

Library Education and Youth Services: A Survey of Faculty, Course Offerings, and Related Activities in Accredited Library Schools

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Introduction

IN RECENT YEARS, libraries across the country have been reporting a lack of qualified applicants for available positions in children's, young adult, and school media services. Professional associations at the state, regional, and national levels have expressed concern about the elimination of youth services courses and faculty positions in the library schools. Is there reason for concern? Are fewer students opting for careers in these specialties? Are library schools providing appropriate preparation for students who choose to specialize in youth services?

In an attempt to develop a broad picture of the current state of education for children's, young adult, and school librarianship, the authors conducted a survey of all ALA accredited library schools (including those in both the United States and Canada) in the spring of 1985. The study was funded by the Emily Hollowell Research Fund of Simmons College. The deans of the schools were asked to supply data on course offerings, enrollment, teaching responsibilities and research activities of faculty, and continuing education programs for the three academic years falling between 1982 and 1985. It was hoped that the collection of precise, concrete information would reveal trends that could provide a basis for improved dialogue between the professional associations and the library schools.

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Of the sixty-seven schools accredited by ALA in 1984, forty-six responded to the survey. The initial mailing resulted in thirty-four returns, and a follow-up letter accompanied by another copy of the survey form brought twelve additional responses. Eight of the respondents, however, declined to complete the instrument or provided little usable information. The thirty-eight usable returns represent 56.7 percent of the library schools.

While the data collected must be viewed as far from comprehensive, it should be noted that some geographic regions are strongly represented. Six of the seven Canadian schools responded; four of the five schools in the Southwest are represented; and eight of the fifteen schools in the Midwest provided information. In the West, five of the eight schools replied but one of these schools is now closed. Fewer than half of the schools in the large Northeast (eight out of seventeen schools) and Southeast (seven out of fifteen schools) provided usable information. Most notably missing is information on the greater New York metropolitan area and North Carolina where there are three accredited library schools.

Survey Instrument

In determining the structure of the survey instrument (see appendix A), compromises had to be made between eliciting detailed and comprehensive information and providing for ease of completion and a timely response. The two-part form asked respondents to list and describe youth services courses and to supply a few very specific bits of data (i.e., enrollment in those courses, the rank and tenure of faculty teaching them). It was decided that a request for more extensive detail or a more directive listing of program characteristics would deter cooperation.

The first portion of the form dealt with questions about course offerings related to children's or young adult services in public libraries and school library media services. Respondents were asked to complete a page for each relevant course, describing content and providing information about the frequency of the course offering, enrollment, and the faculty member(s) teaching the course. The second part of the form consisted of a single page with five questions concerning the transfer of credit from other schools, youth services courses beyond the MLS level, names and projects of faculty members, and continuing education offerings. A final open-ended question invited respondents to list questions or concerns related to the library science curriculum for the youth services specializations.

Library Education and Youth Services

The design of the survey instrument created ambiguities in tabulation. The division of the first part into children's, young adult, and school services proved awkward for many respondents because their schools did not separate courses in this manner.

Another problem occurred in the section on enrollment. It was not made clear through directions or format that for the purposes of this study each academic year was to begin with the summer term. In some cases the enrollment figures may have been misassigned thus confusing the trend in enrollment figures for that school over the three-year-period.

Results

Courses

The variety of courses offered by the responding library schools in the youth services areas was quite broad both in number and content. Certain patterns and core courses, however, did emerge. On the basis of these results, it is possible to identify the typical number of offerings as well as to describe common and distinctive courses.

Number of Offerings

A total of 215 courses was offered by the thirty-eight library schools from the summer of 1982 through spring of 1985. Additional courses were included in enclosed catalogs but were not reported on the survey forms. These were omitted from the tabulation as were general offerings such as cataloging. Field work or practicum courses were included in the tabulations because of their importance to preparation for school library work and because, in some cases, these courses seemed to be available only to those specializing in school libraries and not in public libraries.

Of the 215 courses, 187 (87 percent) were offered at least twice during the three-year-period of the study; 19 (9 percent) were offered just once; and 9 (4 percent) were reported but had not been offered in the time period. The latter two groups reinforced the fact that a study based on catalog listings could be misleading. Many of those courses offered once were on advanced or specialized topics such as fantasy literature. In 1982/83, 162 courses were given—178 in 1983/84 and 184 in 1984/85. With at least 75 percent of the courses offered in any one year and a 14 percent increase in the number of course offerings from the first to the third year of the study, there appeared to be little doubt that a student specializing in youth services had adequate opportunity at most schools to take the appropriate coursework.

Forty-seven percent of the schools listed four, five, or six separate courses in youth services (see fig. 1). Another 34 percent offered more than six courses. Only 18 percent offered fewer than four courses in youth services. The mean (see table 1) for the thirty-eight schools was 5.7 courses available during the three-year-period. Naturally, many of the courses were given more than once during the study period and in some cases, the enrollment warranted more than one section in a semester.

TABLE 1
MEAN COURSE OFFERINGS BY REGIONS

	<i>Total Courses</i>	<i>Children's Services Courses</i>	<i>Young Adult Services Courses</i>	<i>School Library Media Services Courses</i>
All Schools	5.7	3.1	2.2	1.8
Canada	4.7	2.8	1.3	.7
Northeast	5.9	2.6	1.6	2.4
Southeast	6.1	3.0	2.4	2.3
Midwest	6.4	3.8	2.9	2.1
Southwest	5.0	2.8	2.3	1.8
West	5.2	3.4	2.8	1.2

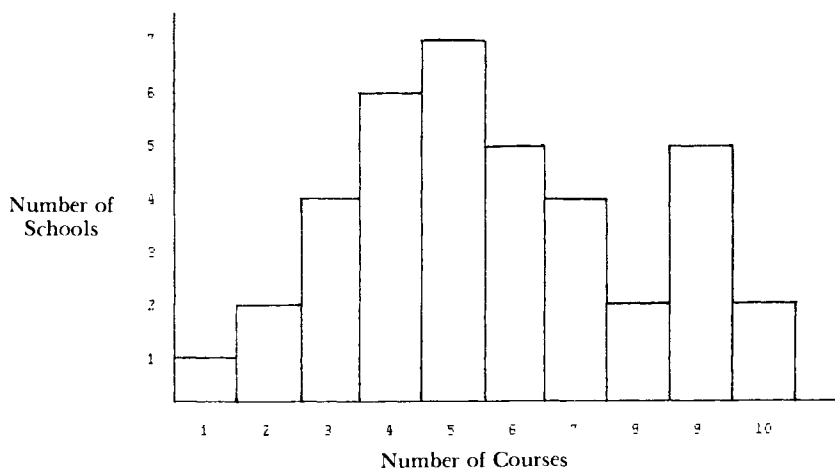


Fig. 1. Frequency Distribution of Total Youth Services Courses for 38 Library Schools

Library Education and Youth Services

The mean number of offerings in the three specializations was 3.1 courses in children's services, 2.2 in young adult services, and 1.8 in school library media services. Many schools found the breakdown into courses which prepare students to work in children's, young adult, or school library services to be artificial. As a result, many courses were listed in more than one of these categories. Table 1 indicates which geographic regions are the strongest in the various areas by comparing averages of course offerings. Table 2 provides figures for individual schools. The Midwest is the only region to score above average in all four categories.

While the number of courses appropriate for preparation for public library work with children varied from one to six, 71 percent of the schools offered two, three, or four courses (see fig. 2). In a range of zero to five, 63 percent reported one or two courses for preparation for public library work with young adults (see fig. 3).

Forty-five percent of the schools offered three, four, or five courses in school services, but 42 percent listed more than five courses over the three-year-period. These figures include courses also appropriate for public library services to children and young adults. Seventy-seven percent of the schools offered two or fewer courses specifically designed for the school library specialty (see fig. 4). Some of the nine schools with no courses designed primarily for school librarians indicated that other departments within the college/university offered courses to meet state certification requirements.

The relationships among enrollment, number of faculty, and the number of courses offered were examined. A scatter diagram clearly indicated that there was no correlation between median enrollment at a school and the number of courses offered. Schools with large median enrollments did not necessarily have a high number of courses, and those with smaller enrollments did not all have fewer courses. More specifically, schools with high as well as low enrollment figures offered anywhere from two to nine courses. Future researchers could observe whether changes in enrollment are accompanied by related changes in the number of available courses, but the present evidence indicates that the number of courses offered has little relation to the size of the enrollment.

On the other hand, there was a positive linear relationship between the number of faculty (full time and adjunct with an adjunct counting as one half-time employee) and the number of courses. This moderate correlation coefficient of .57 showed that schools with more faculty tended to offer more courses, whereas schools with fewer faculty tended to offer fewer courses.

TABLE 2
NUMBERS OF FACULTY, COURSES AND CONTINUING EDUCATION EVENTS AT RESPONDING SCHOOLS

SCHOOL	FACULTY		COURSES			YA	Schools	MEDIAN CLASS ENROLLMENT	CONTINUING EDUCATION	No. of Attendance Events
	Full-time	Adjunct	Total*	Children	Events					
<i>Region: Canada</i>										
University of British Columbia	2++	0	5	3	2	3(0)	16	3	20-70	
Dalhousie University	2	1	6	4	2	6(1)	15	2	30	
McGill University	1	1	3	2	1	3(0)	na			
University of Montreal	1	1	2	1	1	2(0)	20			
University of Toronto	1	0	6	3	1	6(2)	10			
University of Western Ontario	4	0	6	4	1	5(1)	19	1	15	
<i>Region: Northeast</i>										
America										
Catholic University of America	2	1	7	4	3	7(2)	3			
Clarion University	3	0	4	1	1	4(2)	7	3	19-35	
University of Maryland State University of New York,	2	0	4	1	1	4(2)	8	4	20-27	
Albany	4	1	6	3	1	5(2)	10	3	38-69	
University of Pittsburgh	2	0	9	3	2	9(5)	6	5	90-350	
St. John's University	2	0	5	4	1	5(1)	na			
Simmons College	2	1	5	2	1	4(2)	7	1		
Syracuse University	1	2	7	3	3	7(3)	12	4		
<i>Region: Southeast</i>										
Atlanta										
Atlanta University	1	0	5	3	3	5(1)	5			
Emory University	1	1	5	2	2	2(2)	4	2	20	
Florida State University	4	0	10	6	5	10(3)	12	11	30-96	
University of Kentucky	3	1	10	4	2	10(6)	13	9	35-214	
Louisiana State University	1	1	4	1	1	2(2)	26	4		
University of South Florida	2	0	3	2	2	3(0)	14.5			

Library Education and Youth Services

University of Tennessee, Knoxville	2	0	6	3	2	6(2)	10	2
<i>Region: Midwest</i>								
University of Illinois	2	1	7	6	5	7(0)	7.5	1
Indiana University	1	1	4	4	3	3(0)	10	16
Kent State University	5	2	9	5	4	9(4)	19.5	
University of Missouri, Columbia	2	0	3	2	1	2(1)	6	2
Northern Illinois University	0	1	1	1	0	1(0)	13	3
Rosary College	2	1	9	6	5	8(3)	8	
University of Wisconsin, Madison	2	2	9	4	3	8(4)	12.5	2
University of Wisconsin, Milwaukee	2	1	9	2	2	9(5)	12	3
<i>Region: Southwest</i>								
University of Arizona	2	0	4	2	2	4(1)	15	
University of Oklahoma	3	0	8	4	4	8(4)	13	3
University of Texas at Austin	2	0	5	2	2	5(2)	12.5	3
Texas Woman's University	2	2	3	3	1	3(0)	15	1
<i>Region: West</i>								
Brigham Young University	1	0	2	1	1	1(1)	8	
University of California, LA	1	2	4	2	1	4(1)	6	3
University of Hawaii	2	0	7	4	4	7(2)	10	2
University of Southern California	2	2	5	4	4	5(0)	9	
University of Washington	2	1	8	6	4	7(2)	na	3

* The total courses may not equal the total of children's, young adult and school courses as some courses are counted in more than one area
 † The first figure is for all courses relevant for school library services, whereas the number in parentheses identifies the courses primarily designed for school library media specialists

†† One now retired

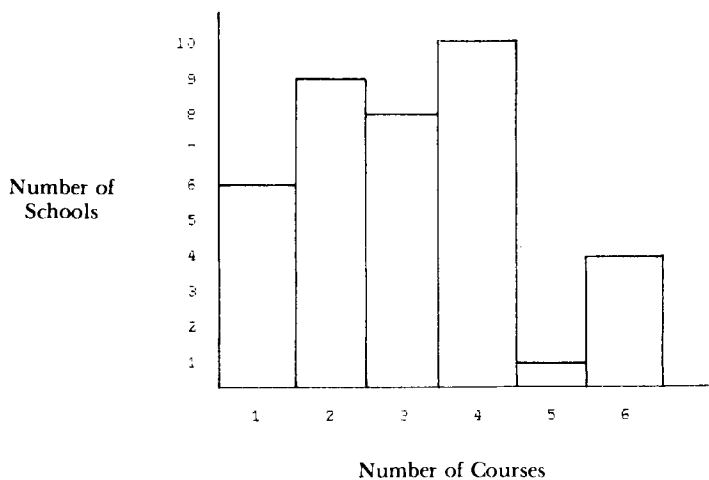


Fig. 2 Frequency Distribution of Children's Services Courses for 38 Library Schools

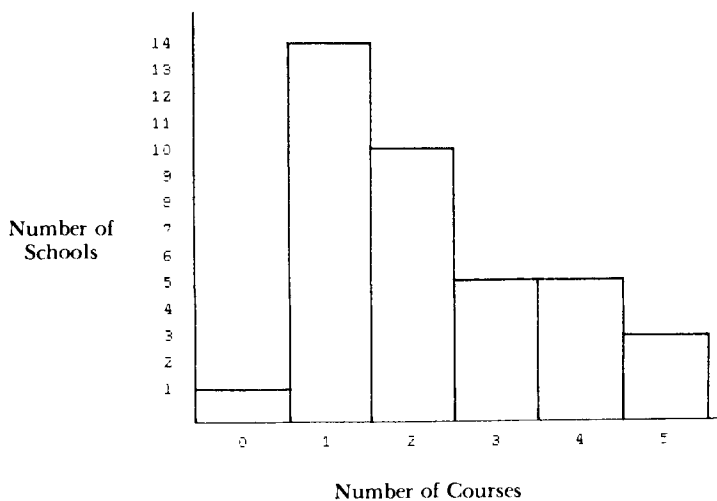


Fig. 3. Frequency Distribution of Young Adult Services Courses for 38 Library Schools

Library Education and Youth Services

unshaded area=frequency of courses relevant to school library media services

shaded area=frequency of courses primarily designed for school library media services

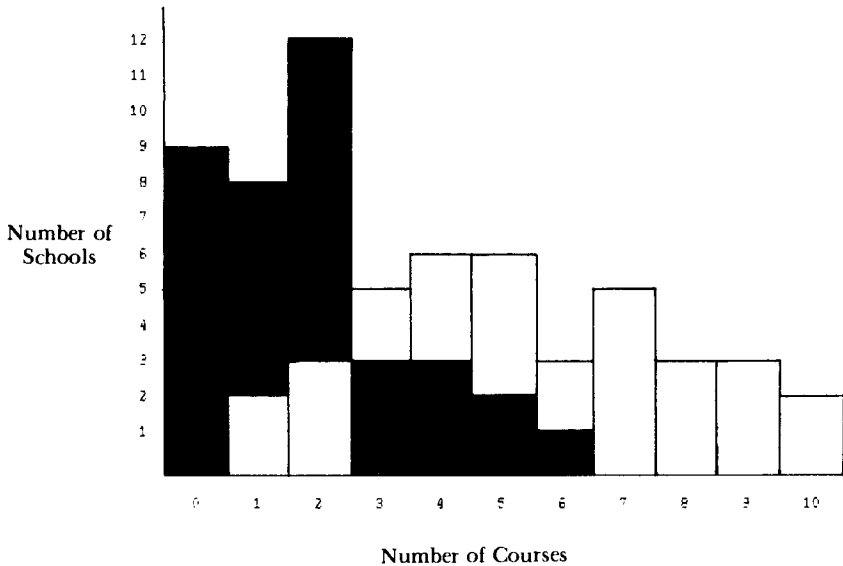


Fig. 4. Frequency Distribution of School Library Media Services Courses for 38 Library Schools

Studies are needed to determine the ratio between the number of youth services courses and the total number of courses offered by each school. With this information, it would be possible to view the emphasis on the youth services specialty within a school in addition to being able to compare each school's youth services offerings with the profile drawn here.

Topics

The variety of course offerings and the variety of course configurations to cover similar topics was unexpected. Course descriptions were used to determine course content, and common elements were clearly identifiable.

Ten schools (26 percent) offered a course on the history of children's literature while thirteen (34 percent) offered a survey course on children's literature. Library materials for children, both print and nonprint,

were covered in one course in thirteen schools (34 percent). In some cases, descriptions of materials courses revealed that the emphasis was on literature with one unit on nonprint materials. Nine schools (24 percent) attempt to cover both materials and services for children in a single course. Materials for children and young adults were combined at four schools (11 percent). Specialized literature courses offered by only one or two schools included critical analysis of children's literature, a seminar in fantasy literature, and a course on children's literature and the creative imagination.

One school offered a course on literature for the early adolescent. Six schools (16 percent) listed a survey course of young adult literature and eleven (29 percent) offer a print and nonprint materials course for the young adult age group. Materials and services for young adults were combined in courses at twelve schools (32 percent).

Most courses in library services to children and/or young adults tended to include programming. There were seven courses (18 percent) on services and programs for both children and young adults, twelve courses (32 percent) on services and programs for children, and five courses (13 percent) on services and programs for young adults. Twelve schools (32 percent) offer a separate course on storytelling.

For students specializing in work in school library media centers, twenty-eight schools (77 percent) listed a basic course in this area. Three schools (8 percent) offered an advanced course in work at the district or system level. At ten schools (26 percent), a course was available on the relationship of media center resources and services to the curriculum. The importance of media in the school program was evident from four schools (11 percent) offering a media production course and eight schools (21 percent) offering a course on the management of nonprint materials and related equipment.

A practicum is generally required for certification as a school library media specialist; however, not all schools listed this offering. Ten schools (26 percent) offered practicums in school library media centers, but just five schools (13 percent) listed this course for students specializing in public libraries. One or two schools offered a seminar in school library media center administration, a course in public relations for the school library media program, advanced topics in media use, current trends in school media centers, or cataloging in instructional media centers.

Enrollment

The data on enrollment were inconclusive. It was hoped that enrollment figures over the three-year-period would indicate trends; however, the results were ambiguous. Although enrollment was declining in some areas, in some cases individual schools were experiencing a surge.

Reported enrollment figures reflected all undergraduate and post-graduate students in classes, not just those working toward the MLS. And a student taking a children's literature course may have no intention of working in youth services. Further studies must seek to isolate the MLS candidates and to compare enrollment in youth services courses with those for other specialties.

The range in enrollment figures by course was varied. The minimums reported ranged from a school with one person in a course to a school whose lowest number was ten people in an offering. One school's largest enrollment in any youth services course was seven people. The largest number of students reported in any course was eighty-one. The median low was four people and the median high was twenty-three people in a class. The median attendance overall was ten people in a class for all courses in the study period. Table 2 shows the median class enrollment for each school.

Many questions remain to be answered in order to see this information in context and to draw any conclusions. What is the total enrollment at the school? Are the youth services courses drawing a large or small share of the student body? How does enrollment in youth services courses relate to enrollment in courses for other specialties? And what are the trends over time within each school for the youth services courses?

Courses Outside the Library School

Of thirty-one schools responding to this question, twenty-seven reported that students may receive credit toward the MLS for courses taken outside the library school to further develop a specialization in the youth services areas. Only two schools do not allow such credit, and another two stated that it might be possible under unusual circumstances for a student to receive such credit. Specific limits as to the number of courses or credits permitted for transfer were stated by eight schools: four schools permitting six credits, two schools permitting a maximum of nine credits, and two schools permitting one course. Three schools

stated that courses are allowed or required from the department or school of education. A few schools implied that they encourage students to further develop specialization outside the library school in areas such as child psychology and reading. Other schools indicated that transfer of credit is by faculty vote only or that credits are transferred only from accredited library schools.

Specialization Beyond the MLS

While thirty-six schools responded to the question of whether courses are offered beyond the MLS to prepare students for work in youth services, less than one-third (ten schools) answered affirmatively. Twenty-one schools stated that no courses are offered beyond the master's degree; two schools are developing courses, and three reported a sixth-year program offering opportunity for advanced study but no specialized youth services courses at this level.

The sixth-year program for a Certificate of Advanced Study was mentioned by five schools as the type of program provided. A Ph.D. program was mentioned by two schools, and an Advanced Master's Degree (AMD) and a Doctor of Arts degree were each listed by one school. Three schools listed continuing education courses provided beyond the MLS. Descriptive comments from two other schools listed post-MA courses available for school media specialists to assist them in improving their ranking in the state-devised salary schedules and the provision of "seminars open to some master's and all post-master's students."

Faculty

Seventy-six faculty members and twenty-seven adjuncts teaching youth services courses were identified along with nine full-time faculty members who reported interests and projects in the youth services area but did not teach a youth services course during the study period (see table 3). Information on faculty characteristics and activities was derived from both parts of the survey.

The majority of the full-time faculty are tenured (66 percent) or in tenure track positions (22 percent). The baseline figures established here will make it possible for future studies to determine changes in youth services positions. Only one in five faculty members teaches exclusively youth services courses and almost none teach outside the library school.

Identification of Faculty and Their Interests/Projects

A very practical outcome of the survey is the listing of forty-eight faculty members doing research in the areas of children's, young adult, or school library media services. It should be noted that this list does not correspond exactly to the numbers and types of faculty teaching courses as reported in the first portion of the survey. While there is undoubtedly a very high percentage of overlap, the listing here includes faculty who devote a portion of some other course to youth services issues (i.e., public libraries and management courses, etc.) or who are currently doing projects related to youth services though their major expertise lies elsewhere. The faculty members named represent twenty-five schools; the remaining schools either stated that there are no faculty currently involved in research or other projects in youth services or declined to answer the question. Of the responding schools thirteen named two faculty members conducting current projects and another eight schools reported one faculty member each. Three schools reported having three such faculty, and one school named five different faculty members.

At least fifty subject areas were identified as faculty interests. The several subjects mentioned by three or more people were intellectual freedom (3), magazines for children (4), management of school library media centers (3), materials/services for the physically handicapped (3), and young adult literature (5). Nine people also listed children's literature either as a general concept or in some specific area. Storytelling, one of the historically fundamental aspects of children's services, was specifically cited by only two people. Since respondents varied greatly in the specificity of their answers and were not asked to rank their interests, it is not clear how complete or representative the subject list may be. The current projects described included a wide range of research and writing efforts as listed in table 3. A few consulting projects or leadership responsibilities in professional organizations were listed as well.

It should be noted that many individuals described *either* their interests or projects without being specific about the other category. Furthermore, the list of projects tends to be very much underreported since respondents were asked to describe current projects rather than efforts completed during the full three-year-period covered in the first part of the survey.

Continuing Education

Twenty-five schools reported offering continuing education (CE) programs during the three-year-period (see table 2). The number of

TABLE 3
FACULTY REPORTED AS FULL TIME IN RESPONDING SCHOOLS

NAME	SCHOOL	INTEREST/PROJECTS
Aaron, Shirley	Florida State University	Research School Library Funding; 1985-6 President AASL
Aceto, Vincent J.	State University of New York, Albany	Surveying YA services in Canada; School Library standards
Amy, Lorne J.	Dalhousie University	Oral History of Children's Services; "Legacy of Mildred Batchelder"
Anderson, Dorothy J.	University of California, L A	
Bard, Therese Bissen	University of Hawaii	
Bartley, Barbara G.	University of Wisconsin, Milwaukee	
Baughman, James	Simmons College	Completing Monograph on Public Library Trustees
Benne, Mae	University of Washington	Intellectual Freedom; Chair 1986 Caldecott Com., ALA
Bigini, Mary Kay	Kent State University	Adolescent Reading Interests; School Library Programming
Burns, Nancy	University of Southern California	
Burt, Larry	Dalhousie University	Non-fiction Materials; Professional Education Issues
Bush, Margaret	Simmons College	
Buttler, Lois	Kent State University	Media Center Management; Writing book of case studies
Callison, Daniel	Indiana University	Co-authoring study on language differences in software and books used by elementary school children
Cariou, Mavis O.	University of Toronto	
Carrroll, P. Laverne	University of Oklahoma	
Chobot, Mary	Catholic University of America	
Cochemout, John	University of Oklahoma	Grants for school libraries
Corry, Brother Emmett	St. John's University	Services to disabled children/young adults
Cote, Camille	McGill University	Survey on status of children's services in Canadian public libraries
Dequin, Henry	Northern Illinois University	
Donnelly, Eleanor	University of Western Ontario	
Dumont, Rosemary	University of Oklahoma	Parent education; Survey on career paths of children's librarians
Edmonds, Leslie	University of Illinois	
Egoff, Sheila	University of British Columbia	History of children's literature; Regional literature
Eisenberg, Michael	Syracuse University	Co-authoring study on language differences in software and books used by elementary school children
Estes, Glenn	University of Tennessee	Textbook censorship; Co-authoring book on reference needs of children
Farley, John J.	State University of New York, Albany	
Fasick, Adele	University of Toronto	Dissertation (in progress) - Wordless Books
Fitzgibbons, Shirley	Indiana University	
Fuller, Miriam	University of Missouri	

Library Education and Youth Services

Glazier, Jack	University of Missouri	Project on "Golden Age of Children's Literature"
Gothberg, Helen	University of Arizona	
Hart, Thomas	Florida State University	Revision of guidelines for school media centers Illustration; French children's literature
Herman, Gertrude	University of Wisconsin, Madison	
Hunt, Mary Alice	Florida State University	
Immoth, Barbara	University of Texas	
Ivy, Barbara	Texas Woman's University	
Jackson, Clara	Kent State University	International children's literature
Jamieson, Alexis J.	University of Western Ontario	Conducting survey of status of children's services in Canadian public libraries
Jetter, Margaret A.	University of Pennsylvania, Clarion	
Karp, Rashelle S.	University of Pennsylvania, Clarion	
Karzenbrock, Marilyn H.	University of Tennessee	Project on popular culture and adolescents; Author of children's, young adult books
Kaye, Marilyn	St. John's University	Latchkey children
Kies, Colette	Northern Illinois University	Project Director: Fred Rogers Archive; book on reading aloud
Kimmel, Margaret M.	University of Pittsburgh	Completing book - children's literature grades K-5
Lary, Marilyn	University of South Florida	
Laughlin, Mildred	University of Oklahoma	School library/media management
Lawson, A. Venable	Emory University	Materials and services for exceptional children/young adults
Liesener, James W.	University of Maryland	
Luckinbill, W. Bernard	University of Texas	
McChesney, Kathryn	Kent State University	
McConnell, Anne	University of Kentucky	
McCuskey, Sr. Loretta	Rosary College	In progress: <u>Serials for Children</u>
MacLeod, Anne S.	University of Maryland	Storytelling; Children's literature in its historical context
Marchionini, Gary	University of Maryland	Microcomputer applications in education
Mills, Joyce	Atlanta University	Computers, children's data banks
Mitchell, David L.	State University of New York, Albany	Library instruction in public schools
Moraru, Janis	University of Maryland	Curriculum design, computer programs for physically handicapped
Neill, S. D.	University of Western Ontario	
Noonan, Eileen	Rosary College	In progress : <u>Serials for Children</u>
Orsini, Lillian K.	State University of New York, Albany	Magazines for children; Contemporary children's literature
Payne, Patricia	University of Pennsylvania, Clarion	
Perritt, Patry	Louisiana State University	Young adult literature
Richardson, Selma	University of Illinois	Author: <u>Magazines for Children, Magazines for Young Adults</u>
Rogers, Joanne	University of Kentucky	Schools and networking
Roggenbuck, M.J.	Catholic University of America	

TABLE 3 (cont.)

Ross, Catherine L. Saltman, Judith	University of Western Ontario University of British Columbia	Canadian authors In progress: book of Canadian authors for Oxford University Press
Shaw, Spencer Shields, Dorothy Smith, Alice G. Smith, Lotsee Stanton, Vida, C. Szpakowski, Janina-Klara Terhune Joy	University of Washington Brigham Young University University of South Florida Texas Woman's University University of Wisconsin, Milwaukee University of Montreal University of Kentucky	Dissertation in progress: School Librarian Certification/Kentucky
Thomson, Dennis V. Truett, Carol Van De Voorde, Ronald Van Orden, Phyllis	University of Southern California University of Hawaii University of Arizona Florida State University	Research project: refereeing process in professional literature; Author: <u>The Collection Program in High Schools</u>
Williams, Helen E. Williams, R. David Woodworth, Mary L.	University of Maryland Emory University University of Wisconsin, Madison	Children's and young adult literature and services Impact of computer/media on information exchange Intellectual freedom; Historical development of young adult literature
Woolis, Blanche Wynar, Lubomyr	University of Pittsburgh Kent State University	Survey of school librarians using OCLC machine readable records in PA high school libraries

FACULTY REPORTED AS ADJUNCT

Anderson, Mary Jane Baker, Augusta Champagne-Boultais, Danielle Dresang, Eliza Feldman, Sari Gillmore, Sally Gregor, Lucille Grover, Robert Hill, Sue Hopkins, Dianne Williams Katz, Wendy Kerr, Margaret	Northern Illinois University Texas Woman's University University of Montreal University of Wisconsin, Madison Syracuse University Kent State University University of Southern California University of Southern California Louisiana State University University of Wisconsin, Madison Dalhousie University Emory University
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Library Education and Youth Services

Lindauer, Kaye	Syracuse University
McDonald, Richard	University of Illinois
Markuson, Carolyn	Simmons College
Patrick, Patricia	State University of New York, Albany
Purrucker, Mary	University of California, Los Angeles
Rancer, Susan	University of Kentucky
Richey, Virginia	Indiana University
Rubin, Rhea	Kent State University
Suchy, Robert	University of Wisconsin, Milwaukee
Thurston, Robert	Rosary College
Thomas, James I.	Texas Woman's University
Van Winkle, Ms.	Catholic University of America
Varvarikos, Maria	McGill University
Wager, David	University of Washington
Wilkin, Binnie Tate	University of California, Los Angeles

events per school ranged from one to eleven with a total of eighty programs offered. The three schools holding the greatest number of programs were the University of Pittsburgh (5), the University of Kentucky (9), and Florida State University (11).

Attendance reported for the CE programs ranged from 10 to 350 persons (see table 2). Fifteen events were attended by 100 or more people, and nine of these had audiences of more than 200 people. Only one event attracted 350 people—this was “Child & Story: A Symposium Honoring Fred Rogers” held at the University of Pittsburgh. It was impossible to ascertain whether there were widespread decreases or increases in attendance at CE programs during the period because several schools did not report attendance information.

Only one school reported canceling offered events for lack of response. Since this information was not specifically mentioned in the questionnaire, it is possible that there were other unsuccessful events that were not reported. Several of the events were cosponsored by library schools and professional associations, large libraries, or other units of the parent university. The programs drawing the largest audiences tended to be events traditionally associated with children’s library services—storytelling workshops, book discussion days, children’s literature conferences, and author/illustrator festivals.

By far the most popular subject for CE events in the youth services was children’s books or literature—twenty-seven (exactly one-third) of the reported events fell in this area. There were eleven events related to storytelling and eight on microcomputers. Other subject areas included management of school libraries with seven events, aspects of children’s services with six events, and five events with authors and/or illustrators. Only two events were listed pertaining exclusively to young adult literature; however, this topic seemed to be included as part of some other events. Finally, eleven events were reported on miscellaneous topics not related to the earlier mentioned categories. These included media production, library displays, and intellectual freedom. Perhaps one of the most interesting findings in this section of the survey was the correlation between the frequency of CE events related to children’s books and storytelling and the relatively sparse mention of this subject area under faculty interests and projects.

If the attendance figures allow no particular conclusion about increasing or declining audience interest in continuing education, there does seem to be an increasing interest on the part of library schools. Only four events were reported for July through December 1982. In 1983, there were fourteen events; in 1984, eighteen events; and in the first

Library Education and Youth Services

half of 1985, there were twenty. It is possible that respondents tended to report more fully on current events and underreport earlier ones for which figures may not have been as accessible for the faculty member completing the report.

It may be, however, that there is an actual increase in CE offerings in the youth services area. If this is the case, it would be interesting to know more about the impetus for the increase. Are events being offered to develop interest in youth services in schools where regular course enrollment has dropped? To what extent do the CE offerings—both in range of topics and size of audience attracted—correlate with the number of faculty in the youth services areas at a particular institution? Why did some schools report no CE events? Does the lack of offerings reflect a lack of institutional or audience interest in youth services? Are there other philosophical and political factors within these institutions which result in an absence of CE?

Questions/Concerns of Respondents

Eight respondents completed this section of the questionnaire and only two responses were positive—"Our program is comprehensive and well-respected with our faculty providing leadership in the region." A second positive comment came from a school reporting that the credit hours for the basic children's services course have been increased in order to include more material on management. Six respondents offered negative comments:

Fewer and fewer people are expressing an interest in children's and young adult services.

School Librarianship is hopeless here—there is a big decline in schools. Though we have a faculty member, there are seldom any students.

We have seen a dramatic drop in people seeking children's services and school library careers in the last 10 years—now the shortage of children's librarians is nearly critical.

There is a problem attracting people even when courses are offered.

Most school librarians are going to non-ALA accredited state colleges where they can meet state certification requirements more cheaply.

Public libraries are no longer funding YA services. Low pay in children's services is keeping talented people out of the field.

The library school has a problem finding people to hire in these fields who meet university standards for empirical research.

Though it is not known how widespread this final list of concerns might be, they came from virtually every region in the country with the exception of the Midwest!

Conclusion

Though this study did not result in a clearly defined analysis of curriculum, enrollment, and faculty efforts in children's, young adult, and school librarianship, it did amass some substantial information and, more importantly, raised numerous questions that might be explored by other researchers. Although individual schools have lost faculty and course offerings in youth services, ample opportunities do appear to exist for students who wish to specialize in youth services. As mentioned earlier, the relative strength of youth services specializations in a particular school must be judged in the context of the total enrollment and course configuration of that institution. Additionally, to judge strength of preparation and student interest in these areas of specialization, comparative studies should be done with other specialties such as information science or special library work.

Unquestionably, there are signs of vigor and commitment to youth services in many library schools. There is an impressive number of faculty members teaching a common core of courses within an interesting range of course offerings. The full extent to which teaching responsibilities of faculty may have shifted in recent years as a result of changing demand for the courses in these specializations is not known. Some schools sounded notes of discouragement, but the overall conclusion from this study must be that there is reason for concern, but not despair, about the future of education for youth librarians.

Library Education and Youth Services

Appendix A

The Survey Instrument

Simmons College



Graduate School of Library and Information Science

300 The Fenway Boston Massachusetts 02115

March 21, 1985

Timothy W. Sineath, Dean
University of Kentucky
College of Library and Information Science
Lexington, KY 40506-0027

Dear Dr. Sineath:

Library professionals across the country are becoming aware of a shortage of qualified youth services librarians available for positions in school and public libraries. With a new baby boom already underway, it is critical that we examine this problem. In order to understand the current situation better, we are collecting basic information about the preparation that graduate library schools provide for students in the area of youth services.

We are aware of several programs being planned to develop dialogue between library administrators, educators, and youth services specialists on issues of education and recruitment for this important area of librarianship. At present there is little concrete information about the courses being offered in the library schools and the numbers of students specializing in youth services. Will you please help us to develop a more complete picture by completing the enclosed survey? Your cooperation will give us a more accurate reflection of current library education offerings and enrollments. The results, which will be published during the coming year, will assist us in identifying much more clearly the current state of library service for children and young adults and provide information for planning to meet the existing shortages.

Thank you for your prompt assistance. We will be happy to share the results of the survey if you will note your request at the bottom of page one.

Sincerely,

Melody Brown

Melody Brown
Supervisor of Young Readers'
Services
Rhode Island Department of
State Library Services

Margaret Bush

Margaret Bush
Assistant Professor

ALLEN & BUSH

Appendix A (cont.)

SURVEY OF GRADUATE LIBRARY SCHOOL PREPARATION FOR WORK IN CHILDREN'S, YOUNG ADULT AND SCHOOL LIBRARY MEDIA SERVICES

There are two parts to this survey. The first part includes a page of questions for each of the following: public library children's services, public library young adult services, and school library media services. Two copies of each page are included. Please use a separate page for each course; use a blank page or photocopy a particular page if you offer additional courses in that area.

If you have courses which apply to more than one area you need not supply the full information twice; in the second area put the title of the course and then write in the name of the area where the full information appears. (For example, a course called "Adolescent Literature and Library Services" might be taken by students preparing for work in Public Library Young Adult Services and those planning careers in School Library Media Services. You would supply the full information on the page for Public Library Young Adult Services; on the page for School Library Media Services write only the course title and add the note, "See Public Library Young Adult Services.")

The second part of the survey consists of a page of general questions applying to all three types of library services. Thank you very much for your assistance with this project.

Name of Library School _____

Name and Title of Person Completing Survey _____

***Please return the completed survey in the enclosed envelope no later than _____.

Library Education and Youth Services

Appendix A (cont.)

Part I.

1. Please list the courses you offer which prepare a student for work in public library children's services. Include the course title, the catalog description and the major topics covered. Also indicate when the course was offered during the last three years, what the enrollment was for each time it was offered, and whether the full course or only a part of it deals with children's services. Please supply the name(s) of the person(s) who taught the course and provide the status, rank, and teaching responsibilities as indicated.

Course Title:

Catalog Description:

Topics Covered:

Offered: Semester Enrollment

1984/85

1983/84

1982/83

Full course _____ or part of course _____

Name of teacher of most recent offering:

Full-time faculty or adjunct _____

Academic Rank _____

If full-time, faculty member is: Tenured _____; Non-tenured but holding a tenure track position _____; Not in a tenure track position _____.

Does this faculty member teach library science courses which are not related to youth services? _____ If so, please list the courses:

Does this faculty member also teach courses in another department or school?

_____ If so, please list the courses and departments in which they are taught:

Appendix A (cont.)

Part II

4. Do you give credit toward the MLS (or its equivalent) for courses taken outside the graduate library school by students who wish to further develop specialization in children's, young adult, or school library media services?

5. Do you offer courses beyond the MLS level which prepare students for work in children's, young adult, or school library media services? If so, please describe briefly the types of courses or programs available and state how many youth services specialists are currently enrolled.

6. Please list names, special interests, and current projects of faculty members doing research in the areas of children's, young adult, or school library media services.

7. Please list any continuing education courses or workshops the school has provided in any of these areas during the past three years. Please give the date of each event and the number of persons attending.

8. Please add other questions, concerns or comments you would like to share regarding these particular areas of the library science curriculum.