOPERATION OF SCHOOL AND PUBLIC LIBRARIES
 Grouping by areas around O.P.L. branches

Ottawa Roman Catholic Separate School Board

Main Branch

120 Metcalfe St.,
 236-0301
 CL - Miss E. de Temple
 A - Mrs. G. Thomson
 YA - Mrs. M. McCulloch,
 261, Eng.
 R - Mrs. L. Legate, 252
 YA - Mrs. M. Ollivier, FR.

Elementary

Centennial P.S.,
 376 Gloucester St.
 563-2277
 Mrs. P. Thurlow
 Elgin P.S.,
 310 Elgin St.
 563-2231
 Mrs. V. Dignan
 Glashan P.S.,
 28 Arlington Ave.
 563-2264
 Mrs. J. Richardson
 McNabb P.S.,
 160 Percy St.,
 563-2275
 Mrs. D. Lindo

Secondary

Borden H.S.,
 515 Cambridge St.
 234-0763
 Mrs. C. Webster
 Lisgar C. I.,
 39 Lisgar St.
 232-3736
 Mr. D. MacGowan
 Ottawa Tech. H.S.,
 440 Albert St.
 237-4800
 Mrs. J. Harford

English

Canadian Martyrs S.S.,
 20 Graham St.
 235-3702
 Mr. A. Magle, Pr.
 Immaculate H. S.,
 585 Lisgar St.
 237-5277
 Sr. A. Claro, Pr.,
 Sr. B. Ryan, Librarian
 St. Patrick S.S.,
 290 Mepean St.,
 232-7044
 Mr. J. McStravick, Pr.

French

Carlingwood Branch

281 Woodroffe Ave.
 236-0301
 CL - Miss O. Hamilton
 YA - Mrs. E. Lynch, 267
 R - Mr. T. Rooney

Agin-court P.S.,
 1250 Agincourt Rd.
 225-8750
 Miss M. Hawken
 Broadview Ave. P.S.,
 590 Broadview Ave.
 728-1721
 Mrs. H. Dobie
 Carleton Hts. P.S.,
 1650 Prince of Wales Dr.
 224-7922
 Mrs. R. Fouillard
 Christie P.S.,
 2625 Draper Ave.
 829-7091
 Miss J. Phillips

E. S. Champlain
 281 ave - Lanark
 725-1039
 Mrs. D. Rousseau
 Highland Park H.S.,
 710 Broadview Ave.
 725-2448
 Mr. P. Harris
 Laurentian H.S.,
 1357 Baginling Road
 224-5550
 Mr. W. Perry
 Nepean H.S.,
 574 Broadview Ave.
 722-6551
 Miss M. Bieber

Dr. P. J. McDonald S.S.,
 2860 Ahearn Ave.
 829-3878
 Mr. D. Goodwin, Pr.
 Our Lady of Victory S.S.,
 1175 Soderlund
 820-5594
 Mr. P. Butler
 St. Andrew S.S.,
 1119 Lezard St.
 224-0781
 Mr. M. Blamkie, Pr.
 St. Augustine S.S.,
 1002 Arnot
 225-8020
 Mr. O. Doth

Ecole Gaston Vincent
 1313 Field Cr.
 224-0571
 Socur S. Oagné
 Ecole St-Réal
 2844 Sprague
 828-5751
 Socur C. Lamoureux
 Ecole Intermediaire Mgr.
 Lecloux,
 130 rue Keyworth
 729-4463
 C. Lamoureux.

<u>O.P.L.</u>	<u>O.B.E.</u>	<u>Elementary</u>	<u>Secondary</u>	<u>English</u>	<u>French</u>
Carlingwood Br. cont'd 201 Woodroffe Ave. 236-0301 CL - Miss G. Hamilton YA - Mrs. E. Lynch - 267 R - Mr. T. Rooney	Churchill P.S. 315 Ravenhill 722-4474 Mr. G. Allen, Pr.	Sir John A. Macdonald H.S. 2675 Draper Ave. 829-2520 Mr. P. Lewis	St. Basil S.S. 1774 Kerr 722-5981 Mr. K. Wood, Pr.	École St-Bonaventure 1366 Ave Coldray 722-2770 Sœur S. Gagné	École Gaston Vincent 1313 Field 224-0571 Sr. Sylvia Gagné
	D. Roy Kennedy P.S. 919 Woodroffe 728-1993 Mrs. M. Zielenki	Woodroffe H.S. 2410 Georgina Dr. 820-7822 Mrs. H. Lewis	St. Daniel S.S. 1160 Matiland 225-4603 Mr. F. Lyons, Pr.	St. Elizabeth S.S. 893 Admiral Ave. 728-4744 Miss A. McDonnell, Pr.	
	Grant P.S. 2720 Richmond Rd. 829-9161 Miss E. Griffith		St. George S.S. 401 Piccadilly St. 728-8291 Mr. J. Burns, Pr.		
	Hilson P.S. 407 Hilson Ave. 728-4607 Mr. R. Smith, Pr.		St. Leonard S.S. 800 Rob Roy 828-1174 Mr. J. Knobel, Pr.		
	J.H. Putman P.S. 2051 Bol-Air 225-4646 Mr. D. Cook		St. Joseph Jr. H.S. 881 Broadview Ave. 725-3324 Mrs. Susan Henry, Librarian		
	Parkway P.S. 2199 Regency Terrace 828-4771 Mr. R. Richardson, Pr.		St. Raymond Jr. H.S. 1303 Fellows Road, 828-2738 Mr. W. Hurspey, Pr. Mrs. L. MacCrimmon, Librarian		
	Queensway P.S. 2221 Elmira Dr. 828-3425 Mrs. B. Mabee				
	Savern P.S. 2553 Savern Ave. 829-8082 Miss B. Griffith				

O.R.C.S.S.B.
English

French

Secondary

O.B.E.
Elementary

O.P.L.

T.P. Maxwell P.S.
900 Merivale Rd.
728-0530
Mr. B. Goodson, Pr.

Carlingwood Br. cont'd
281 Woodroffe Ave.
236-0301

W. E. Gowling P.S.
250 Anna Ave.
728-3537
Mr. D. Stewart

CL - Miss G. Hamilton
YA - Mrs. E. Lynch - 267
R - Mr. T. Rooney

Whitehaven P.S.
520 Hanlen Ave.
820-7412
Mrs. C. Magdonal

Woodroffe P.S.
235 Woodroffe Ave.
722-5585
Mrs. S. Little

Elmvale Acres Branch
1910 St. Laurent Blvd.
236-0301, 276
EL - Miss H. Dembott
YA - Miss L. Kalloo
R - Miss L. Kalloo

Canterbury H.S.
900 Canterbury Ave.
731-1191
Mrs. J. Fleming

Hawthorne P.S.
2150 St. Laurent Blvd.,
733-6221
Mrs. J. Carr-Harris

Hillcrest H.S.
1900 Dauphin Rd.
733-1755
Mrs. Y. Kwei

St. Leo S.S.
860 Colson
733-1839
Mr. W. Carroll, Pr.

St. Luke S.S.
2485 Dwight Cres.
731-3511
Mr. R. Schwaltz, Pr.

Pleasant Park P.S.
564 Pleasant Park Rd.
733-5253
Mrs. C. Dewey

Vincent Massey P.S.
745 Smyth Rd.
733-5955
Mr. E. Perera

St. Mark S.S.
803 Canterbury
731-4192
Mr. C. Frisell, Pr.

Ecole Ste-Geneviève
2198 rue Arch
733-9729
Mrs. A. Bourdeau

Ecole St-Luc,
2485 Dwight Cr.
731-5550
Mrs G. Pastien

Ecole Cardinal Léger
2360 Virginia Dr.
731-8013
Mrs. G. Pastien
Ecole Marguerite-Bourgeoys
839 Chemin Quinlan
733-3270
Mrs. G. Pastien

Ecole Ste-Geneviève
2198 rue Arch
733-9729
Mrs. A. Bourdeau
Ecole St-Luc,
2485 Dwight Cr.
731-5550
Mrs G. Pastien

O.P.L.

Rideau St. Branch
377 Rideau St.
236-0301-275
Mme Ghislaine Martel
(Adult, IA, & R.)

O.B.E.

Elementary

Crichton St. P.S.
200 Crichton St.
749-7897
Mr. Wm. Jonas, V-P

Ecole Francojeunesse
119 Orgoode
563-2407
Mrs A. Demers, P.
Viscount Alexander P.S.
55 Myyn Ave.
563-2213
Miss G. Analford

York St. P.S.
310 York St.
563-2214
Mrs. P. Thurlow

St. Laurent Blvd. Branch,
847 St. Laurent Blvd.
236-0301 - 274

CA - Miss A. Claener
IA - Mrs. M. Hogan

J.O. Swardfager P.S.
307 Montgomery St.,
745-9489
Mrs. H. Hepburn
Manor Park P.S.
100 Braemar St.
746-8131
Mrs. M. Robson

Overbrook P.S.,
449 King George St.
749-3892
Mr. W. Thurlow, V-P

Quarries P.S.
550 Gedd's Rd.,
746-6360
Mrs. C. Buchanan, P.

O.R.C.S.S.B.

English

St. Bridgid S.S.
140 Springfield
746-4888
Sr. E. Hannonsey Pr.

St. Joseph S.S.
200 Wilbrod
232-5411
Mr. A. Duggan, Pr.

Ecole Ste-Anno,
99 rue Chapel
232-1589
Mrs D. Molocho

Ecole St-Pie I
150 Mann
294-7941
Mrs D. Molocho

Ecole Baribeau,
200 rue Baribeau
749-0463
Mrs L. Imbault

Ecole Cadieux
245 rue St-Denis, Vanier
749-3620
Mrs L. Lalonde

Ecole intermédiaire Bériault
135 rue Alice, Vanier
746-6420
Mrs L. Lalonde

Ecole intermédiaire Glaude
236- rue Lévis, Vanier
745-0304
Mrs A. Dubois

Secondary

E. S. de la Salle,
501 rue St. Patrick
563-2315
Mlle. H. Fecteau

St. Joseph S.S.
200 Wilbrod
232-5411
Mr. A. Duggan, Pr.

Viscount Alexander P.S.
55 Myyn Ave.
563-2213
Miss G. Analford

York St. P.S.
310 York St.
563-2214
Mrs. P. Thurlow

E. S. André Laurendeau,
235 McArthur, Vanier,
746-8113
Mrs L. Sylvestre

E. S. Belcourt,
675 Church St.
745-0041
H. J.J. Lavoie

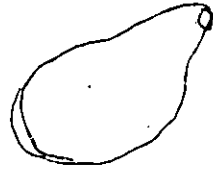
E. S. Cartier,
225 Donald
745-9155
Mlle H. Thériault

McArthur H.S.
485 Donald St.
745-0347
Mrs. B. Grabowski

Assumption S.S. I
330 LaJoie, Vanier
746-4822
Mrs. V. Smith, Pr.

Gardenvale S.S.
675 Gardenvale
745-4804
Mrs. J. O'Toole, Pr.

St. Michael S.S.
741 Bernard St.
749-1642
Mr. P. Kelly, Pr.



[Handwritten mark]

<u>O.P.L.</u>	<u>O.R.E.</u>	<u>Elementary</u>	<u>Secondary</u>	<u>English</u>	<u>French</u>
St. Laurent Blvd. Dr. cont'd 847 St. Laurent Blvd., 236-0301 - 27b CL - Miss A. Claener YA - Mrs. M. Hogan	Queen Elizabeth P.S. 689 St. Laurent Blvd., 746-3246 Mrs. S. Keston	Rideau H.S. 815 St. Laurent Blvd 746-9196 Mrs. S. Williams	St. Laurent Blvd. Dr. cont'd 847 St. Laurent Blvd., 236-0301 - 27b CL - Miss A. Claener YA - Mrs. M. Hogan	Ecole Jean XIII 1002 Karen Way 743-9343 Mrs A. Lafrance	Ecole H.D. de la Joie 780 rue Church 749-1748 Mrs L. Imbault
Queen Mary P.S. 557 Queen Mary St. 749-3692 Mrs. C. Dewey	Sir Wilfrid Laurier H.S. 704 Carson Road, 745-9467 Mrs. E. Lynch	Ecole St. Laurent 1116 Blvd St-Laurent 745-4344 Mrs L. Imbault	Ecole St. Paul 437 rue Donald 749-4963 Mrs A. Dubois	Ecole Montford 611 rue Sladen 745-3310 Mrs A. Lafrance	Notre Dame de la Presentation 1151 River Road 749-5505 Mrs L. Imbault
Robert E. Wilson P.S. 373 McArthur Road, 745-9480 Mrs. H. Hopburn	Rockcliff Park P.S. 350 Baena Vista Rd., 749-5387 Miss M. Pick	Corpus Christie S.S. 157 Fourth Ave. 232-9743 Mr. J. McStravick	St. Margaret Mary S.S. 88 Bellwood 235-9328 Mr. E. McCart, Pr.	Ecole de Hazenod 88 rue Main 234-1890 Mlle. I. Brisson	
First Ave. P.S. 73 First Ave. 563-2261 G. Brabant	Hopewell Ave. P.S. 17 Hopewell Ave., 563-2348 Mrs. E. Pauls	Glebe C. I. 212 Glebe Ave. 563-2424 Mrs. M. Bollick			

<u>O.P.L.</u>	<u>O.B.F.</u>	<u>Elementary</u>	<u>Secondary</u>	<u>English</u>	<u>French</u>
Alta Vista Branch Alta Vista Dr. 236-0301	Alta Vista P.S. 1349 Randall Ave. 733-7124 Mr. J. Manchester	Brookfield H.S. 824 Brookfield Rd. 733-0610 Mrs. G. Campbell	Holy Cross S.S. 3055 Springland Dr. 733-5887 Mr. D. Lanaghan, Pr.		Ecole de la Nativité 1577 Ave Drake 733-9430 Anita Bourdeau
CL - Ms. M. Monteith YA - Mr. G. Long R - Mr. G. Long	Bayview P.S. 3071 Riverside Dr. 733-4726 Mrs. S. Newell	E.S. Charlesbois 2525 Alta Vista Dr. 731-7212 Mrs. L. Labrie	Wester S.S. 1760 McHester 731-8841 Mrs. P. Coody, Pr.		Ecole G. Etienne Cartier 680 Thorndale 731-6007 Mlle A. Bourdeau
	Charles H. Hulac P.S. 2605 Alta Vista Dr. 521-0535 Mr. R. Anderson	Ridgemont H.S. 2597 Alta Vista Dr. 733-4850 Mr. W. Beechey	St. Patrick's Hr. H.S. 4485 Heron Rd. 733-0501 Mr. R. Kendall, Pr.		Ecole Marius Barbeau 1345 Nottinghamhill 737-4404 Gisèle Pantién
	Dunlop P.S. 1310 Pebble Rd. 521-4611 Mrs. V. Dhwan		St. Peter's Jr. H.S. 4480 Heron Rd. 737-3401 Mr. E. LaFrancols, Pr. Mr. D. Dishamur, Librarian		
	Featherston Dr. P.S. 1801 Featherston Dr. 731-3357 Mr. A. McCourt		St. Victor's S.S. 1054 Brookfield 733-5454 Mr. V. O' Reilly, Pr.		
	Fielding P.S. 777 Fielding Dr. 731-4928 Mrs. N. Asbuckle		Prince of Peace 1620 Heatherington Rd. 731-4733 Mr. J. Morrison, Pr.		
	General Vanier P.S. 1025 Harkness 731-3631 Mrs. S. Newell				
	Harcn Park P.S. 1000 Brookfield Rd. 733-8301 Mr. D. Brown, Pr.				
	R. Byrns Curry P.S. 185 Owl Drive, 521-6046 Mrs. E. Smiley				

EASTERN ONTARIO REGIONAL LIBRARY SYSTEM

Mr. L. Eschelmann
Director
238-2457
238-2450
238-2459

OTTAWA SEPARATE SCHOOL BOARD

Mr. George Moore
Superintendent of English
Schools
237-5660 Ext. 170

Mr. D. Devos, Consultant,
English Language Curriculum
Department
237-5660, Ext. 167

M. Gerard Dubé
Superintendant des écoles
237-5660

Mme. D. Laurendeau
French Co-ordinatrice du
Centre de Ressources
237-5660

OTTAWA BOARD OF EDUCATION

Charlotte Lenoir,
Assistant Superintendent of Programs
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Miss Grace Shannon
Library Consultant
563-2255

Elementary Teacher-Librarians
Representative

Secondary School Librarians
Representative

Mr. Gérald Barrette,
Library Consultant - French
563-2277

OTTAWA PUBLIC LIBRARY

Mr. G. Frappier
Director
236-0301
Ext. 237

Miss J. de Temple
Assistant Director
236-0301 Ext. 238

Mrs. G. Thomson
Co-ordinator Adult Services
236-0301 Ext. 260

Miss E. de Temple
Co-ordinator of Children's
Services
236-0301 Ext. 256

Mrs. L. Logate, Head,
Reference Services
236-0301 Ext. 252

University of Ottawa

Teacher Education (English)
Elementary Library
Mr. J. Kolaczek, Director
651 Cumberland Ave.,
OTTAWA, Ont. K1N 6N5.

231-5986
(French Secondary)

Mme. Agathe Lalonde
651 Cumberland Ave.,
Ottawa, Ont. K1N 6N5.

231-5135
37
39

<u>O.F.I.</u>	<u>O.B.E.</u>	<u>Elementary</u>	<u>Secondary</u>	<u>O.R.C.S.S.B.</u>	<u>English</u>	<u>French</u>
Book Mobile 1047 Bank St. 236-0301	Bel-Air P.S. 2093 Dol-Air 225-1113	Cambridge P.S. 250 Cambridge St. 563-2216	Bel-Air P.S. 2093 Dol-Air 225-1113	Dr. F.J. McDonald S.S. 2860 Ahearn Ave. 829-3878		Ecole Notre Dame de La Presentation 1151 River Road 749-5505
CL - Mrs. L. Lacroix YA - Mlle F. Arcand	McGregor Eason P.S. 991 Dyma Rd. 225-8033	Miss M. Scott	Mr. W. Smithe, Pr.	Mr. D. Goodwin, Pr.		Mme Lise Imbault
	Finecrest P.S. 1281 Pinecrest Rd. 825-5115		St. Andrew S.S. 1119 Lazard 224-0781	St. Agnes S.S. 18 Louisa 234-5196		Ecole St-Rémi 2844 Sprague 828-5751
	Ms. Nancy Walkwill		Mr. M. Blimkie, Pr.	Mr. B. Brauh, Pr.		Sr. C. Lamoureux
	Regina P.S. 2599 Regina St. 829-8777		St. Daniel S.S. 1160 Maitland 225-4603	St. Andrew S.S. 1119 Lazard 224-0781		
	Mrs. Ruth Campbell		Mr. F. Lyons, Pr.	St. Andrew S.S. 1119 Lazard 224-0781		
			St. Elizabeth 893 Admiral 728-4744	St. Andrew S.S. 1119 Lazard 224-0781		
			Miss O. McDonell, Pr.	St. Andrew S.S. 1119 Lazard 224-0781		
			St. Leonard S.S. 880 Rob Roy 828-1174	St. Andrew S.S. 1119 Lazard 224-0781		
			Mr. J. Knobel, Pr.	St. Andrew S.S. 1119 Lazard 224-0781		
			St. Victor S.S. 1054 Brookfield 733-5454	St. Andrew S.S. 1119 Lazard 224-0781		
			Mr. V. O'Reilly, Pr.	St. Andrew S.S. 1119 Lazard 224-0781		

APPENDIX 2

COVERING LETTER

STUDY OF THE ROLE OF THE LIBRARIAN IN EDUCATION

Norma Roy
915 Glasgow Street
Ottawa, Ontario
K1K 0J3
746-6506

Dear Colleague:

The purpose of this letter is to briefly describe to you a study which I am conducting as partial fulfillment of the requirements for the degree of Master of Arts, and to request your co-operation in answering the enclosed questionnaire.

With the many changes in education today, the role of the librarian is more complex and less clearly defined than ever before. Due to the increasing use of library services and the need for continued self-education, the role of the librarian is becoming more and more important.

Those of us who serve students and educators in the library have often wondered what part librarians should play in education. I hope to provide information which may be used to clarify and develop this role by conducting a study of role expectations of the public and school librarian, and hence to extend and strengthen library services in education.

The design of the study requires that data be collected from school principals, teachers, public librarians and school librarians. Therefore, your participation is vital to the success of this study.

....2

-2-

The questionnaire is designed to take as little of your time as possible. Please consider your answers carefully and fill out the questionnaire completely. It comprises three sections which are all to be completed except for Section A, number II, which applies only to teachers. It will help greatly if you fill out the questionnaire according to the directions provided and return it to me in the enclosed, self-addressed envelope at your earliest convenience. All information will be handled in the greatest of professional confidence, and responses will not be identified with any individual. A summary of the findings will be made available to all participants. For this purpose a small card is enclosed for your name and address.

If you have any questions or need further explanations, I may be reached at the above address. Thank you for your cooperation in this request.

Sincerely,

Norma Roy,
Graduate Student
Faculty of Education
University of Ottawa

APPENDIX 3

STUDY OF THE ROLE OF THE LIBRARIAN IN EDUCATION

PRELIMINARY QUESTIONNAIRE

STUDY OF THE ROLE OF THE LIBRARIAN IN EDUCATIONPRELIMINARY QUESTIONNAIRESTUDY OF LIBRARIAN FUNCTIONS

This investigation has been designed to find out what views educators, administrators and librarians have of the role of the librarian in education. To obtain a better understanding of what these views mean for library services, will you review carefully each of the listed tasks and identify the primary function required in each task, using the definition given below:

The task requires that the librarian function primarily as:

- A - Administrator - refers to developing and coordinating various means to achieve library objectives.
- B - Bookman - refers to applying knowledge of books to purchasing materials and assisting readers.
- T - Teacher - refers to guiding the formal and informal studies of individuals and/or groups.
- LT - Library Technician - refers to employing methods to organize and make materials readily available to users.
- C - Clerk - refers to using routine or mechanical procedures to accomplish tasks which are essentially non-professional in nature.

Direction: This questionnaire is divided in two parts. Part I refers to the function of the task; Part II, to your actual performance of the task.

PART I - Please encircle the letter in this part which indicates whether the librarian must function primarily as an administrator, bookman, teacher, library technician or clerical (non-professional) in performing the stated task. (Please encircle only one letter for each task even though more than one function may be involved and complete all items.)

PART II - Please check (✓) whether the task is part of your present function.

TASK	PART I	PART II	
	FUNCTION	MY FUNCTION	
		yes	no
1. Evaluate and select books and other materials for the library.	A B T L T C	() ¹	() ²
2. Keep informed on recently published books and materials.	A B T L T C	() ¹	() ²
3. Repair worn books and put plastic covers on new ones.	A B T L T C	() ¹	() ²
4. Become familiar with the educational program and curriculum of the school.	A B T L T C	() ¹	() ²
5. Orient students and teachers in the use of the library and its program.	A B T L T C	() ¹	() ²
6. Interpret the library program to the school and the community.	A B T L T C	() ¹	() ²
7. Write notices for overdue books.	A B T L T C	() ¹	() ²
8. Weed the collection periodically and discard obsolete or unnecessary materials.	A B T L T C	() ¹	() ²
9. Supervise the interlibrary loan service.	A B T L T C	() ¹	() ²
10. Return books and other materials to the shelves and files after circulation.	A B T L T C	() ¹	() ²
11. Clip and mount new materials selected for the vertical file.	A B T L T C	() ¹	() ²
12. Catalogue and classify books and other materials.	A B T L T C	() ¹	() ²
13. In co-operation with the administration and staff, formulate a library policy statement (i.e. a statement of the philosophy of the library).	A B T L T C	() ¹	() ²

TASK	FUNCTION	MY FUNCTION	
		yes	no
14. Prepare reading lists.	A B T L T C	() ¹	() ²
15. Help teachers co-ordinate their library assignments.	A B T L T C	() ¹	() ²
16. Prepare and administer the library budget.	A B T L T C	() ¹	() ²
17. Establish and review the objectives of the library program.	A B T L T C	() ¹	() ²
18. Acquaint teachers and students with other library facilities in the community.	A B T L T C	() ¹	() ²
19. Organize and oversee the circulation of library materials.	A B T L T C	() ¹	() ²
20. Evaluate the library program, services and materials in terms of staff, user needs and Canadian library standards.	A B T L T C	() ¹	() ²
21. Prepare bibliographies.	A B T L T C	() ¹	() ²
22. Instruct students in the library skills including the use of the card catalogue, reference books and indexes.	A B T L T C	() ¹	() ²
23. Type cards and/or forms and other materials.	A B T L T C	() ¹	() ²
24. Prepare statistical, financial and progress reports on the operation of the library.	A B T L T C	() ¹	() ²
25. Order and receive books and other materials.	A B T L T C	() ¹	() ²
26. Co-ordinate the services of the library with those of other libraries.	A B T L T C	() ¹	() ²
27. Instruct students in the study skills such as scanning, summarizing, notemaking and outlining.	A B T L T C	() ¹	() ²

The <u>school</u> librarian . . .	defin- itely should	prefer- ably should	may or may not	prefer- ably should not	defin- itely should not
29. Publicize and promote the library program (i. e. the services and activities which the library provides) by such means as displays, bulletins and personal contact.	() ¹	() ²	() ³	() ⁴	() ⁵
30. Guide students in their choice of books and other materials for recreational use.	() ¹	() ²	() ³	() ⁴	() ⁵
31. Train and supervise all paid, volunteers and student assistants.	() ¹	() ²	() ³	() ⁴	() ⁵
32. Provide teachers with information concerning student abilities, skills and interests as revealed in library use.	() ¹	() ²	() ³	() ⁴	() ⁵
33. Check and correct the filing of catalog cards and shelving.	() ¹	() ²	() ³	() ⁴	() ⁵
34. Conduct on-the-job or in-service training programs on the use of the library and library materials.	() ¹	() ²	() ³	() ⁴	() ⁵
35. Provide individual and group reading guidance through booktalks, group discussions, story-telling and other activities.	() ¹	() ²	() ³	() ⁴	() ⁵
36. Provide personal, social, vocational and educational guidance through the provision of suitable materials.	() ¹	() ²	() ³	() ⁴	() ⁵

<u>TASK</u>	<u>FUNCTION</u>	<u>MY FUNCTION</u>	
		yes	no
28. Co-ordinate the library program with the instructional units to foster optimum use of the available materials in order to integrate library skills with classroom work.	A B T LT C	() ¹	() ²
29. Publicize and promote the library program (i.e. the services and activities which the library provides) by means of displays, bulletins and personal contact.	A B T LT C	() ¹	() ²
30. Guide students in their choice of books and other materials for recreational use.	A B T LT C	() ¹	() ²
31. Train and supervise all paid, volunteers and student assistants.	A B T LT C	() ¹	() ²
32. Provide teachers with information concerning student abilities, skills and interests as revealed in library use.	A B T LT C	() ¹	() ²
33. Check and correct the filing of catalogue cards and shelving.	A B T LT C	() ¹	() ²
34. Conduct on-the-job or in-service training programs on the use of the library and library materials.	A B T LT C	() ¹	() ²
35. Provide individual and group reading guidance through booktalks, group discussions, story-telling and other activities.	A B T LT C	() ¹	() ²
36. Provide personal, social, vocational and educational guidance through the provision of suitable materials.	A B T LT C	() ¹	() ²
37. Organize audio-visual equipment and oversee its use.	A B T LT C	() ¹	() ²
38. Stamp books in and out at the circulation desk.	A B T LT C	() ¹	() ²

<u>TASK</u>	<u>FUNCTION</u>	<u>MY FUNCTION</u>	
		yes	no
39. Plan for the integration of the library program into the total educational scheme.	A B T L T C	() ¹	() ²
40. Guide students in their choice of materials for research.	A B T L T C	() ¹	() ²
41. Schedule the use of the library facilities for classes, groups and individuals.	A B T L T C	() ¹	() ²
42. Locate requested information.	A B T L T C	() ¹	() ²
43. Assist students to gain skills in the inquiry technique by providing the materials, facilities and climate necessary to this type of learning.	A B T L T C	() ¹	() ²
44. Promote student use of public library facilities.	A B T L T C	() ¹	() ²
45. Submit formal or informal reports to the administration on the use, development and needs of the library.	A B T L T C	() ¹	() ²
46. Guide students to develop the ability to evaluate library materials.	A B T L T C	() ¹	() ²
47. Visit other libraries to observe their programs.	A B T L T C	() ¹	() ²
48. Interpret administrative regulations and directives to library staff and library users.	A B T L T C	() ¹	() ²
49. Provide leadership in determining the educational objectives of library services.	A B T L T C	() ¹	() ²
50. Serve as a resource consultant when instructional units involve the use of the library.	A B T L T C	() ¹	() ²

APPENDIX 4

STUDY OF THE ROLE OF THE LIBRARIAN IN EDUCATION

QUESTIONNAIRE

STUDY OF THE ROLE OF THE LIBRARIAN IN EDUCATIONQUESTIONNAIRESECTION A

Because major changes in library services are anticipated during the next several years, administrators, educators and librarians are being asked to share their views on library services that they should like to see developed. You are asked to reply as sincerely and accurately as you can since you are part of a limited sample. All information is confidential.

Direction: Please check (✓) the appropriate response to each of the following queries, if applicable.

I. Category of respondent:

- (1) administrator - (principal) ()
 (2) educator - (teacher) ()
 (3) public librarian ()
 (4) school librarian ()

II. For educators:

(A) grade level taught:

- (1) 1-6 ()
 (2) 7-9 ()
 (3) 10-13 ()

(B) To what extent do you use the public library with your class?

- ()¹ ()² ()³ ()⁴ ()⁵
 never occasionally sometimes often frequently

(C) To what extent do you use the school library with your class?

- ()¹ ()² ()³ ()⁴ ()⁵
 never occasionally sometimes often frequently

STUDY OF THE ROLE OF THE LIBRARIAN IN EDUCATION

QUESTIONNAIRE
SECTION B
PUBLIC LIBRARIAN ROLE INVENTORY

Listed below are tasks performed by personnel in libraries. For each task performed, please check (✓) the answer which best indicates the performance of the task. Please respond to each item.

HOW IMPORTANT A PART OF THE PUBLIC LIBRARIAN'S ROLE DO YOU CONSIDER EACH OF THE FOLLOWING TASKS?

<u>TASK</u>	<u>RESPONSE</u>				
	defin- itely should	prefer- ably should	may or may not	prefer- ably should not	defin- itely should not
The <u>public</u> librarian . . .					
1. Evaluate and select books and other materials for the library.	() ¹	() ²	() ³	() ⁴	() ⁵
2. Keep informed on recently published books and materials.	() ¹	() ²	() ³	() ⁴	() ⁵
3. Repair worn books and put plastic covers on new ones.	() ¹	() ²	() ³	() ⁴	() ⁵
4. Become familiar with the educational program and curriculum of the school.	() ¹	() ²	() ³	() ⁴	() ⁵
5. Orient students and teachers in the use of the library and its program.	() ¹	() ²	() ³	() ⁴	() ⁵
6. Interpret the library program to the school and the community.	() ¹	() ²	() ³	() ⁴	() ⁵

The <u>public</u> librarian . . .	definitely should	prefer- ably should	may or may not	prefer- ably should not	definitely should not
7. Write notice for overdue books.	() ¹	() ²	() ³	() ⁴	() ⁵
8. Weed the collection periodically and discard obsolete or unnecessary materials.	() ¹	() ²	() ³	() ⁴	() ⁵
9. Supervise the inter-library loan service.	() ¹	() ²	() ³	() ⁴	() ⁵
10. Return books and other materials to the shelves and files after circulation.	() ¹	() ²	() ³	() ⁴	() ⁵
11. Clip and mount new materials selected for the vertical file.	() ¹	() ²	() ³	() ⁴	() ⁵
12. Catalog and classify books and other materials.	() ¹	() ²	() ³	() ⁴	() ⁵
13. In co-operation with the administration and staff, formulate a library policy statement (i. e. a statement of the philosophy of the library).	() ¹	() ²	() ³	() ⁴	() ⁵
14. Prepare reading lists.	() ¹	() ²	() ³	() ⁴	() ⁵
15. Help teachers co-ordinate their library assignments.	() ¹	() ²	() ³	() ⁴	() ⁵
16. Prepare and administer the library budget.	() ¹	() ²	() ³	() ⁴	() ⁵
17. Establish and review the objectives of the library program.	() ¹	() ²	() ³	() ⁴	() ⁵
18. Acquaint teachers and students with other library facilities in the community.	() ¹	() ²	() ³	() ⁴	() ⁵

The <u>public</u> librarian . . .	defin- itely should	prefer- ably should	may or may not.	prefer- ably should not	defin- itely should not
19. Organize and oversee the circulation of library materials.	() ¹	() ²	() ³	() ⁴	() ⁵
20. Evaluate the library program, services and materials in terms of staff, user needs and Canadian library standards.	() ¹	() ²	() ³	() ⁴	() ⁵
21. Prepare bibliographies.	() ¹	() ²	() ³	() ⁴	() ⁵
22. Instruct students in the library skills including the use of the card catalogue, reference books and indexes.	() ¹	() ²	() ³	() ⁴	() ⁵
23. Type cards and/or forms and other materials.	() ¹	() ²	() ³	() ⁴	() ⁵
24. Prepare statistical, financial and progress reports on the operation of the library.	() ¹	() ²	() ³	() ⁴	() ⁵
25. Order and receive books and other materials.	() ¹	() ²	() ³	() ⁴	() ⁵
26. Co-ordinate the services of the library with those of other libraries.	() ¹	() ²	() ³	() ⁴	() ⁵
27. Instruct students in the study skills such as scanning, summarizing, notemaking and outlining.	() ¹	() ²	() ³	() ⁴	() ⁵
28. Co-ordinate the library program with the instructional units to foster optimum use of the available materials in order to integrate library skills with classroom work.	() ¹	() ²	() ³	() ⁴	() ⁵

The <u>public</u> librarian . . .	defin- itely should	prefer- ably should	may or may not	prefer- ably should not	defin- itely should not
29. Publicize and promote the library program (i. e. the services and activities which the library provides) by such means as displays, bulletins and personal contact.	() ¹	() ²	() ³	() ⁴	() ⁵
30. Guide students in their choice of books and other materials for recreational use.	() ¹	() ²	() ³	() ⁴	() ⁵
31. Train and supervise all paid, volunteers and student assistants.	() ¹	() ²	() ³	() ⁴	() ⁵
32. Provide teachers with information concerning student abilities, skills and interests as revealed in library use.	() ¹	() ²	() ³	() ⁴	() ⁵
33. Check and correct the filing of catalog cards and shelving.	() ¹	() ²	() ³	() ⁴	() ⁵
34. Conduct on-the-job or in-service training programs on the use of the library and library materials.	() ¹	() ²	() ³	() ⁴	() ⁵
35. Provide individual and group reading guidance through booktalks, group discussions, story-telling and other activities.	() ¹	() ²	() ³	() ⁴	() ⁵
36. Provide personal, social, vocational and educational guidance through the provision of suitable materials.	() ¹	() ²	() ³	() ⁴	() ⁵

The <u>public</u> librarian . . .	defin- itely should	prefer- ably should	may or may not	prefer- ably should not	defin- itely should not
37. Organize audio-visual equipment and oversee its use.	() ¹	() ²	() ³	() ⁴	() ⁵
38. Stamp books in and out at the circulation desk.	() ¹	() ²	() ³	() ⁴	() ⁵
39. Plan for the integration of the library program into the total educational scheme.	() ¹	() ²	() ³	() ⁴	() ⁵
40. Guide students in their choice of materials for research.	() ¹	() ²	() ³	() ⁴	() ⁵
41. Schedule the use of the library facilities for classes, groups and individuals.	() ¹	() ²	() ³	() ⁴	() ⁵
42. Locate requested information.	() ¹	() ²	() ³	() ⁴	() ⁵
43. Assist students to gain skills in the inquiry technique by providing the materials, facilities and climate necessary to this type of learning.	() ¹	() ²	() ³	() ⁴	() ⁵
44. Promote student use of public library facilities.	() ¹	() ²	() ³	() ⁴	() ⁵
45. Submit formal or informal reports to the administration on the use, development and needs of the library.	() ¹	() ²	() ³	() ⁴	() ⁵
46. Guide students to develop the ability to evaluate library materials.	() ¹	() ²	() ³	() ⁴	() ⁵
47. Visit other libraries to observe their programs.	() ¹	() ²	() ³	() ⁴	() ⁵

The <u>public</u> librarian . . .	defin- itely should	prefer- ably should	may or may not	prefer- ably should not	defin- itely should not
48. Interpret administrative regulations and directives to library staff and library users.	() ¹	() ²	() ³	() ⁴	() ⁵
49. Provide leadership in determining the educational objectives of library services.	() ¹	() ²	() ³	() ⁴	() ⁵
50. Serve as a resource consultant when instructional units involve the use of the library.	() ¹	() ²	() ³	() ⁴	() ⁵

COMMENT SECTION

Please feel free to comment on your answers or on the inventory items. Please refer to opinion by question number.

STUDY OF THE ROLE OF THE LIBRARIAN IN EDUCATIONQUESTIONNAIRESECTION CSCHOOL LIBRARIAN ROLE INVENTORY

Listed below are tasks performed by personnel in libraries. For each task performed, please check (✓) the answer which best indicates the performance of the task. Please respond to each item.

HOW IMPORTANT A PART OF THE SCHOOL LIBRARIAN'S ROLE DO YOU CONSIDER EACH OF THE FOLLOWING TASKS?

<u>TASK</u>	<u>RESPONSE</u>				
	defin- itely should	prefer- ably should	may or may not	prefer- ably should not	defin- itely should not
The <u>school</u> librarian . . .					
1. Evaluate and select books and other materials for the library.	() ¹	() ²	() ³	() ⁴	() ⁵
2. Keep informed on recently published books and materials.	() ¹	() ²	() ³	() ⁴	() ⁵
3. Repair worn books and put plastic covers on new ones.	() ¹	() ²	() ³	() ⁴	() ⁵
4. Become familiar with the educational program and curriculum of the school.	() ¹	() ²	() ³	() ⁴	() ⁵
5. Orient students and teachers in the use of the library and its program.	() ¹	() ²	() ³	() ⁴	() ⁵
6. Interpret the library program to the school and the community.	() ¹	() ²	() ³	() ⁴	() ⁵

The <u>school</u> librarian . . .	defin- itely should	prefer- ably should	may or may not	prefer- ably should not	defin- itely should not
7. Write notices for overdue books.	() ¹	() ²	() ³	() ⁴	() ⁵
8. Weed the collection periodically and discard obsolete or unnecessary materials.	() ¹	() ²	() ³	() ⁴	() ⁵
9. Supervise the inter-library loan service.	() ¹	() ²	() ³	() ⁴	() ⁵
10. Return books and other materials to the shelves and files after circulation.	() ¹	() ²	() ³	() ⁴	() ⁵
11. Clip and mount new materials selected for the vertical file.	() ¹	() ²	() ³	() ⁴	() ⁵
12. Catalogue and classify books and other materials.	() ¹	() ²	() ³	() ⁴	() ⁵
13. In co-operation with the administration and staff, formulate a library policy statement (i. e. a statement of the philosophy of the library).	() ¹	() ²	() ³	() ⁴	() ⁵
14. Prepare reading lists.	() ¹	() ²	() ³	() ⁴	() ⁵
15. Help teachers co-ordinate their library assignments.	() ¹	() ²	() ³	() ⁴	() ⁵
16. Prepare and administer the library budget.	() ¹	() ²	() ³	() ⁴	() ⁵
17. Establish and review the objectives of the library program.	() ¹	() ²	() ³	() ⁴	() ⁵
18. Acquaint teachers and students with other library facilities in the community.	() ¹	() ²	() ³	() ⁴	() ⁵

The <u>school</u> librarian . . .	defin- itely should	prefer- ably should	may or may not	prefer- ably should not	defin- itely should not
19. Organize and oversee the circulation of library materials.	() ¹	() ²	() ³	() ⁴	() ⁵
20. Evaluate the library program, services and materials in terms of staff, user needs and Canadian library standards.	() ¹	() ²	() ³	() ⁴	() ⁵
21. Prepare bibliographies.	() ¹	() ²	() ³	() ⁴	() ⁵
22. Instruct students in the library skills including the use of the card catalogue, reference books and indexes.	() ¹	() ²	() ³	() ⁴	() ⁵
23. Type cards and/or forms and other materials.	() ¹	() ²	() ³	() ⁴	() ⁵
24. Prepare statistical, financial and progress reports on the operation of the library.	() ¹	() ²	() ³	() ⁴	() ⁵
25. Order and receive books and other materials.	() ¹	() ²	() ³	() ⁴	() ⁵
26. Co-ordinate the services of the library with those of other libraries.	() ¹	() ²	() ³	() ⁴	() ⁵
27. Instruct students in the study skills such as scanning, summarizing, notemaking and outlining.	() ¹	() ²	() ³	() ⁴	() ⁵
28. Co-ordinate the library program with the instructional units to foster optimum use of the available materials in order to integrate library skills with classroom work.	() ¹	() ²	() ³	() ⁴	() ⁵

The <u>school</u> librarian . . .	defin- itely should	prefer- ably should	may or may not	prefer- ably should not	defin- itely should not
37. Organize audio-visual equipment and oversee its use.	() ¹	() ²	() ³	() ⁴	() ⁵
38. Stamp books in and out at the circulation desk.	() ¹	() ²	() ³	() ⁴	() ⁵
39. Plan for the integration of the library program into the total educational scheme.	() ¹	() ²	() ³	() ⁴	() ⁵
40. Guide students in their choice of materials for research.	() ¹	() ²	() ³	() ⁴	() ⁵
41. Schedule the use of the library facilities for classes, groups and individuals.	() ¹	() ²	() ³	() ⁴	() ⁵
42. Locate requested information.	() ¹	() ²	() ³	() ⁴	() ⁵
43. Assist students to gain skills in the inquiry technique by providing the materials, facilities and climate necessary to this type of learning.	() ¹	() ²	() ³	() ⁴	() ⁵
44. Promote student use of public library facilities.	() ¹	() ²	() ³	() ⁴	() ⁵
45. Submit formal or informal reports to the administration on the use, development and needs of the library.	() ¹	() ²	() ³	() ⁴	() ⁵
46. Guide students to develop the ability to evaluate library materials.	() ¹	() ²	() ³	() ⁴	() ⁵
47. Visit other libraries to observe their programs.	() ¹	() ²	() ³	() ⁴	() ⁵

The <u>school</u> librarian . . .	defin- itely should	prefer- ably should	may or may not	prefer- ably should not	defin- itely should not
48. Interpret administrative regulations and directives to library staff and library users.	() ¹	() ²	() ³	() ⁴	() ⁵
49. Provide leadership in determining the educational objectives of library services.	() ¹	() ²	() ³	() ⁴	() ⁵
50. Serve as a resource consultant when instructional units involve the use of the library.	() ¹	() ²	() ³	() ⁴	() ⁵

COMMENT SECTION

Please feel free to comment on your answers or on the inventory items. Please refer to opinion by question number.

APPENDIX 5

"STUDY OF LIBRARIAN FUNCTIONS"

CONSENSUS SCORES

TABLE XII.-
STUDY OF LIBRARY FUNCTIONS
CONSENSUS SCORES

Statement Number	School Librarians	Public Librarians
1	0.888	0.971
2	0.942	0.971
3	0.771	0.971
4	0.771	0.687
5	0.888	0.828
6	0.828	0.771
7	0.914	0.941
8	0.828	0.885
9	0.857	0.828
10	0.828	0.941
11	0.714	0.741
12	0.914	0.800
13	0.828	0.971
14	0.857	0.885
15	0.828	0.741
16	0.971	0.971
17	0.941	0.971
18	0.741	0.628
19	0.914	0.828
20	0.941	0.941
21	0.800	0.885
22	0.942	0.800
23	0.941	0.885
24	0.971	0.941
25	0.771	0.657
26	0.885	0.971
27	0.971	0.914
28	0.657	0.687
29	0.741	0.828
30	0.714	0.771

. TABLE XII.-

STUDY OF LIBRARY FUNCTIONS
CONSENSUS SCORES

Statement Number	School Librarians	Public Librarians
31	0.800	0.800
32	0.914	0.800
33	0.800	0.941
34	0.828	0.628
35	0.771	0.714
36	0.828	0.771
37	0.800	0.885
38	0.857	0.857
39	0.914	0.971
40	0.828	0.741
41	0.828	0.828
42	0.800	0.885
43	0.914	0.828
44	0.714	0.687
45	0.941	0.800
46	0.885	0.771
47	0.800	0.885
48	0.857	0.914
49	0.914	0.971
50	0.687	0.771

TABLE XII.-
 CONSENSUS SCORES INDICATING
 WITHIN GROUP AGREEMENT
 AMONG SCHOOL LIBRARIANS AND
 PUBLIC LIBRARIANS FOR TASKS
 RELATED TO ROLE I: ADMINISTRATOR

Statement Number	School Librarians	Public Librarians
4	0.771	0.682
6	0.828	0.771
13	0.828	0.971
16	0.971	0.971
17	0.941	0.971
18	0.741	0.628
20	0.941	0.941
24	0.971	0.941
26	0.885	0.971
28	0.657	0.687
29	0.741	0.828
31	0.800	0.800
39	0.914	0.971
41	0.828	0.828
44	0.714	0.682
45	0.941	0.800
47	0.800	0.885
48	0.857	0.914
49	0.914	0.971

TABLE XII.-
CONSENSUS SCORES INDICATING
WITHIN GROUP AGREEMENT
AMONG SCHOOL LIBRARIANS AND
PUBLIC LIBRARIANS FOR TASKS
RELATED TO ROLE II: BOOKMAN

Statement Number	School Librarians	Public Librarians
1	0.888	0.971
2	0.942	0.971
8	0.828	0.885
14	0.857	0.885
21	0.800	0.885
36	0.8	0.771
42	0.8	0.885
50	0.687	0.771

TABLE XII.-
 CONSENSUS SCORES INDICATING
 WITHIN GROUP AGREEMENT
 AMONG SCHOOL LIBRARIANS AND
 PUBLIC LIBRARIANS FOR TASKS
 RELATED TO ROLE III: TEACHER

Statement Number	School Librarians	Public Librarians
5	0.888	0.828
15	0.828	0.741
22	0.941	0.800
27	0.971	0.914
30	0.714	0.771
32	0.800	0.800
34	0.828	0.628
34	0.771	0.714
35	0.771	0.714
40	0.828	0.741
43	0.914	0.828
46	0.885	0.771

TABLE XII.-
CONSENSUS SCORES INDICATING
WITHIN GROUP AGREEMENT
AMONG SCHOOL LIBRARIANS AND
PUBLIC LIBRARIANS FOR TASKS
RELATED TO ROLE IV: LIBRARY TECHNICIAN

Statement Number	School Librarians	Public Librarians
9	0.857	0.828
12	0.914	0.800
19	0.914	0.828
25	0.771	0.657
33	0.800	0.941
37	0.800	0.885

TABLE XII.-
CONSENSUS SCORES INDICATING
WITHIN GROUP AGREEMENT
AMONG SCHOOL LIBRARIANS AND
PUBLIC LIBRARIANS FOR TASKS
RELATED TO ROLE V: CLERK

Statement Number	School Librarians	Public Librarians
3	0.771	0.971
7	0.914	0.941
10	0.828	0.941
11	0.714	0.741
23	0.941	0.885
38	0.857	0.857

APPENDIX 6

"STUDY OF LIBRARIAN FUNCTIONS"

MEAN CONSENSUS SCORES

TABLE XIII.-
 MEAN CONSENSUS SCORES
 FOR SCHOOL LIBRARIAN
 AND PUBLIC LIBRARIAN
 FUNCTIONS BY ROLES

KOLMOGOROV - SMIRNOV TEST

Population	I Admini- strator	II Bookman	III Teacher	IV Technician	V Clerk
School Librarians	0.884	0.708	0.815	0.843	0.838
Public	0.854	0.878	0.775	0.823	0.889
$S_{sl}(x) - S_{pl}(x)$	0.030	0.170	0.040	0.020	0.051

APPENDIX

ABSTRACT OF

THE SERVICE ROLE OF THE LIBRARIAN IN EDUCATION

ABSTRACT OF
THE SERVICE ROLE OF THE LIBRARIAN IN EDUCATION¹

The purpose of the thesis was to clarify the role of the librarian in Ontario education by identifying the role expectations held for the position of librarian. To this end, attention was focused on the way the librarians view their own role and the actual views of both principals and teachers.

Five hypotheses were formulated to serve as the basis for the study. One was concerned with a comparison of the opinions of the school librarians and the public librarians. The next two were concerned with a comparison of the views of the principals and teachers for the role of both librarians. The last two were concerned with a comparison of the views of the educators and the librarians' self-expectations.

The sample for the study included librarians, principals and teachers randomly selected from Ontario schools and public librarians in the area served by C.O.S.P.L. On a questionnaire consisting of fifty possible librarian's tasks all respondents registered the degree of obligation which they felt to be associated with each task.

1. Norma Garrett Roy, Master thesis presented to the School of Graduate Studies of the University of Ottawa, Ottawa, Ontario, 1980, vii-117 p.

A five-point Likert scale, in which response categories were weighted in direct proportion to the degree of obligation, was used to measure responses.

A multivariate analysis of variance with a five role dimension was used. The null hypotheses were rejected as the multivariate F was significant beyond the 0.01 level.

Conflicting expectations between the five groups were evident in all areas but more often in the areas of administrative, educational and clerical tasks. School librarians attached greater importance to administration and teaching than the public librarians. Principals felt that school librarians should place greater emphasis on administrative tasks and the teachers felt that school librarians should place greater emphasis on teaching than the school librarians. Both educators expected the librarians to perform more clerical tasks. The conclusion drawn from this study was that there was confusion among the role-defining groups for the role of the librarian in education.

In order that librarians may function more effectively and make greater contributions to the educational program, a well-defined guideline for the role of the librarian in education and greater communication among the groups are needed.