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THE CA3E METHOD AND RELATED PROBLEM ORIENTED APPROACHES IN CONTEMPORARY AMERICAN LIBRARY EDUCATION AND IN-SERVICE TPAINING

BY

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Submitted in partial fulfillment of the requirements

for the Degree of Doctor of Philosophy

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THE CASE METHOD AND RELATED PROBLEM ORIENTED APPROACHES IN CONTEMPORARY AMERICAN LIBRARY EDUCATION AND IN-SERVICE TRAINING

Abstract

by

THOMAS J. GALVIN

Librarianship is one of several professional fields in which the case method and other forms of problem oriented instruction have been substituted in varying degrees in the classroom for descriptive, content oriented teaching approaches. Case materials and the case approach, as well as simulation teaching, two common types of problem oriented instruction, have also been used in the in-service education of both professional and non-professional personnel in a number of occupational fields, including librarianship. The chief object of this study is to identify and explain the rationale of problem oriented instruction in the formal education and in-service training of library personnel. A further aim is to compare stated reasons for the choice of these methods for the education of librarians with their pedagogical justifications in certain other professional fields.

This study is descriptive and comparative, rather than evaluative in character.

The emergence of problem oriented instructional approaches in several professional areas during the last century is examined. After a brief consideration of the rationale of the problem oriented mode of teaching and in-service training in the fields of business administration, educational administration, and public administration, applications of the problem oriented approach in the education and training of library personnel are presented both extensively and in detail. Four descriptive case studies provide in depth reports of applications of the problem oriented approach in terms of instructional objectives, method, and materials. These range from incidental inclusion of a few problem situations in one portion of a workshop to formal courses and post-graduate training programs that are exclusively problem oriented in character and content. At the same time, consideration is given to various statements of possible limitations and disadvantages of the problem oriented approach, both in general, and, specifically, in relation to librarianship. The study concludes with an enumeration of the general goals of problem oriented instruction in professional education as these are related to perceptions of the nature and content of professional practice.

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CHAPTER I

INTRODUCTION

Librarianship is one of several professional fields in which the case method and other forms of problem oriented instruction have been substituted to varying degrees in the classroom for descriptive content oriented teaching approaches in recent years. In schools of library science, as in schools of business administration, education, public administration, and the like, there is significant evidence of interest in and experimentation with problem oriented teaching approaches. Case materials and the case approach, as well as simulation teaching, two common types of problem oriented instruction, have also been used in the in-service education of both professional and non-professional personnel through staff training programs, workshops, institutes and conferences in a number of occupational fields, including librarianship.

The object of this study is to identify and explain the rationale of problem oriented instruction, as exemplified chiefly by the case method approach in professional education and training. The primary emphasis is on the use of the case method and, to a lesser extent, simulation in the formal education and in-service training of library personnel. A further aim of the study

is to compare the stated reasons for the choice of these methods for the education of librarians with their pedagogical justifications in certain other professional fields where problem oriented teaching approaches are employed.

This study is descriptive and comparative, rather than evaluative in character. It is not the author's aim to try to demonstrate the superiority of problem oriented teaching over descriptive instruction in professional education. A deep and extended personal commitment as a teacher to the problem oriented approach in general, and to the case method of instruction in particular, in formal and informal educational settings for library personnel, would, in itself, tend to disqualify him as an objective evaluator. Moreover, this investigator shares the conclusion reached by Dubin and Taveggia as a consequence of their critical examination of ninety-one comparative studies of college teaching methods conducted between 1924 and 1965:

> These data demonstrate clearly and unequivocally that there is no measurable difference among truly distinctive methods of college instruction when evaluated by student performance on final examinations.[1]

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[1] Robert Dubin and Thomas C. Taveggia, The Teaching-Learning Paradox: A Comparative Analysis of College Teaching Methods. (Eugene, Ore.: Center for the Advanced Study of Educational Administration, 1968), p.35.

The fact appears to be, as Dubin and Taveggia conclude, that

> we really do not know what the linkage is between teaching and learning....We have not yet established adequate theories of the linkages between teaching and learning

to provide an adequate basis for meaningful evaluation of the results of different teaching methods.[2] Accordingly, one aim of this study becomes the elucidation of a central aspect of the teaching-learning process in professional education by recording stated and implied relationships between instructional objectives and teaching methods in librarianship and other fields.

This study, through the identification, description and close examination of a range of current applications of the case method and related instructional approaches in contemporary American library education and in-service training of library personnel, is designed to present detailed information on the nature, form and content of problem oriented teaching in relation to specified educational objectives. It is based on the view that "in education, ends must determine means."[3] By describing

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[2] Ibid., p. 3.

[3] Thomas J. Galvin, "A Case Method Approach in Library Education," in Library School Teaching Methods: Courses in the Selection of Adult Materials, ed. by Larry Earl Bone (Urbana, Ill.: University of Illinois, Graduate School of Library Science, 1969.) p. 61. (Hereinafter referred to as Galvin, "Case Method Approach in Library Education.")

as fully as possible the objectives, purposes and nature of the problem oriented teaching methodology in education for librarianship and in-service training of library personnel, it is hoped that the underlying instructional rationale can be both elucidated and compared with the justifications offered for adoption of this approach in other professional fields. Through such an examination of teaching methods in relation to teaching goals in the preparation of professionals, it may be possible to achieve not only a better understanding of the nature of professional schools, but perhaps also of the nature of the professions themselves, in terms of the kinds of skills and knowledge that teachers and training leaders believe are needed for success in professional practice.

Operating Assumptions of the Study

This study assumes an inherent logic in the teaching-learning process in professional education and in-service training of professionals. Because the investigation that is described in the following pages, and the conclusions derived from it, depend heavily on this and other assumptions, it seems advisable to state these explicitly and in some detail at the outset, before describing the content and method of the study itself.

It is assumed that, for the group of professions to be considered in this study -- chiefly librarianship, business admin-

istration, public administration and teaching below the collegiate level — control over the choice of methodologies to be employed in the education and training of professionals lies initially with the agency or individual responsible for the educational activity, rather than residing in any external group. It follows from this assumption that teachers and training leaders in these fields, will be reasonably free to decide which instructional approaches are to be employed. It is recognized that within a training agency, these decisions may be made collectively, individually, or may reflect a combination of individual and group decision.

Content oriented, descriptive teaching methods predate the problem oriented methods with which this study is chiefly concerned in professional education. It is assumed that a decision to substitute problem oriented instruction for a content oriented approach, or to select the former over the latter in establishing the form of a new teaching or training activity, is not simply a matter of irrational choice, but is usually based, at least in part, on some kind of stated or implied rationale on the part of the teacher or trainer that can be described. This assumption does not ignore the likelihood that choice of teaching method is often determined, at least in part, by the personal talents, abilities and tastes of the

individual teacher, or by such extrinsic considerations as class size. It merely states that these are not usually the sole determinants of teaching method in the professional school.

A related assumption of this study is that the objectives of any course or training program related to professional work are defined either explicitly or implicitly by the teacher or leader, and that the choice between descriptive or problem oriented teaching methods is to some extent a consequence of, and determined by, defined course objectives. This means that the methodology of a course or training program can be understood and accounted for, at least in part by an enumeration of course objectives.[4]

Finally, it is assumed that the objectives of professional education and in-service training activities are in some identifiable way related to kinds of knowledge and/or skill that those responsible for teaching and training perceive as needed for success in professional practice. Accordingly, it is a central assumption of

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[4] Israel Scheffler, The Anatomy of Inquiry: Philosophical Studies in the Theory of Science (New York: Knopf, 1967). p. 80 provides support for this basis of investigation.)

> "It cannot be denied that we often do offer accounts of a man's goals, reasons and rules in explanation of his conduct. There seems to be no objection to treating such accounts as we did statistical explanations; i.e., recognizing their explanatory force and extending the general notion of explanation to include them, while recognizing their deductive incompleteness."

this investigation that professional education and in-service training reflect the nature and content of professional practice, as these are understood by teachers and trainers. This assumption concerning the strongly vocational character of professional education is not only seemingly self-evident, but also finds extensive support in the literature of the field. Brubacher is but one of many students of the history of American higher education to have linked the university based professional school to its forerunner in the apprenticeship system.[5] Selden, discussing the development of the concept of professional accreditation, shows how contemporary professional schools grew out of the apprenticeship model, through the stage of proprietary schools, before achieving university affiliation.[6] McGlothlin suggests provision of "qualified entrants" as one of two current aims of professional schools, and lists the development of "competence in practice" first among four "objectives of professional education."[7] Shera connects the content of

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[5]John S. Brubacher, "The Evolution of Professional Education," in Education for the Professions, ed. by Nelson B. Henry, Sixty-first Yearbook of the National Society for the Study of Education, Part II (Chicago, 1962), pp. 57-64.

[6]William K. Selden, Accreditation: A Struggle over Standards in Higher Education (New York: Harper, 1960), pp. 27ff.

[7]William J. McGlothlin, The Professional Schools (New York: Center for Applied Research in Education, 1964), pp. 15,28. Italics mine.

professional practice directly with the functions of the professional school:

> A profession is defined, not by so denominating the people who do it, but by establishing what it is that they do. It is this interplay, this tension, that creates the need for new knowledge, brings ineffective and inaccurate teaching to account, and shows the profession what could be rather than what is.[8]

Anderson reinforces the extent of the vocational orientation of professional schools, noting in his analysis how "standards of performance [in the practicing profession] emerge and become the basis for educational standards."[9] Charlotte Towle lists

> imparting essential knowledge for use in a profession.... to develop feelings and attitudes that will make it possible for the student to think and act appropriately,

as the "second aim" of professional education, having earlier described the goal of the student in the professional school in terms of "learning something in order to put it to work.[10]

Discussions of education for specific professions traditionally and consistently link instructional objectives with the development of kinds of knowledge and skill needed

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[8]Jesse H. Shera, "Without Reserve: Je Crois Qu'elle Ose Regarder Non Nez," Wilson Library Bulletin, XLI (October, 1966), p. 215. Italics mine.

[9]G. Lester Anderson, "Professional Education: Present Status and and Continuing Problems," in Education for the Professions, ed. by Henry, p. 16.

[10]Charlotte Towle, The Learner in Education for the Professions as Seen in Education for Social Work (Chicago: The University of Chicago Press, 1954), pp. xii-xiii, 8.

for success in professional practice. Andrews, for example, is quite explicit in stating the purpose of the graduate business school in specifically vocational terms:

> Graduate business education, a development of the present century, exists to prepare men for practice .... The professional business school, then, selects from all it might do, the preparation of men for leadership of organized activity, principally but not exclusively in business.[11]

Library educators have, from the first, been strongly influenced by a powerful vocational orientation. Carl White, in his study of early developments in library education, finds direct antecedents of Melvil Dewey's program for the Columbia School of Library Economy, the first library school established in a university setting, in "the technical education movement that was promoted vigorously in the English speaking world between 1851 and the end of the Civil War." He postulates a direct relationship between Dewey's notion of "systematic apprenticeship" as a basic educational philosophy and the so-called "Russian Method" of vocational education which was based on the concept that

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[11]Kenneth R. Andrews, "The Progress of Professional Education for Business," (remarks presented for discussion at the Centennial Convocation on Graduate Professional Education at the Episcopal Theological School, Cambridge, Massachusetts, January 27-29, 1957), pp. 1-2. (Mimeographed.)

> good craftsmanship in various callings can be resolved into a relatively small number of elemental skills. Once a beginner masters these, he is ready to go to work in any shop in the field.[12]

Williamson, reviewing the status of education for librarianship in 1920-21, thirty-four years after the opening of Dewey's library school at Columbia, accepted the assumption that the nature and content of professional work in libraries ought to be a major force in determining the nature and content of the library school course of instruction:

> There is need for a certain degree of standardization of both major and minor courses given in the first year of professional library school study. With the adoption of certification systems and the development of various agencies for training in service it will be necessary to formulate minimum standards as to scope and content of courses....To make standards dynamic rather than static, they should be subjected to constant scrutiny by the schools themselves in the light of frequent reanalyses of the training necessary for the professional librarian. The content of the curriculum, in other words, and the methods of instruction should be determined by first-hand acquaintance with the most progressive library service rather than by tradition and imitation.[13]

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[12] Carl M. White, The Origins of the American Library School (New York: Scarecrow Press, 1961), pp. 32, 45.

[13] Charles C. Williamson, Training for Library Service (New York: The Carnegie Corporation of New York, 1923), pp. 136-137. Italics mine.

Reece, in a 1936 study of the library school curriculum, while deploring the "preoccupation with methods" characteristic of the earlier schools, nonetheless maintains the necessity of a direct relationship between the content of professional practice and the content of library education:

> Evidently there still is desirable as a beginning the occupational inventory for which the founders of the early library schools groped, together with a list of instructional topics derived from it....What is practicable so far is to schematize library work under its major headings, then to subdivide these, and to extract and array the elements suitable for presentation formally to students.[14]

While library educators in recent years have frequently complained against vocationalism in the curriculum, their unhappiness seems in fact to lie not in its presence as such, but in what is thought to be an excessive emphasis on technique and method in library education, at the expense of principle and theory. As Shera observes, placing the question of vocationalism in a clearer light,

> in professional education there is inevitably an irreducible minimum of the vocational .... The threat of the vocational to professional education lies not in the fact of its presence, but in the possibility of its dominance.[15]

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[14]Ernest J. Reece, The Curriculum in Library Schools (New York: Columbia University Press, 1936), pp. 33, 59-60.

[15]Jesse H. Shera, Libraries and the Organization of Knowledge (Hamden, Conn.: Archon Books, 1965), pp. 174-175.

Elsewhere, I have suggested that

> in the context of library education, intellectual honesty would seem to demand a recognition from the outset that librarianship is an applied discipline, practiced in the real world....[16]

It would appear inescapable to conclude that education for librarianship, like education for other fields of professional practice, is, and must by its nature continue to be, significantly influenced in content and method by what those responsible for it conceive to be the kinds of knowledge, skill and ability requisite for success in professional practice. The debate over vocationalism in professional education, if librarianship is a typical illustration, is not in terms of whether or not a link between learning and practice ought to exist, but with respect to which kinds and levels of professional knowledge or expertise should influence the content and style of the curriculum. What is of particular importance to the present study, however, is not the question of whether professional school faculty are correct or not in their perceptions of the nature of professional practice, or whether they are successful in devising course content or teaching methods that successfully reflect its substance or

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[16]Galvin, "Case Method Approach in Library Education," p. 66.

replicate its demands. Our assumption is merely that teachers in professional schools do, consciously or subconsciously, structure courses at least in part on the basis of such perceptions.

Operational Definitions

Since the concept of the problem oriented course or training program is the central focus of this study, it becomes necessary initially to formulate a working definition of this term.[17] As I will employ the term here, it describes a course or training program that "focuses on a group of problems that must be resolved" drawn from the field of professional practice. When problem oriented instructional methods are utilized, the business of a class or training group is not primarily the communication and transmission of a body of theoretical or factual material from teacher (or leader) to learner, but "the application of general principles to particular problem

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[17] These working definitions of problem oriented and content oriented courses are drawn from my previous attempts to formulate adequate explanations of the problem oriented teaching approach, notably in Galvin, "Case Method Approach in Library Education." Material which appears in quotation marks in the discussion that follows without direct attribution is drawn from p. 62 of that earlier study. Here, however, I substitute problem oriented for the term problem centered used previously, both because problem oriented is broader and more inclusive, and in order to avoid confusion with the current use of problem centered to refer to certain interdisciplinary approaches recently developed in undergraduate teaching.

situations." If the problem oriented educational activity incorporates participant evaluation, it is made clear to the learner that he will be judged

> chiefly or solely in terms of his demonstrated capacity to produce viable and defensible solutions to a group of very specific professional problems.

In informal teaching-learning settings, participant progress is evaluated on this same basis.

It is perhaps most useful to contrast the problem oriented approach with the content oriented approach in teaching or in-service training. The content oriented course is one that centers on a body of material which

> may comprise principles, facts, theories, techniques, details, bits of miscellaneous information, the tricks of the trade, or whatever the instructor or someone in authority has determined ought to be transmitted to and absorbed by the student.

This body of material becomes both the focus of the course and the chief responsibility of the learner, who, if an evaluative element is incorporated in the learning activity as is customary in formal course work for academic credit, expects to be judged chiefly or solely in terms of his ability to reproduce it in the desired form or request.

In problem oriented instruction, by contrast, the focus is not primarily on a body of material, but on the problem solving process itself. Problem oriented teaching is frequently

termed a discovery method, in which principles are not stated at the outset but emerge from the problem solving experience itself.

Charles Gragg illustrates the nature of problem oriented instruction with respect to its starting point, noting that students in a case method course

> are not given general theories or hypotheses to criticize. Rather, they are given the specific facts, the raw materials, out of which decisions have to be reached in life and from which they can realistically and usefully draw conclusions.

In content oriented, descriptive instruction, on the other hand, the presentation is commonly carried out in terms of "the method of assertion and proof," where identification of principles precedes their application to or exemplification in specific problem settings.[19] This distinction is sometimes expressed more forcefully by terming problem oriented approaches non-systematic or non-cognitive in character.[20] Problem oriented teaching, particularly

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[18]Charles I. Gragg, "Because Wisdom Can't Be Told," in The Case Method of Teaching Human Relations and Administration: An Interim Statement, ed. by Kenneth R. Andrews (Cambridge: Harvard University Press, 1953), p. 4. (Hereinafter referred to as Andrews, Case Method of Teaching Human Relations.)

[19]The contrast between "the method of discovery" and "the method of assertion and proof," is based on Jerome S. Bruner, The Process of Education (New York: Vintage Books, 1960), p. 2.

[20]Arthur Upgren, "The Case Method of Teaching," in The Two Ends of the Log: Learning and Teaching in Today's College, ed. by Russell M. Cooper (Minneapolis: University of Minnesota Press, 1958), p. 238.

in the contexts of the case or simulation methodologies, is also sometimes characterized as student oriented or student centered, by contrast with content oriented, descriptive instruction where control of classroom activity lies chiefly or wholly with the teacher or leader.[21]

It should be clearly understood that the terms problem oriented and content oriented, as defined here, represent two

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"The case method is based not upon a systematic exposition of facts or theoretical material, but rather upon concrete problems to be solved."

I have frequently used the term "non-systematic" with reference to the case method in library education, most recently in an unpublished paper, "Problem Centered Approaches to Library Education," presented at the October 4, 1971 meeting of the Library Educators Section of the New York Library Association. Dr. Martha Jane Zachert of the Florida State University Library School, whose work with simulation teaching is described in detail in Chapter IV below, has contrasted the "cognitive level" with the "application level" in library education. (Martha Jane K. Zachert, verbatim transcript of private interview held in Washington, D.C., August 10, 1970.) The case method is specifically categorized as "non-cognitive" in the Seminar on Teaching of Preventive Medicine and Public Health conducted each year at the Harvard University School of Public Health.

[21] J.G. Umstattd, classifying twenty-four college teaching methods into three groups; "those that involve the student mainly," "those that require relatively greater cooperation between teacher and student," and "those mainly controlled by the teacher," places the case method in the middle category. J.G. Umstattd, College Teaching: Background, Theory, Practice (Washington, D.C.: University Press, 1954), pp. 119-20.

David N. Ulrich, "The Case Method," in Andrews, Case Method of Teaching Human Relations and Administration, p.26, observes that "fundamental to the classroom activity is the fact that it is student-centered."

extremes of a wide spectrum of instructional and training activities. While examples do exist of each in its pure form, a combination of the two approaches is common among teachers and leaders and will be found in many of the teaching and training activities to be considered in this study.

The case method and simulation are the two specific types of problem oriented instruction that will be the primary concern of the chapters that follow. These have been chosen from among the several problem oriented teaching techniques because of what the author believes to be their close relationship to one another as they have been adapted to the education and training of library personnel, and because of the existence of well developed analogues in professional education in other fields, for purposes of comparison.

I have defined the case method as a type of problem oriented instruction

> where the student is judged, not in terms of the ability to reproduce a body of factual material on demand, but chiefly or solely in terms of the ability to produce viable and defensible solutions to very specific problems posed in case study form. In addition to its use of problem case studies as the chief vehicle of instruction, the case method of teaching is also distinguished by a strong emphasis on independent decision making. This normally involves a choice by the student between two or more alternate solutions to a case problem.[22]

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[22]Thomas J. Galvin, "Case Studies and Case Method," Encyclopedia of Library and Information Science, 1970, IV, 216.

Butler defines it as

> a method of teaching based on a group discussion of problems presented in a case and implying a student centered classroom setting with the instructor assuming a non-directive role.[23]

Umstattd terms the case method

> the study, analysis and discussion by a class of a written description of a typical situation (a case) that involves principles or practices, or both, within the field study, with or without suggested solutions, with a view to the development of the students' skill and understanding in the field.[24]

The literature of case method teaching abounds with additional definitions, but it is believed that the examples provided are sufficient to describe the essential characteristics of the case technique, and to distinguish it clearly from content oriented methods in the terms outlined above.

The fact that these several definitions of the case method of teaching do not agree in every particular need not occasion any special concern in terms of the purposes of this study. Indeed, it should be clearly recognized at the outset that, just as individual courses and training programs will vary in the extent to which they show evidence of a problem oriented approach, by

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[23]Elmer Dean Butler, "An Experimental Study of the Case Method in Teaching the Social Foundations of Education" (unpublished Ed.D dissertation, University of Tennessee, 1966), p. 14. (Hereinafter referred to as Butler, "Experimental Study.")

[24]Umstattd, College Teaching: Background, Theory, Practice, p. 156.

contrast with a content oriented one, so it may be assumed that there is no single universal or correct version of the case method of instruction. As I have suggested in another context,

> there is a tendency. . . to talk about THE case method, as though there were only one. The fact is, however, that there are probably as many different versions of the case method . . . as there are instructors who use it. This is true even when two or more instructors work with the same group of cases either independently or in a team teaching situation. It is therefore possible only to try to isolate . . . those elements in the case approach that seem to be common to its several applications.[25]

This chapter has been concerned, in part, with the identification, for purposes of developing working definitions, of elements, attitudes and emphases that appear to be common to problem oriented teaching and training approaches in education for librarianship and other professions. In the chapters that follow, through a close examination of the nature of case method teaching in librarianship and other professions, an effort will be made both to identify further and to illustrate in greater detail common elements, as well as to record fully those individual distinctions in objectives, methodology and materials that differentiate the case approach in the hands of one teacher or trainer from its application by another. It is the firm conviction of the author that a detailed presentation of both similarities

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[25]Galvin, "Case Method Approach in Library Education," pp. 64-65.

and individual differences is essential to an adequate understanding of the case method in its many varied forms.

Because one dominant characteristic of the case method of instruction is the use of a particular type of case study as the chief vehicle for instruction, it seems well to explain the special meaning of the term case study in problem oriented instruction. Good defines the case study as "some phase of the life history of the unit of attention, or it may represent the entire life process."[26] My own preference is to use the term case history to describe the kind of case study that traces the development of an individual or institution over an extended period, reserving case study for the

> descriptive record of circumstances and events relating to the emergence of a particular issue or problem . . . a vehicle for presenting a problem in the total context of its human and institutional setting.[27]

It also seems important to distinguish carefully between two major types of case studies on the basis of the purposes or objectives for which each is utilized. As a research methodology, the descriptive case study is employed in many disciplines as a tool of inductive investigation. Chapter IV of this report,

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[26]Carter V. Good, Introduction to Educational Research: Methodology of Design in the Behavioral and Social Sciences. (2d ed.; New York: Appleton-Century-Crofts, 1963), p. 388.

[27]Galvin, "Case Studies and Case Method," pp. 214-215.

for example, comprises four descriptive case studies.

Like the descriptive case study, the instructional case study

> is inclusive in character as a data-recording instrument, in that it incorporates all relevant information or material about the problem environment that has significance for the issue under consideration

Instructional case studies are of two major types:

> the exemplary (or illustrative) case study .... is intended either to provide a model of excellent (or less than excellent) practice or to illustrate a general principle.

The problem case study, which is commonly used as the basis for a course or training program conducted by the case method, is:

> intended primarily for the purpose of posing a problem effectively, rather than for the purpose of either providing a basis for generalization or illustrating a principle. Accordingly, the facts are ordered in a problem case study so as to point up the central issue in the form of a question that must be answered, a crisis that must be resolved, or a decision that must be made.[28]

Although this investigation is concerned chiefly with the use of the case method in education and training for librarianship and other professional fields, some consideration is also given briefly to the simulation method as a related type of problem oriented instruction. For purposes of definition at this point, simulation will be termed "the presentation of the 'real' in

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28 Ibid.

a representational mode," and simulation teaching "a particular kind of teaching that is characterized by problem-solving in the contextual framework of a model."[29] In the form in which it is described in the present study, simulation teaching, like the case method, is considered to be problem oriented in character, differing chiefly from the case method in its utilization of a detailed single model which serves as a problem solving environment.

Content and Methodology of the Study

Following this introductory chapter, which has been devoted chiefly to establishing the scope and bases for an examination of problem oriented instruction in contemporary American library education and in-service training, the remainder of the study is divided into three major descriptive chapters, with a concluding chapter summarizing the results of the investigation. Chapter II outlines the historical development of the problem oriented approach in professional education in the United States, as exemplified by the adaptation of the case method of instruction to several professional fields. The principal purpose of this chapter is identification of the rationale underlying

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[29]Martha Jane K. Zachert, "The Library Administration Course: Simulation as a Technique," Journal of Education for Librarianship, XI (Winter, 1971), 243. (Hereinafter referred to as Zachert, "Library Administration Course.")

the choice of a problem oriented approach. A special effort is made to relate teaching or training methodologies to stated instructional objectives, and to connect instructional objectives, in turn, with what teachers and training leaders perceive to be kinds of knowledge, skill and ability needed for success in professional practice.

The contents of Chapter II derive largely from published materials relating to the nature and rationale of the problem oriented teaching approach in professional education, with particular reference to the fields of business, public administration, and teaching below the collegiate level. The case approach is especially well established in these fields, where it has been utilized over the longest period of time, and thus they provide an ample literature on which to draw. Materials on which Chapter II is based were gathered through a systematic search of the general literature of professional education covering the period from 1900 to the present, as well as from specialized bibliographies relating to the case method of teaching.

Chapter III parallels Chapter II, tracing the development in the past quarter century of the case method and simulation teaching in American library education, and their use in post-graduate and in-service training. The object is to identify and describe briefly a number of applications of the problem oriented approach in library education and in-service training which are,

in the view of the author, both significant and typical. In addition to the published literature on this topic, Chapter III is based heavily on a variety of unpublished materials gathered especially for this study, including correspondence and personal interviews with teachers and training leaders. Chapter III does not constitute an exhaustive catalogue of teachers and courses in librarianship where case studies are or have been utilized, since compilation of such data would not, in the opinion of the investigator, have contributed significantly to a study that is essentially non-quantitative in character. It is believed, however, on the basis of the author's personal knowledge of recent and current practice in library education, that the coverage is sufficient to present a fair picture of the range and variety of problem oriented applications in education and training for librarianship, up to the present time. A systematic effort has been made to mention in Chapter III the work of all individuals in the field who have made significant direct contributions to the development of the problem oriented approach in librarianship up to now.

Chapter IV comprises four extended descriptive case studies of individual adaptations of the problem oriented approach in library education and in-service training of library personnel. Three of these represent utilization of the case method, while the fourth involves the newer, related technique of

simulation teaching. In each instance, the author's aim has been to describe as fully as possible the teaching or training environment, to record fully and faithfully the instructional objectives expressed by the individual teacher or trainer, and to illustrate both the kinds of problem oriented instructional materials utilized and the manner in which these are integrated into the total context of the teaching activity. The emphasis throughout these four descriptive case studies is on the rationale underlying the individual's choice of a problem oriented instructional methodology, particularly in the terms in which this can be related to the teacher's or leader's expressed or implied perceptions of the demands of professional practice. The contents of each of the four case studies has been verified for descriptive accuracy by the teacher or trainer on whose work it is based.

The subjects of these four case studies have been selected, in part, in a deliberate attempt to illustrate the variety of the problem oriented teaching and training approach in librarianship. Not only does each case study deal with an instructional application in a different specialization within the library field, but each reveals a different degree of commitment to the problem oriented instructional mode, ranging from incidental and brief use of case studies in the larger context of a workshop to a classroom situation in which the processes of analysis and solution of professional problems represent the entire work of

a course. Beyond this, the subjects of the four case studies illustrate considerable variation in instructional objectives and values, thus serving to exemplify at least something of the range of teaching purposes that the problem oriented approach can be adapted to serve.

The subjects of the four case studies were chosen from among those teachers and leaders known to have had experience with the case approach, and who were able and willing to provide the author with descriptive material concerning this experience. Beyond considerations of intrinsic interest noted in the preceding paragraph, the subjects of the case studies that comprise Chapter IV were selected in terms of their accessibility to the investigator, so that the resulting description of the course or training program for which they were responsible might be based in part on a personal interview supplementing written source materials. An examination of Chapter IV will make clear how heavily dependent the individual descriptions are on the contents of these interviews, which were conducted between April and November 1970.

It is recognized that a different selection of subjects for the case studies comprising Chapter IV might have resulted in descriptions of a group of courses and training programs reflecting different goals, objectives or methods. Considerations of length of the finished study and available time and supporting

funds for the investigation made it impossible to describe in full the work of all possible subjects known to the author.. It is hoped, however, that the briefer descriptions of the methods and objectives of other teachers and leaders not selected as subjects for detailed investigation, which appear in Chapter III, compensate at least in part for this limitation. Although in selecting subjects for the extended descriptions provided in Chapter IV, it did not seem necessary or appropriate to employ kinds of sampling techniques that might have offered greater statistical assurance that the four teachers and leaders whose work is characterized are representative of the larger group of individuals employing the case approach in library education at the present time, the study, taken as a whole, reveals no significant evidence that these four individuals are not representative of the larger population from which they are drawn. It should, however, be clearly understood that the investigator's subjective estimate of the intrinsic quality of a particular teaching or training activity was not a criterion for the selection of material included in either Chapter III or Chapter IV. The aim of this study is not identification or description of models of educational excellence, but illustration of the range and variety of problem oriented teaching and training in librarianship.

Because of the investigator's strong conviction that a particular teaching methodology can be understood only in the

context of specific course or programmatic objectives, the descriptive case study was chosen as the most suitable vehicle for recording and reporting the individual courses and programs described in Chapter IV. The object of Chapter IV was to present the totality of each educational undertaking, and for this reason the case study, an investigative method "that probes deeply and intensively analyzes interaction between the factors that produce change or growth" seemed a particularly appropriate choice, since it provides for a "longtitudinal or genetic approach."[30] The case study seems especially well suited to describing the work of individual teachers and trainers, precisely because it makes it possible to

> convey the flavor of individual situations in a vital fashion, as no mere statistical procedure, whether on a comprehensive or a sampling basis, could convey it.[31]

In choosing the case study as a reporting vehicle, the author has sought to be conscious of both the values and the limitations of this investigative technique:

> The great advantage of using the case study method of collecting data . . . is that it maximizes the validity by increasing the number of variables on which information is secured by the depth of analysis it tends to

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[30] John W. Best, Research in Education (Englewood Cliffs, N.J.: Prentice-Hall, 1959), p. 113.

[31] Andrew R. Towl, "The Use of Cases for Research," in The Case Method at the Harvard Business School, ed. by Malcolm P. McNair (New York: McGraw-Hill, 1954), p. 224. (Hereinafter referred to as McNair, Case Method at Harvard.)

> produce, especially with regard to an understanding of the pattern of cause and effect. Its great disadvantage is that by definition it can offer no grounds for establishing the reliability or generality of its findings.[32]

In conducting the investigations upon which Chapter IV is based, the author has attempted to be guided by

> an obligation to adhere to the inductive method and not to gather materials primarily with a view to demonstrating the validity of a preconceived idea.[33]

His aim has been not so much to demonstrate the correctness of any single hypothesis, as to employ an accepted method of descriptive research to achieve a better understanding of some characteristics of professional education. In this respect, the present study is consistent with the recommendation of Dubin and Taveggia that it is desirable to develop more viable models of teaching and learning "in which output variables are more imaginatively defined than by the final examination grade."[34] The present study is intended, in part, as a contribution toward such definition.

Finally, with respect to both Chapters III and IV, it seems important to stress that no attempt has been made to

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[32]Herbert Goldhor, An Introduction to Scientific Research in Librarianship (Urbana, Illinois: University of Illinois, 1969), p. 128.

[33]Towl, "The Use of Cases for Research," in McNair, Case Method at Harvard, p. 225.

[34]Dubin and Taveggia, The Teaching-Learning Paradox, p. 9.

describe or assess the actual results of the teaching or training activities described. To have done so would have been to extend the present investigation into the area of evaluation of the problem oriented approach as a teaching methodology, rather than to limit it as scrupulously as possible to description and comparison, as is the author's intention. This study is concerned, therefore, not with the results of teaching, but with the objectives and aims of teachers, while recognizing that in professional education, as at all levels of teaching, intentions may differ significantly from actual accomplishments.[35]

This study concludes with a fifth and final chapter which summarizes the general findings of the investigation, attempts an enumeration of the values and limitations of the problem oriented approach in the education of professionals in terms of goals, and suggests some parallels among the several disciplines in which the problem oriented approach has been employed.

Related Literature and Previous Studies

While, as the bibliography appended to this study will attest, the existing literature concerning problem oriented instruction is substantial in size, an examination of it leads

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[35]Christopher Jencks and David Riesman, The Academic Revolution (Garden City, N.Y.: Doubleday, 1968), pp. 205-206, is among several sources that contrast ideals in professional education with actual accomplishments.

this investigator to agree with Butler's conclusion that up to this point it has consisted almost exclusively of "reports of individual conceptions of the method, its value, its limitations and its methodology."[36] Beyond these, little has been recorded about instructional methods in professional education generally or about the characteristics of problem oriented approaches to the training of professional personnel, beyond the personal testimony of individual proponents of particular methods. While this literature, both as it related to librarianship and to other fields, has provided an important basis for the contents of the chapters that follow, it does not offer, either taken singly or collectively, any synthesis comparable in scope or dimension to the one attempted here.

In the literature of librarianship, the fullest existing presentation of the case approach is found in Lowell's The Management of Libraries and Information Centers. While the initial volume of that collection provides a brief outline of the use of the case method in library education, it is limited to a recital of facts and dates, deals chiefly with applications in the narrow field of library administration, is based solely on published

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[36] Butler, "Experimental Study," p. 15.

materials and is incomplete.[37] I have, however, made considerable use of it in identifying literature relevant to the present study, and have conscientiously attempted to avoid duplicating its contents here.

Next to nothing is known of the use of problem oriented approaches such as the case method and simulation in in-service training programs, workshops, institutes and conferences. No comprehensive study of these informal types of education appears to exist, either for the professions generally or for librarianship specifically. In the general literature of professional education identified and examined for this study, I have uncovered no recent interdisciplinary investigation of the problem oriented approach.

The only full-scale examination of the library school curriculum ever, to my knowledge, undertaken and completed was that of Reece, published in 1936.[38] The present study represents in part a contribution toward supplementing and updating this earlier work.

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[37] Mildred Hawksworth Lowell, The Management of Libraries and Information Centers, Vol. I: The Case Method in Teaching Library Management (Metuchen, N.J.: Scarecrow Press, 1966), pp. 13-31. (Hereinafter referred to as Lowell, Case Method of Teaching.)

[38] Reece, The Curriculum in Library Schools.

CHAPTER II

THE RATIONALE OF PROBLEM ORIENTED INSTRUCTION IN PROFESSIONAL EDUCATION

In Chapter I, the scope and methodology of this study were outlined, and certain fundamental characteristics of the problem oriented instructional approach, as exemplified particularly by the case method and simulation teaching, identified. In this chapter, the historical development of the problem oriented approach in American professional education will be presented in brief for selected fields. In addition, this chapter will focus on the nature and objectives of problem oriented instruction for the professions, with particular attention to the rationale underlying the choice of this teaching approach, both in terms of what are seen as its general advantages by comparison with descriptive instruction, and of the relationship between instructional goals and kinds of knowledge, skills and attitudes required by professional practice in the several disciplines under consideration.

Culbertson, Jacobson, and Reller trace the origins of problem oriented instruction, as exemplified by the case method, to teaching methods as ancient as the fable and the Biblical parable, "stories that were close to actual experience," used to "develop understanding of moral problems." They observe that "the basic idea

of case method teaching is deeply rooted in educational history."[1] In its more modern aspect, however, the case method has its roots in American legal education. Christopher C. Langdell, then dean of the Harvard Law School, is generally credited with introducing the case approach with the publication of his first casebook, on the law of contracts, in 1871. Langdell's stated purpose, in advocating the study of selected legal cases as a substitute for the prevailing lecture method, was to help students achieve mastery of "the principles of the law." Mastery was

> judged by the ability to apply principles "with constant facility and certainty" to human affairs. He concludes that perhaps the only way in which this dual aim can be accomplished is through the study of selected cases.[2]

Fitzsimons reports that

> this "new method" of instruction was ridiculed in the early days and contemptuously referred to as "Kit's freshmen" or "Langdell's chickens." The older members of the bar insisted that such method would make "case lawyers" unable to argue a legal question unless it was "on all fours" with the case as studied.[3]

Despite the initial reservations of practitioners, just as the Harvard Law School came to occupy a position of preeminence

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[1] Jack A. Culbertson, Paul B. Jacobson, and Theodore L. Reller, Administrative Relationships: A Casebook (New York: Prentice-Hall, 1960), p. 73.

[2] William J. McGlothlin, Patterns of Professional Education (New York: Putnam's, 1960), p. 76.

[3] Frank P. Fitzsimons, "The Case Method of Teaching," School and Society, LXXVIII (October 3, 1953), 102.

among its sister institutions, the case method "came to dominate legal teaching."[4] By 1948, Llewellyn could report that among American law schools

> the dominant methods in use are a number of variations of case teaching. . . . Its essence lies in the provision to all students in a class of a series of concrete, problem-raising situations--common material for group discussion, so selected and arranged that related problems can be considered together in an effort to develop principles in the course of class discussion and to provide exercise, in class, in the testing and application of these principles. . . . The "cases" used are commonly reproductions, more or less complete, of the official reports of appellate judicial decisions. . . .[5]

McGlothlin observes that

> the case method reached its apogee in legal education. In no other professional field has it dominated instruction as it once did there.

He notes the far-reaching effects of adoption of the case approach on the fundamental nature of legal education:

> It turned the law schools from major dependence on lectures, in which the active participation of students might be limited to taking notes, to emphasis on discussion and analysis by students. It allowed instruction to derive principles rather than to announce them.[6]

Just as the Harvard Law School led in developing the problem oriented, case approach in legal education, so the Harvard

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[4]McGlothlin, Patterns of Professional Education, p. 76.

[5]Karl N. Llewellyn, "The Current Crisis in Legal Education," in Education for Professional Responsibility (Pittsburgh: Carnegie Press, 1948), pp. 101-02.

[6]McGlothlin, Patterns of Professional Education, pp. 77-78.

Business School, almost immediately after its establishment in 1908, provided the setting for introduction of the problem oriented approach in education for business administration. Copeland states that the use of the case method at the Harvard Business School

> was prompted by the example of the Harvard Law School. The Law School training was highly esteemed in influential business circles, and that training was effectuated by the use of the case method of instruction.

He identifies the genesis of the case method in the Business School as a course in business policy conducted by A. W. Shaw during the academic year 1911-12:

> The unique feature of Business Policy was the participation of about fifteen businessmen. . . . Each businessman who participated was to present to the class a problem from his own desk. At the first meeting with the class, he explained his problem to the students and answered such questions as they raised, provided the questions could be answered. At the next meeting of the class two days later, each student handed in a written report embodying his analysis of the problem and his recommended solution. At the third meeting of the week, the businessman discussed these reports with the class. . . . These problems were the first real cases, outside of the law cases, used in the Harvard Business School.[7]

In September, 1920, Copeland published the first business casebook, and, by his report, "by 1924, the bulk of the instruction in most of the courses in the School was on the case system."[8]

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[7]Melvin T. Copeland, "The Genesis of the Case Method in Business Instruction," in McNair, Case Method at Harvard, pp. 25-26.

[8]Melvin T. Copeland, And Mark an Era: The Story of the Harvard Business School (Boston: Little Brown, 1958), p. 76.

It is worthy of note that not only in both law and business did the content of actual professional practice serve as source material for classroom problems, but that, at least at the Harvard Business School, adoption of problem oriented teaching was consistent with the announced inductive basis of instruction selected at the outset:

> Unlike the older professions, with their well-established University instruction and tried methods, Business, as a department of University training, has still, to a large extent, to invent its appropriate means of instruction and to form its own traditions. From the mass of accumulating business experience, a science must be quarried. Not only must the fundamental principles guiding conservative business be elucidated, but the art of applying those principles in the various fields of business enterprise must be taught in a scientific spirit.[9]

David has termed development of the case method "the signal contribution of the Harvard Business School to education in the profession of business administration."[10] The Harvard case system has been widely emulated among both graduate and undergraduate schools of business, and case materials have been developed and made available for virtually every subject within the business curriculum. It has also been widely adapted by business and industry for the in-service training of executives and supervisors.

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[9] Ibid., p. 27, citing Harvard Business School, Preliminary Announcement (Cambridge, Mass., April 22, 1908).

[10] Donald K. David, "Foreword," in McNair, Case Method at Harvard, p. viii.

At the Massachusetts Institute of Technology in the early 1950's, Paul Pigors developed a significant variant of the case method, termed the "incident process," for use in both academic and in-service training of business personnel. By contrast with what may be termed the "classic" business case study, the "incident" presents a conflict problem situation in highly abbreviated form:

> A thorough case report usually provides all the information available to the case writer, organized by him in a manner to bring out what he regards as significant issues. This traditional practice puts the student in a relatively passive role. To help him learn everything possible from vicarious experience, less should be done for him and more asked of him. . . .
>
> The earmarks of an incident are these: it is a short sketch (50 to 100 words) of something that actually happened to at least two people who are organizational members. Often the incident seems trivial, on the surface, but its social implications are important. Even at the time of the incident, someone felt strongly about what he thought was at stake. There was a challenge to authority, and besides a thorough investigation of the facts, a two part decision is needed: (1) to settle this immediate issue and (2) for long-term preventative and remedial action.[11]

Like the case method, the incident process has also been used extensively in both formal and informal teaching and training situations in business administration.

Andrews describes a third, more recent, problem oriented approach in business education--the simulation technique:

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[11]Paul Pigors and Charles A. Myers, Personnel Administration: A Point of View and a Method (5th ed.; New York: McGraw-Hill, 1965), p. 625.

> The business simulation is a recent pedagogical development which puts the students in charge of a set of decisions in a simulated business as a member of a management team. Like the student in the case, he decides what to do. The impact of his pricing, production, merchandising, or financial decisions upon the fortunes of his company and of his competitors is calculated by computer and returned to him before he makes his next move. Several years of business activity can be reduced to a few moves in this "business game."[12]

Simulation and instructional gaming have attracted considerable interest and use among business educators in recent years.

Education was one of the earliest fields, after law and business administration, to reflect interest in problem oriented instruction. The first application of the case method to teacher training is thought to have been that of Waples in 1927.[13] The June, 1930 issue of the Journal of Educational Research carried a theoretical article on possible applications of the case method in teacher training, and in 1933 Sperle's doctoral dissertation surveyed then current uses of the case method in several professional fields, suggesting its application to teacher education.[14] Culbertson, Jacobson and Reller report that

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[12]Andrews, "Progress of Professional Education for Business," p. 7.

[13]Douglas Waples, Problems in Classroom Method: A Manual of Case Analysis for High School Supervisors and Teachers in Service (New York: Macmillan, 1927).

[14]A.S. Barr, "The Case Study in Education," Journal of Educational Research, XXII (June, 1930), 59-60; D. Henrietta Sperle, The Case Method Technique in Professional Training (New York: Teachers' College, Columbia University, 1933).

> In the 1940's, the case method began to be applied in programs for educating school administrators. In 1955, Cyril Sargent and Eugene Belisle produced the first collection of cases in educational administration. . . . The next year Daniel Griffiths presented some additional cases in . . . Human Relations in School Administration. More recently, the method has been used systematically for educating school administrators in a number of colleges and universities.[15]

Development of case materials for teaching educational administration has been rapid, as attested by Horvat's 1965 listing of 221 available case studies in the field.[16] In the training of teachers and other school personnel, however, the use of case materials has by no means been limited to the area of administration. Brackenbury has adapted the case approach as an inductive methodology in the study of philosophy of education for experienced teachers.[17] The Department of Educational Policy at the University of Wisconsin has made case studies available for the area of social foundations of education,[18] while Ladd and Sayres have prepared a collection of instructional cases

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[15]Culbertson, Jacobson, and Reller, Administrative Relationships, p. xi.

[16]John J. Horvat, Edwin M. Bridges and Gerald E. Stroufe, Case Studies in Educational Administration: An Information Storage and Retrieval System (Columbus, Ohio: University Council for Educational Administration, 1965), p. i.

[17]Robert L. Brackenbury, Getting Down to Cases: A Problems Approach to Educational Philosophizing (New York: Putnam's, 1959).

[18]"Case Studies for Analysis," (Madison, Wis.: University of Wisconsin, Department of Educational Policy, n.d.). (Mimeographed.)

> for advanced undergraduates or beginning graduate students studying social and cultural aspects of education. The cases lead into many fields of study, but their primary emphasis is in sociology, political acience and law.[19]

Butler, writing in 1966, reported that

> the use of cases for instructional purposes in higher education is now prevalent. Generally speaking, however, the use has been somewhat limited in the professional preparation of teachers. Cases have been used in psychology classes, student-teacher seminars, method instruction and in various other ways. Only recently, however, have cases received extended use for the discussion of theoretical problems, group problem-solving, development of critical thinking abilities, providing "knowledge through acquaintance," or for clarifying and modifying student attitudes.[20]

The case approach as a form of problem oriented instruction has been widely used in the in-service training of education personnel, particularly, although not exclusively, in providing advanced training for administrators and supervisors. Culbertson records the adoption, as early as 1952, of a case approach in summer seminars sponsored by the University of Oregon School of Education, where

> during the first year, the faculty used cases from the areas of business and public administration. In addition, the faculty wrote cases for the seminar.[21]

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[19]Edward T. Ladd and William C. Sayers, eds., Social Aspects of Education: A Casebook (New York: Prentice-Hall, 1962), p. v.

[20]Butler, "Experimental Study," pp. 17-18.

[21]Culbertson, Jacobson, and Reller, Administrative Relationships, p. x.

The Sargent and Belisle cases in educational administration were designed for both classroom and in-service use, and were, in fact, utilized in a New England seminar for school administrators.[22] More recently, Foreman, Poppen and Frost have described extensive use of the case study in combination with elements of sensitivity training, in a comprehensive in-service training program for the total staff of a single elementary school.[23]

Of particular interest among adaptations of the case method for the in-service training of educational personnel were the summer conferences held at the Harvard Business School beginning in 1955, under the auspices of the Institute for College and University Administrators, for newly appointed college and university presidents, their wives, academic deans, trustees and student personnel administrators. This institute program, supported by a grant from the Carnegie Corporation of New York, included case studies developed by members of the faculty of the Harvard Business School, and reflected the emphases on close analysis of problem materials and on decision-making characteristic of the Harvard pattern in business education. The content of the 1959 program is typical of the range of subjects dealt with through the case method:

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[22] Cyril G. Sargent and Eugene L. Belisle, Educational Administration: Cases and Concepts (Boston: Houghton Mifflin, 1955), p. 7.

[23] Milton E. Foreman, William A. Poppen and Jack M. Frost, "Case Groups: An In-Service Education Technique," Personnel and Guidance Journal, XLVI (December, 1957), 388-92.

> Topics for discussion in the program centered on problems of curriculum procedure and evaluation; introduction of a new program of study; relations with alumni, the public and trustees; faculty selection, evaluation and organization; the budget and its effect on educational policy; academic freedom; student responsibility. In separate sessions, the wives' group considered cases concerned with entertaining in the president's home, the influence of traditions established by a predecessor's wife, community and public relations as they pertained both to the wife and to situations of the administration, student freedom and responsibility, the place of politics on the campus, family finances and academic freedom.[24]

More recently in the field of education, considerable interest has developed in applications of the problem oriented, simulation method to both classroom and in-service settings. Both the University Council for Educational Administration and the National Education Association have made administrative simulations available for classroom and in-service use. Pharis estimates that by 1965, "more than 15,000 graduate students and practicing administrators" had used the UCEA simulation materials. Decision Making and the Elementary School Principal, produced by the NEA Department of Elementary School Principals,

> was developed for initial use at an annual meeting, but is also appropriate and available for use by local and state associations and by college and university classes. . . . Decision Making and the Elementary School Principal contains background information about the Greenville Area School District and nine simulated tasks representative of problems which principals face everywhere. They are concerned with such things as school organization, school-community

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[24]The Institute for College and University Administrators, Annual Report, 1959. (Boston, n.d.), p. 5.

> relations, curriculum, supervision of instruction and parent-teacher-student relations.[25]

In the field of education, particular interest has recently been shown in the values of audio and visual presentations of problems in case and simulation form.[26]

Applications of the problem oriented approach in education for public administration began to develop at about the same time that the case method was first being applied in education. In both fields, the influence of business administration as a model was strong. Stein, whose 1952 collection of cases is considered a pioneering effort in the field, traces the origins of the modern instructional case study in public administration to the work of Pendleton Herring of the Harvard Graduate School of Public Administration, who, during the academic year 1944-45, decided

> to attempt something in the field of public administration that would roughly parallel what had been carried on with such success in the field of business administration.

Stein notes that the earliest cases developed in this way "dealt

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[25] William L. Pharis, In-Service Education of Elementary School Principals (Washington: Department of Elementary School Principals, National Education Association, 1966), pp. 21-22.

[26] e.g., Stephenie Slahor, "Decision-Making Experience in Administration," School Management, XVI (May, 1972), 30-31 describes the use of videotaped simulations in educational administration courses. The University Council for Educational Administration currently makes available case studies in printed, tape recorded and film formats, as well as a number of simulations and instructional games.

with a man in a situation having to make a decision."[27]

A major stimulus to the development of instructional cases in public administration occurred when Cornell, Harvard, Princeton and Syracuse Universities joined to form the Committee on Public Administration Cases in 1948, and obtained a Carnegie Corporation of New York grant to collect cases systematically and make them available as teaching materials. This group was succeeded in 1951 by the Inter-University Case Program with over fifty academic institutions as members:

> The Inter-University Case program was organized to stimulate the use and writing of case studies as aids to the teaching and practice of public administration and policy formulation. By encouraging the writing and distribution of case studies on decision making by administrators at various levels of government, the ICP aims:
>
> 1. to enlarge the existing bases for realistic generalization about administrative organization and behavior;
> 2. to explore the manner in which the insights developed by the various social science disciplines can be marshalled in administrative policy making;
> 3. to make generally available a body of varied case materials useful for teaching purposes, for scholarly inquiry, and for analysis by practitioners in the field of public administration; and
> 4. to secure widespread acceptance of the case study technique as a scholarly tool of research and reporting for use in theses, dissertations and learned articles.[28]

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[27] Harold Stein, Public Administration and Policy Development: A Case Book (New York: Harcourt, Brace and World, 1952), p. xli.

[28] Herbert Kaufman, The UN Publications Board, ICP Case Series: Number 11, The Inter-University Case Program, Cases in Public Administration and Policy Formulation (University, Ala.: University of Alabama Press, 1952), verso of front cover.

By 1967, the Inter-University Case Program had produced more than one hundred individual cases, and under its auspices seven case-books, beginning with Stein's in 1952, had appeared. Mosher has observed that "it is doubtful that any development since World War II has had a greater impact upon pedagogy in public administration."[29]

Although acknowledging the influence on his own field of the case approach in business administration, Stein sees significant differences in the public administration case:

> The two most important characteristics of the cases in this volume which distinguish them from most of the Business School cases are: (1) a concern with problems of value that are generally deeper and more complex than the values involved either in major business objectives or in personal relations within small working groups; and (2) a conscious effort to point editorially and otherwise to issues and questions that seem, to those concerned with the preparation of the cases, to deserve the particular (though by no means exclusive) attention of readers.[30]

Similarly, Culbertson finds that

> although case writers have been somewhat experimental, both in public and business administration, they nonetheless have been guided generally by different perspectives. The cases about public administration have had a broader perspective than those dealing with business administration in the sense that they have encompassed more historical information and have focused more upon events outside the

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[29]Frederick G. Mosher, ed., Governmental Reorganization: Cases and Commentary (Indianapolis: Bobbs-Merrill, 1967), pp. x, 537.

[30]Stein, Public Administration and Policy Development, p. xxxi.

> organization. This broader perspective undoubtedly stems, at least partially, from the fact that administrators in public organizations are working in a service agency responsible to the people and are much more dependent upon the people for determination of policy than are executives in business organizations. Thus, business cases are generally shorter and the problems are more limited in scope than those dealing with public administration.[31]

Horvat, Bridges and Sroufe are among many students of the case method to distinguish between two basic types of instructional case studies, which they term respectively "the issue case" and "the descriptive case":

> The "issue case" commonly contains one or more problems along with background material essential to understanding the environment of decision making. In this type of case, no report of what was done to resolve the major problem or problems is given. This kind of case generally serves as a stimulus to decision, for the student must choose from among a range of possible alternatives which may be implicit or explicit in the case. . . . "Issue cases" are often used to provide the student with opportunities to engage in a variety of decisions in a variety of settings. . . .
>
> The "descriptive case" features a description of one or more problems, including relevant background material, and a statement or indication of what was done. These cases generally are used to furnish a representation of reality for the abstract world of theory and concepts. The "descriptive case" therefore, supplies the instructor with a context for teaching the student to formulate concepts by generalizing from particular events in the case and/or with a context for relating concepts to practical situations.[32]

A further distinction between the ·se approach in business

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[31] Culbertson, Jacobson, and Reller, Administrative Relationships, p. 60.

[32] Horvat, Bridges, and Sroufe, Case Studies in Educational Administration, p. 60.

administration and its counterpart in public administration lies in the emphasis in the latter field on the descriptive case. In this respect, it is interesting to note Mosher's report of a shift of interest in recent years in the Inter-University Case Program

> toward a somewhat greater emphasis upon the potential scientific research contribution of cases and relatively less emphasis upon their purely pedagogical use.[33]

Law, business administration, education and public administration represent, along with librarianship (which will be discussed in detail in Chapters III and IV), the professional fields in which problem oriented instruction, as exemplified by the case and simulation methodologies, has perhaps been most widely adopted. These instructional strategies have, however, to at least some extent been utilized in a variety of other fields as well. McGlothlin reports that

> social work has depended heavily on the case method of instruction. It has developed the practice of using prepared cases which illustrate good practice, and also cases which students bring in from their field experience for classroom discussion and analysis. . . . In the classroom, the case portrays an actual situation, which is presented by a record or report suitably edited and disguised for teaching purposes. The student has the opportunity to analyze the case and to draw from it principles of application that may be of use in other situations when he begins practice.[34]

Use of the case method to train volunteer and community personnel

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[33]Mosher, Governmental Reorganization, p. xi.

[34]McGlothlin, Patterns of Professional Education, p. 80.

for work in social and other types of human service agencies is similarly widespread.[35] Fallaw is among several authors to have prepared training manuals representing adaptations of the case approach in religious education for both clerical and lay groups, and the author of the present study has pointed to the similarities between case method instruction and the situationist approach in contemporary ethical theory.[36]

In education for the health sciences, McGlothlin draws a parallel between clinical training in medical education and the case approach:

> Teaching in the clinic not only involves the teacher and the student; it is focused on the patient, and is, in part at least, conducted in his presence. It is similar to the "case method" in being directed toward a particular occurrence or set of facts or situation. Instead of cases reflecting in words or perhaps pictures, clinical instruction uses the patient or the client for its "case."[37]

As early as 1944, Chope reported experimental use of the case method in teaching public health administration, based on the

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[35] Anne K. Stenzel and Helen M. Feeney, Learning by the Case Method: Practical Approaches for Community Leaders (New York: Seabury Press, 1970), p. 7.

[36] Wesner Fallaw, The Case Method in Pastoral and Lay Education (Philadelphia: Westminister Press, 1963); Calvin, "Case Method Approach in Library Education," pp. 66-67.

[37] McGlothlin, Patterns of Professional Education, p. 86.

examples of law, business, and public administration.[38] Stenzel and Feeney list nursing among several fields in which the case method is currently utilized for training professionals.[39]

Problem oriented approaches are not limited to those fields involving direct provision of human services. Hunt records their use in engineering education, and a recent doctoral dissertation refers to an experimental application of the case method in teaching engineering graphics.[40] Finally, there appear to be striking similarities between the case method of instruction and the so-called "problem method" as currently utilized in architectural education:

> The instructor gives the architectural student a set of facts about a proposed building, including information on its site, purpose, size, cost, and so on, from which he works out an architectural design which will efficiently solve the problem.[41]

In this brief overview of past and present applications of problem oriented instruction, it has been possible only to identify a few developmental landmarks and to indicate, without

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[38]Harold D. Chope, "The Case Method in Teaching Public Health Administration," American Journal of Public Health, XXXIV (June, 1944), 605-10.

[39]Stenzel and Feeney, Learning by the Case Method, p. 114.

[40]Pearson Hunt, "The Case Method of Instruction," Harvard Educational Review, XXI (Summer, 1951), 177; Michael Barton Atkins, "The Development and Evaluation of a Case Study Approach to Design Instruction in Engineering Design Graphics," (Unpublished Ed. D. dissertation, Texas A&M University, 1971).

[41]McGlothlin, Patterns of Professional Education, p. 74.

attempting an exhaustive catalog of applications, something of the range and variety of disciplinary areas to which such techniques as the case method and simulation teaching have been adapted. In the balance of this chapter, an attempt will be made to identify some characteristics of the problem oriented approach which are considered, by those currently utilizing it, to be of particular value in preparation for the several professions. McNair has warned that

> the case method is so varied, so diverse, so adaptable to the nature of the individual course and to the personality of the individual instructor that no single person can portray it accurately.[42]

Mindful of this caveat, the aim here will be merely to single out and identify certain aspects of the problem oriented approach that have been frequently cited as forming a part of the rationale for its adoption in professional education.

Perhaps the most significant element in the rationale of problem oriented instruction, both in professional schools and in the in-service training of professionals, is the opportunity it provides to simulate, and thus to experience vicariously, something akin to the reality of professional practice. McGlothlin points out that "application" appears to be an essential element in all fields of professional education:

> By the term "application," I mean the process by which

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[42]Malcolm P. McNair, "Editor's Preface," in McNair, Case Method at Harvard, p. xi.

> the practitioner draws upon knowledge and skill, filters them through the screen of his personality, and applies them in a situation calling for the services of his profession. Competence in application is one ultimate objective of professional education. To achieve such competence, the student must learn to use knowledge to select and guide action that is appropriate to the problem and its context. . . . Professional education helps the student master the process of application by placing him in closely simulated or actual situations which require the services of the profession, and allowing him, under supervision, to take needed action.[43]

The case method and simulation are designed to place the learner in the position of the practicing professional. The tasks he is called upon to perform parallel as closely as possible the content of actual practice:

> A case is a description of an actual situation or problem. The student is asked to put himself in the position of the responsible manager (retraining his own values, perceptions and judgment), to analyze the problem, and decide how he would try to deal with it. He is expected to seek out the information he needs, to apply the analytical methods he knows (and realize the need for others he will therefore learn later), and apply his judgment to the alternatives he identified, and make and defend his choice.
>
> Its basic technique is to create a situation and problems as much like the real McCoy as possible except that, unlike reality, one does not have to pay the ultimate price for one's decisions. . . . Simulation in education allows us . . . to acquire new skill, to test proficiency, to experiment. . . . It can be used to improve skills--technical, human, conceptual.[44]

As forms of problem oriented instruction, then, the case method and simulation reflect in common an effort to replicate the

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[43] McGlothlin, Patterns of Professional Education, pp. 72-73.

[44] Andrews, "Progress of Professional Education for Business," p. 7; Pharis, In-Service Education of Elementary School Principals, p. 21.

operational environment of professional practice with as much realism as possible. The object is to develop and test for actual kinds of knowledge and skill required for success in professional practice, as well as to determine the tolerance of the individual for the kind of working environment in which practice occurs:

> The techniques of complex problem solving, then, are fairly primitive. This is distressing to us all, but it is devastating to those who must have their analyses neat and clean. People of this bent should not enter the field of business management, for the problems encountered there do not lend themselves very often to sophisticated mathematical analysis. Most practical problems are complex, and the more significant the problem, the more complex it usually is. Therefore, people who wish to succeed in management positions must learn to "make-do" with second-best methods of analysis.[45]

Donham has contrasted two different varieties of knowledge:

> The difference between knowledge of acquaintance and knowledge about is of first importance in education. The one becomes a part of the man because it is part of his personal experience. He uses it. The other is taken and often accepted because of the teacher's authority and prestige, but is rarely related to the student's life.[46]

A chief objective of problem oriented instruction, in professional areas, is to produce precisely what Donham terms "knowledge of acquaintance" through the medium of vicarious experience which simulates active participation in professional work.

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[45]Kenneth E. Schnelle, Case Analysis and Business Problem Solving (New York: McGraw-Hill, 1967), p. 9.

[46]Wallace B. Donham, "The Case Method in College Teaching of Social Science," in McNair, Case Method at Harvard, p. 247.

In pursuit of this objective, it becomes of paramount importance that the problem material developed present an accurate reflection of the nature and content of professional practice:

> Problems should be selected which require the type of analysis that is actually necessary in practice in the field. . . . Conferences with persons who are using the kind of knowledge that the course is to convey are an essential part of the development of a course plan. These conferences should be devoted to the discovery of what kinds of knowledge, techniques and judgment the person being interviewed is actually using in dealing with problems. When these are determined, cases can be sought which require the qualities of judgment that should be taught.[47]

It is recognized, however, by many casewriters that no group of problems can adequately reflect the totality of professional practice in any field. Specific types of problems must be chosen from a larger body of potential problem materials to be found in daily practice, and opinions differ, for example, on the relative importance of typicalness in the issues chosen. Culliton, reflecting long standing tradition at the Harvard Business School, is specific in directing casewriters to avoid atypical or exotic problems:

> In the constant search for good case material it is well to remember that the foundation of the case system rests not on the unusual situations faced infrequently by businessmen, but . . . on the "specific and typical situations which confront people in administrative positions." Surely if the School is to assume any leadership it needs cases dealing with newly developing practices and with

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[47]Hunt, "The Case Method of Instruction," p. 181.

> problems not yet recognized by most businessmen. Yet the great merit of the case system lies in the practice it gives in learning how to face problems. For the most part, typical problems are best.[48]

Culbertson, Jacobson, and Reller, however, make clear that either the typical or the atypical problem situation may have value, depending on the specific objectives of case collection and utilization:

> So far in case research, it seems clear that the cases tend to typify the unusual more than the usual. . . . A minority of the cases in this book, for example, deal with problems that were handled in a routine way. It is also true that a minority of the cases deal with decisions in which the administrators were highly effective. . . . In the long run and from a scientific standpoint, it would be desirable to obtain cases that represent routine as well as cases that represent unusual situations. In the meantime, there is value, from an instructional point of view, in using unusual cases. In the first place, students show greater interest in examining and analyzing the unusual than the routine. Second, the unusual frequently involves situations that make much greater demands on the administrator than do routine situations, and, therefore, represent problems that potential or actual administrators can carefully examine with profit.[49]

It has been generally recognized that the case study (and, for that matter, the simulation model) are by no means perfect representations of reality. Ladd and Sayres are particularly

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[48]James W. Culliton, Writing Business Cases (Boston: Division of Research, Graduate School of Business Administration, Harvard University, 1946), p. 8.

[49]Culbertson, Jacobson, and Reller, Administrative Relationships, p. 57.

critical, from a pedagogical standpoint, of the fictionalized case study in this respect:

> In our opinion, a serious drawback to other case compilations has been their tendency to feature fictitious or idealized cases, often so obviously contrived and pat that quite a misleading impression of the nature of case evidence is given. We suspect that readers trained on such cases are likely to be sadly disillusioned when, later, they try to reach conclusions and make decisions in situations where comparable ideal data cannot be obtained. Cases which, for example, conveniently reveal the inner thoughts and motives of the dramatis personae at critical moments can hardly be expected to prepare the reader to deal with related problems in real life where such revelations would be, to say the least, exceptional.[50]

Charles Gragg reminds those who use the case method in preparing administrators of another significant distinction between the classroom and the world of actual practice:

> The case does not provide a perfect replica of a business situation. In the properly conducted class using business cases, the students are put in the position of the executives who must arrive at definite conclusions to be followed by specific actions whose merits will be tested by resulting developments. There is no escaping the fact that the students' decisions are not tested in this way.[51]

As an inductive method of instruction, problem oriented teaching is frequently advocated as a means whereby students may identify and formulate general knowledge and principles from consideration of specific problem situations. Pointing to the

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[50] Ladd and Sayres, Social Aspects of Education, p. vi.

[51] Charles I. Gragg, "Because Wisdom Can't Be Told," p. 11.

value of the business case as both a pedagogical and a research tool, for example, Lombard observes that in the social sciences

> careful, patient and skillful observation and analysis of particular situations go hand in hand with statement of widely used uniformities. . . . The fact that descriptive data have not been available has played an important part in holding up the spread of the kind of clinical knowledge which would provide the close familiarity with situations from which widely useful uniformities could be derived. It is this need which the case report as a record of a research study is designed to fill.[52]

Culbertson, Jacobson, and Reller term this aspect of the case approach particularly valuable in those fields that have only more recently emerged as academic disciplines:

> In the early stages of study in almost any field of scientific endeavor, concepts and hypotheses are first derived from the study and observation of individual cases. An excellent illustration of this point is found in the field of psychoanalysis. . . . Thus, at the present stage in the study of administrative behavior, the thorough preparation of case studies, with a conscious awareness of the implications and possibilities for formulating and/or for reformulating theory, seems very desirable. . . .
>
> It seems clear that no one scientific method is appropriate for studying all types of administrative problems. The strength of the case method lies in its appropriateness for capturing a more comprehensive and intensive view of complex situations. Few other methods, if any, can provide as much richness of detail about historical and environmental factors impinging upon administrative behavior as can the case method. The careful depiction of the situational variables

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[52]George F. F. Lombard, "Clinical Research and Research Reports in Human Relations," in Andrews, Case Method of Teaching Human Relations, pp. 226-28.

> affecting leadership is clearly needed, since leaders can only be understood in relation to and in interaction with the social and cultural setting in which they operate. Case studies that view the total administrative setting as a gestalt can help to meet this need.[53]

In law,

> the method of case teaching is designed both to define principles through induction from specific cases and to consider ways of applying the principles to other situations.

Stein extends the inductive approach to the problem oriented study of public administration, suggesting that cases are valuable to the student in

> providing the means for suggesting and testing generalizations about behavior in public organizations. . . . Generalizing is . . . a constant process in the study of public administration, and one of the objects of the cases is the encouragement of this process.[54]

Schnelle lists the fact that

> students learn, by personal induction, by exchange of ideas among students, and by careful teacher guidance the principles of business administration. . . . [and] acquire confidence in these principles (theories) because they were derived from practical situations

as an advantage of the problem oriented teaching approach. Similarly, Hunt suggests that the student who achieves what he terms

> the maximum goals . . . which are implicit in the case method . . . should be able to create a coherent structure

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[53] Culbertson, Jacobson, and Reller, Administrative Relationships, p. 53.

[54] McGlothlin, Patterns of Professional Education, p. 76; Stein, Public Administration and Policy Development, p. xxii.

> of generalized propositions from his problem-solving experiences. From this, one should be able to make inferences, both by adding the theoretical ideas of others, as they are pertinent, and by one's own thinking on a high level of analysis.[55]

Extensive experience with the problem oriented approach at the Harvard Business School indicates, however, that the study of cases may prove, by its nature, of limited value in the formulation of broadly or universally applicable generalizations. A former student there reports:

> A major problem that confronts the student in each case is the extent to which he can derive generalizations of greater usefulness than mere solution of current problems. He comes into contact with views ranging from outright denial of the possibility of deriving any valid generalizations to a belief that the generalizations to be abstracted from cases are one of the most valuable features of the case system. . . . One of the student's most important jobs in the case method is to distinguish between areas where generalization is feasible and areas where it is dangerous; i.e., to determine when a generalization seems to have sufficient validity to be useful.[56]

In a similar vein, Andrews makes clear that with effective use of the problem oriented approach to instruction

> students learn that successful treatment of a case consists most often of examining a case situation as primarily a configuration of fact and feeling which must be dealt with as such rather than as an example of an

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[55] Schnelle, Case Analysis and Business Problem Solving, p. 24; Hunt, "The Case Method of Instruction," p. 178.

[56] W. Haller Carson, Jr., "Development of a Student Under the Case Method," in McNair, Case Method at Harvard, p. 86.

inductively attainable generalization.[57]

Borden views this characteristic as a strength, rather than a limitation:

> It is more important . . . that the student should develop the ability to draw pertinent conclusions from experience than that he should be exposed to voluminous exposition of generalizations made by others. Rather than asking students to read some text on advertising "principles", it is preferable to devote part or all of a class hour periodically to the development of currently useful generalizations drawn from a group of cases recently studied. (The term "currently useful generalizations" is used advisedly; it connotes useful precepts for action by executives in certain kinds of situations, not mere platitudes or generalizations; it is less grandiose and all-embracing than "principles," and it takes cognizance of the fact that the generalizations of earlier periods are not always valid for new situations.) It is not the generalizations themselves that have value for the student, but rather the powers of discrimination that he develops by this practice in drawing generalizations.[58]

Whatever limitations problem oriented instruction may have in providing a basis for the inductive development of theories and principles, because it provides for the direct linkage of theory with practice, it is considered, by those advocating its adoption in professional education, a superior means of testing both the soundness and the limitations of theoretical formulations and general principles by their application to actual problem

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[57]Kenneth R. Andrews, "The Role of the Instructor in the Case Method," ibid., p. 100.

[58]Neil H. Borden, "Development of an Outline for a Course Taught by the Case Method," ibid., p. 172. (Hereinafter referred to as Borden, "Development of an Outline.")

situations. Llewellyn provides a simple illustration of this concept as it occurs in legal education under the case system:

> Another standard class technique is the testing of any student's formulation of a rule or principle (or, indeed, of a policy) by a series of hypothetical cases which push the proposed formulation further and further out to the borderline of application, so as ultimately to reduce any over-formulation to a partial absurdity which shows on its face its own need of correction. . . .[59]

In business education, Surrey finds the case approach superior to descriptive instruction in that it provides precisely this kind of opportunity to apply principles to practical situations:

> The case method justifies itself in that it presents a complete learning process. Unlike the standard textbook type course, where the student reads stereotyped theory and in many instances summarizes that theory (in order to regurgitate it for examination purposes), the case method provides not only the theory but the practical application thereof.[60]

Kellough has expressed concern over the potential limitations of the descriptive approach in teacher education, in urging the adoption of the case method in its stead:

> The purpose of case studies is to start the thinking process, not necessarily to finish it. Throughout education, we need to be constantly aware of the danger in

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[59]Karl N. Llewellyn, "The Current Crisis in Legal Education," p. 103.

[60]Sterling Surrey, "Adaptation of the Case Method of Instruction to Undergraduate Courses in Business," Northwest Missouri State College Studies, XXI (May 1, 1957), 15. (Hereinafter cited as Surrey, "Adaptation of the Case Method.")

> teaching facts and developing concepts as finalities. Let us open minds and then leave them open.[61]

In the field of public administration, Stein finds both inductive and deductive possibilities in the study of cases:

> Learning by cases, generally considered, is a kind of learning in which the student derives insights or suggestions for generalizations, or in which he is led to examine his own generalized prejudgments, from the observation of particular instances. It leads to an understanding of how people behaved in the past in given circumstances, and encourages reflection on what kinds of conditions induce what types of behavior.[62]

Athos and Coffey, advocating use of cases in the study of organizational behavior as "an effective counterpart to the laboratory," maintain that testing out principles in an applied context is not merely desirable, but essential:

> The authors take the position . . . that understanding human behavior in organizations requires the ability to see in the actual behavior before us concrete realization of the concepts and theories we hold about organizational phenomena.[63]

From another point of view, Fitzsimons stresses the value of problem oriented methods, such as the case approach, in the

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[61]Richard D. Kellough, "Perceptions and Self-Actualization: A Goal for Education and a Theory for Teacher Training," Science Education, LII (February, 1968), 49.

[62]Stein, Public Administration and Policy Development, p. xxxviii.

[63]Anthony G. Athos and Robert E. Coffey, Behavior in Organizations: A Multidimensional View (Englewood Cliffs, N.J.: Prentice-Hall, 1968), pp. vii-viii.

application of knowledge to social purposes, a widely accepted objective of professional education:

> In the main, the student must learn to apply principles, rules, and theories by the test of relevance and the limits to attain "developed" generalizations in a succinct summary for future thinking. It will be helpful to attach social implications to such case solution generalization. This attitude of social reference should be inherent in the case method of teaching at all times. It will give zest to pursue with insight solutions for action instead of merely considering subject matter in its "vacuum" of intrinsic reasonability without social and civic reference.[64]

Hunt describes the manner in which theoretical presentations may be combined with problem materials when a case approach is utilized:

> It is altogether likely that the material for such a course will contain readings which are not cases, readings inserted at appropriate points to provide theoretical treatment, factual material, or procedural skills which the current case material causes the student to desire. It is, however, implicit in the case method that such background material would not be provided all at once as a separate section of a course. Such presentation has the disadvantage of insufficient motivation. More important, it presents the material apart from its use thus preventing the transfer process which is a vital part of problem solving.[65]

A general trend toward simultaneous presentation of theory with its application in professional education, in place of an earlier sequential pattern, is noted by McClothlin:

> A number of professions have found this order of basic science, "professional" science and application to

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[64] Fitzsimons, "The Case Method of Teaching," p. 104.

[65] Hunt, "The Case Method of Instruction," p. 177.

practice a useful one. . . .

Although this order is compelling in its logical movement from basic science through "professional science" to application, it has caused dissatisfaction. It postpones application and concrete experience to the end of the curriculum, and it may lose the interest of students who are asked to master principles without understanding their application. . . . The logic of knowledge is not always the logic of learning. Changes in the sequence of the professional curricula appear to be moving toward paralleling study of theory with study of application. . . . From a layer-cake sequence, some schools are moving toward an order in which the study of principles and experiences in application proceed side by side.[66]

Just as the problem oriented approach to instruction has proven useful in testing the validity of generalizations, so it has been reported of value in challenging stereotyped patterns of thinking about, and responding to, human situations:

Concepts of generic man can help sharpen and deepen our understanding. But since concepts are abstractions of reality, there is some danger that they oversimplify the complex realities that truly characterize an individual man. The more we tend to accept one concept as explaining all there is to know about all men, the greater the danger is likely to be.[67]

Reporting on an application of the case approach to the in-service training of executives, Andrews notes its usefulness in breaking down tendencies toward stereotyping:

I saw developing . . . a turning away from the idea of a general "principle" for solving human problems, and a turning toward the attitudes and questions with which

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[66] McGlothlin, Patterns of Professional Education, pp. 57-59.

[67] Athos and Coffey, Behavior in Organizations, p. 181.

> skillful administrators approach the problems of working with people in their own organizations. . . . The conferences highlighted the absurdity of all stereotyped response to unique situations. . . .[68]

When problem oriented instructional methods are adopted, transfer of a specific body of fact, information, principle or theory is subordinate to the aim of training the student in what several advocates of the case method have termed "useful ways of thinking."[69] Berrein, for example, in proposing a new problem oriented beginning undergraduate course in psychology, stated that it

> aims primarily to develop an attitude and a way of thinking rather than a technical vocabulary, a long list of established facts, or a handful of doubtful abstractions called "laws of behavior."[70]

Similarly, Butters expresses the aims of the case approach in teaching finance in these terms:

> The heart of the case method of instruction is the use of problems to train the student to discover, and then to fix in his mind, ways of thinking that are productive in the subject area. Appropriate use of theory and the acquisition of factual material and procedural skills are also important goals, but the main objective is an ability to handle different types of managerial problems intelligently. The word "decisional" is sometimes used to

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[68] Kenneth R. Andrews, "Executive Training by the Case Method," in Andrews, Case Method of Teaching Human Relations, p. 198.

[69] Paul R. Lawrence, "The Preparation of Case Material," ibid., p. 223; Hunt, "The Case Method of Instruction," p. 175; Donham, "The Case Method in College Teaching of Social Science," p. 244; Stein, Public Administration and Policy Development, p. xvii.

[70] F. K. Berrien, "A New Type of Elementary Course," American Psychologist, II (April, 1946), 149.

contrast the case method with "expository" teaching.[71]

Surrey is typical of advocates of the problem oriented approach to instruction in citing long-range values of this kind of learning experiences:

> It should be realized that the subject matter of a given course will not remain with the student many hours after he has taken his final examination. As the years pass, the specific theories, the specific dates he has been asked to memorize, the specific mathematical formulae and the specific examples he has been required to reiterate, will not remain with him. The case method does not attempt to emphasize the memorization of these factors. Instead, the purpose of the case method is to train the student in proper habits of thinking. This will stay with the student and will enable him to meet new situations. The specific knowledge of any given company or the specific theory that he might have learned as a result of the case method, or any other method, is of minor importance. The significance of the case method to the student, when repeated over and over again during his college career, is that in future life when faced with new situations, he is not only able to think clearly, concisely and logically, but he is able to reduce these thoughts, in writing, at the proper time, to a defensible conclusion.[72]

Finally, Culbertson, Jacobson, and Reller relate these views specifically to contemporary learning theory:

> Modern reserach on the learning process indicates that transfer takes place when students perceive similarities between one situation and another. For this reason it can be predicted that the amount of transfer of learning could be much greater in the case method than in many other forms of teaching . . . . A study of actual experience through cases should develop perceptions that would

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[71] J. Keith Butters, ed., Case Problems in Finance (5th ed.; Homewood, Ill.: Richard D. Irwin, 1969), p. xi.

[72] Surrey, "Adaptation of the Case Method," pp. 15-16.

have meaning in future administrative situations.[73]

One specific aspect of the development of "useful ways of thinking" sought with the problem oriented approach is systematic training in the skills of problem analysis. According to Athos and Coffey, in the process of case analysis "the challenge is to decide which of the data are relevant, how they relate and what they mean." They describe the kind of analytical process involved in problem solving with the case method of instruction:

> By sharing our perceptions with others, and by trying together to find order in cases, we can see more and understand better. We learn better what to look for, how to relate various elements, how to interpret them, and how to consider the consequences of our various action decisions. We can learn to identify the implicit, often unconscious, assumptions and inferences that both we and others make, and that, in turn, blind us from seeing more and deeper. In sum, we can develop our analytical and diagnostic abilities, which in turn help us to make better decisions in our own experience.[74]

Hunt offers

> the power to analyze and to master a tangle of circumstances, by selecting the important factors from the whole set of facts, and by weighing their importance in context

as the first minimum goal of case method teaching in terms of the development of "attitudes and habits of thought characterized by

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[73] Culbertson, Jacobson, and Reller, Administrative Relationships, p. 76.

[74] Athos and Coffey, Behavior in Organizations, pp. 138, 140-41.

logical behavior in dealing with problems. . . ."[75] Culbertson, Jacobson, and Reller, as well as Pharis, relate the development of analytical abilities to the specific training needs of practicing and prospective school administrators. Pharis urges adoption of a training approach

> which centers on process--that is, in-service programs which are directed toward creating an environment which strengthens the perceptive ability and the analytical capacity of persons in the program.[76]

Similarly, in business administration, Fayerweather stresses, in his instructions to casewriters, the importance of "developing a student's ability to discriminate between useful and unnecessary information."[77]

Advocates of problem oriented instruction are near-unanimous in insisting that problem analysis can occur meaningfully only in a context which presents as fully as possible real situations in all their human and institutional complexity. In this respect, both the case study and the simulation model are said to have particular value in that they undertake to present to the learner the totality of the problem environment. Schnelle has described

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[75]Hunt, "The Case Method of Instruction," p. 178.

[76]Pharis, In-Service Education of Elementary School Principals, p. 17; Culbertson, Jacobson, and Reller, Administrative Relationships, p. 63.

[77]John Fayerweather, "The Work of the Case Writer," in McNair, Case Method at Harvard, p. 275.

kinds of complex problems typically presented in case study or simulation form:

> Characteristically, in a complex problem, the problem itself is not clearly defined, the crucial fixed and variable elements may not be identified, and even where they are identified, they frequently will be either unmeasured or measured in ordinal terms only. Finally, even where elements are both identified and cardinally measured, the relationships among them may be obscure.
>
> The complex problem, by definition then, is the problem which is not precisely stated. The problem elements are either poorly measured or even completely unmeasured and the relationships between or among variables are unknown or exceedingly tentative.
>
> Typically, the complex problem involves an almost infinite number of facts. Most of them are unknown. Those which have been identified are seldom quantified. . . . The relationships between or among variables are usually matters of wild conjecture rather than certain knowledge.[78]

Athos and Coffey offer a pedagogical rationale for confronting students with problem assignments of such complexity:

> One of the most difficult aspects of diagnosing many cases is to determine what the problem is. Many cases include several problems, and it is difficult to determine which should be dealt with and in what order. In this respect, such cases are similar to real experience. . . .
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> It is clear that life itself presents to each of us many complex and confusing situations. It is equally clear that we often have to provide our own order--we sometimes cannot turn to teacher, parent, minister or friend to find that order for us. There is thus considerable merit in having experiences in school that simulate these real-life conditions--i.e., partially unordered, reasonably unstructured situations in which we discover our own modes of initiation and response.

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[78] Schnelle, Case Analysis and Business Problem Solving, pp. 2-3.

> Experiencing the process of learning this way may be frustrating and uncertain, but it is also both practical and realistic.[79]

Advocates of the problem oriented approach stress the value of the case study and the simulation model as devices to reflect and reproduce the complex and dynamic nature of actual professional practice. Ralph Tyler has observed how, in general, problems of professional practice are characterized by variety and uniqueness:

> Many of the problems encountered by a member of a profession are in a certain sense unique. To solve such a problem he must draw upon certain basic principles. However, the application of these principles necessitates an analysis of the particular problem to identify the unique aspects which will require adaptation of the principles.[80]

Mosher notes the objectives of public administration cases in this respect:

> The . . . cases aimed to illustrate the complexity of public administration rather than to find simple rules; they focussed upon decisions in matters of policy and program and, with some exceptions, avoided technical and managerial subjects. . . . Each case was intended to stand on its own feet as an independent literary contribution to the understanding of public decision-making. . . .
>
> The cases demonstrated and emphasized some facts of administrative life that the founders of the program wished to have brought to the attention of students and practitioners in the field. They showed that policy and political elements inhered in administrative process and

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[79] Athos and Coffey, Behavior in Organizations, p. 139.

[80] Ralph W. Tyler, "Educational Problems in Other Professions," in Education for Librarianship, ed. by Bernard Berelson (Chicago: American Library Association, 1949), p. 24.

> decision. They demonstrated the tremendous variety, scope and importance of administrative decisions in our national life, as well as the myriad of variables that enter into the shaping and carrying out of these decisions. They made it clear that an important element of administrative performance—perhaps the most important element—is the art of negotiation.[81]

Andrews calls business "far more heterogeneous and less stable than medicine, education, the law or the ministry," while Copeland terms "continuous, dynamic change," "one of the most important characteristics of business in the real world." Donham, one of the earliest advocates of problem oriented instruction, is specific in urging as a goal of education "learning how to deal with change, how to develop an adaptive society." Dewing is one of many to have commented on the value of problem oriented teaching in preparing students to deal with a complex, varied and dynamic environment of practice:

> Education must afford the training to enable the individual to meet in action the problems arising out of *new* situations of an ever-changing environment. Education, accordingly, would consist of acquiring facility to act in the presence of new experience. It asks not how a man may be trained to know, but how a man may be trained to act. . . . If the fullest opportunities of case method instruction are realized, the method becomes nothing but the practical application of the theory that the power of thinking and not the acquisition of facts is the ultimate of our educational ideals.[82]

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[81] Mosher, Governmental Reorganization, p. x.

[82] Andrews, "The Progress of Professional Education for Business," p. 1; Copeland, And Mark an Era, p. 175; Donham, "The Case Method in College Teaching of Social Science," p. 244; Arthur Stone Dewing, "An Introduction to the Use of Cases," in McNair, Case Method at Harvard, pp. 2-3.

Recognition of the dynamic character of professional practice results, with problem oriented instruction, in an emphasis on the transfer of broad concepts, not training in narrowly vocational, technical skills. Hunt is candid in acknowledging the limitations of the problem oriented approach in presenting a body of factual material:

> Since the time for any course is limited, the time consumed by the case method in training persons to think about problems reduces the available time for the teaching of facts and techniques. . . . It must be conceded that a course taught by the case method cannot be expected to convey the same content as would be available in a course where facts and skills are the principal concern.[83]

Borden is equally candid in accepting this limitation in the preparation of business administrators:

> The aim was not to give skills in the techniques of their beginning jobs, but rather to train men to deal effectively with the problems which they would meet when they reached positions calling for administrative action.[84]

Culbertson, Jacobson, and Peller relate the changing emphasis in the preparation of educational administrators reflected by substitution of problem oriented teaching modes for descriptive instruction to an "expanding concept of administration" that

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[83]Hunt, The Case Method of Instruction," p. 186.

[84]Borden, "Development of an Outline," p. 165.

stresses "human behavior with its many manifestations and subtle nuances," by contrast with earlier instructional emphasis on "the specifics of procedures and law and the more technical aspects of administration." In their view,

> since a case seeks to capture the administrative situation as a whole and thereby to encompass the content of administration in terms of its broader and more modern meaning, it cannot help but convey human-technical relationships.[85]

Problem oriented instructional approaches in professional education appear to be characterized, then, by attempts to simulate the reality of professional practice in all of its complexity, variety and dynamism, by inductive methods of developing and testing generalizations, by a stress on the unique rather than the common aspects of professional problems, by an emphasis on the development of analytical skills of complex problem solving, and a deemphasis on the transfer of narrow, technical or vocational skills and techniques. They direct learner attention to a body of problem materials, drawn as faithfully and fully as possible from the real world of professional practice. In these respects, Andrews has contrasted the problem oriented approach in the professional school with traditional liberal arts education:

> The role of the professional school is to do what the best schools of liberal arts, in a commitment to inaction and detachment which may be their principal weakness, refuse to

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[85] Culbertson, Jacobson, and Reller, Administrative Relationships, p. 77.

> do. A professional school aims to focus the broad outcomes of a liberal education upon the solutions of certain classes of recurring practical problems that are not amenable to amateur, uninformed, irresponsible or fortuitous solutions. . . . If the aim of the liberal education is to enable an individual to live as a fully developed human being, the aim of professional education is to empower him to act effectively and responsibly, and to equip him to lead.[86]

Andrews' observations make clear a further important characteristic of the problem oriented approach: its strong emphasis, in most instances, on action by the learner in contrast to mere analysis for the sake of understanding. The problem oriented teaching modes are generally typified by an insistence that the learner formulate, present, and defend sound solutions to the body of problems on which the course or training program centers. Moreover, the evaluation of academic achievement is customarily in terms of ability to produce solutions and recommend courses of action that are sound, viable, and consistent with the best principles governing current practice in the field. We have seen that Butters calls the case method "decisional" in character:

> Case problems confront students with the necessity of making decisions and this is perhaps their greatest value. The student cannot stop with an understanding of the facts and a listing of the items that deserve consideration. Mastery of these matters is merely the jumping off point for class discussion. To be effective, the student must actually think the problem through to a decision, explain

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[86] Andrews, "The Progress of Professional Education for Business," pp. 3-4.

> his analysis to his classmates and defend it against their ideas. The need to choose among balanced alternatives and to discuss the decision intelligently is a great force in learning. It helps to provide that elusive quality of judgment that is often missed where learning is restricted to memorization of fact and views which others have codified.[87]

Slahor has commented on the importance of providing opportunities for action-oriented decision making in training school administrators, and on the objectives of simulation teaching in this respect:

> The desire to provide more decision-making experience for students has long been a dream of many departments of educational administration. Practicing administrators and those training for administrative positions need concrete decision-making experience in their programs of preservice and in-service education. This kind of experience provides an opportunity to develop the practical applications and implications of the theory of educational administration. . . .[88]

For Schnelle, this emphasis on decision making

> brings instructional realism to its ultimate conclusion, for in the world of affairs, the final object of business analysis is to reach a decision. . . .[89]

Dunn has termed "this responsibility-for-action requirement of the case method . . . perhaps its principal distinguishing characteristic."[90]

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87 Butters, Case Problems in Finance, p. xii.

88 Slahor, "Decision-Making Experience in Administration," p. 30.

89 Schnelle, Case Analysis and Business Problem Solving, p. 22.

90 Albert H. Dunn, III, "Basic Characteristics of the Case Method," in McNair, Case Method at Harvard, p. 95.

McConnell and Wicke comment on its value in the in-service training of academic administrators:

> They gain the conviction that there are always solutions to problems if one assesses the situation carefully, with close attention to its details; if one searches out all the alternatives; and if one predicts accurately the probable consequences of action. The participants also become aware that although deliberation and pacing may be essential, continued indecisiveness is dangerous, that temporizing never makes a problem fade away.[91]

Similarly, Culliton observes that, through the case method, students of business administration develop the desirable attitude

> that ability and willingness to take action soon enough is frequently more important than being 100 per cent right when it is too late to take action; that inaction is frequently action of the wrong kind.[92]

The stress on decision making and action to implement decisions that appears typical of the problem oriented instructional mode usually incorporates the further complicating factor of forcing the learner to make a choice between two or more viable alternatives, each of which is, in one or more respects, a less-than-perfect solution to the problem at hand. Hunt insists that

> there must be a basis (not only in the facts of the case problem, but also in the background of knowledge and skills of the students) for a reasoned difference of opinion to develop in the classroom

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[91] Institute for College and University Administrators, Annual Report, 1959, p. 10.

[92] James W. Culliton, "The Question That Has Not Been Asked Cannot Be Answered," in Education for Professional Responsibility, p. 90.

if the problem oriented, discussion method is to achieve maximum educational results.[93] Surrey, Gragg and Dewing are in agreement that this replicates the reality of business practice:

> The fact that business problems do exist should indicate that there is no single, proper, simple solution to business problems. . . . The student must be impressed with the fact that business problems are the result of several possible conditions and alternatives, and that if the problem had a simple, obvious solution, then there would be no such thing as business failures or weak companies and there would be only minor errors of management.[94]

Athos and Coffey point out that the existence of alternative decisional pathways is characteristic, not merely of professional practice, but of life itself:

> There is no one right answer. . . . In real life there are usually several alternative courses of action open to us and others in specific behavioral situations, and often more than one of these is right, "okay" or "good." Further, we usually do not know whether they are "good" or "bad" decisions until we have implemented them and seen the results. . . . The problems of life that matter are more for living with than for solving. . . . What was an appropriate decision in a past situation is not necessarily appropriate for any other decision, if we accept the assumption that each behavioral situation is likely to have at least some differences that make it unique.

Relating this quite directly to the "situationist" approach to problem solving, the authors observe that "the situationist" permits

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[93] Hunt, "The Case Method of Instruction," p. 183.

[94] Surrey, "Adaptation of the Case Method," p. 9; Gragg, "Because Wisdom Can't be Told," p. 8; Dewing, "An Introduction to the Use of Cases," p. 3.

> to come to awareness as many of the factors as he can deal with, and chooses even though ambiguity remains. He knows there is no perfect option, that he will feel both good and bad no matter what he does. Reason can help him, but the choice remains his own and he accepts the consequences.[95]

Seen in this light, the goal of the problem oriented course, then, becomes, not the production of "right" answers, but the development of modes of thought and methods of analysis that will result in sound judgment in action.

Culbertson, Jacobson, and Reller point out that, while some case method teaching stresses rational goals of problem solving or decision making, other teachers seek to effect emotional or attitudinal changes:

> Those who are committed to the goal of attitude change point especially to the unique capacity of the case method to produce a high degree of emotional involvement, and thereby, to provide opportunities to students for recognizing and understanding emotions.[96]

McGlothlin is among many contemporary teachers to state the importance of basic behavioral patterns for success in professional practice:

> A number of professions . . . hope that graduates will have attained what might be called a "professional personality." This objective is particularly significant for the "helping" professions, which are concerned with interactions between the professional person and the recipient of his services. The quality of the interaction,

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[95]Athos and Coffey, Behavior in Organizations, pp. 140, 287.

[96]Culbertson, Jacobson, and Reller, Administrative Relationships, pp. 83-85.

> and thus the effect of the service, may depend as much upon the personality characteristics which the professional person has acquired as upon the knowledge which he has mastered.[97]

Butler offers evidence of the value of the case method "in modifying or changing students' expressed opinions or beliefs about the American culture and American Schools," while McConnell and Wicke report similar results from a problem oriented approach to in-service training of academic administrators, as observed by the trainees themselves:

> The institute was effective in stimulating attitudes and was not designed to supply simple answers. Therefore, when the respondents were asked to give examples of ways in which the institute had affected administrative behavior, they spoke most frequently in terms of attitudes rather than decisions and actions.[98]

Christensen and Zaleznik describe one specific characteristic of personality considered desirable in business administration that lends itself to development under problem oriented instructional formats:

> Despite some views, and perhaps hopes, that business as a "science" will be a world of predictable probabilities, it is now and most probably will remain a world of risk and uncertainty. The businessman's stock in trade is his willingness and ability to take risks, to decide upon and implement action based on limited knowledge. . . .

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[97] McGlothlin, Patterns of Professional Education, p. 18.

[98] Butler, "Experimental Study," pp. 3, 91; Institute for College and University Administrators, Annual Report, 1959, p. 11.

> Business education, to be realistic, must face up to this risk and uncertainty. We doubt whether one can "teach" the willingness to take risks; student and teacher alike have to "live" the process. One of the features of the case method, as an inductive process, is that it provides an opportunity to participate in risk-taking and decision-making in the face of uncertainty through the medium of dealing with concrete situations.[99]

The problem oriented approach is considered, by its advocates, particularly valuable with respect to achieving emotional, attitudinal, and behavioral objectives, because of the high degree of learner involvement that it demands:

> By forcing himself to think and feel into the very heart of an objective problem and to come up with a practical decision, the student derives a maturity and independence of mind that is not readily available in a typical lecture or discussion kind of course.[100]

Schoen and Sprague, former students at the Harvard Business School, confirm that with the case method of instruction "considerable attention is given to stimulating both the emotional and the intellectual reactions of the student."[101] Culbertson, Jacobson and Reller suggest that

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[99] C. Roland Christensen and A. Zaleznik, "The Case Method and Its Administrative Environment," in McNair, Case Method at Harvard, p. 213.

[100] Arthur Upgren, "The Case Method of Teaching," p. 239.

[101] Donald B. Schoen and Philip A. Sprague, "The Case Method as Seen by Recent Graduates—I., What Is the Case Method?" in McNair, Case Method at Harvard, p. 79.

> wrestling with actual problems makes for intense psychological involvement in that students typically project themselves into the situation studied and frequently identify themselves with persons in the case.[102]

Such involvement on the part of students is claimed, by advocates of the problem oriented approach, to generate, in turn, a high degree of enthusiasm and interest. This is particularly important in terms of applications in in-service training:

> The most important condition of all learning is the interest of the learner. In case teaching, the instructor not only catches the interest of his students, he keeps them interested in each other, in the case before them, and in the aims of the course.[103]

Learner enthusiasm and interest are not desired, with problem oriented instruction, merely for their own sake, but are considered vital to the success of this teaching approach, because with it the student must carry basic responsibility for his own learning. McNair is specific in terming this a condition of learning under the case method:

> The only discernible common thread running through these varied dissertations on the case method is the emphasis on student participation in the educational process, on the extent to which the student is expected to carry the ball. . . .[104]

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[102] Culbertson, Jacobson, and Peller, Administrative Relationships, p. 76.

[103] Kenneth R. Andrews, "The Role of the Instructor in the Case Method," p. 99. For the significance of this concept in in-service training, see Andrews, "Executive Training By the Case Method," p. 193.

[104] McNair, "Editor's Preface," p. xi.

Butler offers a more detailed description of "student-centered" instruction in action:

> The case method assumes group discussion of problems presented in a case and implying a student-centered classroom setting with the instructor assuming a non-directive role. . . . The method is considered a group discussion technique, since a problem is presented in the case and a group of students, through the discussion of the case, are asked to come to a conclusion or conclusions about the nature of the problem and how it could be solved successfully. The method is student-centered because student participation is sought and encouraged, student-student interaction is valued, personal experiences of the students are used in the classroom discussion, there is a minimum of concern placed on testing and grading, and the group is permitted to arrive at solutions with little assistance from the instructor. The case method becomes non-directive as instructor participation is held to a minimum, erroneous and irrelevant student contributions are accepted--accepted because they may be of value to the discussion of the problem--discussions are allowed to stray from the typical course material and each group member is valued as being a potential contributor to the group problem-solving activity.[105]

While there appears to be general agreement among teachers and training leaders that with the problem oriented approach,

> because the group members must move from dependency on the leader to independent decision-making, the learning environment must be one that is "freedom-oriented" as opposed to "control-oriented,"[106]

individual interpretations of the non-directive role of the instructor may vary in kind and degree from the pattern described by Butler:

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[105] Butler, "Experimental Study," pp. 18-19.

[106] Stenzel and Feeney, Learning By the Case Method, p. 104.

> The most difficult problem which has developed for the instructor in connection with classroom work on the case material is that of deciding how much guidance to give the discussions through the use of questions and responses. . . . If strong guidance is given to the discussions, it is possible within the allotted classroom time to lay bare the essential relationships involved in the cases and to give the students an appreciation of the way in which company policies and programs can be worked out within the network of those relationships. Classroom experiences of this type make a valuable contribution to the learning processes but deprive the student of the opportunity to develop the mental strength and sense of mastery which he can gain only from thinking his way through the problems under his own power. On the other hand, if the instructor reduces the degree of guidance, there is a real danger that the average student will come out of the classroom with nothing but a series of unorganized mental impressions and a feeling of frustration.
>
> The problem thus is one of determining for each class period precisely how much guidance can be given in the interest of avoiding confusion without jeopardizing the objective of teaching the student to think independently. It is to be borne in mind that the extent of guidance desired by the students is not necessarily the extent which yields optimal pedagogical values.[107]

Irrespective of the extent to which classroom analysis of problems is permitted to become student-centered, however, with the problem oriented approach it is generally agreed that, in dealing with problems outside the group setting,

> the student must be made to feel individually responsible for the necessary investigation, for the evaluation of the facts, and for the solutions he will advocate.[108]

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[107] John G. McLean, "The Industry Approach to the Teaching of Business Administration by the Case Method" in McNair, Case Method at Harvard, p. 208.

[108] Thomas F. Armstrong, Jr., "An Experiment in Case Method Teaching at Susquehanna University," Susquehanna University Studies, V (April-June, 1954), 99.

One major aim is to develop the qualities of self-reliance and self-confidence in the student. Gragg states as an instructional goal at the Harvard Business School helping the student "to achieve the transition from . . . a childlike dependence on parents and teachers to a state of . . . dependable self-reliance." Donald David relates this aim directly to preparation for professional practice:

> The student is placed in the position of the businessman who must act, who must before he acts weigh the bearing on his problem of a variety of different considerations, both short-run and long run in character, but who must in any event make a decision and implement it. The distinguishing characteristic of the case method in the classroom is the extent to which the responsibility for this analytical sifting of pros and cons and for arriving at a definite decision is undertaken by the student himself.[109]

While the problem oriented approach stresses individual responsibility for decision-making and action, it is also considered valuable preparation for working within organizational settings, because it emphasizes the human relations aspects of problem solving. Hunt offers this general statement of the objectives of case method teaching, for example, in the development of group skills:

> What has been said in previous paragraphs concerns the improvement of the student's ability to reason for himself. The teacher who handles a discussion group also has a duty

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[109]Gragg, "Because Wisdom Can't Be Told," p. 5; David, "Foreword," p. viii.

> to develop the student's ability to be an effective member of a group. (1) The ability to communicate ideas is the basic need for any group discussion. . . . (2) Another needed attitude for full participation in group discussion is sensitivity to group feelings, including a willingness to share responsibility with others. (3) Still another capacity needed for group discussion is the understanding that a group member does not lose face when a tentative conclusion is shown to be wrong. . . . (4) Finally, a member of a group needs to develop a capacity to integrate what has been said during a discussion into something that represents progress in his own thinking, and that can be offered as a tentative statement of the group conclusion.[110]

Both Niland and Dunn are explicit in relating ability to participate effectively in group problem solving to the outcomes of problem oriented instruction and the requirements of modern business practice:

> Administration is a group process, and under the case method, the student gets some "feel" for the importance of the group.
>
> The case method is a most satisfactory means of developing the students' ability to act in situations which combine personalities with fact. . . . In business administration, action, in the context of people and data, is paramount.[111]

In the *in-service training* of business and industrial personnel, Pigors and Myers combine individual and collective decision-making in order to enable trainees "to see in action what is meant by the phrase 'consultative management.'" Similarly, Culbertson,

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[110] Hunt, "The Case Method of Instruction," pp. 185–86.

[111] Powell Niland, "The Values and Limitations of the Case Method"; Dunn, "Basic Characteristics of the Case Method," in McNair, Case Method at Harvard, pp. 88, 95.

Jacobson, and Reller relate the goals of problem oriented instruction to kinds of "social" and "communications" skills they consider necessary for successful administrative practice in the school field.[112]

Emphasis on the human relations aspects of business administration is strong in the writings of Gragg, who terms business management "not a technical but a human matter," and Roethlisberger, who finds content oriented methods of in-service training for supervisors inadequate:

> They do not accomplish what they are designed to do, that is, to help supervisors with the human aspects of their jobs. Many of them raise "loaded" questions, give facile answers, indulge in platitudes, present principles that cannot be applied to concrete situations and discuss unreal situations--situations that never have existed except in someone's imagination.[113]

Even in such a seemingly technical area of the business curriculum as finance, Butters warns that the human element cannot be ignored:

> In developing a logical approach to case problems, the reader should not overlook intangible human factors. The choice between financial alternatives in many, if not all cases, depends in part upon the principal's disposition for risk taking and other matters of judgment and taste.[114]

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[112]Pigors and Myers, Personnel Administration, p. 628; Culbertson, Jacobson, and Reller, Administrative Relationships, p. 85.

[113]Gragg, "Because Wisdom Can't Be Told"; F.J. Roethlisberger, "Training Supervisors in Human Relations," in Andrews, Case Method of Teaching Human Relations, pp. 4, 175.

[114]Butters, Case Problems in Finance, p. xii.

Discussing the preparation of those who will work in the context of community organizations, Stenzel and Feeney state that

> the successful and constructive handling of controversy . . . necessitates accurate analysis and acute sensitivity. In our opinion, the case method approach, because of its closeness to reality, is eminently suitable for attitude and human relations training.[115]

Finally, Kellough makes clear that sensitivity to the human relations aspects of problem solving is by no means required only of those professionals whose responsibilities are chiefly administrative:

> Students learn better from teachers who are friendly and sympathetic towards their students. But the training of teachers to be sympathetic and friendly is not adequate. Students need teachers who know not only about them, but who understand about them now. This understanding of the student's present is extremely important. . . .
>
> Accepting the role of the teacher as that of changing perceptions means that teachers must be concerned with effective ways of helping others modify and improve their perceptions. This role calls for methods to be used in teacher training institutions of developing skills and the understanding necessary to developing and promoting positive relationships. A method has been developed that does help people relate well with others, that presents situational cases drawn from carefully selected true bits of human experience and skillfully written in such a way as to challenge the thinking and feeling of those capable of identifying with some aspect of the situation depicted. Situational cases are advocated in teacher education and supervision.[116]

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[115] Stenzel and Feeney, Learning By the Case Method, p. 8.

[116] Kellough, "Perceptions and Self-Actualization," pp. 48-49.

A further value of the problem oriented approach has been pointed out, particularly by those preparing individuals for careers in business administration and education. This is the interdisciplinarity of problem oriented instruction, a matter of particular importance in fields which are increasingly being viewed as eclectic in character. Describing the interdisciplinarity of business, Andrews speaks of

> the promise offered by the entry of mathematics, statistics, and behavioral science into business studies which is shadowed by distortion reminiscent of the old failure of economics and business to come to terms with each other. . . . The principal problem in business and the business schools thus becomes communication between the "generalist" and the "specialist." The former must become aware of the special skills that are available to him; the latter must become sensitive to the organization's and the manager's needs. Without this development, the chasm between knowledge in being and knowledge in action cannot be bridged. [117]

David notes the contribution the case method can make to the resolution of this dilemma for the student of business:

> A profession is not like a highly specialized discipline, which often salutes the newness of small discoveries, rather than their importance to mankind. For new ideas and for progress, a profession must depend in large part on the effective utilization of scholarly accomplishment in other fields. The dependency of business upon science and technology is clear. In the social sciences we are accustomed to think of economics as our source discipline, but we must not conceive of business education as simply consisting of applied economics. We must look to all the social sciences for insight usable in defining the scope

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[117] Andrews, "The Progress of Professional Education for Business," p. 9.

> of administration and for aid in teaching those professional skills that will promote the attainment of good managerial results. Sociology, psychology, anthropology, political science—these are as important to us now and for the future as is economics, the field from which we still need to derive a theory recognizably useful as an account of and a guide to business activity.
>
> It is one of the great strengths of the case approach that, by its emphasis on the process of business decision-making, it forces this needed synthesis of a variety of social disciplines.[118]

Culbertson, Jacobson, and Feller offer parallel evidence of the possibilities for an interdisciplinary approach through analysis of education problems presented in case form:

> The cases contain data pertinent to such disciplines as psychology, sociology, political science, economics and educational administration. . . . Case data can be analyzed from various social science perspectives. Of equal importance is the fact that cases can be a highly effective facilitator of communication among academic specialists and school administrators with markedly different backgrounds.[119]

Their collection of instructional case studies includes four individual analyses of a single problem situation illustrating the interdisciplinary orientation of the authors toward educational administration:

> This chapter contains examples of how persons from different social science disciplines analyze a case. The four examples included were written by representatives of the disciplines of education, political science, psychology and sociology. . . .

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[118] David, "Foreword," p. viii.

[119] Culbertson, Jacobson, and Feller, Administrative Relationships, pp. v-vi.

> The different analyses of the case may be considered as brief illustrations of how social science concepts can be used to make sense out of human situations. However, the presentations can also serve a more fundamental function. A careful assessment of the different analyses will undoubtedly raise a number of questions related to the adequate description and explanation of the "reality" to which the term "administrative process" refers.[120]

To summarize, then, those who have advocated substitution of problem oriented instructional patterns for descriptive instruction in the preservice and in-service preparation of professionals in such fields as law, business, education, public administration and social work have related this in a variety of ways to a broad range of educational objectives, as well as to specific kinds of knowledge, skills and attitudes which they perceive as necessary for success in professional practice. Such student-centered, problem oriented teaching modes as the case method and simulation are termed valuable in providing opportunities for vicarious experience of the realities of professional practice in its technical and human complexities. These laboratory approaches, by involving the learner on both the intellectual and emotional levels, are thought to have particular value in fostering self-reliance, developing analytical skills, and providing deeper understanding of the human elements that must be dealt with effectively in professions practiced in an organizational setting. The teachers and group leaders

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[120] Ibid., pp. 26-27.

find value in the problem solving process as it provides opportunity to practice decision-making in a no-risk environment, while at the same time stressing the applied nature of professional practice. They question both the validity, and the value for the professional, of generalizations that are not derived from and related to concrete experience, and of principles that are not tested in application to the world of experience. The problem oriented teaching approach in professional education stresses broad conceptual knowledge at the expense of developing narrow, technical skills, and offers special opportunities for interdisciplinary teaching and learning.

While this Chapter has, perforce, emphasized the values stated for the problem oriented approach to teaching and learning in professional schools, it has, at least by implication touched on, as well, what are recognized, even by its advocates, as inherent limitations of this teaching mode. Clearly, such techniques as the case method and simulation may not be the most effective means of imparting knowledge of skills and methods required in practice:

> There is doubt whether the case method is the best way to teach methodology, such as accounting, statistics or the operation of machine tools. The arbitrary imposition of a case framework on the transmission of fact from instructor to student is highly artificial, and students may become resentful and impatient.[121]

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[121]Dunn, "Basic Characteristics of the Case Method," p. 96.

Similarly, as Hunt points out, systematic coverage of content may have to be sacrificed when a problem oriented approach is adopted. Culliton has suggested, however, that this limitation may not be as great as was initially thought:

> There is a surprising addition to the student's store of knowledge which sometimes is more effectively accomplished because it is incidental to the main end. There was a time when some of the writers on the case system were willing to admit that it was an inefficient method of teaching facts. I am not now willing to concede the point without discussion.[122]

There have, nonetheless, been strong reservations expressed about exclusive use of problem oriented teaching formats on grounds that they do not provide an adequate theoretical base, because of their narrow focus on a specific body of problem materials. For example, McGlothlin predicts "more discriminating" use of cases as the limitations of this approach are recognized by legal educators:

> By its concentration on court trials and decisions, the case method may fail to aid understanding of the relationships within law itself and between law and other fields. It may fail in giving the student professional skills, other than those of analyzing cases. In summary, it may be too sharply focussed to provide full understanding of the law itself and its relationships, and it may ignore essential professional skills.[123]

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[122] Hunt, "The Case Method of Instruction," p. 188; Culliton, "The Question That Has Not Been Asked Cannot Be Answered," pp. 92-93.

[123] McGlothlin, Patterns of Professional Education, p. 76.

Chope expresses analogous reservations about any exclusive use of the case method in teaching public administration:

> Education is not accomplished merely by having a problem to solve. Before a student can use case reports effectively he must have a broad general knowledge of his field. This the case system does not provide. The case system may be very valuable in developing the capacity for decision in students and teaching them tricks of administration, but it is no substitute for a thorough knowledge of the theory, principles and philosophy of a subject. . . . Used alone, the case system would not produce the type of administrator that the schools of public health are anxious to turn out.[124]

Similarly, Wengert has criticized the use of case studies in preparing students for careers in public administration on grounds that cases "do not provide students with an opportunity to develop or test some well-defined hypothesis."[125]

While some instructors have sought to overcome in part limitations imposed by the intrinsically non-systematic nature of problem oriented instruction by utilizing case studies in an exemplary or illustrative fashion, others strongly oppose this:

> One use of the case is as illustrative material in lectures by the instructor. This is a way of relating generalizations and concepts to something concrete. . . . Many case users would oppose the idea of using cases for illustrative purposes. . . . They would say that it is the student's responsibility to develop his own meanings

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[124] Chope, "The Case Method in Teaching Public Health Administration," p. 610.

[125] Egbert S. Wengert, "For the Teacher of Public Administration," Public Administration Review, XII (Summer, 1952), 197.

about ideas related to the case, and that a teacher who tries to impose his own ideas will do more harm than good.[126]

Culliton is one of many advocates of problem oriented instruction emphatically opposed to illustrative use of cases, or creation of case studies designed to exemplify a particular concept or problem:

> At times when the case collection process does not unearth the kind of business problem which a professor has been seeking, a research assistant may be tempted to write a case which is a composite of several different real situations. Such cases (known at the Business School as "armchair cases") should be used with caution. They are among the most difficult to write because the absence of outside facts against which they can be checked may lead to inconsistencies within the case and to the inclusion of unreal and unrealistic business problems. The use, and especially the excessive use, of armchair cases may defeat one of the prime purposes of the case system, which is not to illustrate theories but to force professors and students alike to face real business facts.[127]

As has been noted at various points earlier in this Chapter, both the case study and the simulation model are, at best, imperfect representations of reality. Athos and Coffey are among advocates of the problem oriented approach who are sensitive to the dangers of substituting the world of the classroom for the world of experience:

> The cases themselves are partially ordered abstractions of reality. This fact underlies the potential danger of

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[126] Culbertson, Jacobson, and Reller, Administrative Relationships, p. 90.

[127] Culliton, Writing Business Cases, p. 23.

> becoming proficient at just analyzing cases. Because they are not real territory, but rather a reduction of it, it is quite possible to become proficient at analyzing them and still remain unskillful at finding order in one's own experiencing of his world.[128]

One sense in which the case study is unrealistic is its static quality. Many advocates of the problem oriented approach have turned to the simulation model as a means of overcoming this limitation:

> It is clear that simulation, besides being a new tool of research for trying to understand and predict the working of a system, is an engrossing way to study as a practitioner the simpler workings of life and business. The case is a more complex representation of life, but the decision-maker cannot carry his program of action very far. The simulation is at heart a mathematical model simplified to permit the interrelation of numerical variables, but the student can go much further in action and observe the consequences of what he does. The case often ends in frustration because the student does not know what did or might happen. . . .[129]

In quite a different sense, problem oriented instructional vehicles and methods have been criticized for what might be termed excessive realism, in that they are said to reinforce the status quo, rather than to suggest directions for change to new generations of practitioners in training:

> Some critics of the case method argue that the use of actual problems tends to emphasize the status quo. That

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[128] Athos and Coffey, Behavior in Organizations, p. 139.

[129] Andrews, "The Progress of Professional Education for Business," p. 8.

> is to say, the environment is taken as the norm, and the cases are essentially problems in adjusting to this norm.[130]

Culbertson, Jacobson, and Reller also recognize this potential limitation of the case method, but consider it more significant for legal education than for the training of administrators:

> In the legal profession, cases do become precedents which determine future actions. . . . In administration, cases should not be perceived as precedents as court cases are.[131]

A final common criticism of problem oriented instruction, particularly in the context of the case method, is that the teaching-learning environment may become excessively unstructured:

> Courses taught by the case method are often characterized by fuzzy, generalized, non-specific objectives, and this is particularly true of the new courses in human relations. The belief has been generated that because the case method unquestionably stimulates discussion and the exchange of interpretations, it will inevitably lead to intellectual growth. . . . On the other hand, evidence from this study indicates that in the absence of objectives that are clear to the student, little or no growth takes place.[132]

Athos and Coffey stress the need for a balance between freedom and structure within a problem oriented course if optimal learning is to occur:

> The comfort and security of structure (e.g., memorization) is rewarding, while the lack of freedom confines; the

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[130] Hunt, "The Case Method of Instruction," p. 190.

[131] Culbertson, Jacobson, and Reller, Administrative Relationships, pp. 105-06.

[132] George F. Castore and F.K. Berrien, "A Student Evaluation of a Case Method Course," American Psychologist, V (May, 1950), 150-51.

> openness of freedom (e.g., discussion) is exciting, while the lack of structure induces uncertainty. Too much of either freedom or structure is ultimately dysfunctional in learning situations.[133]

In this Chapter, we have traced the high points in the history of the adoption of problem oriented instructional approaches in several professional fields, with particular reference to variants of the case method and some more limited attention to simulation techniques. An effort has been made to identify some of the principal arguments offered in favor of these approaches either in combination with, or more frequently as a substitute for, content oriented, descriptive instruction in the professional school. Finally, brief notice has been taken of a few major limitations of the problem oriented approach, as enumerated even by some of those who have most vigorously advocated its adoption. In Chapters III and IV, more detailed attention will be given both to the manner in which the problem oriented approach has been utilized in the formal education and in-service training of library personnel, and to the rationale expressed by those who have favored its adoption in library education.

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[133] Athos and Coffey, Behavior in Organizations, p. 139.

CHAPTER III

THE PROBLEM ORIENTED APPROACH IN EDUCATION AND IN-SERVICE TRAINING FOR LIBRARIANSHIP

In Chapter II, the rationale underlying problem oriented teaching and training approaches in professional education and training generally was described and exemplified with particular reference to the field of business administration, public administration and teacher education. In this chapter, and the chapter that follows, detailed consideration will be given to applications of the problem oriented methodology in education for librarianship. Chapter III presents an overview of the use of problem oriented teaching and training methods in the several fields of librarianship, with emphasis on the instructional objectives of various teachers and training leaders and their views with respect to the value of problem oriented approaches as a mean of achieving them. The primary focus in this chapter is on developments of the last quarter century in education for librarianship. Its object is to identify and describe briefly a number of applications of the problem oriented approach in library education and in-service training which, in the view of the author, are significant and/or typical. An effort has been made to describe here the work of all

individuals who have made significant direct contributions to the development of the problem oriented teaching approach in librarianship up to the present time. This chapter also summarized briefly the views of several critics of the problem oriented approach. In Chapter IV, the work of four individual teachers and trainers who have employed problem oriented methodologies is presented in detail in the context of the totality of a formal or informal educational program.

While Kenneth Shaffer of Simmons College appears to have been the earliest advocate of the problem oriented teaching approach to have applied the technique systematically in the classroom, the literature of education for librarianship does offer some scattered evidence of interest in such instructional methodologies as the case technique prior to the beginnings of Shaffer's work in 1951. Indeed, crude forerunners of contemporary problem oriented training approaches may be found in both the formal and informal systems of apprenticeship training that characterised preparation for library careers prior to, and for a considerable period of time after, the founding of the first library school at Columbia University in 1887. Vann has termed the period prior to 1887 as one in which "management by imitation" through the brief administrative apprenticeship was common, and given the characteristic nature of apprenticeship training, with its customary utilization of shadowing, it may be inferred that

the actual problems that arose in the course of everyday library operation frequently served as occasions in which the neophyte might, under the watchful eye of an established librarian, uncover sound principles of good library management or test out his ability to apply knowledge that had been acquired through prior observation.[1] In this respect, it is interesting to note that Dewey himself, in his earliest published statement concerning the training of librarians, while urging establishment of a "librarian's normal school", expressed the view that this would not be

> desirable unless a large library can be at the service of the school ... the pupils must see all the work done from day to day in all its details; they must have practice in doing each part of it under careful supervision.[2]

The notion that satisfactory training for librarianship must include opportunities to apply principles and concepts to actual problem situations is a persistent theme in the literature of library education from its beginnings, as well as an important argument advanced by those conterporary educators who favor adoption of problem oriented teaching approaches. Its prominence in the thought of Melvil Dewey is made clear by Vann who connects the concept directly with conterporary problem oriented instructional approaches, suggesting that in making his often quoted statement

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[1] Sarah K. Vann, Training for Librarianship Before 1923 (Chicago: American Library Association, 1961), p. 5.

[2] Melvil Dewey, "Apprenticeship of Librarians," Library Journal, IV (May, 1879), 148.

that the aim of the School of Library Economy should be "wholly practical," Dewey meant

> to imply that the School would be experimental in its approach and that the various methods of instruction would be used "in such proportion as will give the best results."

Vann observes that "including actual work in a library" as part of the curriculum was Dewey's concession to the criticisms of Greene and Poole, who had opposed formalized training in an academic setting for librarians, and notes in particular that "Dewey's use of the 'Problem method' seems remarkably modern and similar to the 'case method' studies of the present day."[3]

White, studying the origins of the American library school, connects both its form and its substance very directly with apprenticeship training patterns: "technical education originated as a substitute for apprenticeship, and this explains the forms as well as the content of instruction."[4] He cites Dewey's description of the Columbia program:

> The school is more a systematic apprenticeship in which every effort is made to advance the learner rapidly rather than to serve the master's interests by keeping him a pupil without salary as long as possible.[5]

C. C. Williamson, in his landmark examination of the state of American library education made three decades after Dewey founded

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[3]Vann, Training for Librarianship Before 1923, p. 30.

[4]White, Origins of the American Library School, p. 32.

[5]Ibid., p. 81, quoting Columbia College Library, School of Library Economy, Circular of Information, 1886-87, pp. 26-27.

the first library school at Columbia, noted the persistence of "the flavor of apprenticeship training" in the several curricula. In his critique of existing teaching methods, however, he urged consideration of alternatives to traditional descriptive instruction:

> For the professional library school it is at least an open question as to whether better results would not follow from a greater use of the project method, with less lecturing and a much less strict adherence to syllabi which years of use have made well-nigh exhaustive on every subject.[6]

The most extensive study of library school curricula that has yet been undertaken was reported by Reece in 1936. His investigations and recommendations are an excellent illustration of the extent to which, as I have suggested in the opening chapter of this study, a professional school may organize its curriculum to reflect the organization of professional practice, and faculty perceptions of the requirements of practice. Reece proposed a curriculum derived quite directly from the content of professional practice:

> What is practicable, so far, is to schematize library work under its major headings, then, to subdivided these and to extract and array the elements suitable for presentation formally to students.[7]

Proceeding in this manner, Reece identified four broad categories of library activity and from them formulated an outline of "Subjects of Instruction, as Indicated by the Activities Entailed in Library Work." These strikingly parallel the major functional areas or departments into which larger libraries are organized for adminis-

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[6]Williamson. Training for Library Service, pp. 38-39.

[7]Reece, Curriculum in Library Schools, p. 60.

trative purposes, and thus reflect, as well, the anticipated occupational specializations of library school graduates.[8]

Reece also commented on the potential value of problem oriented teaching approaches, particularly in advanced programs, beyond the level of the first professional degree, for the training of library administrators, suggesting that an advanced course in administration "might be set up in such a way as to depend upon the case method, or upon field problems, or upon service studies." He was not, however, at the level of the first professional degree, prepared to recommend a non-systematic approach in teaching:

> Professional schools exist, it would seem, to assure intending practitioners time-saving preparation, enriched by whatever concern for thoroughness, comprehensive understanding and comparative treatment their facilities allow and the prospective rewards warrant. Their chief instrument is the curriculum, and it follows that they are bound to organize this in orderly fashion and so as to promote effective assimilation and to conserve students' time.[9]

Nonetheless, in commenting on the importance of "participation in actual work" as part of the basic preparation of professionals in all fields including librarianship, Reece mentioned "in schools of law and business ... the use of the case method of teaching" as an example of class presentation intended to familiarize students with practice. He reports, as well, the use of the case method in library schools in "the education of the principles of administration and book

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[8] Ibid., pp. 62-66. [9] Ibid., pp. 108-121.

selection through the instancing of actual or hypothetical situations." Finally, in contrasting education with training, Reece appeared to stress, as characteristic of the former, precisely those kinds of learning experiences valued by later advocates of problem oriented instruction:

> "Training" may be assumed to hold in prospect routinized repetitive tasks, and to connote the learning of methods and processes which call for little discretion and which conceivably may be exercised with only remote reference to their meaning. "Education," on the other hand, contemplates work involving problems, necessitating adaptations, embracing the revision of techniques and entailing the treatment of human situations; it presupposes concern with a definite body of knowledge, possession of intellectual responsibility, judgment, and initiative, and appreciation of the purposes and standards of the task in view; in short, it implies whatever is prerequisite to practicing a profession.[10]

In 1954, three years after Shaffer had begun experimentation with the case approach in teaching general library administration at Simmons, but five years before his initial report on these experiments was published, Richard C. Dahl, then law librarian at the University of Nebraska, urged adoption of the "case system" as employed in schools of law and business administration "to present some of the problems of library administration to a portion of the first year class during their second semester at library school." While pointing out that participants in such a course should "be screened by advisors and enrollment limited by consent of the instructor," because "attempting to learn about administration by

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[10] Ibid., pp. 123-24, 155.

the case method is not, and should not be, an easy task," and while noting some of the "difficulties inherent in the case system," Dahl, nonetheless, recommended its adoptation in the masters program in library schools on an experimental basis.[11]

Suggesting that beginning students could profit from studying "any and all cases that present real problems for library administrators," Dahl identified numerous parallels between the training of lawyers, business managers and librarians. He proposed that problems be drawn from those levels and areas of administration likely to be of greatest immediate concern to library school students after graduation:

> Thus cases might be set up in terms of the responsibilities and opportunities of junior librarians to offer suggestions regarding specific fact situations. It is important that these cases, whether real or hypothetical, stress facts to which thought, experience and principles may be applied. It is this bringing of facts, the irreducible units of library problems, into the classroom, that makes the case method valuable.

The case method is described as one in which

> the student soon learns ... to reason from the specific to the general and to draw up principles of administration that have real meaning for him.

Dahl enumerates the "realistic approach," the opportunity for students to control and participate actively in their own learning, and the development of self-confidence in "thinking about and

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[11] Richard C. Dahl, "The 'Case System' for Library Schools," Library Journal, January 1, 1954, pp. 17-18.

dealing with new problems" as primary advantages of the case approach. He suggests that if students

> can be helped to develop the ability to analyze situations, recognize problems and determine issues, search out the pertinent facts, develop alternatives, and reach reasoned decisions, the school will have gone far toward developing leaders for this profession.[12]

By comparison with more traditional, descriptive, teaching approaches, Dahl terms the case method superior as a means of engaging the attention of students and "more of an individual and creative process, rather than just the passing of facts from one person to another."[13] His appears to have been the earliest systematic argument to appear in the professional press in favor of adaptation of the problem oriented, case method approach to education for librarianship.

Teaching General Library Administration by the Case Method

Library administration is similar in so many fundamental respects to administration in other professional and vocational areas that it has been traditional for those who teach it to draw on other literatures and the methodologies of other fields. It is not, therefore, surprising that the first systematic attempt to apply the problem oriented, case method teaching approach in library education was in the field of general library administration,

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[12] Ibid., pp. 18-19.

[13] Ibid., p. 19.

or that it derived in large measure from similar applications in the field of business education.

Kenneth R. Shaffer of Simmons College School of Library Science initiated use of the case method experimentally in a course entitled "Theory of Administration" in 1951. This earliest application of the case approach was modelled directly on the instructional methods then being employed by the Harvard Business School, with emphasis on independent problem analysis and decision-making by students outside the classroom, an emphasis derived in turn from Shaffer's belief that decision-making is central to the administrative process.[14]

By 1958, with the assistance of a grant from the United States Steel Foundation through the Association of College and Research Libraries, a sufficient body of problem case material in the several major fields of library administration had been developed by Shaffer to make possible the conduct of the Theory of Administration course on a totally problem oriented, case method basis. From that point forward, descriptive instruction was abandoned almost entirely in the course in favor of a totally problem oriented format, utilizing case materials in the context of a highly disciplined instructional methodology.[15]

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[14]Kenneth R. Shaffer, Decision-Making: A Seminar in Public Library Management (Hamden, Conn.: Linnet Books, 1971), pp. vi-vii.

[15]Kenneth R. Shaffer, "The Case Method in Library Education," College and Research Libraries, XIX (November, 1958), 487-89.

Shaffer's use of the case method in teaching general library administration is described in detail in Chapter IV, and will, therefore, merely be summarized in its essential elements here. His approach centers on the decision-making process, placing primary stress on developing the ability of students to formulate and present sound solutions to administrative problems posed in the form of action-oriented, fictionalized case studies. These are assigned in random, rather than systematic or syllabic order, so as to simulate more closely the reality of actual administrative practice and avoid suggesting desired directions for solution. Solutions are presented either orally or in formal, written analyses in the context of a highly disciplined, instructor-controlled classroom environment. An adversary system of involuntary case analysis is a basic element of classroom procedure. No course syllabus or reading list is provided, though students are expected, through independent research, to document case analyses, drawing not only on the literature of librarianship, but of other fields as well where appropriate.

Shaffer has stressed learner involvement, development of analytical ability, comprehension of the notion of administration as an art rather than an exact science, sensitivity to the human elements in an administrative problem situation, and the ability to function independently as a problem-solver as major objectives of the course in administration. Each of these, in turn, can be

related to the instructor's direct perceptions of the nature of administrative practice which derive from extensive personal experience both as an administrator and as a consultant to libraries. An important element in the rationale of the case method, as it is employed by this instructor, is maturation of the learner through vicarious participation in the problem-solving process as it occurs in actual library situations. At the present time, the Theory of Administration course at Simmons College is conducted entirely by this version of the case method, and problem case materials developed by Shaffer are also employed extensively in courses entitled "Problems in Book Selection" and "Intellectual Freedom and Censorship," taught by other members of the Simmons faculty.[16] Shaffer is author of five published collections of instructional case studies in the areas of public and academic library administration and collection development.[17] These materials have been used widely in other library schools in the United States, Canada and abroad for the formal training of librarians, and have also been

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[16]This summary of instructional objectives and methods is drawn in large part from the author's personal knowledge as a colleague and co-instructor with Kenneth R. Shaffer, as well as from the following books and articles by Shaffer: "The Case Method in Library Education;" "Personnel Administration: The Case Method of Teaching," Bulletin of the Medical Library Association, LIII (October, 1965), 546-51; Library Personnel Administration and Supervision (3rd. ed.; Hamden, Conn.: Shoe String Press, 1965), pp. ix-xi, 3-9; Decision Making; and The Experience of Management: Case Studies in Public and Academic Library Administration (Metuchen, N.J.: Scarecrow Press, in press), pp. viii-xv.

[17]A complete list of these publications appears in Chapter IV.

employed extensively in workshops, institutes and other informal in-service training settings, as illustrated in Chapter IV of this study.

Mildred H. Lowell of the Graduate Library School, Indiana University has developed a somewhat different version of the case method for use in two courses entitled "The Process of Managing" and "Personnel Management" which are designed to be taken either simultaneously or sequentially by graduate students. Lowell's four volume collection, The Management of Libraries and Information Centers, is the largest single contribution to date to the literature of problem oriented instruction in the area of general library administration, comprising a total of two-hundred and fifty-two instructional case studies, including thirty-nine designed for use in role playing formats, and five in-basket exercises.[18]

Lowell has also provided what amounts to the most extensive statement to date in support of the problem oriented, case method approach to teaching library administration. She advises against exclusive use of the case method, however, suggesting instead that it be employed as a supplement to, rather than as a substitute for, descriptive instruction:

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[18]Mildred Hawksworth Lowell, The Management of Libraries and Information Centers, Vol. I: The Case Method in Teaching Library Management, Vol. II: The Process of Managing--Syllabi and Cases, Vol. III: Personnel Management--Syllabi and Cases, Vol. IV: Role Playing and Other Management Cases (Metuchen, N.J.: Scarecrow Press, 1968-71.)

> In the opinion of this writer, the case method is best used in library management courses as one of several teaching techniques in a carefully structured course. Substantive knowledge of the management field is an important prerequisite for adequate case analysis. Since library science students normally have little or no knowledge of the field of management, this must be acquired through substantial and wide reading supplemented by lectures which interrelate management concepts with libraries and information centers. Conceptual knowledge, combined with situational analysis of cases should increase the competence of students in library management. The chief contribution of cases to student learning is the sharpening of powers of analysis and decision-making and the developing of behavioral skills.[19]

Lowell characterizes this combination of descriptive and problem oriented instruction as a "more functional approach to study and research in library management." She finds such techniques as "cases, role playing, and simulation". . .

> effective in developing in students professional attitudes, insights and understanding; in stimulating interest and enthusiasm for the subject; in promoting attitudes of problem-solving rather than memorization and regurgitation; and in making theoretical concepts and principles more meaningful.[20]

Lowell presents the case method as

> a philosophy of education; it can be defined as the utilization of cases in studying and analyzing problems upon which the practice of the profession rests,

and states its goals and objectives in the following terms:

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[19] Lowell, Case Method in Teaching, p. 39.

[20] Ibid., pp. vii-viii.

> The main goal of the method is clear, deep, precise thinking in relating theory to action. Although the case method helps students to accumulate knowledge and acquaints them with current library practices, this is not its primary purpose. The chief objectives ascribed to the case method are:
>
> > . . . . to encourage self-involvement . . . . Independent constructive thinking on the part of participants is essential to the operation of the method . . . .
> >
> > . . . . to provide vicarious experience . . . .
> >
> > . . . . to develop and strengthen the individual's capabilities in analyzing problems, making decisions, formulating policies, and implementing plans for action.

She offers the further observation that

> whatever the form of the case, the purpose of each is to bring as much reality and outside experience as possible into the classroom, where participants of a group can be involved personally in activity which is of practical significance to them.[21]

Lowell stresses the importance of providing students with direct experience in the decision-making process, as well as the limitations of descriptive instruction in this area:

> Good management is learned through practice and by solving problems rather than by rote memorization of principles which may have only limited relevance to actual problems . . . . Knowledge of principles and techniques of interpersonal and human relations can be developed through lectures, reading and discussion; but the ability to apply this knowledge comes only through actual practice which can be obtained either through learning-on-the-job or in a laboratory situation . . . .
>
> In library education, library training programs, and contacts with the public, role playing can serve as a social-learning method, as a basic decision-making

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[21] Ibid., pp. 27-29.

> skill, as a group problem-solving process, as one technique for guidance, as a means for conveying information or skills, and as a way of facilitating oral expression.[22]

Lowell, like Shaffer, attaches great importance to experience in decision-making as preparation for administrative practice, and shares his view that every administrative problem requiring a decision contains elements that make it unique:

> No solutions to the cases have been offered because "pat" solutions never exist. Given the same set of circumstances in a different environment, at a different period of time, and with different personalities, entirely different courses of action could be conceived. The primary aim of the case method library management courses is the development of prospective administrators capable of wise self-direction and willing to consider the opinions of staff members.
>
> Emphasis of the case method of analysis lies in the singularity of each case. Carry over value from one analysis to the next stems primarily from the accumulation of experience in the thinking, reasoning, and group processes applied to each different case. What the case method seeks to achieve is a way of thinking logically and meaningfully in a given situation, analyzing the data that have contributed to the existence of the problem, interpreting and weighing the evidence that bears on the situation, arriving at alternative solutions, and, finally, selecting the one best solution.[23]

Like Shaffer, she finds parallels between the management of libraries and the management of other kinds of organizations that provide justification for similar teaching methodologies:

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[22] Ibid., p. 15, and Lowell, Role Playing and Other Management Cases, p. 23.

[23] Lowell, Case Method in Teaching, pp. 48, 54.

> In other professional curricula — business, public, and educational administration -- the case method of instruction has been used extensively in teaching all phases of management. Faculty members in those areas have found that this method is a highly effective and practical way of introducing the complexities of the management functions. Library administration has numerous and basic differences from these three fields, but it requires the performance of many of the same management functions essential to any governmental, business or educational organization. Planning, organizing, motivating and controlling are necessary irrespective of the type of organization.[24]

Lowell's version of the case method differs from Shaffer's in several significant respects. The combination of case studies with course syllabi, lecture outlines and working bibliographies represents a blend of descriptive and content oriented teaching modes, in contrast to an exclusively problem oriented approach. In another context, I have suggested that Lowell's aim is "to provide a middle ground for those seeking to blend newer teaching methods with more traditional ones."[25] Although a topical organization of problem materials is utilized "as a conceptual framework for the syllabi", Lowell recognizes clearly that

> management problems do not present themselves to case researchers in any ordered array under neat labels such as "political interference" or "motivation." In collecting data during case research, no attempt was made to get information which would fit a prescribed niche in a course. Instead, the data were written up as acquired into cases to present actual problem situations and then categorized as closely as possible for

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[24] Ibid., p. 19

[25] Thomas J. Galvin, review of The Management of Libraries and Information Centers, Vols. I-III, by Mildred Hawksworth Lowell, in Library Journal, February 15, 1969, p. 731.

> placement in the syllabi. Most, if not all, of the cases are equally useful in several substantive categories....[26]

While Shaffer rejects organizing case materials under topical headings "since to do so might suggest desired directions for their resolution," and because of his belief that

> any attempt to categorize administrative problems by "type" is both inimical to the instructional objectives of the case method and a falsification of the reality of administrative experience,

Lowell takes issue with the practice of such casewriters as Shaffer in providing questions at the ends of problem cases on somewhat parallel grounds:

> Questions have not been added at the end of each case because they would structure the thinking of instructors, leaders, and participants. When the same case has been used for group discussion with and without questions, it was found that discussion was much more meaningful, penetrating and creative when no questions were provided.[27]

A major distinctive characteristic of Lowell's work is her emphasis on the group process and the human relations elements of problem situations, by contrast with Shaffer's stress on individual decision-making:

> My use of group discussion technique provides some sensitivity training. I believe both the group discussion and the sensitivity training help the students to become more effective library staff members.[28]

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[26] Lowell, Case Method in Teaching, pp. 14-16.

[27] Shaffer, The Experience of Management, p. xi; Lowell, Case Method in Teaching, p. 48.

[28] Letter, Mildred Hawksworth Lowell to Thomas J. Galvin, February 19, 1969.

Lowell advises students to "remember that case discussion is a method of cooperative analysis of a problem," and because of her belief that

> the more experience students can acquire in learning how to conduct and participate in group discussion, the more valuable they will be as library staff members,

she divides classes into "groups of six to nine with a leader and a recorder" for analysis and solution of case problems. Solutions are to be

> developed by the students operating as responsible members of the group, taking help from the thinking of other members of the group as well as the instructor, but making their own decisions without fear of disapproval. The author believes that this involvement in a group process is vital preparation for library staff and committee meetings and for leading public discussion programs.[29]

Promotion of "effective group thinking as a democratic procedure by learning and practicing good group discussion techniques" is listed as one of six major "goals and objectives" for both of the management courses taught by Lowell.[30] In suggesting wider utilization of role playing as a method for presenting case situations, Lowell notes that

> in recent years, it has become increasingly clear that effective interpersonal and human relations skills are essential for library staff members at all levels of responsibility.[31]

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[29]Lowell, Case Method in Teaching, pp. 55, 50, 49.

[30]Lowell, The Process of Managing, p. xi; Personnel Management, p. x.

[31]Lowell, Role Playing and Other Management Cases, p. 21.

Both the case materials and the methodology developed by Lowell have been utilized widely by others both in formal courses in library administration and in informal, in-service training situations. Franklin has termed the case studies valuable

> for staff reading, for recruitment use, for the administrator or supervisor who wonders if other people have as many troubles and staff problems as he has, or for those who want to improve their approach to handling management questions.[32]

Coburn, of the Department of Library Science at Queens College, reports utilizing both the Lowell case materials and those developed by Shaffer in a course titled "Library Organization and Management" which is required of all candidates for the Queens' Master of Library Science degree. Coburn's approach to the teaching of general library administration is described in detail in Chapter IV of this study. His basic objectives may be summarized in terms of a desire to present library administration as an applied discipline, showing "how theory actually works out in practice," a wish to find a means for "translating the experience of librarians in the field to library school instruction," and a preference for teaching vehicles that enable the instructor to illuminate and exemplify abstract principles and concepts in their application to actual library environments. Coburn attributes to the influence of Shaffer's work his own effort to stress "the human relations aspects

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[32]Robert D. Franklin, review of The Management of Libraries and Information Centers, Vols. I-III, by Mildred [illegible] Lowell, in the Journal of Education for Librarianship, X (Summer, 1969), 57.

of library administration," although this objective can also be related quite directly to the emphasis on human relations found in Lowell. Finally, Coburn finds in the case approach an effective device to achieve "a sharing of knowledge on the part of students."[33]

Maurice P. Marchant of the Department of Library and Information Science, Brigham Young University, reports use of case studies by Lowell and by the British casewriter Roy Hewitt in a course titled "Library Organization and Administration" which is required of all students in the masters degree program. This course

> is considered basic to our curriculum. It is intended to provide the threads by which the processes of cataloging, collection development and reference work are integrated. Moreover, it provides the theories which are applied in the academic and public library courses...we try to see that it is taken early in the program. There are no prerequisites to it. The concepts covered are applicable to all types of libraries, and provision is made for students to emphasize their own type of library interest as they desire in the term paper. I try to vary the type of library in the examples which I draw from.[34]

The instructor reports that "I don't use the case study method in my teaching, but I incorporate the analysis of cases in the course."[35]

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[33]This summary is based chiefly on a verbatim transcript of a private interview with Louis Coburn held in Flushing, New York, November 19, 1970. All direct quotations are taken from that transcript.

[34]Letter, Maurice P. Marchant to Thomas J. Galvin, November 19, 1971.

[35]Letter, Maurice P. Marchant to Thomas J. Galvin, August 9, 1971.

At the present time, an average of ten case studies are included in the course, which follows the kind of strict organization into topical units that is characteristic of content oriented, descriptive instruction. The instructor himself terms the course "systematic," with lectures and required readings. Students are evaluated through grades assigned for a required research paper, a formal final examination based on readings and class presentations by the instructor, and to a slight extent on an individual "reading log."[36]

The instructor explains his incorporation of case analysis in the course in these terms:

> Learning can be separated into three general categories: cognitive, attitude, and behavior. Each of these is important in teaching library administration. There is a science of administration built around a group of theories in the behavioral sciences. But the application of these theories is an art. Moreover, there are several values which I judge to be of particular importance to librarianship. I try to balance my instruction so as to emphasize each area and to make the instructional process appropriate....
>
> Modeling is particularly effective in teaching behavior. I find the study of cases useful as simulated experience models. The case is chosen on the basis of the opportunity it provides for applying the organizational theories previously discussed. My procedure is to read the case study to the class and then open it up for discussion. We evaluate the behavior leading up to the problem and alternative possibilities which might have been more successful. Then we develop and compare alternative future courses

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[36]Maurice P. Marchant, private interview held in Chicago, Ill., January 24, 1972.

> of action open to us. I try to get the class to suspend judgment on the alternatives until several have been developed with the hope that this procedure will become part of their decision making pattern.[37]

Specific illustration of Marchant's use of case studies to apply or exemplify general organizational theories, promote desired attitudinal and behavioral patterns, or enhance student participation in the learning process may be found in his use of two case studies from Lowell's The Process of Managing:[38]

> Lowell's case #4 allows students to realize the difference between job-oriented and person-oriented management. Presenting it at about the time I am discussing the differences between scientific management and the human relations school of management helps the class recognize a prime difference between the two approaches. Then, applying what they have been told, the class members are able to predict some likely results of the possible approaches, both short range and long range. It also gives them vicarious experience with structuring personnel scheduling models. I also use this case as an excuse for discussing library organizational structure. I help the class project outward from the microcosm of the ready reference desk which is described in the case to a general description of the library and the size of the city that it is likely to serve. Having done so we explore the relationship a local decision might have to the rest of the library and the extent to which a problem of this magnitude might justifiably involve staff outside the immediate group. Student response to this case generally begins with a rather hard-boiled attitude toward the girl's predicament and ends with more consideration and a recognition that the library is likely to be hurt by an unsympathetic approach....
>
> I use Lowell case 35, "Interference with Student Discipline," for the excitement it generates. It provides lots of room for discussing staff morale, applying

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[37] Marchant, letter August 9, 1971.

[38] Lowell, The Process of Managing, pp. 48-49, 141.

> role theory, and developing strategies for organizational response to a fairly common problem.[39]

Kenneth H. Plate of the University of Toronto School of Library Science reports use of the case method in a course titled "Library Administration," one of five courses required of all candidates for the masters degree. He offers the following description of the extent to which case materials are utilized and the rationale underlying their inclusion in the course:

> This is a one semester course which meets weekly for 13 three-hour sessions. This year, approximately eight cases will be used in the course; these cases range from relatively short, straightforward cases such as are found in Mildred Lowell's Management of Libraries to more complex "problems" such as "The Thermophysics Research Group" case prepared by Harvard Business School. (This case is used to illustrate our unit on organizational design and, in particular, the matrix or task force or collegial approach to library organization.). . . .
>
> We are also using the case method in our problem-solving exercises upon which the students will be evaluated. After several years of examinations and term papers, we found that we could no longer defend these traditional methods of evaluation in a course where practical application depends (we feel) more on skills learnt than on theories memorized. I would not necessarily go to the stake to support this position, but at this point in time I feel comfortable with it. In this I agree with Douglas McGregor that in areas such as human relations training, "ordinary" teaching methods are relatively ineffective but laboratory methods such as simulation, case studies, etc. are of value.[40]

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[39] Marchant, letter, November 5, 1971.

[40] Letter, Kenneth H. Plate to Thomas J. Galvin, October 6, 1971.

This example is of particular interest because of the direct use of problem material from the field of business administration, and because sixty per cent of the evaluation of students is based on their performance in group and individual problem solving exercises which, in order to simulate the actual conditions under which an administrator must operate, are conducted under rigorous time constraints:

> Group Problem-Solving: The group problem-solving exercise is an attempt to approximate a practical library situation in which most problems are "solved" by more than the individual librarian. . . . The class will be divided into groups of about six students each. Each group will be presented with a written problem and will be expected to produce a collective written solution. Groups will be allowed the full three hours of class time to work on the problem. The written report must be turned in to the Instructor by 2:00 p.m. the same day.
>
> Individual Problem-Solving: At or near the end of the course each student will receive one or two written "problems" for solution. The problems must be solved in written form in about 24 hours thus simulating a real life situation and providing you with a chance to apply practically the content of this course. Each problem will involve more than one aspect or "topic" of the course and solutions will draw on readings, class discussion, etc.[41]

In form, the Toronto library administration course also appears to represent a blend of traditional descriptive instruction through lectures, required readings from extensive bibliographies

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[41]University of Toronto, School of Library Science, "1540X: Library Administration," Toronto, n.d., p. 3. (Mimeographed course syllabus.)

provided by the instructor, class reports, and the like with a problem oriented format. While students are expected, in the problem-solving exercises, to reason deductively from principles derived through descriptive teaching methods, they are also expected to analyze problems presented in case form in terms of decisions and actions required, and to reason inductively from specific problem situations to general principles, as the following instructions to students from the course syllabus make clear:

> Graduate study involves class participation by all students. In addition, one of the functions of this course is to assist students in developing communication skills both to groups and within groups; these are essential to successful modern library practice. Discussion of case studies is a good way to simulate group problem-solving and frequent use of the case study method will be made in this course.
>
> In analysing cases, the following profile should prove useful:
>
> a) As you perceive the situation, what was (were) the primary problem (s)?
>
> b) What caused the primary problem (s)?
>
> c) Evaluate the way in which the problem (s) was (were) handled, and/or propose a solution (or resolution) to the problem (s)?
>
> d) What generally useful concepts can you derive from the case materials?[42]

A further illustration of the problem oriented, case approach in teaching general library administration may be found in a course offered through the Brown University Extension Division by Charles C. Waddington, Assistant Director of Libraries at Brown, under the title "Management Theory." In this course, short case

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[42] Ibid., p. 2.

histories in library management and administration are employed to exemplify principles of management presented through lectures, discussions and readings in the context of a topical, unit approach under such headings as "management philosophy," "communications," and "delegation of work and authority." The object of the problem material is to provide students with "practical everyday problems," these being written in an abbreviated, generalized style "with a minimum of descriptive materials so that answers and solutions to cases will be clear and can be readily deduced from the principles discussed. . . ."[43]

The instructor has amplified this aim in the following terms:

> I am trying to develop by the students a habit of thinking in terms of specific administrative principles and concepts. The brief statement of the problems is deliberate in an attempt to present only their essence with the minimum description necessary to state them at all. Students will be urged to answer problems with this in mind. A number of different answers will be acceptable and discussion in a seminar situation will be aimed at clarification of the problem and at arriving at the best answer....This approach was well received by students and I believe most successful in getting them involved with administrative thinking.[44]

The approach can be illustrated by a typical problem and solution utilized by this instructor under the topical heading "control":

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[43]Letters, Charles C. Waddington to Thomas J. Galvin, June 11, 1971, and August 26, 1971.

[44]Letter, Charles C. Waddington to Thomas J. Galvin, October 1, 1971.

> Control of a Staff Member's Time: One of your new department heads has implemented stringent minute by minute control of staff members' time. This involves both professional and non-professional staff. Discuss the possible effects of this on staff morale, production and turnover. Can this kind of control be used in such a way as to effect all of the above three factors in a positive manner?
>
> (solution) The effect on morale and turnover, I should think would be significant, particularly to professionals. It might raise production, something which should be studied but the motive to produce more would probably be low.
>
> Assuming that the new department head instituted these controls for a just reason and not only to satisfy a Napoleonic complex, I think the only way this could possibly be useful would be on a temporary basis. The department head should explain that the efficiency of the department was so below standard that the controls would be in effect until production reached a normal standard. At such time the time controls would be removed and if the department continued to function satisfactorily, they would be left to exercise their own good judgment concerning their time.[45]

In his use of cases that are brief and generalized in character, Waddington seems to approach what I have termed the

> exemplary (or illustrative) case study...intended either to provide a model of excellent (or less than excellent) practice or to illustrate a general principle,

in contrast with the "problem case study" which is

> intended primarily for the purpose of posing a problem effectively, rather than for the purpose of either providing a basis for generalization or illustrating a principle.[46]

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[45]Charles C. Waddington, "Management Theory and Practice: Concepts and Problems for Librarians." Unpublished outline and synopsis, 1971. (Typewritten.)

[46]Galvin, "Case Studies and Case Method," p. 215.

Utilizing videotaped role playing sessions, James W. Ramey, Director of the Institute for Advancement of Medical Communication and Adjunct Professor of Library Science at Drexel University, has sought to improve problem oriented instruction in a required course in library administration while overcoming limitations of the case method, as he perceives them:

> The technique described here was developed as a means of overcoming some of the more serious faults of case study and role playing, while at the same time preserving their merit (i.e., giving the student an opportunity to explore on a first hand, classroom basis, the implications and "fit" of the theory to which he is exposed in the course, allowing him to test his ideas and perception of theory on a dry-run basis, and to work through in his own terms, and essentially unaided by the teacher, the translation of the insight and knowledge of others into working tools that he can apply for himself.)
>
> The basic shortcoming of the case method is the fact that it is static. It fails at the very point of major importance — the need for the student to understand that problem solutions must occur in a four-dimensional setting — not a two dimensional one, as cases often imply. The problem will always involve the experiential background of the participants and their perception of the dynamics of the developing situation as it evolves through time, i.e., the interaction process -- all these factors in addition to the stated problem within the formal two-dimensional framework of participants and facts.[47]

Ramey has retained a few elements of descriptive instruction, such as reading lists and reports based on them, and occasional short lectures, but the "videotape simulation" which

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[47] James W. Ramey, "Simulation in Library Administration," Journal of Education for Librarianship, VIII (Fall, 1967), 86.

includes "the substitution of discussion sessions for all lectures throughout the course," in a format centering on

> a set of cases...prepared for alternate presentation with theory discussions, amplifying and personalizing the understanding of the theoretical concepts discussed.

is essentially problem oriented in character. Theory sessions are concerned with such topics as

> leadership, role, communication, organization structure and planning and control with problem discussions (which...included a scheduling problem, a role problem, a subversive problem and a weeding problem.)

The methodology involves advance distribution of a brief case statement to the entire class, videotaped role playing sessions in advance of the general class meeting with class members as role players, and a class discussion in which the videotape "serves as the focus," and the instructor "acts as prompter, listener, traffic director and encourager," filling the "role of catalyst rather than autocratic 'answer-giver.'"[48]

Ramey has summarized the values of this variant of the problem oriented approach, terming it

> one that students and teachers alike have found much more apt to provide the student with both a grasp of the parameters and content of administration and a "gut-level" understanding of what it is like actually to deal with an administrative crisis....
> It seems to work in any crisis situation, many decision making situations, and a number of

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[48] Ibid., pp. 85, 87, 89, 99.

> more technical situations such as might be found in engineering or budgeting

Like Shaffer, Ramey seeks to make clear to students that

> many situations have a whole series of "right answers," each involving a different "trade-off" and a different "pay-off" for the organization.

Like Lowell, he seeks to focus on the human elements in problem situations through role playing sessions which

> get at as many of the issues underlying the problem as possible, so as to enable the class to understand better the dynamics of the situation.[49]

Teaching School Library/School Media Center Administration by the Case Method

Given the popularity in recent years of the case method of teaching in the field of educational administration, as indicated in Chapter II of this study, as well as its wide application during the last twenty years in the teaching of general library administration, it is not surprising to find evidence of its extensive use in library school courses in the school library field as well. To Louis Coburn of the Department of Library Science at Queens College, whose application of the case method to the teaching of general library administration has been discussed briefly earlier in this chapter, and, along with his use of the case approach in teaching school library administration will be presented more fully in Chapter IV, goes credit for the earliest systematic experiments with problem oriented instruction in the school

[49] Ibid., pp. 85, 93, 89, 87.

library field. Coburn, in his Case Studies in School Library Administration, published in 1968 and based on experiments with case method teaching begun as early as 1964, specifically mentions the influence of Griffiths' Human Relations in School Administration on his own work.[50]

Patricia B. Pond of the University of Oregon School of Librarianship reports use of case studies, simulation, and role-playing in combination with descriptive instruction since 1968 in a course titled "Instructional Materials Centers: Resources and Services," an advanced elective which follows a beginning course in school library/school media center administration where descriptive methods are employed. Pond prefers to postpone problem oriented approaches to the advanced course "until students have some idea of what they're talking about," are "informed enough to analyze," and will not "simply give forth with the conventional wisdom." She has cited Ramey's "Simulation in Library Administration," as "probably the item which most influenced my first case study use."[51] Significant use is also made of the work of Lowell, both as a source of problem case materials and in instructions to students concerning methods and objectives of case

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[50]Louis Coburn, Case Studies in School Library Administration (Flushing, N.Y.: Queens College of the City University of New York, 1968), p. vii, referring to Daniel E. Griffiths, Human Relations in School Administration (New York: Appleton-Century-Crofts, 1956).

[51]Letter, Patricia B. Pond to Thomas J. Galvin, December 17, 1971.

analysis, which are drawn directly from The Management of Libraries and Information Centers.[52]

Pond combines descriptive and problem oriented methods, with case analysis constituting "half or more of the student's grade" for the course. The instructor, while also employing an objective test to measure familiarity with the contents of required readings, expresses the opinion that "it is more important to be able to apply principles...than to be able to parrot answers," noting how frequently students "can pass an objective test, then miss the same points in case analysis."[53]

Providing opportunities for application of principles was a major objective in this instance in utilizing the case method of instruction:

> School librarians, it seemed to me, were always complaining that library school courses were not "practical" enough, and while I did not think they had to be quite as practical (*how to circulate a book, how to send* books to the bindery) as some school librarians claimed, I did think that cases might provide the opportunity to use principles...taught in descriptive instruction.

Used in a role playing format in the classroom, case studies also afforded experience in the analysis of group dynamics and role functions in a group, skills thought important by this instructor for success in professional practice:

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[52] Lowell, Case Method in Teaching, pp. 64-68.

[53] Pond, letter, December 17, 1971.

> Few of the students I deal with have been introduced to group dynamics and they will need some expertise in this field if they hope to get much done for school library programs.[54]

Pond includes an average of five case studies in this course. Four, drawn from cases with school library settings in Lowell, are used for general class discussion, formal analysis by students (oral, written, or both), as "practice for the final assignment" which involves an extensive case analysis, or as examination questions. Cases selected for class discussion may be related to topical course units, as in the use of Lowell's case "Does Eaglelake Need a Head Librarian?" in connection with a unit on organizational and staffing patterns for media programs.[55] Cases discussed in class may reappear as examination questions "to test analytical ability" or ability to apply such acquired skills as describing organizational structure.[56]

A highly original use of the case approach is found in the final course project which utilizes the Wantagh Public Schools Study

> to provide a simulated experience in planning a school media program based on information obtained from (1) a case study of the media program in an actual school system, (2) a role-playing session

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[54] Ibid.

[55] Lowell, The Process of Managing, pp. 118-20; University of Oregon, School of Librarianship, "Lib 543 — Instructional Materials Centers: Resources and Services: Schedule," Eugene, Ore., April 13, 1971. (Mimeographed.)

[56] Pond, letter, December 17, 1971.

based, in part, on the case study materials and (3) class discussion of the case.[57]

Source material for the project is drawn from an actual case study of the media program of the Wantagh Long Island School system.[58] This is supplemented through class discussion, a role playing session and/or a field trip to a local district library center for a presentation by the librarian on "long range planning for district library services."[59] Finally,

> for the final examination, each class member is to assume the role of Director of Instructional Media Services for the Wantagh Public Schools and develop a plan for the improvement of the school district's instructional media program. This plan should coordinate and direct the activities of administrators, coordinators, and teachers in planning for the improvement of the media program in the Wantagh Public Schools, and the plan should be based in part on information obtained from the case study, role-playing and discussion sessions. The plan is to be submitted to the Superintendent of Schools and the Board of Education. . . .[60]

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[57]University of Oregon, School of Librarianship, "Lib 543 -- Instructional Materials Centers: Final Project; A Case Study of Media Program in a Small School District: The Wantagh Public Schools Case," Eugene, Ore., 1970. (Mimeographed.)

[58]F.M. Lehman, "Study of a Small Audiovisual Community: Wantagh Public Schools"; S. Cohen, "What Does Audiovisual Mean to You?"; "Import of the Wantagh Interview and A Modest Proposal for Next Steps," Audiovisual Instruction, IX (January, 1964), 37-63.

[59]University of Oregon, School of Librarianship, "Lib 543 — Instructional Materials Centers: Final Project: A Case Study of the Media Program in a Small School District Library," Eugene, Ore., Spring, 1969. (Mimeographed.)

[60]University of Oregon, School of Librarianship, "Lib 543 — IMC's: Resources and Services: Final Project; A Case Study of the Media Program in A Small School District: The Wantagh Public Schools Case," Eugene, Ore., Spring, 1971. (Mimeographed.)

Instructions for preparing the final examination, which is due approximately one week after the conclusion of group sessions relating to the Wantagh case study, call for the student to develop both five year, and one year plans for improvement of instructional media programs; defining program objectives, duties and responsibilities of individuals and groups involved in the program, and including realistic cost estimates. Students are expected to draw on general assigned readings completed previously for the course in this case analysis.

Two recent collections of instructional case studies for the field of school library administration have been published by Emanuel T. Prostano, Associate Professor of Library Science at Southern Connecticut State College, and by Peggy Sullivan, formerly a visiting instructor in library science at the University of Chicago and Rosary College and currently Assistant Professor at the Graduate School of Library and Information Science, University of Pittsburgh.[61] Prostano's School Media Programs: Case Studies in Management comprises thirty-one problem case studies, including one in-basket exercise and two "series" cases,

> suited for use in school library and audiovisual oriented course work at the graduate or undergraduate levels. Many are directed toward the development of new insights into the problems of a unified media

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[61] Emanuel T. Prostano, School Media Programs: Case Studies in Management (Metuchen, N.J.: Scarecrow Press, 1970), and Peggy Sullivan, Problems in School Media Management (New York: Bowker, 1971).

> approach. In the main, cases deal with management problems at the individual school level, though many are sufficiently broad in their considerations to pose district level problems.[62]

This instructor aims in particular to illustrate in case study form issues arising out of the adoption of the unified media concept as a consequence of the promulgation of Standards for School Media Programs.[63] Prostano predicts as a consequence of the unified approach to service the bringing about of "an imbalance in the existing equilibrium between personnel and program." His cases, which he terms "representative of the media field as it is today" are intended in many instances "to point up the intensity of problems generated by, in the opinion of many, a 'shot-gun wedding' between libraries and audiovisual programs." The cases, all of which "were either drawn from the experiences of the author or were related to him by a professional in the library or audiovisual area" are fictionalized. "Names, places and situations...have been altered and disguised."[64]

Prostano suggests use of case studies, not exclusively, but as

> one aspect of the total classroom experience. They may be used as a vehicle for whole class discussion or for small group discussions using a leader-recorder

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[62] Prostano, School Media Programs, p. vii.

[63] American Association of School Librarians and the Department of Audiovisual Instruction, Standards for School Media Programs (Chicago: American Library Association and National Education Association, 1969).

[64] Prostano, School Media Programs, pp. v-vi.

> structure and an end of class reporting system. They have also been used as written assignments to be graded, as term projects and as part of an examination.

Accepting Lowell's three "chief objectives of the case method,"

> to encourage self-involvement.
> to provide vicarious experience.
> to develop and strengthen the individual's capabilities in analyzing the problems, making decisions, formulating policies and implementing plans for action,

Prostano proceeds to develop related additional objectives which he seeks to exemplify by his own work:

> The case structure is merely a vehicle designed to convey to the reader a set of circumstances incorporating a problem or issue requiring analysis, investigation, a consideration of alternative solutions and decision making....
>
> The intent in writing these cases was to involve graduate students in life-like situations. The use of case method endeavors to:
>
> 1. Bring about a recognition of the range of practical problems in the school media field that must be dealt with in a constructive manner.
> 2. Require an investigation of the literature both to expand the students' knowledge of the field and enable them to cite authority for decision making when possible.
> 3. Enable students to analyze a problem, to recognize a central issue, and the related factors which influence decision making.
> 4. Explore fully the range of alternative solutions available in each case.
> 5. Enable students to make rational judgments based on an evaluation of alternatives available.[65]

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[65] Ibid., pp. v-vii.

He illustrates the application of this methodology to one of his own cases, and exemplifies the relationship between case studies and simulation models in two series cases, wherein a common body of "descriptive material. . .provides background information for the entire series" of several individual problems.[66]

By contrast, Sullivan disclaims any conventional use of the "case method," although suggesting that the case studies in Problems in School Media Management are adaptable to a problem oriented instructional format:

> It may be clear, by this time, that I do not employ the case method in my use of cases. Rather, I have used cases as vehicles for discussion. Instead of assigning specific students to prepare extensive analyses of cases, I have usually chosen to have the entire class discuss the case together. Sometimes, I have assigned written analyses, and sometimes, I have asked only one or two students to be prepared to lead the discussion. But that is not, strictly speaking, the case method. I believe, however, that these cases lend themselves to either kind of treatment on the part of the instructor using them.[67]

Although it is perhaps true that Sullivan's classroom use of cases does not occur in the context of a methodology as highly disciplined as that of, let us say, Shaffer, her approach nonetheless reveals many of the characteristics and objectives of problem oriented instruction. Her cases are designed "to be used in class to introduce problems within a specific content," and, like Shaffer, she emphasizes the importance of decision making and an action

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[66] Ibid., p. 138.

[67] Sullivan, Problems in School Media Management, p. xiv.

oriented approach to problem materials:

> I would stress that care be taken to move toward solution, rather than just to draw out or dramatize problems....Unless some action is virtually demanded, the discussants of the case may simply find themselves rehasing the facts presented to them, rather than using those facts as background for their own evaluations and suggestions for action.

Of her preference for cases over seminar methods based on the experience of participants, she has stated:

> It has been my experience that the use of case studies is much to be preferred over discussion of problems actually existing somewhere. Too often, in discussions like that, participants discover that the member of the group who is describing the situation he knows, has tended to clarify or highlight some points, while not presenting others too clearly. Thus, the value of considering a case from actual experience can be, and often is, diluted.[68]

She is careful to distinguish use of the case method, which "forces people to deal with a specific, but to deal with the same bulk of information--everybody having the same information," from less structured discussion methods, because "I don't want people to confuse this with sitting and talking about what happens in a library."[69] "The case method," she points out,

> allows students to work from the same set of facts, thus assuring that in the discussion, all the elements of the problem will be exposed. Thus,

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[68] Ibid., pp. xi, xii, xv.

[69] Peggy Sullivan, Verbatim transcript of tape recorded informal report on teaching with case studies in a Seminar on Library Work with Children and Youth, Rosary College, 1969-70. Recorded October 30, 1969-June 11, 1970. (Hereinafter referred to as Sullivan, Report.)

> while students' perceptions may differ, they cannot stray too far from the basic situation.[70]

Sullivan's use of the case approach as a discovery method of learning is also characteristic of the problem oriented mode. Her problem case studies serve not merely to exemplify principles in the context of "a specific situation that is believable," but as vehicles for the identification of general concepts and issues encountered initially by students through analysis of problem situations, rather than being brought to their attention by the instructor. Her comments on class response to "The Case of Modular Madness" provide illustration of the discovery process:[71]

> I think that in every one of these cases I could give you chapter and verse from a real life situation which is at least comparable. We talked a little bit about the matter of student assistants and about the librarian's use of the orientation period. I wanted to get to this because I think this case is probably one of the best openings we have for it. What is the purpose and the scope of library orientation? Is it wise for the librarian to leave the library to conduct it? Is it his job and his job alone? Shouldn't there be follow-up activities, etc.? Nearly all of these questions came forth from the students, which made me happy.[72]

Thus, general problems emerge from the analysis of case situations:

> This matter of textbooks is another one. I think that I could say—could have said—until the cows come home that the library should be the materials center for the whole school and that's what Standards for School Media Programs is all about, but it was only when we

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[70] Sullivan, Problems in School Media Management, p. xi.

[71] Ibid., pp. 191-98.

[72] Sullivan, Report.

> got to the point of realizing that this textbook item was a critical item [in "The Case of Placing Priorities"[73]] that we had a larger core opening for this discussion about textbooks logically being part of the materials program.[74]

Her comments on student response to "The Case of Modular Madness" also illustrate the value of the case study in making general principles meaningful through their identification in specific problem contexts:

> They were also sensitive to the fact that the library was obviously understaffed. What I like about this case situation was that if I said to them, "This is a school with 2,000 students and 4 librarians," they'd say, "Boy, that really sounds great!" . . . Actually it is not enough. . . . And, because they see in a case like this how people are used and what there is to do, and what there is beyond that to do, and how it can be improved, they end up saying to me, "But it's understaffed; that's the big problem!"[75]

In common with others who have adopted the problem oriented approach, Sullivan sees merit in the opportunity to particularize general principles:

> Cases such as the ones in this volume, by placing the problems within a realistic setting, make it possible to apply policies learned in a vacuum to individual instances.[76]

She has shared the concern of the author of this study over the extent to which, in librarianship,

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[73]Sullivan, Problems in School Media Management, pp. 91-98.

[74]Sullivan, Report.

[75]Ibid.

[76]Sullivan, Problems in School Media Management, p. xiv.

> traditional patterns of descriptive instruction often result in the elevation of a body of information, not all of which is equally worth transmitting or knowing, to the status of a body of knowledge. What are at best rules of thumb harden into "principles" expressed by instructors or understood by students as absolutes.[77]

For Sullivan, a particular value of the problem oriented, case approach lies in the existence of alternate, viable solutions:

> I found that idea especially appealing, because I have long been bothered by the attitude that says, "This works, so this must be the only way to do it." This attitude has seemed to me to be especially widespread in school library programs, where the professional person responsible for the program has had little or no opportunity to work with others in the same field, and therefore has little sensitivity to the fact that even a good solution may not be the only one.[78]

She has commented on the merits of the case approach, by contrast, in bringing alternatives forcefully to the attention of students:

> I'm interested in getting the range of opinion and reactions that *may be possible*, because I guess that, more than anything else, I worry about turning out students, all of whom think the same thing, or all of whom may think different things, but think there is only one way to think....I want them to see that what occurs to them as an initial response, as the way to do it, may not necessarily be true, and that somebody else may have an entirely different perspective.

In an effort to provide a classroom climate tolerant of a variety of opinion, Sullivan does not emphasize adversary approaches to case analysis:

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[77]Galvin, "Case Method Approach in Library Education," p. 66.

[78]Sullivan, Problems in School Media Management, p. xiii.

> I do not see that students are dividing into camps in these kinds of discussions and perhaps it would be useful if they did, but I don't see any strong statement one way or another, but more a tendency toward consensus. That may be my fault, because that's the way I tend to let discussions happen.[79]

In her emphasis on the value of the group experience in problem analysis, Sullivan reflects a deep concern with the human aspects of librarianship. Citing a student comment, she observes:

> _____ said, "Well, of course, you don't learn anything about people in library school, you learn about books." And there was, I think, quite general agreement with this, and I just find this shocking. I think I learned about people in library school, and I have tried to teach about people in library schools. I'm devastated to think that this attitude is so strong, and especially today....[80]

In another context, the author of the present study has commended Sullivan's

> sensitivity and perceptiveness as an observer and recorder of the human condition. It is this last point--the depth and complexity of the problem situations she describes, that seems to me to distinguish Miss Sullivan's case studies most clearly from the work of other writers. These case studies ought to teach one of the most valuable of all lessons the professional has to learn: that problems often arise, not out of confrontations between "good

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[79] Sullivan, Report.

[80] Ibid.

> guys" and "bad guys," in schools, but out of natural and inevitable conflicts among the honorable and the well-intentioned, often in the common pursuit of the most praiseworthy goals.[81]

A special characteristic is this instructor's use of case studies as "diagnostic" tools:

> In "The Case of Considering a Center,"[82] . . . one of the things that surprised me . . . was to discover really--this is where I see these as having diagnostic value--how confused students were about processing versus cataloging versus buying cards, and the idea of what is commercial compared with what is centralized....

Her course illustrates a combination of problem oriented approaches with some of the more traditional techniques characteristic of descriptive instruction such as required readings, field trips, directed observation and formal examinations. A major aim is to integrate the total learning experience.[83]

An interesting current example of the problem oriented approach at the post graduate level in the school library field is found in an experimental program initiated in 1971 by the

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[81] Thomas J. Galvin, "Foreword," in Sullivan, Problems in School Media Management, p. ix.

[82] Sullivan, Problems in School Media Management, pp. 236-41.

[83] Sullivan, Report.

Graduate School of Librarianship of the University of Denver. Open only to those who hold a master's degree and possess both state school library media certification and a minimum of three years of successful experience in a school library media system or center, this post-masters program, funded under a grant from the Knapp School Library Manpower Project, is designed "to educate District School Library Media Directors." The experimental curriculum centers on a "Directed Field Case Study unifying the segments of the program." This involves field investigation in a school district as a basis for preparing a case study report consisting of "a preliminary design for a district-wide media program based on the findings of an on-site survey," and subsequent evaluation of the "completed Case Study Report and . . . campaign strategy to implement the program in the school district and the community at large."[84]

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[84]"Knapp School Library Manpower Project: An Experimental Curriculum to Educate District School Library Media Directors, September 29, 1971-June 3, 1972, September 20, 1972-June 2, 1973," p. 1. (Mimeographed press release); University of Denver, Graduate School of Librarianship, Knapp School Library Manpower Project, Denver, n.d., unpaged.

The Problem Oriented Approach in Teaching Special Library Administration

The collections of case studies prepared by Shaffer and Lowell described earlier in this chapter provide a limited group of problem materials that can be and have been utilized by various instructors such as Vaillaincourt[85] and others in teaching courses in special library administration. The most innovative work reported in this curricular area to date, however, in terms of problem oriented approaches, would seem to be that of Zachert of the Florida State University Library School, whose adaptation of the simulation method to the teaching of special library administration is described in detail in Chapter IV of this study. Defining simulation as "the presentation of the 'real' in a representational mode," this instructor has developed two extended models that serve as problem solving environments through which students may become involved in a realistic way in the decision making process in the classroom.[86] Zachert has identified her major teaching objective in these terms:

> The course objective for the student is to practice decision-making in a realistic context, one that displays both typical and unique characteristics and one in which problems and decisions are sequential and interlocking. The student is

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[85] Pauline Vaillaincourt, conversation with Thomas J. Galvin, New York City, October 4, 1971.

[86] Zachert, "Library Administration Course," p. 243.

> expected to accomplish this objective through utilization of theory, reference to relevant documents, intuitive creativity and - primarily - interaction with his peers.[87]

This approach is based on the assumption that library administration should be studied in both its cognitive, conceptual aspect, and in its applied aspect, and that the essence of administration in its applied aspect is the decision-making process.

By providing opportunity for students "to experience typical problems in a no-risk situation and to experiment with modifying... behavior on the basis of feedback," Zachert seeks to aid students in altering behavior patterns, in the belief that

> the purpose of education is to change behavior, to provide the learner with different behavioral capabilities at the conclusion of the learning experience than he had at its beginning.[88]

Students are expected, through the simulation methodology, to acquire skill in problem analysis, in the use of sources of information to provide data for decisions, and in the ability to identify alternate courses of action. Consistent emphasis is placed on developing human relations skills in the prospective administrator, through the group decision-making process.

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[87] Martha Jane K. Zachert, "Introduction to Continuing Education Seminar #8: Use of Simulation in the Library Science Classroom" (paper presented at Special Libraries Association Continuing Education Seminar, Detroit, Michigan, June, 1970), p. 4. (Hereinafter referred to as Zachert, "Continuing Education Seminar.")

[88] Martha Jane K. Zachert, "Preparation for Special Librarianship," (paper presented at Conference on the Design of the Curriculum of Library Schools, University of Illinois, Graduate School of Library Science, Urbana, Ill., September 6-9, 1970), p. 9.

> Students act in simulation study as independently as on a real job, which means that their action is frequently the interaction of job teams and rarely the total independence of academic tradition . . . . The team method seems true-to-life for librarians, who must learn to interact with other librarians, with management, and with library users.[89]

For this instructor, a major advantage of the simulation methodology is enhanced learner involvement:

> The major advantage, overriding the limitations in the minds of many teachers, is that of involvement. It appears to be nearly impossible for a student to remain passive in the face of simulation techniques. Participation enhances perception, reinforces theory, heightens motivation, and exercises skills; it accomplishes these results with less risk to the student than learning the same lessons in "real life."[90]

The simulation methodology has been employed in the course in special library administration at Florida State University, instructed by Zachert, for the past several years. Since 1971, it has also been adopted in the course "Organization and Administration of Special Libraries" offered at Simmons College School of Library Science, where James M. Matarazzo has utilized the material developed by Zachert. During the summer of 1970, Zachert prepared

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[89]Martha Jane K. Zachert, "Course I: The Governmental Library Simulation For the Study of Administration of a Special Library, Part III: Director's Guide," Final Report, Phase II, Project No. 8-0731, Grant No. OEG-0-(8073)-4604(095), Bureau of Research, Office of Education, U.S. Department of Health, Education and Welfare (Washington: The Catholic University of America, Department of Library Science, September, 1971), pp. 2-4. (Mimeographed.) (Hereinafter referred to as Zachert, "Director's Guide.")

[90]Zachert, "Continuing Education Seminar," p. 2.

a "Governmental Library Simulation" for use in the continuing education of librarians in service at the Department of Library Science of The Catholic University of America.

A final example of problem oriented instruction in teaching special library administration is provided by John J. Miniter of Texas Woman's University, who reports use of in-basket exercises "performed after units in personnel administration and business/industrial management:"

> After a brief introduction, sometimes accompanied by a short written hand-out to put the student in the picture, the student is presented with a sheaf of ten to twelve communications which have been directed to the in-basket sitting on his desk.
>
> The memos or letters are supposed to pose problems that must be answered in writing and after only a short period of time—one class period for the total contents of the in-basket. Memos or letters originate both in-house and from outside sources. All pertain to management problems commonly found in an industrial library.
>
> A critique is held in the next class session. This session is teacher-directed but is structured so as to elicit free response from the students.
>
> The chief merit is that the student is given the opportunity to put into practice some of the principles he has learned in the preceding units.[91]

Problem Oriented Approaches in Teaching General Reference

In 1959, Kenneth R. Shaffer suggested to the author of the present study that the case method of instruction might be applied

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[91] John J. Miniter, "In-basket exercise: Teaching Methods," in "Notes; Federal Library Resources, Services and Programs: An Institute for Library and Information Science Faculties," Washington: Department of Library Science, The Catholic University of America, June 11-22, 1962, unpaged. (Mimeographed.)

to the beginning reference course, which had traditionally been heavily content oriented in character. Shaffer is believed to have written the first problem case study in the reference field. Galvin subsequently experimented with application of the case method of instruction to the basic reference course over a six-year period, developing a body of case materials dealing with analysis of reference questions, relating the reference inquiry to source materials, and the formulation and interpretation of reference policy. These experiments culminated in 1965 with publication of the initial collection of problem case studies to appear in a non-administrative area of librarianship, Problems in Reference Service. A second volume, containing thirty-five additional case studies for instructional use in the area of basic reference, was published in 1971.[92]

In its adaptation to the instructional objectives of the basic reference course, the case method approach reflects a combination of descriptive instruction with the problem oriented mode:

> As I have used case studies in the beginning course in reference methods, a fairly clear instructional pattern has emerged. Concurrently with the study of reference sources, which follows the usual "unit" plan, students are assigned cases to analyze, and an indication is made of the date on which each case will be discussed. In advance of that date, the student is required to determine for himself the amount and kind of information that, in his best judgment, is needed to provide an adequate response to the problems raised in the case, and then to proceed to locate all pertinent data. Each student comes to class on the day the case is to be discussed armed with a full documented solution to the problem. Class

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[92] Thomas J. Galvin, Problems in Reference Service: Case Studies in Method and Policy (New York: Bowker, 1965), and Current Problems in Reference Service (New York: Bowker, 1971).

> time is devoted largely to presentations by one or more students, with group evaluation of each proposed solution. It should be clearly understood that, used in this way, the case study becomes considerably more than a mere device to stimulate class discussion. Case studies do not lend themselves to pat "right or wrong" solutions, since in every instance there are at least two possible and eminently defensible answers, or methods of solving the problem. Satisfactory analysis of a reference case usually requires that the student consider several alternate courses of action before making a final decision as to the manner in which a particular problem is to be handled.[93]

The decision to utilize a problem oriented format stemmed directly from a recognition of certain inherent limitations in traditional descriptive instruction in the reference area of the library school curriculum as a means of achieving defined course objectives:

> In brief, I should like to suggest that specific objectives of a beginning course in reference ought to include the acquisition of skill in analysis of reference materials, the provision of opportunities to learn the methodology of library research, and the development on the part of the student of a broad understanding of the range and variety of available informational resources. Moreover, it seems essential to focus attention on the complex human factors present in every reference situation which decisively influence its outcome.
>
> Realistic preparation for reference service will take into account the fact that librarians operate in a variety of library situations, and that reference problems often must be solved with limited resources. It is equally important that an effort be made to overcome any artificial compartmentalization of librarianship that may be inherent in the library school curriculum, so that the prospective librarian is made to understand the relationship between the reference

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[93] Galvin, Problems in Reference Service, pp. xvi-xvii.

function and the library as a whole, and the role of the reference librarian both as a formulator and as an interpreter of reference policy.

Critics of library education have focused attention on the limitations of the traditional "textbook-lecture-problem" method of teaching reference in achieving these objectives. Over-emphasis on the details of reference books, excessive memorization, use of class time to impart information that the graduate student ought perfectly well be able to obtain through independent study, failure to draw upon prior experience of students are among charges heard over and over again. Even more serious, it seems to me is the de-humanization of the reference process and its reduction to a mechanical operation that is implied in this kind of instruction.

The traditional "problem" portion of the reference course consists of a series of exercises, each of which involves location of a single specific fact in some one of the reference sources currently under study. Substitution of case studies for such exercises grew out of a conviction that the traditional "problem" fails to provide an experience that is meaningful in preparing the student for the realities of reference service. Reference work consists fundamentally of three operations: first, finding out precisely what information is needed; second, determining the amount and kind of material required to provide this information and which, at the same time, the individual asking the question is prepared to use effectively, and finally, locating the specific information in sources. The conventional "problem" omits the first two steps, and presents the student with merely the distilled end product of the reference art. The particular value of the case study as opposed to the "problem" is that it permits the incorporation within a single teaching vehicle of all the elements of the reference encounter, including the reference interview and the solution of the reference question in terms of the strengths and limitations of a particular book collection. Thus, it more closely approximates the depth and sophistication of actual reference work, especially in its emphasis on the human factors involved.

Utilization of cases ends the artificial separation of the reference interview from the study of reference materials and search techniques. Broad generalization gives way to a consideration of the specifics of human behavior in complex and often confusing reference situations.

> Reference policy has traditionally been presented in terms of lectures, required readings and, perhaps, class discussion based on these readings. Such abstract discussion of policy is of dubious value. There are no universally applicable rules. A policy that is correct and logical in one library situation may be quite indefensible in another. Yet, the lecture method of teaching makes it difficult to consider such matters except in terms of right and wrong.[94]

Course objectives are based directly upon the instructor's perception of the nature and demands of professional practice:

> Margaret E. Knox has suggested that effective reference service requires "technical knowledge, that is, knowledge of library resources and the techniques needed to use such materials . . . human skill, the ability to work effectively with patrons. . . [and] conceptual skill, which involves the ability to see the library as a whole and the place of the reference department within that whole."[95] To these must be added the quality of judgment, which enables the reference librarian to modify and adapt a body of knowledge to meet the needs of specific situations. If these are abilities needed in reference service, then the basic reference course should be oriented primarily towards their development.
>
> I have . . . attempted to strike the kind of balance between method and policy that seems to me most comfortable and appropriate to my own teaching objectives in the introductory reference course, recognizing that probably only a minority of students in this core course will ever actually do reference work in libraries, but that almost all will, directly or indirectly, influence, or be influenced by, the level and quality of reference/information service offered in the libraries with which they are associated.[96]

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[94] Ibid., pp. xii-xiii.

[95] Margaret E. Knox, "The Development of a Staff for Reference Work," in The Library as a Community Information Center, ed. by Rose B. Phelps and Janet Phillips (Champaign, Ill.: Illini Union Bookstore, 1959), p. 139.

[96] Thomas J. Galvin, "The Case Technique in Education for Reference Service," Journal of Education for Librarianship, III (Spring, 1963), 253; Galvin, Current Problems in Reference Service, p. xiv.

> The case experiment developed out of a feeling that the book-centered course, with its heavy reliance on lectures, texts, and required readings, was not adequate to convey an understanding of the real content of reference service as it is carried on in libraries. Class sessions devoted to recapitulation of details of scope and arrangement of long lists of reference books left little time for coming to grips with other important aspects of reference activity. It seemed necessary to restore a balance between materials and method in the course, so as to make it clear that learning about reference sources is not, for the librarian, a mere end in itself, but a means of effecting the solution of reference problems.[97]

Galvin has stressed the value of the case approach as a discovery method of learning:

> It has, of course, been argued that the student must first become familiar with sources in detail, before he can use them to answer questions. This seems logical, up to a point, but it would also seem that there does come a point when this learning process can readily and profitably be reversed--when the student can <u>also</u> begin to discover and learn about source materials as a consequence of having to solve reference problems. With the case method of instruction, this second kind of learning experience occurs much earlier in the course than was possible with a more traditional teaching approach.[98]

The case studies developed by this instructor are intended to simulate reality, by providing "an approximation of the actual reference situation." The case study

> is not a substitute for experience that can be gained only through actually doing reference work in a library

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[97] Thomas J. Galvin, "Teaching Reference with Case Studies: An Interim Report," <u>Journal of Education for Librarianship</u>, V (Spring, 1965), 234.

[98] <u>Ibid.</u>

> but rather an instructional vehicle designed to prepare students for such a working experience in a more realistic and meaningful way.[99]

Thomas P. Slavens of the University of Michigan School of Library Science reports use of the case method in teaching basic reference since 1965.[100] In addition to his development of problem case materials in the area of social science literature which will be discussed later in this chapter, Slavens has recently designed a computer-assisted simulation of the reference process for self-instruction:

> There were three problems in the field of library science concerning the education of reference librarians which this project has attempted to make a start toward remedying: (1) unsatisfactory teaching methods, (2) variation of education and skill among the students, and (3) lack of self-instructional materials.
>
> The development and testing of computer-assisted instructional materials has made a small contribution to the solution of these problems by (1) making available a type of education in which reference situations are simulated, (2) making it possible to evaluate discrimination and performance throughout the instructional period, and (3) making available easily revised self-instructional materials.
>
> The purpose of these materials has been to help library science students at the master's level to become acquainted with a wide spectrum of representative reference materials and to learn to use these in meeting the informational needs of library patrons.
>
> To accomplish these objectives, annotations were written for 167 reference works and 850 questions having to do with these tools were compiled. These annotations and questions were organized into a linear program . . . . At the same time, reference interviews

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[99] Galvin, Problems in Reference Service, p. xv.

[100] Letter, Thomas P. Slavens to Thomas J. Galvin, March 26, 1970.

> in libraries were monitored and recorded for use as simulated case studies. In these situations, the computer acts as the patron and the student as the librarian . . . . The group using the computer scored significantly higher on examinations than another group which did not use the computer.[101]

Slavens has justified these experiments in part "because of the difficulties students have in getting professional experience in libraries before graduation from library school."[102] In retaining a strong emphasis on mastery of materials, however, Slavens appears to be seeking a balance between content and problem oriented instruction in the reference area.

Sable, of the School of Library and Information Science at the University of Wisconsin-Milwaukee, links use of the case method in library education with parallels in other professional fields:

> The case method originated in law schools, travelled to business schools and is currently used in library science teaching . . . All three fields, being in the applied science field (as opposed to the traditional disciplines) require a teaching methodology which aims to train students to "think like professionals" in their respective fields.[103]

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[101] Thomas P. Slavens, "The Development and Testing of Materials for Computer-Assisted Instruction in the Education of Reference Librarians," Project Report No. 9-0560, Contract No. OEC-5-9-320560-0043, Office of Education, U.S. Department of Health, Education and Welfare (n.p., 1970), p. 1. (Mimeographed.)

[102] Ibid., p. 3.

[103] Martin H. Sable, "The Case Method in Teaching General Reference," (paper presented at a meeting of the Teacher's Section, Library Education Division, American Library Association, Dallas, Texas, June 22, 1971), p. 2.

He has termed the case method "invaluable" in teaching

> an applied science like librarianship . . . as it affords "practical" experience IN THE CLASSROOM, as well as enlivening what has heretofore been a dry subject often taught in a dull manner.

Sable, employing the case approach in teaching an introductory course in general reference, finds it valuable in

1). acquisition of skill in analyzing (subsequent to identifying) a detailed reference question and solving it;
2). the facilitating of the study of reference interview techniques, one of the weakest areas in reference courses;
3). the opportunity for students to make decisions. Here I point out that the hallmark of a profession is the opportunity it affords practitioners to make professional decisions based upon a body of knowledge, and that here if anywhere, the reference librarian acts as a professional (and as an administrator, to the extent that he formulates service policy.)
4). the prime value of case studies in providing a sort of "on-the-job training" by proxy, so that students obtain the feeling of what is involved in being a reference librarian. Through their counterpart in the case, they meet all types of patrons at all levels of intelligence, of all ages, from various social strata, in public, university, special and school libraries. They obtain experience solving involved reference questions, they study reference interview techniques and criticize them, as well as the librarian's reaction to each patron. If the reaction is negative, they must tell how they would improve the librarian's performance. They must deal with the matter of reference service policy, and some cases require the writing of one where none exists.[104]

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[104] Ibid., pp. 1-2.

Crutchfield, describing the use of cases in teaching basic reference at the undergraduate level at West Virginia Wesleyan College, observes that:

> Students who have experienced it are delighted with the case study method; it is a most effective way to develop the ability to "think on one's feet." The chief drawback, for me, is doubt of my own ability to bring out all aspects of a case or to judge student presentations objectively, since I usually have a definite sympathy for one side in a case.[105]

Jarvi, of the University of Toronto School of Library Science, finds value in the case method

> because I believe students learn the principles of reference librarianship more readily by generalizing from practical situations they solve than from lecturing or traditional student papers.

She notes, however, that "some lecturing cannot be avoided—to save time."[106] Reeling, of Rutgers University Graduate School of Library Service, reports success in integrating the use of case studies with descriptive instruction and field trips in a course in a related area, government documents:

> In order to make clearer to students some of the difficulties involved in organizing government publications and administering a documents collection, I like to give the class a case study of a particular institution and ask them to propose a plan for the reorganization of this institution's documents department.
>
> I have utilized case studies both as tests and also as a means to get discussion started. However, I have never given a student more than one case study during the course of a semester.

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[105] Letter, Benjamin F. Crutchfield, Jr. to Thomas J. Galvin, July 8, 1971.

[106] Letter, Edith Jarvi to Thomas J. Galvin, October 1, 1971.

> I should emphasize that these case studies are utilized only after the students have completed the appropriate required readings and I have lectured about the different methods of organizing and administering a documents collection. Also by this time, hopefully most of the students will have visited the documents departments of several libraries other than their own institution.[107]

The Problem Oriented Approach in Teaching the Subject Literatures

Since library school courses in the subject literatures (i.e., the humanities, the social sciences, science and technology) commonly include a heavy, if not exclusive, emphasis on reference materials related to the several subject disciplines, the case method has been extended in recent years into these curricular areas as a consequence of its application in general reference. Slavens of the University of Michigan School of Library Science compiled in 1967 a collection of twenty-five short, problem case studies written by students

> for use in courses in the literature of the social sciences. Students are asked to prepare lists of sources useful for the solution of the problems posed in these situations.[108]

In 1968, Kenneth F. Kister, then of the faculty of the School of Library Science, Simmons College, issued the first major collection of problem case studies in social science literature

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[107] Patricia Reeling, "Case Study Method: Teaching Methods," in "Notes: Federal Library Resources, Services and Programs: An Institute for Library and Information Science Faculties," unpaged.

[108] Thomas P. Slavens, ed., Library Case Studies in the Social Sciences (Ann Arbor, Mich.: Campus Publishers, 1967), p. ii.

to deal both with the reference process and with the selection and acquisition of library materials. Bibliographic problems are emphasized in the thirty case studies that comprise Social Issues and Library Problems:

> This emphasis is deliberate, reflecting my belief that the first requirement for professional librarians who work with social science literature is an understanding of the formal bibliographic system which provides access to the literature and its contents.[109]

Some of the case studies, however

> deal exclusively with the social sciences rather than the literature itself . . . . If the librarian is to understand the bibliographic system, particularly its current state, well enough to be its master, he will require some fundamental knowledge of the characteristics of the social sciences.

In "training librarians for professional work with the literature of the social sciences," Kister recommends use of the case method to compliment descriptive teaching techniques in the belief that the content of professional work in libraries is, to a great extent, administrative in character:

> Professional library work of any kind, on any level—if it is genuinely professional—necessarily involves administrative activities such as decision-making, problem-solving, planning, and supervision, and . . . the case method provides a highly effective means to prepare librarians for these activities.[110]

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[109] Kenneth F. Kister, Social Issues and Library Problems: Case Studies in the Social Sciences (New York: Bowker, 1968), p. vi.

[110] Ibid., pp. vii, v.

Discussing Case 17, "Matters Military,"[113] Kister has suggested that

> the most useful aspect of this case is that it forces students to use and evaluate a large number of fact-finding tools in the field of history. Especially important is a critical assessment of these tools. The case, which poses a broad question for which there are few obvious keywords, really questions the value of traditional subject indexes ordinarily found in most fact-finding sources. But before these criticisms can be made, the student must use his knowledge of history and his imagination as a reference librarian to devise likely keywords to be searched. As is the case in all of these problems, I do not place great emphasis on finding the answer--the process is the important consideration. (Italics mine.)[114]

Sable, of the University of Wisconsin-Milwaukee, is among several instructors who report successful use of Social Issues and Library Problems in courses in literature of the social sciences.[115] Ting of the Graduate Library School at the University of Chicago has devised problem case studies analogous to those of Kister for a course entitled "Organization, Evaluation and Use of Library Materials: Social Sciences."[116]

James M. Matarazzo, of the faculty of Simmons College School of Library Science, is chiefly responsible for extension of

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[113] Ibid., pp. 84-87.

[114] Kenneth F. Kister, "Case Notes--Social Issues and Library Problems," Boston, January 4, 1970, p. 7. (Mimeographed.)

[115] Letter, Martin H. Sable to Thyras J. Galvin, January 14, 1970.

[116] L. Ting, "University of Chicago, Graduate Library School, Course 302; Organization, Evaluation and Use of Library Materials: Social Sciences: Case Studies 1, 2, 3," Chicago, n.d. (Mimeographed.)

the case approach into the literature of science and technology through his Library Problems in Science and Technology, a collection of thirty-five instructional case studies. Again, as is true of many other instructors whose work has been described earlier in this chapter, Matarazzo relates his choice of the problem oriented methodology to what he perceives as quite specific requirements of contemporary professional practice:

> As a consequence of the well-documented decline in the teaching of scientific literature courses in individual subject disciplines at American colleges and universities, a growing instructional burden is placed upon librarians who deal with the technical literature. Because librarians are being called upon increasingly to instruct scientific subject majors individually in the literature, the preparation of library school students who will deal with this literature in professional practice must be both thorough and rigorous. Additionally, the method of instruction employed to teach this subject ought to be one that provides a base upon which the student can build an expanded body of knowledge after he has left the library school. The problem-centered approach to teaching the literature of science and technology can meet those demands if both student and instructor are clear in its objectives and vigorous in their implementation. The best evidence of the success of the case technique is in the reports of former students who find themselves better prepared for the demands of professional employment because of it.[117]

Course objectives to be realized through use of case studies, which, in combination with other teaching techniques, "deal not only with problems of collection development, but also with scientific reference questions and sources," are stated in these terms:

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[117]James M. Matarazzo, Library Problems in Science and Technology (New York: Bowker, 1971), p. xv.

> This text is designed to facilitate a problem-centered approach to instruction, a major objective of which is to free the student from depending on either the instructor or his lectures. The emphasis in a course taught by this method is on developing in the student an ability to produce usable and defensible solutions to specific problems delineated within the boundaries of the case study. It becomes the business of the student to apply those general principles that he judges most germane to the particular problems presented in the cases. . . . Instructors should not lose sight of the fact that in most instances today's student will very shortly be on his own in professional practice where he must analyze, judge and resolve a variety of complex literature problems that will be placed before him.[118]

The case approach has been selected, in part because of a desire to enhance the realism of the learning experience:

> The case method makes it possible to test the individual student's knowledge of sources under conditions for which they were designed to be used--to find answers to specific problems. The artificiality of assigning large groups of technical reference sources to the class for abstract study is avoided with the case method. Actual use of sources in realistic problem citations is stressed instead.[119]

Cases are employed, in this course, in combination with other types of instruction, both descriptive and problem oriented in character:

> In addition to the many and varied sources consulted and used in the solution of cases, students enrolled in the Literature of Science and Technology course at Simmons College are referred to a select list of scientific reference sources, and are asked to locate answers to sets of technical reference inquiries. Short presentations are made in class from time to time by the instructor on both the sources and the literature. Students enrolled in this course are

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[118] Ibid., pp. xvi, xxi-xxii.

[119] Ibid., p. xxii.

> also required to prepare an original bibliography, called a "Pathfinder," in a narrow scientific technical or medical area. . . .
>
> The concept of library Pathfinders was originated with Charles H. Stevens, Associate Director for Library Development, Project Intrex, Massachusetts Institute of Technology, and was developed by the staff of the Model Library Project of Project Intrex under a grant from the Council on Library Resources. Pathfinders are designed to help library users begin to locate published materials on very specific subjects, with which the users have little or only general familiarity . . . . For the student of the literature of science and technology, compiling a Pathfinder requires making effective use of a variety of forms of the literature, thus simulating the task of the professional science reference specialist. The author has found close parallels between the use of the problem-centered approach to instruction and the preparation of a Pathfinder. For example, the solution of a case study and the preparation of a Pathfinder both involve a search of the literature, the location of the most pertinent sources for a citation, and the presentation of a solution to the problem. Like the solution to a case, the Pathfinder assignment necessitates consultation of scientific and technical sources in a specific problem context.[120]

Problem oriented instructional materials are also currently under development in the third of the subject literatures--literature of the humanities. Paul Kruse of the faculty of North Texas State University, School of Library and Information Science reports experimentation with problem case studies patterned after those of Galvin and prepared cooperatively by instructor and students:

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[120] Ibid., pp. xxiii, 160-61.

> For several semesters I have worked with the students in advanced reference in developing what I would consider "practical" reference situations. As you know, students enjoy tackling problems of this type, rather than to merely search answers in assigned reference books.[121]

The Problem Oriented Approach in Introduction to Librarianship Courses

While some incidental use of case materials in the "Introduction to Librarianship" course is reported by various instructors, often in connection with course units on library administration, the most extensive systematic application of problem oriented instruction in place of the descriptive approach appears to be the work of A.J. Anderson of Simmons College. Anderson has retitled a course formerly known as "The Library as A Social Institution," required of all candidates for the masters degree at Simmons. This course is now called "Current Library Issues" and is described as follows:

> Persistent issues in all areas of librarianship are considered in their contemporary aspects, with attention to historical origins, social backgrounds, and prevailing professional points of view.
>
> Instruction is problem-oriented, with emphasis on independent investigation. Oral and written student presentations are required.[122]

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[121] Letter, Paul Kruse to Thomas J. Galvin, March 4, 1971.

[122] Simmons College, School of Library Science, Bulletin, 1971-1972 (Boston, April 1, 1971), p. 12.

Anderson attempts to make clear that

> the new introductory course at Simmons *is* a new course both in content and in name . . . . The decision has been made to concentrate on the central issues facing the library profession. The purpose of the course is to confront the beginning student with the most vexing and significant issues in the broad field of librarianship and have him research and explore these for discussion in class.[123]

The new course centers on eight focal themes or issues:

> The American Public Library: Ideal and Reality
> The Role and Place of the Librarian
> The Academic Library; Possibilities and Limitations
> Library Service to Students
> The Quandry of Book Selection
> Library Systems and Interlibrary Cooperation: Lip-Service or Reality
> Libraries and Machines
> Library Services and Activities

Instruction is conducted by what is termed the "issue-discussion method:"

> A handout consists of a short preamble to introduce the subject and a series of questions. It is the job of the students to think about and research the questions and come to class prepared to discuss and exchange opinions on them . . . . The teaching that takes place in the issue-discussion method is accomplished subtly through guidance and suggestion. The method, then, is not monological, with the instructor serving as the only source of ideas and knowledge, but dialogical, with all the students helping to prepare for and create a successful class.

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[123] A.J. Anderson, "The Introductory Course: A New Approach," Journal of Education for Librarianship, XI (Winter, 1971), 261.

> Students do not get answers in this course, for issues are questions that can be examined from many sides and some conclusions reached, but not the conclusions.[124]

An examination of this instructor's stated objectives for the course confirms the view that the issue-discussion method is problem oriented in character:

> The objectives of the "Issues" course are as follows:
>
> To establish a conceptual framework for librarianship. The course attempts to give students an overview of librarianship, and identify its total scope and magnitude.
>
> To impart a certain body of settled knowledge. The decision has been made to forego an emphasis upon the history of libraries, as something all students should be exposed to, in favor of identifying actual problems they will face as professionals in the hope that they will be better equipped to handle them. The history of libraries is dealt with only in so far as a particular historical event or decision has a bearing upon a current issue or problem. No attempt is made to denigrate the importance of the history of libraries, but in establishing priorities for a course in current library issues it became clear that an accumulation of facts is not as serviceable as a consideration of some of the visceral issues facing librarians as they cope with their day-to-day concerns. . . .
>
> To outline the generally accepted standards and principles. . . .
>
> To involve students in the problem-solving process. The issue-discussion method was chosen for the introductory course because it means involvement on the part of students, and is an introductory sample of the problem-oriented instruction which prevails

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[124] Ibid., pp. 261-63.

> at Simmons. The new course involves a questioning of habitual concepts of what libraries and librarians should be doing, with students and instructor attempting to work out ways of solving multiple problems in all areas of librarianship. By engaging him in an equal give-and-take of opinion in a cooperative approach to problem solving, the student is given an opportunity to develop his communicative skills, and, hopefully, refine his thinking on the issues, which he will continue to do, presumably as he proceeds from course to course.[125]

The Problem Oriented Approach in Technical Services

The technical services are seemingly the last remaining major area of the traditional library school core curriculum to have been touched by problem oriented instruction. Marcy, while a member of the Simmons College faculty in 1968-69, developed some case materials for instructional purposes in the beginning course in cataloging and classification in an effort to move towards a

> problem solving, decision oriented approach . . . . that requires the student to research aspects relevant to the problem, synthesize his thoughts, involve himself in the problem situation, and commit himself to a solution and its defense.[126]

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[125] Ibid., pp. 263-64.

[126] Henry O. Marcy, IV, "Unpublished Summary," Boston, 1969, quoted in Calvin "Case Method Approach in Library Education," p. 65.

The most significant work to date in the development of problem oriented alternatives to descriptive instruction in the technical services is that of Professor Doralyn Hickey of the University of North Carolina School of Library Science. In the "Introduction" to a current collection of problem case studies designed for use in this curricular area, Hickey observes that

> Surprisingly, cataloging instructors seem to have been slow to utilize the case method in their courses. Part of the reluctance may lie in their unfamiliarity with the technique or in the fact that few case studies in cataloging have been available. More fundamentally, however, there is a question as to the ability of students to analyze a case study intelligently when they have not been previously grounded in the skills and procedures which are part of every cataloging situation.[127]

Hickey suggests that the case approach can be successfully combined with content oriented, descriptive instruction in cataloging and classification through a reordering of classroom priorities:

> So far as can be determined at the moment, no cataloging course has been taught using the case method exclusively. It seems reasonable to suggest that a course could be so taught if training in the skills of cataloging could be acquired elsewhere, perhaps through programmed learning sequences. For those schools in which the basic technical services course concentrates on learning how to construct a catalog card, select a classification number and subject heading, and reproduce the cataloging record for the library, the case study may offer an adjunct learning technique. For those, on the other hand, which concentrate the practical work in a laboratory or other out-of-class experience, the total case method approach might be recommended as a way of overcoming the recognized hiatus between practice and theory.[128]

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[127] Doralyn J. Hickey, Problems in Organizing Library Collections (New York: Bowker, 1972), p. xviii.

[128] *Ibid.*

For this instructor, a particularly disturbing illustration of the "hiatus between practice and theory" lies in

> the gap which exists between the ideals expressed in the classroom and the realities of the local library situation. In school, the student may learn what his instructor considers the best way to organize a collection: on the job, he must adapt to traditions and pre-established routines which sometimes go counter to his educational experience. To bridge the gap, library educators have turned to the use of realistic case studies through which the student is provided a dramatic glimpse into the definitely human world of the working library, while at the same time he is afforded the opportunity to analyze the structure and operation of that world.[129]

Hickey sees particular value to the case approach in correcting some fundamental misunderstandings of the nature and content of professional work in the technical services as it is carried on in libraries:

> In the area of library work often called "cataloging" and, more broadly, "technical services," the student may fall into two errors: that of assuming that all such work is strictly routine and mechanical, and that of viewing the tasks of organizing a library collection as self-contained. One purpose of the case studies here presented is to help correct both errors, and to do so by illuminating some of the ways in which interpersonal relations affect the character of the routines and by setting the organizational tasks in the broader context of the total library situation.
>
> There is a further attitude which may be disturbed by the reading and analysis of these studies, namely that of viewing the organization of library materials as a dull occupation. The contemporary catalog department is an insecure place. Its once remote and quiet world of scholarly books has been stirred and enlivened by new media--films, recordings, microforms, computer-based data banks--which must be identified and categorized if they are to be meaningful to future generations. The mere assertion that there is excitement in the contemporary

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[129] Ibid., p. xiii.

> cataloging function is insufficient; hopefully, these case studies will help to bring alive the image of the cataloger's life as an interesting, demanding, and ever-changing one, without which the effort to secure information in today's complex society would be severely impeded, if not made futile.

It is interesting to note the stress on the importance of human relations in professional work, an emphasis characteristic of many teachers who have turned to problem oriented instructional modes as a more effective means of achieving course objectives:

> Missing from even the newer version of the cataloging course has often been the human element. To be sure, this can be inserted by the instructor anecdotally during his lectures or by the student as he observes the actual workings of a library selected for a course project. The prevailing impression, however, conveyed to most students seems to be that cataloging, of necessity, embodies an antisocial element.
>
> Practicing librarians, on the other hand, know full well that the organizational function of the library is at heart a social one and that the design and operation of a library catalog department require as many skills in inter-personal relations as in the construction of flow charts or the preparation of a catalog card. They also know that the failure to recognize the impact of the cataloger's personality upon his colleques and upon the library's public can be disastrous, for even the most logically designed procedure is often thwarted by the human being who is charged with implementing it.[130]

Rickey insists as well on the importance of problem solving experiences presented in specific contextual settings in the preparation of librarians. Her problem cases

> are designed to project the student into a realistic setting and force him to make a commitment to that situation. He must endure it with all its mistakes, ill-considered actions, emotionalism, and complexity, although he may also profitably specify ways in which

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[130] Ibid., pp. xiii-xiv, xvii-xviii.

> a particularly unfortunate experience might have been avoided. . . . One theme . . . recurs: the organization of library materials never takes place in a vacuum. Thus each case will be found to carry enough about the library system as a whole to enable the student to understand something of the context in which a problem arises. Further, the people in each study are given some chance to reveal their personality traits, so that the analyst can base his recommendations upon human as well as technical considerations.

Finally, this instructor, like Shaffer and Lowell, urges utilization of the case approach in the disciplined format of intensive group analysis:

> The use of the case study as a teaching device has been well documented, and its success is almost taken for granted among educators in various professional disciplines. The ability of a student to place himself within an imaginary context and decide how he would behave is indicative, it is believed, of his potential competence when faced with such a situation in his later professional life. There is some danger, however, in allowing a volume of case studies to be read by an individual student as merely a series of incomplete short stories; for educators have also learned that the full dimensions of a case study are best revealed within group discussion rather than through individual analysis.[131]

PROBLEM ORIENTED APPROACHES IN THE TEACHING OF CENSORSHIP AND INTELLECTUAL FREEDOM

In 1967, David K. Berninghausen of the University of Minnesota Library School reported incorporation of case studies drawn from actual situations into a course designed to teach a commitment to intellectual freedom in combination with required reading of such sources as Mill's On Liberty:

> Regardless of the degree of acceptance of Mill's ideas, students who have read On Liberty have knowledge of his

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[131] Ibid., pp. xviii-xix, xvii.

> ideas in common, and this is useful for critical and pointed discussion of actual cases. Cases, of course, serve only as illustrations, as guides to the nature of the problem, but they can and should be a part of the program of instruction in library schools which attempt to teach a commitment to intellectual freedom. . . .
>
> Somehow, our consideration of the subject must take it out of the realm of "academic" study. One way to do this is to refer to actual experiences of former students.[132]

Fictionalized problem case studies have also been employed in this curricular area by such instructors as Anderson at Simmons College, drawing on Shaffer's The Book Collection. The author of the present study, describing use of an original case concerning a controversial magazine and its appropriateness for inclusion in a general library collection, has offered the following rationale for a problem oriented approach to censorship and intellectual freedom:

> If the appropriateness of The Realist for public libraries is a question about which legitimate differences of professional opinion are possible, then it becomes a proper topic for consideration by students in a course in adult book selection. The problem might be posed in a variety of ways. One could simply ask students whether or not public libraries ought to subscribe to the magazine. That is to put the question in a generalized form. More specifically, students might be asked whether medium sized public libraries that are well-supported and serve highly educated, reasonably sophisticated suburbanites should take The Realist. To pose the question in this fashion is to turn a generalized inquiry into a fairly specific problem, but having done this, we do not yet have a case study. If, however, we flesh out and individualize the problem setting with specific details by, for example, giving the community and the library names, indicating which other periodicals are subscribed to and the size of the book budget, describing specific instances of community pressures on the contents of the collection

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[132] David K. Berninghausen, "Teaching a Commitment to Intellectual Freedom," Library Journal, October 15, 1967, pp. 3601-2.

that have been noted in the past, etc., and if we make it clear to students that what they are required to do is to make a selection decision about The Realist in terms of this particular library and no other, then we have produced something that can properly be described as an instructional case study. In other words, a problem becomes a case study when it is presented in sufficient specific detail so as not to admit of a generalized solution, and when the resolution of the issue at hand necessitates a choice between two or more defensible alternatives.

The Realist case study happens to be one that has been developed and used at Simmons during the past year. It illustrates some of the distinctive features of a case method approach in the area of book selection. Perhaps the most important thing to be said about presenting this problem in case form is that it comes a good deal closer to simulating the real environment in which selection decisions are made than do either of the other ways of posing the problem that were mentioned. In an actual library situation, The Realist probably could not be judged solely on its own intrinsic merits as a magazine. Perhaps book selection decisions ought to be made in this way, at least with respect to controversial materials, but students must recognize that the fact of the matter is that they are not made in this way. It seems to me equally important to make clear that the principle of free access to information is a sound and valuable principle, but it is not revealed truth. It can conflict with other considerations in a manner that makes book selection complex and difficult, and one of the real strengths of the case method is its effectiveness in making evident to students, in the words of Professor Bertrand Fox of the Harvard Business School, "the extent to which judgment comes into play when many factors which have no common denominator must be weighed."[133]

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[133] Galvin, "Case Method Approach in Library Education," pp. 63-64, citing Copeland, And Mark An Era, p. 265.

Some Problem Oriented Approaches in the In-Service Training and Continuing Education of Library Personnel

Thus far in Chapter III, we have enumerated applications of the problem oriented instructional approach in the forms of the case method, simulation, and the issue-discussion method in the academic preparation of librarians. These several techniques appear also to have been widely adapted to less formal kinds of teaching-learning situations such as conferences, workshops, institutes, and both intrainstitutional and interinstitutional in-service training programs. The record of these activities is either fragmentary or nonexistent in large part, and they are at once too numerous, and in general too short-lived, to admit of systematic review. Accordingly, this examination, limited to brief consideration of a few examples of the application of the problem oriented approach, is intended merely to reveal something of the range of kinds and levels of training activities incorporating such techniques as simulation and the case method.

The report of a recent study of the training needs of state library personnel is characteristic of many contemporary documents of librarianship in identifying a genuine need for continuing education opportunities and in endorsing "the participative, laboratory method of adult learning," which is termed "most useful to achieve the best results in the education of consultants and administrators."[134]

[134] American Library Association, Interdivision Committee on Education of State Library Personnel, Education of State Library Personnel (Chicago: American Library Association, 1971), pp. 1-2.

In this respect, it echoes the findings of the most extensive formal study of training needs of librarians at the post-masters degree level undertaken to date, under the direction of Kortendick and Stone of the Department of Library Science at the Catholic University of America. These authors surveyed the expressed needs for continuing education programs of 365 middle and upper level federal librarians, noting that

> even though the Federal librarians represent but one type of library service today, their personal characteristics, educational background and experience is very similar to that of other types of librarians that have been surveyed. Therefore, it would seem safe to conclude that a post-masters program that was sensitive to their needs and demands would in all likelihood, also be able, to a large extent, to meet the needs of other types of librarians.[135]

Noting that

> several of the respondents made the further suggestion that the professors seek out administrators to enable them to develop simulation exercises or case studies that were grounded in real library situations,[136]

Kortendick and Stone advocate that

> the training for administrators and practitioners returning for post-masters training should unfold within the actual (or simulated) organizational settings. . . .

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[135] James J. Kortendick and Elizabeth W. Stone, "Post-Masters Education for Middle and Upper-Level Personnel in Libraries and Information Centers," Final Report, Phase I, Project No. 8-0731, Grant No. OEG-0-8-080831-4604(035), Bureau of Research, Office of Education, U.S. Department of Health, Education, and Welfare (Washington: The Catholic University of America, Department of Library Science, March, 1970), p. 33.

[136] Ibid., p. 301.

> Emphasis on skill in application, rather than on knowledge itself, suggested to the interviewees that the program should provide opportunities for practical problem-solving with less emphasis on lecturing, listening and note-taking. The value of using simulation which would approximate real life library situations and give students valuable training both in problem-solving and achieving effective interpersonal relations was stressed by some of the interviewees.

Striking parallels to the views of such advocates of problem oriented instructional formats as Shaffer and Lowell are found in the comments of high level library administrators concerning the training needs of their subordinates, as recorded by Kortendick and Stone:

> The top-level administrator, not only in his high ranking of this course in decision-making, but in the interview itself, frequently referred to the importance of decision-making and that part that the person in the job about which he was interviewed had in decision-making and to the fact that so often knowledge in this area was lacking. The top-level administrator saw decision-making in terms of informed and debated views that needed to be presented as logical and feasible alternatives before any decision could be made, of matching resources with priorities, of being able to make compromises, or recognizing that it is primarily a group process and seldom the task of one all powerful individual working alone.[137]

Lowell reports publication in 1952 of a case study entitled "The Office of Education Library" in Stein's Public Administration and Policy Development. She also records use of short incident case studies at a 1957 Institute on Library Administration held at the University of California, Los Angeles. The UCLA cases,

> organized under four headings: planning and programming, organization and staffing, staff morale and its

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[137] Ibid., pp. 4, 236, 218

> evaluation and democratic administration . . . were provided to participants in mimeographed form, but were never published.[138]

Another early example of the use of the problem case study in informal continuing education may be found in Henry Birnbaum's "The Case of Eulalia Brown," a problem case with analysis which appeared in Library Journal in October 1958. The case exemplifies the question of "how to make the best use of the services of employees who are no longer in their prime," a common administrative dilemma.[139] The resolution of the problem is sufficiently open-ended, as presented in the pages of the journal, so as to allow readers to evaluate the actions taken and to consider alternatives that might have been open to the library administration.

In the same year that this case study was published, Keyes D. Metcalf, retired Director of Libraries at Harvard University, conducted a thirteen week Seminar on Library Administration at Rutgers University Graduate School of Library Science. Known as the Carnegie Project in Advanced Library Administration, it enrolled eight librarians from member institutions of the Association of Research Libraries.

> The Fellows were selected from a group of some eighty-five names suggested by members of the Association of Research Libraries. The seven men and one woman chosen averaged approximately forty-five years in age, and all held positions in a high salary bracket. Each held an

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[138] Lowell, Case Method in Teaching, pp. 25-26, citing "The Office of Education Library," in Stein, Public Administration and Policy Development, pp. 31-52.

[139] Henry Birnbaum, "The Case of Eulalia Brown," Library Journal, October 15, 1958, p. 2792.

> important administrative post in a large university library, in most cases ranking as Associate Librarian in fact if not in name; and each could be said to be prepared, before attending the seminar, by experience and native ability to take over the Librarianship in a large academic institution.[140]

The central content of the Carnegie Seminar was an independent project conducted individually by each Fellow over a seven week period of field work in a large university library:

> A mutually agreed upon topic, broad in scope and generally relating to common problems in other research libraries, was assigned to each student for intensive study and reporting in one of the eight libraries. . . .
>
> Although the topics assigned to the fellows for study represented a concentration on a particular, and sometimes pressing library problem of one of the eight institutions, and though most were approached from an applied rather than a theoretical avenue, all related in some degree to administration as it is currently practiced in research libraries. It can be quickly noted by reviewing the topics that none dealt with narrow segments of library operations. All demanded a fairly comprehensive grasp of the library complex at each institution.

Each individual, as a requirement of the Seminar, produced an analysis and recommended resolution of the problem in the form of a written report, which was presented for criticism to the seminar leader, the other participants and the principal officers of the host library. One participant, reporting on the experience, noted he had learned from it "that there is no right or wrong solution

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[140] Keyes D. Metcalf, Studies in Library Administrative Problems: Eight Reports from a Seminar in Library Administration (New Brunswick, N.J.: Graduate School of Library Service, Rutgers-The State University, 1960), p. 16.

to any administrative problem, but there may be many sides," while another termed this problem-oriented, seminar approach "the best possible training for library management."[141]

Problem case materials in such areas as library personnel administration, collection development, general reference and subject literatures developed initially for classroom use by Shaffer, Galvin, Kister, and others at Simmons College, and described earlier in this chapter in their application to formal courses in librarianship, have also been utilized in informal teaching-learning situations since the 1950's. Shaffer's use of problem case studies and shorter, incident-type situations in an advanced workshop in academic library administration conducted in June 1970 under the sponsorship of the Canadian Association of College and University Libraries--Association Canadienne des Bibliothèques de Collège et d'Université, which is described in detail in Chapter IV of this study, is typical of such applications. A primary aim is to provide direct experience in analysis of actual administrative problems in their realistic contexts, in decision-making and in presentation and defense of recommended solutions.

Among earlier, more unconventional applications of the Simmons case studies to in-service training was "Planning for Change: Directions in American Public and Academic Librarianship--A Multinational Seminar" held in Boston during the academic year 1961-62

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[141]Cecil K. Byrd, "School for Administrators: The Rutgers Carnegie Project," College and Research Libraries, XX (March, 1959), 131-33.

under sponsorship of the United States Department of State and the American Library Association. Thirteen librarians, drawn chiefly from middle-management levels in public and academic libraries in eight countries of Europe, Asia and Latin America, participated in the seminar which comprised an initial sixteen day orientation session in Boston, individual seven week programs of travel and internship, and a concluding three day group evaluation session. Case studies written by Shaffer and Galvin in the areas of library administration and reference service were utilized in the opening sessions according to the following rationale:

> The initial seminar . . . could be developed programmatically to achieve several specific and well-defined objectives. Our chief concern was to prepare the participants for subsequent travel and internship by establishing a realistic basis for evaluation of American librarianship. As most of the group had a fairly well-defined factual picture of American public and academic library service, our task became largely one of presenting a level of actual achievement in contrast both with professional idealism and with the limitations of isolated and local problems of individual libraries. It was felt that as much could be learned from our frustrations and failures as from our achievements, and that an understanding of the "why" was far more important to our colleagues from overseas than a mere pictorialization of library development.
>
> The second objective of the program was to explore at the same realistic level certain areas about which the participants had previously expressed special concern. These included education for librarianship, with particular reference to new techniques in this field now being developed through research and experimentation at Simmons College, and library architecture, where, again, promising research activities are being carried on both here and elsewhere. Lastly, the seminar was designed to continue the kind of orientation to the American people and American life that had already been begun in Washington. . . .
>
> Although the program was highly structured, its development and conduct were completely flexible and called

> for constant group involvement. Individual participants were made to feel a sense of personal responsibility for the success of the seminar. The effect of this was immediate, and by the second or third day, thirteen individuals who had come from every corner of the world, and who carried with them strong cultural, political, religious and even professional differences, became an integrated group, interested in each other, and able to work as a unit towards the common objectives of the program. Again, although program structure was deliberate, individual meetings were conducted with genuine informality. No non-participating guests were permitted to be present during the working sessions, both in order to keep the group small, and to encourage the development of inter-group relationships with a minimum of outside interference. These relationships among individual participants, and this sense of group identity, made possible highly effective presentations in the area of library education, especially when the case and situation methods of exploring problems in administration and reference services were introduced. Here was a manner of teaching quite alien to educational patterns in almost every country represented, yet one which the participants were able to grasp with complete understanding of the values involved, by virtue of the climate of active interest that had been so painstakingly created. It is interesting to note that even a brief exposure to these newer teaching techniques occassioned enthusiastic response on the part of the participants, many of whom indicated an eagerness to experiment with these in their home countries.[142]

Materials provided to the seminar participants sketched out the program and methodology for the initial orientation sessions in these terms:

> The seminar conducted at Simmons College may be roughly divided in three areas. First, the broad trends and issues of public and academic librarianship will be

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[142] Kenneth R. Shaffer and Thomas J. Galvin, "Planning for Change: Directions in American Public and Academic Librarianship—A Multinational Seminar, 1961-62; Summary Report," Boston, February 28, 1962, pp. 2-4. (Mimeographed.)

> presented in terms of the sweep of change of the twentieth century. These broad vistas will then be followed by specialist presentations of the trends, problems, frustrations, and discernible directions that seem to underlie different kinds of library services, as well as the control of library materials that underlie such services. Next, these problems and issues will be rephrased for the participants in terms of the case method which has, for the past ten years, been an area of intensive research at Simmons College. Not only will the issues of American librarianship be explored directly in this way, but the case technique will be presented to participants as a productive vehicle for formal library education on one hand, and for informal, in-service, or group study on the other. . . .
>
> While its core comprises a pattern of disciplined presentations, the flesh and blood of the seminar—and certainly much of its accomplishment—will derive from the discussions which follow each lecture. It is hoped that these periods will not only develop the picture of American librarianship, but, analyzed in terms of each of the countries represented, will expose basic issues of library organization everywhere.[143]

Commenting on the use of the case technique in this seminar, Galvin has observed that

> utilization of a case approach . . . provided a central focus of discussion for a group that reflected widely disparate backgrounds of professional experience and markedly different points of view towards library functions and objectives. [144]

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[143] Kenneth R. Shaffer, "Planning for Change: Directions in American Public and Academic Librarianship—A Multinational Seminar, October 20-November 4, 1961," Boston, October 20, 1961, p. 6. (Mimeographed.)

[144] Galvin, "Case Method Approach in Library Education," p. 71.

In May 1961, at the Annual Convention of the Special Libraries Association in San Francisco, a panel of two special library administrators and a management expert discussed a case study which was a

> description of a conflict between good library procurement policies and the management's established policy that its purchasing department handle all purchasing for the company . . . .

This was

> an actual case history anonymously reported by a member of the Special Libraries Association. It was written by an experienced case writer, Paul R. Johnson, Coordinator of Case Studies, Stanford University Graduate School of Business . . . .[145]

The case study, with the comments of the panel, was subsequently published in Special Libraries, and readers invited to submit additional comments.

In August 1965, the Oregon State Library conducted an invitational Institute on Planning at the University of Oregon as a contribution to the preparation of a State Plan for library development. The focus was on the nature of the planning process itself, and original case studies were utilized both "in discussion groups to illustrate principles of planning

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[145] "The Relationship Between the Library and Management in a Purchasing Problem: A Case History," Special Libraries, LIII (July-August, 1962), 315.

and implementation,"[146] and to provide direct experience to participants in developing skills of planning and implementation:

> Heavy emphasis will be placed on case discussions. Special cases have been written for the Institute. Through advance preparation and class discussion, participants should improve upon their present skills of diagnosis, decision making, planning, communication and persuasion.[147]

The three specially prepared case studies, written by Thomas S. Loeber for this Institute under the direction of Dr. Preston P. Le Breton, a specialist in planning theory, are included in Lowell's The Management of Libraries and Information Centers.[148]

Jewel Drickamer, Deputy Director of the Department of State Library Services of Rhode Island, prepared six original case studies "of typical situations in which state consultants become involved" for a consultant's workshop co-sponsored by the state library agencies of the six New England states and held at the Graduate Library School of the University of

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[146]Eloise Ebert, "The 'Why' of the Institute," in Institute on Planning: Proceedings, ed. by Richard B. Engen (Salem, Ore.: Oregon State Library, 1965), p. 4.

[147]Preston P. Le Breton, "The 'How' of the Institute," in Institute on Library Planning: Proceedings, p. 5.

[148]Lowell, The Process of Managing, pp. 53-65, 293-305, 332-42.

Rhode Island, September 7-9, 1967.[149] A two and one half hour working session, under the title "Recognizing Common Problems," opened with a presentation by Miss Drickamer summarizing general principles of sound consultant work, such as the necessity of working indirectly, through others, the importance of flexibility and ability to adapt to clients, the need for discretion, etc. After these opening remarks, participants were divided into three groups, each of which worked independently on two of the case studies for a period of one hour.

> After meeting in the smaller groups in an attempt to find solutions to these typical problems, all reassembled for the reports of the chairman and general discussion. At this time all participants received copies of all the studies. As might be expected, considering the brief time allowed for preparation, the reports were informal; they showed clearly, however, that the discussion groups had come to grips with the assigned cases.

Participant reactions were generally favorable, as evidenced by written evaluations collected at the final session of the workshop:

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[149] Consultant's Workshop: New England State Library Extension Agencies, September 7-9, 1967 (Kingston, R.I.: University of Rhode Island, 1967), p. 15.

> The case study work session was particularly valuable. During the report of the group and the question period, techniques of consulting were brought out.
> The Case Study Workshop was particularly valuable; it brought attention to factors easy to overlook, and considered the most comron situations. It showed the relationship of the library to the whole community in matters of income and administration.
> One session I found extremely interesting and valuable was the overall group discussion of the case studies. I another workshop I would recommend that this technique be used frequently. . . .
> The program was well planned and schedule d. Enough real problems were examined and worked at to keep the program from going into pie in the sky.[150]

In 1969, Mr. William D. Cunningham, utilized two of the Drickamer studies, as well as a third original case concerned with "identifying and developing a rationale for system involvement," in a multi-regional meeting of key state library personnel. The case studies were chosen because they typified "some basic problems of State library agencies relative to local library situations. The problems therein present small but effective barriers to interlibrary cooperation."[151]

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[150] Ibid., pp. 24, 47-48.

[151] Letter, William D. Cunningham to Thomas J. Galvin, October 30, 1969.

Cunningham's report of the reaction of participants to the use of case studies exemplifies Shaffer's view, discussed earlier in this chapter, and explored at greater length in Chapter IV, of the necessity for direct participant involvement in the case experience:

> In a word, the response was disappointing. This approach was used in an attempt to look at attitude barriers toward interlibrary cooperation. Since the participants were State library directors and/or other key State agency personnel who are "gate keepers" for cooperative programs, we thought we might examine barriers formed at this level. Originally the participants were to role play the case studies; thus assuming some involvement in the problem presented by the cases. Instead, the participants read each case and reacted to what was stated. Among other things, this arrangement allowed the participant to remove himself from the problem at hand. This ability to withdraw from the problem was probably key to the failure of this approach. Most of the participants enjoyed the opportunity to solve "other people's" problems, without realizing that they might be solving their own problems.[152]

In November 1969, and again in November 1970, case studies were utilized as part of the Division Orientation Meeting program of the American Library Association for incoming officers of the Association's major units. Virginia Baker, then Special Programs Coordinator on the staff of the Association, has described the program format.

> These case studies are used for small group discussions. They are generally preceded by a speech which sets the emphasis for their deliberations. The groups

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[152] Ibid.

> discussed the situations from between thirty to forty-five minutes and then reported back to a larger group for comparison of results, comments, etc.[153]

The dual purpose of the Division Orientation Sessions was described for group leaders in the following terms:

> To give participants an opportunity to explore the application of leadership principles to common divisional situations.
> To give participants a glimpse of problems they may encounter in working with the many groups they will work with.[154]

The case studies developed for this training program are characterized as representative of "actual situations, either past or present," prepared by staff members holding the posts of Division Executive Secretaries. The Special Programs Coordinator explains that the case studies were used in order to provide concrete examples of leadership problems, to provide a simulated "hands-on" experience in organizational leadership and to illustrate the complexity inherent in many of the problem situations which newly elected officers might encounter.[155]

Mrs. Elizabeth Fast, Director of Educational Media in the Groton, Connecticut Public Schools, has made use of problem case studies in a variety of informal workshop and conference situations,

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[153]Letter, Virginia W. Baker to Thomas J. Galvin, December 14, 1970.

[154]American Library Association, "Division Orientation Meeting, November 9, 10, 11, 1970: Leader's Briefing Sheet," Chicago, n.d. (Mimeographed.)

[155]Virginia W. Baker, private interview held in Los Angeles, Calif., January 22, 1971.

beginning in 1968-69 with a series of media workshops for school personnel held in New Hampshire, which are described in detail in Chapter IV of this study. Subsequently, she utilized a problem case study concerning controversial materials at a meeting of the Connecticut School Library and Audio-Visual Coordinators in Newington, Connecticut on May 21, 1970, and again at a meeting of the American Library Association, American Association of School Librarians, Supervisors Section in Detroit on June 30, 1970. The latter dealt with a problem of collective bargaining for school media personnel and was illustrated by slides especially prepared for this presentation. Fast summarizes the advantages of the case approach in in-service training situations in the following terms:

> The case study provides a focal point for discussion.
> The case study method can be utilized to bring out varying points of view.
> The case study method is useful when participants have different degrees of experience.
> The case study method is a valid means of in-service education.[156]

The proceedings of the 1970 Conference of the Montana Library Association carry a report of an innovative variant of the problem oriented approach in a conference situation, devised by Phyllis Maggeroli of the Montana State Library. Group discussions, each focussing on a "profile" of a different type of library user, were intended

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[156] Elizabeth W. Fast, "You and the TV Teacher: A Case Study," (unpublished seminar paper, University of Connecticut, 1970), p. 1.

> to stimulate . . . thinking about ways to make libraries more relevant to more people by considering library materials and services from the point of view of the user, and to identify the problems that prevent providing quality library service. In order to get the group discussions off to a fast start, Miss Maggeroli had invented five profiles of different types of library users and each discussion group received one profile to work with. It was interesting to note that although these profiles were entirely ficticious each discussion group completely absorbed their problems and before the conference ended if anyone mentioned "Tom" or "Elizabeth and Jim" everyone was well aware of whom they were speaking.
>
> The basic idea behind the group discussion work was for each group to consider all the kinds of materials and services that might be useful to these patrons, and to identify the problems that prevent librarians from providing the materials and services . . . .[157]

Margaret N. Sloan, who has characterized herself as "a strong believer in the effectiveness of the case study method," has utilized case studies for several years in management seminars conducted for practicing librarians under the auspices of the Special Libraries Association.[158] An example is found in the two day seminar entitled "Management for the Seventies" conducted by Mrs. Sloan for the Boston Chapter of the Special Libraries Association in April, 1971, where an original case study concerning problems encountered by the personnel of a special library as a consequence of administrative reorganization was utilized, in

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[157] Montana Library Association, Proceedings: 1970 (Helena, Mont.: Montana State Library, n.d.), p. 21.

[158] Letter, Margaret N. Sloan to Thomas J. Galvin, April 15, 1971.

combination with role playing techniques, to provide direct experience in management processes for participants. One participant has described the problem oriented technique employed and commented on its results:

> Armed with the rules of management from Thursday's lecture, with some insight now into the roles of management, we were divided into three groups on Friday morning, were handed a case study, and were assigned a group leader. We were forbidden to communicate with any member of another group, and even during lunch we were not to discuss the "Case" . . . .
>
> After lunch, each group was given equal time to permit their leader to present their comments, suggestions and proposals which might offer a solution to the problem . . . .
>
> Mrs. Sloan's strategy in making us look at a Company from many angles, even to the absurd position that some people will cling to, gave us a good working basis for thinking out how to adapt to changes . . . .[159]

Another participant commented on the nature of the group experience when the case approach was employed:

> Groups customarily go through stages, from infancy and ineffectiveness to maturity and highly effective work groups. Often a group will take a meeting or two just to lay ground rules and attempt to establish a supportive atmosphere where all opinions will be heard, none scorned, and the best information and ideas selected for use in solving the problem. The groups at the seminar were not afforded this luxury, or should I say, necessity. Trying to come up with specific problem solving recommendations to a difficult case situation was most difficult when working in a group that, by design, was still in its infancy stage. I really feel that it was to the

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[159] Marie A. Hanson, "The View from the Bridge of Two Worlds: The Library and Management," Boston Chapter News Bulletin Special Libraries Association, XXXVII (May, 1971), 5-9.

> credit of all involved in our group that any constructive solutions were offered at all. We were goal oriented at least![160]

Yet another example of the use of case studies with heterogeneous groups may be found in the report of Mrs. Rachael C. Gross of a workshop for librarians and trustees of public libraries on the topic of personnel administration held in Chester County Pennsylvania. Commenting on the value of cases, Mrs. Gross observes:

> Case histories have "something for everybody." One can enjoy a bit of gossip about an anonymous library, identify with one character, feel superior to another, and perhaps gain new insight into a problem of one's own without the embarrassment of publicly acknowledging one's difficulty.[161]

Some Critics of the Problem Oriented Instructional Approach

Thus far in this chapter, an attempt has been made to provide an overview of the use of problem oriented instructional approaches both in the formal education of librarians, and in informal settings such as conferences, institutes and workshops. It should be clear by this point that interest in and utilization of the problem oriented approach to teaching and learning have been widespread in recent years. Not all those concerned with

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[160] Harvey D. Varnet, "Some Thought on Management for the Seventies: A Seminar for the Special Librarian," ibid., 7.

[161] Rachael C. Gross, "A Word to Trustees: What Would You Do in a Case Like This?," PLA Bulletin, XXVI (November, 1971), 358.

education for librarianship have, however, viewed the adoption of problem oriented approaches with equal enthusiasm or approbation. This chapter will, therefore, conclude with a brief summary of the views of some critics of problem oriented instruction in librarianship, particularly as these have been directed toward the case method.

One group of critics has found case studies inadequate as simulations of the reality of professional practice. A number of criticisms of this kind have been concerned more with the stylistic and literary limitations of individual casewriters, and do not, therefore, need to be discussed here because they do not represent general criticisms of the case study as an instructional vehicle. Freides and Gwinup, however, are both concerned with the general problem of sterotyping in case studies, and with what they see as a resultant failure to provide satisfactory models of professional excellence for emulation by the learner:

> The reference librarians among Galvin's dramatis personae are, by and large, strikingly weak and dependent people. They are pleasant and eager to please, but uninformed, unsure of their judgment, particularly in any matter bearing a trace of intellectual or philosophical content, and with only the vaguest, most hesitant notions about what the reference librarian's job is supposed to encompass. This is generally the source of their dilemmas, directly or indirectly.[162]
>
> One criticism of Galvin's work, pertaining to the content of cases, seems especially consequential and

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[162] Thelma Freides, "Will the Real Reference Problem Please Stand Up?," Library Journal, April 15, 1966, p. 2010.

> worth considering. In general, the reference librarians depicted in the problems are, according to Thelma Fridges, weak and dependent, ill-informed, unintellectual, and their inadequate conceptions of their roles are the chief source of their dilemmas. The first thought that comes to mind, a disheartening one to be sure, is that Galvin is only portraying librarians as they tend to be. He does say that every one of his cases is a recreation of an actual reference problem in a certain library.
>
> Libraries being patterned squarely after civil-service bureaucracies, it is to be expected that librarians often show all the hesitancy, passiveness, impotence, and trained incapacity characteristic of bureaucrats. Likewise, the whole intellectual universe of librarianship both reveals and reflects its still very strong ties to clerkship. Perhaps the real fault in this context is Galvin's failure in the directions to the cases to raise significant questions—those relating to the causes and underlying conditions of the dilemmas and the generally mediocre reference service depicted in the problems.[163]

C. D. Needham, in what is perhaps the most extensive and thoughtful critique of the problem oriented approach in library education prepared to date, expresses similar concern with respect to distortion of reality resulting from the unstated, and perhaps even unrecognized, observational biases of the casewriter:

> General statements on the value of case studies must be qualified in the light of existing examples and the over-enthusiastic assertions of devotees of the case method of teaching. For good case studies are not easily created, and the case method has its limitations.
>
> In the first place, it is evident that description itself is no simple matter: one cannot just "put down the facts of the case." For the perception and expression of facts is very much influenced by

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[163] Thomas Gwinup, "Four Approaches to Teaching The Reference Course: Theory, Method, and Motivation," Journal of Education for Librarianship, XI (Winter, 1971), 237-38.

> the theories, beliefs, and assumptions of the observer. The selection of cases is similarly influenced: the situations will be chosen against a frame of reference expressive of an ideology (in the broadest sense of that word). It follows that those who present case studies must do their best—through introductions, commentaries, and the case descriptions themselves—to make visible the underlying influences.[164]

Needham finds some published collections of problem case studies deficient in precisely this respect. Commenting, for example, on Kister's Social Issues and Library Problems, he points out that

> although a case collector may not make his attitudes explicit, his writing will of course be permeated by them, their effect all the greater for being insidious.

He suggests that Kister's cases reveal

> a world where virtue resides with the young, the aggressive, and dynamic, the ones who can get on and get along, the organization men; a world where problems tend to be created by the old-especially as they drag on in positions of authority—by intellectuals, loners, spinsters—in short, cranks.[165]

A second area of criticism relates to the nature of problem-oriented instruction itself, especially to the extent to which, in the hands of individual instructors, it may become more or less nonsystematic, a characteristic some library educators view with considerable alarm. At the most elementary level, such teachers as Bonk and Pierson have expressed concern at the prospect

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[164]Christopher D. Needham, "Review: Particulars and Principles: Case Studies in Librarianship," Journal of Librarianship, II (January, 1970), 62-63.

[165]Ibid., p. 65.

of excessive subordination of content to problem solving, especially in more technical areas of the library school curriculum, such as reference, where factual mastery of at least a minimal body of material seems to them essential for successful professional practice:

> Reference methods consist of going to the place that has the information, and teaching reference involves pointing out to students which sources have what kind of information....I believe that in the introductory reference course you must teach a relatively elementary operation. In it you take a relatively small group of books, say 250, from the thousands available, and you try to introduce students to them. You try to give them some understanding of the kind of information they will find in this specific titles.[166]

> The immediately preceding no doubt suggests that I place a good deal of emphasis upon the study of individual reference tools. This I do (although I try to present most of them as parts of larger, if hypothetical, tools, used or about to be used to help individual inquirers). In the first place, despite all said to the contrary, there are particular tools, not so numerous as some might say but still quite an array, which the beginning reference librarian ought to know reasonably well singly and in groups. As the years pass, all of these may be replaced; but in the meantime his knowing them may help him earn his salary. They are tools for which he has been, in effect, trained as a certified operator.[167]

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[166]Wallace J. Bonk in Wallace J. Bonk, Thomas J. Galvin, and The Editors of Library Journal, "A Reference Encounter," Library Journal, April 15, 1965, pp. 1618-19.

[167]Robert M. Pierson, "The Teaching of Reference Librarianship," Journal of Education for Librarianship, IX (Spring, 1969), 359.

Like many who insist on the importance of a systematic presentation of content as the focus of a course, several instructors who advocate a problem oriented approach suggest that it should retain at least some elements of the systematic imparting of information from teacher to student, or that the problem oriented format is appropriate only after a systematic introduction to the field has occurred. Zachert, whose use of simulation teaching in special library administration has been discussed briefly earlier in this chapter, and will be described in detail in Chapter IV, is among these, as is Lowell who, as noted earlier, advises against a totally problem-oriented approach in teaching the first course in general administration. Similarly, Bonk, sometimes thought of as an extreme opponent of the problem oriented approach, has observed:

> I believe in the case method..., it is splendid, but at what point in the beginning course do you introduce cases, or should they be used in a second course after the students have some idea of the types of tools and some of the major reference works?[168]

Oller is perhaps making a similar point when she observes of Galvin's reference case studies that

> most . . . require more knowledge of administrative practices, even reference techniques and sources of information, than the beginning student possesses; at the same time, the studies do not

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[168]Bonk in Bonk, Galvin, and The Editors of Library Journal "A Reference Encounter," p. 1818.

> present enough challenge to the more mature and advanced student.[169]

Moreover, those who defend systematic, content oriented instruction, assert its advantages over so-called "discovery" methods of learning in terms of the efficiency of the former:

> If you start with someone who knows nothing of the available tools with which to solve the problem, and you throw him into a problem of considerable complexity, he would, if he had an endless amount of time, be able to do all the independent study that would be necessary, but he doesn't have this time. The purpose in a teaching program is to save him some time by guiding him at the beginning.[170]

Stressing the importance of generalization to the structure of the body of knowledge of emerging professions, C. D. Needham expresses the fear that such problem oriented teaching approaches as the case method may result in a neglect of systematic knowledge:

> Whether students will detect implicit values and principles in any particular case study will depend to a large extent on their prior knowledge. Which leads me to a further general reservation with regard to the case method--namely, that an addiction to it may result in the devaluation of systematic knowledge. The term "systematic knowledge" is used here to refer to the kind of knowledge that is derived from the study of such matters as historical developments and current trends; relationships existing between particular phenomena; principles and their consequences . . . . Without such knowledge there can be little sense of perspective, little understanding of the relationship of part and whole, and consequently,

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[169] Kathryn Oller. review of Problems in Reference Service: Case Studies in Method and Policy, by Thomas J. Galvin, in the Drexel Library Quarterly, II (July, 1966), 296.

[170] Bonk in Bonk, Galvin, and The Editors of Library Journal "A Reference Encounter," p. 1821.

> no adequate basis for the evaluation of particulars and associated principles.
>
> And yet, there is evidence for believing that the enthusiasm so often generated by the case method may jeopardize systematic study . . . . Now the lecture, the reading programme, and the extended essay are the main vehicles by which systematic knowledge is acquired, and hence their abandonment or relegation is likely to be symptomatic of a decline in the status of systematic thought . . . . Only if particulars and principles are treated as complementary, with the systematic presentation of knowledge and the analysis of cases being given adequate treatment in a course, the one continually modifying the other, can professional education be regarded as satisfactory.[171]

Freides offers specific application to the area of reference teaching of Needham's general concern about the potential neglect of principles and concepts when a problem oriented format is adopted:

> The really important knowledge demanded of the reference librarian is knowledge of relationships and patterns within a system: the characteristics of the universe of publication, the way in which the tools of our trade--the handbooks, bibliographies, and so forth—reflect this universe, and the quantity and quality of distortion produced by the reflection; the way in which the contents of writings are encapsulated and modified in indexes and catalogs, and the amount and kind of seepage taking place thereby; the relationship between basic research and summary, between scholarship and popularization, and the meaning of all these terms in the reference inquiry.

This critic finds both book centered and problem centered versions of the reference course, as exemplified in the 1965 Library Journal debate between Bonk and Galvin, lacking in terms of an adequate theoretical base:

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[171] Needham, "Review: Particulars and Principles," pp. 65-67.

> Galvin and Bonk hold in common the assumption that we now know substantially all there is to be known about sources of information. These gentlemen part company only when Bonk says that this is all we need, and Galvin says we also need to know other things. The fundamental defect of both positions is failure to recognize that knowledge of reference books and ability to deal with reference-related administrative situations are both no more than specific applications of general principles inherent in the system of bibliographic organization. Many components of this system are as yet unknown and many more are unarticulated, but, the system exists nonetheless as a definite social invention. Its mastery endows all fields of librarianship with a distant professional character separate from other aspects of scholarship or administration, and it is certainly the mainspring of reference work.[172]

Grotzinger takes a similar stance with respect to the teaching of reference noting that

> the case study has one well-known limitation: a case study is "oriented toward the solution of a particular problem at the individual level, rather than towards the derivation of generalizations that have scientific validity."[173]

She observes that

> it would appear logical that every course which attempts to teach the reference process must have some basis in a theory of information or bibliographic organization . . . . The descriptive phase of the reference process which is based on the first two steps of the scientific method gives a foundation for the development of generalizations or hypotheses.

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[172] Freides, "Will the Real Reference Problem Please Stand Up?," pp. 2009, 2012.

[173] Laurel Grotzinger, "One Road Through the Wood," Journal of Education for Librarianship, IX (Summer, 1968), 27, quoting G.J. Duly, The Science of Educational Research (New York: American Book Company, 1963), p. 354.

> It is particularly at the level of hypothesis construction that the teaching of the reference process might well be supplemented. As already emphasized, the first steps of the scientific method are based on what is primarily a descriptive or organizational effort. However, once this is accomplished, the student librarian needs to be introduced to the concept of hypothesis construction.[174]

Finally, Needham offers the further, but related criticism, that problem oriented, case method instruction, which "is frequently advocated as a spur to thought," may, in fact, result in a kind of educational conservatism by virtue of an excessive emphasis on decision-making that is inimical both to upgrading the quality of the learning experience in library schools and to the advancement of professional practice:

> Potential conservatism is reinforced when decision-making is strongly emphasized--and for some writers the case method means little else. The equation runs along these lines: practitioners are continually being forced to make decisions: the ability to make decisions is only acquired by practice: professional education is designed to train future practitioners: therefore professional education equals training in decision-making through practical exercises. Now there is enough truth to this to justify criticism of professional courses comprised solely of systematic study. The equation is supplemented by a parallel argument which draws attention to the fact that decision-making may be hindered by the over-zealous packaging of knowledge. However, the inadequacies of these arguments as a theory of professional education are obvious, and I would merely draw attention to one particular consequence. The student goes snap-snap-snapping along, presenting specific solutions to specific problems, and no matter how wide the reading he brings to

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[174] Ibid., pp. 27, 30.

> bear on the case, no matter how broad the general principles he applies, the focus is pragmatic and restrictive: it is a matter of what to do now, urgently, in this instance. In such circumstances, there is little incentive to evaluate the readings and the principles in themselves, but only in their applicability to the case: they are a quarry to be plundered for the justification of decisions, decisions made within the preconceptions of the current ideology. To put it melodramatically: decision-making becomes a technology; means are divorced from ends; fundamental planning, requiring the careful formulation of objectives in the light of explicit values, is turned into problem-solving; and the professional is ultimately reduced to a technician serving the powers that be.[175]

In this chapter, we have examined something of the range and variety of contemporary problem oriented instruction in education and in service training for librarianship from the standpoint of broad overview, identified some possible historical precedents in earlier periods of library education, and reviewed a number of the chief objections that have been voiced against any wholesale abandonment of systematic, content oriented teaching in favor of exclusively or predominantly problem oriented instructional modes. One difficulty faced by those who seek to subject the problem oriented approach to critical scrutiny, however, lies in the tendency, which I have elsewhere termed erroneous, to equate instructional materials with course or training methodology.

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[175] Needham, "Review: Particulars and Principles," pp. 67-68.

> In the mind of the reader, the printed case studies come to equal the case method. The method, however, cannot be deduced solely from the examination of the cases themselves, which are nothing more than a vehicle for the implementation of a problem-centered instructional technique.[176]

In Chapter IV, an attempt is made to present, through four descriptive case studies, the problem oriented mode in something approximating the totality of its individual applications. It is hoped that this presentation will enable the reader both to understand more fully the nature of the problem oriented approach, and to assess more accurately the validity of the objections raised against it.

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[176]Galvin, "Case Method Approach in Library Education, p. 62.

CHAPTER IV

PROBLEM ORIENTED INSTRUCTION: DESCRIPTIVE CASE STUDIES

Case Studies in an Intensive Media Workshop

During the school year 1968-69, a series of media workshops or media services courses was held at five different locations in New Hampshire under the joint sponsorship of New England College, Rivier College, the University of New Hampshire, the New Hampshire State Department of Education and the New Hampshire School Library Association. Three practicing school librarians from outside the state were engaged as instructors for these courses, all five of which were based on a common set of objectives embodied in an outline for a thirty hour course, conducted in two intensive fifteen hour sessions spaced several months apart. The media service courses were open to "high school graduates, junior college graduates, college graduates (educators and others) who were interested in, or actively engaged in, school library work," and were described as particularly appropriate for individuals wishing "to become certified as a school librarian" or to "explore

a media career."[1] The New Hampshire Department of Education recognized work done in these courses to the extent of three credits towards certification or recertification as a school librarian or teacher, and, in addition, both New England College and Rivier College agreed to grant three academic credits at the undergraduate level to matriculated participants seeking such credits.

Mrs. Elizabeth Fast, an experienced school media specialist holding the position of Director of Library Services in the Groton, Connecticut, Public Schools, was engaged to instruct two of the five workshop groups, meeting in Hanover and Laconia, New Hampshire respectively. The Hanover workshop group included twenty participants, who are described by the instructor as having come to the initial session with relatively high awareness of and familiarity with use of media by comparison with the twelve participants in the Laconia workshop who "came from poorer sections ...in terms of what materials and equipment they had,"[2] and displayed less sophistication, as a group, in the use of media. Although the instructor made use of short case studies, which she developed, in the context of both workshops, the case studies

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[1]New Hampshire Department of Education, "New Hampshire, Localized for You, Media Services Courses," n.d. (Mimeographed.)

[2]Elizabeth W. Fast, Verbatim transcript of private interview held in Groton, Conn., April 17, 1970. (Hereinafter referred to as Fast, Interview.)

played a more central role in the Laconia workshop, where they were used in the opening fifteen hour session.

Brief biographical information is available for the ten participants, from an initial group of twelve registrants, who completed the Laconia workshop. Seven of the ten for whom biographical data are available were classroom teachers, three at the elementary and four at the junior or senior high school levels. The remaining three participants from among those who successfully completed the workshop were school librarians. All participants held at least a baccalaureate degree, with six having completed some course work at the graduate level or holding an advanced degree. Four of these six participants had completed some formal course work in library science at the graduate level.[3]

Instructional objectives

The five organizations that sponsored the New Hampshire media services courses sought to emphasize in them "patterns of service to students and teachers by media specialists." The course outline prepared for the guidance of the instructors described the workshops as intended

> for those who wish to serve as media specialists on the building level, providing a complete program of leadership, guidance and service for students and teachers and meeting their individual needs.

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[3]New Hampshire Media Services Course, "Personal Profile." (Handwritten.)

Classes were to be "concerned with the role of the media centers and media specialists from preschool through secondary school," with some grouping of participants by grade level interests. One aim stated by the sponsors was to

> insure the understanding of the continuum of the student's maturation and growth, his development and progress, and the consequent necessity to have ongoing programs which support, satisfy and challenge him along the way.

A further stated objective was to "allow for the exchange of ideas geared to the specific grades and their particular problems."[4]

Each participant in the course was asked, at the point of initial registration, to provide "a brief statement of why you are taking the course and what you hope to get out of the course." The ten participants in the Laconia workshop responded as follows:

> Our school, which is quite new, has practically nothing as a basis for a library. I am interested in finding out the minimum requirements, what should be given priority, and what would be the approximate budget needed. The school is only for grades seven and eight, and the approximate enrollment is 200. [teacher]

> Taking course because of life long interest in library work, and so was very happy to be able to get the necessary "3 hrs." in this field. [teacher]

> As I am in charge of all audio-visual equipment and materials in our school, I need to know all I can about all types of AV equipment, especially how they work. [school librarian]

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[4]New Hampshire Department of Education, "Patterns of Service to Teacher's and Students by Media Specialists: Course Outline," n.d. (Mimeographed.)

> Overcome the feeling that any machine I plug in will bite me — generally update what little AV knowledge I have. [school librarian]
>
> I would like to update my audio-visual knowledge. [school librarian]
>
> Learn to operate all A.V. equipment and coordinate their use in relation to curriculum needs. Particularly interested in learning about the aids for elementary school and how it can best serve the individual teacher's needs. What type of materials and tools should be given priority on a limited budget? [teacher]
>
> To round out library background, learn about new teaching media — how to classify and file or keep track of — improve my teaching contract. [teacher]
>
> My present classes need a lot of library orientation, and there is a fair amount of individual study a.v. material available at the school. I would hope the course would help me better relate the library and a.v. materials to their needs. I have no library background and feel the need. [teacher]
>
> I hope to learn about the latest a.v. materials and an organized system of usage of them. [teacher]
>
> I'm taking this course in order to obtain three hours credit and to better acquaint myself with educational media as it might pertain to the teaching of foreign languages. [teacher][5]

To a much greater extent than is usually true with formal courses in degree programs, those responsible for planning and carrying out in-service training activities, such as the New Hampshire media services courses, feel they must take account of

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[5]New Hampshire Media Services Course, "Personal Profile."

the purposes and aims of participants in planning the content and structure of the educational activity. The instructor who directed the Hanover and Laconia workshops, where a case approach was used in a portion of the course, had not originally planned to use case materials in them. She had no previous experience in using case studies in teaching and had not prepared any case materials in advance. Her major objectives were "to get participants involved with media,...to get people excited...about what media can do and what they can do with them."[6] This instructor's working definition of media makes it an inclusive term covering the entire range of print and non-print instructional materials and equipment.

Recognizing that the backgrounds and expectations of participants must, to some extent, determine both the objectives of an in-service program and the methods employed to achieve those objectives, and lacking any advance knowledge of these prior to the initial workshop session, the instructor came prepared to modify her preliminary plans "to suit those who were there." She did, however, attach considerable importance to achieving total group participation as early as possible in the opening session. She sought "to get people to know each other,...to get class discussion going," and to develop a group spirit at the initial session.[7]

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[6]Fast, Interview.

[7]Ibid.

These initial objectives of promoting group interaction, developing rapport within the group and achieving a sense of group identity were achieved on the first day of the Hanover workshop. The instructor attributes this in large part to the size and composition of the group, to their relatively more sophisticated backgrounds of experience with media and machines, and to the personalities of some individual participants. The experience two weeks later in the first session of the Laconia workshop, however, which began with essentially similar content, including a presentation about the school media center and how it works, accompanied by demonstrations of various pieces of equipment and software, was markedly different. "At Hanover they responded and in Laconia they listened." The instructor's impression was that, at Laconia, the participants, lacking experience with a wide range of media, "didn't come with the same sophistication in the use of media. They were a little bit more afraid of the whole thing." She also reports that the Laconia "group seemed much quieter." At the conclusion of the opening session on Friday, the instructor set about planning the session for the following day, seeking a way to make the group "really come alive and get them to do things." She was also concerned about the inability of participants in the Laconia group, during the first day, to find a common basis for discussion. At the Friday session, she recalls, the participants "were all just voicing their problems, but nobody

seemed willing to interact about them."[8]

Although the instructor had no case materials available for use in the Saturday session, and had not previously attempted to use a case approach in teaching, she was aware that cases had been used at Simmons College and elsewhere in library education. Moreover, as an undergraduate, she had taken a course in problems of behavior in childhood and adolescence which involved use of clinical case studies. Recalling this, she prepared three short case studies, based in part on problems identified by the participants during the Friday discussion, for use at the second workshop session the following morning.

> My idea in these case studies was to take certain of the things that some of them had identified as problems and some of their background, but not to make it seem so much like it really was their background. I mixed them together with some ideas of things I wanted to get across, and then, because the case studies were not to be presented in printed form, ...I felt they'd better be short....But there was enough, I hoped, to get discussion going.[9]

The three short case studies developed in this way were utilized both in the Laconia workshop, and in the Spring session of the Hanover workshop. As a consequence of their apparent value in promoting group interaction in the Laconia meetings, the instructor became convinced of the value of cases in in-service training situations. Subsequent to the workshop

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[8] Ibid.

[9] Ibid.

experience, and, in part, as a consequence of it, she enumerated the following objectives of "the case study technique as a process":

> The case study method provides a focal point for discussion.
> The case study method can be utilized to bring out varying points of view.
> The case study method is useful when participants have different degrees of experience.
> The case study method is a valid means of in-service education.[10]

Course organization and method

As noted earlier, the New Hampshire media services courses comprised two intensive fifteen hour sessions, scheduled several months apart. The basic purposes of the fall sessions at both Hanover and Laconia were to demonstrate the media center concept, to introduce materials and equipment, and to stimulate participants to respond creatively to the media concept and its instructional possibilities within the context of their own teaching and their own school systems. During the interim between fall and spring group sessions, each participant had several independent study assignments including the acquisition of technical skills in operating audio-visual equipment in his own school and devising creative uses for it, evaluating one software item and preparing a major independent project to be shared with the group during

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[10]Fast, "You and the TV Teacher," p. 1.

the spring session. The second group session, held several months later, was largely given over to presenting the results of these individual projects to the group, along with further hands - on experience with newer media for the participants.

The case studies which the instructor had prepared were introduced with considerable success early on the second day of the opening session of the Laconia workshop, and with less success during the spring session of the Hanover workshop. At the Laconia workshop, the instructor reports that the hour devoted to group discussion of the three case studies she had prepared marked "the turning point of the whole thing."[11] Having read the first case study to the Laconia group at the Saturday morning session, the instructor invited response from the participants. The result was considerably beyond what had been anticipated.

> I really thought this would take very little time, because I thought "I'll present it, and I'll get one or two to say something, and then we can move on to the next one." I almost didn't present any more of them because we got so much discussion out of case A . . . . Everybody was talking and responding, and they voiced a number of good points....They all participated. That is what amazed me...I was very very impressed by the amount of response, and the way people would go on talking about it, thinking of new ideas and adding on to things that other people had suggested . . . . I really remember quite clearly,not specific responses, but the fact

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[11] Fast, Interview.

> that they responded so long and it just seemed to make a great deal of difference....It sold me on it as a way of teaching....If I were using them again with this kind of workshop...I would use them at the beginning to get people to know one another....[12]

Instructional materials

The instructor prepared the following case studies to read to the workshop participants:

> Case Study A: Library struggling to become a media center. Small collection of materials not all carefully chosen. Being organized into one collection with the books. Librarian has absorbed the philosophy of the media center, but is not certain about the mechanics of implementing the concept. Can't become a media specialist simply by changing the name. Some equipment which can be adapted for individual listening and viewing in the media center or the classroom. Teachers unused to new ideas. Balking at the use of filmstrips and recordings by individual or small groups of students because they feel it steals their thunder in the classroom. Where do we go from here?
> Case Study B: Classroom teacher wants to incorporate greater use of media because he realizes it "turns kids on." School has librarian who is very overworked. There appear to be some funds, not no one will say how much. Equipment is available, some still in original packing boxes in pristine condition. Teacher feels administration is more interested in order in the classroom than in education.
> Case Study C: Principal is very eager to establish a library or a media center (doesn't know the difference) because it is the thing

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[12] Ibid.

> to do. Some funds available. Since you have taken this course, you are handpicked to set it up. School has some materials scattered to the four winds. What should be your first steps?[13]

As must be obvious, the case studies reproduced here are in the form of rough notes, which served as the basis for elaborated oral presentation of the problems by the instructor. These case situations represented an effort to combine general or typical problem instances with specific problems which individual participants had described to her either in the group setting or in private conversations on the previous day. A deliberate attempt was made to disguise and alter the participant's problems so that the originals couldn't be identified. Case Study A, for example, reflected a specific problem in which one of the participants was involved in his own school, while at the same time representing

> a rather common type problem, where you have someone who visits the library, who is interested in making her library into a media center, doesn't know how to do it, and the teachers are not used to this. This is really basically librarian-teacher public relations....[14]

The instructor feels that these cases were received with less interest and enthusiasm in Hanover than in Laconia partly because they were less pertinent to the personal experiences

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[13]Elizabeth W. Fast, "Case Studies A, B, C." (Manuscript.)

[14]Fast, Interview.

of the Hanover group. She suggests that the success of the case studies with the Laconia group may have been due in part to "the fact that they were taken from problems that participants felt were their problems — brought with them."[15]

In addition to heightening individual participation in discussion and fostering a willingness to attack problems collectively within the Laconia group, the instructor believes that the case studies were also helpful in enhancing the ability of individuals to understand the viewpoints and prejudices of others.

> They became depersonalized problems. Then, somehow, that seemed to make it fair game for everybody and people did enter into the discussion. It was truly amazing. I got sold on case studies and their technique right then and there, because it truly amazed me how they did react, how the group really sort of came alive, and everybody responded. And they responded from their differing points of view, because we had teachers in the group, too, and librarians. They responded as teachers or as librarians, but from all this they seemed to work through to a solution that might be acceptable to all.... The teachers in the group, looking at it from a teacher's point of view, looked at it quite differently [from the librarians] and were able to show me and the librarians some really new insights into the problem because of their way of looking at it.[16]

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[15] Ibid.

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Teaching General and School Library Administration with Case Studies

Dr. Louis Coburn joined the faculty of the Department of Library Science in the Graduate Division of Queens College of the City University of New York in 1964, after having been for twenty-five years a practicing school librarian at the secondary level in the New York City public schools. Throughout his service on the Queens faculty, he has instructed a course in school library administration titled, at the time of this study, "Seminar in School Library Problems," and, three years after joining the Queens faculty, he also began to instruct a course in general library administration, currently titled "Library Organization and Management." Library Organization and Management is one of four courses (the others being "Introduction to Librarianship," "Reference and Bibliography," and "Cataloging and Classification") that were required of all candidates for the degree of Master of Library Science at Queens at the time this study was conducted.[17] Seminar in School Library Problems is an advanced, elective course in the Queens library science curriculum. From the time he began teaching these courses, he has used case studies, in combination with lectures, in both of them. He reports a quantitive increase,

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[17] Queens College of the City University of New York, Bulletin of the Graduate Division, 1970-71. (Flushing, N.Y., 1970), p. 206.

year-by-year in the number of case assignments made in both, although the case approach has always been used in combination with, rather than as a total substitute for, what he terms "the lecture-discussion method" of teaching.[18]

Instructional objectives

This instructor's choice of a problem-oriented, case method approach in teaching both general library administration and school library administration originated in "a feeling that we were not succeeding in translating the experience of librarians in the field to library school instruction." He terms this search for a way to bring more of the reality of professional practice, in all of its complexity, into the classroom as "really the heart of the whole approach to the case study method."[19] One result of the quest for greater realism in the classroom is the development of a collection of original case studies for instructional purposes, written out of his own experience as a school librarian and as a teacher of library science at Queens College. Noting the lack, at the time he first sought to utilize the case approach, of an available body of case materials dealing specifically with

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[18] Louis Coburn, Verbatim transcript of private interview held in Flushing, N.Y., November 19, 1970. (Hereinafter referred to as Coburn, Interview.)

[19] Ibid.

the school library field, Coburn prepared a collection of problem cases so that his students might have an opportunity to deal in the classroom with "some of the problems that I had confronted and been confronted with during the twenty-five years" of his career as a practicing librarian.[20] In this instance, the choice of a case approach exemplifies the related goals of heightening instructional realism--bringing the reality of professional practice into the classroom--and the desire of a teacher who is also an experienced practitioner to share his working experience with students in a more systematic way, and in greater depth, than an anecdotal approach would allow.

Realism, as an instructional objective, seems to represent here something beyond a simple search for verisimilitude. An examination of the instructor's case studies reveals a distinct emphasis on the case study as a vehicle for illumination and exemplification of abstract principles and concepts. What is seemingly being sought after here, with the case approach, is a means by which concepts may be clothed in the garments of reality, as a device for making them meaningful. Illustration of this may be found by examining Case VI, "An Ambiguous Position" from Case Studies in School Library Administration.[21] In this case study, set in an elementary school,

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[20] Ibid.

[21] Coburn, Case Studies in School Library Administration, pp. 13-15.

a newly appointed school librarian attempts to convince her principal, who is something of a traditionalist, that it would be desirable to move from rigid to flexible scheduling of library classes. The principal objects, both on the grounds that schedules have already been set, and because, without fixed schedules, there is seemingly no way to guarantee that all students will receive necessary training in library skills. The case analyst is asked to identify both the advantages and disadvantages of flexible scheduling in resolving the conflict presented in the case study.

The object in this instance, as in other case studies this instructor has written, seems to be to use the case study as a vehicle for students to examine a concept like flexible scheduling in its application to a real school environment, rather than considering it solely at the abstract level of principle. The aim seems to be to provide, through case studies, a kind of theatre for application and actualization of the concepts of librarianship, as a context through which these may be made meaningful to the student.

The instructor's aims in these respects seem to derive from his view that

> library science is a service oriented discipline, and while you can study the theory in books to great advantage, you reach a point inevitably where theory has to

> be brought down to the school of hard knocks, and how the theory actually works out in practice is something that needs to be constantly brought before the students.

He reports that "of all the techniques I've used, I would say the case study is probably the most effective..." as a device for the presentation of librarianship as an applied, rather than a theoretical discipline.[22]

An essentially pragmatic view of librarianship as an activity is combined in this instance with an emphasis, derived from the work of Shaffer, on presenting "the human relations aspects of library administration."[23] In addition to the influence of Shaffer's work in developing problem case materials for teaching general library administration, a model Coburn has sought to emulate in writing problem cases in the school library field, he has also been influenced by Andrews' use of the case method in teaching human relations, particularly by the extension of this approach into the applied field of school administration exemplified in the writing of Griffiths.[24] In Case Studies in School Library Administration, the instructor notes his use of Griffiths' four

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[22]Coburn, Interview.

[23]Coburn, Case Studies in School Library Administration, p. viii.

[24]Shaffer, Library Personnel Administration and Supervision; Andrews, Case Method of Teaching Human Relations; Daniel E. Griffiths, Human Relations in School Administration (New York: Appleton-Century-Crofts, 1956).

criteria for a good case study--discussability, adequacy, objectivity and interpretability--as directives to his own students in preparing the original case studies they are required to write in his classes.[25]

The fact that, in many library schools, a class will typically represent a strikingly broad range of kinds and amounts of library experience has long presented a special problem for the teacher of librarianship in planning both course content and methodology. This teacher finds the case approach particularly well-suited to "classes in which students bring varying degrees of experience in school library management to their studies."[26] He notes the extent to which, when a case approach is used, experienced and inexperienced students can learn from one another through a "sharing of knowledge on the part of students," offering the opinion that "the case method is what elicits this sharing of experience from the more experienced ones."[27]

Course organization and method

Both the general administration course and the course in school library administration follow essentially similar patterns of organization. The case approach is never used to the exclusion

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[25]Coburn, Case Studies in School Library Administration, p. vii.

[26]Ibid.

[27]Coburn, Interview.

of other techniques, but is combined with lectures, class discussions and formal examinations. The instructor estimates that in each course "roughly about half the time is devoted to the presentation of cases... and the other half to the lecture and discussion method."[28] As many as twenty to twenty-five short cases might be assigned in either class over a semester.

Both courses are systematic in character, with a topical unit plan being followed. This means that the semester's work is

> organized along the lines of the fields that are customarily included in administration, such as personnel management, budgeting, buildings and equipment, the legal apparatus, the origin of the library, and the legislative background of the library.

The instructor reports that

> there must be about twelve different units around which the course is organized and we try to fit the cases to the subject matter of the course rather than to fit the subject matter of the course to the cases.[29]

The unit structure requires selection (in the case of the general administration course) or preparation (in the case of the school library course) of case problems that are "representative" of specific areas of concern.[30] Thus, there is a deliberate selection, from the universe of problem material, of a group of cases that

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[28] Ibid.

[29] Ibid.

[30] Coburn, Case Studies in School Library Administration, p. vii.

can be incorporated into a systematic, unit structure, in contrast to the deliberately non-systematic approach of some case method teachers like Shaffer.

The importance attached to a systematic, orderly presentation of material is underscored by the manner in which case analysis is closely related to lectures:

> In my own teaching I never have devoted an entire semester to the use of the case study. I'll always intersperse it with lectures, and either lead to the case study, in the sense that the subject matter of the lecture adds to the total understanding of the case, or I would lecture after the case. I don't think it's terribly important whether you do it before or after, but I do think the instructor needs to add to the case. Very often cases don't always bring out the points that you think are important.[31]

The unit approach not only influences the choice of case materials; it makes certain kinds of cases more useful than others in achieving instructional objectives, as noted in the section that follows dealing with materials.

The instructor has experimented with both the committee approach to case analysis recommended by Lowell,[32] and with the method of individual presentation and analysis. Both techniques have been used in the general administration course, though at the time of this study, the instructor's preference was decidedly in favor of the latter approach, chiefly because

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[31]Coburn, Interview.

[32]Lowell, Case Method in Teaching, pp. 46-60.

> it's better use of class time for the individual to take responsibility for the presentation of the case, and then open it up for different ramifications, different expressions of points of view.[33]

There has not been any deliberate effort to encourage an adversary approach in case analysis, though disagreements may occur outside the classroom as small groups work towards a committee consensus.

In keeping with the objectives of illumination and exemplification of principles and typical situations noted earlier for this instructor, there is considerable emphasis on group analysis of problem situations presented in case form, with correspondingly less stress on individual problem solving. While all students in the class are expected to have read and thought about the case that is scheduled for consideration on a given day, the individual or committee to whom it has been assigned have special responsibility for having "read and digested a case and given it complete consideration." They function as discussion leaders, whose task is "to take responsibility for the presentation of the case, and then open it up for different ramifications, different expressions of points of view." When the committee approach to analysis is used, one member serves as group leader, a second as recorder, and the others "played different roles" corresponding to the central figures in the case study under consideration.[34] During a semester,

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[33]Coburn, Interview.

[34]Ibid.

a single class may be exposed to as many as twenty or twenty-five different problem case studies. Either the recorder, if the committee approach to presentation is used, or the individual student assigned to lead the case discussion, is required to submit a report analyzing the case under consideration, which becomes part of the basis for the student's final course grade. One type of report is exemplified in Case Studies in School Library Administration, where an "Analysis of the Literature in the Case Study Entitled 'An Ambiguous Position'" is included as an illustration of the kind of work students may be expected to do in analyzing the literature relating to the problems presented.[35] This analysis consists of an enumeration of the advantages and disadvantages of flexible scheduling, culled from a survey of fifteen books and articles dealing with that general concept. This type of student report is clearly appropriate to the objectives of illumination and exemplification of concepts and principles described earlier.

A technique employed by this instructor in both courses is the requirement that each student, if possible, prepare an original case study as a major written course assignment.

> Those students who've had a good fund of experience very often can find their case study out of their own experience. I do ask them to conceal the identity of the people who are involved, and to try to write it in the third person, trying to disassociate themselves, in a sense,

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[35]Coburn, Case Studies in School Library Administration, pp. 59-61.

> from actual participation in the case study.... Where students do not have that experience, I ask them to go out into the field and cultivate the friendship or acquaintance of librarians to seek to elicit from librarians case studies.... For those students who cannot do either of these, either find a case study out of their own experience or develop one on the basis of their relationship with another person, why then they can take one of the printed case studies and analyze that to meet the requirements of the course. Everybody has to do one of these things. They are required to present a case study, analysis of the problem, alternative solutions and documentation of the solution in terms of the literature that they've found in the field.[36]

The original case study figures prominently in the student's final course grade, as do oral case presentations, where an evaluation is made by the instructor in terms of "the degree of preparation on the part of a student and the acuity of that student's thinking.[37]

The final course grade represents a composite of accomplishments in case analysis and case presentation, plus grades earned on other short papers and in formal examinations. A typical examination, administered at mid-semester in the Library Organization and Management course, comprised five questions. Two of these relating to "powers and functions of a library board of trustees," and a comparison of the organizational structures of the Queens College and Queensborough Public Libraries with respect to

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[36]Coburn, Interview.

[37]Ibid.

departmentalism, seemingly were intended chiefly to test factual knowledge derived from reading, lectures and general class discussion. A third called for enumeration of "ten different decisions" involved in "cataloging a book" and in "helping a library patron." The fourth question required description of "the administrative process by its application to a hypothetical public relations program" in a library of the examinee's choice.[38]

One question involved analysis of a case study to which the student had not previously been exposed. This case, entitled "The Librarian as a Member of the Teaching Staff," appears in Coburn's Case Studies in School Library Administration. The author describes the problem situation in the following terms:

> The personality of the school librarian affects the quality of his contribution to the school program. The head librarian seeks to play a positive role in a dispute between a member of his staff and the school principal.[39]

It is interesting to compare the directive questions that appear at the end of the published case with the questions posed to students when the same problem situation is utilized in an examination setting. For the examination, students were asked:

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[38]Queens College, Library Science Department, "L.S. 734, Library Organization and Management: Mid-Term Examination," (Flushing, N.Y., 1970). (Mimeographed.)

[39]Coburn, Case Studies in School Library Administration, p. xi.

> What principles of personnel administration are involved?
> What additional information would be useful to you in seeking the best solution to this problem?[40]

In its published form, where the case might be used as an outside assignment, rather than in an examination setting, questions reflect a stronger orientation toward problem solving, rather than problem analysis:

> What course of action would you pursue in Mr. Chrisman's place?
> What recommendations could be made to Mr. Newhall to improve his status in the school?
> What alternatives are available where a state of incompatability exists between a staff member and a principal?[41]

Once again, the manner in which this case study is presented in the examination setting offers further evidence of a greater concern on the part of the instructor that students achieve an understanding of the nature of problem situations and how they develop, with less concern for the ability of the student to produce solutions to problems. Here, the case study serves as a vehicle for presentation and elucidation of general principles of library personnel administration, rather than primarily as a device for testing problem-solving abilities. This is consistent with the course objective of enhancing student understanding of library problem situations.

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[40]Queens College, Library Science Department, "L.S. 734, Library Organization and Management: Mid-Term Examination."

[41]Coburn, Case Studies in School Library Administration, p. 35.

Instructional materials

Mildred Lowell's The Management of Libraries and Information Centers is the basic source of case material for the Library Organization and Management course. The availability of this collection of case studies in general library administration has made it possible for the instructor to introduce more case material into the general administration course since its publication in 1968. In general, the experience of using the Lowell case studies is reported to have been satisfactory. Since these case studies are grouped under topical units, they lend themselves well to a systematic course in administration.

The instructor, while characterizing the Lowell collection as, on the whole, excellent, does find the factual, reportorial style of narration employed by that casewriter less satisfactory that the fictionalized cases of such writers as Shaffer. He feels that Lowell errs in not reordering and editing source materials to sharpen the focus of the case problem. In particular, he is critical of her failure to eliminate "extraneous data," which can confuse and mislead "the novice in library science," and to "point out sufficiently the direction of profitable inquiry." On the basis of his experience with the Lowell cases, Coburn observes that

> In order to make a case useful to a class in the teaching of library administration, you need...to subject the case to close scrutiny in such a way that you can point the direction without giving the answers, but at least point the student in the right direction for profitable analysis.

He expresses a preference for the type of case study developed by Shaffer, who, he feels, "intuitively hit on the kind of...a case study which lends itself extraordinarily well to analysis by library science students," one in which the problem that needs to be dealt with is "made plain to the student, without pointing out the specific solution." With the less "structured" type of case study found in the Lowell collection, it becomes necessary to "work out...key questions," in advance in order to "direct the class to what I want them to think about."[42]

For the Seminar in School Library Problems, the instructor has developed a collection of twenty-one instructional case studies with school library settings. This collection was prepared specifically as a text for use in a school library administration course, because the author noted a dearth of available case study material dealing specifically with the school library field at the time he began teaching the course in this area and wished to employ a case approach.[43]

Each of the twenty-one case studies that comprise Case Studies in School Library Administration is, as indicated earlier, usually related by directional questions to a specific course unit or topic in the school library field. These directional questions,

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[42]Coburn, Interview.

[43]Coburn, Case Studies in School Library Administration.

which appear at the end of each case study, afford considerable insight into the author's instructional objectives. One can detect a seemingly conscious effort throughout to employ the case study in exemplary fashion as a device to present a general concept or principle in such a fashion that the student may both understand it and examine its implications in detail. Each case bears a sub-title, which almost always reveals its topical content. Examples include case no. 1, titled "An Uncooperative Library Patron or What Can the Librarian do with A Disruptive Student?," case no. 4, "A Grievance Procedure or What Is the Union's Role in Improving Library Service?," case no. 6, "An Ambiguous Position or How Flexible a Schedule is Desirable in the Elementary School?," etc.[44] In each instance, the central issue or concept is identified specifically in the sub-title, in order to indicate the desired direction for problem analysis.

Questions at the ends of cases in this collection frequently serve a similar function in terms of identifying a generalized concept or principle of which the case is the embodiment. Generalized questions such as "what duties may appropriately be assigned to school aides?," [case no. 7] "what are the advantages and disadvantages of employing workbooks in teaching library skills?," [case no.14] and "should reference materials be allowed to circulate?,"

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[44] Ibid., pp. 1, 8, 13.

[case 15] appear frequently along with questions directed specifically to particular events described in the case itself.[45] Case 12, which describes in considerable detail the problems encountered by a newly appointed high school head librarian who experiences sharp antagonism from his former coequals, now become his administrative subordinates, is perhaps the most striking single example in the collection in this respect, since of the four questions that appear at the end of the case--

> What are the advantages and disadvantages of maintaining an accession book?
> What are the advantages and disadvantages of using a borrower's card in a high school library?
> To what extent should the cataloging assignment be rotated?
> How should the instructional program be organized in the high school library?

--none is more than partially specific to the problem situation that has been described in highly specific terms in the pages immediately preceding.[46]

The questions at the ends of cases in this collection also reveal a balance between action and reflection in pointing to the desired directions for analysis. On the whole, the questions are about evenly divided between those designed to further the objectives of problem analysis, that is, understanding on the part of

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[45] Ibid., pp. 17, 38, 41.

[46] Ibid, p. 32.

the student of how the problem described came to arise; and problem-solving, that is, the recommendation of a course of action by the student designed to resolve the conflict described in the case. Case 10, "A Librarian's Dilemma," which describes a severe personality conflict between the librarian and the principal in a small elementary school, is typical of this balance. Of five questions at the end of the case, two are action-oriented -- "what can be done by the librarian to improve the situation?" and "what course of action would you recommend for the librarian?" -- while the remaining three are reflective in character --

> what can be said in defense of the principal's point of view?,
> What can be said in opposing the principal's point of view?
> To what extent is the principal typical or atypical?[47]

In at least one instance, however, that of case 19 in the collection, which deals with an elementary school library that suffers from severe overcrowding, the questions are exclusively future-oriented and action-oriented:

> What initial steps should be taken by Mrs. Webster in studying this problem of modernization?
> What long-range possibilities may be considered in achieving the goals Mrs. Webster has in mind?
> What precedents exist in library literature which point out possible avenues for improvement?[48]

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[47] Ibid., p. 26.

[48] Ibid., p. 31.

The cases in this collection also reflect the strong interest in presenting the human relations aspects of school library problems noted earlier among the instructional objectives of the author. There is a consistent, conscious effort at characterization, clearly intended to make the protagonists in individual cases emerge as personalities. Examples include the officious principal in Case 3:

> Are you presuming to tell me how to run my school, Miss Dumas? Please allow me to be the judge of how best to deal with school problems;

the unproductive aide in Case 7:

> At the time, the principal advised Miss Pearl that Mrs. Albia's personality might present some difficulties....Miss Pearl quickly discovered that there were certain tasks which Mrs. Albia was not overly fond of, such as the filing of catalog cards. These were allowed to accumulate for long periods. Another source of irritation...was Mrs. Albia's practice of joining Miss Pearl and a few other teachers during their lunch hour, which was spent in the library. Mrs. Albia would stop working to chat with the teachers...;

and the unsatisfactory professional in Case 13:

> Mr. Newhall...would serve his alloted hours but not one moment more. While he was always punctual in arrival, he left with equal punctuality. His quiet manner and timid approach to other school personnel combined the very qualities which would repel a man like Mr. Guilford, who prized warmth and vitality.[49]

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[49] Ibid., pp. 6, 16-17, 33.

The following case study, reproduced in its entirety, is typical of the contents of the collection, and reveals all of the general characteristics previously noted, including the use of the case to present a generalized issue (mutilation of library materials), a balance between presentation of the problem in both generalized and specific forms, an effort to direct the attention of the analyst both towards reflection on the causes of the problem and attention to the steps that should be taken to resolve it in this particular situation, and an emphasis on the human relations aspect of the problem situation:

XV. MUTILATION OF LIBRARY MATERIALS
or
How is Responsibility for Public Property Best Taught?

Dear Mrs. Gardena:

I am really sorry for causing you so much trouble. I don't know why I did it in the first place, but believe me, I've learned my lesson and know it will never happen again. I would like to pay for the book a little at a time so that my parents won't have to chip in. I really feel bad about this whole matter and therefore I am writing this letter of apology.

Mrs. Gardena, librarian of Compton Junior High School, read the letter, signed by Karen Redding, a ninth-grade student, and showed it to her assistant, Mr. Ross. Mr. Ross had already been informed of the background of the incident.

A week earlier, while consulting the Encyclopedia International, Mrs. Gardena had noticed that the right half of page 217 in the fifth volume of the encyclopedia had been cut away as if with a sharp instrument. Mrs. Gardena was disturbed by this and other examples of vandalism which had cropped up recently and

she had commented to Mr. Ross about the need for increased vigilance to prevent similar occurrences. It was quite obvious to Mrs. Gardena that the removal of the material could only have occurred in the library since the encyclopedias never circulated. She had resolved to track down the culprit in this particular case, if at all possible.

Her first action was to speak to each of the Home Economics teachers whose classes had visited the library the previous week in connection with a project in which students were called upon to write individual reports on foreign foods and cookery. Each student was expected to choose a specific country of the world for analysis of its cooking and eating habits in terms of its regional variations.

Mrs. Gardena explained the situation and requested the teachers' cooperation by allowing her to check the students' written reports as they were turned in. After looking at more than thirty reports, Mrs. Gardena found the paper by Miss Redding on American cookery which provided a basis for Mrs. Gardenas suspicion that it was based upon the material that had been removed from the encyclopedia.

As a librarian of more than ten years of experience, Mrs. Gardena knew that libraries of all levels and types were at some time or other concerned with problems of mutilation and theft. She recalled, from discussions at library school and with her colleagues, examples of mistreatment of materials in the elementary and senior high schools. Through professional reading, she was aware that similar acts were perpetrated in public, college and university and even in some special libraries.

Built in 1958, Compton Junior High School was not unlike many other schools in suburban communities. Its school population of 1,700 students included a good proportion who would, based upon past performance, eventually go to college. Between 1950 and 1957, a rapid burst of building had brought a number of cooperative garden apartments, a few apartment houses, and several thriving shopping centers into the

community. From a once-rural area which boasted a few families which could trace their ancestry back to the Revolutionary War, it had become an established community comprised mainly of middle-class professionals and white-collar workers. The ownership to two cars in a single family was quite common. Many fraternal and charitable organizations were active in the community. The public library was housed in an imposing structure inside which the needs of adults and children were well cared for. Beautiful parks and playgrounds, bicycle paths, and facilities for recreational activities offered numerous and varied leisure-time activities. All of the major ethnic groups were represented in the population with a preponderance of Jewish and Italian families. About five percent of the school-age youth attended parochial and other private schools.

The library at Compton Junior High is centrally located on the second floor of a three-story building. It is a comfortable room, measuring 1,537 square feet. Attractively arranged bulletin boards, mobiles, and art work adorn the room. One whole side of the library is lined with windows beneath which are shelves which permit the arrangement of two rows of books. The library accommodates thirteen rectangular tables and sixty-nine chairs. The book collection is nearing the 10,000 mark. Mrs. Gardena and Mr. Ross have succeeded in establishing an attitude of respect for the library with their insistence on the use of the library for serious work.

After consulting with Karen's Home Economics teacher, Mrs. Gardena sent a student aide to the home room in order to escort Karen to the library. The escort returned, accompanied by a slight, pretty girl of about thirteen, with short, brown hair, neatly attired, and betraying signs of nervousness.

"Won't you sit down, Karen?" asked Mrs. Gardena when they had entered the library office.

Karen complied, and Mrs. Gardena began:

"Karen, I thought you could help me settle a question. Yesterday, I noticed that an article dealing with the subject of 'American

cookery' had been removed from the Encyclopedia International. In looking through the reports submitted to the Home Economics teachers, I see that the content of your paper follows the same pattern of development as the article. Should I conclude that there is a connection?"

Mrs. Gardena was angry despite her effort at self-control. At first, Karen denied any knowledge of the matter, then she changed her story to say that she had found it lying on the floor and had decided to use it. Finally, under some prodding, she confessed in tears that she had indeed removed the article herself. She explained that she had done it when Mr. Ross was occupied in another part of the room.

"Why did you do it?" asked Mrs. Gardena.

"I couldn't stay after school and I needed the material to finish my report for the next day. What are you going to do to me, Mrs. Gardena? I hope you won't tell my father," pleaded Karen.

"I will have to think about it a little longer, Karen." admitted Mrs. Gardena. "I'll let you know what my decision is tomorrow morning. You are to report to me here in the library before reporting to your first period class."

Questions

1. What punishment should Mrs. Gardena impose for this act?
2. What techniques are most effective in preventing this kind of offense?
3. Should reference materials be allowed to circulate?[50]

The Extended Case Study: Teaching Special Library Administration by the Simulation Method

Dr. Martha Jane K. Zachert is Associate Professor of Library Science at the Florida State University. She joined the faculty there in 1963, after a twenty year career as a practicing

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[50] Ibid., pp. 39-41.

librarian, including experience not only in the special library field, but also in public, academic, and school libraries, as well as previous teaching experience at Emory University. By her own report, she came to Florida State University "for the specific purpose of initiating a program for special librarians there as an added track in the library school curriculum."[51]

The special library curricular track at the Florida State University Library School currently comprises ten courses including bibliography, reference, technical services, acquisition of specialized materials, introduction to information science, foundations of librarianship, research methods, general administration, and the course in special library administration described in detail here. The instructor considers it particularly important that students have completed the general administration course. The general administration course, which is fairly traditional in character, with required readings in the literatures of both library and general administration, provides students entering the special library administration course with an understanding of basic concepts and terminology in administration. Moreover, this prerequisite course experience assures that students will have

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[51]Martha Jane K. Zachert, verbatim transcript of private interview held in Washington, D.C., August 10, 1970. (Hereinafter referred to as Zachert, Interview.)

systematically surveyed the field of administration, and, accordingly, allows the instructor considerably greater freedom in establishing the content of the special library administration course since it is not necessary, in the latter course, to cover all topics in administration in full.

At present, the special library administration course is taught entirely by the simulation method. The instructor has defined simulation as "the presentation of the 'real' in a representational mode," and simulation teaching as "a particular kind of teaching that is characterized by problem-solving in the contextual framework of a model." Simulation teaching, like the case method, is problem oriented in character, seemingly differing chiefly from the case method in its emphasis on a single model which serves as a problem environment:

> An argument might be made that certain techniques used for many years, such as case studies, are actually representations of reality and, as such, should be classified as simulation techniques. Although the generalized meaning of simulation would appear to allow logically for the inclusion of such techniques, in present parlance the term "simulation" is reserved for a particular type of teaching characterized by problem-solving in the contextual framework of a model.[52]

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[52]Zachert, "Library Administration Course," p. 243.

As initially offered by this instructor, in 1963, the course in special library administration did not employ the simulation methodology. Rather, the instructional approach was that of the survey course, comprising lectures, required readings, and class discussions, as the following contemporary course description indicates:

> An overview of special libraries in the United States and abroad, followed by a depth study of major types. Emphasis will be given to modification of general library theory and practice in relation to organization, facilities, and techniques for special library service. The philosophy and standards of special librarianship will receive special attention.
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> The course will be conducted as a seminar, supplemented with occasional lectures. Student preparation will consist mainly of reading from assigned references or making personal literature surveys on the topics. Each student will be assigned two or three short reports during the course. In addition, each student will plan and carry out a term project of greater depth on a topic to be agreed upon by student and instructor.

This introductory statement is followed by a "course outline" comprising seven major topical units: the special library (origins, history, professional organizations), overview of types of special libraries with emphasis on the United States (grouped by type of sponsoring agency, type of services and subject fields), further examination of types of special libraries by major subject disciplines, administration, budgeting and staffing, facilities, special methods, service criteria and controls. Extensive reading lists were provided.[53]

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[53]Florida State University Library School, "Special Library Service," Tallahassee, Fla., June 20, 1963. (Mimeographed.)

The instructor reports sufficient dissatisfaction with the survey approach so that "by the end of the first year, I was actively looking for some other method.[54] From modest initial experiments with the case method and with role-playing episodes added onto the traditional course, the structure has gradually evolved to the present form in which the survey has been wholly abandoned, along with lectures and required readings, in favor of the simulation methodology.

In conducting the special library administration course, the instructor has the advantage of having previously taught every entering student in the general reference class. She notes, moreover, that "almost all the students who come into this class are my advisees." This means not only that the instructor has considerable prior knowledge of individual students, but that the students themselves do not face the dual problem, upon entering the special library administration course, of adjusting to both an unfamiliar instructor and an unfamiliar methodology. The advisory relationship also enables the instructor to counsel with individual students in advance of registration about course requirements:

> Admission to this course is because they're in the special libraries program or with the teacher's consent. And then, I get to talk with them. I explain in my office, away from everybody else, what the methodology is and what would be expected of them, I say to them, "You think this over, and

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[54]Zachert, Interview.

> if you think you wouldn't be comfortable in this kind of a classroom, you just go back to your adviser and tell him you've decided on another elective, and there'll be no hard feelings." With my own students, when they come to me and talk with me about wanting to go into a special libraries program, of course I counsel them then, and I talk about the kinds of activities that they have to engage in at special librarians and I see this as very closely related to what they have to do in this course. And I tell them then that this will eventually be expected of them, and I say, "If this is not the kind of librarian that you want to be, go take another program and just elect a few special libraries courses. Don't come into this program." But, I leave the decision up to them.[55] (Italics mine.)

Instructional objectives

This instructor did not initially set out deliberately to fashion a course in special library administration based on the simulation methodology. Rather, as indicated above, the shift to the simulation approach occurred gradually, over a period of years, during which current course methodology may be said to have evolved as the success of the problem oriented approach led her more and more to abandon traditional descriptive instruction and the survey course context. Indeed, it was not until after the foundations of the new approach had been established, that the instructor became familiar in detail with the simulation technique as it had been employed in education for other professions.[56]

The shift to the new method occurred because the instructor

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[55] Ibid.

[56] Ibid.

found descriptive instruction inadequate in meeting what she perceived as the training needs of those preparing for careers in special library administration. She identifies two rather distinct kinds or levels of teaching that must, at the present time, in her view occur in the graduate program in librarianship:

> One is the teaching of concept, and this is a matter of cognitive activity. The other is the matter of application, and I feel that the simulation is particularly valuable at the application level.[57]

A major limitation of the traditional survey course, in the view of this instructor, was that it did not provide adequate opportunity for students to participate in the administrative process.

> In formal education for library service, students traditionally study some activities by doing them: in cataloging classes, students prepare catalog cards for a variety of materials; in reference classes they practice reference work by locating answers to ready-reference questions and by compiling bibliographies. In administration classes, however, students merely talk about administration, because the means and the materials for experiencing characteristic activities have not been available.[58]

Describing the original survey course experience, the instructor recalls:

> We were not doing anything that was administration. This was bothering me. All we did was talk about it, and so . . . I was actively looking for some other method, and just feeling my way, talking with students, getting their ideas about how we could do the things in the classroom that the administrator actually does. . . . They and I together had decided that the

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[57] Ibid.

[58] Zachert, "Director's Guide," p. 2.

> most important thing about doing administration is decision-making. This is the activity! How do you practice decision-making?[59]

Out of the search for an instructional methodology that would enable students to be involved in a realistic way in the administrative decision-making process in the classroom came development of the simulation approach. It is clearly based on the assumption that library administration is a subject that needs to be studied in both its cognitive, conceptual aspect, and its applied aspect in order for the learning experience to be a meaningful and useful one, and that the essence of administration in its applied aspect is the decision-making process. The instructor has stated this assumption more formally as a specific objective of the special library administration course:

> The course objective for the student is to practice decision-making in a realistic context, one that displays both typical and unique characteristics and one in which problems and decisions are sequential and interlocking. The student is expected to accomplish this objective through utilization of theory, reference to relevant documents, intuitive creativity and -- primarily -- interaction with his peers.[60]

For this instructor, a realistic context in which to practice decision-making is that of an operating library, as simulated through a verbal model. As in case method teaching, problems are presented and must be resolved in terms of the specific demands and

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[59]Zachert, Interview.

[60]Zachert, "Continuing Education Seminar," p. 4.

constraints of a particular problem environment, which through the simulation model is described in sufficient detail to support instruction over the length of the course. Realism also means recognition by the student of the sequential nature of administrative decision-making -- the fact that an individual decision often has consequences which lead to the necessity of making further decisions. Consequently, the simulation is planned so that group decisions actually modify, and become a part of, the problem environment. Similarly, sequential problem exercises are preferred over the more static traditional in-basket exercise:

> Now, of course, that kind of an in-basket is a moment in time. It only reflects what's there in front of the administrator at that moment. Well, problems don't actually happen that way with the administrator. . . . The very first time the administrator hears about a problem, it may be like what you see of an iceberg -- nine-tenths of it still hidden. And it may actually be some inconsequential detail that comes to his attention first. He may have to make what he thinks is a very minor decision, and later he begins to get the ramifications of this problem, he realizes, "Good heavens! I should have known all this to begin with. I would have made a different decision then." So I was looking for some way in which we could present a problem in the sequence of its segments . . . and some feedback in between, some of this being logical and expected, and some of it unexpected. . . . We made up several games, and then we also began to think about the possibilities of using the computer to give us a sequential in-basket technique, because of the computer's ability to take a response, give immediate feedback to it, and then, on the basis of the programming, give an appropriate further communication.[61]

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[61] Zachert, Interview.

This instructor believes that realism in training for special library administration demands not merely specificity in the presentation and solution of problems in terms of a particular library environment, but recognition that problems are frequently sequential in character, and that the administrator must be prepared to cope with complications that cannot be anticipated at the point of initial problem analysis.

An important objective of the simulation approach is to provide opportunity for the student to "experience typical problems in a no-risk situation and to experiment with modifying his behavior on the basis of feedback." The stress is less on problem solving than on "practice with . . . problems, to get into the habit of considering alternative solutions and of evaluating one's own behavior."[62] The "no-risk" aspect of the simulation technique is of particular importance, not merely because it permits the novice to make errors without permanently damaging an actual operating library, but also because the instructor seeks to achieve a particular set of behavioral objectives through the simulation experience.

> The purpose of education is to change behavior, to provide the learner with different behavioral capabilities at the conclusion of the learning experience than he had at its beginning. . . .
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> Before we, as library educators, begin the educational process, we must determine what capabilities we want in the human sub-system and we must express these desired capabilities as the behavioral objectives of the educational process. The purpose of

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[62]Zachert, "Director's Guide," pp. 1, 112.

> using a systems approach to curriculum design is to determine scientifically what these terminal behaviors shall be and then to plan learning experiences that will result in the desired behavioral capabilities.[63]

The instructor reports several "remarkable instances of student growth, where a student really sees himself and changes his behavior" as a consequence of the simulation methodology.[64]

Participation in decision-making in a realistic context is designed, then, in the simulation methodology employed by this instructor, not merely to provide a learning experience that is active rather than passive, but through this experience to promote in students both a recognition of the skills needed for success in administration, and a capacity for realistic self-appraisal, in terms of the presence or absence of these skills in the individual. One of these skills, already identified, is the ability to apply general principles of administration successfully to actual problem situations.[65] Another is the capacity "to turn to sources of information for making administrative decisions," that is, to take advantage of all available data that might influence a decision or make a better decision possible.[66] A further aim is to develop in

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[63]Zachert, "Preparation for Special Librarianship," p. 9.

[64]Zachert, Interview.

[65]Zachert, "Library Administration Course," pp. 244-45.

[66]Zachert, Interview.

the student the ability to identify alternate courses of action, and to make better choices from among alternatives.

> The student should have greater facility in administrative behavior than he had before he experienced the course. Specifically, the student should be able to make a decision from among the alternatives. . . .
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> The identification of alternate solutions to problems requires that you be able to identify the factors in a problem in a cognitive way. After having identified these factors, you must be able to project yourself in both a cognitive and humanistic way into the roles of the various individuals involved in the problem. In other words, you apply the theories from courses in administration and in human relations to actual situations, taking into account all aspects of every problem. In addition, making a decision from among the identified alternative solutions requires that you be able to justify your course of action.[67]

It is made clear to students throughout that, as with case method problems, "there is no single right answer in most instances, (though there may be some obvious wrong ones)." The instructor reports that "a great deal of time is spent making them consider alternatives and justify their decisions."[68]

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[67]Martha Jane K. Zachert, "Course I: The Governmental Library Simulation for the Study of Administration of a Special Library; Part II: Participant's Resource Log," Final Report, Phase II, Project No. 8-0731, Grant No. OEG-0-080731-4604(095), Bureau of Research, Office of Education, U.S. Department of Health, Education, and Welfare (Washington: The Catholic University of America, Department of Library Science, Sept., 1971), p. 2. (Mimeographed.) (Hereinafter referred to as Zachert, "Participant's Resource Log.")

[68]Letter, Martha Jane K. Zachert to James M. Matarazzo, August 23, 1971, p. 2. (Hereinafter referred to as Zachert, Letter.)

Consistent emphasis is placed on development of human relations skills in the prospective administrator through the experience of the group decision-making process. We have already noted the importance attached to interaction with peers in the decision-making experience.

> Students act in simulation study as independently as on a real job, which means that their action is frequently the interaction of job teams and rarely the total independence of academic tradition. . . . The team method seems true-to-life for librarians, who must learn to interact with other librarians, with management and with library users.[69]

Simulation teaching results, in this instance, in abandonment of the kind of systematic coverage of various types and kinds of special libraries exemplified in the survey course approach. The student immerses himself totally in the single library environment that constitutes the simulation model. The instructor does, however, feel strongly that, in the introductory course in special library administration, it is necessary to "encompass all the functions of an administrator," so these are covered systematically through a range of varied problem assignments. The real emphasis, however, is on process rather than on content:

> Now, we do not study any subject matter, obviously, in this, but what we are studying is the administrative process in a context...the subject matter has nothing to do with it really.[70]

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[69]Zachert, "Director's Guide," pp. 2-4.

[70]Zachert, Interview.

Enhanced learner involvement is a major objective of the shift to a simulation methodology:

> The major advantage, overriding the limitations in the minds of many teachers, is that of involvement. It appears to be nearly impossible for a student to remain passive in the face of simulation techniques. Participation enhances perception, reinforces theory, heightens motivation, and exercises skills; it accomplishes these results with less risk to the student than learning the same lessons in "real life."[71]

The instructor believes that the simulation method is more effective in achieving deeper student involvement than other problem oriented techniques, such as role playing in isolation, or the case method:

> I use some of the other techniques in other classes that I teach, and I find that because simulation is the same through the whole quarter...the students become more involved than when you're simply taking a single case study for one class. They become very wrapped up.[72]

Speed of decision-making represents a specific element which the instructor is eager to test in the classroom in relation to skills assumed necessary for success in administrative practice:

> One of the difficulties in making a final judgment about a person in a class in administration, I find, is that I have no idea how long it took him to make a decision if he does it out of the role-playing situation, if he does it in response to an

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[71] Zachert, "Continuing Education Seminar," p. 2.

[72] Zachert, Interview.

> in-basket, or if he writes up a case. I have no idea how long it took him to arrive at that decision. I don't know what help he had, how many wrong decisions he made before he came to his final choice, and I have the feeling that the best administrators are the ones who make fast, sure decisions.[73]

The instructor has developed a computer-assisted, sequential, in-basket technique as a specific device to identify individual decision-making pathways, and to extrapolate norms against which these may be measured. This is one aspect of a larger effort to identify factors that make for success in special library administration, and then develop instructional strategies to exercise and test those specific skills. The instructor states, however, that at present

> there is no research base. There is a lot of subjective opinion, some of it from very experienced people and from very good observers. And this is what I'm going on.[74]

Writing on the general subject of course and curriculum development in the graduate library school, Zachert has identified "changes in the profession," "self-perceived needs of students and practitioners," "task analysis," "inclusion of a body of

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[73] Ibid.

[74] Zachert, Interview.

knowledge from an analysis of the total library/information system," and "expert opinion" as basic sources of "input for defining the curriculum content."[75]

Course organization and method

The instructor has developed at least three variant plans of course organization, the choice among them depending upon the length of the course (quarter or semester), and upon whether or not students enter the class with the background of a theoretical course in administration and/or the experience of a broad survey of the special library field. In one semester-length alternative, "the application to special librarianship was taught along with the student's introduction to administrative theory,"[76] the course being divided between a descriptive segment, designed to familiarize students, through traditional readings and class discussion, with basic administrative theory, and the simulation experience. In another semester-length version, approximately six of thirty-four class hours are devoted to

> an overview of special librarianship in its historical and contemporary aspects...conducted by traditional lecture and discussion methods,[77]

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[75]Zachert, "Preparation for Special Librarianship," pp. 10-14.

[76]Zachert, Letter.

[77]Florida State University, Library School, "Special Library Service," Tallahassee, Fla., February 27, 1968. (Mimeographed.)

the balance of the course being given over to the simulation study. In the third and preferred alternative, which is currently is use, the course in special library administration comprises one academic quarter of work. Students enter it with both a background in general administrative theory and an overview of the special library field. In this version, which the instructor has termed a "sustained simulation," "the simulation is the course."

> The course proceeds by the movement of the model through a series of administrative problems, representing also the movement of the model through time. . . . Each problem is introduced by a briefing, the simulation is then carried out and is followed immediately by a debriefing and evaluation. This loop--briefing, simulation, and debriefing--is used for as many individual problems as are desired or the course will accommodate. . . .There are no lectures after the introduction to method and model; neither are there traditional assignments nor traditional examinations.[78]

A single model is the basis for the work of the whole course. The instructor provides the following introduction for students to the "Industrial Library Model," one of two alternative models that have been developed for use in the special library administration course:

> The Double XYZ Oil Company of Houston, Texas, after having operated in a single area of Texas for over sixty years, has decided to expand. Preliminary studies have indicated that a productive field lies under the Gulf of Mexico off Collier

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[78] Zachert, "Library Administration Course," pp. 246-47.

> County, Florida. A two-year lease for purposes of exploration and feasibility study has been obtained. Exploration will be carried on by a task force which is viewed as a temporary operation to provide information needed to make the decision whether or not to attempt production from this field.
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> The problem to be studied in LS548 is the administrative one of how to supply the information needs of the task force. Planning must be done within the context of the parent company and its research library. Problems generated for the company library by the necessity of serving personnel at a remote site will also be studied.
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> This is a study of administrative processes and problems through simulation of a plausible situation. Pertinent data will be given to students in a planned sequence. Using this information, students will make a series of administrative decisions required in the simulation situation. Demonstrations, discussions, role-playing and gaming sessions will be used to prepare the student for making decisions, to guide his progress, and finally to test his achievement.[79]

A typical class session could deal with the problem of deciding which library services are to be offered at the distant location. At a prior briefing session, perhaps one week in advance, roles have been assigned. As this particular problem is presented, it involves seven roles, and an attempt is made to use every student in some role initially. If there are more than six to eight students in the class, it is divided into two groups so that two role playing sessions can occur simultaneously.

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[79]Martha Jane K. Zachert, "Simulation Study of Special Library Administration: Model A, Industrial Library," 1969. (Mimeographed.)

Individual student preperation, and the role-playing session itself, are described by the instructor in these terms:

> The problem of providing services within the Industrial Library Simulation is carried out through role playing of a planning session. Now the student is told in advance that this is what it's going to be. He's had the model to read and he knows that this is the problem -- to provide service at a distant location. He knows how many people are involved as users. That's all he knows. The question is what services they want. And the roles that I use there are the director of this team that is going on location, one or two researchers, the head librarian, the reference librarian. We usually have about five or six people in this particular role-playing session, and a secretary to take notes. Now the student is also told, in this instance, what role he is to play, in advance. He prepares that role. He's told to prepare himself any way he can. He has been given a professional library bookshelf which includes--this is just a bibliography--it includes, however, Strauss, Strieby and Brown's monograph on scientific and technical libraries, which, of course, has a good deal on services in it. It includes the "Standards and Objectives" of the Special Libraries Association, which has a nice definition and expansion on services. He also has had the introductory course on reference services. . . . And he has, in the model, the policy statement about what services are offered to these researchers in their library there in Texas. Now, in the planning session, as they talk with each other, they're supposed to talk over the alternatives and either determine how they'll find out what they're going to give in this distant location or they're supposed to come to a decision about what they're going to give....
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> Now, when the assignment is made, they usually have about a week to prepare this. They know what role they are going to play and they have all of this material. They can refer to any of it or none of it. Some of them chose to go to people who were in the class the

> last time it was offered and ask them, "What do we do? What happens?"...So the student is very free in his preparation. He can go to library literature and look up special library services and read anything he finds.[80]

The object of the role playing session is to arrive at a collective decision concerning the problem under consideration. Once a collective solution has been reached, it is recorded in writing in the form of an addendum to the policy statement and becomes an additional document in the model.

The debriefing that follows each simulation session has been described by the instructor as "the group's own evaluation of its work."[81] In the debriefing session, the class tries to gain insight into the just concluded role-playing experience, in terms of identifying problems that arose, and making a critical evaluation of progress and results with respect to issues that the group has attempted to deal with.

> Now, we drop the roles and we're students and teacher together, and we're trying very hard to look at what went right in that planning session. I start with that, and then we talk about what could have been done better. Usually in the first one, I lead the debriefing, although if I have a person in the class who I think capable of it on the basis of what I know about his past experience,...I turn it over to the student, and I observe. In later debriefing sessions, the students will lead

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[80]Zachert, Interview.

[81]Zachert, "Director's Guide," p. 16.

> the debriefing and its just a round-robin discussion, very free and easy....The object is to have everybody participating in the debriefing—everybody's mind goes to work on how successfully the problem was resolved in the role playing. Now they're free to bring in anything they want. They can cite any authority or no authority and I feel equally free.[82]

That a major aim of the debriefing session is to create as open a classroom environment as possible between teacher and student is apparent from the instructor's description of a debriefing session which she terms "the high point of my career as a teacher of the simulation method":

> We were arguing in the debriefing about whether or not the floor plan would work that had been agreed upon and I was arguing that, "yes," it would work, because "if you calculate out this way, you come to so many square feet and so many feet of shelf space, and so on." A student jumped up from the class (this was one of the mildest men in the class) and shouted, "Dr. Zachert, you are wrong! It's this way." He started writing on the blackboard and a hush fell on the class. Everybody was waiting to hear what I would say, because he had said I was wrong. I just laughed, and he showed I was wrong, and all I said was "O.K., you've convinced me. We'll go on from here." This makes thereafter for a great feeling of self-confidence on the part of members of the class.[83]

It is the instructor's regular practice to tape record every role playing session, and to make these tapes available to

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[82]Zachert, Interview.

[83]Ibid.

individual students as one device for achieving the kind of insight into self that she considers an essential concomitant of behavioral change. Listening to the tapes is voluntary for students, although the instructor reports that more than half the students take advantage of this opportunity on a regular basis, while many others make their own tapes of role-playing sessions for analysis and study. The learning value of the tapes may be quite dramatic in individual instances:

> I had one girl...who had done a very bad thing in the planning session. She happened to have a weak student working with her as a reference librarian. She was the head librarian, and in the role playing session with researchers from the company, she tried to summarize what they had done in this particular meeting, and she said, "And please don't forget to come in and use the library resources, and if you have any trouble with the reference work, come to me immediately." Well, I caught this, but nobody else caught it, and it wasn't mentioned in the debriefing session that she had really routed them around her reference librarian and done a very bad thing, and shown the value judgment that she placed on this weak reference librarian. I didn't say anything about this. I was just waiting for a private session with her to talk about it. Well, she listened to the tapes about two days after this, and she came into my office blushing, and said "I didn't realize that I had been so rude. I just didn't think I could do this." It had been a revelation to her to hear herself like this. Well, the rest of the quarter, dynamic though she is, you could see that she was thinking over very carefully how she was treating the other people, and that was a new behavioral pattern for that student.[84]

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[84] Ibid.

The instructor maintains an anecdotal record of the extent and quality of student participation in each role playing and debriefing session, as a partial basis for evaluation of overall student performance. Additional data for evaluation of the individual student is obtained through in-basket exercises, which are assigned at least bi-weekly, to be completed individually outside of class. One objective of these exercises, which often require the student to respond to unfamiliar problem material, is to illustrate the administrator's need to utilize published source material in problem solving:

> In-basket exercises are examples of administrative paperwork. You receive in-coming correspondence, memos, phone messages, reports and other documents. You must decide how and when to respond to each. Some in-basket items require, in addition to the direct response, action and the initiation of other communications.[85]

As noted earlier, traditional in-basket exercises may be supplemented by the computer-assisted, sequential, in-basket approach, which adds a further element of dynamic realism to the decision-making experience. The course invariably includes a final examination, the student being given "the choice of type of final examination, traditional written or oral examination or an examination in the simulation context."[86] The instructor reports that "in

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[85]Zachert, "Participant's Resource Log," p. 5.

[86]Zachert, "Library Administration Course," p. 247.

seven years of using simulation in teaching the administration of special libraries, the author has never had a student choose a traditional exam, either written or oral."[87] At present, she prefers an in-basket exercise for final examination purposes, despite the fact that these must be subjectively graded, although on at least one occasion an action maze was employed for this purpose.[88]

Evaluation of individual student performance remains a major function of the instructor with the simulation method. This is not confined, however, to assignment of a letter grade at the conclusion of the course. Indeed, the letter grade earned, in the view of this instructor, represents perhaps the least important product of the evaluative process. Of considerably greater moment is the exit interview conducted with each student, which has been described as "a supervisor-employee type interview between each student and the teacher (based on a rating instrument devised by the class)."[89] In this interview, which may last as

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[87]Zachert, "Director's Guide," p. 12.

[88]Reviewing this description, Dr. Zachert has commented concerning this point: "The implication is that the action maze is more objective, but that's an assumption on my part--no research basis for thinking so."

[89]Zachert, "Library Administration Course," p. 249.

long as one hour, the instructor offers a frank appraisal of the individual student's strengths and limitations as a potential manager of special libraries. The instructor remains dissatisfied with current methods of evaluation, however, because of their essentially subjective nature:

> Whenever behavioral objectives are projected for a course, performance criteria should be specified. Very little is known, however, about performance in the decision-making activities of librarians, special librarians, or federal librarians. Who knows how librarian-administrators act in given situations? There are no normative standards; for the most part we are dependent on subjective judgments.[90]

In the view of this instructor, evaluation of student performance is but one aspect of an overall "new role for the teacher:"

> Instead of being cast as the possessor of a body of knowledge including all the answers to soon-to-be-asked questions, the teacher becomes the designer of instructional strategies by which the learner is led to find his own answers. Instead of being cast as the authority in the limited sphere of the classroom, the teacher becomes the facilitator in the unlimited sphere of shared learning. As facilitator, the teacher sets the climate for the group experience, clarifies the purposes of individuals and the group, and makes available a wide range of learning resources, including himself as a resource.[91]

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[90] Zachert, "Director's Guide," p. 15.

[91] Zachert, "Preparation for Special Librarianship," p. 22.

In simulation method teaching, as employed by this instructor, specific major functions of the teacher include orienting students to the method, arbitrating any major differences of opinion that arise, supplying factual information that may have been omitted from the model but proves necessary for problem analysis, and playing needed roles, particularly — when the Industrial Library Model is employed -- the role of top management. The teacher is also responsible for introducing occasional crisis incidents, a technique employed to confront students with the unfortunate and unanticipated consequences of earlier errors in judgment made by the class. Use of the crisis incident is described in these terms:

> I make one assignment to them, and when they turn up for class all ready to go on that assignment, I say to them, "Well, sometimes, you know, the administrator comes in all ready to write his annual report and he's faced with an unhappy employee. He has to drop his plans and turn to this crisis, and that's what we're going to do tonight."[92]

The instructor is also responsible for providing outside resource people to move the work of the class forward. These may be specialists whose expertise is needed by the class. By way of illustration, in attempting to develop plans for physical facilities, the advice of a professional architect may be sought by the class. Outsiders may also be used to make the role-playing experience more effective:

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[92]Zachert, Interview.

> I had been using class members who played the parts of candidates for positions, and one class told me that it was difficult to criticize these people, (i.e., classmates), so it would be better if someone from outside the class came in. "Then, when they leave, we'll feel perfectly free to say anything about them that we want." Well, this made sense, so I call on people who've already had the class, and they come back and role play.[93]

Finally, with respect to the responsibilities of the instructor, the importance of attitude is noted:

> The most important single factor in facilitating the learning process is undoubtedly the teacher's attitude. By it, the teacher sets the climate for learning. If the attitude is inflexible or authoritarian, learning becomes more difficult; if the attitude is permissive, learning becores easier. Freedom for the learning is the desired classroom climate.[94]

Instructional materials

Simulation teaching has required,in this instance, preparation and use of a variety of original instructional materials. Chief among these is the library model, which serves as a basis for all of the work of the course. Because the development and use of models is considered the distinguishing characteristic of the simulation approach, it is useful to examine the contents of these models in detail. Two have been developed by this

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[93] Ibid.

[94] Zachert, "Director's Guide," p. 13.

instructor to date for use in the special library administration course — an Industrial Library Model, and a Federal Library Model.

The Industrial Library Model is based on documents from an actual working special library, provided anonymously by a cooperating special librarian. The instructor describes its original development:

> As we tried to set up situations and make decisions, we soon found out there were certain documents we needed. We needed a library policy statement. We needed to have procedure manuals from a library. We needed to have budgets, and we very quickly found out that we were talking about needing the documents of a particular library. So, when I met the special librarian who was so interested in helping me, I pointed out to her that one of the difficulties was that I had no actual documents for a working industrial special library and she immediately offered me hers. Because these were confidential documents, and I relied on them very heavily in my industrial library model, I can't identify this librarian, but obviously I'm very indebted to her. She sent me reams of working documents from her library which I then began to pull together into a model with very little modification, simply weeding out some of the material that would not be used in the class and rearranging some of it to make it a little bit easier for the students. In this way, I arrived at my first model, which was a model of the industrial library.[95]

The Industrial Library Model, which describes the Double XYZ Oil Company of Houston, Texas, begins with organization charts of the parent company and its central library. It includes floor

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[95]Zachert, Interview.

plans, along with seven year statistical records of library activity in acquisitions, cataloging, circulation and reader's services. Policy statements concerning reference service, special projects, circulation and acquisition are amplified by extensive excerpts from recent library annual reports describing current and ongoing activities in these several areas of library operation. Detailed statistics of services provided to the staff over a seven year period, library accessions by type of material, accessions by decimal classification areas, and materials expenditures by technical staff members are included. Current and retrospective operating budgets, with details of major budget categories complete the contents of the Industrial Library Model.

The Federal Library Model, while devised initially for the purpose of post-graduate in-service training of librarians at the middle-management level in the federal library service, has also been used in the masters' level special library administration course. The instructor indicates that the same model can be used for training activities at various levels, merely by varying the nature of the problem materials. The purpose of the Federal Library Model is

> to present background information about the hypothetical library which is the context for the role-play and in-basket exercises of the Governmental Library Simulation. The only purpose of this model is to carry selected information in a format that can be read

> and referred to easily....the significance of the model is that it conveys information to students about the hypothetical library in which they will be making decisions and solving problems.[96]

Like the Industrial Library Model, the Federal Library Model reflects a simplification and reordering of reality in the interest of meeting instructional objectives. Of the Industrial Library Model, the instructor observes that while most of the working documents supplied to her by the cooperating special librarian were simply incorporated into the model "with very little modification," constructing the model did involve "weeding out some of the material that would not be used in the class and rearranging some of it to make it a little bit easier for the students."[97] Similarly, in the Preface to the Federal Library Model, the author indicates that:

> In every instance of creating Federal Library Model documents, the consideration has been for value in teaching and ease of use rather than realism for realism's sake.

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[96]Martha Jane K. Zachert, "Course I: The Governmental Library Simulation For the Study of Administration of a Special Library, Part I: The Federal Library Model," Final Report, Phase II, Project No. 8-0731, Grant No. OEG-0-080731-4604(095), Bureau of Research, Office of Education, U.S. Department of Health, Education and Welfare (Washington: The Catholic University of America, Department of Library Science, September, 1971), p. ix. (Mimeographed.)

[97]Zachert, Interview.

> Pedagogical considerations rather than strict realism were also the determining factors in the design of the model library. Actually, an executive department of the significance of the hypothetical Department of Ecology would be more likely to have 3,500 employees than the 1,165 projected in the Federal Library Model, its library more likely to have 75 staff members than the projected 20 or 25. Similar apparent discrepancies could be pointed out about the library's floor plan. It is unlikely, however, that a class of 75 students would be using this kind of simulation. From the standpoint of pedagogical realism, a class of 8 to 12 students has been assumed. An approximate ratio of 1:3 was projected for the Department of Ecology library staff, and all quantitative and space dimensions were scaled down accordingly.[98]

The Federal Library Model is quite comparable in character to the Industrial Library Model, providing a collection of basic background documents of a Department of Ecology Library. It comprises ten documents, including a hypothetical statement of departmental mission in the form in which it might appear in the U.S. Government Organization Manual, a memorandum concerning the need to incorporate a small departmental library from another agency into the DOE Library, organization and staffing charts for the Department of Ecology, the Department's Bureau of Administration which includes library services, and the DOE Library. Also included are a library floor plan, current and projected library budgets, policy statements from a hypothetical agency manual

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[98]Zachert, "Federal Library Model," pp. ix-x.

concerning current library facilities and services, detailed job descriptions for library staff, current library statistics covering such areas as readers services, acquisitions, bibliographic and publication services, library circulation, etc. over a four year period. The model includes a "Professional Book Shelf," presumably reflecting books available to members of the library staff, which is, in fact, a highly selective, annotated, working bibliography of titles relating to general and library administration.

It is of particular importance to note the dynamic, rather than static, character of the models as they are employed in the teaching process. As the work of the class proceeds through a body of problem materials, additional documents are developed embodying the results of collective policy decisions, and these, in turn, are added to and become part of the contents of the group of working documents that comprise the model. As additional models are developed, it is the intention of the instructor to "let the class decide which one they want, which one they feel would be closest to them."[99] This represents a kind of ultimate rejection of the type-of-library approach to the study of special

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[99]Zachert, Interview.

library administration, and illustrates the extent to which the instructor has departed from the instructional patterns reflected in her earlier survey course.

In order to conduct the simulation class, a body of problem materials must be developed to accompany the model. Problem materials related to role-playing sessions are presented in written form, with supplementary oral directions given during briefing sessions, where roles are assigned. The written presentation may be quite brief, as illustrated by the following example used in the context of the Industrial Library Model:

Problem 1: What services will be offered to scientists at the remote location?

Learning experiences:

1. Read the "Readings" below. Read pertinent references from the Reference Shelf.
2. Read the simulation model.
3. A committee will plan the services to be offered company personnel at the remote location. Prepare to play the role assigned to you as a member of this committee.
4. Write the statement of policy relating to branch services. Write this statement in acceptable form for inclusion in the staff manual. Be sure this statement is consistent with the policies of the parent library.[100]

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[100]Martha Jane K. Zachert, "Case Study A, Problem 1," (Tallahassee, Fla.: Florida State University, School of Library Science. n.d.) (Mimeographed.)

The problem presentation concludes with a list of four references from journal literature concerning the planning of library services, and a list of the seven roles to be assigned for the simulated planning meeting. The instructor currently employs six such problem units in the course in special library administration, which is one academic quarter (11 weeks) long.

The plan for presentation of problems is as follows:

Problem 1. Planning services
Problem 2. Personnel (including supervision)
Problem 3. Provision of materials
Problem 4. Provision of physical facilities (including space revision)
Problem 5. Communications
Problem 6. Budgeting[101]

Additional problem material is presented to students in the form of in-basket items to which they respond in written communications to the instructor. The following in-basket item, wherein library space is being reduced to accommodate a non-library activity, is characterized by the instructor as typical:

Double XYZ Oil Company
Interoffice Memo

From: Head, AGS [Administration and General Services]
To: Head, FRLL [Field Research Laboratory Library]

Recent increases in the number of employees and in company-sponsored employee benefits have necessitated hiring an extra man in Employee Relations. Unfortunately, there is no space for him in the department's area. After a study of the total space allocation to departments and the space requirements of the new position, I have decided

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[101]Zachert, Letter.

> (in conference with the Director, PRL) to assign the space labelled 13 on the enclosed floor plan to Employee Relations for its new man, and the space labelled A for his secretary. ER will be responsible for furnishing the office.
>
> I know how rapidly you're growing and I hate to do this to you, but it really is necessary. The new man reports in two weeks and we'd like to have his space ready when he gets here. As soon as you've decided on your reallocation, call me for help in moving the furniture, etc.[102]

Such in-basket items are normally distributed to students at intervals of at least every two weeks throughout the course. The instructor describes the object of the in-basket problems:

> My communication with the students is through in-basket items. They communicate with me through in-basket items. During the course, I give them, at least once every two weeks, some items to work on. Now my criteria for these items are, first of all, they have to represent something that could logically be happening within the context of this library. They're something that requires a student to go to library literature and learn something that he didn't know before. In other words, the student might get a memo which would be from his boss in management and it would say: "Managers from all over the industry are going to meet together. One of our problems will be insurance for all of the company's libraries. Would you please give me a memo on your thinking about this insurance plan?" This is the first time that the word "insurance" has been mentioned. It isn't in any outline. It isn't in anything else that they've seen.

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[102]Martha Jane K. Zachert, "Double XYZ Oil Company: Interoffice Memo," (Tallahassee, Fla.: Florida State University, School of Library Science, May 12, 1970.) (Mimeographed.)

> (in conference with the Director, FRL) to assign the space labelled B on the enclosed floor plan to Employee Relations for its new man, and the space labelled A for his secretary. ER will be responsible for furnishing the office.
>
> I know how rapidly you're growing and I hate to do this to you, but it really is necessary. The new man reports in two weeks and we'd like to have his space ready when he gets here. As soon as you've decided on your reallocation, call me for help in moving the furniture, etc.[102]

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[102]Martha Jane K. Zachert, "Double XYZ Oil Company: Interoffice Memo," (Tallahassee, Fla.: Florida State University, School of Library Science, May 12, 1970.) (Mimeographed.)

> so they all have to go scurrying off to find out something about insurance. This makes them learn to turn to sources of information for making administrative decisions....[103]

A third form for presentation of problem material to students that has been devised as part of the simulation course experience is the computer-assisted, sequential in-basket exercise. This is described as

> a computer-assisted method for presenting a three-layered problem in such a way that the student must make a series of decisions and deal with the consequences of these decisions.

In the SIBE, the student is first presented with an initial communication requiring a decision by the teletypewriter:

> The student must select one of five decisions.... Four of these decisions, as offered by the program, are action choices -- each a feasible decision that might be made by a library administrator. The fifth choice gives the student the option of a comment response, i.e., typing in his own preferred action. As soon as the student has made his decision, he is presented with another communication.... This communication presents a further development of the Seminal Problem and is called a Derived Problem. The third decision does not necessarily end the problem, but it concludes the present SIBE configuration.[104]

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[103] Zachert, Interview.

[104] Martha Jane K. Zachert and Veronica S. Pantelidis, "A Computer-Assisted Sequential In-Basket Technique," pp. 2-3. (Typewritten.)

A variant of the sequential in-basket exercise is represented by problem materials presented in the form of an action-maze. In a timed examination situation, the student is confronted with an initial problem situation in the area of personnel, followed by four possible action choices. Each action choice leads to a further related problem, which in turn necessitates a choice between alternatives, in some instances. The instructor also reports development of two instructional games, one relating to reference question negotiation, and the other to administration that have been employed from time to time in the class in special library administration.

The Use of Simulation in Training at the Post Masters' Level

While the simulation method for teaching special library administration was originally adapted to the instructional needs of masters level students, the instructor has also explored its potential value in training at other levels. During the Summer of 1970, she developed the Governmental Library Simulation, employing the "Federal Library Model" and related problem materials,

> for use in a sequence of continuing education courses for in-service librarians, primarily those holding federal civil service positions at GS grades 9 through 13, or positions of comparable administrative responsibility in other kinds of libraries.
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> . . . . . .
>
> The Governmental Library Simulation is a design for course-study, by trained and experienced librarians, of certain aspects of the administration of special libraries in the context of the federal government of the United States. The aspects chosen for inclusion are those identified by a sample of federal librarians in Phase I of the Project:

> planning, directing, staff management. Communication, as an aspect of administration, was also emphasized in the curriculum design because of the known relationship between administration and communication, and because of the peculiar potential of a simulation study for providing practice in communication skills.[105]

The Governmental Library Simulation, "designed for the continuing education of the professional librarian," is intended particularly to

> be useful at the point in time when the professional librarian returns to formal education; it is planned to fill his job-related needs at the level of responsibility of a middle-manager.

Other possible uses, at least one of which has already been explored at Florida State University, are, however, noted:

> The Governmental Library Simulation might also be used at other levels of training for librarianship. It could be, for example, an advanced course in a master's level program following introductory study of the theory of administration. At this level, and especially if most of the students are inexperienced in actual library work, a large proportion of the activities would probably have to be teacher-initiated. In addition, the Governmental Library Simulation has potential for use in the in-house training of library employees, whether they are trained librarians or not. Since the simulated incidents represent typical problems, a training supervisor might choose to use one or more in response to his perception of the needs of a group of employees. These latter uses would require some modification by the teacher of the course plan as presented for continuing education study in response to self-perceived individual needs.[106]

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[105] Zachert, "Director's Guide," pp. 3, xiii.

[106] Ibid. pp. 1, 3.

Teaching General Library Administration by the Case Method[107]

Kenneth R. Shaffer was appointed Director and Professor in the School of Library Science at Simmons College in 1946 having previously served in administrative posts in larger libraries and as Director of the American Book Center, Inc., a project sponsored by the United States Department of State to provide research materials to forty-six foreign countries. Both before and during his tenure at Simmons, Shaffer has had extensive experience as a consultant to libraries. These consultant assignments, representing libraries of various types and sizes, have included both planning library buildings and examining a variety of operational problems of library organization, administration and service. For the past twenty-five years, he has instructed an advanced elective course entitled "Theory of Administration" in the School of Library Science at Simmons. This course is currently described as follows:

> The principles of management as applied to public, college and university libraries. Case study techniques, including such areas as executive-trustee relationships, personnel administration, book selection policies, and government relationships.[108]

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[107]Except where specific sources are cited, descriptive material is drawn from the author's direct, personal observation over a fifteen year period as colleague of Professor Shaffer and occasional co-instructor with him of the "Theory of Administration" course in the School of Library Science, Simmons College.

[108]Simmons College, School of Library Science, Bulletin: 1971-72, p. 13.

Theory of Administration is one of thirty-two elective courses and seminars currently offered for graduate students in library science at Simmons. All courses are weighted at four semester hours of graduate credit, and in order to qualify for the degree of Master of Science, every student must complete in total a minimum of eight required and elective courses in residence. Students without a background of previous graduate work in another field, or who do not elect a transfer credit option, complete nine courses in residence to qualify for the degree. Of the eight or nine courses required for the degree, five are prescribed — Current Library Issues, Reference Methods, Organization of Knowledge in Libraries and two subject literature (Literature of the Humanities, Literature of the Social Sciences, or Literature or Science and Technology) courses — while the remaining three or four courses, comprising the balance of the degree program, are chosen from among such electives as Theory of Administration.[109]

Admission to the School of Library Science at Simmons College is on a selective basis, and all but a small fraction of the students are, or at the point of admission are expected

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[109] Ibid., p. 7.

ultimately to become, candidates for the Master of Science degree.[110] Class enrollment in Theory of Administration has ranged from a low of seven to a high of twenty-seven, and has averaged nineteen students per semester during the period January 1969 - January 1972.[111] Although Theory of Administration has no stated prerequisites, it has been observed that most students enter the course with a background of at least some of the five courses prescribed for the degree completed. At the present time, Theory of Administration, as instructed by Shaffer, is conducted in its entirety as a problem oriented course, taught by the case method.

The instructor initiated experimental use of case studies and the case method in the administration course in 1951, as a consequence of his growing dissatisfaction with the lecture-discussion approach which he had employed during his first few years of teaching the course:

> My interest in the case approach to library education was born on a day in 1950, when I was lecturing to a rather large class in a course on library administration. My subject on that

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[110] In September, 1971, for example, 299 candidates from a total of 503 applicants were admitted. The student body of 472 included 4 non-degree students, of whom 1 already held the fifth year degree from an accredited School of Library Science and 2 were completing degree requirements at another accredited Library School by transfer credit being earned at Simmons. Simmons College, School of Library Science, "1971 Fall Enrollment — A Statistical Profile," Boston, 1971, pp. 1-2. (Mimeographed.)

[111] Simmons College, School of Library Science, "Course Enrollment Statistics," Spring 1969-Spring 1972. (Typewritten.)

particular day was the complex and highly delicate interrelationships between the assistant director of a library operation vis-a-vis the director, department heads, and the staff generally. I recall that my lecture was going along especially well, I thought, because I had had the experience of the position of assistant director in a large institution and had a good many hard knocks and gray hairs to show for it. Because it was a kind of personnel area that had touched me personally, I had devoted a good deal of research and study to it. This was also a day when probably both my digestion and overall metabolism were particularly benign, and, as the lecture period drew to its close, I was pleasantly aware that I had been caught up with my subject to a high degree of involvement and excitement, and that the right words were coming to me with unusual facility.

This satisfaction was short-lived when, at the end of the class period, I realized that any excitement or involvement was strictly limited to myself. Students had listened politely. They had jotted down an occasional note, and, if my personal feelings at the end of the lecture were of some satisfaction, theirs, if they had any, were no doubt in terms of mild curiosity as to what the old boy was so steamed up about. I came abruptly and not too willingly to the clear understanding that the traditional technique of lectures accompanied by more or less discussion was a failure at least as a teaching vehicle in a class in library administration in terms of the commitment that I personally wished to make to it.[112]

Accordingly, the instructor began systematically to examine and experiment with alternative approaches to the teaching of administration:

As we approached this teaching problem... we began experimentally to try to evaluate teaching techniques in other professional areas

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[112]Shaffer, "Personnel Administration," pp. 546-47.

> involving similar objectives. The group dynamics approach, fashionable at that time, was found not to provide the solution. The use of audio-visual material was unsatisfactory — especially in terms of cost. The case method, upon trial, was found to promise the best results to the teacher of library administration.[113]

Between 1951 and 1958, the course gradually shifted from a combination of descriptive and problem oriented teaching techniques to its present form, in which the case approach is employed entirely and the course retains none of its former descriptive elements:

> We began cautiously — simply adding a few cases to administration courses toward the end of the term. Within a four to five-year period the use of cases in administration courses had certainly proved itself, but an adequate trial was not possible because of the lack of a supply of good case materials....The grant received in February 1956 from the United States Steel Foundation, through the ACRL, made an adequate supply of such materials available to the point where we feel that the teaching problem has been more than satisfactorily resolved.[114]

Instructional objectives

The instructional objectives of Kenneth Shaffer as a teacher of general library administrative derive very directly from his view of the nature of administrative practice. In particular, for this instructor, two fundamental concepts concerning the nature of administration may be termed basic to the formulation and implementation of course objectives for Theory

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[113] Shaffer, "The Case Method in Library Education," p. 487.

[114] Ibid., p. 488.

of Administration. The first of these is the notion of the centrality of the decision-making process in the practice of administration:

> After studying hundreds of library management situations, I have come to the conclusion that the most essential characteristic of the strong and successful library director — his ability to make final decisions firmly and with self-confidence — is the very factor that may cause him to be misunderstood or distrusted within his own institution and the community which supports it....
>
> Library administrators make mistakes as well as create significant achievements, and probably the best administrators make far more mistakes than the poorest ones. It has been my experience that most administrative errors are made through faulty strategy, tactics, and timing rather than through lack of adequate information. More mistakes occur through failure to make a decision than in decisions which are made and turn out to be wrong. (Italics mine.)[115]

For a teacher who views decision-making as the essence of administrative activity, preparation for administration in the classroom will, quite logically, aim at providing students with direct experience in the decision-making process. Unlike such teachers of library administration as Lowell, whose focus appears to be more on retrospective problem analysis, this instructor places primary stress on the student's developing and demonstrating the ability to formulate and present sound solutions to problems. In this instance, the course structure reflects a strong action orientation, by contrast with the more reflective

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[115]Shaffer, Decision-Making, pp. vi-vii.

emphasis of Lowell and others. This does not result in a neglect of analytical thinking, but rather in an emphasis on analysis, not as an intellectual exercise in itself, but as a prelude and a means to independent decision-making by the student:

> His next step is to analyze the case logically, using not only the researched information which he has just acquired, but every kind of personal or professional experience or academic experience that can be brought to bear upon it. Having thought the case through analytically, he must then construct a defensible solution, and, when this has been completed, he prepares speaking notes. (Italics mine.)[116]

Along with the concept of the centrality of the decision-making process to administrative practice, the notion of "administration as an art" is equally fundamental to the structure and objectives of the Theory of Administration course. The instructor has identified this latter concept as a specific determinant of both course objectives and teaching methodology:

> In searching for a teaching technique that would meet the requirements of graduate courses in library administration, certain considerations were obvious. First, administration is an art rather than a science. It is less important to impart a body of knowledge to the student, and yet quite important to develop in the student a logical manner of thinking in terms of administrative problems and situations wherein he will make recall to all resources, including his own training, experience, and the literature of the profession which might apply to any given administrative problem. Administration, furthermore, is an art wherein solutions are relative to the

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[116] Shaffer, "Personnel Administration," p. 548.

> individual situation and the individuals in it. There are no "pat" answers. If courses in administration are to succeed at all, they must produce a student who is happy in the realization that any given problem may be satisfactorily handled by the library administrator in a variety of sometimes even opposed solutions. It requires the discovery of a technique that will mature the student rather than simply transfer a body of knowledge to him.[117]

The foregoing statement is seemingly seminal in the formulation of specific objectives for the administration course by this instructor, and basic to the particular goals of the course with respect to the kinds of learning experiences he seeks to provide for students. Comprehension on the part of the student of these two basic understandings of the nature of administrative practice, themselves experientially derived by the instructor — the centrality of decision-making, and administration as an art — are appropriately termed fundamental objectives of the course described here.

As will be evident from these statements by the instructor cited up to this point, certain subsidiary course objectives are related to, and may be derived from, these two basic concepts. Among these are an emphasis on administration as process, rather than as a substantive discipline to be studied in terms of systematic transfer of an organized body of knowledge, presented initially at the level of principle in topical, unit form.

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[117]Shaffer, Library Personnel Administration and Supervision, 3d. ed., pp. 3-4.

Indeed, problem materials are deliberately presented in a non-systematic order in an effort to simulate the random character of administrative practice, as well as to make clear that real administrative problems do not conveniently arrange themselves among the topical unit categories of a course syllabus.

A major aim, identified by the instructor in the general statement concerning administration as an art, is maturation of the learner through systematic exposure to and active participation in the problem-solving process:

> Week after week, the student begins to accumulate a body of experience that is not unlike actual experience. Furthermore, his reading and research have been motivated by psychological involvements to the point where they will be retained and serve him usefully long after he has forgotten the traditional reading assignments which are unrelated to a problem in which he was personally involved. It is perhaps not immodest to claim not only that decades of on-the-job experience can be simulated within a single semester, but that this simulation can be directed, examined and evaluated with an objectivity that even under the best of circumstances the most disciplined of administrators can seldom expect on the job.[118]

Among essential elements in the maturation process, for this instructor, are development of objectivity and analytical reasoning ability, recognition and acceptance of the concept of relative, as opposed to absolute, truth in administrative activity.

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[118] Shaffer, "Personnel Administration," pp. 548-49.

and ability to synthesize both direct and vicarious experience in such a manner that the results can be brought directly to bear on a body of problem material that must be resolved. Evidence is sought by the instructor of "growth of the student in terms of his reasoning abilities as such a course progresses."[119]

The concept of objectivity, in this context, seems sufficiently subtle to merit an effort at fuller exposition. It is not simple detachment of the kind achieved by abstracting issues out of problem settings and considering them solely at the level of principle. Objectivity, for this instructor, represents what might more accurately be termed the quality of tough-mindedness, which enables the prospective administrator to evaluate and assess the multiple elements in a problem situation in such a manner that logic and rational analysis serve to balance the influence of emotion and subjective feeling in decision-making, while at the same time the human aspects and subjective elements in the problem situation are recognized and retained. The instructor has characterized the nature of complex problem analysis in librarianship in these terms:

> Much of librarianship, and certainly most of its problems in management, are oriented to people, so that any approach to problem solving, policy creation and decision making must include not only professional knowledge and acumen, but also tactical skill and ethical compassion.

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[119]Shaffer, "The Case Method in Library Education," p. 489.

> Library policy formulation, problem solving, and decision-making are, by their nature, essentially contextual in terms of a given point in time and a particular institution. Because they involve an administrator, also a human, who must provide a frame of reference or a solution for a human situation, the response to a problem, a policy matter, or to the need for a decision will vary quite properly and logically in terms of the enormous number of human variables which any such occasion represents....
>
> The student of library management, through cases, learns to approach a problem or policy situation in an informed, logical fashion, with sensitivity to inherent tactical considerations and without intimidation. The last point is especially germane, because the essence of administration is dealing with problems that are frequently ugly and unpleasant, and it is mandatory that the administrator or would-be administrator develop the ability to respond to them with the knowledge that his job is to deal with the human situations objectively, though with compassion, and, above all, without any feeling of self-persecution.[120]

For this instructor, the kind of "particularization that comes of flesh and blood" is essential to a meaningful learning experience in librarianship or "in any professional field whose concern is primarily humane."[121]

Great stress is placed on developing skills of independent investigation and individual decision-making in advance of group analysis of cases.

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[120]Shaffer, The Experience of Management, pp. x-xi.

[121]Shaffer, "Personnel Administration," p. 547.

> An essential part of the use of cases in a graduate program is to throw the student on his own resources to find the exact information he needs not only in the literature of library science but in any subject area that may have relationship to case problems.[122]

For Shaffer, an important value of the case approach, as he employs it in teaching library administration, is that

> it habituates the student to determine information needed to solve the case and then, either by synthesizing his own experience or by research, to acquire the necessary bases of solution.[123]

The development of the ability to function independently is related directly, by this instructor, to the actual demands of administrative practice, and its importance derives specifically from his understanding of the nature of administrative work itself:

> Many who use the case method in library education or in other disciplines would insist strongly that much of its value derives from the student who is "on his own" to use the totality of his experience, the experience of fellow students or outside specialists, and the resources of the entire library to provide the input necessary before intelligent case analysis can begin. Graduate students would be the first to resent the "spoon feeding" of extensive assigned readings and would also quickly point out that the library administrator seldom has the benefit of a list of readings conveniently at hand to illuminate the problems with which he has to deal....
>
> In the resolution of the actual administrative problem (as in the simulation of it

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[122] Kenneth R. Shaffer, Twenty-five Cases in Executive-Trustee Relationships in Public Libraries (Hamden, Conn.: Shoe String Press, 1960), p. 5.

[123] Shaffer, "The Case Method in Library Education," p. 488.

> through the case in the classroom) the ultimate solution must be in the form of a decision made by the administrator — an act that may not be particularly democratic in its nature and one which, however staff members and others may have been consulted, cannot constitute a group decision. The student of administration needs all the preparation and experience he can get in the classroom against the day when, after having researched a given problem in the library and having talked it out with all who might be useful, he must then go alone into his office to make the decision — his decision. The courage and strength to tolerate this kind of "administrative loneliness" are a prime qualification of any successful executive.[124]

Logical analysis, independent investigation, ability to synthesize experience and bring it to bear on a particularized problem in a specific problem setting, and the capacity for independent decision-making are basic values sought for and tested by this instructor's approach to teaching library administration. Each of these, in turn, derives from direct perceptions by the instructor of the nature of administrative work and the skills required for success in administrative practice. Similarly, from the instructor's view of administration as an art, emerges his emphasis on developing the ability to present decisions and their underlying rationale effectively and forcefully both in oral and written form. Since the ability to present ideas and solutions to problems in a persuasive manner,

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[124]Kenneth R. Shaffer, review of The Management of Libraries and Information Centers, by Mildred Hawksworth Lowell, in the Library Quarterly, XXXIX (July, 1969), 277.

and to defend them from objection and attack, are understood to be hallmarks of the effective administrator, a fundamental course objective becomes the development, testing and evaluation of these abilities in students. The responsibility of the instructor is

> to insure adequate preparation of each case on the part of all students in terms not only of research but also of a logical attack on the problem at hand

as well as "to know the quality of each student's work at every step of the way."[125]

While noting the incidental influence of problem oriented approaches from medical and legal education, this instructor has identified the application of the case method of instruction to business education, as initiated by the Harvard Graduate School of Business, as the major influence on his own work in this area. This influence is related, in turn, to a more fundamental concept of the generalized nature of administrative practice:

> Courses in library administration are, in a sense, not courses in librarianship. They are related rather to general considerations of administration as they might occur in any business or professional area.[126]

If the kinds of administrative problems that arise in libraries are indeed not unique to library settings, it then becomes both

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[125]Shaffer, The Experience of Management, p. xiii.

[126]Shaffer, "The Case Method in Library Education," p. 487.

logical and feasible to draw upon the teaching methods of other disciplines, as this instructor has, in point of fact, done. It should be noted, however, that this adaptation has been in the form of preparing a body of original problem material specific to libraries with respect both to problem settings and issues, by contrast with the practice of such instructors as Platte who have made direct use of problem materials developed for other disciplines and not specific to libraries.

Course organization and method

The instructor has prepared the following general statement by way of a course outline for Theory of Administration:

> This course is unstructured in that it is instructed entirely by cases. Mimeographed cases are used, and my case book, Library Personnel Administration and Supervision, provides the bulk of teaching materials. It is emphasized that the case method is employed both verbally and in written solutions with a highly disciplined technique.
>
> The course includes both academic and public libraries, but it does not include school or special libraries. Cases deal with governmental relationships, finance, organization and control, personnel administration, and legal aspects of library administration. Book selection is not included.

The only significant variation from this basic pattern that has occurred in recent years is the occasional inclusion of "a brief unit on library architecture...presented in lecture and discussion format."[127]

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[127] Simmons College, School of Library Science," L.S. 172 — Theory of Administration." (Unpublished course outline, 1971.) Mimeographed.)

> the instructor taking the role of a traffic policeman, first to keep the discussion within useful frames of reference and, second, to prevent students who take opposing views from giving one another a black eye! When discussion has ended, it is my practice to collect the speaking notes which each student has prepared in advance in the event that he might be called upon to make a primary or a secondary presentation. These can be examined later by the instructor, permitting him to follow the quality of research and thinking of every student in the class with regard to every case included in a given course. In a typical semester, some two dozen cases are analyzed by the class in this manner. It is also my practice each semester to assign two or three cases where the resolution is presented in a formal, documented paper.[128]

This instructor emphatically rejects less "disciplined" approaches, particularly the use of cases in the classroom "merely as discussion vehicles," which, in his view, provides "little beyond a simple catharsis of opinion," and "does not afford an adequate learning experience."[129] He has contrasted his own approach with the methodology of Lowell in the following terms:

> It is in the first volume also that Dr. Lowell describes the case method as a discussion vehicle either for an entire class under the guidance of its instructor or for "buzz sessions" of from six to nine students under student leadership. Again, many who are experienced in case use would take the position that cases have little if any value as mere discussion vehicles and, unless

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[128] Shaffer, The Experience of Management, pp. xi-xiii.

[129] Ibid., p. xi.

> used within the framework of a highly disciplined technique are inferior to the lecture and other traditional teaching methods. The special techniques which many feel are essential to productive case use include: individual student responsibility for independent researching of all cases used in a given class, involuntary presentation with documentation of a full solution by individual students, defense of the solution in the ensuing class critique, and, finally, the availability of speaking notes and documentation for each case from all students for later study by the instructor.[130]

It is an important element of the methodology of this instructor that each student first confront and come to grips with every problem situation independently, arriving at any necessary decisions on his own, before cases are evaluated collectively in the classroom. Accordingly, any introduction to or summary of the case by the instructor is deferred until the actual date of its presentation in class, at which point every individual student is expected to have resolved the issues for himself, and to have come to class armed with a documented solution to the problem ready for presentation, if he is called upon. Even the categorization of cases by type of administrative problem is avoided, so as not to deprive the student of the experience of problem analysis or predetermine the direction of solution:

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[130]Shaffer, review of The Management of Libraries and Information Centers, by Lowell, p. 277.

> These cases involve both academic and public library contexts and cover a great variety of administrative substance. They are not grouped by type of library, nor are they classified by kind of administrative problem, since to do so might suggest desired directions for their resolution. In my view, any attempt to categorize administrative problems by "type" is both inimical to the instructional objectives of the case method and a falsification of the reality of administrative experience. Arrangement of cases in a random kind of way also points up the considerable overlap and similarity of problems in quite different kinds of libraries and provides variety for the reader or student.[131]

For similar reasons, although adequate documentation is considered an important element in judging the quality of student work, no bibliographies or reading lists are provided by the instructor, who views the provision of preselected readings as contrary to the objectives of the course and to the values of the case method as a teaching technique:

> While it is desirable not to assign specific readings as background material for the cases, it is vital that the instructor insists that statements made in both verbal and written analyses be substantiated by documentation. The library executive, faced with an administrative problem, has no one to hand him a list of references which may help him. An essential part of the use of cases in a graduate program is to throw the student on his own resources to find the exact information he needs not only in the literature of library science but in any subject area that may have relationship to the case problem.[132]

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[131] Shaffer, The Experience of Management, p. xi.

[132] Shaffer, Twenty-five Cases in Executive-Trustee Relationships, pp. 4-5.

The student is graded on each of the two or three formal written analyses of cases which are assigned in common to the entire class. In addition, each student is graded on the quality of his involuntary presentations of two or three primary or secondary oral case analyses in class. These four to six letter grades, modified by a factor reflecting the instructor's judgment of the depth and quality of the body of speaking notes prepared by each student over the semester, and the frequency and soundness of voluntary oral contributions in general class discussion of cases week by week, become the basis for the student's final course grade. To a significant extent, because course structure and methodology are linked directly with the kinds of knowledge and skill perceived by the instructor as requisite for success in administrative practice, the final course grade reflects the instructor's assessment of the administrative potential of the individual student.

With this teaching approach, the role of the instructor becomes complex and varied. He retains virtually complete control over the pace and direction of class discussion, which he both initiates and terminates. He must not only moderate student discussion, restraining emotionalism and excessive enthusiasm, but compensate as well for any limitations in student analyses, the nature of which cannot be anticipated in advance of the class meeting. This makes class preparation particularly difficult for

the instructor, since he is responsible for seeing to it that important aspects of the case and potentially productive points of view or avenues of analysis are identified and explored. The instructor will, on occasion, assume the role of case analyst in order to present an alternative solution which students may have overlooked or, in his judgment, rejected without adequate consideration. Often the instructor must play the devil's advocate, in order to compel the class to recognize the strengths or merits of an unpopular argument or the inescapability of an unattractive conclusion. If, as is not uncommon, students fail to test the merits of the arguments of a fellow student with sufficient severity to expose their limitations, the instructor must play the critic's role. He bears the ultimate responsibility for making certain that students develop a "feeling of security in the face of a situation which is essentially a subjective one." To accomplish this, he may terminate the discussion at a point where the

> conclusion frequently is in terms of two or three different points of view, for indeed there are no right or wrong answers in administrative situations.[133]

While the instructor is spared the necessity of achieving consensus with this methodology, he is obligated to be certain

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[133]Shaffer, Library Personnel Administration and Supervision, 3d ed., p. 6.

that the limitations of inferior solutions are identified and understood. At the same time, however, he must resist the temptation to lead the class towards his own preferred solution. Moreover, he must be prepared to consider the merits of alternative solutions that have not been proposed previously, and may indeed be superior to any solution that he, himself, has been able to devise. Finally, the instructor is usually the person best able to identify those elements in a problem situation that are unique, as well as those that are typical, in working with case materials which represent a blend of both. This instructor has observed that in case method teaching "the demands made upon the instructor seems far greater than in the traditional forms of teaching," but that

> this is compensated for by the enthusiasm and excitement of the classroom experience and by the growth of the student in terms of his reasoning abilities as such a course progresses.[134]

Instructional materials

With the exception of Henry Birnbaum's "The Case of Eulalia Brown," which is occasionally utilized at the beginning of the course as a means of "making clear what the scope of an adequate analysis and solution should entail,"[135] the Theory of

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[134] Ibid., p. 7.

[135] Shaffer, Library Personnel Administration and Supervision, 3d. ed., p. ix.

Administration Course is conducted entirely on the basis of problem case studies written by the instructor. A majority of these are drawn from several published collections of case studies including:

Twenty-five Short Cases in Library Personnel Administration (Hamden, Conn.: Shoe String Press, 1960.)
Twenty-five Cases in Executive-Trustee Relationships in Public Libraries (Hamden, Conn.: Shoe String Press, 1960.)
The Book Collection: Policy Case Studies in Public and Academic Libraries (Hamden, Conn.: Shoe String Press, 1961.)

A revised and enlarged second edition of Twenty-five Short Cases in Library Personnel Administration was published in 1963 under the title Library Personnel Administration and Supervision, of which a third edition, reflecting additions and corrections, was issued in 1968, both appearing under the imprint of The Shoe String Press of Hamden, Connecticut. Both Library Personnel Administration and Supervision and The Book Collection also appeared in Great Britain under the Clive Bingley imprint. At this writing, a new collection, entitled The Experience of Management: Case Studies in Public and Academic Library Administration, is in preparation, and will be utilized as a basic source of problem material for the course. In it, the instructor has attempted to select from earlier collections

> thirty cases of enduring significance and instructional value, dealing with both academic and public library administration, and cutting across the entire spectrum of their management.[136]

As indicated earlier, students in the Theory of Administration class customarily deal with twenty-five to thirty problem case studies of this type in either oral or written analyses. The instructor has identified and written two distinct types of instructional case studies, the short case, or "situation," which tends to focus on a single central problem incident at a particular moment in time, and longer cases

> running from thirty to even fifty or more pages, [which] rather than dealing with a specific administrative situation or "incident," deal with a total institution, or with some large segment of an institution.[137]

These longer cases, which might more accurately be termed case histories, were formerly utilized as materials for lengthy student reports, but in recent years have been largely abandoned as course assignments in favor of the briefer, incident type problem case study, which the instructor seemingly finds more profitable in terms of use of students' time. He has noted that the area of library personnel administration

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[136]Shaffer, The Experience of Management, p. ix.

[137]Shaffer, Library Personnel Administration and Supervision, 3d. ed., pp. ix. 7.

> lends itself well to brief situation problems; thus orientation of those not familiar with the case method is easier than it would be in longer, more detailed or more involved cases.[138]

Case studies that center on problems of personnel administration and supervision predominate among the cases used in the Theory of Administration course. The rationale behind this lies not merely in the adaptability of this area to the format of the incident case, but also reflects the instructor's view that personnel and staffing problems are among the most frequent and most difficult kinds of problems with which the administrator or supervisor must concern himself. Moreover, the area of personnel focuses directly on the human element in administration, which is of primary concern to this instructor. Beyond this, it has been observed that students with relatively little experience can identify most easily with the roles of supervisor or subordinate that case studies in the personnel area commonly provide. This, in turn, helps to enhance the degree of learner involvement that generates the kind of enthusiastic participation in the learning experience sought by this instructor.

The problem case studies are fictionalized, although based in actual problem situations.

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[138] Ibid., p. xi.

> Every case...originated from a real situation, though the proptotypes have been sufficiently disguised so that identification within an institution or individual is impossible . . . . In a process involving synthesis of multiple sources and with the most carefully disguised facts, these cases as presented do not, in any degree or sense, portray any actual person, library, place or situation.[139]

In an earlier collection of case studies, the instructor has observed that:

> Any case situation, to be useful, must have a quality of typicalness as well as an aura of reality. While the cases in this collection all stem from actual situations, in every instance they are composite in origin.[140]

In addition to legal considerations of privacy and the requirements of professional ethics, the choice of a fictionalized format for presentation of problems makes it possible for the instructor to modify, adapt, add to, and alter actual problem situations encountered in professional practice to enhance their value or appropriateness as learning experiences for those at the earliest stages of a professional career. By way of illustration, the instructor remarks in the Foreword to one published collection of case studies designed for instructional use:

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[139] Shaffer, The Experience of Management, pp. xiv-xv.

[140] Shaffer, Library Personnel Administration and Supervision, 3d. ed., p. x.

> The twenty-five short cases comprising this collection are intended for the use of library science students and others without extensive experience in library administration. Consequently, each case deals with a relatively simple administrative situation which exposes a single aspect of the relationship of the library executive to his board of trustees. For this same reason, most of the cases have as their contextual setting relatively small public libraries. Because the young executive in his first administrative position frequently finds himself heading a library which requires extensive development, many of the cases describe libraries which are below average.[141]

The following case study, taken from Library Personnel Administration and Supervision, is reproduced in its entirety in the belief that it is typical of the kind of problem case developed by this instructor for use either in the classroom or in post-graduate, in-service training settings. It exemplifies, particularly in the questions at the conclusion of the case, the emphasis placed upon research and problem analysis, the gathering of facts and information from both the literature of librarianship and the literature of other fields necessary to develop an adequate basis for identification of viable alternative solutions, and the existence of at least three contrasting courses of action open to the administrator, each of which might be defended by a student analyst as the optimal decision. This case also illustrates the kind of administrative problem situation to which there

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[141] Shaffer, Twenty-five Cases in Executive-Trustee Relationships, p. 3.

exists no textbook solution. Indeed, the literatures of both library and general administration afford support for any of at least three contrasting courses of action: acceptance of Thomas Stockton's resignation, suspension, or retention of the employee. Resolution of this problem requires just the combination of "professional knowledge and acumen, ...tactical skill and ethical compassion" that this instructor seeks to develop through the case approach.[142] The problem is at once unique and particularized, and general. Its general nature will be apparent to anyone who recognizes the frequency with which the administrator must make decisions involving a choice between the best interests of the individual employee and those of the institution as a whole. For such choices, there exists no general or universal rule for the administrator to follow.

The Arrest of a Library Employee[143]

The W_____ Public Library serves a city of nearly one half million and is known as an excellent library in every respect. The city of W_____ has supported it well, and it has always had top-notch directors. The staff has been carefully chosen and in every way reflects alert and modern management attitudes.

Mr. Hearne, the director of the W_____ Public Library, was relaxing in his home one Sunday morning and as he glanced through the newspaper, he immediately came across the following item:

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[142] Shaffer, The Experience of Management, p. x.

[143] Shaffer, Library Personnel Administration and Supervision, 3d. ed., pp. 71-3.

LIBRARY EMPLOYEE ARRESTED

Thomas J. Stockton, 22, of 33 East Orneil Street, was arrested by city police last night upon complaints of several women whom he is alleged to have molested as they crossed Washington Park in back of the Public Library. The women, whom police have not identified, accused Mr. Stockton of making indecent proposals to them. Mr. Stockton gave the public library as his place of employment.

When Mr. Hearne had finished with the story he immediately telephoned the public department where he verified the facts in the news story, but he found in addition that Stockton had been released a few hours earlier on $200 bail which had been supplied by his father. Mr. Hearne remembered that Stockton was employed in the maintenance force of the public library and although he did not recall him too clearly, he felt sure that he had been a reliable worker and that there had been no difficulties with him. He made a note to see Mr. Stockton as soon as he returned to his office on Monday morning.

On Monday Mr. Hearne looked over the records in Stockton's personnel file and found that he had indeed been a fine worker. He had been rated as "excellent" several times by the head of the maintenance department during his three years of employment in the public library. The file gave little additional information: he was a high school graduate; his health was good; he was unmarried.

Mr. Hearne immediately picked up the phone and asked for the head of the maintenance department who said that he also had seen the story and that he was especially regretful because Stockton had always seemed to him to be a very clean-cut young fellow and a fine member of the staff of his department. When Mr. Hearne asked him to tell Stockton that he wished to see him in his office immediately, the head of the maintenance department said that Stockton had not appeared for work that morning.

Shortly after making this telephone call, Mr. Hearne's secretary appeared with a letter from Stockton which included the following:

Dear Mr. Hearne:

I suppose that you saw the newspaper story about me and that you know now that I have been arrested. I want to resign from the library.

I want to thank you for your past kindness to me and I hope that you will say "hello" to the people in the maintenance crew and tell them how sorry I am and that I appreciate how nice they have all been to me.

Sincerely yours,
Thomas J. Stockton

* * *

What would you do if you were Mr. Hearne at this point? Would you simply accept the resignation or do you see other steps that you would recommend Mr. Hearne take?

What are the library's obligations to Mr. Stockton under such circumstances?

If you were Mr. Hearne, how would you proceed, should you feel that additional steps are necessary?

The use of the case method in postgraduate, in-service training

Shaffer has referred frequently to the usefulness of the case method and problem case studies in the continuing education of librarians, in addition to citing their value in library schools. He reports that the

> published collection of cases in library personnel administration and supervision has been widely used for in-service training programs in libraries of medium to large size.[144]

This instructor's case materials have also been adapted to the needs of workshop and conference training settings for in-service personnel.

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[144] Shaffer, "Personnel Administration," p. 549.

An example of this may be found in Shaffer's use of case materials in an advanced workshop in academic library administration, conducted in June 1970, under the sponsorship of the Canadian Association of College and University Libraries -- Association Canadienne des Bibliothèques de Collège et d'Université in connection with the Twenty-fifth Annual Conference of the Canadian Library Association held in Hamilton, Ontario. The Workshop, entitled, "Working With People: Your Staff Are Human Too" comprised three working sessions, each three hours in length. Attendance was strictly limited to thirty participants. The instructor has described the composition of the group in the following terms:

> Something in the approximate proportion of two thirds of the participants were the heads of an institution or library activity. There tended to be very few in the middle management area, the remainder tending to be relatively young people -- at least, young in terms of from three to five years experience.[145]

The instructor also reports that, among the workshop participants,

> a considerable majority -- I should guess at least two thirds, had had experience with the case method, and I feel quite confident in observing that this experience was in workshops and institutes rather than in library schools.

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[145] Kenneth R. Shaffer, Verbatim transcript of tape recorded informal oral summary of the workshop titled "Working With People: Your Staff Are Human Too," Ryerson, June 30, 1970. (Hereinafter referred to as Shaffer, Summary Report.)

> For this reason, little explanation of the technique needed to be made by me, and since the technique was familiar to most of the people, their responsiveness in terms of discussion was universal and was at all times extremely active.[146]

Six weeks before the workshop, the instructor selected the case materials to be used, and these were mailed to participants with the following instructions:

> The enclosed material is sent in advance for reading and pondering. These cases and situations will be discussed in the workshop sessions. It is most important that everyone in the group be familiar with these problems beforehand. Please bring this material with you to the workshop.[147]

The instructor notes that:

> Because of the mail strikes in Canada, the participants had received their case materials from only a few days before the convention to three weeks before the convention, and the average amount of time which most of them had would appear to have been about two weeks prior to June 20. It was clear, as I observed them participating, that they had worked hard in preparation for the workshop, for many of them had come to it with extensive notes which represented not only their own thinking but which also represented, in some cases, very wide reading in connection with the case problems. In one or two instances, participants whom I could observe closely had obviously put days and days of time into preparation — perhaps they even over-prepared. Only three participants failed

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[146] Ibid.

[147] Letter, Don Redmond to Participants in CACUSS-ACSU Workshop, Group A - Working with People. n.d.

> to receive the material in advance of the workshop, but were provided with a full set of materials at the first session and, of course, had time at least to read and do some thinking about them by the time the second session began.[148]

The extent of participant preparation in advance of the workshop is particularly interesting, in light of initial reservations about the use of the case approach by the program planners on the basis of experience in a previous workshop, where a different leader had employed case studies from Lowell's The Management of Libraries and Information Centers:

> There was some complaint at last June's workshop, from a minority of about 15-20% of the participants, who were unsettled by the use of the case method and wanted lectures, formal summaries, and what have you. It was clearly a case of librarians not liking an unstructured situation, and of many of the participants not having done their homework despite plenty of advance warning. This is not a reason for avoiding the case method in future workshops. I've used it for years and have had very good results with library student and staff groups in these "one-shot" workshops. I would be in favor of using it, being encouraged by the majority who were pleased with the last workshop and considering it to be the participant's fault as much as anything else when there was dissatisfaction. (Italics mine.)[149]

The instructor has described the patterns of organization for the workshop:

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[148] Shaffer, Summary report.

[149] Letter, D. A. Redmond to Kenneth R. Shaffer, January 8, 1970.

> I found that the sessions were scheduled from 9 to 12 on Saturday morning, from 2 to 5 p.m. on Saturday afternoon, and from 9 to 12 on Sunday morning, June 20-21. Approximately twenty minutes was taken from each session for a coffee break, but since participants brought their coffee back into the seminar room, and since sessions tended to go beyond these limits somewhat, each session amounted to about three hours.

He has commented, as well, on the leadership methodology employed, and it is worthy of note that this differed considerably from the more highly structured, more disciplined approach employed in the formal classroom setting:

> No one was called upon and everyone participated, some more than others. At almost any given point, from one to ten people indicated that they wished to speak, so that the three sessions proceeded in a most lively manner. It was perfectly obvious from the beginning that people like _____ (naming one of the most experienced participants, director of a major university library) were learning just as much as the youngest, least experienced neophyte, and this of course, was extremely gratifying and an important justification of the values of problem-oriented workshops. I was also gratified that the discussion was disputive in that participants took varying positions and had no hesitancy in taking up issues or in rebuffing each other. Occasionally, when I offered observations of my own, there was no hesitancy whatsoever on their part in differing with my opinion or uttering an intelligent criticism of it. Throughout the three sessions, there appeared to be the greatest enthusiasm. This was expressed both on the floor, to me privately, and by the fact that at the close of each of the three sessions there was prolonged applause....The responsiveness in terms of participants volunteering to speak was

> amazing, and, as I must have implied earlier, it was never necessary at any point for me to pick up the ball or certainly to call upon anyone because of any hiatus in the discussion.[150]

For each three hour session, the instructor utilized one full length case study from Library Personnel Administration and Supervision along with two short "situations" adapted from the manuscript for Decision-Making: A Seminar in Public Library Management. Materials from the Decision Making manuscript were modified, where necessary, to substitute details appropriate to an academic library setting for those characteristic of a public library, but without significantly changing the nature of the central issue or problem involved. Decision-Making is not a collection of full length problem case studies. Indeed, the author has characterized it as "not a case book in any sense of the word." Rather, it is a collection of seventy-five "situations" in which

> administrative problems characteristic of public libraries are exposed, and the response of one administrator — the author — to them is made.[151]

For three of the six situations from the Decision-Making manuscript that were utilized in the workshop, the author's recommended solution was provided to participants in the advance mailing,

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[150] Shaffer, Summary report.

[151] Shaffer, Decision-Making, p. vii.

while for the remaining three it was distributed for reading and comment at the workshop, itself, at the conclusion of discussion. These materials from the manuscript of Decision-Making, with recommendations withheld, had previously been employed instructionally in a somewhat parallel fashion in an advanced seminar in library administration conducted by the instructor at Simmons College in the Spring of 1970.

Specific problem materials incorporated in the workshop program included the following, in the order of their presentation.

First session

case study — "Extended Absences to Tend An Ill Sister." "After her protracted absences, a college weighs its obligations to any employee of twenty-seven years with its obligations to keep the employee's job from becoming a bottleneck"

situation with recommendation — "Companionate Marriage." Actual and potential limitations of married women as professional staff members in a library.

situation with recommendation withheld — "Administration by Committee." Complications and frustrations of the library administrator who is confronted by a strong and expressive professional staff association.

Second session

case study — "John Vinton Asks for a Salary Raise." "The head of a business library in a university is asked to bargain for a salary adjustment by seeking a job offer elsewhere."

situation with recommendation — "The Easy Way Out." Development of a pattern of negativism with respect to new ideas generated by subordinates.

situation with recommendation withheld — "Shooting Stars." Administrator fails to provide for career development of gifted subordinates both within and without the library.

Third session

case study — "A Petition for Miss Buhl." "A potition by his senior staff officers places a university library director in an administrative impasse."

situation with recommendation — "Watch Your Interpersonal Relations!" The responsibility of the administrator to be sensitive to the manner in which his words and actions will be received by his subordinates.

situation with recommendation withheld — "Daddy Doesn't Love You Any More." Misunderstandings resulting from confusing the role of supervisor with that of father-figure.[152]

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[152]Descriptions of the three case studies included in the workshop program are taken from the annotated table of "Contents" which appears in Shaffer, Library Personnel Administration and Supervision, 3d. ed., pp. xiii-xviii. Descriptions of situations are my own. The situations used in the workshop appear, in slightly modified detail, in Shaffer, Decision-Making, pp. 146-48, 95-97, 167-68, 169-71, 98-100, 32-34.

The first session opened with a very brief introduction lasting perhaps two to three minutes and an evaluation session was included at the conclusion of the third session.

The evaluation session provided the instructor with the reactions of the participants to both the content and the methodology of the workshop, and these, along with his own observations and assessments, suggest that the workshop experience might have been improved upon by a slightly different combination of problem materials than was actually employed:

> The evaluation session confirmed my own feeling that the cases...offered the most challenge, and I think that the reasons which participants expressed in this regard were correct. They felt that the cases taken from my casebook were fuller, presented more complex problems, and lent themselves to discussion in depth more than the situations. They agreed, and I agree with them, that it would have been perfectly successful to have used situations from my books with the recommendations withheld until the discussion was finished, at which time the recommendations could be given out and discussed in turn. This was done in the second problem of each of the three meetings, but I think they sensed a great deal of difference from the longer, more complex problems represented in the printed cases, as contrasted to the simpler problems represented in the situations, even when the recommendations were withheld. I want to be very clear about this and say that the situations with withheld recommendations would have made a perfectly good workshop, but without cases. The difficulty, if any, was the contrast between full cases and brief situations, and, if I were doing the workshop again, I would either present cases of the kind that appear in my book, or would present situations with withheld recommendations, but would not mix them up. The contrast in mixing them up, I think, made for some

limitations. Both the participants and I observed that after a situation with a withheld recommendation was argued out, the withheld recommendation received little or no attention. This was, generally speaking, because its substance had already been uttered before the photocopied recommendation was passed out. When situations were presented, as they were in each session, with the recommendation attached, the participants tended to argue out the problem of the situation without particular regard to the attached recommendation....

I learned that situations and cases should not be mixed, because, one, they involve too great a disparity of complexity and simplicity of problem, and, secondly, because they represent also quite different techniques which become confused when they are presented in the same session.[153]

CHAPTER V

SUMMARY AND CONCLUSIONS

This study has had, as its central purpose, the description of contemporary problem oriented approaches in the formal education and the in-service training of library personnel in the United States, and the comparison of these with analogous instructional strategies in education and training for other professional fields. The aim has been to reconstruct, elucidate, and exemplify the logic or rationale underlying the problem oriented approach as expressed by teachers and training leaders. A further objective of the study has been to record some principles of and attitudes toward professional education as preparation for professional practice, upon which are based the decisions of individual teachers and training leaders to select problem oriented teaching methods, or to substitute them, in whole or in part, for content oriented, descriptive instruction. By identifying and illustrating relationships between instructional objectives and teaching methods in education for librarianship and other professions, by attempting to enumerate instructional goals in detail in order to ascertain an underlying pedagogical rationale, and by examining methods and materials in terms of objectives and goals, the

investigation has sought to illuminate not merely classroom ends and means, but something of the nature of professional practice itself, as perceived by some of those charged with responsibility for the preservice preparation and advanced training of practitioners.

Specifically, this study has been concerned almost exclusively with two forms of problem oriented instruction in professional education—the case method and simulation. The former has been considered in much fuller detail than the latter. The study has centered on an examination of a number of contemporary applications of the case method of instruction, as well as of such related problem oriented teaching modes as the simulation and issue-discussion techniques, to the formal education and in-service training of library personnel, chiefly those functioning at the professional level. More limited consideration has been given to the use of the case method, and, to a lesser extent, simulation teaching, in the preparation and continuing education of professionals in other fields, notably business administration, educational administration, and public administration, with some incidental attention to social work and law. A conscious effort has been made to describe a range of varied applications within the problem oriented instructional mode, and, in the case of librarianship, to present methodology in the totality of its

instructional setting.

This study, it should be emphasized, is descriptive and comparative in character, rather than being directed toward an evaluation of teaching and training methods. The aim has been to identify common methodological elements, both among different teachers, and among different disciplines, while at the same time recording, as fully and faithfully as possible, individual distinctions. One central purpose has been to enumerate the advantages and, to a lesser extent, the limitations, of problem oriented instruction in professional schools, as these are perceived by teachers and training leaders who have adopted a problem oriented approach, and particularly as they are seen to relate to the development of knowledge, skills, and attitudes thought necessary by these individuals to success in professional practice.

The study comprises five chapters. Chapter I was concerned with providing a statement of the scope and objectives of the investigation, the methods to be employed, and with formulating working definitions for a few key terms. Chapter II dealt in general with the rationale underlying the full or partial substitution of problem oriented instructional approaches, particularly the case method, for content oriented, descriptive teaching modes in several areas of professional education during the past

century. Following a short history of the emergence of problem oriented instruction, as chiefly exemplified by the case method, a detailed examination was made of its goals and objectives in the preparation and continuing education of business administrators, educational administrators, and public administrators. Chapter II concluded with an enumeration of the limitations of problem oriented, case method instruction, as seen by some teachers and leaders who have adopted it.

Chapters III and IV were concerned, in detail, with applications of the problem oriented instructional approach, as exemplified by the case method and simulation teaching, to the education and in-service training of library personnel. Some possible precursors of this approach were identified, both in nineteenth century apprenticeship training patterns, and in the curricula and methods of the library schools that emerged after 1887 as alternatives to apprenticeship training. Chapter III presented an overview of the use of the case method and simulation in education and in-service training for librarianship since 1951, through a series of descriptions of adaptations of these problem oriented approaches in a number of curricular settings. An effort was made in Chapter III to set down, in some detail, the instructional objectives of teachers and training leaders, along with their views concerning the values of the problem oriented methods

in realizing these objectives.

Chapter IV afforded an examination in depth of the work of four teachers and leaders in adapting the problem oriented approach to education and/or in-service training for librarianship. The descriptive case study was utilized, in each instance, as a vehicle for recording and reporting in depth the instructional objectives of the individual teacher or leader, as well as the methods and materials employed to achieve these objectives for each educational or training activity. These four descriptive case studies illustrate the extent and manner in which instructional strategies are integrated with, and follow from, particular teaching and training objectives in each instance.

The four case studies that comprise Chapter IV reflect a range (although not necessarily the range) of classroom and in-service applications of the problem oriented approach, as exemplified by the case method and simulation teaching. In formal academic settings, they illustrate one instance in which descriptive instruction is combined with both exemplary and analytical uses of problem case materials, another where problem oriented instruction is linked sequentially with a content oriented approach, and still a third variation which is exclusively problem oriented in character. Similarly, the in-service uses of the problem oriented approach described range from incidental

inclusion of a few problem situations in one portion of a workshop, to both formal and informal postgraduate programs that are entirely problem oriented in content and character. Instructional emphases represented range from the general to the specific, and from group problem analysis to individual decision-making. In more than one instance, a shift may be seen from an approach that was, initially, largely or wholly content oriented, to a problem oriented format, over a period of years. Chapters III and IV, taken together, seek to present a wide range and variety of examples of contemporary problem oriented instruction in librarianship.

This concluding chapter provides a summary of content and findings, and offers, as well, a reconsideration of certain operating assumptions of the study as specified in the opening chapter. Limitations of the study are considered, along with opportunities for further investigation and research.

Operating Assumptions of the Study

In Chapter I, a number of operating assumptions and definitions of terms were formulated as a basis for this study. It seems both appropriate and advisable, at this point, to reexamine these in light of the data recorded in the intervening pages, both in order to determine the extent to which the initial

assumptions find support in the study itself, and to consider any modifications of them that may be suggested by the data gathered and reported.

It was assumed, initially, that for the professions to be considered in this study--chiefly librarianship, business administration, teaching below the collegiate level, and public administration--control over the choice of methodologies to be employed in the education and training of professionals lay initially with the agency or individual responsible for the educational or training activity, rather than residing in any external group. The results of this study indicate that this assumption was essentially correct.

No evidence was found to indicate that adoption of problem oriented instructional methods, or their substitution for descriptive instruction, occurred as a consequence of a decision made by any external agency in any of the fields surveyed. The study does, however, make clear that those responsible for individual courses and programs in professional education do feel to some extent answerable to others for the results of decisions relating to teaching methods. The judgments and attitudes of practitioners toward the forms of both preservice and continuing education do, as this study indicates, influence the decisions of teachers and training leaders. The way in which the attitudes and values of

practice influence objectives, content, and methods in professional education is perhaps clearest in the field of business, which has no fixed educational requirements for entrance. Of the program at the Harvard Business School, for example, two alumni, Schoen and Sprague, observe:

> Since the School has as its primary purpose the training of men for positions of actual business responsibility, all its activities stem from, and are beamed at, the problems of current business.
>
> Its materials in large part are derived from actual experiences in business or government. Its Faculty is composed almost entirely of men who would fit quite easily into responsible administrative positions. Its ability to attract men for graduate work depends, in the last analysis, on its capacity to maintain in the business community a feeling that such work pays off.[1]

Although librarianship, because of the general enforcement of entrance educational requirements for professional status, is less directly dependent on the approbation of practitioners with respect to teaching methods and the results of them, at least one instructor whose work is described in this study has stated specifically that her decision to adopt a problem oriented instructional format was influenced by criticisms voiced by practitioners of traditional teaching approaches. It is also clear that the attitudes and evaluations of practicing librarians have

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[1]Schoen and Sprague, "The Case Method as Seen by Recent Graduates," p. 78.

a significant influence on the forms and methods of continuing education, which depend on consumer satisfaction for support and interest.

This study also reveals that, in librarianship, practice can exert a significant influence on both the content and methods of professional education through the career patterns of library educators. The three library school teachers whose methods are described in detail in Chapter IV all have had extensive experience as practitioners, and the account of their instructional goals and teaching approaches makes clear the extent to which these reflect first hand acquaintance with the nature and demands of actual practice.

A second operating assumption on which this study is based is that the decision to combine problem oriented instruction with a content oriented approach, or to substitute the former for the latter, is not simply a matter of irrational choice, but is based, at least in part, on some kind of stated or implied rationale on the part of the teacher or trainer that can be described. This assumption does not ignore the likelihood that choice of teaching method is often determined, at least to some extent, by the personal talents, abilities or tastes of the individual teacher, or by such extrinsic considerations as class size. It merely states that these are not the sole determinant of teaching method in the

professional school. The findings reported in Chapters II, III, and IV appear to confirm this assumption. In every instance where a rationale was sought from a teacher or training leader for adaptation of a problem oriented instructional format, one was provided to the investigator in terms of instructional objectives. This study offers substantial evidence to support the view that choice of teaching method is neither wholly subjective nor entirely personal, but can be shown, in the professional school, to be, at least in part, a consequence of defined course objectives, and that the methodology of a course or training program can therefore be understood and accounted for, in part, through an enumeration of course objectives.

This study also reveals that, for some teachers and leaders who have adopted problem oriented methodologies, instructional objectives may, initially, have been defined in rather narrow terms. Some of the values and uses of the problem oriented approach seem not to have been apparent to individuals at the outset, but to have emerged through a period of experience with it. For a number of the teachers and leaders whose work is described in the preceding pages, experience with the problem oriented approach has been evolutionary and dynamic.

Finally, it has been an assumption of this study that the stated objectives of professional education and in-service training

are, in some identifiable way, related to kinds of knowledge and/or skill that those responsible for teaching and training perceive to be needed for success in professional practice. In short, it was assumed that professional education is strongly vocational in character and orientation where the problem oriented approach to instruction is utilized. The results of this study confirm the accuracy of this assumption. For all of the professions considered here, a strong linkage is observable between the nature and content of professional education and the nature and content of professional practice.

Operational Definitions Reconsidered

In Chapter I of this study, operational definitions were proposed for such terms as "problem oriented," "case method," "problem case study," and "simulation." It was indicated that these tentative working definitions might be subject to modification and reconsideration at the conclusion of the study, on the basis of its findings. It is now appropriate to reexamine the operational definitions in this light.

I have suggested earlier that the terms "problem oriented" and "content oriented" are best understood as representing two extremes of a spectrum of instructional and training approaches, and that combinations of the two are commonly found in education

and in-service training for the professions. The results of this study strongly confirm the accuracy of this observation, and show clearly that problem oriented and content oriented instruction are not, and need not be, mutually exclusive. Many of the teachers and leaders whose work is described in the preceding pages are obviously operating at an intermediate stage, combining problem oriented and content oriented modes in those courses and training programs for which they have responsibility.

In Chapter I, it was noted that problem oriented instruction is sometimes characterized as "student-centered," by contrast with content oriented, descriptive instruction where control of classroom activity lies chiefly or exclusively with the teacher or leader. The results of this study show clearly, however, that wide variations exist among individuals utilizing problem oriented teaching methods in the extent to which they do or do not assume a non-directive posture in the classroom. The contrasts are illustrated by the comments of Butler and McLean on the teaching of business administration cited in Chapter II, and by the views of Lowell and Shaffer, instructing courses in general library administration, recorded in Chapters III and IV. These individual variations are seemingly best comprehended in terms of the classification of teaching methods developed by Umstattd, wherein the case method is characterized as requiring "relatively greater

cooperation between teacher and student," rather than as either student-controlled or instructor-controlled.[2]

Lastly, the case method, as a form of problem oriented instruction, was characterized in Chapter I as one in which evaluation of student performance was made chiefly or solely in terms of the ability to produce viable and defensible solutions to a group of very specific professional problems. At this point, however, it seems necessary to modify that definition to accommodate those variants of the case method described in the intervening pages which, while clearly problem oriented in character, are not primarily or exclusively decisional in nature. It is evident from this study that, both in librarianship and in other fields, some teachers and training leaders place primary stress on decision making, while others find greater value in problem analysis and the evaluation of decisions reported by the case-writer. What emerges from this study as a modification of the earlier view of the investigator is the realization that there exist two rather distinct types of problem oriented, case method teaching, which may be termed respectively analytical and decisional. The work of Coburn, described in detail in Chapter IV, best exemplifies the distinction between problem analysis and

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[2] Thistlethwaite, College Teaching, pp. 119-20.

problem solving that is implied by these terms, as well as illustrating the possibilities for combining the two approaches in the context of a single course. A similar contrast can be found between the use of case studies in business administration and their use in public administration described in Chapter II.

Major Findings in Relation to Problem Oriented Instruction In Professional Education

This study provides substantial evidence to support the view that the problem oriented approach in professional education, as exemplified by the case and simulation methods, incorporates a wide range of individual differences and considerable variety within individual disciplines--that there is not one version of problem oriented instruction within a discipline, but that there are many, highly varied forms represented within a given field. Indeed, individual variations of the problem oriented approach seem at least as great, if not greater, within disciplines than among disciplines. For example, Shaffer's use of the case method in teaching library administration, as described in Chapter IV, appears to have as much, if not more, in common with the instructional approach of McNair and colleagues in business education, than it has with the methods and objectives of other teachers of library administration like Marchant or Ramey described in Chapter III.

Similarly, although the case method and simulation are two quite distinct and different forms of problem oriented instruction, it is clear even from the limited examination of the latter provided by this study that they are closely related in objectives, goals and emphases in their application to professional education. Both are likely to stress decision-making, and both attempt to replicate the reality of the environment of practice. In one very real sense, as Chapter IV of this study makes particularly clear, simulation may be viewed as an extension of the case method, designed, as the comments of Ramey and others cited in this study suggest, to overcome the static, non-sequential nature of case analysis, by providing a verbal or mathematical model of reality as a dynamic environment for practice in problem solving.

What is strongly suggested by the descriptive data contained in this study is that teachers and training leaders in the several professions considered here often utilize both the case method and simulation to achieve essentially the same or similar general goals. Not only in terms of instructional methodologies, but in terms of the objectives and rationales which these reflect, the similarities and parallels among the fields of business, public administration, educational administration and librarianship pointed up by this study are striking.

It seems clear, for example, that those responsible for

education and training in the several fields considered in this study, who have adopted problem oriented instructional approaches, share the view that the best kind of professional education and training is the kind that most nearly approximates in the classroom the reality of professional practice, providing opportunity for the learner to experience vicariously something of the actuality of practice in an environment that incorporates as fully as possible the human and technical complexities of the real world. They seemingly hold in common the attitude that these several professions are applied disciplines, and that knowledge of principles and theories acquires significance only when applied to solving the practical problems of life. They express individually varying degrees of doubt about the validity, or value for the professional, of generalizations not derived from and/or relatable to concrete experience, and of principles not tested through application to the world of experience.

Those who advocate problem oriented teaching approaches, whether in librarianship, business administration, education or public administration, appear to share the view that professional education ought to be aimed at the transfer of broad, conceptual knowledge, even if this occurs at the expense of developing learner proficiency in particular skills and techniques of practice. They stress process over content in instruction, and place equal, if not

greater, emphasis on the human and humane aspects of professional practice than on its technical content. They display a marked interest in interdisciplinary approaches to teaching and learning, as well as a preference for inductive methods.

Teachers and leaders in the various professional fields considered in this study, in adopting problem oriented instructional approaches, frequently state their goals in both cognitive and affective terms. They seek to develop, at both preservice and in-service levels of education, the skills of problem analysis and an understanding of the complex nature of the decision-making process. Their aims may be characterized in terms of a desire to develop self-reliance, ability to function effectively in the face of new experience, and sensitivity to the human elements that influence relationships with supervisors, co-workers and clients, and through the quality of those relationships determine the success or failure of both the services offered to clients, and of the organizations and institutions in the contexts of which professional practice occurs. They attempt to involve the learner at the intellectual and the emotional levels, in order both to impart knowledge, and to induce development of desired attitudes and patterns of professional behavior. Almost irrespective of the field involved, the general goals of problem oriented instruction appear from this study, to be essentially similar, as well as to

be clearly related, in each instance, to what instructors and leaders perceive as the skills, knowledge and attitudes requisite for successful professional practice.

By the same token, the actual or potential limitations of problem oriented instruction, to the extent that these have been identified in librarianship as discussed at the conclusion of Chapter III, are virtually identical with those specified for other professional fields. Whether the subject under consideration is librarianship, business, education, or public administration, critics of the problem oriented approach have raised similar questions and objections with respect to real or potential neglect of generalization in the teaching-learning process, the non-systematic nature of problem oriented instruction, emphasis on process and method at the expense of transfer of substantive information from teacher to student, the paralleling of principles and their application, and the possibility of producing, as a consequence of an excessively narrow focus on problem solving, new generations of practitioners who may aim merely to perpetuate the status quo.

It is tempting to find in these parallels, not merely similarities with respect to education for the several professions, but, to the extent that problem oriented instruction has been shown to attempt to reflect the nature and content of actual

practice, similarities among the professions themselves. The parallels and similarities found in the justifications offered for adopting problem oriented approaches to instruction in these several fields may reflect nothing more than use of business education as a common model by education, public administration, and librarianship. The far-reaching influence of the Harvard Business School, in use of the case method, is clearly evident, for example, in this study.

Yet some further possible parallels and similarities among the several disciplines in their interest in the problem oriented instructional approach are suggested by this study. With the exception of law, all of the disciplines in which the problem oriented approach has been widely adopted are newly emerging fields of academic study. In the professions, practice has historically served as the initial source and basis for developing a body of theory and principle. Emerging professions derive content for instruction directly from the content of practice, as both the announcement of the opening of the Harvard Business School, quoted at the beginning of Chapter II, and the comments of Dewey, Reece, Williamson, and others cited in Chapter III make clear. Where input for instruction derives from practice, it seems logical that such essentially inductive methodologies as the case technique and simulation would prove attractive to teachers. Moreover, where

there does not exist a large established body of scientific knowledge, as has been true at this stage in the development of such disciplines as business administration, public administration, education, and librarianship, those responsible for instruction may be less constrained to achieve the kind and level of "coverage" of material that might normally necessitate choosing a content oriented, descriptive approach in teaching. Finally, like business administration, public administration, and education, librarianship does not derive chiefly or solely from a single parent discipline. In all those fields, as is shown by the comments of teachers and leaders who cite the interdisciplinarity of problem oriented methods, instruction may be essentially eclectic, applying the findings of a number of disciplines to problems of professional practice. In summary, the parallels found among the several fields examined in this study are sufficient to suggest that newly emerging disciplines which draw heavily on practice for the content of instruction through inductive methods, are essentially eclectic in character, and possess a more modest body of established general knowledge, are likely to offer a fertile field for experimentation with and greater hospitality to problem oriented instruction.

Some Specific Findings in Relation to Education for Librarianship

This study reveals the existence of no special rationale underlying the adoption of problem oriented instructional approaches in librarianship that is either peculiar or unique to that field. The pedagogical justifications advanced by teachers and training leaders who have substituted problem oriented instruction for descriptive instruction in the education and training of library personnel are essentially comparable or identical to those offered in other fields. Similarly, as Chapters II, III and IV of this study indicate, librarianship reflects a range and variety of instructional objectives, emphases, styles and methods within the problem oriented mode entirely comparable to the range and variety found within other fields.

On the basis of the data gathered for and reproduced in Chapters III and IV of this study, however, it does seem possible to enumerate certain assumptions about the nature of librarianship as a field of professional practice, and about preparation for it, that are widely shared by those who have adopted problem oriented instructional approaches in library schools and other training agencies. Among these are:

1) Librarianship is an applied discipline. The principles of librarianship, therefore, become significant in their

application to problems of professional practice. The study of librarianship should combine the development of an understanding of principles—what might be termed the "science" of librarianship—with experience in the "art" of applying these principles. Education for librarianship, then, according to this view, should provide a theatre for the application and actualization of conceptual knowledge, paralleling consideration of theory with its application, rather than presenting these sequentially.

2) Librarianship is an emerging discipline, lacking, at present, a substantial fixed body of established general knowledge. The content of professional practice, therefore, represents an important resource to be quarried, through inductive methods of study and teaching, as a means of enlarging the body of knowledge and developing an adequate theory of librarianship. In this way, clinical knowledge can serve as a basis both for formulating new generalizations through induction, and for testing tentative generalizations deductively. Problem oriented instructional approaches, combining both inductive and deductive teaching-learning strategies, are therefore appropriate at this time in the education and in-service training of library personnel.

3) Librarianship is a dynamic field, subject to rapid growth as a consequence of changing social needs and the

emergence of new or altered technologies. Education for librarianship should, therefore, emphasize principle and process by contrast with the kind of transmission of factual information from teacher to student often stressed in content oriented, descriptive approaches to teaching and training. A major aim of both pre-service and in-service education of library personnel should be to foster development in the learner of skills of analysis and judgment, as well as useful ways of thinking applicable to a variety of new experience.

4) Librarianship is eclectic and interdisciplinary in character. Education and training for library personnel should, therefore, incorporate a synthesis of knowledge drawn from several other disciplines that can be applied to the solution of library problems.

5) As a professional, rather than a technical field, librarianship requires ability to modify and adapt principles, concepts, techniques, and skills to meet the complex problems of practice. Education for librarianship should, therefore, provide opportunities to acquire skill in the situational analysis of highly individualized problems drawn from practice, and in the resolution of complex problems to which there are no obvious, single, "right" answers.

6) Decision-making is a significant element in the

content of professional practice in librarianship. Contemporary education and in-service training for library personnel should reflect both the changing role of the professional, in terms of increasing supervisory and administrative responsibility at all levels, and the decisional character of professional work in both technical service and public service areas. Preservice and in-service training of librarians should provide opportunity to develop and test decision-making skills in environments that do not afford risk to the learner, the client, or the organization.

7) Librarianship is practiced in an institutional or organizational setting, and therefore demands human skills as well as technical skills. Education and training for librarianship should, accordingly, foster the development of skills of interpersonal relations, and those behavioral and attitudinal characteristics that will enable the librarian to establish effective working relationships, within an organizational setting, with supervisors, co-workers and clients. The goals of professional education and in-service training should, therefore, be both cognitive and affective.

8) The librarian must be a self-directed, lifetime learner. The content of the profession cannot be mastered within a finite period of formal study, but requires lifelong learning. The dynamics of social and technological change will alter

significantly the content and nature of professional practice in librarianship, and require both acquisition of new kinds of knowledge and skill, and modification of existing principles and techniques of practice. Preservice and in-service education for librarianship should seek to make the student responsible for the direction of his own learning, and liberate him from dependence on the teacher or some other authority for continued learning.

9) The administrative and supervisory aspects of librarianship are, in a number of significant respects, similar to administration and supervision in other fields. In general, the objectives of courses and training programs in library administration and supervision should, therefore, be similar to, or in some respects identical with, educational and training objectives in such fields as business administration, public administration and educational administration. Accordingly, it is appropriate that both the methods and materials utilized to prepare librarians for administrative and supervisory responsibilities should be similar to, or the same as, those employed in supervisory training in these other fields.

Limitations of the Present Study

The scope of the present investigation, and the methodologies selected for its execution, both carry with them certain actual or potential limitations. This study is concerned with

the stated instructional aims and teaching methods of a selected group of teachers and training leaders. The possibility exists that these individuals may not, collectively, reflect the full range of teaching and training objectives and methods subsumed under the rubric problem oriented instruction in librarianship, or may not fairly represent the values, goals, and instructional strategies of the total group of those currently utilizing a problem oriented approach.

This study focuses on the stated teaching objectives and methods of its subjects. The possibility exists, since the data gathered were not in most instances verified by observation, that actual goals, objectives and methods may differ significantly from those stated here, in terms of the operational realities of the classroom or training laboratory. It is possible as well that students and trainees may perceive significant differences in instructional objectives and teaching methods from those expressed by individuals responsible for conducting the educational and training programs described.

Similarly, this study describes instructional outcomes hoped for by teachers and trainers. It is recognized that these may, in fact, differ markedly from instructional outcomes actually achieved, either with respect to learner groups or with respect to individual students and trainees.

Perhaps the major limitation of the present study is that it does not undertake to evaluate the quality of instruction when the problem oriented approach is utilized in the education and training of library personnel. It stresses ways in which problem oriented instruction is perceived by teachers and trainers to be different from content oriented instruction, but does not consider the manner or extent to which the problem oriented mode may in fact be superior to descriptive instruction. Yet, it should be recognized that advocates of problem oriented teaching and training methods commonly offer an essentially qualitative rationale for adoption of these instructional strategies. As indicated in Chapter I, it is the view of the investigator that no adequate instrument presently exists to measure the effectiveness of an instructional methodology at this level, since the success or failure of a professional educational or training activity can be determined only in terms of the unique instructional objectives of an individual teacher or leader. While this study has been concerned with describing problem oriented instruction in the total context of instructional objectives and teaching goals, it has not undertaken to indicate the extent to which objectives are realized or goals reached.

It is, in addition, recognized, as indicated both in Chapter I and earlier in this Chapter, that while the choice of

a teaching or training methodology can, in part, be accounted for in terms of a stated rationale of instructional objectives, subjective, personal or extrinsic considerations may, and in all likelihood do, also influence these decisions. This study does not provide an enumeration of these factors, nor does it specify which are decisive.

Finally, as indicated in Chapter I, it is recognized that, like all investigative methods, the descriptive case study has limitations. In the selection, organization and reporting of data, the case-writer's subjective preferances, prejudices and judgments will, inevitably, reduce the objectivity of the resulting case report. Moreover, the descriptive case study is essentially static in character, concentrating on a particular moment in time. Thus, the four descriptive case studies that comprise Chapter IV achieve only limited success in recounting the evolution of the courses and training programs with which they are concerned, and do not reflect significant changes in objectives or methods that may have occurred subsequent to the period when the data were gathered.

Opportunities for Further Research

The limitations of the present study just stated imply a number of opportunities for further investigation of the problem oriented approach to instruction in professional education, with

particular reference to the preservice and in-service training of library personnel. For example, as the simulation method of teaching and training is more widely adopted in education for librarianship as an alternative to the case method, a more careful and detailed comparison of both the similarities and the differences between these two forms of the problem oriented mode will be possible. Such a study would enhance understanding of the unique attributes of each method in relation to the other.

While the present investigation has concentrated on the objectives and attitudes of those teachers and trainers who have, to varying degrees, embraced the problem oriented instructional mode in preference to descriptive instruction, it virtually ignores those who, having considered or experimented with a problem oriented approach, have reverted to content oriented methods. A study of the experiences of those who have found the problem oriented approach inadequate or unsatisfactory could serve both to verify the reservations concerning the efficacy of problem oriented instruction already expressed by its critics, or to add to existing statements of its actual or potential limitations. Similarly, studies directed toward examining the attitudes and values of individual teachers and trainers, as these influence choice of instructional methods, would increase understanding of the rationale of both the problem oriented and the content

oriented approaches in professional education.

Equally useful, in the opinion of this investigator, would be a comparison of the stated objectives and anticipated outcomes of instruction with the objectives and outcomes perceived by students and trainees when the problem oriented approach is utilized. The difficulties inherent in the evaluation of the success or failure of any educational undertaking ought not deter future efforts to develop and test criteria and methods for measuring instructional outcomes. There is a need to develop sound methods to evaluate the results of both problem oriented and content oriented instruction in librarianship in terms of the stated objectives of each of these pedagogical strategies. Even more useful, in the opinion of this investigator, would be development of evaluative techniques based on a recognition of the kind of direct linkage between professional education and professional practice that this study suggests exists. It would, for example, be useful to determine whether the kinds of knowledge, skills and attitudes which teachers and leaders in education and training for librarianship seek to develop through problem oriented instructional approaches, because they are perceived to be needed for success in professional practice, in fact correspond with the kinds of learnings thought necessary by practitioners. Derivation of a set of

instructional objectives, arranged in a priority ranking, from an inventory of kinds of knowledge, skills and behavioral characteristics thought necessary or desirable by practitioners would represent a valuable base for development and for evaluation of professional programs of preservice and in-service education. In short, there is a need for more extensive examination of the nature of the linkage between professional education and professional practice considered in this study, as well as in the recent investigations of Kortendick and Stone and Hall.[3]

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[3] Kortendick and Stone, "Post-Masters Education for Middle and Upper-Level Personnel;" Anne C. Hall, "Selected Educational Objectives for Public Service Librarians: A Taxonomic Approach (unpublished Ph.D. dissertation, University of Pittsburgh, 1968).

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