

## DAVE CONFERENCE SUMMARY

January 28 - January 30, 1971

The recent Fifth Annual North Carolina DAVE Winter Conference held on the Wake Forest University campus in Winston-Salem offered much professional enlightenment for those of us concerned with media and media services for students and teachers. The three-day conference consisted of addresses by four major speakers and four small group presentations which ran concurrently and continuously so that everyone could attend each presentation during a designated time.

The conference opened with an address by Dr. Robert Gerletti, president of the Association for Educational Communications and Technology (AECT), who spoke on the topic "New Directions of AECT." When DAVE changed its name recently it chose to become an affiliate of N. E. A. Among things discussed by Dr. Gerletti was the publication *Standards for School Media Programs* which is being revised with Professor Carolyn Whitenack of Purdue University representing the American Association of School Librarians. The revision committee will consider, among other things, the kinds and nature of school instructional programs and the kinds of supportive media systems needed for these different kinds of programs. Concerning the identity crises of AECT members Dr. Gerletti quoted James Finn who has said, "A clear-cut definition of an educational media specialist or an instructional technologist hangs upon a

professional identity crisis. Who or what is a professional in the field of educational media/technology is a partially unanswered question, even to the professionals who are living with instructional technology every day. Any definition is transitory. Identity is still being sought." Concerning *Function* Gerletti quoted John Vergis who has stated, "The definition of a media specialist hangs on what a media specialist does and perhaps, even more, on what he should do. The term media, in its broad sense, is not a fixed characteristic of a class of materials or equipment—it is an operational term that can be applied to any man's extensions of himself. It's what one does to and with things purposefully that counts. A media expert, generalist, specialist, or whatever, must know media-in-operation." Gerletti noted, "Our security is in the recognition that media, regardless of its form, is merely a tool, the vital go-between, the communication link in the transmission of information. When it becomes an integral part of the content and its distribution system, a print and non-print dichotomy will be irrelevant. It is logical that A-V people and librarians must work together for our common good." He indicated nothing separates the library from the A-V field. He ended his presentation by quoting Kenneth Norberg—"I believe our present task is not so much to define our field as to create it. The reason nobody knows for sure what an educational media

specialist is, is that a full-fledged media specialist doesn't yet exist. We literally have to carve out our role. We have to sculpture ourselves and our jobs into being as we go along."

The second major presentation was by dynamic P. Kenneth Komoski, Director of EPIE (Educational Products Information Exchange), whose topic was "Evaluation Process and the Exchange of Evaluation Information." *Accountability* was the pivotal word for Komoski's remarks, as he talked about responsibility media people should assume when they put materials in the hands of teachers and students. As he sees it rampant irresponsibility exists in the whole educational complex since we presently concern ourselves very little with *Formative Evaluation* of materials we supply and use with students. *Formative evaluation* he described as a process of evaluating materials as they are formed and

revising them on the basis of that evaluation, with students being involved so that they in effect shape the materials, thereby assuring the effectiveness of their use. Komoski indicated less than one percent of the textbooks in *Textbooks in Print* have been evaluated for learner effectiveness, been put through the formative evaluation process. EPIE publications, he stressed, serve as a "Consumers' Union for Instructional Materials and Equipment," indicating which materials have been subjected to the formative evaluation process and which equipment does the best job. EPIE institutional membership is available for \$35.00 per year from The Educational Products Information Exchange Institute, 386 Park Avenue South, New York, New York, 10016, a nonprofit professionals' cooperative.

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## NCASL Scholarship Announced

The Awards and Scholarship Committee of the North Carolina Association of School Librarians is again accepting applications for the annual scholarship of \$500.00 available to school librarians, it was announced today by the chairman, Mrs. Elizabeth S. Storie. The scholarship is awarded each year to an applicant who already holds an undergraduate degree but who wishes to certify or do graduate work in library science and be a school librarian. The aim of the scholarship is to encourage entrance into the field of school librarianship or advancement for those already members of the profession. This N. C. A. S. L. Scholarship program is in its fifth year.

Applications may be obtained from each county and city superintendent or from the scholarship committee chairman, Mrs. Elizabeth S. Storie, 514 Lakeside Drive, Statesville, North Carolina 28677. Deadline for this year's applications is April 1, 1971.

## LIBRARY EDUCATION NEWS

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of these categories. Fourteen master's degrees were granted in 1969-70 and twenty-eight candidates are expected to complete degree requirements in 1970-71.

### WESTERN CAROLINA UNIVERSITY

#### Department of Library Science

The Library Science Department sponsored a Visitor's Day on November 18, 1970, and there were 279 off-campus guests in attendance. Our guests included high school librarians, student members of the Western District NCHSLA, county and city library supervisors, and principals.



Mrs. Doris Brown

Following a welcome by Dr. Roy L. Cox, Head of Curriculum and Instruction, a lecture was presented by Mrs. Doris Brown, Consultant for Field Services, North Carolina State Department of Public Instruction, on "The Challenge in Education for the Media Specialist." Mrs. Brown gave many important factors in implementing unified media programs, and she

stressed choosing the media specialist field as a career. There were approximately four hundred people present to hear Mrs. Brown's lecture.

The Library Science Program hosted 265 people for lunch in Brown Cafeteria. Following lunch, the group was given tours of the Library Science and Library facilities.

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The third major speaker was Edward G. Miller, EDL Component Manager, Educational Developer Laboratories, Division of McGraw-Hill, Inc. He reported on the progress of a major performance achievement contract awarded by the Texarkana Local Education Agency to EDL/McGraw-Hill and its two area dealers, Arkansas School Services in Little Rock and Texas Educational Aids of Tyler in Tyler, Texas. Texarkana was the first school system in the United States to contract with a private company to improve education. Mr. Miller reported the instructional programs being used emphasize "individually paced learning through multi-media instruction." All students participating in the project are at least two years below grade level in performance. The program is now in its second year of operation. The original contractor was dropped due to unfavor-

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the School, and, excepting the loss of federal fellowships, the future looks promising as well. With our enlarged physical facilities, our ever-growing enrollment of bright students from a variety of backgrounds and interests, the expanded social and technological awareness increasingly incorporated into our curriculum, and reinforcement from colleagues in the profession in terms of both survey findings and monetary grants, we feel that the School may realistically compete with most of the nation's top accredited library education programs.

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## DAVE CONFERENCE

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able and undesirable publicity received during the first year the project was in operation.

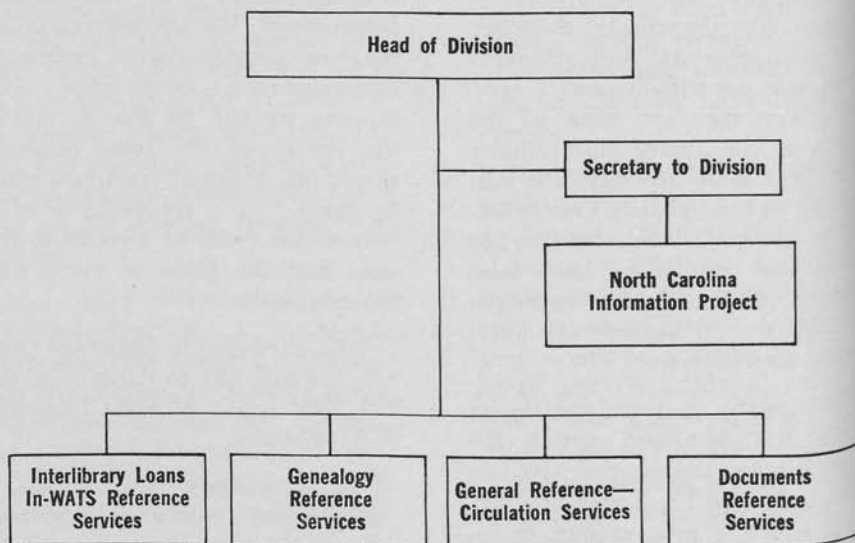
Harry A. Johnson, Associate Dean, Virginia State University, and Director of Virginia State University's Learning Resources Center, was the fourth major speaker, using "Role of the Media Specialist" as his topic. Concerning our tasks, Dr. Johnson read a lengthy job opportunity advertisement for a media specialist which demonstrated that people often expect the media specialist to perform the tasks which should be performed by several different people. Provoking much thought and discussion on the part of those attending the conference were the following comments by Dr. Johnson: "There's been for a long time now quite a hassle between librarians and media people as to who will handle the media program. Learning does

not take place separately, print and non-print. We have to come together . . . But make no mistake: *but make no mistake*, cooperation between librarians and educational media specialists is one thing, but the competencies of these two different people on certain levels is completely another. They are, indeed, two different people." Using transparencies he pointed out the differences in certification requirements of media specialists for many of the states. He indicated they are often called by some names other than *media specialist*.

In attendance for the Saturday morning meeting were more people than had ever attended a Saturday morning session of a DAVE Conference according to president Walter McClendon. The presentation was given by Jim Carruth from the State Department of Public Instruction. He presented to the participants a paper "Guidelines for School Media Programs," discussed it using transparencies and indicated many people had been involved in drawing up the statement—members of his staff and professionals in the field. The paper itself did not contain quantitative standards; however, his transparencies did. After his presentation small groups were formed to react to the paper and make suggestions. The document relied very heavily upon AASL's *Standards for School Media Programs*, this being pointed out by Mr. Carruth. Conference attendants were encouraged to write their suggestions and send them to Mr. Carruth's office before April 1.

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# ORGANIZATIONAL CHART FOR REFERENCE-DOCUMENTS SERVICES DIVISION



## REFERENCES

<sup>1</sup>*Laws of the State of North Carolina 1819*, II (Potter) p. 1234.

<sup>2</sup>*Ibid.*

<sup>3</sup>*Laws of the State of North Carolina Session 1840-41*, p. 77.

<sup>4</sup>*Report of State Librarian*, Dec. 31, 1886, pp. 2-4.

<sup>5</sup>*Public Laws of State of North Carolina*, 1909, Chap. 873, S.3.

<sup>6</sup>*Reports of the 1953-1955 Commission on Reorganization of State Government*, pp. 83-84.

<sup>7</sup>*Session Laws of the State of North Carolina*, 1955, Chap. 505, S.3.

<sup>8</sup>*Biennial Reports of North Carolina State Library*, 1956-1968

<sup>9</sup>*Report of the State Librarian*, 1881, p. 1, 3.

<sup>10</sup>*Ibid.* p. 3.

<sup>11</sup>*Biennial Report of the Librarian of the North Carolina State Library 1889-90*, pp. 15-16.

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In addition to these major presentations four small group presentations ran concurrently and continuously for several hours during one day of the conference, providing everyone in attendance with an opportunity to attend each. These consisted of: *Camp Lejeune High*

*School Visual Literacy Project* conducted by Conrad Sloan and Francisco Blanco, *Social Studies Project* conducted by Jessie VunCannon, *Salisbury Media Program* conducted by Mrs. Betsy Detty and Herbert C. Rhodes, and *Early Childhood Education* conducted by Jim Jenkins.