

NATURE AND PROFILE OF PREPARATION
PROGRAMS FOR SCHOOL LIBRARIANS
AND AUDIOVISUAL SPECIALISTS

BY

VIOLET MAE BOWERS

||

Bachelor of Arts in Education
Wayne State College
Wayne, Nebraska
1962

Master of Education
University of Virginia
Charlottesville, Virginia
1969

Submitted to the Faculty of the Graduate
College of the Oklahoma State University
in partial fulfillment of the
requirements for the Degree of
DOCTOR OF EDUCATION
July, 1981



NATURE AND PROFILE OF PREPARATION
PROGRAMS FOR SCHOOL LIBRARIANS
AND AUDIOVISUAL SPECIALISTS

Thesis Approved:

Elizabeth Day

Thesis Adviser

Kenneth L. Clair

R. J. [unclear]

Roscoe Rouse

Norman D. Burkham

Dean of the Graduate College

ACKNOWLEDGMENTS

The writer expresses appreciation to all those persons who gave of their time to furnish the information used in this study. Dr. Elizabeth Max served as adviser during the period of doctoral study and as director of the dissertation.

Special appreciation is extended to Dr. Kenneth St. Clair, Dr. Roscoe Rouse, and Dr. Bruce Petty for their encouragement and support as members of the doctoral committee. To Carey Pribil, gratitude is expressed for the many hours of typing required for the completion of the dissertation. The writer's husband, Dr. Rolland A. Bowers, and children, Keli and Kevin, also are deserving of much praise for their patience and cooperation.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Purpose of the Study	5
Research Question Number One	6
Specific Questions	6
Research Question Number Two	7
Specific Questions	7
Research Question Number Three	7
Specific Questions	7
Research Question Number Four	9
Specific Questions	9
Research Question Number Five	10
Definition of Terms	10
Significance of the Study	11
Limitations and Delimitations	11
Organization of the Study	12
II. REVIEW OF THE RELATED LITERATURE	15
Nature of Existing Programs and Emerging Concepts of Preparation for School Librarians and Audiovisual Specialists	15
Historical Background	16
Innovations and Trends	27
Supply and Demand of Graduates	33
Supply of Media Personnel	34
Factors Depressing the Job Market	36
Demand for Media Personnel	37
Employment Trends for Media Graduates	38
Status of Certification of Practitioners	42
Analysis of Nation-wide Certifica- tion Requirements	43
Professional Association(s) Recom- mended Models of Certification	46
Representative Current State Efforts to Revise Certification Regulations	49
Professional Activities of Faculty Members in Departments of Library Science and Audiovisual Education	52

Chapter	Page
Similarities with Other Academic Disciplines	52
Dissimilarities With Other Academic Disciplines	57
Preferences for Titles of Persons Having Training and Experience in School Library Science and Audiovisual Education	59
Unification Efforts	59
Barriers to Unification	63
Professional Associations Studies/Documents	65
Summary	66
III. METHODOLOGY	77
Questionnaire Construction	78
Data Collection	80
Analysis and Presentation of the Data	83
Specific Questions	84
Summary	87
IV. FINDINGS	90
Nature of Existing Programs	90
Specific Questions	91
History and Type of Degree Offerings	91
History and Type of Certification Offered	94
Areas of Specialization	96
Comparative Enrollments	98
Criteria for Admission	101
Average Class Size	105
Courses Required	106
Supply and Demand	107
Specific Questions	108
Types of Positions Assumed by Graduates	108
Total Number of School Librarians, Audiovisual Specialists, and School Library/Audiovisual Specialist Combinations	113
New School Librarians, Audiovisual Specialists, and School Library/Audiovisual Specialist Combinations	115
Placement of Graduates	116
Status of Certification	118
Specific Questions	120

Incident of Professional School Library Science Certification	121
Incident of Standard School Library Science and Audiovisual Education Certification	121
Incident of Provisional School Library Science and Audiovisual Education Certification	121
Incident of Temporary (Emer- gency) School Library Science and Audiovisual Education Certification	121
Number of Professional School Library Science Certificates Issued	122
Number of Standard School Library Science and Audiovisual Certificates Issued	122
Number of Provisional School Library Science and Audiovisual Certificates Issued	122
Number of Temporary (Emergency) School Library Science and Audiovisual Certificates Issued	122
Higher Education Faculty Profile	122
Specific Questions	122
Faculty Experience	123
Faculty Time Devoted to Teaching On Campus	124
Faculty Time Devoted to Teaching Off Campus	124
Faculty Time Devoted to Other Activities	125
Faculty Education	126
Faculty Publication Produc- tivity	128
Preference for Certain Titles	128
Specific Question	128
Preference for Titles	130
V. SUMMARY, CONCLUDING STATEMENT, AND RECOM- MENDATIONS	133
Summary	133
Purpose	133
Need for the Study	134
Research Questions	134
Limitations and Delimitations	135
Methodology	135
Findings	136

Chapter	Page
Nature of Existing Preparation Programs . . .	136
Supply and Demand	138
Status of Certification	140
Higher Education School Library and Audio- visual Faculty Profile	140
Preference for Certain Titles	141
Concluding Statement	142
Recommendations	143
Recommendations for Further Study	143
 BIBLIOGRAPHY	 145
 APPENDIX A - DESCRIPTION OF CERTIFICATION REQUIRE- MENTS	 157
 APPENDIX B - LETTER TO DEANS AND/OR DIRECTORS OF TEACHER EDUCATION AND/OR LIBRARY SCIENCE, LETTERS OF ENDORSEMENT, AND ABSTRACT OF PROPOSAL	 169
 APPENDIX C - FOLLOW-UP LETTER TO THE ONE DEAN/ DIRECTOR WHO HAD NOT RESPONDED TO THE ORIGINAL REQUEST FOR A LIST OF HIS FACULTY	 181
 APPENDIX D - LETTER TO FACULTY MEMBERS AND THE DEMOGRAPHIC QUESTIONNAIRE	 183
 APPENDIX E - LETTER TO DEANS AND/OR DIRECTORS AND THE INSTITUTIONAL QUESTIONNAIRE	 187
 APPENDIX F - FOLLOW-UP LETTER TO FACULTY WHO HAD NOT RESPONDED TO THE ORIGINAL QUESTIONNAIRE	 198
 APPENDIX G - FOLLOW-UP LETTER TO DEANS AND/OR DIRECTORS OF TEACHER EDUCATION WHO HAD NOT RETURNED A COMPLETED INSTITUTIONAL QUESTIONNAIRE	 200

LIST OF TABLES

Table	Page
I. Return of Questionnaires by Number and Percentage	83
II. Initial Year During Which Degrees in School Library Science Were Offered	92
III. Initial Year During Which Degrees with Empha- sis in Audiovisual Education Were Offered	94
IV. Initial Year During Which Authorization Was Granted to Institutions to Make Recommendations for Certification of School Librarians	95
V. Initial Year During Which Authorization was Granted to Institutions to Make Recommendations for Certification of Audiovisual Specialists	96
VI. Faculty Areas of Specialization	97
VII. Enrollment in Baccalaureate Degree Programs with Emphasis in School Library Science During 1979-80	98
VIII. Enrollment in Master's Degree Programs with Emphasis in School Library Science During 1979-80	99
IX. Enrollment in Master's Degree Programs with Emphais in Audiovisual Education During 1979-80	100
X. Enrollment in Doctoral Degree Programs with Emphasis in Audiovisual Education During 1979-80	100
XI. Enrollment in Dual Master's Degree Programs with Emphasis in Both School Library and Audiovisual Education During 1979-80	101

Table	Page
XII. Criteria for Admission to Baccalaureate Degree Programs with Emphasis in School Library Science	102
XIII. Criteria for Admission to Master's Degree Programs with Emphasis in School Library Science	102
XIV. Criteria for Admission to Master's Degree Programs with Emphasis in Audiovisual Education	103
XV. Criteria for Admission to Doctoral Degree Programs with Emphasis in Audiovisual Education	104
XVI. Criteria for Admission to Master's Degree Programs in School Library/Audiovisual Education	103
XVII. Average School Library Science Class Size . . .	105
XVIII. Average Audiovisual Education Class Size . . .	106
XIX. Required Courses for School Library Science Programs	106
XX. Required Courses for Audiovisual Education Programs	107
XXI. Number of 1979-80 Baccalaureate Degree Recipients with Emphasis in School Library Science Who Entered Certain Types of Positions	109
XXII. Number of 1979-80 Master's Degree Recipients With Emphasis in School Library Science Who Entered Certain Types of Positions . . .	110
XXIII. Number of 1979-80 Master's Degree Recipients with Emphasis in Audiovisual Education Who Entered Certain Types of Positions . . .	111
XXIV. Number of 1979-80 Doctoral Degree Recipients with Emphasis in Audiovisual Education Who Entered Certain Types of Positions . . .	112

Table	Page
XXV. Number of 1979-80 Master's Degree Recipients with Emphasis in Both School Library/Audiovisual Education Who Entered Certain Types of Positions	113
XXVI. Total Number of School Librarians, Audiovisual Specialists, and Persons Holding Both School Library and Audiovisual Specialist Certificates and Employment During 1979-80	115
XXVII. Number of New School Librarians, Audiovisual Specialists and Persons Holding Both School Library and Audiovisual Specialist Certificates and Employment During 1979-80	116
XXVIII. Number of 1979-80 Graduates Obtaining Positions in K-12 Public Schools	117
XXIX. Types of Certificates Issued to School Librarians and Audiovisual Specialists	119
XXX. Total Number of Persons Holding Valid School Library Certificates Rank Ordered by Supporting Endorsement During 1979-80	120
XXXI. Average Number of Years of Experience of Higher Education Faculty at Present Institution	123
XXXII. Percent of Time Higher Education Faculty Devoted to On-Campus Teaching	124
XXXIII. Percent of Time Higher Education Faculty Devoted to Off-Campus Teaching	125
XXXIV. Percent of Time Higher Education Faculty Devoted to Other Activities	126
XXXV. Earned Degrees Among Faculties in Higher Education	127
XXXVI. Publication Record of Faculties During A Five Year Period	129
XXXVII. Preference of Faculty Members in Institutions of Higher Learning for Various Titles	131

CHAPTER I

INTRODUCTION

Snoke stated that, "For school libraries, the 1960's were heady, growth years."¹ During 1960 the American Association of School Librarians (AASL) published national standards for school library programs. During 1966 the Department of Audiovisual Instruction (DAVI) of the National Education Association released its standards. During the 60's the two associations came to an agreement that promised to revolutionize the structure of both groups. A committee was appointed to prepare new standards as a joint effort. The effort of the committee resulted in the publication of Standards for School Media Programs during 1969.²

Paris was quoted by the editors of School Library Journal (SLJ) as having said, "It was tough to get away from the idea that everyone should be a generalist--and take the traditional library and audiovisual courses."³ During the late 60's, the two professional organizations encouraged their memberships to stress the marriage of the two closely related groups and he was also quoted as saying that:

To emphasize the concept of media as a continuum, and in order to provide a balance between the library and a/v groups, the new standards have completely abandoned the use of the word 'library' and 'librarian,' 'audiovisual center' or 'a/v

specialist'. Terms are now media center, media program, media specialist.⁴

The enthusiasm was so great that Treholme was quoted by the SLJ editors as having stated, "that within a very short time we (DAVI and AASL) are going to merge."⁵ It was believed during 1968 that the decision to unify would not only end the rivalry that existed between the two organizations, but would consolidate the power of both groups. It was stated in DAVI Resolution ONE during 1968 that media programs were based on the assumption of total instructional program involvement. It was noted, further, that:

This statement does not imply a present or future trend away from the continuing need for professional audiovisual personnel and librarians. It does, of course, imply new approaches to the preparation of school building educational media personnel with responsibility for both audiovisual and library functions.⁶

In Resolution TWO it was stated that:

The Department of Audiovisual Instruction urges schools engaged in the professional preparation of librarians and schools preparing professional audiovisual personnel to give careful attention to the growing need for students in such programs to have access to appropriate courses in both areas.⁷

The authors of the joint standards recommended that the standards be revised every two years to help media specialists adapt them to fast breaking trends in the field. Media Programs: District and School was jointly published during 1975 by AASL and the Association for Educational Communications and Technology (the successor to DAVI) as a replacement for Standards for School Media Programs. It was noted in

the preface of the 1975 standards that the revised publication,

. . . acknowledges further the viability of their joint effort, and through it, . . . an expression of mutual intent to sustain and improve school media services at every level of operation.⁸

Most committee members who helped produce the publication were members of and active in both the Association for Educational Communications and Technology (AECT) and the American Association of School Librarians (AASL), further reflecting their unifying effort.

Several years after publication of the revised joint 1975 standards, it appeared the enthusiasm and expectations for a merging of the American Association of School Librarians and the Association for Educational Communications and Technology (formerly Department of Audiovisual Instruction) had paled. Both organizations maintained their personal identity and efforts at merger were not nearly as apparent as they were during the 1960's.

Molenda and Cambre reported a shift in the preference of AECT membership from 1971 to 1976 toward the negative with respect to the issue of whether or not definite steps should be taken to merge AECT with AASL. They reported, ". . . 50 percent . . . [are] now opposed to a merger with AASL." Through their survey of the AECT membership it was, also, revealed that, ". . . librarians . . . [were] . . . the only subgroup favoring the merger by a majority."⁹

Although the title media specialist appeared with regularity in the literature it was as often used by one group as the other to identify its own personnel and activities as it was to describe the unified program envisioned by the joint committees which wrote the standards.

During 1975, Alsworth published an article entitled "Should Library Science and Audiovisual Departments be Abolished in Oklahoma Colleges?--An Epilogue."¹⁰ In the article she described a seminar that was held at Central State University concerning educational preparation for school media center directors. The main conclusion drawn by the participants was that,

. . . we in Oklahoma have a problem related to education and certification of media center directors that needs prompt attention and that it is a problem shared in many states.¹¹

In an abridged version of the seminar report,¹² it was stated that four of the ten states surveyed required only library science training to occupy the position of media specialist. Six states required audiovisual training as well as library science for certification as a media specialist. Oklahoma issued separate certificates for librarians and audiovisual specialists.

Through an interview with the Administrator of Teacher Education in the Oklahoma State Department of Teacher Education, it was learned that only three people in the state of Oklahoma was reported by school districts to be using his or her audiovisual certificate during the 1979-80 school year.

Because most school personnel holding the audiovisual certificate also held some other certificate such as one in library science, elementary education or one of the secondary teaching disciplines it was possible and probable, however, that there was more than one qualified audiovisual person performing some media function within the Oklahoma public school system.¹³ Nevertheless, this phenomenon could be interpreted as an indication that most schools had not yet made the transition from the traditional library science and/or audiovisual specialist role to media specialist as defined in the national standards as one who:

. . . has broad professional preparation in education and media, has appropriate certification, and possesses the competencies to initiate and implement a media program. The media specialist holds a master's degree in media from a program that combines library and information science, educational communication and technology and curriculum.¹⁴

The extent to which colleges and universities preparing media specialists contribute to the progress or delay in fully implementing the standards through the preparation of their graduates was unknown.

Purpose of the Study

The purpose of this study was to examine the nature of the state approved programs in Oklahoma and develop a profile of preparation programs designed to prepare school librarians, audiovisual specialists, and other media specialists

who possessed expertise as both a school librarian and an audiovisual specialist.

Information was generated by collecting and presenting descriptive data concerning five research questions. Each research question is presented first and followed by specific questions.

Research Question Number One

What is the nature of existing preparation programs for school librarians, audiovisual specialists, and school library/audiovisual specialist combinations?

Specific Questions. 1. What degrees are offered by each institution and how long has each degree been offered?

2. What certification recommendations are each institution authorized by the State to make and how long has the institution been authorized to make each certification recommendation?

3. What are the areas of specialization offered for each degree program? X

4. What are the comparative enrollments in degree programs among institutions within the state of Oklahoma?

5. What are the criteria for admission to degree programs?

6. What are the average class sizes?

7. What are the differences among institutional programs with respect to the number of courses required? X

Research Question Number Two

What is the job market for graduates of school library science and audiovisual education preparation programs?

Future trend?

Specific Questions. 1. What positions were assumed by the 1979-80 graduates of each program?

2. What was the TOTAL number of school librarians, audiovisual specialists, and school library/audiovisual specialist combinations who were occupying positions during the period July 1, 1979 to June 30, 1980?

3. How many NEW school librarians, audiovisual specialists, or school library/audiovisual specialist combinations were employed in Oklahoma between July 1, 1979 and June 30, 1980?

4. What were the differences among institutions of higher education with respect to the percentage of 1979-80 graduates obtaining positions?

Research Question Number Three

What was the certification status of persons holding school library and audiovisual positions in Oklahoma during 1979-80?

Specific Questions. 1. How many PROFESSIONAL school library science certificates were issued between July 1, 1979 and June 30, 1980?

2. How many STANDARD school library science and

audiovisual certificates were issued between July 1, 1979 and June 30, 1980?

3. How many PROVISIONAL school library science and audiovisual certificates were issued between July 1, 1979 and June 30, 1980?

4. How many TEMPORARY (emergency) school library science and audiovisual certificates were issued between July 1, 1979 and June 30, 1980?

5. What was the total number of employed school librarians holding a PROFESSIONAL certificate during the period between July 1, 1979 to June 30, 1980?

6. What was the total number of employed school librarians and audiovisual specialists holding a STANDARD certificate during the period between July 1, 1979 to June 30, 1980?

7. What was the total number of employed school librarians and audiovisual specialists holding a PROVISIONAL certificate during the period between July 1, 1979 to June 30, 1980?

8. What was the total number of employed school librarians and audiovisual specialists holding a TEMPORARY (emergency) certificate during the period between July 1, 1979 to June 30, 1980?

Research Question Number Four

What relative demographic characteristics described the

faculties offering the programs of school library science and audiovisual education in Oklahoma?

Specific Questions. 1. What are the differences among institutions of higher learning offering preparation in school library and audiovisual education with respect to the average percent of time devoted by faculty members to teaching on campus?

2. What are the differences among institutions of higher learning offering preparation in school library and audiovisual education with respect to the average percent of time devoted by faculty members to teaching off campus?

3. What are the differences among institutions of higher learning offering school library and audiovisual education with respect to the average percent of time devoted by faculty members to other activities?

4. What are the differences among faculties in institutions of higher learning offering preparation in school library and audiovisual education with respect to the average number of years of experience at present institution?

5. What are the differences among institutions of higher learning offering preparation in school library and audiovisual education with respect to the average number of earned degrees held by faculty members?

6. What are the differences among institutions of higher learning offering preparation in school library and audiovisual education with respect to the average publication rate of faculty members?

Research Question Number Five

Which titles do higher education faculty members prefer for the different specialists in the various fields of school library science and/or audiovisual education?

Specific Question. Which of the following titles for media personnel do professors believe to be most appropriate for the several specialists in the various fields of school library science and/or audiovisual education: (a) librarian, (b) library/media specialist, (c) media specialist, (d) instructional media specialist, (e) audiovisual specialist, (f) library/audiovisual specialist, or (g) other?

Definition of Terms

Three terms are used in this study to differentiate between and among different types of media personnel. The term media personnel will be used in this study to refer to all of the following: (1) school librarians, (2) audiovisual specialists, and (3) school library/audiovisual specialists. The operational definitions that apply to SCHOOL LIBRARIANS are "anyone who qualifies for one of the three types of certificates issued by the State Department of Education." The three were: (1) Professional School Librarian, (2) Standard School Librarian, and (3) Provisional School Librarian. The operational definitions that apply to AUDIOVISUAL SPECIALISTS are "anyone who qualifies for one of the two types of certificates issued by the State Department of Education." The two

were: (1) Standard Audiovisual Specialist, and (2) Provisional Audiovisual Specialist. Each is described in the Teacher Education, Certification and Assignment Handbook.¹⁵ (See also Appendix A.)

The definition used for a SCHOOL LIBRARY/AUDIOVISUAL SPECIALIST is anyone who qualifies for at least provisional or minimal certification as both a school librarian and an audiovisual specialist.

Significance of the Study

During a period of time in which there was increased attention being devoted to planning,¹⁶ this study contributed to the literature by providing a benchmark concerning the nature of existing programs on which those responsible for planning could build. It also helped to alleviate part of the ambiguity that existed within the profession as a result of nondefinitive titles being utilized in reference to various school library or audiovisual specialist positions.

Limitations and Delimitations

The study was limited to the public universities in Oklahoma having State-approved preparation programs for the preparation of school librarians and audiovisual specialists. It was limited further to information supplied by Oklahoma State Department of Education officials and those respondents to questionnaires concerning the period beginning with the summer of 1979 and ending with the following 1979-80 academic

year. No evaluative analysis concerning the quality of existing programs was attempted.

Organization of the Study

Chapter I includes an introduction to the study, background information concerning the need for it, a statement of the purpose, definitions of terms having special connotations for the study, a statement concerning the significance of the study, and an identification of the limitations and delimitations of the study.

A review of the related literature is presented in Chapter II in five sections. It is concerned with (1) the nature of existing programs and emerging concepts of preparation for librarians and audiovisual specialists, (2) status of certification of practitioners, (3) professional activities of faculty members in departments of library science and audiovisual education, (4) the development of programs for preparation of librarians and audiovisual specialists in relation to the supply and demand for graduates, and (5) preference for titles of persons having training and experience in library science and audiovisual education.

The methodology utilized in the study is described in Chapter III. An analysis of the data is presented in Chapter IV. A summary of the study, discussion of the conclusions drawn, and recommendations are offered in the fifth and final chapter.

FOOTNOTES

¹Helen Lloyd Snoke, "The Future of School Libraries and Librarianship," Oklahoma Librarian, Vol. 30, No. 1 (January, 1980), p. 20.

²American Association of School Librarians and Department of Audiovisual Instruction, National Education Association, Standards for School Media Programs (Washington, D.C.: National Education Association and Chicago: American Library Association, 1969).

³Eric Moon, Shirley Havens, and Karl Nyren, eds., "The Marriage of the Media." School Library Journal, Vol. 93, No. 3 (May, 1968), p. 2079.

⁴Ibid.

⁵Ibid., p. 2081.

⁶Ibid.

⁷Ibid., p. 2082.

⁸American Association of School Librarians, ALA and Association for Educational Communications and Technology, Media Programs: District and School (Washington, D.C.: American Library Association and the Association for Educational Communications and Technology, 1975), p. vii.

⁹Michael Molenda and Marjorie Cambre, "The 1976 AECT Member Opinion Survey: Opinions on Issues Facing AECT," Audiovisual Instruction, Vol. 22, No. 7 (September, 1977) p. 49.

¹⁰Frances Alsworth, "Should Library Science and Audiovisual Departments Be Abolished in Oklahoma Colleges?--An Epilogue," Oklahoma Librarian, Vol. 26, No. 2 (April, 1976), p. 26.

¹¹Ibid.

¹²Ibid., p. 27.

¹³Stan Cobb, Administrator of Teacher Education Section, State Department of Education, Personal Interview, Oklahoma City, Oklahoma, August 13, 1980.

¹⁴American Association of School Librarians, ALA and Association for Educational Communications and Technology, Media Programs: District and School (Washington, D.C.: American Library Association and the Association for Educational Communications and Technology, 1975), p. 22.

¹⁵Oklahoma State Department of Education, Teacher Education, Certification and Assignment Handbook: Rules, Regulations, and Minimum Essentials Governing The Preparation and Certification of Teachers and Administrators (Oklahoma City: State Board of Education, July, 1975), pp. 21-27.

¹⁶Oklahoma State Regents for Higher Education, Oklahoma Higher Education: Planning for the 1980's (Oklahoma City, State Capital: Oklahoma State Regents for Higher Education), July, 1980.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The review of the related literature is divided into five sections. The nature of existing programs and emerging concepts of preparation for librarians and audiovisual specialists are presented in the first part. Program development in relation to the supply and demand for graduates is reviewed in part two. The status of certification for practitioners is identified in the third part. Professional activities of faculty members in departments of school library science and audiovisual education are reviewed in part four. The preference for titles of persons having training and experience in school library science and audiovisual education is discussed in the final part.

Nature of Existing Programs and Emerging Concepts of Preparation for School Librarians and Audiovisual Specialists

The nature of existing programs is presented with respect to their evolution. In the discussion that follows an attempt will be made to identify the forerunners of today's programs and the issues involved in moving toward

professional status for school librarians as media specialists. That will be followed with a review of the literature in which innovations, trends, and future projections concerning media centers and their effect on media educators will be presented.

Historical Background

According to Snow, audiovisual education had its beginning in 1918. He noted:

One of the first reported courses in the field of 'visual education' was taught by Albert Field at the University of Minnesota in 1918. Interest was not high, however, and when Dorris made a study of visual education in 1922, she found that only four normal schools offered courses in this area during the regular school term and that two had such an offering in their summer school program. In addition, a few universities and/or colleges offered courses in photography and graphics. By 1936, when Starnes made a similar study, he found 'extreme differences in course content, materials used, and the credit offered' when compared with the earlier study.

The growth and development of coursework in 'visual' and 'audio-visual' education has been almost imperceptibly slow. Many of the courses offered have been of the elective variety and not until 1935 was 'visual education' considered important enough to be made a state requirement for teacher certification. This requirement was made first in the state of Pennsylvania. In 1937 New Jersey introduced a course into their four-year teacher education program. California also made an 'audio-visual course' a requirement for certification in the mid-forties. Parenthetically, this requirement was later dropped in the state of California.

Under the pressure of the World War II effort, it became apparent that the use of audio-visual materials both speeded up and also improved the quality of training. Following this, educational leaders became aware of the potential of this medium.¹

Larson explained how the field developed from a course in 1918 to doctoral degrees by the mid-1900's. He noted:

Many schools of education began to offer pre- and in-service courses in audiovisual education for teachers in the late forties which continued at an accelerated rate throughout the fifties and into the early sixties. Because schools needed audiovisual coordinators and directors who were better qualified than the teachers in the use and preparation of audio-visual materials, another two or three courses were superimposed on the in-service courses for the audio-visual director of a school system or a college or university, and in many instances another two or three courses for the doctoral degree. The primary purpose of most of the programs is to turn out a specialist who will be a coordinator or administrator of an audiovisual or educational media program with general competencies in the areas to be supervised as is the case for other school administrators such as the superintendent, principal and supervisor.²

From those humble beginnings have developed twenty-three schools in the United States which offered the doctorate in library science during 1979 and approximately sixty-two schools that offered at least one graduate degree in instructional media. "One hundred and eighty doctoral degrees in the field of library and information science were granted during the period 1973-1976 in the United States."³

The historical evolution of library education preceded that of audiovisual education by approximately forty years. Although librarians like teachers and other professionals existed prior to the late 1800's their training consisted primarily of working in a library with a librarian. During 1887 Dewey founded the first library school at Columbia University. During the period 1889-1919 several new library training programs were established as reported by Heim.

These were:

Pratt Institute Library School (1890); Armour Institute of Technology (1893--later moving to Urbana to become part of the University of Illinois); Simmons College Library School (1902); University of Wisconsin Library School (1906); and Syracuse University Library School (1908).⁴

Heim also noted that:

The faculty of these schools began an organized series of meetings in 1906 at the American Library Association meetings, eventually evolving into the Association of American Library Schools (AALS) in 1915. Prerequisites for membership in AALS, which would stand until 1925 as the only sort of "accreditation" for programs of library education, were that member schools require a high school diploma for admission, offer one full year of technical and professional library courses, and have two full-time instructors and two faculty members who themselves had had training in a library school.⁵

Heim indicated that three major events revolutionized education for librarianship. These were (1) the publication of Training In Library Science, known as the Williamson report, (2) the establishment of a permanent board of education for librarianship (BEL) and (3) the establishment of the University of Chicago Library School during 1926. The Williamson report called for the transfer of training of librarians from public libraries to universities.⁶

The creation of the BEL was one of the high points in library education as noted by Carroll, "because by this action the national organization accepted its responsibility for establishing and maintaining academic and training standards for its members."⁷

With respect to the establishment of the University of

Chicago Graduate Library School during 1926 Carroll noted, that:

For the first time in library history [there] was a truly graduate professional school dedicated to scholarship, research and publication . . . [with] a faculty which was determined, in cooperation with a highly selected student body, to create knowledge in library science while leaving to others the task of disseminating knowledge and preparing practitioners.⁸

From this beginning a significant number of institutions of higher learning have created programs in library education whose purpose is to prepare (1) public librarians, (2) school media specialists, (3) academic librarians, and (4) special librarians. Sixty-one of these are accredited by the American Library Association.

During 1978 Johnson collected information for the Association of Educational Communication and Technology from sixty-nine universities concerning the master's degree curriculum in educational technology. Respondents were asked to provide a list of the course titles and hours included in their programs and to complete a questionnaire on six program characteristics: (1) information for the applicant, (2) combined degree programs, (3) specific electives, (4) instructional innovations, (5) grading evaluations, and (6) curriculum and administration evaluation.

Although eleven schools had no required courses, Johnson noted that within the field of education, the area of educational communications and technology was coming of age with background courses of its own. Fifty schools required

each applicant to have a bachelor's degree in some field. In the sixty-nine schools reporting, the average number of credits for graduation was thirty-one. At seven schools a student could earn two graduate degrees in education simultaneously. At nine schools a student could earn two graduate degrees, one in education and one in another field.⁹

During 1979, Probstano and Probstano surveyed sixty-nine master's programs in educational technology to ascertain whether or not library schools offered courses and concentrations in areas traditionally reserved for educational technology. They concluded that:

Library schools do offer courses, and yes, many schools are capable of offering concentrations in areas traditionally reserved to graduate programs in educational technology. A selected few schools also have the capacity, in terms of the availability of courses, to compete effectively with programs in educational technology.

However, at the present time, library schools do not offer majors in educational technology, do not offer a significant number of concentrations, do not offer a significant number of courses in the field, and do not require all students to enroll in a course in educational technology.¹⁰

They also found that contrary to the pattern for accredited library science programs being housed in separate schools, programs in educational technology were housed in a wide range of departments, schools, or other organizational structures, usually associated with the school or college of education. Library science program courses in technology often added the words "information science" or "information studies" to the title of their program. Probstano noted that the master of library science degree most commonly awarded

by library schools and the degree most commonly awarded to graduates of a program in educational technology was a master's of education.¹¹

McCorkle reported the results of a survey conducted during 1972 by an ad hoc committee of the Oklahoma Library Association's Library Education Division. The Committee and its report was given the name LEVER, Library Educators with Vision for Evaluation and Recommitment.

She noted that five schools were approved by the State Certification Board to recommend school librarians for certification in the area of undergraduate library science. Two others were planning to ask for approval sometime in the future and one was preparing for a scheduled fall certification board visit. Only one school in the State was approved to recommend students for certification as an audiovisual specialist. However, a second one was scheduled for a site visit by the State Certification Board.

It was also noted in the LEVER Report that one Oklahoma institution of higher learning offered audiovisual courses which were taught by both library science and audiovisual education faculty. Another institution often featured library science/audiovisual team teaching.

Only one institution in Oklahoma offered graduate work in library science during 1971. However, several offered graduate work in education courses that were related to library science such as administration of the media center.

McCorkle indicated that there was concern with the coordination of school library science and audiovisual programs not only in the public schools but also in the higher education arena.¹²

White expressed concern that there might be more schools of library science than could be justified. He noted that except for very narrow programs serving a specialized clientele, library graduate education programs found it difficult if not impossible to prosper and grow without the promise to prospective students that their degrees would be fully accepted by libraries in the United States and Canada.

He noted that there was some evidence of proliferation in library science programs in the growing development of "marketing" devices, such as the sixth-year degree, double master's, off-campus programs, programs to attract undergraduate enrollment, and sliding admissions scales that somehow admit everyone not admitted regularly and by which all probationary students could also graduate.

White concluded that small schools were faring worse than larger ones and that the gap between the two was widening. This was based on the premise that there is a point in terms of faculty size, student enrollment, and institutional support below which the offering of the necessary diversity in library education becomes impossible. White noted that the problem was caused because the 1960's and 70's saw a tremendous increase in the number of accredited library schools. Part of this growth was in response to a perceived

greater need for trained librarians and other information workers, whether or not that need was ever as great as projections would have us believe.¹³

White expressed concern that:

Broadened programs of increased emphasis on undergraduate instruction, continuing education, off-campus instruction, and interdisciplinary offerings . . . [would] draw faculty time and energy and institutional funds away from the professional degree education with which the accreditation process is concerned, [and that] there is reason to fear a dilution of the quality of library education.¹⁴

Of the sixty-seven programs studied and reported to the Commission on the Professional Education of Media Specialists (PEMS), Larson noted:

Forty-two of the 67 programs appeared to have instructional technology departmental status. Thirty-eight of the titles emphasize audiovisual or instructional technology, three carry a title of department of library and audiovisual education, and one is called a department of library science. As indicated, eight of the programs are a part of a department of curriculum and instruction, five a division or department of school administration, and five a department of secondary education. Sixty-four of the 67 programs report to a dean or director of education, two to a dean of the graduate school. Only one of the programs is a division of communications with a dean reporting directly to the academic vice-president. Twenty-two of the programs are located in institutions with a graduate library school accredited by the American Library Association. None of the programs listed in this directory is within an accredited library school. A number of institutions, however, report cooperative working relationships between the instructional technology program in the school of education and the graduate library program.¹⁵

The literature is replete with reference to the concept of the unified media center. Perhaps Wood summarized it best when she noted that a:

. . . statement prepared by a joint AASL/ACRL/DAVI committee, was included in the 1960 AASL publication Standards for School Library Programs. [She noted, further, that] the emergence and acceptance of the unified media program concept gained momentum with the publication in 1969 of joint standards developed by AASL and DAVI, Standards for School Media Programs.¹⁶

The idea was made even more eminent with the publication during 1975 of the new AASL-AECT national guidelines, Media Programs: District and School.

Alsworth reported on the results of a seminar that was held during 1975 in Oklahoma concerning educational preparation for school media center directors. She stated:

The main conclusion drawn by the group was that we in Oklahoma have a problem related to education and certification of media center directors that needs prompt attention and that it is a problem shared by many states.¹⁷

A committee was established to explore possible action leading to a revision of certification of librarians and audiovisual personnel that would more nearly provide the proper preparation for today's library media center directors.¹⁸

An attempt was made to ascertain what the difference was between a librarian, a media center director, and a library media specialist. An examination of specific requirements for certification in ten states revealed that four states (Arizona, Colorado, Kansas and Texas) required only library training.

Florida, Michigan, Nevada, Ohio, Pennsylvania, and Utah required audiovisual training as well as library science. The group concluded that library media specialists were much more than a "keeper of the books" and that before the professional even walks into the media center, he/she must have

a basic understanding of curriculum development and the learning process. First and foremost she/he must be a teacher. They concluded, further, that the term "media" is confined neither to audiovisual materials nor to printed matter. School media in the plural sense are all those items, print and non-print which in part, support, or enrich the curriculum content of the schools.

In the abridged version of a seminar report, Alsworth mentioned that Asch and others noted that in preparing for the role of a library media specialist one needs a balanced program--not simply library science or audiovisual courses. Neither the library science instructors nor the audiovisual instructors should continue in their formal roles, but should consider themselves instructors in the educational media program. The final conclusion was that separate school library science and audiovisual certification were not relevant to the total library media specialist's performance. The seminar participants called for the Oklahoma State Department of Education to reevaluate its certification program immediately.¹⁹

Concerns, similiar to those in Oklahoma, were expressed by Sturgeon with respect to implementation of imminent new state certification requirements for media personnel in Arkansas colleges and universities which offered programs in the field of library science and media. Her analysis of programs in those institutions offering sufficient courses to meet the requirements was that there was an especially noteworthy presence or absence of specific references to

non-print materials. Nevertheless, specific reference to books was always present. The term media as used in the course descriptions seemed generally to refer to audiovisual materials. She hoped that some day the term would be used to encompass both print and non-print materials.²⁰ She closed by stating:

If the committee develops a completely unified program, i.e., one that prepares the school media specialist to effectively administer all types of media, then revision of the college and university training programs will be in order. Such revision will call for not only a redefining of course goals and rewriting of course descriptions but also a gigantic team effort on the part of library science instructors and audio-visual educators, who have been so long in their separate worlds.²¹

The media specialist began to emerge in the 1960's when audiovisual specialists and librarians began to find a common ground of interest and effort. A merger between these two fields received added acceptance, with the joint publication during 1969 of Standards for School Media Programs by the American Library Association and the National Education Association. Walch aptly pointed out during 1975 that:

Though much has been written on professionalism as it relates to librarianship and some amount of literature has been published relating to the professional role of the "audiovisual specialist," little attention has been given the professional status of the media specialist and his field, media specialist being defined here as one who is qualified to administer the entire development and utilization program of the media center and serves as a specialist in instructional support providing expertise in the selection and utilization of instructional materials both print and nonprint.²²

Franklin found that thirty-eight states had incorporated the unified principle by 1974 and interpreted the certification of media specialists to suggest change, growth, and evidence of a developing profession. Nevertheless, the anticipated merger of the Department of Audiovisual Instruction and the American Association of School Librarians within a very short time did not occur.²³

Innovations and Trends

The first seventy-five years of library education were characterized as a struggle similar to that experienced by education and social work. By the mid-sixties it had adopted as its educational model a professional pattern. For the most part, institutions placed their programs in both library science and instructional media at the graduate level. The basic preparation for media specialists was the master's degree.

The provisions of Title IIB of the Higher Education Act of 1965 supported sixth-year and doctoral programs. That legislation in conjunction with the position paper of the American Library Association entitled Library Education and Personnel Utilization caused Asheim to state that, ". . . the future of library education will be a period of synthesis and consolidation."²⁴ Through one of the statements of policy in the document, categories of library personnel, as well as training and education appropriate to the preparation of personnel for these categories were recommended. Librarianship,

like law and social work, abdicated all responsibility for general education in favor of professional preparation, according to Hiem. Hiem noted that librarianship retreated from the practice of being a functional part of the curriculum, although she acknowledged there was some indication that if library education moved to a two year mode, some form of internship would be included. Basic education for the librarianship allowed some specialization (notably school librarianship), but most graduates were eligible for any position which required only a library degree.²⁵ The importance of Library Education and Personnel Utilization was expressed by Hiem in the following conclusion:

The Library Education and Personnel Utilization statement of policy, if ever implemented, has the potential to create for the library profession a clarity and articulation among job activities commensurate with the other accepted professions. Librarianship's failure to employ this document actively in the daily workings of libraries is a failure to recognize the need for the profession to bring not only its training period, but also its active work life, into alignment with other fields.²⁶

Lieberman reinforced Hiem's position by noting that it was necessary to think in terms of three levels of preparation when examining changes in library education. Those were: graduate library education, undergraduate library education, and the library technician program.

Graduate level educators were attempting to grapple with the issue of the sixth-year curricula and the development of the two-year MLS program. Another variation of that development, as seen by Lieberman, was the proliferation of joint

degree programs. Lieberman warned that undergraduate programs had been most inadequate but did acknowledge that graduates of those programs could begin library employment below the level of professional and thus combine employment in a library with course work at the graduate level.

Library technician programs were designed to prepare clerks and technical assistants who were skilled in handling audiovisual equipment and who possessed certain specific library related skills.²⁷ Lieberman's final conclusion was that, "For too long a time, the study for the master's degree in librarianship has been considered a terminal professional education."²⁸

During the spring of 1974, Kingsbury conducted a study concerning the future of school media centers. The purpose of the study was to ascertain the trends practitioners, leaders, and professors foresaw for the last quarter of the twentieth century and which innovations they would like to have introduced in school media centers during that period. The respondents to her research instrument placed the highest priority on librarians extending their influence beyond the confines of the media center and working with other professionals within the school, district, state, and region.²⁹

Kingsbury found that there was a discrepancy between needs and expectations of those entering the professions and the realities of the preparation being offered in some library schools. She observed that:

Unless revamping of programs takes place, the future may very well find media specialists being trained in colleges of education rather than in professional library schools.³⁰

She also stated that:

If library educators are to meet the needs of those who will be functioning as media specialists, library schools will have to provide a much more media-oriented course of studies than is now offered in many programs.³¹

Vance, Magrill and Downen utilized the Delphi method, a technique which had been used in a number of projects concerned with forecasting future educational events. Librarians and information scientists, holding major offices in eleven library and information science associations in the United States and Canada, were asked to identify individuals whom they considered to be leaders in the library/information science profession and whose opinions would be helpful in providing intuitive and rational judgments concerning the future of library information science education. Some three hundred individuals were identified and contacted to participate in the study.

Each participant was asked to rate slightly more than 1,000 statements based on their own view of each item's desirability and probability with the year 1990 as a frame of reference. The items that were identified by at least 50 percent of the responses as being clustered in the extreme categories on either end of the five point scale were analyzed.

Strong support for the identification of library

competencies and the development of competency based library education programs was evident. A desire was expressed that library science, information science and educational media programs be integrated. With respect to curriculum there was the consensus that a need existed to reach basic agreement within the professional content of a core for a master's degree and there was some desire for increased emphasis on human communication theories, processes and practices. It was noted that service orientation and reference work was needed. Network consortia and practical experience were identified as future needs. There was support for joint degree programs with other fields such as law and business.

Vance reported the desired faculty member of the future would have extensive and varied library experience and a doctoral degree. His/her expertise might be indicated by a subject master's or a doctoral degree in a related field. She/he would be competent in various teaching methodologies and would participate in continuing education. It was also noted that more practicing librarians should be used as part-time instructors.

With respect to accreditation, certification and types of degrees it was noted that library schools should continue to emphasize a professional, graduate level program. The majority of respondents indicated disapproval of undergraduate programs. Mandatory certification, licensing, or registration was not considered desirable or probable, either at the state or national level, except for school librarians.

The participants were hopeful that accreditation by the American Library Association would not only remain but also be extended to post-master's programs. Higher accreditation standards resulting in fewer accredited programs and more emphasis placed on classroom performance of faculty members than on administrative details were preferred.³²

During 1978 the Governor's Conference on Libraries and Information Services was held in preparation for the White House Conference which was held during 1979.

The Governor's Conference [was] a citizens' meeting called to examine current information resources, anticipate future needs and recommend programs to fill those needs.³³

A total of 150 delegates and 50 alternates representing all areas of the State and all types of library users and library professions were invited to attend the Oklahoma Conference. They prepared resolutions and recommendations and selected 12 delegates to the White House Conference.

Of the 48 resolutions adopted at the Oklahoma Governor's Conference, the following five were directly related to school libraries:

2. Resolved, That because school children in grades K-12 are in their most formative years, it is imperative that they have the opportunity, facilities and materials to learn how to find information and develop a life-time habit of using library resources and library skills for education and recreation.
15. Resolved, That the 36th Oklahoma State Legislature be commended for their foresight in passing the line item appropriation in the Common Education Bill for school library media programs. We realize that this is but a

beginning, and we trust that this amount will be increased in each succeeding term to help accomplish our goal in establishing excellent library media centers in every school in Oklahoma.

21. Whereas, Library skills are important to fully utilize resources of libraries of all kinds.
34. That formal cooperation be established between the Oklahoma Department of Libraries and the Oklahoma State Department of Education, Library Resources Section, to improve services to public and common school libraries.
39. Resolved, That the Oklahoma Governor's Conference on Libraries and Information Services in formal assembly, urges the State Legislature to pass a five-year library media plan for schools, with initial legislative funding at a minimum level of \$1.4 million the first year, and appropriations at the same or increased levels each year thereafter. This would provide a library media program at each school site.³⁴

Supply and Demand of Graduates

During the 70's the supply of K-12 public school teachers generally changed from one of a shortage to a surplus. By the latter part of the decade there was a surplus in nearly all teaching areas including library media personnel. The surplus was primarily a manifestation of the reduction in a number of school age children. There were, however, mitigating factors that artificially depressed the market.

At the beginning of the decade of the 80's there was some evidence that the balance between supply and demand had begun to right itself and that shortages were appearing in

selected fields. Developments in non-school enterprises were beginning to occur that created new markets and opportunities for media personnel. These four related ideas are discussed under the following headings: (1) Supply of Media Personnel, (2) Factors Depressing the Job Market, (3) Demand for Media Personnel, and (4) Factors Creating Future Markets and Opportunities for Media Personnel.

Supply of Media Personnel

In reporting the results of the 28th annual study on Placements and Salaries of Graduates of ALA-accredited library schools, Learmont and Troiano reported vacancies for librarians but also general tight market conditions. In comparing the opportunities for 1978 graduates with those of prior years, they found:

Library and library-related positions are still difficult to find. No significant improvement was noted over last year, with the exception of the increase in the other libraries and library agency category, which reflects not only special libraries but nontraditional areas in which more graduates are finding jobs. This is clearly an important growth area.³⁵

The above finding needs to be interpreted cautiously with respect to the supply and demand of school library media positions and personnel in the elementary and secondary schools because only ALA-accredited library schools were included in the survey. It was also noteworthy that:

. . . forty-two schools reported no major difficulty in placing 1978 graduates. Thirteen schools reported major or some difficulty as

against 22 which reported major difficulty in 1977.³⁶

The specific background of graduates was also a factor in determining their marketability. For instance:

A majority of placement officers mentioned the large number of openings available for people with science and math backgrounds, and the scarcity of such people coming into the profession. They also stressed that coursework in computerized information retrieval systems enhanced marketability.³⁷

The supply of graduates being awarded the first professional degree during 1978 was 25 fewer than during 1977. Although the number was smaller, it was significant because 62 schools were responding to the survey during 1978 as compared with only 53 during 1977. The respondents projected that there would be no noticeable change with respect to the job market during 1979 generally. However, three respondents anticipated an increase in school library vacancies as compared with 17 anticipating a decrease in school library positions.³⁸

In another annual study of employment trends for graduates of educational/instructional media programs, Sink reported that 53 universities and colleges contributed data to the eighth annual study of 1,114 graduates during 1978-79. He mailed questionnaires to 128 institutions and received responses from 53. Since the 1977-78 study, Sink noted that two major changes had occurred. First, audiovisual graduates were being employed in large numbers by business and industry and second, positions in instructional development had increased more than 300 percent during the the past two years.

Instructional development ranked second only to administration of media programs.

Of the 733 media [audiovisual] graduates [of all degree levels] for whom placement by type of institution was reported, 394 took jobs in K-12 schools, either public or private; 153 found positions in higher education institutions; and 43 were listed in "other" jobs.³⁹

The surplus of librarians was significant enough to cause the president of the American Association of School Librarians to state:

The members need a thoughtful position statement, reaffirming the guidelines document and offering suggestions to help the school library media specialist cope with the crisis-ridden situation of the moment. An AASL committee is working on just such a statement.

The chopping of professional staff in school media centers is one of the greatest concerns faced by the profession. Through the excellent efforts and testimony of Alice Fite, executive secretary of AASL, the association has helped save all or part of the professional positions in jeopardy in districts of Hawaii and Pennsylvania and in institutions accredited by the North Central Association of Schools and Colleges.⁴⁰

Factors Depressing the Job Market

Several writers noted that not all of the surplus could be attributed to the market place. Lemler stated:

Curtailed media budgets, elimination of professional media positions, and rising voices of critics are now matters of concern to the field. A real danger seems to be that media and technology, perceived as embroidery and innovation, will be swept away with newer curricular programs and methods in a popular 'back to basics' movement.⁴¹

Franckowiak noted the influence of inflation and taxpayer resistance. He stated:

Spiraling inflation and public reaction to increased taxes have spawned the well publicized taxpayer revolt. Recent news indicates reduction in materials budget and staff cut-backs in school libraries.⁴²

The effect of the current situation on accrediting agencies was also noted by Franckowiak. He observed that:

A recent sign of erosion was the reduction in the number of school media specialists per student required for elementary school accreditation by the North Central Association of Schools and Colleges.⁴³

It was indicated in the 1979 ALA yearbook that:

The widespread use of such terms as accountability, competency based instruction, and performance based evaluation as code words translated for public education's bitter adversaries to 'cut! cut! cut!'⁴⁴

Cheatham noted that although there were some indications that voters were rejecting taxcut measures at the polls there were others such as California and Massachusetts who passed tax reduction measures which caused extensive roll backs in library hours and services.⁴⁵

Demand for Media Personnel

Although the supply of teachers during the 1970's could be characterized as one of surplus and the average candidate experienced considerable difficulty in securing a teaching position in a crowded field, the truly outstanding candidate generally found an opportunity even in those teaching fields

which were said to be crowded and opportunities existed in practically any field for the top-quality graduate.⁴⁶

During the decade of the 80's, a nation-wide balance between supply and demand or a shortage was anticipated because of the rather consistent decline in live births noted from 1960 through 1973 which had been reversed. Since 1973 the number of live births was somewhat higher each year according to the Division of Statistics, Department of Health, Education and Welfare. Two other factors which affected the demand for teachers were the fact that the number and percentage of teachers prepared during 1979-80 were less than half the number who were produced during 1971-72, and the trend for non-school agencies to employ a greater percentage of media graduates than they had in prior years.

Employment Trends for Media Graduates

Sink noted that employment changes had occurred with respect to media personnel during the decade of the 70's. He reported that, ". . . about one-fifth of the 1978-79 media graduates for whom information was available took jobs in business and industry."⁴⁷

Hitchens hypothesized that by 1989 there was a 50 percent real possibility that education would take place in the homes by means of electronic media and small computers. He suggested that this projection created an opportunity rather than a threat to media specialists. He suggested:

Many will consider this a rather gloomy set of projections, but I see a clear role for us in shaping that future world to ensure a better--the best possible--society.

Media specialists will still be needed, and instructional designers, and production technologists. Effective managers will be needed, more than ever.⁴⁸

Molenda and Cambre included an item in their 1976 survey of the AECT membership concerning the need to train more professionals. They noted a positive reaction to enlarging the employment pool particularly with non-school personnel and reported:

Although a majority of the membership (57 percent) still see a need for training more media professionals, 29 percent now oppose it--possibly in reaction to a perceived tightening of the job market. Those in nontraditional settings (e.g. regional media centers, government agencies, nonprofit agencies, and business) tend to select 'strongly agree' more than those in schools and colleges.⁴⁹

Molenda and Cambre also asked the respondents about their perception of job placement opportunities in the educational communications/technology field. The respondents indicated more softness than strength in the job market for the educational communications/technology field. They noted, however, the following:

There are considerable variations in perception among the occupational categories. Teachers/professors are much more 'bullish' than others--their rate of agreement is fully 23 percent above that of the average overall; those working as instructional developers and consultants are also somewhat more optimistic, while librarians and classroom teachers are quite pessimistic.⁵⁰

Eberhart reported that the Inventory published by the National Commission on Libraries and Information Science had

as its objective to compare "Indicators Of Need" with actual resources available for public, public school, and academic libraries. The findings of that research were that massive gaps existed between existing national guidelines and staffing, material collections and physical facilities. With respect to personnel, it was noted that:

For public libraries the Inventory indicates a national need for an additional 8,500 professional employees, compared to the 8,300 currently employed. . . . public school library/media centers were found even farther from meeting recommended standards.⁵¹

Christiansen indicated that the recession for teachers might be coming to an end because potential students overreacted to restricted opportunities. He noted that this:

. . . triggered a reduction in students enrolling in teacher training programs, a change of commitment on the part of institutions to provide resources to teacher training components, and counseling toward an alternative career option by parents and counselors.⁵²

Christiansen also made reference to the National Education Association's goal to achieve what it called minimum quality levels. Quality was interpreted as a reduction in the maximum class size to 24 in elementary schools and the maximum teacher load to 124 in high schools.

Population mobility was expected to affect the need for teachers in selected areas according to Christiansen. He pointed out that:

Areas enjoying a growth boom are good spots for persons interested in teaching. The population shift away from large metropolitan centers and the migration from the colder climes to the so-called

sunbelt states has opened new teaching possibilities in these locations.⁵³

He concluded that there was, ". . . a decreasing number of students selecting teaching as a career and an increasing number of teaching positions becoming available."⁵⁴

Rush emphasized this same concept by stating:

The South, with its diversified but predominately agrarian economy, is not likely to experience the extremes and economic fluctuation that some areas do. Therefore, school funding is likely to increase, making it possible to continue lowering the pupil-teacher ratio. In addition, counselors, librarians, media specialists, physical educators, and other specialists are being sought in greater numbers than before by many southern schools, especially in compliance with accreditation.⁵⁵

Savage proclaimed the Whitehouse Conference on Libraries and Information Services to be the main event in 1979, a year dominated by uncertainties of a shaky economy for the library profession. He clarified the purpose of the conference by stating:

The delegates had a clear task in sight: saving the library from the economic neglect that is jeopardizing its survival today and from the obsolescence that threatens to make it irrelevant in the future.⁵⁶

The American Association of School Librarians prepared a statement on goals for the Whitehouse Conference on Library and Information Services. Two specific positions demonstrated the concern of the Association:

AASL recognizes that school library media services are integral to the teacher/learning process. It is with this in mind that AASL seeks to have school library media centers designated as essential school services, rather than as support services, in the schools of our nation. . . .[and]

. . . AASL encourages the utilization of technology and telecommunications within schools and school library media centers in efforts to increase the accessibility and delivery of library media and information services to children and youth.⁵⁷

Gell reported that one of the five themes for the White House Conference was to be meeting personal needs. She explained:

In practical terms, we hope that this White House Conference will accomplish several things. These are to: 1. redefine and expand the role of libraries in our society in a manner that is consistent with social, technological, economic, and political developments. . . . [and] . . . 5. Create a well-organized, cohesive, public-interest pressure group that will be sensitive to information issues and will be able and willing to lobby for adequate library services.

In sum, we hope the conference will make things happen for libraries and for the people whom they serve.⁵⁸

Status of Certification of Practitioners

Much of the literature dealing with certification of librarians was not related to this study because the word certification to non-school librarians means granting a certificate of recognition rather than licensure. Nevertheless, in this study concerning school media programs the two terms are used interchangeably in this section. The literature review related to certification which follows is reported under the headings of (1) analysis of nation-wide certification requirements, (2) professional association(s) recommended models of certification, and (3) representative current state efforts to revise certification regulations.

Analysis of Nation-wide Certification

Requirements

During 1978 Franklin published the results of her study concerning certification requirements for school librarians, media specialists, and school media librarians. She utilized information acquired from all state boards of education, including the District of Columbia. One of the questions she asked each of the state boards of education concerned the current status of competency requirements and planned revisions. She found:

Nine states are now using the competency concept as a certification requirement. Five of the nine list credit hours for acquiring the specified competencies (or proficiencies): Maryland, Minnesota, Utah, and Vermont; New Mexico includes the competency aspect for the AV specialist position. Nebraska, New Hampshire, and North Carolina are involved in competency programs with no specified credit hours mentioned. Washington (the ninth state) originally used only competency requirements but now has added a choice: differentiated credit hours for 'minimum,' 'good,' and 'excellent' levels or specified competencies to be achieved according to the three different consortiums within the state.

Oregon's certification information, effective January 1, 1975 to December 31, 1976, showed that requirements for Basic Educational Media included 'Demonstrated competency to 21 quarter hours designed to develop competencies' The information current as of January 1, 1977, however, reads 'Twenty-one quarter hours in Educational Media' with no competency aspect indicated.

Two states, Maine and Arkansas, are revising certification requirements with a competency approach. Maine states: 'New program standards are currently being formulated which are based on a competency approach to certification.' Arkansas has a task force committee which has been working on 'new requirements which will be some competency based and some course offerings plus differential staffing, etc.' As a side light, the Michigan State Board of Education has approved a proposal requiring

teacher education institutions 'to specify program outcomes in performance terms.'⁵⁹

Included in Franklin's report were two charts. The first gave the name or certificate information, number of hours required, audiovisual education information (terminology and hours), and the accreditation and approval factor. The second chart was used to delineate basic core courses or basic subject areas as required by the state.

Franklin noted that an item of interest--the paraprofessional--which appeared in her study was not noted in her 1974 analysis. The title for paraprofessionals "media educational associate" was used by New Hampshire and Vermont.⁶⁰

The Association for Educational Technology conducted surveys of certification requirements of personnel in educational communication and technology from time to time. During 1976, they released a report directed to those persons who were revising or planning to revise certification requirements. In its earlier surveys, the term audiovisual personnel was utilized but in the 1976 study, they included the term "educational media personnel" and "library personnel," in recognition of the emergence during 1972 of the combined print and non-print area, and an apparent change in the terminology used for certificates.⁶¹

Galey and Grady found:

. . . that 8 states offered a total of 11 certificates for audiovisual personnel, excluding provisional or temporary certificates: Illinois, Indiana, Minnesota, North Dakota, Oklahoma, Vermont,

Wisconsin, and Wyoming. In addition, 24 states offered 39 certificates for educational or instructional media personnel, not including provisional or temporary certificates: Alabama, Arkansas, Colorado, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Maryland, Massachusetts, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Utah, and Vermont. Two states, Missouri and Texas, used the title 'learning resource personnel' on their certificates.⁶²

They also found that more states were offering more certificates for school librarians than for audiovisual personnel. Specifically it was reported that:

There were 34 states that provided a total of 54 certificates for school librarians, not including provisional and temporary certificates: Alabama, Alaska, Arizona, Arkansas, California, Connecticut, District of Columbia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, New Mexico, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming.⁶³

Twelve states offered some type of certification indicating combined preparation in school library science and audiovisual education. These were:

(1) Four certificates for AV/library personnel are provided by Maryland and North Dakota. (2) One certificate for AV/media personnel is provided by Massachusetts. (3) A total of 18 certificates for personnel in media/library or library/media or library/learning resources are provided by nine states: Delaware, Georgia, Iowa, Kentucky, Mississippi, Nevada, New York, Washington, and Wisconsin.⁶⁴

Two of Galey and Grady's conclusions which were particularly germane to this study were:

Certification continues to be an issue of concern in the majority of states. . . . [and] . . . While certificates with combination titles

(i.e., school media, library media) reflect professional preparation in both library science and educational media, the preparation in library science currently is considerably more extensive than the preparation in educational media.⁶⁵

Professional Association(s) Recommended

Models of Certification

During 1976 the American Association of School Librarians approved a document entitled, "Certification Model for Professional School Media Personnel". In discussing the model, Bender, chairperson, AASL Certification of School Media Specialist's committee noted:

During the past decade the American Association of School Librarians (AASL) has shown increasing concern for the development of professional competencies and skills to be possessed by current and future media specialists. This concern has been documented in the publications of the School Library Manpower Project, Standards for School Media Programs (1969), Media Programs: District and School (1975), and reports of several AASL committees.⁶⁶

The Certification Model project, which was funded by the American Library Association, was designed to accomplish eight specific action items. They were:

- (1) Collect data of existing certification requirements as reflected in current literature.
- (2) Create an information case of materials relating to certification of school media personnel,
- (3) Open and/or maintain lines of communications with state school media supervisors, state department of education certification personnel, representatives of library education, and other interested groups in order to keep the field aware of trends and developments, problem identification, cooperative activities, and other related endeavors,
- (4) Examine patterns which are affecting school-level, district-level, and state-level certification requirements,
- (5) Produce a

certification model which would be of assistance to the entire school media-related community, (6) Review the model to examine and evaluate its usefulness, (7) Redesign any stages of the model which are shown to be impractical or unworkable, and (8) Develop an implementation/dissemination model.⁶⁷

Seven major competencies were delineated which were deemed to be needed by all media professionals. The seven areas of competency were: (1) Relation of media to instructional systems, (2) Administration of media programs, (3) Selection of media, (4) Utilization of media, (5) Production of media, (6) Research and evaluation, and (7) Leadership and professionalism. The seven areas were designed to serve as a model from which state departments could develop their own individualized certification regulations.⁶⁸

The Association for Educational Communications and Technology proposed the establishment of a certification program for the purpose of professional development which:

. . . [was] to be regarded not as a diploma but as a measure of performance quality. Certificates will be available in three areas--instructional development, media management, and media design and production; it is reasonable to expect that other certificates may be added.⁶⁹

Candidates would have to pass an examination which will be scheduled at least once a year at the AECT convention. It was projected that the earliest date by which any of the tests could be field tested would be during the summer of 1981 and the first examination for AECT certification would take place during April 1983.⁷⁰

During 1978 McCorkle conducted a study to ascertain the:

Competencies needed by professional educators in charge of school libraries/learning resource centers as perceived by superintendents and principals in Arkansas, Kansas, Missouri, Oklahoma, and Texas.⁷¹

She developed and administered a survey instrument to key persons such as:

Deans of colleges of education, practicing school librarians and audiovisual specialists, department of education certification officers, members of library and educational media divisions, and university professors in library science media and instructional media.

Suggestions were incorporated into the survey instrument, and copies of it mailed to the 1,000 randomly selected sample. . . . Responses were obtained from 498 superintendents and principals.

The participants were furnished with a list of 33 competencies compiled from generally accepted lists, from state requirements for library certification, and from suggestions from professionals who reacted to the original survey instrument.⁷²

Respondents were requested to indicate whether they considered the competencies to be (1) not required, (2) desirable, (3) required, or (4) no opinion. Four peripheral questions were concerned with the (1) current value of school libraries and school librarians, (2) professional library training, (3) preferred training of the library/instructional media specialist, (4) education, and (5) the schools attended by library/media personnel.

McCorkle concluded that there was general agreement between school library science thinking and practices and the

needs of public schools in that the competencies given priority in training programs were similiar to those valued by the persons hiring certified personnel in library media. There was overwhelming support for the perception that administrators preferred to hire school librarians who were print and non-print oriented and who had taught in a classroom previously. Employers preferred librarians/learning resource personnel to have earned a master's degree. The final conclusion was that the majority of employers did not have an automatic preference between college of education trained school librarians and school librarian graduates of American Library Association accredited library school.⁷³

Representative Current State Efforts to
Revise Certification Regulations

Hitchens reported during 1977 that at least three states, Arkansas, Oklahoma, and Wisconsin, had task forces actively engaged in attempting to revise certification standards for librarians and audiovisual specialists into a unified certification plan that would be consistent with recommendations of the joint Association of School Librarians and the Association of Educational Communications and Technology Committee.

Hitchens made a plea for progress. He admonished the profession to be diligent in moving for implementation of the jointly developed standards of AASL and AECT. He expressed concern that the momentum generated six years prior might be

waning. The two concerns that resulted from his assessment of recent progress were:

First, the abandonment of the terminology [embraced by AASL and AECT], and the concepts that undergird that terminology, will tend to add to the confusion that sometimes exists in our field of specialization. Institutions of higher education will continue to invent new labels rather than abide by conflicting advice. Second, the close cooperation and collaborative efforts of the past several years are in danger of being abandoned.⁷⁴

In a report of the Library Education Division of the Oklahoma Library Association to the Oklahoma Professional Standards Board, McCorkle reported that the Library Education Division and the Oklahoma Association of Educational Communications and Technology had jointly prepared a proposed certification revision for the K-12 learning resources specialist. The proposed certificate would provide for course content which combined the competencies of librarianship and educational technology.⁷⁵

Sorensen, reporting in the Wisconsin Library Bulletin concerning the efforts by that state to revise its certification, noted that:

. . . because the library and audiovisual professions had each grown to include some of the concerns and activities appropriate to the other, neither should work alone at certification revision.⁷⁶

He, also, noted that:

The proposed certification blends the basic skills and knowledge of the now separate school librarian and audiovisual specialist licenses into a composite 'media specialist' certification at three levels of competency.⁷⁷

The dates on which rules were expected to replace existing certification in Wisconsin was July 1, 1984. Spears and Charter observed that current Arkansas certification standards reflected separate library science and educational media certification rather than the unified concept recognized in most national standards. They contrasted these by stating:

They do not provide multiple levels of entry within a unified program as recommended. Furthermore, present requirements are not competency based, as also recommended. In comparison, it is significant that forty-two states have some level of media certification requiring more than the eighteen hours (librarian) and twelve hours (media specialist) established in Arkansas. Mississippi certification, for instance, requires a Master's degree plus 45 hours for the highest level. Louisiana has recently held discussions on its certification requirements; while Texas has adopted an upper-level (Master's) Learning Resource Specialist Certification level which requires an integrated program. Missouri has a Librarian level, an Instructional Media Technologist level, and a higher entry of Learning Resources Director requiring, among other things, both the Librarian and Instructional Media Technologist certificate.⁷⁸

Based on discussions of representative parties within the State consensus was reached on the following points:

(1) Certification in Arkansas needs revision, (2) Certification should represent a unified Library Science-Educational Media concept, (3) Multiple levels of entry should be designed to allow for beginning, intermediate, and advanced competency levels, (4) Certification should be, at least partially, competency based, and (5) The AASL document, Certification Model for Professional School Media Personnel, was adopted as a guideline for terminology and for preliminary competency work.⁷⁹

Professional Activities of Faculty Members
in Departments of Library Science
and Audiovisual Education

There is a paucity of literature specifically related to activities of library science and audiovisual higher education faculty. What has been written in the area was general in nature and usually included as part of an analysis of all higher education faculty. Nevertheless, some similarities and dissimilarities between the role performed by higher education media faculty and their colleagues in other disciplines were reported. Each is discussed separately below.

Similarities With Other Academic
Disciplines

In the Carnegie Commission on Higher Education report entitled The More Effective Use of Resources, utilization of faculty time was a major consideration because approximately two-thirds of the expenditures for instruction and departmental research are devoted to faculty salaries. The Commission observed:

Faculty members involved in graduate instruction cannot carry course loads as heavy as those carried by faculty members in exclusively undergraduate institutions if they are to devote adequate time to supervising Ph.D. thesis, sitting on oral examination boards, and performing other time-consuming responsibilities associated with graduate education.⁸⁰

The results of the comparison between 1932, when the U. S. Office of Education conducted a survey, and 1969, when

the Carnegie Commission survey of students and faculty members was conducted revealed that teaching loads declined considerably, especially in universities. During 1931-32 faculty members in comprehensive universities and colleges spent 16.7 median clock hours per week teaching as compared with 11.0 median clock hours per week during 1969. Faculty in research universities and other doctoral granting universities spent 15.0-15.3 median clock hours per week during 1931 teaching whereas they respectively spent 6.0 and 7.3 median clock hours per week during 1969.⁸¹ To offset the financial consideration in public universities, the Commission reported:

. . . there has been quite a pronounced increase in the ratio of junior instructors to senior faculty in public universities but not in other groups of institutions--in fact the ratio has declined in four-year colleges.⁸²

Teaching assistants were considered junior instructors in their analysis.

With respect to allocation of a faculty workweek by type of activity, the Commission reported that Bowen and Douglas reviewed more than 100 studies in institutions throughout the country and found that faculty members on the average worked more than 50 hours per week. They adjusted results of surveys conducted at the Claremont Colleges and the University of California so that they were reasonably comparable. The findings were that the faculty at Claremont Colleges spent 60 percent of their time with instruction. Faculty at the University of California spent 50 percent of

their time teaching. The respective percentages devoted to administrative activities which included serving on faculty committees was 9 percent at Claremont and 12 percent at the University of California. Research activities consumed 22 percent of the faculty's time at Claremont and 32 percent at the University of California. Other activities such as faculty involvement in student affairs and public service required 9 percent of the faculty's time at Claremont and 7 percent at the University of California.⁸³

The Commission found that there were indications that teaching loads had been increased at least in some institutions under the impact of the financial stringency during recent years. For example New York University granted increases in faculty salaries,

. . . but the increases were to be contingent on each school's ability to implement several types of instructional economies, including modest increases in teaching loads.⁸⁴

State legislation has also been enacted in Florida, Michigan, Ohio, and Washington which has affected teaching loads. Generally the legislation called for minimum weekly classroom-contact hours of ten a week in universities, 12 a week in other four-year colleges and 15 a week in junior colleges.⁸⁵

The Carnegie Commission noted that the American Association of University Professors had spoken out against mandated workloads, and that:

. . . it favored full faculty participation in determining workloads and suggested as the 'preferred

pattern' 9 classroom hours a week for undergraduate instruction and 6 hours a week for instruction at least partly at the graduate level. Maximum workloads should be 12 hours at the undergraduate level and 9 nine hours at the graduate level.⁸⁶

The Commission observed that:

Research and public service have long been highly regarded functions of universities, and, to some extent, of other institutions of higher education as well. . . . [They also concluded that] . . . the use of reasonable portions of university faculty members' time on research should be regarded as desirable.⁸⁷

However, they rejected the general principle that productivity in higher education could be increased if there was a more clear cut division of labor between teachers, researchers, and administrators.⁸⁸

With respect to extension and outreach activities the commission noted:

American colleges and universities--especially the land-grant universities--have a long tradition of public service as well as research. The most conspicuous and formalized of these activities are found in extension divisions, teaching hospitals, and the like, but the more informal involvement of faculty members in various advisory capacities to federal, state, and local governments throughout the country is at least equally important.⁸⁹

Consulting activities of faculty members consumed a small percentage of the faculty members' time but was considered partly a controversial issue. Because the proportions of faculty members devoting 21 percent or more of their time to consulting in a normal work week were small and insignificant, the Commission concluded:

The results of the survey suggest that setting a general standard under which faculty members would be expected not to devote more than one

day a week, on the average, to consulting activities--a policy currently followed in some institutions--would not affect many faculty members and would tend to reach the cases of abuse.⁹⁰

Rafsnider and Mancall compared jobs descriptions and job application forms submitted at the 1976, 1977 and 1978 Annual American Association of Library Schools meeting to ascertain if the preparation of library candidates for teaching positions in the profession and graduate schools was congruent with the characteristics sought by the employing officials. Proven research ability was required for only 10 percent of the positions advertised during 1976 but had become a qualification for 52.5 percent of the jobs in 1977 and 40 percent of the jobs in 1978.⁹¹

During 1976, 10.4 percent of the jobs required teaching and research experience. By 1978 the requirement was listed for only 5.7 percent of the jobs. However, the more comprehensive requirements of research, teaching and library experience were required by 20 percent of the employers. Forty-one separate subject characteristics were identified. The following eight classifications which appeared to be "core" library science areas were listed as having more applicants than jobs in each of the three years studied: Theory of Classification; Library Organization and Administration; Materials Selection and Acquisition; Reference; Bibliography; History of Books, Printing and Libraries; International Comparative Librarianship; and, Social Science Bibliography.⁹²

Classifications with more jobs than applicants in at

least two of the three years studied were: "Sci-Tech Bibliography; Audio-visual; Library Automation and Data Processing; Publishing; Government Documents; and, Archives/Rare Books."⁹³

Dissimilarities With Other Academic

Disciplines

Wilson acknowledged that the mission of state universities was threefold: teaching, research, and public service. However, she asserted that, "LACK OF research productivity is a problem of long standing in graduate library schools."⁹⁴ She attributed the problem to an existence in the library profession of a perception that library schools were somehow exempt from the research mission of a university. She indicated that librarians considered:

. . . that they are a special case somewhat apart from the university and its mission and, therefore, the expectations held of the university's faculty will not be held for library school faculty. Library school faculty have been thought to be simply 'librarians in the classroom,' and in the early part of the century when library schools finally became affiliated with universities, that probably was not inappropriate. Today, however, the fact is that the tasks--the job requirements--of library school faculty differ markedly from those of librarians, as do the skills, knowledge base, and responsibilities. The responsibilities of library school faculty are the same as those of all university faculty--teaching, research, and public service.⁹⁵

Wilson identified three broad categories of barriers that might have contributed to the lack of research in library schools. They were time, funding, and personnel.

Time barriers were considered inherent in the nature of professional schools as distinguished from graduate academic departments. The barriers identified were:

1. Heavy expectations from the field for participation and leadership in professional activities.
2. Demands for continuing education activities
3. Current awareness needs.
4. Lack of auxiliary pool of trained graduate students.⁹⁶

The funding barriers identified were a curtailment of external funding by the federal government and/or the channeling of federal funds through some state library agency. Wilson also noted that library schools have generally and traditionally lacked a research tradition and as a result it has been difficult for them later to secure sufficient internal support for research.

With respect to personnel barriers, Wilson pointed out that:

. . . some library faculty members do not have research capability, that is, a research degree--the Ph.D. or other research degree. . . . [And there are some] Faculty members who have research training but who are not interested in research and, consequently, will not do it whether or not time is available.⁹⁷

Heavy expectations in participation and leadership in professional association activities and the demands for continuing education activities were identified as time barriers. Faculty tended to respond to these questions because of the perceived pay-off prestige they envisaged from their American Library Association peers.⁹⁸

Preferences for Titles of Persons Having
Training and Experience in School
Library Science and Audio-
visual Education

Historically the titles library and librarian have been used in the schools and have been understood by the patrons. With the advent of software and instructional technology, the term audiovisual specialist evolved and was utilized with varying degrees of acceptance. As non-print materials were developed and became a major part of instructional holdings the image of the school librarian changed from one of a keeper of books and the audiovisual specialist ceased to be perceived as an equipment technician. As librarians and audiovisual specialists matured and their services became the norm rather than the exception in the schools, it became apparent that their functions overlapped and that jointly developed standards were needed. Nevertheless, long standing traditions and practices presented barriers to unification. Scholarly attempts to find acceptable titles and definitions were conducted by the professional associations. That evolutionary process is discussed in the following sections.

Unification Efforts

A joint committee of the American Association of School Librarians and the Department of Audiovisual Instruction of the Education Association in cooperation with an Advisory

Board consisting of representatives from 28 professional and civic associations developed standards during 1969 that promised to unify the associations and their memberships. In the publication, Standards for School Media Programs, they developed terminology that was expected to end the confusion which existed with reference to personnel, programs, and the centers or departments concerned with media at system, regional, and state levels. With respect to terminology, it was noted:

In this publication, the term media refers to printed and audiovisual forms of communication and their accompanying technology. Other basic terms include media program, media specialist, and media center. Media center applies to the individual school. When reference is made to the next larger organizational unit, system media center is used. References to school building or building level mean an individual school, including those schools which have more than one building.⁹⁹

Between 1969 and 1975, when the American Association of School Librarians and the Association of Educational Communications and Technology (formerly the Department of Audiovisual Instruction) released their jointly revised standards under the title Media Programs: District and School, many articles were written concerning the mutual acceptance of the concept of unification. The definition of titles was also addressed in the 1975 edition of the standards. However, as revealed by the following definition, it appeared that the two associations were more concerned with the professionalization of the title than with refining the wording of the title:

A media specialist has broad professional preparation in education and media, has appropriate certification, and possesses the competencies to initiate and implement a media program. The media specialist holds a master's degree in media from a program that combines library and information science, educational communications and technology, and curriculum.¹⁰⁰

They also defined the titles of other professionals who might serve in a media center. Those were district media director, media technician, and media aide.¹⁰¹

During 1971, the School Library Manpower Project, funded by the Knapp Foundation and administered by the American Association of School Librarians, released its publication entitled Occupational Definitions for School Library Media Personnel. To bridge the transition from one terminology to another, the Advisory Committee of the School Library Manpower Project supported the decision to use the term "school library media" in all definitions, discussions, and publications relating to the Project.¹⁰²

The work of the Task Analysis Committee resulted in four generic occupational definitions for media personnel. They were: School Library Media Specialist, Head of the School Library Media Center, District School Library Media Director, and School Library Media Technician. The School Library Media Specialist represented the first professional level position and included all basic duties requiring completion of a five-year training program. The Head of the School Library Media Center represented an administrative position of the school library center at the building level and was

expected to be occupied by a person having completed a sixth-year or doctoral program. The District School Library Media Director was to provide leadership and direction to the Heads of the School Library media centers. He or she was expected to have acquired a sixth-year or doctoral degree. The School Library Media Technician represented the position responsible for performing the technical functions unique to the successful operation of the school library media center and was expected to be filled by someone having at least two years of higher education including some specialized training and/or experience.¹⁰³

The use of the term media personnel as used in the following quotation by the editors of the Educational Media Yearbook, 1974 with reference to doctoral programs for the advanced professional preparation of media specialists suggested that the title was used to mean something other than a librarian or audiovisual specialist.

. . . Obviously, designers of these programs still believe that for media specialists to function effectively with teachers and other instructional staff members, they must perceive and understand what constitutes a desirable educational program and how to create it. Furthermore, program designers believe that media personnel must be exceptionally knowledgeable and insightful with regard to learning and human growth and development. They believe that media specialists must know how educational programs are organized and administered and how to relate effectively to individuals responsible for directing and supervising them.¹⁰⁴

Through an analysis to responses to a questionnaire concerning the descriptions of the purposes of doctoral programs

in educational technology a change in terminology was observed:

The terminology used in these programs has shifted away from audiovisual instruction to broader, more inclusive terms such as educational technology, educational communications, instructional systems technology, instructional development, learning resources, and mediated independent individualized learning.¹⁰⁵

Nickels, also, stressed the emergence of new terminology for that part of the school program which was responsible for the organization, circulation, and use of all materials for teaching and learning by stating:

'Media Center' now encompasses and gives a direction to those functions which traditionally had been designated 'Library' and 'Audiovisual'.¹⁰⁶

She emphasized further that the function rather than the title of a program was most important:

Whether this essential resource is called a media center or a school library is not as important as whether it provides a unified program. Put both terms together and the resulting 'School Library Center' becomes an accepted designation, . . .¹⁰⁷

Jones observed a trend toward the acceptance of the unified media concept in her survey of school media standards.

She stated:

The most dramatic change in State standards since 1964 is assimilation of the unified media concept into the philosophical base and quantitative recommendations of State standards.¹⁰⁸

Barriers to Unification

By the late 1970's Cheatham observed that some of the enthusiasm that had been expressed ten years earlier with

respect to acceptance of the Standards for School Media Programs was no longer present at the national level. She stated:

In the past two years we've seen many school library associations merge with media associations at the local and state levels to form new professional associations working toward common goals. However, the two associations at the national level seem to have reached a plateau in their progress toward cooperation.¹⁰⁹

Cheatham noted that the national professional associations were attempting to bolster their ranks with school media personnel by accelerating competition for membership. The degree to which conflict between the associations was apparent was expressed in the following statement:

AECT showed resentment over AASL's addition of the word 'library' to the terms 'media specialist' and 'media center' in variance with the usage agreed upon by the two associations in the jointly published Media Programs: District and School; and AASL was reluctant to reciprocate in seating representatives on its board.¹¹⁰

Terminology was another area of concern affecting the two associations. Cheatham indicated that:

AECT doesn't like the fact that (according to reports appearing in library publications) AASL has decided to use the terms library media center, library media program, and library media specialist in its official documents and correspondence.¹¹¹

Hitchens reminded his readers of the goals envisioned by the authors of Media Programs: District and School which were as follows:

The competencies envisioned for the media professional would combine the best of the audiovisual practicing professional's skills and the school and district library professional's skills.¹¹²

He expressed disappointment, however, in that after five years since the guidelines appeared, the dream of a new professional specialization for elementary and secondary schools had not occurred. He stated that:

In practice, the 'media specialist' has become the 'library media specialist.' The language of federal, state, and local laws and conservatism within the professional community, have hampered adoption of more encompassing terminology.¹¹³

He noted that reviews of training programs for media specialists were mixed. In summarizing his observations he stated:

In preparation programs, some changes seem merely cosmetic. A great number of 'add-on' media programs in graduate library school have few provisions requiring the newly trained 'media specialist' to master them. Their counterparts, the school of education programs that have traditional media programs, have simply added basic library courses to the sequence and re-labeled the programs.

On the positive side, some programs have been truly reconceptualized. For example, Utah State University's program develops personnel according to the guiding principles of the 1975 document. St. Cloud State University in Minnesota has a program combined to train professionals in a speciality representing the new and different balance of competencies.¹¹⁴

Professional Associations Studies/Documents

With respect to the American Library Association and non-print media, Frame expressed the following concern of the American Library Association with library education:

Standards for Accreditation, adopted by the ALA Council in 1972 and used as the basis for the evaluation of graduate programs of library education, specifically notes that whenever the term 'libraries' is used, the current models of media

centers, educational resources centers, information, documentation, and referral centers are also assumed. While all of the six standards encompass this interpretation, the standard on physical resources and facilities directly states: 'the library school should have . . . an adequate collection of multimedia resources, computer services, media production laboratories or agencies, and facilities for independent study using up-to-date technology and equipment.'¹¹⁵

With respect to efforts of the Committee for the Revision of Certification of Media Personnel in Arkansas, Sturgeon reported that the term media as used in the course descriptions of many colleges and universities, ". . . seems generally to refer to audiovisual materials. Hopefully, some day the term will be used to encompass both print and non-print materials."¹¹⁶

She noted further that:

If the committee develops a completely unified program, i.e. one that prepares the school media specialist to effectively administer all types of media, then revision of the college and university training programs will be in order. Such revision will call for not only a redefining of course goals and rewriting of course descriptions but also a gigantic team effort on the part of the library science instructors and the audio-visual educators, who have been so long in their separate worlds.¹¹⁷

Summary

In this chapter the literature was reviewed for the purpose of providing a nationwide perspective of school library and audiovisual education programs. It also provided a frame of reference for studying programs in Oklahoma.

Although an audiovisual course was first taught at the University of Minnesota in 1918, it was not until 1935 that

visual education was considered important enough to be made a state requirement. The pressure of World War II helped to speed up recognition of audiovisual education as a useful medium.

Education for librarianship was revolutionized by the Williamson Report (1971), and the establishment of a Board of Education for librarianship during the first quarter of the twentieth century. By 1978 the area of educational communication and technology was coming of age. Library science programs were usually housed in separate schools whereas schools of educational technology were generally housed in Colleges of Education.

The emergence and acceptance of a unified media program concept gained momentum with the publication in 1969 of standards developed jointly by AASL and DAVI. The idea was made even more eminent with the publication in 1975 of the new AASL-AECT national guidelines, Media Programs: District and School.

The publication of Library Education and Personnel Utilization during the 1960's held potential for instilling the idea that there should be differentiated positions within the field of librarianship. By the early 1970's, the Master's Degree was the established level of education for librarians and the issue of the sixth-year curricula and the development of the two-year MLS program was emerging.

During 1978 Governors' Conferences were held in the states in preparation for the White House Conference which

was held during 1979. The Governor's Conference in Oklahoma was a citizen's meeting called to examine current information resources, anticipate future needs, and recommend programs to fill those needs. The White House Conference had five major themes but in sum it was designed to make things happen for libraries and for the people whom they served.

During the late 1970's audiovisual graduates were being employed in large numbers by business and industry. Positions in instructional development increased more than 300 percent between 1977 and 1979. Nevertheless, there continued to be a surplus of school librarians and audiovisual specialists similar to that of the teaching profession generally. More states offered more types of certificates for librarians than for audiovisual personnel. Twelve states offered some type of certification indicating combined preparation in library science and audiovisual education.

Most faculty members in institutions of higher learning were working in excess of 50 hours per week. From 50 to 60 percent of their time was spent teaching. Research productivity of library faculty in higher education was not perceived to be on a parity with other university disciplines.

Long standing tradition presented barriers to acceptance of the AASL-AECT jointly recommended definitions of the following titles: media, media program, media specialist, media center, and system media center.

FOOTNOTES

¹Glenn Gardner Snow, An Analysis of the Doctoral Level Preparation Programs in the Field of Instructional Technology at Selected Institutions (Ph.D. dissertation, Michigan State University, 1969), pp. 25-27.

²"Memorandum to PEMS Committee Members," mimeographed (Bloomington: Indiana University, March 12, 1971), p. 1.

³American Library Association, The ALA Yearbook: A Review of Library Events 1978, Vol. 4 (Chicago: American Library Association, 1979), p. 242.

⁴Kathleen M. Heim, "Professional Education: Some Comparisons," in Joel M. Lee and Beth A. Hamilton, As Much To Learn As To Teach (Hamden, Connecticut: Linnet Books, 1979), p. 155.

⁵Ibid.

⁶Ibid., p. 156.

⁷Edward C. Carroll, The Professionalization of Education for Librarianship (Metuchen, N.J.: Scarecrow Press, 1970), p. 47.

⁸Ibid., p. 54.

⁹Jenny K. Johnson, "A Survey of 69 Masters Programs in Educational Technology," Audiovisual Instruction, Vol. 24, No. 2 (February, 1979), pp. 43-45.

¹⁰Joyce S. Prozano and Emanuel J. Prozano, "Technology Courses in Library Schools," Audiovisual Instruction, Vol. 24, No. 5 (September, 1979), pp. 39-39.

¹¹Ibid., p. 39.

¹²Elizabeth McCorkle, "L.E.V.E.R." Oklahoma Librarian, Vol. 21, No. 3 (July, 1971), pp. 37-39.

¹³Herbert S. White, "Critical Mass for Library Education," American Libraries, Vol. 10, No. 8 (September, 1979), pp. 468-480.

¹⁴Ibid., p. 480.

15L.C. Larson, Instructional Technology Graduate Degree Programs in U.S. Colleges and Universities, 1969-1971 (Washington, D.C.: Association for Educational Communications and Technology, 1971), pp. 1-2.

16Johanna S. Wood, "Media Programs for Today and Tomorrow," School Media Quarterly, Vol. 4, No. 4 (Summer, 1976), p. 305.

17Frances Alsworth, "Should Library Science and Audio-visual Departments Be Abolished in Oklahoma College?--An Epilogue," Oklahoma Librarian, Vol. 26, No. 2 (April, 1976), p. 26.

18Ibid.

19Ibid., pp. 27-28.

20Mary C. Sturgeon, "An Analysis of the Current School Media Personnel Training Programs in Arkansas Colleges and Universities," Arkansas Libraries, Vol. 34, No. 3 (September, 1977), pp. 9-10.

21Ibid.

22David B. Walch and W. Donald Brumbaugh, "Toward Professionalization in the Media Field," School Media Quarterly, Vol. 4, No. 1 (Fall, 1975), p. 27.

23Ann Y. Franklin, "School Library Certification Requirements," Library Journal, Vol. 99 (December 15, 1974), pp. 3241-45.

24Lester Asheim, "Trends in Library Education--United States," Advances in Librarianship, Vol. 5, ed. Melvin J. Voigt (New York: Academic Press, 1975), p. 179.

25Heim, loc. cit., pp. 163-169.

26Ibid., p. 169.

27Irving Lieberman, "Library Education--Changing Goals," in Joel M. Lee and Beth A. Hamilton, As Much To Learn As To Teach (Hamden, Connecticut: Linnet Books, 1979), p. 179-192.

28Ibid., p. 193.

29Mary E. Kingsbury, "Future of School Media Centers," School Media Quarterly, Vol. 4, No. 1 (Fall, 1975), pp. 19-26.

30Ibid., p. 25.

31Ibid.

32Kenneth E. Vance, Rose Mary Magrill, and Thomas W. Downen, "Future of Library Education: 1975 Delphi Study," Journal of Education for Librarianship, Vol. 18, No. 1 (Summer, 1977), pp. 3-17.

33Marilyn Vesely, "Oklahoma Governor's Conference: A Preview," Oklahoma Librarian, Vol. 28, No. 2 (April, 1978), p. 4.

34"Governor's Conference Resolutions," (Oklahoma City: Oklahoma Department of Libraries, April-May, 1978), pp. 1-2.

35Carol L. Learmont and Richard Troiano, "Placements and Salaries 1978: New Directions," Library Journal, Vol. 104, No. 13 (July, 1979), p. 1418.

36Ibid., p. 1415.

37Ibid., pp. 1415-1416.

38Ibid., pp. 1421-1422.

39Darryl L. Sink, "Employment Trends for Media Graduates: 1978-79," Educational Media Yearbook 1980, Eds. James W. Brown and Shirley N. Brown (Littleton, Colorado: Libraries Unlimited, Inc., 1980), pp. 68-72.

40Anna Mary Lowrey, "ALA Unit Profile No. 1," American Libraries, Vol. 9, No. 10 (November, 1978), p. 607.

41Ford L. Lemler, "A Cloud Over Media?" Audiovisual Instruction, Vol. 25, No. 5 (May, 1978), p. 64.

42Bernard Franckowiak, "They Can't Keep A Good Profession Down--or Can They?" American Libraries, Vol. 9, No. 10 (November, 1978), p. 592.

43Ibid.

44American Library Association, The ALA Yearbook: A Review of Library Events 1978, Vol. 4 (Chicago: American Library Association, 1979), p. 250.

45Bertha M. Cheatham, "SLJ's '80 Library News Report," School Library Journal, Vol. 27, No. 4 (December, 1980), p. 23.

46Teacher Supply/Demand in the United States, 1980: ASCUS Research Report (Madison, Wisconsin: Association for School, College and University Staffing, March, 1980), p.1-8.

⁴⁷Darryl L. Sink, "Employment Trends for Media Graduates," Instructional Innovator, Vol. 25, No. 9 (December, 1980), p. 36.

⁴⁸Howard B. Hitchens, "Strong Leadership is a Must for the Eighties," Instructional Innovator, Vol. 25, No. 7 (October, 1980), p. 46.

⁴⁹Michael Molenda and Marjorie Cambre, "The 1976 AECT Member Opinion Survey: Opinions on Issues Facing AECT," Audiovisual Instruction, Vol. 22, No. 7 (September, 1977), p. 48.

⁵⁰*Ibid.*, p. 49.

⁵¹W. Lyle Eberhart, "Librarians vs. Standards," Wisconsin Library Bulletin, Vol. 73, No. 6 (November-December, 1977), p. 276.

⁵²Kent M. Christiansen, "Is Recess(ion) Over for Teachers?" Kappa Delta Pi Record, Vol. 17, No. 3 (February, 1981), p. 77.

⁵³*Ibid.*, p. 78.

⁵⁴*Ibid.*, p. 80.

⁵⁵Gary S. Rush, "Teacher Supply and Demand in the South," The Education Digest, Vol. XLV, No. 7 (March, 1980), p. 37.

⁵⁶Noel Savage, "News Report 1979," Library Journal, Vol. 105, No. 2 (January 15, 1980), p. 167.

⁵⁷American Association of School Librarians Legislation Committee, "AASL Statement on Goals for the White House Conference on Library and Information Services," School Media Quarterly, Vol. 8, No. 1 (Fall, 1979), p. 12.

⁵⁸Marilyn K. Gell, "Washington and Beyond: The White House Conference on Library and Information Services," School Media Quarterly, Vol. 8, No. 1 (Fall, 1979), p. 14-15.

⁵⁹Ann Y. Franklin, "School Library Certification Requirements: 1978 Update," School Library Journal, Vol. 24, No. 8 (April, 1978), p. 38.

⁶⁰*Ibid.*

⁶¹Minaruth Galey and William F. Grady, "Preliminary Report: Certification of Audiovisual, Educational Media, and Library Personnel, 1976," Audiovisual Instruction, Vol. 23, No. 2 (February, 1978), p. 50.

62Ibid.

63Ibid.

64Ibid.

65Ibid., p. 55.

66David R. Bender, "School Media Personnel Certification Model," School Media Quarterly, Vol. 4, No. 3 (Spring, 1976), p. 193.

67Ibid., pp. 193-194.

68Ibid., p. 196.

69Minaruth Galey, "Certification Means Professional Development," Instructional Innovator, Vol. 25, No. 9 (December, 1980), p. 26.

70Ibid.

71Elizabeth Maxwell McCorkle, "Competencies Needed by Professional Educators in Charge of School Libraries/Learning Resource Centers, As Perceived by Superintendents and Principals in Arkansas, Missouri, Oklahoma, and Texas," (Unpublished paper: Phi Delta Kappa funded study), (Stillwater, Oklahoma: Oklahoma State University, 1978), p. 1.

72Ibid., p. 2.

73Ibid., p. 2-4.

74Howard B. Hitchens, "The Language of Certification," Audiovisual Instruction, Vol. 22, No. 6 (June/July, 1977), p. 52.

75Elizabeth McCorkle, "Report of the L.E.D. of O.L.A." (Unpublished paper presented to the Oklahoma State Professional Standards Board, December 1, 1979), (Stillwater, Oklahoma: Oklahoma State University, 1979), pp. 1-6.

76Richard J. Sorensen, "Media Specialist Certification," Wisconsin Library Bulletin, Vol. 75, No. 3 (May/June, 1979), p. 114.

77Ibid.

78Robert E. Spears and Jody Lee Charter, "School Media Personnel Certification: Time For Change?" Arkansas Libraries, Vol. 34, No. 1 (March, 1977), p. 5.

79Ibid.

80Carnegie Commission on Higher Education, The More Effective Use of Resources: An Imperative for Higher Education (New York: McGraw-Hill Book Co., Inc., June, 1972), p. 69.

81Ibid.

82Ibid., p. 70.

83Ibid., pp. 70-71.

84Ibid., p. 72.

85Ibid.

86Ibid., pp. 72-73.

87Ibid., p. 73.

88Ibid.

89Ibid., pp. 74-75.

90Ibid., p. 77.

81Jean Rafsnider and Jacqueline C. Mancall, "Jobs and Applicants: An Analysis of AALS Placement Activity," Journal of Education for Librarianship, Vol. 20, No. 1 (Summer, 1979), p. 57.

92Ibid., p. 62.

93Ibid.

94Pauline Wilson, "Barriers to Research in Library Schools: A Framework For Analysis," Journal of Education for Librarianship, Vol. 17, No. 1 (Summer, 1976), p. 5.

95Ibid., p. 6.

96Ibid., pp. 7-10.

97Ibid., p. 11.

98Ibid.

99American Association of School Librarians and Department of Audiovisual Instruction, National Education Association, Standards for School Media Programs (Washington, D.C.: National Education Association and Chicago: American Library Association, 1969), p. xi.

100 American Association of School Librarians, ALA and Association for Educational Communications and Technology, Media Programs: District and School (Washington, D.C.: American Library Association and Association for Educational Communications and Technology, 1975), p. 22.

101 Ibid., pp. 24-27.

102 School Library Manpower Project, Occupational Definitions for School Library Media Personnel (Chicago: American Library Association, 1971), p. 5.

103 Ibid., pp. 5-23.

104 James W. Brown, ed., "Professional Preparation Today," Educational Media Yearbook 1974 (New York: R. R. Bowker Co., 1974), p. 264.

105 Ibid., p. 263.

106 Mildred L. Nickel, Steps to Service (Chicago: American Library Association, 1975), p. xi.

107 Ibid.

108 U. S. Department of Health, Education, and Welfare, Office of Education, Survey of School Media Standards (Washington, D.C.: U.S. Government Printing Office, 1977), p. 36.

109 Bertha M. Cheatham, "Make Your Point: AECT, AASL, and School Librarians," School Library Journal, Vol. 24, No. 1 (September, 1977), p. 45.

110 Ibid.

111 Ibid.

112 Howard B. Hitchens, "Two Steps Forward, One Step Back," Instructional Innovator, Vol. 25, No. 9 (December, 1980), p. 54.

113 Ibid.

114 Ibid.

115 Ruth Frame, "The ALA and Nonprint Media," Educational Media Yearbook 1977 Ed. James W. Brown (New York: R.R. Bowker Co., 1977), pp. 9-10.

116Mary C. Sturgeon, "An Analysis of the Current School Media Personnel Training Program in Arkansas Colleges and Universities," Arkansas Libraries, Vol. 34, No. 3 (September, 1977), pp. 9-10.

117Ibid., p. 10.

CHAPTER III

METHODOLOGY

Gay noted that ". . . a high percentage of reported research studies are descriptive in nature . . . [and], . . . the descriptive method is useful for investigating a variety of educational problems."¹

It was also noted by Gay that:

Descriptive data are usually collected through a questionnaire survey, interviews, or observation. Just as the historical researcher has no control over what was, the descriptive researcher has no control over what is, and can only measure what already exists.²

Because this writer wished to determine answers to the following five general "what is" type questions concerning school library and audiovisual preparation programs in Oklahoma, the descriptive method of research was chosen.

1. What is the nature of existing preparation programs for school librarians, audiovisual specialists, and school library/audiovisual specialist combinations?
2. What is the job market for students in school library science and audiovisual education?
3. What is the certification status of persons holding positions as school librarians or audiovisual specialists in Oklahoma?

4. What relative demographic characteristics described the faculties offering the programs of School Library Science and Audiovisual Education in Oklahoma?
5. Which titles do higher education faculty members prefer for the different specialists in the various fields of school library science and/or audiovisual education?

The first task was to construct two questionnaires that could be utilized to collect the needed data. One was designed to collect institutional data from the Deans and/or Directors and the other was to collect demographic data from the faculty. Institutional data was also provided by the Oklahoma State Department of Education.

Questionnaire Construction

Through a review of the literature it was ascertained that academic programs could be usefully described according to their official name, the date of establishment, the type of accreditation held, the number of graduates, the type of position graduates assumed, the size of enrollment, criteria for admission, the number and regularity of course offerings, the amount of laboratory experience required, and the type of course delivery system utilized. Twenty specific questions derived from the suggested criteria were developed and constituted the basis for the construction of the questionnaire that was used to collect institutional data.

An analysis of the "Activity Appraisal and Development" document that was developed by a committee of the Oklahoma State University Faculty Council suggested six questions that could be asked to establish a profile of faculty and their activities. These were:

1. How many years have you been on the faculty at your present institution?
2. What percent of time do you devote to your department?
3. What percent of time do you devote to on-campus teaching, off-campus teaching, research, and other activities?
4. Which degrees have you earned, where were they earned, and when were they earned?
5. Which of your activities have contributed most to program development in your institution during the past five years?
6. How many books, journal articles, research reports, monographs and unpublished papers or reports have you authored/coauthored during the past five years?

To these questions, two others were added. One was designed to identify the field of expertise or academic affiliation/employment and primary area of emphasis of the respondent. The other question was designed to solicit the preference for six titles that had been recommended by two or more reference groups or had been used in the literature and

vacancy notices with regularity to describe holders of four different types of school media positions.

Data Collection

The State Board of Education in Oklahoma listed seven colleges or universities in its publication, Teacher Education, Certification and Assignment Handbook³ as having programs approved for the preparation of school librarians and four institutions having programs approved for the preparation of audiovisual specialists. All institutions that were approved to offer preparation in audiovisual education were also approved to offer preparation in library science.

Institutional data concerning the seven institutions were acquired from the Administrator, Teacher Education Section, Oklahoma State Department of Education who provided copies of selected pages from the institutions' applications for State approval of their teacher preparation programs. The name of the Dean of Education and/or Director of Teacher Education was on the application.

The Administrator of the Teacher Education Section also provided data concerning (1) the State requirements for provisional, standard, and professional certification of school librarians and audiovisual specialists, (2) the number of new certificates issued during the period from July 1, 1979 through June 30, 1980 to school librarians and audiovisual specialists, (3) the other fields school librarians and audiovisual specialists were certificated in, and (4) the

number of school librarians who were employed in the State during the period from July 1, 1979 through June 30, 1980.

Permission to conduct the study in each of those institutions and a list of their faculty members were sought through an introductory letter to the Deans and/or Directors of approved school library science and audiovisual education programs. The letter was accompanied by letters of endorsement from the President of the Oklahoma Association of Educational Communications and Technology and the Chairperson of the Library Educators Division of the Oklahoma Library Association, and an abstract of the research proposal. (See Appendix B.)

After a two-week period, the requested list of faculty members from the Deans and Directors of Teacher Education from six of the seven institutions had been received. A communication from one of the responding deans of education indicated that school librarians were not prepared in the College of Education at his institution but were in a separate academic unit which prepared four types of librarians: school, academic, special, and public. A letter similar to the one sent earlier to the original list of Deans and/or Directors was sent to the Director of the School of Library Science at that institution inviting participation in the study. (See Appendix B.) A follow-up letter with another self-addressed envelope was sent to the one Dean on the original mailing list who had not responded again asking him to

participate in the study and send a list of faculty members. (See Appendix C.)

Following receipt of the requested list of faculty members from all Deans and/or Directors, a demographic questionnaire and cover letter were mailed to each faculty member with a stamped, self-addressed envelope. (See Appendix D.) The institutional questionnaire, cover letters, a copy of the letter and demographic questionnaire that had been mailed to the faculty members, were mailed to the Deans and/or Directors with a stamped, self-addressed envelope. (See Appendix E.)

At the end of the first two-week period, at least one-half of the members of each group had returned the questionnaires as is shown in Table I. All responses were usable.

At the end of the first two-week period, a second letter and demographic questionnaire were mailed to those faculty members who had not responded to the first mailing, again inviting them to participate in the study. (See Appendix F.) At the end of the second two-week period, in response to the second mailing, three additional faculty demographic questionnaires had been received, for a total return of 86.1 percent.

Exactly one half of the "Institutional" questionnaires had been returned at the end of the first two-week period. A follow-up letter, copy of the institutional questionnaire and a stamped, self-addressed envelope were sent to the four

Deans and/or Directors who had not responded to the first mailing. (See Appendix G.)

The Christmas holiday season coincided with the period during which the second mailing of the institutional questionnaires were being distributed. A telephone call resulted in one additional questionnaire being received for an 87.5 percent return.

TABLE I
RETURN OF QUESTIONNAIRES BY
NUMBER AND PERCENTAGE

	Number of Questionnaires First Mailing	Number Returned After Two Weeks	Percent of Returns	Number of Questionnaires Second Mailing	Total Number Returned After Two Weeks	Cumulative Percent of Returns	Additional Return After Telephone Call	Total Number of Returns	Cumulative Percent of Returns
Deans and/or Directors	8	4	50.0	4	6	75.0	1	7	87.5
Faculty Members	36	28	77.8	8	31	86.1	0	31	86.5

Analysis and Presentation of the Data

The specific questions were answered by observation.

That is, no statistical technique was applied. Data pertinent to each question were presented instead in narrative and graphic form, i.e., in tables, frequency charts, percentages, and rank order. Interpretations were made and conclusions drawn from the data presented. No evaluative analysis of programs was attempted.

Specific Questions

The twenty-six specific questions were:

1. What degrees are offered by each institution and how long has each degree been offered?
2. What certification recommendations are each institution authorized by the State to make and how long has the institution been authorized to make each certification recommendation?
3. What are the areas of specialization offered for each degree program?
4. What are the comparative enrollments in certificate programs among institutions within the State of Oklahoma?
5. What are the criteria for admission to degree programs?
6. What are the average class sizes?
7. What are the differences among institutional programs with respect to the number of courses required?

8. What positions were assumed by the 1979-80 graduates of each program?
9. What was the TOTAL number of school librarians, audiovisual specialists, and school library/ audiovisual specialist combinations who were occupying positions during the period July 1, 1979 to June 30, 1980?
10. How many NEW school librarians, audiovisual specialists, or school library/audiovisual specialist combinations were employed in Oklahoma between July 1, 1979 and June 30, 1980?
11. What are the differences among institutions of higher education with respect to the percentage of 1979-80 graduates obtaining positions?
12. How many PROFESSIONAL school library science certificates were issued between July 1, 1979 and June 30, 1980? [In the certificate handbook it is Librarian (Public School)]
13. How many STANDARD school library science and audiovisual certificates were issued between July 1, 1979 and June 30, 1980?
14. How many PROVISIONAL school library science and audiovisual certificates were issued between July 1, 1979 and June 30, 1980?
15. How many TEMPORARY (emergency) school library science and audiovisual certificates were issued between July 1, 1979 and June 30, 1980?

16. What was the total number of employed school librarians holding a PROFESSIONAL certificate during the period between July 1, 1979 and June 30, 1980?
17. What was the total number of employed school librarians and audiovisual specialists holding a STANDARD certificate during the period between July 1, 1979 and June 30, 1980?
18. What was the total number of employed school librarians and audiovisual specialists holding a PROVISIONAL certificate during the period between July 1, 1979 and June 30, 1980?
19. What was the total number of employed school librarians and audiovisual specialists holding a TEMPORARY (emergency) certificate during the period between July 1, 1979 and June 30, 1980?
20. What are the differences among faculties in institutions of higher learning offering preparation in school library and audiovisual education with respect to the average number of years of experience at present institution?
21. What are the differences among institutions of higher learning offering preparation in school library and audiovisual education with respect to the average percent of time devoted by faculty members to teaching on campus?
22. What are the differences among institutions of higher learning offering preparation in school

- library and audiovisual education with respect to the average percent of time devoted by faculty members to teaching off campus?
23. What are the differences among institutions of higher learning offering school library and audiovisual education with respect to the average percent of time devoted by faculty members to other activities?
24. What are the differences among institutions of higher learning offering preparation in school library and audiovisual education with respect to the average number of earned degrees held by faculty members?
25. What are the differences among institutions of higher learning offering preparation in school library and audiovisual education with respect to the average publication rate of faculty members?
26. What are the differences among faculties in institutions of higher learning offering preparation in school library and audiovisual education with respect to the preferred title for the various specializations of their graduates?

Summary

The procedures employed in the study were described in this chapter. Questionnaires were formulated by the writer and completed by faculty members of state approved programs

in seven institutions of higher learning to ascertain their roles and preferences for selected titles, and by the Deans and/or Directors of Teacher Education, for data concerning academic programs. The Administrator of the Teacher Education Section of the Oklahoma State Department of Education provided statewide statistics. Participation was secured from 86.1 percent of the faculty members and from 87.5 percent of the Deans and/or Directors.

Some data were analyzed by observation. The remaining data were used as the basis for descriptive statements made concerning specific questions.

FOOTNOTES

¹L. R. Gay, Educational Research (Columbus, Ohio: Charles E. Merrill Publishing Company, 1976), p. 123.

²Ibid., p. 123.

³Oklahoma State Department of Education, Teacher Education, Certification and Assignment Handbook: Rules, Regulations and Minimum Essentials Governing the Preparation and Certification of Teachers and Administrators (Oklahoma City, Oklahoma: State Board of Education, July 1, 1975), p. 3.

CHAPTER IV

FINDINGS

The material in this chapter is presented in five parts. Each part represents an analysis and a profile of the data collected concerning one of the five major research questions investigated in the study.

Nature of Existing Programs

Data concerning existing programs at seven institutions of higher learning were accumulated from the questionnaires sent to deans, directors, professors, and an analysis of the institutional applications for reaccreditation on file in the State Department of Education. Seven specific questions were answered with respect to Central State University, Northeastern Oklahoma State University, Northwestern Oklahoma State University, Oklahoma State University, Panhandle Oklahoma State University, Southwestern Oklahoma State University, and The University of Oklahoma. To ensure anonymity they are referred to in this section by one of the letters A, B, C, D, E, F, or G.

Specific Questions

The seven questions relating to the nature of existing programs were designed to secure information concerning:

(1) the history and type of degree offerings, (2) the history and type of certification offerings, (3) the areas of specialization within degrees, (4) comparative enrollments among institutions, (5) criteria for admission, (6) average class sizes, and (7) average number of courses that were required for degrees.

History and Type of Degree Offerings. Question: What degrees are offered by each institution and how long has each degree been offered?

It is shown in Table II that a total of seven institutions of higher education in Oklahoma were approved by the State Regents to offer preparation leading to degrees with emphasis in school library science. The two initial programs were approved during 1953. The two latest were approved to offer the bachelor's degree during 1971. The majority (4) were initiated during the 1960's.

Six institutions were approved by the State Regents to offer the baccalaureate degree, six the master's degree, and none the sixth-year degree, or the doctorate with emphasis in school library science. Generally, approval to offer graduate degrees was granted the same time or very near the time approval was granted to offer the undergraduate degree.

TABLE II
INITIAL YEAR DURING WHICH PROGRAMS
IN SCHOOL LIBRARY SCIENCE
WERE OFFERED

Institution	Bachelor's Degree	Master's Degree	Sixth- year Degree	Doctoral Degree
A	1968	--	--	--
B	1963	--	--	--
C	1971	1971	--	--
D	1960	1961	--	--
E	(a)	(a)	(b)	(b)
F	1965	1965	--	--
G	1953	1973	--	--

(a) The questionnaire was not returned from this institution. However, it is shown in the application for program reaccreditation, that is on file in the State Department of Education, that a graduate program exists for certification programs and that initial approval was granted during 1953.

(b) The October, 1980, issue of the "Accredited List" of Graduate Library School Programs of the American Library Association indicated no sixth-year or doctoral degree programs were offered by this institution.

The official title reported for the specific school library science programs/degrees varied considerably as shown below:

Doctoral program/degree titles

None

Master's program/degree titles

Master of Science in Secondary Education with major in
Library Media
Master of Library Science

Master of Science--Curriculum and Instruction (Library
Science Ed. Emphasis)
Master of Education--Library Education
Master of Education in Secondary Education with major in
Library Science
Master of Education in Community Junior College with
major in Library Science

Bachelor's program/degree titles

Bachelor of Science in Education with Media Major
Bachelor of Library Science
Bachelor of Library Science Education
Bachelor of Secondary Education (Lib. Sci. Ed. Emphasis)
Bachelor of Science in Education--Library Education
Bachelor of Science in Education

It is shown in Table III that all doctoral programs with emphasis in audiovisual education were initiated during the late 1960's or early 1970's. Four institutions were approved to offer preparation leading to the master's degree. One offered the sixth-year specialist degree. Two offered the doctorate. None offered a degree at the bachelor's level.

The official title reported for the specific audiovisual education programs/degrees were as follows:

Doctoral programs/degree titles

Doctor of Education--Curriculum and Instruction (Audio-
visual Emphasis)
Doctor of Education--Educational Technology

Sixth-year Specialist programs/degree titles

Educational Specialist--Curriculum and Instruction

Master's program/degree titles

Master of Education in Educational Technology
Master of Science--Curriculum and Instruction (Audio-
visual Emphasis)
Master of Education--Instructional Media

TABLE III
 INITIAL YEAR DURING WHICH DEGREES WITH
 EMPHASIS IN AUDIOVISUAL
 EDUCATION WERE OFFERED

Institution	Bachelor's Degree	Master's Degree	Sixth- year Degree	Doctoral Degree
B	--	1975	--	--
C	--	1971	--	--
E	--	1969	--	1969
G	--	1973	1973	1973

In response to the question, do you have a combined program/degree in school library science and audiovisual education, only one dean reported that they did. Nevertheless, it was observed that all four institutions having approved audiovisual education programs also had approved library science programs. Consequently, by definition a student could meet minimum standards for both a school librarian and an audiovisual specialists' certificate.

One college of education frequently combined work in educational technology and audiovisual education under a jointly administered program with school library science that allowed the student to earn two degrees concurrently, the Master's of Education and the Master's of Library Science.

History and Type of Certification Offered.

Question: What certification recommendations are each institution authorized by the State to make and how long has the institution been authorized to make each certification recommendation?

All seven institutions having approved school library science programs were authorized to offer instruction leading to both the provisional and standard teaching certificate. All but one of the institutions, as shown in Table IV, were approved to offer graduate work. That allowed them to recommend candidates for the professional certificate upon satisfactory completion of the masters degree, specific course work, and three years of appropriate experience.

TABLE IV

INITIAL YEAR DURING WHICH AUTHORIZATION
WAS GRANTED TO INSTITUTIONS TO MAKE
RECOMMENDATIONS FOR CERTIFICATION
OF SCHOOL LIBRARIANS

Institution	(a) Provisional Certificate	(a) Standard Certificate	(b) Professional Certificate
A	1968	1968	--
B	1963	1963	1963
C	1971	1971	1971
D	1960	1960	1960
E	1953	1953	1953
F	1965	1965	1965
G	1953	1953	1953

(a) Undergraduate degree

(b) Requires graduate preparation and experience

No audiovisual education certificate was offered on the basis of undergraduate preparation. The only two regular

audiovisual certificates issued by the State Department of Education were the provisional and the standard. All four institutions were approved during the late 1960's or early 1970's to recommend candidates, who had successfully completed their programs, for certification as shown in Table V.

TABLE V

INITIAL YEAR DURING WHICH AUTHORIZATION
WAS GRANTED TO INSTITUTIONS TO MAKE
RECOMMENDATIONS FOR CERTIFICATION
OF AUDIOVISUAL SPECIALISTS

Institution	Provisional Certificate	Standard Certificate
B	1975	1975
C	1972	1972
E	1969	1969
G	1973	1973

Areas of Specialization. Question: What are the areas of specialization offered for each degree program?

Eighteen of the thirty-six faculty members indicated their areas of expertise to be more in the combined area of school library science and audiovisual education than in one or the other. It is shown in Table VI that most library educators perceived themselves to be best qualified to prepare students for positions as public school librarians with both

print and non-print orientations. The higher education professors of audiovisual education indicated their expertise to generally be in the area of preparing students for the academic professorship. Most of the group who claimed equal expertise in school library and audiovisual education indicated their strength to be in the preparation of personnel for roles of public school library/audiovisual specialist combinations.

TABLE VI
FACULTY AREAS OF SPECIALIZATION

Specialization	Frequency
(By Library Science Faculty)	
Public School Librarian/Print and non-print Specialist	5
Public School Librarian/Print Specialist	1
Junior/Senior College Librarian	1
Information Science	1
	9
(By Audiovisual Faculty)	
Professorship	5
Junior/Senior College Audiovisual Specialist	2
Public School Audiovisual Specialist	1
Educational Technology	1
	11
(By Combined Library/Audiovisual Faculty)	
Public School Library/Audiovisual Specialist	6
Professorship	5
Junior/Senior College Library/Audiovisual Specialist	1
Media Management: Business/Industrial Training	1
	18

Comparative Enrollments. Question: What are the comparative enrollments in degree programs among institutions within the state of Oklahoma?

The comparative enrollments in degree programs with emphasis in school library science and audiovisual education programs are shown in Tables VII through XIII. Fifty-nine percent of the part-time enrollment in baccalaureate degree programs were concentrated in one institution. The full-time enrollment was relatively small and shared primarily by five institutions as shown in Table VII.

TABLE VII
ENROLLMENT IN BACCALAUREATE DEGREE
PROGRAMS WITH EMPHASIS IN
SCHOOL LIBRARY SCIENCE
DURING 1979-80

Institution	Bachelor's Degree	
	Part-time	Full-time
A	0	1
B	40	10
C	0	10
D	10	6
E	N/A	N/A
F	113	13
G	29	7

Although institutional data was not received from the one Oklahoma ALA accredited graduate school, it is shown in

Table VIII that in the other six graduate schools most Master's degree level enrollment was accomplished on a part-time basis. During 1979-80 there were only 11 full-time students studying for a Master's degree with emphasis in school library science as compared with 102 part-time students.

TABLE VIII
ENROLLMENT IN MASTER'S DEGREE PROGRAMS
WITH EMPHASIS IN SCHOOL LIBRARY
SCIENCE DURING 1979-80

Institution	Master's Degree	
	Part-time	Full-time
B	12	5
C	19	0
D	10	1
E	N/A	N/A
F	12	4
G	48	1

It is shown in Table IX that one institution enrolled 93 percent of all Master's degree level part-time audiovisual education students. The full-time enrollment was equally divided among the four institutions approved to offer preparation.

TABLE IX
 ENROLLMENT IN MASTER'S DEGREE PROGRAMS
 WITH EMPHASIS IN AUDIOVISUAL
 EDUCATION DURING 1979-80

Institution	Master's Degree	
	Part-time	Full-time
B	489 enrolled part or full-time	
C	2	3
E	25	3
G	8	4

There were no students enrolled in the one sixth-year specialist degree program with emphasis audiovisual education. It is shown in Table X that the two doctoral granting institutions each enrolled only a few students on either a part-time or a full-time basis.

TABLE X
 ENROLLMENT IN DOCTORAL DEGREE PROGRAMS
 WITH EMPHASIS IN AUDIOVISUAL
 EDUCATION DURING 1979-80

Institution	Doctoral Degree	
	Part-time	Full-time
E	10	8
G	3	2

One institution enrolled four part-time students in a dual master's degree program allowing the students to earn both a Master's of Education in Educational Technology and a Master's of Library Science as noted in Table XI.

TABLE XI
ENROLLMENT IN DUAL MASTER'S DEGREE PROGRAMS
WITH EMPHASIS IN BOTH SCHOOL LIBRARY
AND AUDIOVISUAL EDUCATION
DURING 1979-80

Institution	Master's Degree	
	Part-time	Full-time
E	4	0

Criteria for Admission. Question: What are the criteria for admission to degree programs?

A specified grade point average was universally required for admission to baccalaureate degree programs with emphasis in school library science. However, the specific grade point average varied from one institution to another. The SCAT test was the only other criterion required and that was utilized by only 16.7 percent of the institutions as noted in Table XII.

TABLE XII
 CRITERIA FOR ADMISSION TO BACCALAUREATE
 DEGREE PROGRAMS WITH EMPHASIS IN
 SCHOOL LIBRARY SCIENCE

Requirements	Percent of Institutions
Specified grade point average	100.0
SCAT	16.7

Four criteria were required by one or more of the institutions for admission to master's degree programs with emphasis in school library science. A specified grade point average was required by 83.3 percent of the institutions. The Ohio State Psychological Examination, a superior undergraduate record, and the Miller Analogy Examination were each required by 16.7 percent of the institutions as shown in Table XIII.

TABLE XIII
 CRITERIA FOR ADMISSION TO MASTER'S DEGREE
 PROGRAMS WITH EMPHASIS IN
 SCHOOL LIBRARY SCIENCE

Requirements	Percent of Institutions
Specified grade point average	
Ohio State Psychological Examination	83.3
Graduate Record Examination	16.7
Superior undergraduate record	16.7
Miller Analogy Examination	16.7

Four criteria for admission to master's degree programs with emphasis in audiovisual education were utilized. A specified grade point average was required by 50 percent of the institutions. If a superior undergraduate record implied a specified grade point average, 75 percent of the institutions were using the concept of prior academic success. Two other criteria, written applications reflecting goals and language proficiency and the Miller Analogy examination were utilized by 25 percent of the institutions as shown in Table XIV.

TABLE XIV
CRITERIA FOR ADMISSION TO MASTER'S DEGREE
PROGRAMS WITH EMPHASIS IN
AUDIOVISUAL EDUCATION

Requirements	Percent of Institutions
Superior undergraduate record	25.0
Specified grade point average	50.0
Written application reflecting goals and language proficiency	25.0
Miller Analogy Examination	25.0

Three criteria, the Miller Analogy examination, written application reflecting goals and language proficiency, and an interview/conference were each required by 50 percent of the institutions for admission to the doctor's degree programs with emphasis in audiovisual education as shown in Table XV.

TABLE XV
 CRITERIA FOR ADMISSION TO DOCTORAL DEGREE
 PROGRAMS WITH EMPHASIS IN
 AUDIOVISUAL EDUCATION

Requirements	Percent of Institutions
Miller Analogy examination	50.0
Written application reflecting goals and language proficiency	50.0
Interview/conference	50.0

A specified grade point average was required for admission in the two programs classified as master's degrees in the combined areas or dual degrees in school library science and audiovisual education. A written application reflecting goals and language proficiency and an interview/conference were required in one or half of the two programs as noted in Table XVI.

TABLE XVI
 CRITERIA FOR ADMISSION TO MASTER'S DEGREE
 PROGRAMS WITH COMBINED EMPHASIS IN
 SCHOOL LIBRARY SCIENCE AND
 AUDIOVISUAL EDUCATION

Requirements	Percent of Institutions
Specified grade point average	100.0
Ohio State Psychological Exam	50.0
Written application reflecting goals and language proficiency	50.0

Average Class Size. Question: What are the average class sizes?

The average class size did not vary greatly among institutions with respect to school library science or audiovisual education as is shown in Table XVII and XVIII. There was, however, some variation in class size with respect to the level of courses offered. Introductory class enrollments were consistently larger than regular class enrollments. Enrollments in courses designed for undergraduate students tended to be larger than those for graduate students. Seminars tended to have enrollments that were smaller than regular classes and practica often were offered with as few as one to five students enrolled. Classes required for certification and/or degree purposes tended to be larger than those offered as service classes.

TABLE XVII
AVERAGE SCHOOL LIBRARY SCIENCE CLASS SIZE

Insitution	Average Size
A	14.3
B	14.9
C	16.6
D	Not Available
E	Not Available
F	15.6
G	17.0

TABLE XVIII
AVERAGE AUDIOVISUAL EDUCATION
CLASS SIZE

Institution	Average Size
B	14.0
C	18.7
E	Not Available
G	11.5

Courses Required. Question: What are the differences among institutional programs with respect to the number of courses required?

It is shown in Table XIX that from 58.3 to 100 percent of all courses offered during 1979-80 in school library science were required for certification and degree purposes. It is shown in Table XX, that only one institution reported useable data concerning the percentage of audiovisual education courses which were offered for certification and degree purposes.

TABLE XIX
REQUIRED COURSES FOR SCHOOL
LIBRARY SCIENCE PROGRAMS

Institution	Percent Required For	
	Certification	Degrees
A	75	100
B	100	100
C	100	100
D	58	58
E	Data Not Available	
F	100	100
G	90	90

TABLE XX
 REQUIRED COURSES FOR AUDIOVISUAL
 EDUCATION PROGRAMS

Institution	Percent Required For Certification	Percent Required For Degrees
C	66.7	66.7

If all or nearly all courses authorized to be offered by the institutions were in fact offered during 1979-80, it is observed that programs in both school library science and audiovisual education were structured to a great extent. That is, all or nearly all courses offered during 1979-80 were required for one or more of the degrees awarded by the particular institution(s).

Supply and Demand

Specific questions were addressed to ascertain the relationship of supply and demand for school library science and audiovisual education graduates. One question was addressed to ascertain whether or not there was a difference between the institutions with respect to their ability to place their graduates. Deans and directors supplied data concerning the

type of positions graduates acquired. State Department of Education officials provided statistics concerning the total number of new librarians and audiovisual specialists employed in the State.

Specific Questions

The three specific questions related to the job market were designed to (1) show the type of positions which were assumed by graduates, (2) the total number of school librarians and audiovisual specialists employed during 1979-80, and (3) the number of new school librarians and audiovisual specialists employed during 1979-80. The fourth question was designed to determine the average number of courses that were required for degrees.

Types of Positions Assumed by Graduates.

Question: What positions were assumed by 1979-80 graduates of each program?

The employment status of 17 percent of the recipients of the baccalaureate degrees with emphasis in school library science were unknown or the graduates were unemployed. Of those who were employed, 73 percent entered positions as public elementary, middle/junior high, or senior high school librarians. The other 17 percent accepted positions as classroom teachers as shown in Table XXI.

TABLE XXI

NUMBER OF 1979-80 BACCALAUREATE DEGREE
RECIPIENTS WITH EMPHASIS IN SCHOOL
LIBRARY SCIENCE WHO ENTERED
CERTAIN TYPES OF POSITIONS

Type of Position	Institutions						
	A	B	C	D	E	F	G
Public Elementary School Librarian			1	1			
Public Middle/Junior High School Librarian			1				
Public Senior High School Librarian			2	2		1	
Public School Librarian/ Audiovisual Specialist							
Private or Non-School Audiovisual Specialist							
College Professorship							
College Librarian							
Classroom Teacher			2	1			
Unemployed or Unknown		All				5	

The same basic pattern of placement of graduates with bachelor's degrees prevailed for those earning master's degrees as is shown in Table XXII. Twenty-five percent accepted positions as classroom teachers. The remaining 75 percent acquired employment as public school librarians. More than 40 percent were placed in elementary schools. No discernible pattern was evident concerning the relationship between the type of position acquired by graduates and the size of the program from which the librarians received their preparation.

TABLE XXII

NUMBER OF 1979-80 MASTER'S DEGREE RECIPIENTS
WITH EMPHASIS IN SCHOOL LIBRARY SCIENCE
WHO ENTERED CERTAIN TYPES
OF POSITIONS

Type of Position	Institutions					
	B	C	D	E	F	G
Public Elementary School Librarian		5				
Public Middle/Junior High School Librarian		2				
Public Senior High School Librarian		3	2			
Public School Librarian/ Audiovisual Specialist						
Private or Non-School Audiovisual Specialist						
College Professorship						
College Librarian						
Classroom Teacher		4				
Unemployed or Unknown					2	

There were too few master's degree level graduates with emphasis in audiovisual education to make it possible to discern a placement profile. It is shown in Table XXIII that there might have been a tendency for master's degree audiovisual education graduates to accept employment in places other than K-12 public schools.

TABLE XXIII

NUMBER OF 1979-80 MASTER'S DEGREE RECIPIENTS
WITH EMPHASIS IN AUDIOVISUAL EDUCATION
WHO ENTERED CERTAIN TYPES
OF POSITIONS

Type of Position	Institutions			
	B	C	E	G
Public Elementary School Librarian				
Public Middle/Junior High School Librarian				
Public Senior High School Librarian				
Public School Librarian/Audiovisual Specialist		2		
Private or Non-School Audiovisual Specialist				2
College Professorship				
College Librarian				
Classroom Teacher				
Unemployed or Unknown			*	

* The number of placements was not available on an individual year basis but during 1976-80, 21 persons were awarded the master's degree. Ten assumed positions in higher education, four in K-12 public schools, two entered the military, two were employed in vocational schools, one went to work for the government, and two were unemployed or their status was unknown.

Nearly 70 percent of all doctoral degree recipients with an emphasis in audiovisual education entered positions in higher education. None accepted employment in an elementary or secondary school as is shown in Table XXIV.

TABLE XXIV
 NUMBER OF 1979-80 DOCTORAL DEGREE RECIPIENTS
 WITH EMPHASIS IN AUDIOVISUAL EDUCATION
 WHO ENTERED CERTAIN TYPES
 OF POSITIONS

Type of Position	Institution	
	E	G
Public Elementary School Librarian		
Public Middle/Junior High School Librarian		
Public Senior High School Librarian		
Public School Librarian/ Audiovisual Specialist		
Private or Non-School Audiovisual Specialist		1
College Professorship		2
College Librarian		
Classroom Teacher		
Unemployed or Unknown	*	

* The number of placements was not available on an individual year basis for this institution but during 1976-80, ten persons were awarded the doctoral degree. Seven assumed positions in higher education, one was employed in a vocational-technical school, and one was unemployed/traveling.

All three graduates of the combined library/audiovisual education program were employed as school library/audiovisual specialists as is shown in Table XXV.

TABLE XXV

NUMBER OF 1979-80 MASTER'S DEGREE RECIPIENTS
WITH EMPHASIS IN BOTH SCHOOL LIBRARY AND
AUDIOVISUAL EDUCATION WHO ENTERED
CERTAIN TYPES OF POSITIONS

Type of Position	Institutions	
	B	E
Public Elementary School Librarian		
Public Middle/Junior High School Librarian		
Public Senior High School Librarian		
Public School Librarian/ Audiovisual Specialist	3	
Private or Non-School Audiovisual Specialist		
College Professorship		
College Librarian		
Classroom Teacher		
Unemployed or Unknown		

Total Number of School Librarians, Audiovisual Specialists, and School Library/Audiovisual Specialist Combinations. Question: What was the TOTAL number of librarians, audiovisual specialists, and library/audiovisual specialists who were occupying positions during the period July 1, 1979 to June 30, 1980?

There were very few full-time persons occupying positions as audiovisual specialists. Most were part-time personnel who held certification in their major assignment. Therefore, it was common for their employment status to be

listed on state reports according to their major assignment only; although, they also held a valid audiovisual certificate.

Such listings caused the State certification office records to indicate that although there were 108 valid audiovisual certificates in existence three people were actually utilizing her/his certificate. It was, however, stated by the State Department Administrator of the Teacher Education Section that several and perhaps a significant number of audiovisual specialists were employed on a full or at least a part-time basis.

Although data were not available concerning the actual number of persons who were employed as combined school library/audiovisual specialists, it was stated by the Administrator that several of the 596 employees listed as school librarians were probably performing in a combined role. He also stated that more than three people, as reported in Table XXVI, was functioning on a full or part-time basis as an audiovisual specialist.

It is shown further in Table XXVI that nearly twice as many persons held certification as a school librarian than were reported to have been employed. Part of the discrepancy is explained by the fact that school librarians holding Oklahoma certification who were employed in states other than Oklahoma or in non-elementary or secondary schools were shown as unemployed or were reported in some other certification area.

TABLE XXVI

TOTAL NUMBER OF SCHOOL LIBRARIANS, AUDIOVISUAL
SPECIALISTS, AND PERSONS HOLDING BOTH
SCHOOL LIBRARY AND AUDIOVISUAL
SPECIALIST CERTIFICATES AND
EMPLOYMENT DURING 1979-80

Position	Certificated	Number Employed
Librarians	1,040	596
Audiovisual Specialists	110	3
Library/Audiovisual Specialists	27	Unknown

New School Librarians, Audiovisual Specialists,
and School Library/Audiovisual Specialist Combina-
tions. Question: How many new school librarians,
audiovisual specialists, or school library/audio-
visual specialists were employed in Oklahoma between
July 1, 1979 and June 30, 1980?

Data concerning the number of certificated school li-
brarians, audiovisual specialists, and those holding both
certification as a school librarian and an audiovisual spe-
cialist who were in their initial year of employment were
unavailable as shown in Table XXVII.

TABLE XXVII

NUMBER OF NEW SCHOOL LIBRARIANS, AUDIOVISUAL
SPECIALISTS, AND PERSONS HOLDING BOTH
SCHOOL LIBRARY AND AUDIOVISUAL
SPECIALIST CERTIFICATES AND
EMPLOYMENT DURING 1979-80

Position	Number Employed
Librarians	Data Not Available
Audiovisual Specialists	0
Library/Audiovisual Specialists	Data Not Available

Placement of Graduates. Question: What are the differences among institutions of higher education with respect to the percent of 1979-80 graduates obtaining positions?

It is shown in Table XXVIII that complete records were not available with respect to placement of graduates by degree. Some information was available concerning the number of persons graduated from certain universities and some information was available concerning placement of graduates from some universities but not all. Consequently, a definitive analysis of placements of all graduates could not be made. Nevertheless, it appears there was a higher incidence of successful placement associated with graduates earning advanced degrees than those receiving the baccalaureate.

It was also believed that the number of persons receiving degrees might not have been as good a measure of

TABLE XXVIII
 NUMBER OF 1979-80 GRADUATES OBTAINING
 POSITIONS IN K-12 PUBLIC SCHOOLS

	Institutions						
	A	B	C	D	E	F	G
Number of Baccalau- reate Level Graduates							
Librarian	0/*	16/NA	10/4	5/2	**	0/1	10/
Number of Masters Level Graduates							
Librarians	--	5/NA	19/10	2/2	**	NA/0	3/
Audiovisual	--	0/NA	2/2	--	8/8	--	2/1
Library/Audio- visual	--	3/3	--	--	**	--	--
Number of Sixth-Year Specialist Level Graduates							
Librarians	--	--	--	--	**	--	--
Audiovisual	--	--	--	--	--	--	0/0
Library/Audio- visual	--	--	--	--	**	--	--
Number of Doctoral Level Graduates							
Librarian	--	--	--	--	**	--	--
Audiovisual	--	--	--	--	3/3	--	3/3
Library/Audio- visual	--	--	--	--	**	--	--

* New program, no graduates

**Data not provided

production as the number of persons recommended for certification. Some evidence suggested that a considerably larger number of persons were certificated than received degrees. Data presented on pages 119 and 120 with respect to research question number three suggest that significant numbers of persons holding certification in a field such as language arts or elementary education tended to earn an endorsement in school library science or audiovisual education at a later date.

Status of Certification

Eight specific questions were posited concerning the number and type of certificates issued during 1979-80 and the number and type of certificates held by practicing school librarians and audiovisual specialists. State Department of Education printouts in which the types of certificates and endorsements of all certificated personnel were shown served as the data base for the following analysis. Three regular certificates were issued to school librarians and two to audiovisual specialists as shown in Table XXIX.

The provisional and standard school library certificates were issued on the basis of undergraduate study. The professional certificate was acquired upon successful completion of three years of service as a school librarian holding the standard certificate.

Both the provisional and standard audiovisual certificates were issued on the basis of graduate study only. No professional audiovisual certificate was available.

TABLE XXIX
 TYPES OF CERTIFICATES ISSUED
 TO SCHOOL LIBRARIANS AND
 AUDIOVISUAL SPECIALISTS

Type of Certificate	Librarians	Audiovisual Specialists
Professional	Yes	No
Standard	Yes	Yes
Provisional	Yes	Yes

The holder of a school library certificate often was endorsed in one or more areas. It is shown in Table XXX that language arts was the most frequent "other" area in which school librarians were endorsed. Although the area of audiovisual specialist ranked fourth as the most frequent "other" endorsement, it accounted for only 4 percent of all endorsements as compared with 27 percent in language arts and 13 percent in elementary education.

TABLE XXX

TOTAL NUMBER OF PERSONS HOLDING VALID
SCHOOL LIBRARY CERTIFICATES RANK
ORDERED BY SUPPORTING ENDORSE-
MENT DURING 1979-80

Other Endorsement	Frequency	Rank	Percent
Language Arts	282	1	27
Elementary Education	131	2	13
Social Studies	59	3	6
Audiovisual Specialist	39	4	4
Business Education	25	5	2
Reading Specialist	22	6	2
Home Economics	21	7	2
Foreign Language	16	8	2
Health & Physical Educ.	12	9	2
Administration	10	10/11	1
Special Education	10	10/11	1
Science	9	12/15	>1
Counselor	9	12/15	>1
Speech	9	12/15	>1
Music	9	12/15	>1
Bookkeeping and Clerical Practice	5	16/17	>1
Mathematics	5	16/17	>1
Journalism	4	18/19	>1
Art	4	18/19	>1
Psychometrist	5	20	>1
Psychologist	1	21/24	>1
Agriculture	1	21/24	>1
Industrial Arts	1	21/24	>1
Early Childhood Educ.	1	21/24	>1

Specific Questions

Eight specific questions were formulated to ascertain the number of professional, standard, provisional, and temporary certificates issued in school library science and audiovisual education during the period July 1, 1979 to June 30, 1980.

Incident of Professional School Library Science Certification. Question: What was the total number of employed librarians holding a PROFESSIONAL certificate during the period between July 1, 1979 to June 30, 1980?

There were three persons holding the professional library certificate. All three were employed.

Incident of Standard School Library Science and Audiovisual Education Certification. Question: What was the total number of employed librarians and audiovisual specialists holding a STANDARD certificate during the period between July 1, 1979 to June 30, 1980?

There were 192 persons holding the standard library certificate. One-hundred-fifty-three were employed. There were 23 persons holding the standard audiovisual certificate. Nineteen were employed.

Incident of Provisional School Library Science and Audiovisual Education Certification. Question: What was the total number of employed librarians and audiovisual specialists holding a PROVISIONAL certificate during the period between July 1, 1979 to June 30, 1980?

There were 72 persons holding a provisional library certificate. Fifty-eight were employed. There were three persons holding a provisional audiovisual certificate. All three were employed.

Incident of Temporary (Emergency) School Library Science and Audiovisual Education Certification. Question: What was the total number of employed librarians and audiovisual specialists holding a TEMPORARY (emergency) certificate during the period between July 1, 1979 to June 30, 1980?

There were 11 persons holding a temporary school library certificate. Nine were employed. There were no persons holding a temporary audiovisual certificate.

No distinction was made between certification renewal and new issues in the State Department of Education's computer file. Consequently, the data necessary to answer the following four questions could not be retrieved.

Number of Professional School Library Science Certificates Issued. Question: How many PROFESSIONAL library science certificates were issued between July 1, 1979 and June 30, 1980?

Number of Standard School Library Science and Audiovisual Certificates Issued. Question: How many STANDARD library science and audiovisual certificates were issued between July 1, 1979 and June 30, 1980?

Number of Provisional School Library Science and Audiovisual Certificates Issued. Question: How many PROFESSIONAL library science certificates were issued between July 1, 1979 and June 30, 1980?

Number of Temporary (Emergency) School Library Science and Audiovisual Certificates Issued. Question: How many TEMPORARY (emergency) library science and audiovisual certificates were issued between July 1, 1979 and June 30, 1980?

Higher Education Faculty Profile

Six specific questions were asked in order to describe the relevant demographic characteristics of faculties in institutions of higher learning. Data were solicited from all persons teaching in higher education institutions who were full or part-time in approved school library science or audiovisual education programs.

Specific Questions

The six specific questions relating to the activities of higher education faculty were designed to secure information

concerning: (1) the professional experience of faculty, (2) time devoted to teaching off campus, (3) time devoted to teaching on campus, (4) time devoted to other activities, (5) faculty education, and (6) faculty publication productivity.

Faculty Experience: Question: What are the differences among faculties in institutions of higher learning offering preparation in school library science and audiovisual education with respect to the average number of years of experience at their present institution?

The average number of years of experience of higher education faculty at their present institution as shown in Table XXXI ranged from a low of 4.5 years to a high of 14.8 years. The latest institution to receive approval to offer instruction in school library science and audiovisual education had the least experienced faculty.

TABLE XXXI

AVERAGE NUMBER OF YEARS OF EXPERIENCE
OF HIGHER EDUCATION FACULTY
AT PRESENT INSTITUTION

Institution	Average Number of Years Experience at Present Institution
A	4.5
B	11.5
C	10.0
D	6.8
E	8.6
F	14.8
G	9.4

Faculty Time Devoted to Teaching on Campus.

Question: What are the differences among institutions of higher learning offering preparation in school library science and audiovisual education with respect to the average percent of time devoted by faculty members to teaching on campus?

There was no discernible difference among institutions of higher education with respect to the percent of time faculty members spent teaching on campus. Approximately 50 to 75 percent of the time was spent teaching on campus at each institution as shown in Table XXXII.

TABLE XXXII

PERCENT OF TIME HIGHER EDUCATION
FACULTY DEVOTED TO ON-
CAMPUS TEACHING

Institution	Percent of Time
A	75
B	81
C	54
D	48
E	48
F	75
G	59

Faculty Time Devoted to Teaching Off Campus.

Question: What are the differences among institutions of higher learning offering preparation in school library/audiovisual education with respect to the average percent of time devoted by faculty members to teaching off campus.

As a group, higher education faculty in school library science and audiovisual education tended not to teach off campus as part of their regular assignment. Faculty in only two institutions reported such activity as shown in Table XXXIII. Much of the off-campus teaching was done on an over-load basis for supplemental compensation.

TABLE XXXIII
PERCENT OF TIME HIGHER EDUCATION
FACULTY DEVOTED TO OFF-
CAMPUS TEACHING

Institution	Percent of Time
A	0
B	0
C	0
D	0
E	4
F	0
G	1

Faculty Time Devoted to Other Activities.
Question: What are the differences among institutions of higher learning offering school library science and audiovisual education with respect to the average percent of time devoted by faculty members to other activities.

From 19 to 52 percent of the effort of all seven higher education faculties in school library science and audiovisual

education was devoted to non-teaching activity as shown in Table XXXIV. A significant portion of the non-teaching activity was reported to be directing or supervising media centers or general administration. Faculty in the doctoral granting institutions reported research as their most common type of non-teaching activity.

TABLE XXXIV
PERCENT OF TIME HIGHER EDUCATION FACULTY
DEVOTED TO OTHER ACTIVITIES

Institution	Percent of Time
A	25
B	19
C	46
D	52
E	48
F	25
G	40

Faculty Education. Question: What are the differences among institutions of higher learning offering preparation in school library science and audiovisual education with respect to the average number of earned degrees by faculty members.

More than half of the faculty in institutions of higher education teaching school library science or audiovisual education courses held the doctorate as shown in Table XXXV. However, the percent of faculty in the separate institutions

holding the doctorate varied from a low of none in two institutions to a high of all but one in two other institutions. No institution reported that all of its faculty held the doctorate. The institutions could be placed in three distinct groups: those that had no doctorates, those that had from 25 to 50 percent with doctorates and those that had in excess of 85 percent doctorates.

Six professors held two Master's degrees. The most common dual degrees were the Master of Education and the Master of Library Science. One individual held two baccalaureate degrees.

TABLE XXXV
EARNED DEGREES AMONG FACULTIES
IN HIGHER EDUCATION

Institution	Number of Faculty	Number Holding Doctorates	Percent Holding Doctorates
A	2	0	0.00
B	4	2	50.00
C	3	1	33.00
D	3	0	0.00
E	8	7	87.50
F	4	1	25.00
G	7	6	85.70

Faculty Publication Productivity. Question: What are the differences among institutions of higher learning offering preparation in school library science and audiovisual education with respect to the average publication rate of faculty members.

It is shown in Table XXXVI that faculty members at six of the seven institutions of higher education contributed to the professional literature during the 1975-80 five year period. More than half of the institutions were reported to have had faculty who published books, journal articles, research reports, monographs, and unpublished reports.

The greatest amount of publication was conducted by faculty in the doctoral granting institutions. Book reviews accounted for most of the publication reported in the category of other.

Preference for Certain Titles

Data concerning preference for titles of practicing school librarians and audiovisual specialists were accumulated from the questionnaires sent to all higher education library and audiovisual faculty. One specific question was answered.

Specific Question

The single question relating to titles of elementary and secondary school librarians and audiovisual specialists was designed to secure information concerning the preferred title for school librarians, audiovisual specialists, and library/ audiovisual combinations.

TABLE XXXVI
 PUBLICATION RECORD OF FACULTIES DURING
 A FIVE YEAR PERIOD

Institution	Number of Responses	Books	Journal Articles	Research Reports	Monographs	Unpublished Reports	Other
A	2	0	0	0	0	0	0
B	4	2	2	2	0	8	0
C	3	1	2	2	0	8	0
D	3	0	3	0	0	0	0
E	8	7	63	11	7	17	3
F	4	1	5	4	1	10	0
G	7	6	24	8	3	23	125

Preference for Titles. Question: What are the differences among faculties in institutions of higher learning offering preparation in school library science and audiovisual education with respect to the preferred title for various specializations of their graduates.

There was near unanimity with respect to the title faculty members in the seven institutions of higher education preferred for elementary and secondary school personnel holding certification as a librarian and having a print-only orientation. The title of Librarian was the reported preference as shown in Table XXXVII of 92.86 percent of all respondents. Library/Media Specialist and Information Specialist were each preferred by 3.57 percent of the respondents.

There was a 76.67 percent consensus that the preferred title for elementary and secondary school personnel holding certification as a librarian and having both a print and non-print orientation was Library/Media Specialist. The titles of Librarian, Media Specialist, and Library/Audiovisual Specialist were preferred by 13.33, 6.67, and 3.33 percent respectively.

A significant percentage of faculty in higher education expressed a preference for three different titles for elementary and secondary school personnel holding certification as an Audiovisual Specialist. The most common preference reported was for Audiovisual Specialist with 60 percent indicating that choice. However, nearly one fourth selected the title Media Specialist and 16.67 preferred Instructional Media Specialist.

TABLE XXXVII
 PREFERENCE OF FACULTY MEMBERS IN
 INSTITUTIONS OF HIGHER LEARNING
 FOR VARIOUS TITLES

Type of Professional	Percent Preferring Selected Title
A Certificated librarian with print only orientation	
a. Librarian	92.86
b. Library/Media Specialist	3.57
c. Media Specialist	0.00
d. Instructional Media Specialist	0.00
e. Audiovisual Specialist	0.00
f. Library/Audiovisual Specialist	0.00
g. Other--Information Specialist	3.57
	100.00
A Certificated librarian with print and non-print orientation	
a. Librarian	13.33
b. Library/Media Specialist	76.67
c. Media Specialist	6.67
d. Instructional Media Specialist	0.00
e. Audiovisual Specialist	0.00
f. Library/Audiovisual Specialist	0.00
g. Other	0.00
	100.00
A Certificated Audiovisual Specialist	
a. Librarian	0.00
b. Library/Media Specialist	0.00
c. Media Specialist	23.33
d. Instructional Media Specialist	16.67
e. Audiovisual Specialist	60.00
f. Library/Audiovisual Specialist	0.00
g. Other	0.00
	100.00
A person certificated in both library science and audiovisual education	
a. Librarian	0.00
b. Library/Media Specialist	51.73
c. Media Specialist	10.34
d. Instructional Media Specialist	10.34
e. Audiovisual Specialist	0.00
f. Library/Audiovisual Specialist	27.59
g. Other	0.00
	100.00

The least consensus occurred with respect to the preferred title for personnel holding certification as both a school librarian and an audiovisual specialist. The majority, 51.73 percent, preferred the title Library/Media Specialist. The second most often reported preference, 27.59 percent, was Library/Audiovisual Specialist, a slight variation of the preference. Media Specialist and Instructional Media Specialist were each preferred by 10.34 percent of the respondents.

CHAPTER V

SUMMARY, CONCLUDING STATEMENT, AND RECOMMENDATIONS

In the preceding chapters, an introduction to the study, a review of the related literature, a discussion of the methodology, an analysis of the data, and the findings were reported. In Chapter V, a summary of the study, a concluding statement, and recommendations are presented.

Summary

Summarized below are the major sections of the study. They include the purpose, the need for the study, the research questions, limitations and delimitations, the methodology, and findings.

Purpose

The purpose of the study was to examine the nature of the state approved programs in Oklahoma and to develop a profile of programs designed to prepare school librarians, audiovisual specialists, and other media specialists who possessed expertise as both librarians and audiovisual specialists.

Need for the Study

During a period of time in which there was increased attention being devoted to planning in higher education the study contributed to the literature by providing a benchmark concerning the nature of existing programs from which those responsible for preparing school librarians and audiovisual specialists could build. It also helped alleviate part of the ambiguity that existed within the profession as a result of non-definitive titles being utilized in reference to various personnel who were certificated and employed as school librarians and/or audiovisual specialists.

Research Questions

Twenty-six specific questions were answered under the rubric of five general research questions. The five research questions concerning school library science and audiovisual education preparation programs in Oklahoma were:

1. What is the nature of existing preparation programs for school librarians, audiovisual specialists, and library/audiovisual specialist combination?
2. What is the job market for graduates of school library science and audiovisual education preparation programs?
3. What was the certification status of elementary and secondary school personnel holding library and audiovisual positions in Oklahoma during 1979-80?
4. What activities consumed the time of higher education faculty members?
5. Which titles do professors believe to be most appropriate for the several specialists in the

various fields of library science and audiovisual education?

Limitations and Delimitations

The study was limited to the public universities in Oklahoma having state-approved preparation programs for the preparation of school librarians and audiovisual specialists. The accuracy of the data was limited by the degree to which the faculty members and administrators in the institutions of higher education and personnel in the State Department of Education responded frankly and completely to the items in the questionnaires and during interviews.

Methodology

The population of the study consisted of all faculty members who taught full or part-time in one of the seven school library science or four audiovisual education programs in higher education approved by the Oklahoma State Department of Education. The list of approved programs and the name of the Dean or Director responsible for each program was acquired from the State Department of Education. The names of higher education faculty were acquired from the deans or directors.

A questionnaire was constructed and sent to each dean or director for the purpose of securing institutional data relative to the twenty-six specific questions that were posited. A different questionnaire was designed and sent to the

faculty members for the purpose of acquiring demographic data and their preference for selected titles for elementary and secondary school personnel who were certificated and occupied school library or audiovisual positions.

Participation was secured from 86.1 percent of the faculty members and from 87.5 percent of the deans and directors. The data were analyzed by observation. The questions were answered by the use of descriptive statements and tables.

Findings

The findings are concerning the five general research questions are summarized below.

Nature of Existing Preparation Programs. Seven institutions of higher education in Oklahoma were approved by the State Department of Education to offer preparation leading to certification in school library science. All were approved between 1953 and 1971. Six institutions were approved to offer the baccalaureate and the master's degree. None were approved to offer the sixth-year or doctoral degree.

Four institutions were approved to offer preparation leading to the master's degree with emphasis in audiovisual education. One offered the sixth-year and doctoral degree. None offered a degree at the baccalaureate level. All programs were initiated during the late 1960's or early 1970's.

One institution had a combined program in school library

science and audiovisual education. Another institution offered a dual master's degree; one in education and the other with emphasis in school library science. All four institutions offering the master's degree with emphasis in audiovisual education also had approved degrees with emphasis in school library science. Consequently, dual certification requirements could be met at those institutions.

All seven institutions having approved school library science programs offered work leading to both provisional and standard library certification. Six of the seven institutions offered graduate work that could be applied to the professional certificate.

All four approved institutions offered courses leading to the provisional and standard audiovisual certificate. No professional certificate was available in audiovisual education.

Most higher education faculty in school library science considered themselves generalists having both print and non-print orientation. Higher education faculty in audiovisual education indicated their strength was in preparing graduate students for the academic professoriate. Both groups indicated strength in preparing personnel to serve in the elementary and secondary schools as library/audiovisual specialists.

Most students were enrolled in both the school library science and audiovisual education programs on a part-time basis. Fifty-nine percent of the baccalaureate level

students in school library science were enrolled in one institution. A different institution enrolled 93 percent of the master's level part-time audiovisual students. No audiovisual students were enrolled in the sixth-year program and only a few were enrolled in the two doctoral programs.

A specified grade point average was universally required for admission to baccalaureate degree programs with emphasis in school library science. Four criteria were utilized by one or more institutions for admission to the graduate degree programs with emphasis in both school library science and audiovisual education.

The average class size did not vary greatly among institutions with respect to school library science or audiovisual education. Introductory and required courses for degree or certification purposes tended to have greater enrollments than the other courses. The average class enrolled less than 20 students.

Fewer courses were offered in audiovisual education than in school library science. Programs in both school library science and audiovisual education appeared to be highly structured to the extent that there were few electives in the programs.

Supply and Demand. The employment status of 17 percent of the recipients of the baccalaureate degrees in library science were unknown or the graduates were unemployed. Of those who were employed, 73 percent entered positions as

public school elementary, middle/junior high, or senior high librarians. The other 17 percent accepted positions as classroom teachers as shown in Table XXI. The same general pattern of employment prevailed for master's degree recipients.

There were too few master's degree level graduates in audiovisual education to discern a placement profile. However, there might have been a tendency for them to accept employment in professions or institutions other than the public schools in Oklahoma.

All doctorates in audiovisual education entered positions in higher education. The few graduates of the combined school library science/audiovisual education program were employed as combined library/audiovisual specialists.

There were only three persons in the State employed on the basis of an audiovisual certificate. There were, however, 108 valid certificates that had been issued. State certification did not make provision for a combined school library science/audiovisual education specialist. Consequently, it could not be determined how many persons listed as school librarians were in fact functioning as combined library/audiovisual specialists.

There were nearly twice as many persons holding school library certification as were employed in Oklahoma. Nevertheless, some of the persons could have been employed in other states or in non-school positions.

Data were not available concerning the number of personnel who were serving in an initial appointment. Likewise, data were not generally available concerning placement of graduates by institution. However, it appeared that there was a higher incidence of successful placement associated with graduates earning advanced degrees than with those receiving the baccalaureate.

Status of Certification. The holders of school library certification were often endorsed in more than one area. The most frequent area was language arts followed by elementary education.

The number of professional, standard, provisional, and temporary certificates issued during 1979-80 was not available. However, three persons held the professional school library certificate. All three were employed. Most school librarians and audiovisual specialists held the standard certificate.

Higher Education School Library and Audiovisual Education Faculty Profile. There was no discernible difference with respect to the average number of years of professional experience faculty members had. Neither was there a discernible difference among institutions with respect to the percent of time faculty members spent teaching on campus. Approximately 50 to 75 percent of their time was devoted to teaching on campus.

As a group, neither school library science nor

audiovisual higher education educators devoted much time to off-campus teaching. Where faculty did teach off campus, it was on an overload basis.

Many higher education faculty members devoted a considerable amount of their time to non-teaching activities. The most common activity was directing a media center or performing some general administrative function. The faculty in the doctoral granting institutions reported their most common non-teaching activity to be conducting research.

More than half of the higher education faculty in school library science and audiovisual education held the doctorate. However, there was considerable variance among institutions. One had no doctorates. Several professors held two master's degrees.

Faculty members in six of the seven institutions contributed to the professional literature. The greatest amount of publication occurred by faculty in doctoral granting institutions.

Preference for Certain Titles. The preferred title for elementary and secondary school librarians with a print only orientation was librarian. If the practitioner had both a print and non-print orientation, the preferred title was library/media specialist.

The preference for titles for elementary and secondary school personnel holding audiovisual certification was not as

pronounced as for school librarians. The most common preference was audiovisual specialist. However, a significant number of higher education faculty expressed a preference for media specialist or instructional specialist.

Concluding Statement

Oklahoma is similar to that in other states in that during the 1970's there was a strong movement to merge the school library and audiovisual education fields into a unified program. However, during the early part of the 80's it appeared that the effort was still talked about more than it was practiced. No unified certificate existed and the separate state professional organizations for school librarians and audiovisual personnel still maintained their identity. Only one institution of higher education reported a combined library/audiovisual education training program. The chances of the elementary and secondary school administrators being able to locate persons with certification in both school library science and audiovisual education were not good.

The titles for elementary and secondary school personnel traditionally utilized prior to the unification movement nationally were still in vogue. Perhaps that was a manifestation of several events or lack of events. First, the State of Oklahoma had not developed a unified certificate. Second, the two professional organizations had not merged. Third,

most higher education institutions maintained separate preparation programs.

It is recommended that school library and audiovisual personnel in Oklahoma renew their efforts to effect unification of the two functions at all levels--in the public schools, in higher education, and at the State Department of Education.

Recommendations for Further Study

Based on the findings of this study, it appears additional research is needed in at least four other areas. First, it is obvious that a need exists for good follow-up data concerning graduates of school library science and audiovisual education programs. It is clear that the profession requires more complete information regarding the current placement of graduates in school library science and audiovisual education programs. Second, it would be interesting to clarify how many school libraries in Oklahoma have a certified librarian with preparation in both print and non-print materials? Third, do the employed school librarians and audiovisual specialists feel that their preparation was adequate for the positions they now hold? If not, what would they like to see included in the preparation programs? What strengths and what weaknesses do they perceive in their programs? Fourth, precisely what functions and duties are the practicing Oklahoma school librarians and audiovisual

education graduates expected to perform in their employing school districts?

BIBLIOGRAPHY

Adams, Charles W. "The School Media Program: A Position Statement." School Media Quarterly, Vol. 2, No. 2 (Winter, 1974), pp. 127-132, 141-143.

✓ Alsworth, Frances. "Should Library Science and Audiovisual Departments Be Abolished in Oklahoma Colleges?--An Epilogue." Oklahoma Librarian, Vol. 26, No. 2 (April, 1976), pp. 26-28.

✓ American Association of School Librarians. Certification Model for Professional School Media Personnel. Chicago: American Library Association, 1976.

American Association of School Librarians, ALA and Association for Educational Communications and Technology. Media Programs: District and School. Washington, D.C.: American Library Association and Association for Educational Communications and Technology, 1975.

✓ American Association of School Librarians Legislation Committee. "AASL Statement on Goals for the White House Conference on Library and Information Services." School Media Quarterly, Vol. 8, No. 1 (Fall, 1979), pp. 12.

American Association of School Librarians and Department of Audiovisual Instruction, National Education Association. Standards for School Media Programs. Washington, D.C.: National Education Association and Chicago: American Library Association, 1969.

American Library Association. The ALA Yearbook: A Review of Library Events 1978, Vol. 4. Chicago: American Library Association, 1979.

_____. Final Report of the Activities Committee on New Directions for ALA and Subcommittee Reports. Chicago: American Library Association, June 1970.

✓ _____ . Graduate Library School Programs: Accredited by the American Library Association Under Standards For Accreditation, 1972. Chicago: American Library Association, October 1980.

- Arnold, Anne Jurmu. "State-by-State Survey of Job Opportunities." Learning, Vol. 9, No. 9 (April/May, 1981), pp. 30-32.
- Asheim, Lester. "Trends in Library Education--United States." Advances in Librarianship, Vol. 5, ed. Melvin J. Voigt. New York: Academic Press, 1975, pp. 147-201.
- ✓ Barron, Daniel D. "A Review of Selected Research in School Librarianship: 1972-1976." School Media Quarterly, Vol. 5, No. 4 (Summer, 1977), pp. 271-276, 281-289.
- ✓ Bender, David R. "AASL Certification Model for Library Media Professionals." Educational Media Yearbook 1978. ed. James W. Brown. New York: R.R. Bowker Co., 1978, pp. 76-80.
- ✓ _____ . "School Media Personnel Certification Model." School Media Quarterly, Vol. 4, No. 3 (Spring, 1976), pp. 193-196.
- ✓ Bergeson, Clarence O. "Accreditation in the Educational Media Field." Educational Media Yearbook 1973. ed. James W. Brown. New York: R.R. Bowker Co., 1973, pp. 97-100.
- ✓ Boaz, Martha. "The Future of Library and Information Science Education." Journal of Education for Librarianship. Spring 1978, Vol. 18, No. 4, pp. 315-323.
- Brown, James W., ed. "Professional Preparation Today." Educational Media Yearbook 1974. New York: R.R. Bowker Co., 1974, pp. 262-267.
- Brown, James W., ed. and Shirley N. Brown, assoc. ed. Educational Media Yearbook 1980. Littleton, Colorado: Libraries Unlimited, Inc., 1980.
- Carroll, Edward C. The Professionalization of Education for Librarianship. Methuchen, N.J.: Scarecrow Press, 1970.
- Carnegie Commission on Higher Education. The More Effective Use of Resources: An Imperative for Higher Education. New York: McGraw-Hill Book Co., Inc., June, 1972, pp. 63-86.
- Case, Robert N. and Anna Mary Lowrey, eds. Curriculum Alternatives: Experiments in School Library Media Education. Chicago: American Library Association, 1974.

- Central State University. Certification Programs. Edmond, Oklahoma: Central State University, 1977.
- _____. 1977-78 Catalog. Edmond, Oklahoma: Central State University, 1977.
- Cheatham, Bertha M. "Make Your Point: AECT, AASL, and School Librarians." School Library Journal, Vol. 24, No. 1 (September, 1977), p. 45.
- _____. "SLJ's '80 Library News Report." School Library Journal, Vol. 27, No. 4 (December, 1980), pp. 23-27.
- Christian, Kent M. "Is Recess(ion) Over for Teachers?" Kappa Delta Pi Record, Vol. 17, No. 3, (February, 1981), pp. 77-78, 80.
- Cobb, Stan. Administrator of Teacher Education Section, State Department of Education. Personal Interview. Oklahoma City, Oklahoma, August 13, 1980.
- Cooke, Sandra and Jeanette Moss. "How Troubled is Teacher Education?" Teacher, Vol. 98, No. 4, (November/December, 1980), pp. 29-31.
- Cooper, Michael D. California's Demand for Librarians: Projecting Future Requirements. Berkeley: University of California Institute of Governmental Studies, 1978.
- Dede, Christopher J. "Educational Technology: The Next Ten Years." Instructional Innovator, Vol. 25, No. 3 (March, 1980), pp. 17-26.
- Dougherty, Richard M. "Library Education--Quo Vadis?" The Journal of Academic Librarianship, Vol. 5, No. 5 (November, 1979), p. 251.
- Eberhart, W. Lyle. "Libraries vs. Standards." Wisconsin Library Bulletin, Vol. 73, No. 6 (November/December, 1977), pp. 276, 278.
- The Elementary Library Media Center Committee of the Oklahoma Library Association and Oklahoma Education Association. Guide Lines for Elementary Library Media Centers in Oklahoma. Oklahoma City: Oklahoma State Department of Education, 1979.
- Frame, Ruth. "The ALA and Nonprint Media." Educational Media Yearbook 1977. ed. James W. Brown. New York: R.R. Bowker Co., 1977, pp. 7-11.

- Franckowiak, Bernard. "They Can't Keep a Good Profession Down--or Can They?" American Libraries, Vol. 9, No. 10 (November, 1978), pp. 592, 601-602.
- ✓ Franklin, Ann Y. "School Library Certification Requirements," Library Journal, Vol. 99 (December 15, 1974), pp. 3241-45.
- ✓ _____ . "School Library Certification Requirements: 1978 Update." School Library Journal, Vol. 24, No. 8 (April, 1978), pp. 38-50.
- ✓ Galey, Minaruth. "AECT Certification Model for Educational Media Specialists." Educational Media Yearbook 1978. ed. James W. Brown. New York: R. R. Bowker Co., 1978, pp. 72-76.
- ✓ _____ . "Certification Means Professional Development." Instructional Innovator, Vol. 25, No. 9 (December, 1980), pp. 25-26.
- ✓ Galey, Minaruth and William F. Grady. "Preliminary Report: Certification of Audiovisual, Educational Media, and Library Personnel, 1976." Audiovisual Instruction, Vol. 23, No. 2 (February, 1978), pp. 50, 55.
- Galvin, Thomas J. "The Future of Education for Librarianship: The Next Fifty Years." Oklahoma Librarian, Vol. 30, No. 1 (January, 1980), pp. 16-19, 25.
- Gay, L. R. Educational Research. Columbus, Ohio: Charles E. Merrill Publishing Company, 1976, p. 123.
- ✓ Gell, Marilyn K. "Washington and Beyond: The White House Conference on Library and Information Services." School Media Quarterly, Vol. 8, No. 1 (Fall, 1979), pp. 13-15.
- "Governor's Conference Resolutions." Oklahoma City: Oklahoma Department of Libraries (April/May, 1978), pp. 1-2.
- ✓ Grady, William F. "Certification of Educational Media Personnel." Educational Media Yearbook 1973. ed. James W. Brown. New York: R.R. Bowker Co., 1973, pp. 93-97.
- Healey, James S. "The School of Library Science at The University of Oklahoma." The Library Scene, Vol. 10, No. 1 (March, 1981), pp. 16-17.
- Heim, Kathleen M. "Professional Education: Some Comparisons." As Much to Learn As to Teach: Essays in Honor of Lester Asheim. Joel M. Lee and Beth A. Hamilton, eds. Hamden, Connecticut: Linnet Books, 1979, pp. 128-176.

- Heinich, Robert. "Functions in Search of a Profession." Instructional Innovator, Vol. 25, No. 1 (January, 1980), pp. 22-24.
- Hitchens, Howard B. "The Language of Certification." Audiovisual Instruction, June/July 1977, Vol. 22, No. 6, p. 52.
- _____. "Strong Leadership is a Must for the Eighties." Instructional Innovator, Vol. 25, No. 7 (October, 1980), p. 46.
- _____. "Two Steps Forward, One Step Back." Instructional Innovator, Vol. 25, No. 9 (December, 1980), p. 54.
- Hug, William E. "Thoughts On Media Programs: District and School." School Media Quarterly, Vol. 3, No. 2 (Winter, 1975), pp. 109-114.
- ✓ Johnson, Jenny K. "A Survey of 69 Masters Programs in Educational Technology." Audiovisual Instruction, Vol. 24, No. 2 (February, 1979), pp. 43-45.
- Josey, E.J. and Kenneth E. Peeples, Jr., eds. Opportunities for Minorities in Librarianships. Metuchen, N.J.: Scarecrow Press, 1977.
- Kingsbury, Mary E. "Future of School Media Centers." School Media Quarterly, Fall 1975, Vol. 4, No. 1, pp. 19-36.
- ✓ Larson, L.C. Instructional Technology Graduate Degree Programs in U.S. Colleges and Universities, 1969-1971. Washington, D.C.: Association for Educational Communications and Technology, 1971.
- Learmont, Carol L. and Richard L. Darling. "Placements and Salaries, 1976: A Year of Adjustment." The Bowker Annual of Library and Book Trade Information. New York: R.R. Bowker Co., 1978, pp. 329-343.
- Learmont, Carol L. and Richard Troiano. "Placements and Salaries 1978: New Directions." Library Journal, July 1979, Vol. 104, No. 13, pp. 1415-1422.
- Lee, Joel M. and Beth A. Hamilton, eds. As Much to Learn As to Teach: Essays in Honor of Lester Asheim. Hamden, Connecticut: Linnet Books, 1979.
- Lemler, Ford L. "A Cloud Over Media." Audiovisual Instruction, Vol. 25, No. 5 (May, 1978), p. 64.

Library Media Committee of The Library and Learning Resources Section of The Oklahoma State Department of Education and Oklahoma Curriculum Improvement Commission. Guidelines for Library Media Programs in Oklahoma 1977 Revised 1979. Oklahoma City: Oklahoma State Department of Education, 1979.

Library Statistics: A Handbook of Concepts, Definitions, and Terminology. Chicago: American Library Association, 1966.

Lieberman, Irving. "Library Education--Changing Goals" in Joel M. Lee and Beth A. Hamilton, As Much To Learn As To Teach. Hamden, Connecticut: Linnet Books, 1979, pp. 177-201.

Lowrey, Anna Mary. "ALA Unit Profile No. 1." American Libraries, Vol. 9, No. 10 (November, 1978), p. 607.

McCorkle, Elizabeth Maxwell. "Competencies Needed by Professional Educators in Charge of School Libraries/Learning Resource Centers, as Perceived by Superintendents and Principals in Arkansas, Missouri, Oklahoma, and Texas." (Unpublished paper: Phi Delta Kappa funded study, Stillwater, Oklahoma: Oklahoma State University, 1978.)

_____. "L.E.V.E.R." The Oklahoma Librarian, Vol. 21, No. 3 (July, 1971), pp. 37-39.

_____. "Report of the L.E.D. of O.L.A." (Unpublished paper presented to the Oklahoma State Professional Standards Board, December 1, 1979) Stillwater, Oklahoma: Oklahoma State University, 1979.

Meder, Marylouise D. "Student Concerns in Choice of Library School." Journal of Education for Librarianship, Vol. 21, No. 1 (Summer, 1980), pp. 3-23.

"Memorandum to PEMS Committee Members," mimeographed (Bloomington: Indiana University, March 12, 1971).

Molenda, Michael and Marjorie Cambre. "The 1976 AECT Member Opinion Survey: Opinions on Issues Facing AECT." Audiovisual Instruction, Vol. 22, No. 7 (September, 1977), pp. 46-49.

Moon, Eric, Shirley Havens, and Karl Nyren, eds. "The Marriage of The Media." School Library Journal. Vol. 93, No. 3 (May, 1968), pp. 2079-2084.

Nickel, Mildred L. Steps to Service: A Handbook of Procedures for the School Library Media Center. Chicago: American Library Association, 1975.

Noel, Francis W. and Elizabeth G. Noel. "Twenty-Seven Years of Change." Educational Media Yearbook 1974. ed. James W. Brown. New York: R.R. Bowker Co., 1974, pp. 65-70.

Northeastern Oklahoma State University. Report to the State Board of Education of Oklahoma NCATE Schools. Tahlequah, Oklahoma: Northeastern Oklahoma State University, December, 1978.

_____. 1979-81 Catalog. Tahlequah, Oklahoma: Northeastern Oklahoma State University, 1979.

Northwestern Oklahoma State University. Catalog 1976-78. Alva, Oklahoma: Northwestern Oklahoma State University, 1976.

_____. Preliminary Report to the State Board of Education Prior to Regular Five Year Institutional Visit. Alva, Oklahoma: Northwestern Oklahoma State University, April, 1977.

Oklahoma State Department of Education. 1979-80 Annual Report. Oklahoma City: Oklahoma State Department of Education, 1978.

_____. Annual Bulletin for Elementary and Secondary Schools (Administrator's Handbook): Recommendations, Regulations and Criteria for Accrediting and Improving the Schools of Oklahoma. Bulletin No. 113-x. Oklahoma City: State of Oklahoma Department of Education, Division of Instruction Accreditation Section, July, 1978.

_____. Teacher Education, Certification and Assignment Handbook: Rules, Regulations and Minimum Essentials Governing the Preparation and Certification of Teachers and Administrators. Oklahoma City: State Board of Education, July, 1975.

_____. Section of Teacher Education. State-Approved Teacher Preparation Programs in Oklahoma Colleges and Universities. Oklahoma City: State Department of Education, 1979.

Oklahoma State Regents for Higher Education. Oklahoma Higher Education: A Plan For The 80's. Oklahoma City: State Capitol, July, 1980.

Oklahoma State University. Oklahoma State University Catalog 1979-80. Stillwater, Oklahoma: Oklahoma State University, 1979.

_____. Teacher Education at Oklahoma State University.
Stillwater, Oklahoma: Oklahoma State University, 1980.

Panhandle State University of Agriculture and Applied Sciences. A Report to the State Board of Education (A Re-evaluation of Oklahoma Panhandle University's Approved Teacher Education Programs.) Goodwell, Oklahoma: Oklahoma Panhandle State University of Agriculture and Applied Sciences, March, 1979.

_____. General Catalog 1980-82. Goodwell, Oklahoma: Panhandle State University, 1980.

✓ Peterson, Gary T. "Graduate Training of Media Personnel." Educational Media Yearbook 1973. ed. James W. Brown. New York: R.R. Bowker Co., 1973, pp. 83-88.

✓ _____ . Professional Graduate Academy Preparation Programs in Instructional Media. (Ed.D. dissertation, Indiana University, 1972), pp. 1-45.

Pettigrew, Jo Arnold. "The Supply and Demand of Public School Teachers in Oklahoma." (Unpub. Ed.D. dissertation, Oklahoma State University, 1980.)

Pfister, Fred C. and Susan N. Roberts. "Exceptions to Regular Admissions in Accredited Library School Programs." Journal of Education for Librarianship, Vol. 19, No. 4 (Spring, 1979), pp. 294-303.

Prostano, Joyce S. and Emanuel T. Prostano. "Technology Courses in Library Schools." Audiovisual Instruction, Vol. 24, No. 5 (May, 1979), pp. 38-39.

Rafsnider, Jean and Jacqueline C. Mancall. "Jobs and Applicants: An Analysis of AALS Placement Activity." Journal of Education for Librarianship, Vol. 20, No. 1 (Summer, 1979), pp. 55-66.

Rawles, Beverly A. et al. Final Report: A Needs Assessment Study of Oklahoma Libraries to Oklahoma Department of Libraries. Columbus, Ohio: Columbus Laboratories, May, 1978.

✓ Reed, Sarah R. "Library Education 1977-1987." Journal of Education for Librarianship, Vol. 19, No. 2 (Fall, 1978), pp. 87-96.

Rossett, Allison. "School Bells Are Ringing Without Us." Instructional Innovator, Vol. 25, No. 2 (February, 1980), pp. 8-9.

Rush, Gary S. "Teacher Supply and Demand in the South." The Education Digest, Vol. XLV, No. 7 (March, 1980), pp. 36-37.

Sachse, Gladys. "Library Education and Certification-- Considerations and Goals: A Summary and Reflection on Panel Discussion." Arkansas Libraries, Vol. 34, No. 4 (December, 1977), pp. 3-8.

Savage, Noel. "News Report 1979." Library Journal, Vol. 105, No. 2 (January 15, 1980), pp. 167-176.

✓ School Library Manpower Project. Curriculum Alternatives: Experiments in School Library Media Education, by Robert N. Case and Anna Mary Lowrey. Chicago: American Library Association, 1974.

_____. Occupational Definitions for School Library Media Personnel. Chicago: American Library Association, 1971.

✓ Shera, Jesse H. The Foundation of Education for Librarianship. New York: Becker and Hayes, Inc., 1972.

Sink, Darryl. "Employment Trends for Media Graduates." Instructional Innovator, Vol. 25, No. 9 (December 1980), pp. 36-37.

_____. "Employment Trends for Media Graduates: 1978-79." Educational Media Yearbook 1980. eds. James W. Brown and Shirley N. Brown. Littleton, Colorado: Libraries Unlimited, Inc., 1980, pp. 68-72.

✓ Snoke, Helen Lloyd. "The Future of School Libraries and Librarianship." Oklahoma Librarian, Vol. 30, No. 1 (January, 1980), pp. 19-25.

✓ Snow, Glenn Gardner. "An Analysis of the Doctoral Level Preparation Programs in the Field of Instructional Technology at Selected Institutions." (Ph.D. dissertation, Michigan State University, 1969), pp. 25-27.

✓ Spears, Robert E. and Jody Lee Charter. "School Media Personnel Certification: Time For Change?" Arkansas Libraries, Vol. 34, No. 1 (March, 1977), pp. 4-7.

✓ Sorensen, Richard J. "Media Specialist Certification." Wisconsin Library Bulletin, Vol. 75, No. 3 (May/June, 1979), p. 114.

Southwestern Oklahoma State University. Report to the State Board of Education: Five-Year Institutional Visit. Weatherford, Oklahoma: The School of Education, Southwestern Oklahoma State University, 1978.

- _____. 1978-1980 Catalog. Weatherford, Oklahoma: Southwestern Oklahoma State University, 1978.
- ✓ Sturgeon, Mary C. "An Analysis of the Current School Media Personnel Training Programs in Arkansas Colleges and Universities." Arkansas Libraries, Vol. 34, No. 3 (September, 1977), pp. 9-10.
- Teacher Supply/Demand in the United States, 1980: ASCUS Research Report, Madison, Wisconsin: Association for School, College and University Staffing, March, 1980.
- Teeter, Thomas A. "Origin and Development School Media Programs." Arkansas Libraries, Vol. 34, No. 3 (September, 1977), pp. 2-3.
- U. S. Department of Health, Education, and Welfare. National Center for Education Statistics. The Condition of Education 1979 Edition, by Nancy B. Dearman and Valena White Plisko. Washington: U. S. Government Printing Office, 1979.
- _____. Digest of Education Statistics 1977-78, by W. Vance Grant and C. George Lind. Washington: U.S. Government Printing Office, 1978.
- _____. Projections of Education Statistics to 1984-85, by Kenneth A. Simon and Martin M. Frankel. Washington, D.C.: U.S. Government Printing Office, 1976.
- _____. Office of Education. Survey of School Media Standards. Washington: U.S. Government Printing Office, 1977.
- U.S. Department of Labor. Bureau of Labor Statistics. Library Manpower: A Study of Demand and Supply. Bulletin 1852. Washington: U.S. Government Printing Office, 1975.
- The University of Oklahoma. College Bulletin 1978. Norman, Oklahoma: The University of Oklahoma, 1978.
- _____. Education Professions Division. Preliminary Report to the State Board of Education Prior to Regular Five-Year Institutional Visit. Norman, Oklahoma: The University of Oklahoma, April, 1976.
- Vance, Kenneth E., Rose Mary Magrill, and Thomas W. Downen. "Future of Library Education: 1975 Delphi Study." Journal of Education for Librarianship, Vol. 18, No. 1 (Summer, 1977), pp. 3-17.

- Vann, Sarah K. The Williamson Report: A Study. Metuchen, N.J.: The Scarecrow Press, Inc., 1971.
- Vesely, Marilyn. "Oklahoma Governor's Conference: A Preview." Oklahoma Librarian, Vol. 28, No. 2 (April, 1978), p. 4.
- Walch, David B. and W. Donald Brumbaugh. "Toward Professionalization in the Media Field." School Media Quarterly, Vol. 4, No. 1 (Fall, 1975), pp. 27-35.
- Wedgeworth, Robert. "Libraries: Where We Are." Arkansas Libraries, Vol. 35, No. 4 (December, 1978), pp. 4-5.
- White, Herbert S. "Critical Mass for Library Education." American Libraries, Vol. 10, No. 8 (September, 1979), pp. 468-470, 479-481.
- White, Herb. "Does Better Mean Longer? Research Needs of the Library Education Process." American Libraries, Vol. 12, No. 3 (March, 1981), pp. 151-152.
- Wilkinson, Gene L. "Alternatives for Accreditation." Institutional Innovator, Vol. 25, No. 9 (December, 1980), pp. 32-33, 49.
- Wilson, Pauline. "Barriers to Research in Library Schools: A Framework for Analysis." Journal of Education for Librarianship, Vol. 17, No. 1 (Summer, 1976), pp. 3-19.
- _____. "Impending Change in Library Education: Implications for Planning." Journal of Education for Librarianship, Vol. 18, No. 3 (Winter, 1978), pp. 159-173.
- Wood, Johanna S. "Media Programs for Today and Tomorrow." School Media Quarterly, Vol. 4, No. 4 (Summer, 1976), pp. 305-310.

APPENDICES

APPENDIX A

DESCRIPTION OF CERTIFICATION
REQUIREMENTS

DESCRIPTION OF CERTIFICATION REQUIREMENTS¹

PROFESSIONAL-SECONDARY CERTIFICATE

Minimum Essentials

Formal admission to graduate study in an approved program for the certificate, completion of 32 hours, or 30 hours and a thesis, in appropriate courses taken for graduate credit, culminating in a master's degree, or with a master's degree otherwise obtained, provided that the 32 hours of required work must meet grade standards as high as required for the degree issued directly on the basis of the approved program.

- A. Professional Education. A minimum of eight hours in courses, not necessarily specialized as to teaching level, designated as professional education in the approved program, in such appropriate areas as problems of teaching, materials and methods of instruction, course and curriculum development, philosophical and historical foundations, guidance, measurement and evaluation, human development and learning, and research and statistics. The eight hours shall be in addition to the professional education required in the "Minimum Essentials" for the standard certificate of the same type as the professional certificate of which at least twelve (12) hours must be completed outside of the program for the professional certificate.

- B. Specialized Education. A minimum of eight hours as follows:
 - a. For elementary-secondary, secondary, or special certificate, eight hours or more in subject-field content in one or more areas of certificate specialization, "areas" as used here meaning the same as the areas designated in certification regulations for the three kinds of certificates involved; examples are

art (elementary-secondary), science (secondary), and distributive education (special). The required work may be done in any such area in which at least eight-teen hours work has been completed outside of the professional certificate program. Of the eight hours or more of such specialized work required, at least four hours work must be completed in one selected area. However, additional work must be done in this same area, if necessary, to make the cumulative total credit in the area, counting work both within and outside of the professional certificate program, at least eight hours more than the amount required in "Minimum Essentials" for the standard certificate in the area. "For example, the student who, before beginning the professional certificate program, has a total of forty-two hours credit in an area in which the requirements in "Minimum Essentials" is thirty-six hours could take as little as four hours in the program; this would make his cumulative total forty-six hours, which is more than eight hours above "Minimum Essentials." If he started with thirty-two hours in the area, he would need to take at least twelve hours graduate work in that area to have necessary minimum total of forty-four hours."

- b. Elective work, maximum sixteen hours, in appropriate courses in professional teacher education, areas of teaching specialization, or other academic areas.

C. Requirements for the Certificate

1. Meet present requirements in "General Regulations of Eligibility" for teachers' certificates as respects citizenship, character and general fitness for teaching, and health.
2. Hold a bachelor's degree from accredited college or university.
3. Hold, or have held, an Oklahoma standard or life teacher's certificate.
4. Have three years or more of satisfactory school experience at the level of the professional certificate. A year in connection with this school experience requirement is considered to be a minimum of six months (120 days) or more of full-time work in one session, or in two consecutive sessions.
5. Be recommended for the certificate by the institution at which the preparation program was completed, if an Oklahoma institution. Present regulations applicable

to standard and provisional teacher's certificate, pertaining to completion of college work for the certificate and to institutional recommendation, and to applications based on college work completed in institutions outside Oklahoma, shall be applicable to the professional teacher's certificate as well.

6. Complete at an Oklahoma institution an approved program for the professional teacher's certificate, or, in applicable cases, equivalent work prior to establishment of formally approved programs; or equivalent work at an institution outside Oklahoma, as determined by Oklahoma certification authorities.

The type of certificate (teaching-field) shall be determined by the area of teaching specialization.

- D. Term of the Certificate shall be seven years, with effective date and termination date determined under present regulations on "Term of Validity."

LIBRARIAN (PUBLIC SCHOOL)

(Standard Certificate)

This certificate authorizes the holder to supervise and/or administer library services in Grades K-12 in any public school in Oklahoma and to teach library science in Grades 7-12 provided an appropriate approval credential is obtained.

The applicant shall satisfy all general regulations of eligibility.

The applicant shall have completed an approved certificate program of the same type as the certificate applied for if training was done in an Oklahoma college or university.

When training was done outside of Oklahoma, the applicant shall have completed academic preparation equivalent to satisfying all requirements enumerated by the minimum essentials for the approved program for librarian.

College credit used to satisfy the requirements in general education, in an amount not to exceed ten semester hours, may also be counted in meeting requirements in the field of specialization.

General Education

Fifty semester hours in general education are required, distributed so that some work is completed in at least six of the following areas:

1. English (oral English, written English, and literature).
2. Fine arts.
3. Foreign language.
4. Health and physical education.
5. Humanities.
6. Mathematics.
7. Practical arts.
8. Psychology.
9. Science.
10. Social studies. (The applicant's academic preparation shall include six semester hours of American history and government.)

Professional Education

Twenty-one semester hours in professional education, including at least nine semester hours in student teaching, methods, and materials, are required. If methods, materials, and student teaching be not combined into an integrated course, a minimum of six semester hours in directed observation, participation, and student teaching divided between the elementary-and secondary-school levels is required. Each institution educating teachers adopt a program of requiring proficiency in educational media appropriate for the subject taught. (Effective September 1971).

Any teacher who holds a standard bachelor's degree and has three or more years of experience in an accredited school as a teacher, supervisor, administrator, or combination thereof and who meets all other requirements for the standard and/or provisional certificate except student teaching may, upon recommendation of the certification officer in an approved teacher-education institution, substitute other professional education courses for the student teaching, provided that one of the three years of experience shall have been during the five years immediately preceding the filing of the application for the standard certificate, that no substitution shall be permitted for any part of the three years of experience, and that in no case shall any substitution made reduce the total number of semester hours of professional education normally required for the certificate sought.

After July 1, 1976, no person shall be granted a standard certificate to teach in the public schools of this state unless he has satisfactorily completed a course of two or more semester hours in the education of the exceptional child.

Specialized Education

A minimum of 24 semester hours of credit in library science is required.

PROVISIONAL SCHOOL LIBRARIAN

The applicant shall satisfy all general regulations of eligibility.

The applicant shall have completed the following minimum academic preparation.

Professional Education

A minimum of 15 semester hours of college credit in professional education, including some work in student teaching, methods, and materials is required.

Any teacher who holds a standard bachelor's degree and has three or more years of experience in an accredited school as a teacher, supervisor, administrator, or combination thereof and who meets all other requirements for the standard and/or provisional certificate except student teaching may, upon recommendation of the certification officer in an approved teacher-education institution, substitute other professional education courses for the student teaching, provided that one of the three years of experience shall have been during the five years immediately preceding the filing of the application for the standard certificate, that no substitution shall be permitted for any part of the three years of experience, and that in no case shall any substitution made reduce the total number of semester hours of professional education normally required for the certificate.

Specialized Education

A minimum of 18 semester hours of college credit in library science is required.

General Education

Fifty semester hours of college credit in general education, designed to develop a broad, cultural background, are required. College credit used to satisfy the requirements in general education, in an amount not to exceed ten semester hours, may also be counted in meeting requirements in the field of specialization.

TEMPORARY SCHOOL LIBRARIAN

The applicant shall satisfy all general regulations of eligibility.

The applicant shall complete the following minimum academic preparation.

Professional Education

A minimum of 12 semester hours of college credit in professional education is required.

Specialized Education

At least 18 semester hours of college credit is required in library science.

General Education

Forty semester hours of college credit in general education, designed to develop a broad, cultural background, are required. College credit used to satisfy the requirements in general education, in an amount not to exceed ten semester hours, may also be counted in meeting requirements in the field of specialization.

AUDIOVISUAL SPECIALIST

- I. Requirements for Standard and Provisional Certificates
 1. The applicant shall satisfy all general regulations of eligibility.
 2. The applicant shall hold a bachelor's degree granted by an institution accredited by and in good standing with a regional accrediting association.
 3. The applicant shall hold a valid standard, professional or life Oklahoma teaching certificate.
 4. The applicant shall have completed an approved program for the standard professional school-service personnel--audiovisual specialist--certificate if preparation was completed in Oklahoma, or in applicable cases accept equivalent work prior to establishment of formally approved programs; or equivalent work at an institution outside Oklahoma, as determined by the Oklahoma certification authorities.
 5. Applicants basing their qualifications upon credentials from out of state are required to satisfy all academic requirements and conditions specified by the minimum essentials for approved teacher-certificate programs.

STANDARD AUDIOVISUAL SPECIALIST

Formal admission to graduate study in an approved program for the certificate and completion of 30 semester hours in appropriate graduate level courses.

- A. A minimum of 15 semester hours of graduate level educational media courses. (A maximum of 3 semester hours of the 15 hours of credit may be at the baccalaureate degree level).
 1. One course in each of the following:
 - a. Utilization--(effective use of media in the classroom).
 - b. Production of teacher made materials--(transparencies, charts, lettering, etc.).

- c. Administration--(organization and supervision of media collections and programs).
 2. Elective courses may be selected from the following:
 - a. Communications--(message design, audience analysis, related research).
 - b. Media practicum.
 - c. Programmed learning.
 - d. Educational television and radio.
 - e. Photographic production.
 - f. Library science.
- B. A minimum of 15 semester hours of graduate level courses in the following:
 1. One course in each of the following:
 - a. Elementary and/or secondary curriculum development.
 - b. Supervision of instruction.
 2. Elective courses may be selected from the following:
 - a. Psychology of learning.
 - b. School administration.
 - c. Methods of research.
 - d. Measurements, statistics and/or evaluation.
 - e. Educational systems design.
 - f. Computer programming, etc.

PROVISIONAL AUDIOVISUAL SPECIALIST

Formal admission to graduate study in an approved program for the certificate and completion of 18 semester hours in appropriate graduate level courses.

- A. A minimum of 10 semester hours of graduate level educational media courses. (A maximum of 3 semester hours of the 10 hours of credit may be at the baccalaureate degree level).
1. One course in each of the following:
 - a. Utilization--(effective use of media in the classroom).
 - b. Production of teacher made materials--(transparencies, charts, lettering, etc.).
 - c. Administration--organization and supervision of media programs and collections).
 2. Elective courses may be selected from the following:
 - a. Communications--(message design, audience analysis, related research).
 - b. Media practicum.
 - c. Programmed learning.
 - d. Educational television and radio.
 - e. Photographic production.
 - f. Library science.
- B. A minimum of 8 semester hours of graduate level courses in the following:
1. One course in each of the following:
 - a. Elementary and/or secondary curriculum development.
 - b. Supervision of instruction.
 2. Elective courses may be selected from the following:
 - a. Psychology of learning.
 - b. School administration.
 - c. Methods of research.
 - d. Measurements, statistics and/or evaluation.

- e. Educational systems design.
- f. Computer programming, etc.

TEMPORARY AUDIOVISUAL SPECIALIST

1. The applicant shall satisfy all general regulations of eligibility.
2. The applicant shall hold a bachelor's degree granted by an institution accredited by and in good standing with a regional accrediting association.
3. The applicant shall hold a valid standard, professional or life Oklahoma teaching certificate. Eight semester hours in appropriate graduate level courses. (A maximum of 3 semester hours of the 8 hours of credit may be at the baccalaureate degree level).
 1. One course in each of the following:
 - a. Utilization--(effective use of media in the classroom).
 - b. Production of teacher made materials--(transparencies, charts, lettering, etc.).
 2. Balance may be selected from the following:
 - a. Administration--organization and supervision of media collections and programs.
 - b. Communications--(message design, audience analysis, related research).
 - c. Programmed learning.
 - d. Media practicum.
 - e. Photographic production (motion and still).
 - f. Computer programming.
 - g. Educational television and radio.
 - h. Library science.

FOOTNOTE

¹Oklahoma State Department of Education, Teacher Education, Certification and Assignment Handbook: Rules, Regulations and Minimum Essentials Governing the Preparation and Certification of Teachers and Administrators (Oklahoma City: State Board of Education, July 1975), pp. 21-27.

APPENDIX B

LETTER TO DEANS AND/OR DIRECTORS OF TEACHER
EDUCATION AND/OR LIBRARY SCIENCE,
LETTERS OF ENDORSEMENT, AND
ABSTRACT OF PROPOSAL

SANGRE RIDGE ELEMENTARY SCHOOL

2500 South Sangre Road
Stillwater, OK 74074

405/743-1222

October 21, 1980

Dear

It is a pleasure to inform you that a study concerning the preparation of educational librarians, audiovisual specialists, and library/audiovisual specialists is being conducted. More importantly I am happy to invite you as one of only seven college administrators to participate in the study. I am the library/audiovisual specialist at Sangre Ridge Elementary School in Stillwater and am conducting the study as part of the requirements for the Doctor of Education degree at Oklahoma State University under the direction of Dr. Elizabeth McCorkle.

The purpose of the study is to gather information and develop a profile of existing preparation programs in the State. It is assumed that there is a concensus among those responsible for planning programs that a need for such an analysis exists.

The questionnaire technique of data gathering will be utilized. You or the appropriate academic unit head you designate will be requested to complete a questionnaire and each faculty member in the seven Oklahoma institutions having recognized programs will be asked to complete a supplemental questionnaire.

Dr. Jon M. Suter, Chairman, Library Education Division of the Oklahoma Library Association and Ms. Amy Green, President of the Oklahoma Association for Educational Communications and Technology have endorsed the study and are encouraging participation in the research effort.

The purpose of this letter is to request that you forward a list of all faculty members either full or part-time in your library science and audiovisual education departments to me in the enclosed, self-addressed envelope. A questionnaire will then be directly mailed to your faculty with an informational copy to you and you will personally be contacted concerning an institutional questionnaire which is of extreme importance to this statewide study.

Dr.

2

October 21, 1980

If you have any questions concerning the study, please do not hesitate to contact me by letter or phone (405) 377-0328 (home) or (405) 743-1222 (office). I understand there is an OACTE meeting in Norman this Friday. Although Dean Don Robinson is not personally familiar with the research, I am sure he would not mind an inquiry concerning my personal and professional character.

Sincerely,

Mrs. Violet M. Bowers
School Media Specialist

VMB/clp

Enclosure



EAST CENTRAL UNIVERSITY

ADA, OKLAHOMA 74820

Office of the Librarian

October 8, 1980

Dear Library Educator,

Mrs. Vi Bowers is a doctoral candidate at Oklahoma State University. Her dissertation, "Academic Media Programs: Library/Audiovisual Education," will necessitate research at all Oklahoma colleges and universities which offer such programs. It is my personal hope and the hope of the Library Educators Division of the Oklahoma Library Association that you will find time to help her to the greatest extent possible.

The results of her study will be valuable to all of us in the years to come. An attempt to gather such data was made a few years ago by the LEVER, Committee of LED but Mrs. Bowers' project will be more systematic and thorough.

Thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Jon M. Suter".

Jon M. Suter, Ph.D.
Chairman, Library Educators
Division



Career Education for Life's Sake

November 10, 1980


Dear Library Educator:

Mrs. Vi Bowers, doctoral candidate at Oklahoma State University, is presently engaged in a research project for her dissertation concerning "Academic Media Programs: Library/Audiovisual Education". Her research will extend to all Oklahoma colleges and universities which offer such programs.

Because the end result of her study will provide such valuable and needed data, it is my concern that the Library Educators Division of the Oklahoma Library Association be aware of her needs and offer any possible help to her.

Thank you for your time and cooperation.

Sincerely,


Susan Babbitt
President
Oklahoma Association of Educational
Communications and Technology

SB/vk

Tulsa Public Schools • Junior League of Tulsa, Inc.

Education Service Center • P.O. Box 45208 • Tulsa, Oklahoma 74145 • Phone 743-3381 Ext. 464

ABSTRACT OF PROPOSED STUDY

Ambiguity exists with respect to the role and/or definition of the term Media Specialist. Seven teacher education programs in Oklahoma institutions of higher education are approved to offer preparation leading to certification in media. Some programs prepare personnel to meet certification as librarians, audiovisual specialists, or both but refer to the separate specialists by the common term Media Specialist or some form of it.

The purpose of this study is to examine the separate preparation programs for public school librarians and audiovisual specialists as well as any combination of the two that might exist in Oklahoma. An analysis will be made of the training, experience, and professional activities of faculties of undergraduate and graduate schools, colleges, and departments that prepare librarians, audiovisual specialists, or a combination of the two hereafter referred to as library/audiovisual specialists.

Five general questions are posited. Answers will be provided by collecting and presenting descriptive data concerning specific questions and testing certain hypotheses by observation. Each general question is presented first and followed by specific or subordinate questions and hypotheses.

Research Question Number One

What is the nature of existing preparation programs for librarians, audiovisual specialists, and library/audiovisual specialists?

- Specific Questions.
1. What degrees are offered by each institution and how long has each degree been offered?
 2. What certification recommendations are each institution authorized by the State to make and how long has the institution been authorized to make each certification recommendation?
 3. What are the areas of specialization offered for each degree program?
 4. What are the comparative enrollments in degree programs among institutions within the State of Oklahoma?
 5. What are the criteria for admission to degree programs?
 6. What are the average class sizes?

Null Hypothesis. (1) There is no difference among institutional programs with respect to the number of courses required.

Research Question Number Two

What is the job market for graduates of library/audiovisual education preparation program?

Specific Questions. 1. What positions were assumed by the 1979-80 graduates of each program?

2. What was the TOTAL number of librarians, audiovisual specialists, and library/audiovisual specialists who were occupying positions during the period July 1, 1979 to June 30, 1980?

3. How many NEW librarians, audiovisual specialists, or library/audiovisual specialists were employed in Oklahoma between July 1, 1979 and June 30, 1980?

Null Hypothesis. There is no difference among institutions of higher education with respect to the percentage of 1979-80 graduates obtaining positions.

Research Question Number Three

What was the certification status of persons holding library/audiovisual positions in Oklahoma during 1979-80?

Specific Questions. 1. How many PROFESSIONAL library science certificates were issued between July 1, 1979 and June 30, 1980?

2. How many STANDARD library science and audiovisual certificates were issued between July 1, 1979 and June 30, 1980?

3. How many PROVISIONAL library science and audiovisual certificates were issued between July 1, 1979 and June 30, 1980?

4. How many TEMPORARY (emergency) library science and audiovisual certificates were issued between July 1, 1979 and June 30, 1980?

5. What was the total number of employed librarians holding a PROFESSIONAL certificate during the period between July 1, 1979 to June 30, 1980?

6. What was the total number of employed librarians and audiovisual specialists holding a STANDARD certificate during the period between July 1, 1979 to June 30, 1980?

7. What was the total number of employed librarians and audiovisual specialists holding a PROVISIONAL certificate during the period between July 1, 1979 to June 30, 1980?

8. What was the total number of employed librarians and audiovisual specialists holding a TEMPORARY (emergency) certificate during the period between July 1, 1979 to June 30, 1980?

Research Question Number Four

What activities of faculty members contributed most to program development?

Null Hypotheses. 1. There is no difference among faculties in institutions of higher learning offering preparation in library/audiovisual education with respect to the average number of years of experience.

2. There is no difference among institutions of higher learning offering preparation in library/audiovisual

education with respect to the average percent of time devoted by faculty members to teaching on campus.

3. There is no difference among institutions of higher learning offering preparation in library/audiovisual education with respect to the average percent of time devoted by faculty members to teaching off campus.

4. There is no difference among institutions of higher learning offering library/audiovisual education with respect to the average percent of time devoted by faculty members to other activities.

5. There is no difference among institutions of higher learning offering preparation in library/audiovisual education with respect to the average number of earned degrees held by faculty members.

6. There is no difference among institutions of higher learning offering preparation in library/audiovisual education with respect to the average publication rate of faculty members.

Research Question Number Five

Which of the following titles do professors believe to be most appropriate for the several specialists in the various fields of library science and/or audiovisual education: (a) librarian, (b) library/media specialist, (c) media specialist, (d) instructional media specialist, (e) audiovisual specialist, (f) library/audiovisual specialist, or (g) other.

Null Hypothesis. 1. There is no difference among faculties in institutions of higher learning offering preparation in library/audiovisual education with respect to the preferred title for the various specializations of their graduates.

Data Collection and Methodology

The State Department of Education in Oklahoma has approved seven institutions for the preparation of librarians and/or audiovisual specialists in teacher education. Data will be gathered from the total population of library science and audiovisual undergraduate and graduate faculties of schools, colleges, and departments or academic units designated by other names but purported to perform the function of preparing librarians, audiovisual specialists, and library/audiovisual specialists for the public schools of Oklahoma.

Permission to conduct the study in each of these institutions and a list of their faculty members will be sought from the Deans and/or Directors of Teacher Education. Endorsement of the study will be sought from Mrs. Susan Babbitt, President of the Oklahoma Association for Educational Communications and Technology (OAECT) and Dr. Jon M. Suter, Chairman, Library Education Division of the Oklahoma Library Association (OLA). Following receipt of permission from each academic unit head to conduct the study and the requested list of faculty members, a questionnaire and cover letter will be sent to him or her. Simultaneously, a letter

and second questionnaire will be mailed to each faculty member identified as being involved in the preparation of library/audiovisual personnel with a stamped, self-addressed envelope. The purpose of the questionnaire to be mailed to the academic unit head will be to acquire institutional data. The questionnaire mailed to the individual faculty members will be constructed to collect demographic data.

Return of the questionnaire in two weeks will be requested. At the end of the first two-week period, a second letter and questionnaire will be mailed to those faculty members who have not responded to the first mailing, again inviting them to participate in the study. In addition to the data acquired through the questionnaires, information will be obtained through an interview with the administrator of the Section of Teacher Certification, State Department of Education, Oklahoma City, Oklahoma. During the interview, data will be secured from the records of the State Department of Education and related publications that are available.

Specific questions and null hypotheses have been formulated and will be tested. Data pertinent to each question and hypothesis will be presented in narrative and graphic form, i.e., in tables, in frequency charts, percentages, and rank order. Interpretations that are made and conclusions that are drawn from the data will be presented.

APPENDIX C

FOLLOW-UP LETTER TO THE ONE DEAN/DIRECTOR
WHO HAD NOT RESPONDED TO THE ORIGINAL
REQUEST FOR A LIST OF HIS FACULTY

SANGRE RIDGE ELEMENTARY SCHOOL

2500 South Sangre Road
Stillwater, OK 74074

405/743-1222

November 10, 1980

Dear

Several weeks ago you and the Directors of Teacher Education at the six other Oklahoma institutions of higher learning having accredited media programs were sent an abstract of a study concerning preparation programs and a request for the names of faculty who are teaching full or part-time in library science or audiovisual education. Because I have received the lists from all institutions except yours, I am writing to be sure you actually received the request and to encourage your participation. That will ensure that the population includes all seven institutions and add credibility to the findings.

Enclosed for your convenience is a xerox copy of the original material. Thanks for your thoughtful consideration.

Sincerely,

Mrs. Violet M. Bowers
School Media Specialist

VMB/clp

Enclosure

APPENDIX D

LETTER TO FACULTY MEMBERS AND THE
DEMOGRAPHIC QUESTIONNAIRE

SANGRE RIDGE ELEMENTARY SCHOOL

2500 South Sangre Road
Stillwater, OK 74074

405/743-1222

November 20, 1980

Dear

Dr. _____ is participating in a research project I am conducting as part of my doctoral program at Oklahoma State University under the direction of Dr. Elizabeth McCorkle. Because he has identified you as a person who is qualified to contribute to the study, I hope you will take a few minutes to complete the attached short questionnaire.

The purpose of the study is to gather information and develop a profile of existing preparation programs for media specialists. A considerable amount of the data needed for the study has already been collected from the State Department of Education and/or the Deans and Directors of Preparation Programs in the institutions of higher learning.

As you are aware, there are only seven institutions that have State accredited programs for the preparation of media specialists. Consequently, your opinions and participation are particularly important to the study and profession. You will note from the attached copy of letters from Dr. Jon Suter of the Oklahoma Library Association and Susan Babbitt of the Association of Educational Communication and Technology that they have both endorsed the study.

The data you provide will ensure that your department is properly reflected in the study. But please be assured that anonymity of individual professors and institutions will be protected.

A self-addressed stamped envelope is provided for your convenience. If you have any questions, please contact me at (405) 377-0328, my home, or at (405) 743-1222, my office.

Sincerely

Mrs. Violet M. Bowers
School Media Specialist

VMB/clp

Enclosure

VITA OF FACULTY IN RECOGNIZED OKLAHOMA
LIBRARY/AUDIOVISUAL EDUCATION PROGRAMS

You are asked to provide the information requested below to assist in planning for the improvement of preparation programs for library/audiovisual education specialists in Oklahoma. Your assistance is greatly appreciated.

1. Number of years on faculty at your present institution. _____
2. Percent of time devoted to department . . . _____
3. Percent of time in department devoted to:
 - Teaching (On Campus) _____
 - Teaching (Off Campus) _____
 - Research _____
 - Other (Specify) _____
 - Total _____

4. Please identify below the degrees you have earned:

Degree Institutions Year Awarded

5. Please check one of the three program areas listed below in capitalized letters that most accurately represents your expertise or academic affiliation/ employment. Then check the primary area of emphasis of the program.

- | | | |
|---|--|---|
| ____ LIBRARY
SCIENCE | ____ AUDIOVISUAL
EDUCATION | ____ LIBRARY/
AUDIOVISUAL
EDUCATION |
| ____ Pub. Sch. Lib.
Print Specialist | ____ Pub. School
AV Specialist | |
| ____ Pub. Sch. Lib.
Print & Nonprint
Specialist | ____ Junior/Senior
College AV
Specialist | ____ Pub. School
Library/AV Spec. |
| ____ Jr./Sr. College
Librarian | ____ Professorship | ____ Jr./Sr. College
Library/AV Spec. |
| ____ Professorship | | ____ Professorship |
| ____ Other (Specify) | ____ Other (Specify) | ____ Other (Specify) |

6. Indicate below your activities which have contributed most to program development in your institution during the past five year period.

7. Indicate below the number of publications you authored/coauthored during the past five year period.

_____ Books

_____ Journal Articles

_____ Research Reports

_____ Monographs

_____ Unpublished Papers or Reports

8. Ambiguity exists with respect to what is meant by a specific title for a program or professional employee i.e. the term media is sometimes utilized by people who are trained and experienced in either library science or audiovisual education but not both. Please indicate the letter of the title listed below which you believe to be most appropriate for each of the several specializations identified.

A. Librarian

B. Library/Media Specialist

C. Media Specialist

D. Instructional Media Specialist

E. Audiovisual Specialist

F. Library/Audiovisual Specialist

G. Other (Please Specify if this response is chosen).

Please place (_____ A Certificated librarian with print only
one letter on _____ orientation
each of these(_____ A Certificated librarian with print and
lines. _____> non-print orientation
(_____ A Certificated audiovisual specialist
(_____ A person certificated in both library
science and audiovisual education

YOUR NAME _____

YOUR INSTITUTION _____

APPENDIX E

LETTER TO DEANS AND/OR DIRECTORS AND
THE INSTITUTIONAL QUESTIONNAIRE

SANGRE RIDGE ELEMENTARY SCHOOL

2500 South Sangre Road
Stillwater, OK 74074

405/743-1222

November 25, 1980

Dear Dean and/or Director _____

The list of faculty names you recently sent to me is greatly appreciated. The deans and directors of all institutions having State approved library science or audiovisual programs responded and agreed to participate in the study. Thus, it is assured that the data will be complete.

As promised, I am enclosing a xerox facsimile of the letter and questionnaire that was sent to the faculty members you identified. I am, also, enclosing the institutional questionnaire which represents the final phase of the data collection process. To facilitate your effort and clarify the questions, I have indicated N/A (not applicable) in the places that it is believed apply to your institution.

If you or your designee will kindly complete and return the questionnaire prior to Christmas in the self-addressed stamped envelope, it will be greatly appreciated because I hope to work on the project during the vacation period.

Sincerely,

Mrs. Violet M. Bowers
School Media Specialist

VMB/clp

Enclosure

DEPARTMENT (OR OTHER ACADEMIC UNIT HEAD) QUESTIONNAIRE
For Each Institution Preparing Public School Librarians,
Audiovisual Specialists, and Library/Audiovisual Specialists

Name of Institution _____

Person Preparing Report _____

1. Please identify by official name the programs/degrees you offer as specifically as possible e.g., secondary education with library science teaching field, instructional media, library media, audiovisual education, library science, etc.

BACCALAUREATE DEGREE

Library Science _____

Audiovisual Education _____

Library/Audiovisual Education _____

MASTERS DEGREE

Library Science _____

Audiovisual Education _____

Library/Audiovisual Education _____

SIXTH YEAR DEGREE

Library Science _____

Audiovisual Education _____

Library/Audiovisual Education _____

DOCTORATE

Library Science _____

Audiovisual Education _____

Library/Audiovisual Education _____

2. Please indicate below the number of graduates from your programs for the years shown by level of specialization.

	<u>Academic Year and Summer Session</u>		
	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
BACCALAUREATE DEGREE			
Public School Librarians	_____	_____	_____
Audiovisual Specialists	_____	_____	_____
Library/Audiovisual Specialists	_____	_____	_____
MASTERS DEGREE			
Public School Librarians	_____	_____	_____
Audiovisual Specialists	_____	_____	_____
Library/Audiovisual Specialists	_____	_____	_____
SIXTH YEAR DEGREE			
Public School Librarians	_____	_____	_____
Audiovisual Specialists	_____	_____	_____
Library/Audiovisual Specialists	_____	_____	_____
DOCTORATE			
Public School Librarians	_____	_____	_____
Audiovisual Specialists	_____	_____	_____
Library/Audiovisual Specialists	_____	_____	_____

3. When were the degree programs established at your institution?

	<u>Date</u>
BACCALAUREATE DEGREE WITH SPECIALIZATION IN:	
Public School Librarianship	_____
Audiovisual Specialist Education	_____
Library/Audiovisual Specialist	_____
MASTERS DEGREE WITH SPECIALIZATION IN:	
Public School Librarianship	_____
Audiovisual Specialist Education	_____
Library/Audiovisual Specialist	_____
SIXTH YEAR DEGREE WITH SPECIALIZATION IN:	
Public School Librarianship	_____
Audiovisual Specialist Education	_____
Library/Audiovisual Specialist	_____
DOCTORATE WITH SPECIALIZATION IN:	
Public School Librarianship	_____
Audiovisual Specialist Education	_____
Library/Audiovisual Specialist	_____

4. Please indicate the type of accreditation your program(s) have by degree level:

	<u>State Department</u>	<u>NCATE</u>	<u>ALA</u>
LIBRARY SCIENCE			
Baccalaureate Degree	_____	_____	_____
Masters Degree	_____	_____	_____
Sixth Year Degree	_____	_____	_____
Doctorate	_____	_____	_____
AUDIOVISUAL EDUCATION			
Baccalaureate Degree	_____	_____	_____
Masters Degree	_____	_____	_____
Sixth Year Degree	_____	_____	_____
Doctorate	_____	_____	_____
LIBRARY/AUDIOVISUAL EDUCATION			
Baccalaureate Degree	_____	_____	_____
Masters Degree	_____	_____	_____
Sixth Year Degree	_____	_____	_____
Doctorate	_____	_____	_____

5. Please indicate the number of your 1979-80 graduates who assumed the following positions:

	<u>Degree Received</u>			
	<u>B.S.</u>	<u>M.S.</u>	<u>6th yr.</u>	<u>Dr.</u>
<u>Library Science Graduates</u>				
Pub. Elem. Sch. Librarian	_____	_____	_____	_____
Pub. Mid/Jr. Hi Sch. Librarian	_____	_____	_____	_____
Pub. Sr. Hi Sch. Librarian	_____	_____	_____	_____
Pub. Sch. Lib/AV Specialist	_____	_____	_____	_____
Private or Non-School Librarian	_____	_____	_____	_____
College Professorship	_____	_____	_____	_____
College Library	_____	_____	_____	_____
Classroom Teacher	_____	_____	_____	_____
Unemployed or Unknown	_____	_____	_____	_____
<u>Audiovisual Education Graduates</u>				
Pub. Elem. Sch. Audiovisual Spec.	_____	_____	_____	_____
Pub. Mid/Jr. Hi Sch. Audiovisual Specialist	_____	_____	_____	_____
Pub. Sr. Hi Sch. Audiovisual Spec.	_____	_____	_____	_____
Pub. Sch. Lib/AV Specialist	_____	_____	_____	_____
Private or Non-School Audiovisual Specialist	_____	_____	_____	_____
College Professorship	_____	_____	_____	_____
College Audiovisual Specialist	_____	_____	_____	_____
Classroom Teacher	_____	_____	_____	_____
Unemployed or Unknown	_____	_____	_____	_____

continued on following page

	<u>Degree Received</u>			
	<u>B.S.</u>	<u>M.S.</u>	<u>6th yr.</u>	<u>Dr.</u>
<u>Library/Audiovisual Education Graduates</u>				
<u>Pub. Elem. Sch. Librarian</u>	_____	_____	_____	_____
<u>Pub. Mid/Jr. Hi Sch. Librarian</u>	_____	_____	_____	_____
<u>Pub. Sr. Hi Sch. Librarian</u>	_____	_____	_____	_____
<u>Pub. Sch. Lib/AV Specialist</u>	_____	_____	_____	_____
<u>Private or Non-School Librarian</u>	_____	_____	_____	_____
<u>College Professorship</u>	_____	_____	_____	_____
<u>College Librarian</u>	_____	_____	_____	_____
<u>Classroom Teacher</u>	_____	_____	_____	_____
<u>Unemployed or Unknown</u>	_____	_____	_____	_____

6. What was your 1979-80 enrollment in library science degree programs?

	<u>Number Enrolled</u>	<u>Number on Assistantships</u>
BACCALAUREATE DEGREE		
Part Time	_____	_____
*Full Time	_____	_____
MASTERS DEGREE		
Part Time	_____	_____
*Full Time	_____	_____
SIXTH YEAR DEGREE		
Part Time	_____	_____
*Full Time	_____	_____
DOCTORATE		
Part Time	_____	_____
*Full Time	_____	_____

*The Oklahoma State Regents for Higher Education define a full time student as one carrying 12 or more hours.

7. What was your 1979-80 enrollment in audiovisual programs?

	<u>Number Enrolled</u>	<u>Number on Assistantships</u>
BACCALAUREATE DEGREE		
Part Time	_____	_____
*Full Time	_____	_____
MASTERS DEGREE		
Part Time	_____	_____
*Full Time	_____	_____
SIXTH YEAR DEGREE		
Part Time	_____	_____
*Full Time	_____	_____
DOCTORATE		
Part Time	_____	_____
*Full Time	_____	_____

8. What was your 1979-80 enrollment in library/audiovisual education programs?

	<u>Number Enrolled</u>	<u>Number on Assistantships</u>
BACCALAUREATE DEGREE		
Part Time	_____	_____
*Full Time	_____	_____
MASTERS DEGREE		
Part Time	_____	_____
*Full Time	_____	_____
SIXTH YEAR DEGREE		
Part Time	_____	_____
*Full Time	_____	_____
DOCTORATE		
Part Time	_____	_____
*Full Time	_____	_____

*The Oklahoma State Regents for Higher Education define a full time student as one carrying 12 or more semester hours.

9. What criteria are used for admission to the degree programs and how are they applied? (i.e., if GRE or other tests are used indicate the minimum score(s) required--similarly indicate GPA required if this is a criterion).

<u>Criteria</u>	<u>Minimum Score Required</u>			
	<u>B.S.</u>	<u>M.S.</u>	<u>6th Year</u>	<u>Dr.</u>
LIBRARY SCIENCE				
Grade Point Average	_____	_____	_____	_____
Graduate Record Exam	_____	_____	_____	_____
Miller Analogy Exam	_____	_____	_____	_____
Other (Specify)	_____	_____	_____	_____
_____	_____	_____	_____	_____
AUDIOVISUAL EDUCATION				
Grade Point Average	_____	_____	_____	_____
Graduate Record Exam	_____	_____	_____	_____
Miller Analogy Exam	_____	_____	_____	_____
Other (Specify)	_____	_____	_____	_____
_____	_____	_____	_____	_____
LIBRARY/AUDIOVISUAL EDUC.				
Grade Point Average	_____	_____	_____	_____
Graduate Record Exam	_____	_____	_____	_____
Miller Analogy Exam	_____	_____	_____	_____
Other (Specify)	_____	_____	_____	_____
_____	_____	_____	_____	_____

10. Please provide information concerning the courses offered on campus in library science and audiovisual education, enrollments, and required courses for different programs during the 1979-80 year including the summer session. Please indicate which of the courses were required at the level of Baccalaureate (B), Masters (M), Sixth Year (S), and Doctorate (D). Please indicate also by appropriate designation which (if any) of the courses were required for certification as a public school librarian (L), audiovisual specialist (A), or library/audiovisual specialist (L/AV).

<u>Required for Certification</u>	<u>Required for Degree (B,M,S,D)</u>	<u>Library Science Course Numbers and Titles Offered During 1979-80</u>	<u>Number of Times Offered</u>	<u>Average Size of Classes</u>	<u>Percent Enrolled Who Were Admitted to a Degree Program in Library Science</u>
-----------------------------------	--------------------------------------	---	--------------------------------	--------------------------------	--

<u>Required for Certification</u>	<u>Required for Degree (B,M,S,D)</u>	<u>Audiovisual Course Numbers and Titles Offered During 1979-80</u>	<u>Number of Times Offered</u>	<u>Average Size of Classes</u>	<u>Percent Enrolled Who Were Admitted to a Degree Program in Audiovisual Education</u>
-----------------------------------	--------------------------------------	---	--------------------------------	--------------------------------	--

<u>Required for Certification</u>	<u>Required for Degree (B,M,S,D)</u>	<u>Library/Audiovisual Course Numbers and Titles Offered During 1979-80</u>	<u>Number of Times Offered</u>	<u>Average Size of Classes</u>	<u>Percent Enrolled Who Were Admitted to a Degree Program in Library/Audiovisual Education</u>
-----------------------------------	--------------------------------------	---	--------------------------------	--------------------------------	--

11. Laboratory Experience Required (Student Teaching, Practicum).

	<u>Student Teaching Hours Credit</u>	<u>Practicum Hours Credit</u>
LIBRARY SCIENCE		
<u>Baccalaureate Degree</u>	_____	_____
<u>Masters Degree</u>	_____	_____
<u>Sixth Year</u>	_____	_____
<u>Doctorate</u>	_____	_____
AUDIOVISUAL EDUCATION		
<u>Baccalaureate Degree</u>	_____	_____
<u>Masters Degree</u>	_____	_____
<u>Sixth Year</u>	_____	_____
<u>Doctorate</u>	_____	_____
LIBRARY/AUDIOVISUAL EDUCATION		
<u>Baccalaureate Degree</u>	_____	_____
<u>Masters Degree</u>	_____	_____
<u>Sixth Year</u>	_____	_____
<u>Doctorate</u>	_____	_____

12. Indicate below the extent of library science course offerings (July 1, 1979 - June 30, 1980) in off-campus (continuing education) programs.

<u>Courses Offered Off-Campus (Give Numbers and Titles)</u>	<u>Location</u>	<u>Taught by Adjunct (A) or Regular Faculty (R)</u>

13. Indicate below the extent of audiovisual education course offerings (July 1, 1979 - June 30, 1980) in off-campus (continuing education) programs.

<u>Courses Offered Off-Campus (Give Numbers and Titles)</u>	<u>Location</u>	<u>Taught by Adjunct (A) or Regular Faculty (R)</u>

14. Indicate below the extent of library/audiovisual education course offerings (July 1, 1979 - June 30, 1980) in off-campus (continuing education) programs.

Courses Offered Off-Campus (Give Numbers and Titles)	Location	Taught by Adjunct (A) or Regular Faculty (R)
---	----------	---

15. Indicate below the extent of library science education course offerings (July 1, 1979 - June 30, 1980) through correspondence programs.

Courses Offered By Correspondence (Give Numbers and Titles)	Location	Taught by Adjunct (A) or Regular Faculty (R)
--	----------	---

16. Indicate below the extent of audiovisual education course offerings (July 1, 1979 - June 30, 1980) through correspondence programs.

Courses Offered By Correspondence (Give Numbers and Titles)	Location	Taught by Adjunct (A) or Regular Faculty (R)
--	----------	---

17. Indicate below the extent of library/audiovisual education course offerings (July 1, 1979 - June 30, 1980) through correspondence programs.

Courses Offered By Correspondence (Give Numbers and Titles)	Location	Taught by Adjunct (A) or Regular Faculty (R)
--	----------	---

18. Indicate below the extent of library science education course offerings (July 1, 1979 - June 30, 1980) through talkback television programs.

Courses Offered Off-Campus (Give Numbers and Titles)	Location	Taught by Adjunct (A) or Regular Faculty (R)
---	----------	---

19. Indicate below the extent of audiovisual education course offerings (July 1, 1979 - June 30, 1980) through talkback television programs.

Courses Offered Off-Campus (Give Numbers and Titles)	Location	Taught by Adjunct (A) or Regular Faculty (R)
---	----------	---

20. Indicate below the extent of library/audiovisual education course offerings (July 1, 1979 - June 30, 1980) through talkback television programs.

Courses Offered Off-Campus (Give Numbers and Titles)	Location	Taught by Adjunct (A) or Regular Faculty (R)
---	----------	---

APPENDIX F

FOLLOW-UP LETTER TO FACULTY WHO HAD
NOT RESPONDED TO THE ORIGINAL
QUESTIONNAIRE

SANGRE RIDGE ELEMENTARY SCHOOL

2500 South Sangre Road
Stillwater, OK 74074

405/743-1222

December 17, 1980

Dear

Several weeks ago, I sent you a questionnaire soliciting information concerning your activities and opinions with respect to media education in Oklahoma. Because you were one of only thirty-six professors selected to participate in the study, your response is very important.

I know that your schedule is very busy and that you are probably trying to clear your desk for the Christmas break. Consequently, I am enclosing another copy of the questionnaire and a self-addressed, stamped envelope. Please take a few minutes to complete and send it by return mail so your program can be properly included in the study.

Sincerely,

Mrs. Violet M. Bowers
School Media Specialist

VMB/clp

Enclosure

APPENDIX G

FOLLOW-UP LETTER TO DEANS AND/OR DIRECTORS OF
TEACHER EDUCATION WHO HAD NOT RETURNED
A COMPLETED INSTITUTIONAL
QUESTIONNAIRE

SANGRE RIDGE ELEMENTARY SCHOOL

2500 South Sangre Road
Stillwater, OK 74074

405/743-1222

January 14, 1981

Dear

I recently sent a questionnaire to you and the six other Deans or Directors of Teacher Education in Oklahoma who had been identified by the State Department of Education as having approved programs for certification in Library Science and/or Audiovisual Education. Since yours was one of the colleges, I hope you will want to have it included in the study.

However, I have not received your response. Perhaps it got lost in the Christmas mail or you were inundated with work just prior to the Christmas break and put it aside. Therefore, I am enclosing another copy for your convenience and make a sincere request for an early response.

Perhaps inclusion of all programs is not absolutely necessary. But because there are only seven institutions approved to offer work leading to certification in library science and/or audiovisual education, I would really like to have 100 percent participation if possible. _____ represents an important part of the population.

Sincerely,

Mrs. Violet M. Bowers
School Media Specialist

VMB/clp

Enclosure

VITA²

Violet Mae Bowers

Candidate for the Degree of

Doctor of Education

Thesis: NATURE AND PROFILE OF PREPARATION PROGRAMS FOR
SCHOOL LIBRARIANS AND AUDIOVISUAL SPECIALISTS

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Holdrege, Nebraska, October 18,
1938, the daughter of Thomas C. and Alma A. Travis.

Education: Was graduated from Riverdale High School,
Riverdale, Nebraska, May, 1956; received Bachelor
of Arts in Education degree in Business Education
from Wayne State College, August, 1962; received
Master of Education degree in Audiovisual Education
from the University of Virginia, August, 1969; and,
completed the requirements for the Doctor of
Education degree at Oklahoma State University,
July, 1981.

Professional Experience: High School Business Teacher,
Wakefield, Nebraska, 1962-64; High School Business
Teacher, Ceresco, Nebraska, 1964-65; Part-time
Business Education Instructor, Kearney State Col-
lege, Kearney, Nebraska 1965-67; Junior High School
Business Teacher, Albemarle County, Virginia, 1970-
75; Graduate Teaching Associate, College of Educa-
tion, Oklahoma State University, 1979-80; Elemen-
tary School Media Specialist, Stillwater, Oklahoma,
1980-.