

OUTSTANDING WOMEN WHO PROMOTED THE CONCEPT
OF THE UNIFIED SCHOOL LIBRARY AND AUDIOVISUAL PROGRAMS,
1950 THROUGH 1975

by
Brenda M. Branyan

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Fulfillment of the Requirements for
the Doctor of Philosophy Degree

Department of Curriculum,
Instruction and Media in the Graduate School
Southern Illinois University at Carbondale
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"COURAGE IS THE FIRST OF
HUMAN QUALITIES BECAUSE
IT IS THE QUALITY WHICH
GUARANTEES ALL THE OTHERS."

Winston Churchill

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CHAPTER I

INTRODUCTION

Background of the Study

The third quarter of the twentieth century marked a period during which advanced technology was employed to achieve the conquest of space and was used to report on the conflict of race. These events, and a multitude of others which are part of the historical record following in their wake, left neither individual nor institution untouched.

Advances in the technology of communications placed the entire human race in a position which made it generally impossible to ignore the events which transpired. Information was packaged, stored and disseminated in formats quite unlike the printed page, the format in common usage since the fifteenth century. The modifications in information storage, retrieval and transmission formats were soon to produce striking alterations within one basic American institution.

Of those institutions affected by the events of the period 1950 through 1975, the American public schools possibly experienced more than their fair share of the aftereffects. Demonstrations and riots challenged preexisting practices relevant to racial integration; examiner and spectator alike scrutinized, usually with negative responses, the effectiveness of teachers and instructional techniques; and almost immediately, censure and criticism were to effect radical changes in curriculum design and organizational procedures.

Curriculum revision produced, among other modifications: (1) changes in teachers' roles; (2) greater choice in course options; (3) variety in instructional delivery systems; (4) increased emphasis on subject disciplines; (5) strengthened awareness pertinent to the individual and human self-actualization; and (6) changes in the scheduling and organizing of students for learning. These changes, and others, served as catalysts for the revitalization of services within the school. Two services which were soon to experience decided change were those of the school library and audiovisual programs.

Change had already begun to occur in the philosophy of one professional library association prior to the events which followed the successful launching of Sputnik in 1957. In 1956, the American Association of School Librarians published its statement of philosophy relating to school libraries serving as instructional materials centers:

The American Association of School Librarians believes that the school library, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials. Instructional materials include books - the literature of children, young people, and adults - other printed materials, films, recordings, and newer media developed to aid learning.

Teaching methods advocated by leaders in the field of curriculum development and now used in elementary and secondary education call for extensive and frequently combined use of traditional along with many new and different kinds of materials. Since these methods depend for their success upon a cross-media approach to learning, a convenient way of approaching instructional materials on a subject or problem basis must be immediately at hand in each school. Historically, libraries of all types have been established to provide convenient centers for books and reading and for locating ideas and information important to the communities they serve. The interest a modern school now has in

finding and using good motion pictures, sound recordings, filmstrips, and other newer materials simply challenges and gives increased dimensions to established library roles.¹

This landmark statement drew attention to the fact that a variety of new instruments which made it possible to record far more than ever before imagined were available to teachers and students and that such materials could complement traditional instructional methods and materials.

Easily accomplished access to these materials was provided, theoretically at least, when they were organized and disseminated from some central service point. Since school libraries were already equipped to provide for the cataloging, organization and circulation of materials, many leaders in the school library and audiovisual fields advocated that traditional school library and audiovisual programs be unified into one service agency, more recently identified as the school media center.²

The school media center and its program represent one of the most dramatic changes in traditional library service. The metamorphosis of the school library and audiovisual programs from a theory into a practice was not accomplished without opposition and would not have been accomplished without one essential

¹"The Philosophy of School Libraries as Instructional Materials Centers," in Instructional Materials Centers: Selected Readings, eds. Neville P. Pearson and Lucius Butler (Minneapolis: Burgess Publishing Co., 1969), pp. 16-17.

²American Association of School Librarians and Association for Educational Communications and Technology, Media Programs; District and School (Chicago: American Library Association and Washington, D.C.: Association for Educational Communications and Technology, 1975), p. 111. (Hereinafter referred to as Media Programs: District and School).

element--professional personnel. Witt identified personnel as a "prime requisite".

A prime requisite for the development of a truly effective instructional materials center is professional personnel who believe in and who are genuinely committed to the use of a wide variety of instructional materials in teaching and learning and who are convinced of the feasibility and desirability of the centralized location of materials and the coordination of materials services.¹

Not only did the professional librarian and/or audiovisualist organize the physical components of the media center, but they were to shape the developing concept of service as well. Many professionals in the school library and audiovisual fields were genuinely committed to the centralization of materials and coordination of services available to the total school community.

The process wherein a concept may mature requires people with commitment to its basic tenets; personnel who can identify interrelationships and interpret them; practitioners to employ and implement that which is recommended; and knowledgeable persons to evaluate the effectiveness of the resultant program and services. It is the human element which is of concern in this study.

In the 1950s school libraries, where they existed and were responsive to their patrons' needs, were already involved as service agencies supporting the educational program of the school; therefore, it was a natural outcome that when a new concept of service began to make its appearance, book collections be expanded to include other

¹Paul W. F. Witt, "High School Libraries as Instructional Materials Centers," National Association of Secondary-School Principals Bulletin 43 (November 1959): 113

information formats, and related services be broadened. These modifications would require the skill and talents of professional school librarians and audiovisualists who were soon to become known as media specialists, media generalists or media professionals.

School librarians were predominantly women according to Schiller who had determined that 94 percent of the school librarians were females.¹ Audiovisualists were characterized as men. Hyer stated in 1961 that

leadership is the key to a good audio-visual program. A superintendent's opinion of audio-visual materials is indicated by the type of man he selects to supervise audio-visual activities.²

Although audiovisualists generally had a male image, it was also found that some women were identified as audiovisualists, e.g. Marie McMahan who directed audiovisual services for the Battle Creek, Michigan Public Schools within that time frame. It appeared logical that women were in a powerful position to either nurture or starve the developing concept of unified materials services in schools. Plausibly women were influential in the development and implementation of the school media center concept. However, the question comes to mind as to who the women were. Recognition for contribution in the development of any theory or practice requires that leaders first be identified.

This study, while it fully recognized that both dedicated men

¹Anita R. Schiller, "Women in Librarianship," in Advances in Librarianship, ed. Melvin J. Voight (New York: Academic Press, Inc., 1974), p. 112.

²Anna L. Hyer, "Administration," The Nation's Schools 67 (February 1961): 91.

and women facilitated the maturation of the school media center concept, focused on the women who contributed to the unification of school library and audiovisual programs in the American schools during the years 1950 through 1975. These were the years which reflected the early development and actualization of the theory.

The Problem

This study was designed first to identify the women in the school library or audiovisual fields who advocated the merger of print and audiovisual materials and their associated services into an integrated service center which has become known as the school media center.

After identifying the women, this study recognized their contributions to the development and implementation of the school media center concept by acknowledging their activities in selected categories which are defined in Chapter III. The analysis of activities also reflected the extent of involvement which these women have demonstrated.

The final purpose of this investigation was to synthesize the assessments made by the women identified relative to (1) their opinions about the current state of school media centers and (2) their recommendations for developing school media center programs in the future.

It was assumed that women have made a contribution to the development and implementation of the school media center concept in the public schools. It was further assumed that these women could be identified on a national level and could be recognized as leaders; and that the identified women could provide insight into future

planning pertinent to school media programs as a result of their participation and perspective as knowledgeable leaders.

The specific questions for consideration in this study were:

- (1) who were the women in the school library or audio-visual fields who demonstrated leadership in developing the school media center concept and its actualization;
- (2) were the contributions of these women recognized in terms of the extent of their involvement in developing and supporting the school media center concept; and
- (3) what insight did these women provide relevant to the current state of the school media center which could aid future media program planning and what recommendations did they have for such planning?

Definitions of Terms

Unique terms used in this investigation were defined as they were presented in the 1975 national standards, Media Programs: District and School, prepared by the American Association of School Librarians and the Association for Educational Communications and Technology. Specific terms and their definitions essential to this study follow.

- (1) School media center: "an area or system of areas in the school where a full range of information sources, associated equipment, and services from media staff are accessible to students, school personnel and the school community."¹
- (2) School media program: "the media program for a school, conducted through an administrative sub-unit."²

¹Media Programs: District and School, p. 111.

²Ibid.

- (3) Media: "are all of the forms and channels used in the transmittal process."¹
- (4) Media specialist: "a person with appropriate certification and broad professional preparation, both in education and media, with competencies to carry out a media program. The media specialist is the basic media professional in the school program."²
- (5) Media professional: "any media person, certified or not, who qualifies by training and position to make professional judgments and to delineate and maintain media programs or program components. Media professionals may include media specialists . . ."³

For purposes of this study, the term "school media center concept" represented the abstract idea of an area within the school where a full range of media, related equipment and services were integrated and were available to the total school community.

Limitations

Since the contemporary genesis of the school media center concept became most apparent in the early 1950s the period from 1950 which embraces the early development of media centers through 1975 which marks the publication of the most recent national standards developed for school media programs established the time limit imposed upon this investigation.

When considering school media center services in American public schools, the basic assumption was that each child and young

¹Ibid., p. 110.

²Ibid., p. 109.

³Ibid.

adult was entitled to optimum access to materials and services for information and/or recreation and that dedicated media professionals worked toward that goal. For this reason no single region of the country was either emphasized or disregarded. This study concentrated on the leadership which facilitated the development and implementation of the school media center concept on a national level.

It was anticipated that there would be a vast amount of data to be collected and analyzed in this study, therefore, in preference to reducing the number of categories reflecting professional contributions, the decision was made to limit the study by identifying only women in the school library or audiovisual fields who supported the unification of library and audiovisual materials and services in public schools.

With the intent that no eligible woman representing the school library or audiovisual fields in the United States be overlooked, this study sought information from each of the 50 states as well as from national associations and institutions. Emphasis was placed on the identified leaders in terms of their contributions on a national level.

Ten categories were defined and appropriate data were sought which would permit an eligible woman's name to be identified in the category. The ten categories, specific assumptions related to them and the methods used to acquire data within each category are presented in Chapter III.

Significance of the Study

The transformation of an abstract idea, such as the media center

concept into a concrete reality, required intellectual commitment and physical effort upon the part of many individuals who believed in the concept. Those individuals envisioned the potential contributions made by its actualization. The school media centers serving the public school communities today are undoubtedly the result of a dream which became a realistic achievement. The achievement, though it continues to be confronted with new challenges, was attained through the efforts and commitment demonstrated by many dedicated leaders.

Oftentimes efforts to identify, analyze and recognize achievements are made haphazardly rather than in a systematic manner or simultaneously while many of the leaders still contribute to their respective fields. This study represents the only systematic effort, as far as is known, to identify and recognize the women whose contributions reflected a part of the professional leadership influencing the actualization of the school media center concept. Since there has been only a minimal quantity of research focusing upon women's leadership roles in any field, this study may serve to advance insight and appreciation with reference to both the leadership demonstrated by women in general and women in the school library or audiovisual fields, in particular.

Within this study recognition of the contributions of the women identified will be made and since the design included the provision for taped commentary by the leaders, the oral history record will be available to future researchers in the media field and add another dimension which at present is unavailable.

An enduring respect for, and affinity with, historical record inspires the researcher to assemble and preserve the perspectives and

contributions of the outstanding personalities who collaborated in the development of a unique segment of history. Respect for the past coupled with concern for the present ultimately leads to the consideration of the future. Thought, antedating the actual design of this study, was given to the fact that some of the leaders would still be professionally active. Therefore, this study provides another avenue for gaining insight into some of the issues or concerns which need to be contemplated in designing school media programs in the future by including collective statements made by the leaders identified. The potential will then exist whereby their experience, perspective, interest, and dedication as reflected in their statements may have continuing utility for future research, development and refinement of the school media center concept.

The School Media Center Concept

The origin of an idea is often difficult to determine; and the concept which materialized as the school media center was no exception to this premise. Numerous events have been isolated as landmarks in the development of the concept which was characterized by integrated print and audiovisual materials services. Gillespie and Spirt stated that the 1920 "Certain Report" standards were prophetic in their espousal of the media center concept long before the term became widely used and quoted elements of the Certain Report to substantiate their opinion, for example:

The library should serve as the center and coordinating agency for all material used in the school for visual instruction, such as stereopticons, portable motion picture machines Such material should be regularly accessioned and cataloged and its movements recorded, and directed from the library.¹

Brown, Norberg, and Srygley reveal that "early moves toward integrated educational media services occurred in widely-separated school systems: the state of Florida, 1939; Portland, Oregon, 1941; the state of Virginia, 1941; Rochester, New York, 1941; and New York State, 1947."²

The late Margaret Greer described the integration of visual aids and the school library in 1936: "The union of the library and

¹John T. Gillespie and Diana L. Spirt, Creating A School Media Program (New York: R. R. Bowker Co., 1973), pp. 8-9.

²James W. Brown, Kenneth D. Norberg, and Sara K. Srygley, Administering Educational Media: Instructional Technology and Library Service (New York: McGraw-Hill Book Co., 1972), p. 37.

visual aid department in Minneapolis Public Schools was perhaps an accident, but we consider it a lucky one."¹ She continued:

As the work of the department increases the logic of the relationship of visual aids to the library becomes more apparent. Among the immediate advantages we find that teachers like having all teaching materials in one central place²

McGinniss maintained ". . . that the concept of the instructional media center does not belong exclusively to the twentieth century."³ Nevertheless, she stressed the 1940s in the development of the concept.

The periodical indexes are usually sensitive to the currency of a term and can give a fairly good indication of its usage. The Education Index began using the subject heading 'Instructional Materials Center' in 1947.⁴

The first reference to "instructional materials center" as a subject in Library Literature, however, appeared in 1964-1966 cumulative volume.

Clarke's article on organizing and circulating books and non-book materials appeared in 1948.

The basic aim in the integrated system developed in the Demonstration School Library, North Texas State College, for the handling of books and nonbook materials was to make it possible to find all catalogued materials of all types and forms . . . in the general catalog.⁵

¹Margaret R. Greer, "Visual Aids and the School Library," Wilson Bulletin for Librarians 10 (May 1936): 574.

²Ibid., p. 575.

³Dorothy A. McGinniss, "The Emergence of the Concept," in Instructional Media Center, ed. Harold S. Davis (Bloomington: Indiana University Press, 1971), p. 12.

⁴Ibid., pp. 12-13.

⁵Virginia Clarke, "Now Just One Place to Look," Library Journal 73 (15 September 1948): 1233.

This early basic plan for cataloging nonbook media served as a basis for a manual she prepared in 1953.¹ It is interesting to note that the original plan did not recommend colored catalog cards. In contrast, Rufsvold's book, Audio-Visual School Library Service, published by American Library Association in 1949 did advocate differentiating media formats via the use of colored catalog cards in the general catalog. Brown, Norberg, and Srygley remind readers that "in this useful book appeared details (most of them still valid) to guide librarians in organizing and administering 'new media' programs."²

Delaney reported:

Starting in the 1950s a great force for change was let loose in American education, the effects of which we are still feeling. Replacing the old bells and cells . . . educators began experimenting with non-graded schools, individualized instruction, team teaching, flexible scheduling, and instruction through a variety of media
³

These changes in education which placed emphasis on the improvement of

¹Virginia Clarke, Non-Book Library Materials: A Handbook of Procedures for a Uniform and Simplified System of Handling Audio-Visual Aids, Vertical File, and Other Non-Book Materials in the School Library, (Denton: North Texas State College, 1953).

²Brown, Norberg and Srygley, Administering Educational Media, p. 38.

³Jack J. Delaney, The Media Program in the Elementary and Middle Schools, (Hamden, Connecticut: Linnet Books, 1976), p. 13.

instruction, learning how to learn, and more effective organizational patterns were to encourage the courtship which culminated in the "Marriage of the Media".¹ The courtship which was a prelude to that union was not without its struggles however. Lowrie expressed the opinion that

. . . there were many school librarians who were not prepared to accept the concept that all instructional materials rightly belonged in a center where they could be accessible to all faculty, students, administrators and much heated discussion resulted²

Crawford stated that

the concept of the school library as a center for all types of materials . . . [was] still in the debating stage when the American Association of School Librarians issued its confirming statement in 1956³

"The Philosophy of School Libraries as Instructional Materials Center" statement was passed by a unanimous vote at the business meeting of the American Association of School Librarians during the annual conference of the American Library Association held at Miami Beach, Florida in June, 1956. This official statement of the professional association clearly mandated " . . . that the school library . . . serve the school as a center for instructional materials . . ." ⁴ And accordingly,

¹Evelyn Geller, "The Marriage of the Media," Library Journal 93 (15 May 1968): 2079.

²Jean E. Lowrie, "School Media Center: Where Next?" in Changing Concept of Service in Libraries, (Terre Haute: Indiana State University, Department of Library Science, 1970), pp. 3-4.

³Lura E. Crawford, "The Changing Nature of School Library Collections," Library Trends 17 (April 1969): 384.

⁴"The Philosophy of School Libraries as Instructional Materials Centers," in Instructional Materials Centers: Selected Readings, p. 16.

the concept was formalized.

Shores reflected on the development of the unified instructional materials movement in Florida:

There is one world of instructional materials, not a trichotomy of audiovisual, library and textbook kingdoms. It contends that separate audiovisual, library and textbook centers in the school are educationally confusing to the ultimate consumer, administratively unsound, and financially uneconomical. Out of these assumptions has come the concept of the unity of materials.¹

Shores who supported the crusade for unity also acknowledged that unification was not accomplished without debate since the concept merged the school library and audiovisual centers administratively.² This new organization unit " . . . Florida first named 'materials center'."³

Reservations held by media professionals relative to the trend toward the unification of school library and audiovisual services were expressed during the mid-1950s. Some librarians feared that expanding services to include audiovisual resources would jeopardize the program of print services. Cypher asserted that the school library and the instructional materials center were " . . . two separate and distinct entities . . . "⁴ She further expressed the opinion that she had . . . become convinced that the best job is done when an

¹Louis Shores, Audiovisual Librarianship: The Crusade for Media Unity (1946-1969), (Littleton, Colorado: Libraries Unlimited, 1973), p. 27.

²Ibid., p. 9.

³Ibid.

⁴Irene F. Cypher, "Materials Centers and School Libraries Don't Mix," Library Journal 81 (15 February 1956): 545.

instructional materials center is serviced within its own confines and not in a book library. I feel that putting both types of services into one, with the materials center a part of the book library, hampers both and nullifies the effectiveness of both.¹

Sattley communicated objections to the media center movement which essentially focused upon curtailment of book services; the impossibility of having time for the teaching program once tasks involving technical responsibilities were accomplished; and the potential of misplaced emphasis of a curriculum center for teachers rather than on a responsive center serving children.²

It is apparent from these sample remarks that not all professionals committed to improving the instructional program were pilgrims on the "crusade for unity". However, as was briefly outlined in the introduction to this study, the successful launching of a Russian space vehicle was to affect changes in the course of American education as society approached another decade.

The 1960s have been referred to by Lowrie as a decade of change

. . . a period of experimentation, of expansion, of probing, and of creativity. The real impact of technological developments and its relationship to the already established print media demanded changes in philosophy as seen first in the 1956 AASL forthright statement on instructional materials; then more firmly in the 1960 standards, and finally in the joint Standards for School Media Programs of 1969.³

¹Ibid., p. 546.

²Helen R. Sattley, "Some Obstacles and Objections to the School Library as a Materials Center," ALA Bulletin 50 (June 1956): 373 - 376.

³Lowrie, "School Media Center: Where Next?," p. 3.

These standards, often referred to as the "joint standards," were the product of a combined effort of a joint committee representing the American Association of School Librarians and the Department of Audio-Visual Instruction (identified as the Association for Educational Communications and Technology since 1971).¹ Shores viewed the AASL-DAVI standards as an inevitable culmination of the events of the 1960s.²

One year in particular within the decade of the 1960s has been recognized by Saunders as being of substantial importance.

The year 1965 will be noted in the history of library/media center development as one of particular significance. It was in this year that the Department of Audiovisual Instruction (now the Association for Educational Communications and Technology--AECT) of the National Education Association and the Association of Chief State School Officers issued a detailed statement entitled "Quantitative Standards for Audiovisual Personnel, Equipment and Materials'. It was also in 1965 that significant federal legislation was passed which was to have a far reaching effect on school library development. The Elementary and Secondary Education Act of 1965 provided funds for library/media materials for all school libraries in the nation, both public and private. In addition, through specified articles of the Act, innovative programs were developed in library/media services which not only upgraded individual district library/media services, but served as a model for the development of library/media programs throughout the nation.³

Evolutions in curriculum development permeated the 1960s as did the increasing emphasis which was placed upon the importance of the individual student and teacher. Changing trends and practices in education

¹Hereinafter referred to as the Association for Educational Communications and Technology only.

²Louis Shores, Audiovisual Librarianship: The Crusade for Media Unity (1946-1969), p. 15.

³Helen E. Saunders, The Modern School Library, (Metuchen, New Jersey: Scarecrow Press, Inc., 1975), p. 4.

continued to force the perceptions of separate school library and audiovisual programs into a common channel from which they were to emerge as an integrated aggregate.

The decade preceding the publication of the 1975 AASL/AECT national standards, Media Programs: District and School, provided the background for forceful transformations occurring in public education. Changes in educational practice and theory placed emphasis on the individual rather than the group; on the teacher as a facilitator rather than a dispenser of information; an open rather than traditional environments for learning; and on the use of varied new media to support and extend instruction rather than reliance on a single textbook.¹ In addition to legion of others, these examples of educational change each in its own way supported the trend characterized by a strong accent upon learning how to learn and placed increased responsibilities upon media professionals to better serve the instructional program.

The literature of the early 1970s pertaining to school media centers tended to emphasize the production of media to support specific objectives; more effective utilization of media; techniques for better organization and administration; and models and methods for the evaluation of programs. There was also a trend toward interdependence, specifically between building-level and district-wide media centers as was reflected in the current national standards. This emphasis illustrated the concern for the inadequacies of on-premises collections; the need for more alternatives in the choice of learning materials; and

¹National Education Association, Project on Instruction, Schools for the Sixties, (New York: McGraw-Hill Book Co., 1963), p. 117.

more efficient access and use of existing resources. Media Programs: District and School stated that

. . . in the decade ahead, no area of the school program has more potential to improve learning than does the media program, as it responds to the increasing potential offered by systems of communication.¹

In the mid-1970s the major trend in the literature appeared to be toward the more precise definition of the relationship of the media program to the total instructional program of the school. The opening paragraph in a recent contribution by Kenneth Taylor succinctly and skillfully summarized the steps leading to this trend as well as the stages through which the prodigal child moved toward a prodigious adulthood.

The implementation of the IMC concept that began nearly twenty years ago has resulted in an advanced degree of development, having progressed through at least two formative stages. The first was concerned with centralized unification of media collections, the second with specifications pertaining to facilities, equipment, collections, services, and staff. A third logical and potential stage for continuing development would seem to lie in stronger alliance with the purposes and strategies of instruction in the individual classroom.²

Women, Leadership and the School Media Center Concept

Relatively little has been written about the women who demonstrated leadership in developing and implementing the unification of audiovisual and school library programs; hereafter referred to as the

¹Media Programs: District and School, p. 106.

²Kenneth I. Taylor, "Media in the Context of Instruction," School Media Quarterly 4 (Spring 1976): 224.

school media center concept. Comments by various writers often saluted the work of specific personalities; however, these statements were usually included within an article and were not necessarily the essential purpose for having prepared the manuscript. For example, Shapiro, while describing the program at Greenwich, Connecticut High School in her recent book, applauded the work of a "competent and imaginative" supervisor, Dr. Elfrieda McCauley, by stating that ". . . she is to be congratulated for the effort and determination which were required to turn a dream into an actuality."¹ Walch and Brumbaugh wrote:

. . . two women who deserve recognition for their leadership in the media field are Anna Hyer and Carolyn White-nack . . . [they] advocated the media concept where print and nonprint materials are integrated and housed together.²

Another writer commends the

. . . work of such people as Margaret Kirk, Board of Education, Newark, N. J., Virginia McJenkin, Fulton County School Libraries, Atlanta, Ga., and others who have forged ahead in . . . implementing audiovisual methods in schools.³

It is possible to encounter solitary brief descriptions of recognition being given to an individual for her unique contributions. Jean E. Lowrie being honored at an American Association of School Librarians' recognition dinner provided a relevant instance.⁴

¹Lilliam L. Shapiro, Serving Youth: Communication and Commitment in the High School Library, (New York: R. R. Bowker and Co., 1975), p. 90.

²David B. Walch and W. Donald Brumbaugh, "Toward Professionalization in the Media Field," School Media Quarterly 4 (Fall 1975): 31.

³O. H. Coelln Jr., "Audio-Visual Methods Challenge the School Librarian," ALA Bulletin 43 (April 1949): 147.

⁴"AASL Recognition Dinner," School Libraries 21 (Summer 1972): 58.

On occasion a manuscript has been dedicated to a woman for her contributions to school media centers. Such was the case in Nickel's book, Steps to Service. The dedication reads:

Dedicated to Frances Henne, who has been a guiding force in the development, accomplishments, and hope for the future of school library media centers of this country.¹

It was apparent that although examples appeared in the literature which identified selected individuals, the literature search did not provide any extended work identifying women who have contributed to the development and implementation of the school media center concept.

It was possible to find, although once again in only a limited number, doctoral studies which related to leadership roles demonstrated by women in other areas of the field of education. Johnson studied the personal, educational and professional backgrounds of women who had served as presidents of guidance and counseling associations.² Women in leadership positions in public schools were studied by two researchers. Weir restricted her study to administrative women in public education in Nebraska.³ Selected California public school districts served as the administrative base for women in Burns' study.⁴

¹Mildred L. Nickel, Steps to Service, (Chicago: American Library Association, 1974).

²Josephine Louise Johnson, "Women Leaders in National Guidance and Counseling Associations: Some Implications of Their Backgrounds and Leadership Roles," (Ed.D. dissertation, University of Wyoming, 1972).

³Velna Jan Townsend Weir, "Leadership Among Administrative Women in Public Education in Nebraska," (Ed.D. dissertation, The University of Nebraska Teachers College, 1961).

⁴Dorothy M. Burns, "Women in Educational Administration: A Study of Leadership in California Public Schools," (Ed.D. dissertation, University of Oregon, 1961).

Benedetti's research examined the similarities and differences among women leaders in educational and business administration.¹ Each of the aforementioned studies defined in some way personal characteristics and/or leadership styles of the women who served as subjects.

Reflecting other signs of greater involvement on the part of women in contemporary society, a core of women in the Association of Educational Communications and Technology have joined together and are emerging as a women's media caucus.² The group's newsletter, The Platform, was created to provide a forum for concerns, thoughts and ideas about their profession.

Women have conducted action, historical and experimental research relative to the school media center. In that this type of endeavor is the basis for one of the categories into which women's names are indexed in this study, this research is synthesized in the section identified as Category 7 in Chapter IV.

¹Clara R. Benedetti, "Similarities and Differences in the Leadership Styles and Personal Characteristics of Women in Educational Administration and Women in Business Administration," (Ed.D. dissertation, Western Michigan University, 1975).

²"AECT News," Audiovisual Instruction 19 (December 1974): 51.

CHAPTER III

METHODS AND PROCEDURES

Procedures: Definition of Categories

The initial purpose of this study was to identify the women in the school library or audiovisual fields who advocated the merger of print and audiovisual materials and services into a unified school media center. The first step required in designing this study was to consider a method by which these women's names could be identified. Ten categories were defined and the first stage of the study involved listing the identified names under the appropriate categories. The categories are presented in subsequent portions of this chapter. Following the identification of the category, the rationale for its inclusion and general procedures used in identifying women representing the school library or audiovisual fields within that category are included. Statements which amplify procedures unique to specific categories are included in the categorical data summaries in Chapter IV.

The categories defined and utilized to identify women appropriate to this study follow.

Category 1

Women who have served in key positions, namely as presidents and/or executive secretaries, in the two principal professional associations representing their disciplines, the American Association of School Librarians and the Association for Educational Communications and Technology, during the 1950 through 1975 time period.

This category focused upon the women who held leadership positions in national professional associations. The offices of president or executive secretary in and of themselves suggest leadership influence. No attempt was made in this study to either assess the effectiveness of an individual's contribution or the extent of the individual's influence. By virtue of being either appointed or elected to the position of executive secretary or president, it was assumed that the women possessed stature representative of an outstanding member of and a leader in a profession. This stature could also conceivably have been used to influence the direction of association programs.

Individuals in the key positions of concern in this category normally wrote a column in their respective association journals and thereby had a forum for widely disseminating their views and values. It was further assumed that professional philosophies were influenced by association activities and the individuals in leadership positions were influential in assembling committees; had responsibilities in the development of documents representing the association; and could set the tone of national conventions through their relationships with their membership as well as with professionals from other associations.

Data for this category were acquired by requesting the names of presidents and executive secretaries (1950 through 1975) from the Executive Secretary of the American Association of School Librarians and the Executive Director of the Association for Educational Communications and Technology. (Samples of these letters are included in Appendix A).

Category 2

Women who have held the position of chief state consultant or supervisor for school library, audiovisual and/or school media programs in any of the 50 states or the District of Columbia.

It was assumed that individuals in state consultant positions possessed leadership qualities and the nature of their job description placed them in influential positions. Whereas influence in Category 1 was national, in Category 2 influence was regional and had the potential of being more personalized. State consultants could have had direct contact with practitioners which permitted one-to-one dialogue and had the potential of influencing personal philosophies.

As evaluators, people in key state positions could influence the direction and planning of programs at the local level. They could also have exerted influence on monetary allocations and ultimately on program planning. Consultants had contact with state legislative bodies and this seemed exceedingly important due to the American system wherein the state is directly responsible for the educational opportunities of its children and youth. Consultants could have had impact on the development of special programs carried on within the state, e.g. the preparation of guidelines for the implementation of federal funds.

Finally, since consultants were in responsible positions their statements would appear to have been influential particularly when called upon to provide testimony before state legislative committees; when addressing a body of school administrators; or when preparing state-endorsed documents pertinent to their offices.

Data for this category were acquired by contacting the 1976

state supervisor(s) or consultant(s) and requesting a list(s) of the former holders of that office. (A copy of the cover letter and form for listing the consultants are included in Appendix B).

Category 3

Women who have served as presidents of state school library, audiovisual and/or media associations.

Some of the rationale for Category 1 is also applicable in this section, e.g. stature, leadership potential in association activities. However as in the rationale for Category 2, the influence of individuals in this category would be much closer to the local level. Interested professionals had more opportunity for dialogue because of smaller memberships and geographical proximity. State association presidents had potential for additional influence because of the greater accessibility of state conventions to the total membership as differing from national conventions where distance, time and/or expense often determine attendance. State association leaders were frequently called upon as resource people for district-level planning, acted as evaluators and interacted with state legislative bodies.

Data for this category were sought by contacting the president of the state associations (although the original list was supplied by the Executive Secretary, American Association of School Librarians some of the associations listed represented media associations) and requesting that they supply (1) the names of previous presidents (1950 through 1975) for their association and (2) the address of other

associations in the state pertinent to this study.¹ (See Appendix C for samples of letters and form.)

Category 4

Women who have had articles they have written which support some aspect of the school media center indexed in Library Literature, Education Index and/or the Current Index to Journals in Education.

The three indices referred to in this category include references to the literature which is most accessible to the profession. By definition of purpose, an index provides bibliographic control thereby providing access to ideas. The assumption was made that articles relating to the development of a school media center were likely to have been read by the professionals who were designing new programs or modifying existing ones. It was further assumed that professionals read, at the very least, the journals created by their professional associations. Therefore it seemed logical that women who wrote articles relating to the school media center were potentially influential. This was especially important when acknowledging that the professional literature provided an avenue for continuing education as well as for the dispersement of ideas.

Data for this category were accumulated by searching the indices, Library Literature, Education Index and the Current Index to Journals in Education, covering the period 1950 through 1975. Specific subject headings used are presented in the section in Chapter IV

¹This action was essential since there is neither bibliographic control over the names of the state associations nor their elected officials.

relating to this category. The articles which were identified were then retrieved and read. If the article supported some aspect of the school media center, or theory related to it, the name of the creator(s) of the article was listed in this category.

Category 5

Women who have served, or are serving, as educators and were nominated by the heads of American Library Association-accredited library school programs or by heads of graduate audiovisual programs. Specifically, nominations were requested in three areas (1) members of their own faculty; (2) graduates of their educational program who were teaching at other institutions; and (3) women in the school library and audiovisual fields at large who in the nominator's estimation have demonstrated leadership in the development of school media centers.

In requesting nominations from the heads of library science or audiovisual education programs the assumption was that these educators were first of all informed and knowledgeable. In addition, their professional commitment to self-development kept them current; they had stature in their position; and their opinions were respected. Since heads of such programs often operate with the advice and consent of their faculty, it was probable that their nominations were supported as a result of dialogue with faculty. Finally, most educational institutions have some operational procedure to evaluate the teaching faculty for purposes of tenure and promotion. Department heads had the responsibility of being informed about developments in the field at large and about the activities of their faculty.

Women as members of the teaching faculty were important in this study because their responsibilities related to conducting classroom experiences; engaging in professional research; serving as

consultants; and designing and implementing workshops placed them in highly influential positions. Their influence on the development of new members of a profession should not be minimized; it was also assumed that educators were aware of developing concepts and trends and exposed their students to them.

Educators generally had autonomy in developing courses, within some limitations, and therefore when determining course content; selecting textbooks and/or supplementary readings; identifying guest lecturers; outlining assignments or arranging instructional trips, the power existed to utilize academic freedom and present information on any developing trend or concept. Pre-service education influences philosophy development and serves as an environment in which students were first asked to define their personal philosophies.

Nominations of women in this category were acquired by providing the heads of graduate library science or audiovisual education programs with a nomination sheet (for cover letter and nomination sheet, see Appendix D) and requesting that they nominate women in three specific areas:

- (1) women on their faculty;
- (2) women who were graduates of their institution who taught at other colleges and universities; and
- (3) women in the school library and audiovisual fields at large who in their estimation had exhibited leadership in the development of the school media center concept.

The nominators were not requested to justify their nominations on the premise that as knowledgeable educators, their opinions would be respected.

Category 6

Women who have presented papers, delivered keynote addresses, or participated in sessions pertinent to the school media center at the national conventions of the American Association of School Librarians and/or the Association for Educational Communications and Technology.

The basic assumptions pertinent to this category were (1) that national conventions provided an impressive forum for the presentation of philosophies, practices and trends; and (2) that speakers at national conventions tended to be well-known, influential personalities or had been selected because of some outstanding professional activity.

With reference to the individuals who attended conventions, it is assumed that they did so because they were interested; they searched for new ideas or useful data; or desired some new perspectives. Therefore it seemed probable that they could have been open to new ideas particularly when they had freedom of choice with regard to the meetings they wished to attend.

Data in this category were located by studying the programs for the American Association of School Librarians and the Association for Educational Communications and Technology national conventions held from 1950 through 1975.

Category 7

Women who have conducted experimental, historical or action research studies related to the school media center.

Since disciplined study and systematic inquiry may have generated new knowledge, could have provided a basis for planning, or may have constituted a framework for observation, it was essential that

research efforts be considered in this study. The three types of research included in this category and their respective definitions are:

- (1) Experimental research: "Research study in which experimentation is the principal method involved."¹
- (2) Historical research: "The type of research that has as its chief purpose the ascertaining of facts that fit into a significant time sequence and the relationships among these facts usually concerned in a broad way with some delimited subject, delineating each aspect of the subject as it throws light on other aspects or on the general story: normally concerned with causes, but these may have to be imputed... ." ²
- (3) Action research: "A firing-line or on-the-job type of problem solving or research used by teachers, supervisors, and administrators to improve the quality of their decisions and actions. . ." ³

No effort in this study was made to determine the extent to which practitioners were influenced by, or used, research findings. However, with the realization in mind that research may be reported in professional journals or textbooks or presented at national conventions its distribution allows it to reach the practitioner, student, or members of professional fields at large. Research results are frequently used as a basis for decision making and hence researchers may have strong impact on the development of ideas and programs.

Women were identified in this category by searching for citations to research related to the school media center in Dissertation

¹Carter V. Good, ed., Dictionary of Education (New York: McGraw-Hill Book Co., 1973) p. 484.

²Ibid.

³Ibid

Abstracts International, Master's Theses in Education, Masters Abstracts, Library Literature, Education Index; Schlachter and Thomas' Library Science Dissertations, 1925-1972: An Annotated Bibliography; Magnotti's Master's Theses in Library Science; and Kirschner, Mapes and Anderton's Doctoral Research in Educational Media 1969-1972. In addition to searching the aforementioned titles manually, an Educational Resource Information Center search was conducted. Once again, specific subject headings or descriptors used in the data search are included with the discussion of this category in Chapter IV.

Category 8

Women who have authored, co-authored, compiled or edited books related to the school media center program which conceivably could be, or have been, used as college textbooks or supplementary reading in higher education courses leading to careers in school media center services.

The potential influence of books was considered in this category. Textbooks and supplementary readings are generally used to (1) explain processes; (2) clarify concepts; (3) synthesize and aid personal synthesis; (4) provide insight into unique aspects of a subject, and therefore are of value for pre-service or continuing education. The book provides a forum for a philosophy to be presented; provides access to ideas; and potentially benefits readers because background data and perspectives are synthesized for the reader.

Publishing a book disseminating data on a new concept involves a degree of risk for a publisher, therefore the author has to possess credibility at least to the satisfaction of the publisher. As authors the women listed in this category were potentially influential if only

in that as experts they introduced the novice to a new concept.

Data for this category were assembled by searching the Cumulative Book Index (1950 through 1975) under specific subject headings (included in Chapter IV), locating the book and reading it. If its content related to the purpose of this study the women's name was listed in this category.

Category 9

Women who have served on the executive committees preparing the national standards for school library/media programs published from 1950 through 1975.

It was assumed that individuals selected as committee members would possess expertise essential to the development of national standards. Since national standards provided a basis for the development of standards at the state level (standards which are closer to the practitioner and are more often used as a basis for evaluation), the persons writing the standards did potentially influence although perhaps unofficially the development of programs at the local level.

National standards are influential in stimulating discussing of their contents and focusing attention upon the unique concepts they may contain and trends they represent.

Names of women in this category were extracted from preliminary pages or the addenda to the published national standards appropriate to school library, audiovisual or media services, 1950 through 1975. Specific titles of the standards are included in Chapter IV.

Category 10

Women who have been granted federal funds for university-

sponsored institutes or other major programs designed to prepare participants for developing school media center programs.

Pre-service and continuing education experiences have been provided by special institutes and workshops through federal funding. By virtue of the competitiveness of applications for federal funds to support such programs, it was reasonable to assume that a high degree of creative talent was essential to perceive a unique program. Readers of applications for federal funds are competent professionals and therefore they must see merit in the intent and projected experiences of the project.

Women as designers or directors of institutes or workshops demonstrated skill first in their ability to introduce an aspect of a developing concept and then to design educational experiences which would facilitate the learner's conceptualization. The selection of staff is an additional important responsibility of directors of special programs. Obviously the philosophies and experiences of the staff must be compatible with the program they are charged with implementing.

In view of the fact that special institutes or workshops are generally intensive and participants become immersed in the concepts and practices being studied, it was assumed that participants and staff members alike are very likely to influence and be influenced as they work together toward initial understanding or modification of their current beliefs and behavior.

Data for this category were gleaned from information supplied by administrators in the U.S. Office of Education, Washington, D.C. including Frank A. Stevens, Mary Helen Mahar and Bruce A. Gaarder.

Specific keywords used as a basis for the inclusion of the institute are included in the discussion of this category in Chapter IV.

Procedures: Identification of Leaders

When all categorical data were tabulated, the final stage of identifying the women in this study was reached. When considering professional contributions on a national level, validity for the inclusion of a name to be recognized as a leader in the development and implementation of the school media center concept would necessitate that the woman's potential influence could conceivably reach an audience representing a wide geographical distribution.

It was recognized that there was not equal opportunity for all women to be included in each category since some of the categories had inherent limitations which would restrict the chances of a name being listed in that category. Another case in point relates to the fact that a twenty-five year time limit was imposed upon the study thereby making it improbable that more than twenty-five women's names appear as having been president of AASL or AECT, for example.

It was necessary then to determine how many of the categories represented limited possibilities for the inclusion of a name and which categories conceivably were open to any one name being identified with it. No attempt was made to attach greater importance to any one category over another. Initial consideration of the categories involved careful thought as to whether or not a wide geographical

distribution of womens' names would be possible to get in order to guard against any tendency to emphasize any specific geographical area. Procedures which gathered data from all states; requested nominations from all appropriate educational institutions; and included women's efforts in writing professional literature which could include either regional or national concerns, trends or practices would appear to conscientiously avoid bias.

Those categories which represented limited opportunity for the inclusion of a name are numbers 1, 2, 3, 9 and 10. Only a limited number of names could be listed as presidents, executive secretaries, consultants, as members of standards committees, or as grantees associated with projects supported by federal funds. However, leadership opportunities are also limited and therefore categorical limitation seems justified. Category 10 limited the inclusion of the name of any women who were not employed by higher educational institutions. Those categories wherein any name could conceivably have appeared were numbers 4, 6, 7 and 8. Theoretically, if the women had demonstrated the capability or interest to write articles, participate in national conventions, engage in research, or prepare manuscripts, they would have been identified and included in these four appropriate categories. Category 5 represented both limited and unlimited opportunity for the inclusion of a name. In two respects the nominations required that the women be educators in colleges or universities; however, the final portion of the nomination sheet was intentionally designed to generate the names of women in the school library and audiovisual fields at large who in

the opinion of the nominator had made contributions to the development of the school media center in theory or in practice.

Acting on the premise that there were four categories with unlimited opportunity for professional contributions each of which had the potential of representing a wide geographical distribution, women whose names appeared in any four or more of the ten categories were identified as leaders whose contributions on a national level to the development of the school media center concept merited recognition.

An alternative method for utilizing the categories to identify the leaders would have been to weight, or assign a numerical coefficient to each category to express its relative importance. However because this study did not attempt to determine the extent of influence generated by the activities identified in each category, it seemed advisable to treat each category equally (essentially each had a numerical value of one) and then analyze them with the intent that potential names would not be excluded.

The rationale for making one item worth more than another infers that weight was assigned for arithmetical impact and/or to express value. Taking into account that the process of weighting is arbitrary and is not as precise as it should be,¹ plus the fact that the design of this study did not imply a necessity to assign value since the categories were considered in light of their potential for influence rather than for their prestige value, it was decided to proceed per the process

¹The opinion of an expert in research design was sought and this assessment was made by Dr. Walter R. Borg, Professor of Psychology, Utah State University and author of the book, Educational Research.

described in prior paragraphs in this section.

Once identified, the contributions of the women, professionally active, retired, living or deceased were recognized. The women identified were supplied with a questionnaire (see Appendix E for sample cover letter and questionnaire) designed to gather personal and professional data as well as statements about their opinions of and recommendations for future planning for school media programs. The identified leaders were asked to make their statements about current opinions or recommendations either in writing or on cassette tapes which were provided.¹ The women were asked to tape opinions and recommendations in order to provide an oral history record for future research. Dixon views oral history as a totally new area of research which complements other forms of manuscript materials. She maintains that:

Oral history offers to the researcher, to the scholar, and to the merely curious, a first: a unique means of communication with the past and with the present. It offers to each reader something he has longed for since earliest times--conversation, direct conversation, with the people who actually took part in the shaping of an era.²

The human voice reflects emotions related to what is being said and the use of pauses, hesitations and exuberance convey messages not captured as vibrantly, if at all, in print. Taped responses provided

¹The cassette tapes were duplicated and were disposed of in the following manner. The original was retained by the author and copies were given to the university libraries at Southern Illinois University at Carbondale and Utah State University, Logan; the AECT Archives Collection at the University of Iowa; and the ALA Archives Collection at the University of Illinois.

²Elizabeth I. Dixon, "Oral History: A New Horizon," in Readings in Nonbook Librarianship, ed. Jean Spealman Kujoth (Metuchen, New Jersey: Scarecrow Press, Inc., 1968), p. 111.

a living record of the perspectives held by these leaders and added a special quality of vitality for future researchers to consider and enjoy.

The biographical data supplied by the leaders were assembled by following the format used for entries in the national biographical directory, Leaders in Education. This directory lists outstanding contributors in the field of education; and since the women were identified for their leadership in the development of the school media center concept, they merited recognition equal to other outstanding educators. A recommendation was made that the women whose names were not included in the current edition of Leaders in Education, be considered for inclusion in the next edition of that biographical directory.

The summaries of the data collected in each of the categories are presented by category number in Chapter IV. Within each categorical section a brief statement is made relevant to the source(s) of the data and to any special restrictions unique to the category. Data are then presented and summarized. Composite lists of women identified in each category were included in an appendix appropriate to that category.

Chapter V focuses upon the women identified as leaders. Their personal and professional data are presented in alphabetical order according to the biographee's surname. The leaders' statements concerning the school media center concept, its development and its future are presented and discussed in the final portion of Chapter V.

Chapter VI includes the summary of the study; conclusions which were drawn; and recommendations which were made.

CHAPTER IV

CATEGORICAL DATA SUMMARIES

Introduction

Data acquired for each of the categories used in this study as a basis for the identification of women who have supported the unified media center concept are presented and summarized in this chapter. Categorical data are organized in consecutive order according to the category number. Each categorical section is prefaced with a statement summarizing the method(s) by which data were acquired. As was stated in Chapter III, any procedures which were highly unique to specific categories are also included in the opening statements to the categorical sections. Following the introductory statements, the data acquired are presented and a subsequent summary of the data is provided.

It was assumed that a woman represented the school library or audiovisual field because of the expertise required if her name:

- (1) was identified with the national professional associations (Category 1); state consultantships (Category 2); or state professional associations (Category 3);
- (2) was nominated by heads of library schools or graduate audiovisual programs (Category 5);
- (3) was identified with the programs conducted at the national conventions of AASL or AECT (Category 6);
- (4) was associated with research on the school media center (Category 7);

- (5) was included on the lists of committee members who prepared the various sets of national standards (Category 9); or
- (6) was identified with university-sponsored institutes which were designed to prepare participants in developing school media center programs (Category 10).

Women identified as writers in categories 4 and 8 were included and considered to represent the school library or audiovisual field by employing one or more of the following procedures to determine her professional subject field:

- (1) by examining the brief statement about the author which often adjoins the article in a periodical;
- (2) by noting professional job titles or institutional association;
- (3) by checking the accumulated data for the study which possibly included her activities in other categories; or
- (4) through dialogue with other professionals in the fields focused upon in this study.

Category 1

Women who have served in key positions, namely as presidents and/or executive secretaries, in the two principal professional associations representing their disciplines, the American Association of School Librarians and the Association for Educational Communications and Technology.

The information for this category was procured from the Executive Secretary of the American Association of School Librarians (AASL) and the Executive Director of the Association for Educational Communications and Technology (AECT).

The data reveal that during the period, 1950 through 1975, eight women served as Executive Secretary of AASL.

Listed in chronological order, they were:

1953	Rachael W. DeAngelo
1954	Mariana McAllister
1955	Mary Helen Mahar
1956	Mariana McAllister
1957-1960	Eleanor E. Ahlers
1962-1965	Dorothy A. McGinniss
1966	Margaret E. NicholSEN
1967-1974	LuOuida Vinson Phillips
1975	Alice E. Fite

During the same quarter of a century, only one woman served as Executive Secretary of AECT. Anna L. Hyer held that office from 1958 to 1969.

There were twenty-three women who held the office of president of AASL from 1950 through 1975. Once again in chronological order, the women were:

1950	Margaret K. Walraven Reid
1951	Laura Katherine Martin
1952	Mary Lee Keath
1953	Alice Brooks McGuire
1954	Nancy Jane Day
1955	Dilla W. MacBean
1956	Lillian Batchelor
1957	Mary Virginia Gaver

1958	Elenora Alexander
1959	Esther V. Burrin
1960	Elizabeth O. Williams
1961	Sara I. Fenwick
1962	Cora Paul Bomar
1963	Jean E. Lowrie
1964	Virginia McJenkin
1965	Eleanor E. Ahlers
1967	Carolyn I. Whitenack
1968	Phyllis Hochstettler
1970	Roberta Young
1971	Frances Hatfield
1972	Elnora Portteus
1974	Helen Lloyd
1975	Judith G. Letsinger

During the same time period no woman was president of the Association for Educational Communications and Technology.

Summary

Of the eight women who served as executive secretary of AASL, LuOuida Vinson Phillips held that office for the longest period of time, eight years (1967-1974). Anna L. Hyer was the only woman to hold the office of executive secretary of AECT. She served the association for eleven years (1958-1969). From the total of thirty-one women who were either executive secretary or president of a professional association, only one woman, Eleanor E. Ahlers, served in

both capacities. She was the executive secretary of AASL from 1957-1960 and the president of AASL in 1965.

During the twenty-five years of concern in this study, twenty-three women led the membership of AASL. It was not too surprising that women dominated the presidency of AASL since statistically school librarians have been identified as women. No woman has served as president of AECT since 1945, therefore no women were listed in this category representing AECT as president. Interestingly, four women were presidents of AECT prior to 1945, the first of whom was Anna V. Dorris, 1927-1929. In April, 1977 Marie McMahan was elected as AECT's president-elect.

A composite list of all women included in this category is included in Appendix F .

Category 2

Women who have held the position of chief state consultant or supervisor for school library, audiovisual and/or school media programs in any of the 50 states or the District of Columbia.

Data for this category were assembled from lists of chief state consultants for school library, audiovisual and/or media services. A letter requesting a list of former state-level consultants (1950 through 1975) was sent to the chief state consultant identified on a list titled "State School Media Supervisors" (January, 1976) supplied through the office of the executive secretary of the American Association of School Librarians. (See Appendix B for the cover letter and a sample of the form supplied to the consultants for listing their predecessors.)

In order to identify chief state consultants other than those on the original mailing list which were appropriate to this study, Item IV on the form, "Chief Consultants or Supervisors Representing School Library, Audiovisual and/or Media Fields" (in Appendix B) requested that consultants list any additional chief state consultants in that state concerned with school library, audiovisual and/or media programs. It was assumed that a chief state consultant was the most knowledgeable about allied consultantships within the state represented. This proved to be a successful technique for identifying other state consultants provided that the state consultant responded to the request. When additional consultants were identified, a copy of the cover letter and the form for listing prior consultants was sent.

Because a number of states had merged their former school library and audiovisual consultant positions, it was not necessary in some cases to send additional letters and forms since the new "media consultant" supplied the names of the appropriate former consultants.

Initial requests were mailed to the chief state consultants in each of the 50 states and the District of Columbia. The completed lists were returned by representatives of thirty-seven states and the District of Columbia. A second request for the data was sent to the consultant in the thirteen remaining states and nine of those responded by providing the data. The states whose consultants were not represented in this category were Alabama, Alaska, Massachusetts, and Pennsylvania.

The names of the women identified in this category are listed below. The names are arranged first by the state represented and secondly by the title of the consultant's position. Each of the states represented in the responses are listed and if no women were identified the following statement appears: "No women listed." Only the names of the women who held the position of chief state consultant appropriate to this study were listed.

ARKANSAS

Specialist in Library Science:

Morgan, Betty J.

Specialist in Audio-Visual Services:

Griffon, Heloise

ARIZONA

School Library Consultant:

Choncoff, Mary
Mahaffey, Nina
Schratweiser, Ann

CALIFORNIA

No women listed

COLORADO

Supervisor, School Libraries and Learning Resources:

Falsone, Anne Marie
Young, Roberts

CONNECTICUT

Consultant, School Media Programs:

Clark, Rheta A.

DELAWARE

Supervisor, Library/Media:

Bennett, Helen

DISTRICT OF COLUMBIA

Director, School Libraries and Media Programs:

De Bruler, Olive C.

FLORIDA

Administrator, School Library Media Services

Groover, Eloise T.
Hunter, Lora
Krentzman, Sara
Newman, Audrey

GEORGIA

School Library Consultant:

Jones, Sarah

Associate Director, Media Field Services:

Hightower, Grace

HAWAII

Director, School Libraries and Instructional Materials:

Chun, May
Crawford, Carolyn
Izumo, Patsy

IDAHO

Coordinator, Educational Media Services:

Seydel, Ruth

ILLINOIS

Coordinator, School Media:

Downes, Valerie
 Dunlap, Myrtle
 Nickel, Mildred
 Sivak, Marie Rose

INDIANA

Director, Audio-Visual:

Sullivan, Altha

Director, Library Services:

Burrin, Esther
 Cole, Georgia
 Fredenburg, Vera
 Goodwin, Georgie
 Whitenack, Carolyn

Director, Division of Instructional Media:

Land, Phyllis

IOWA

Library Consultant:

Buckingham, Betty

KANSAS

Library Media Coordinator:

Alexander, E. Mona
 Miller, Marilyn L.

KENTUCKY

School Media Consultant:

Bailey, Nella
 Bonner, Lucy
 Earls, Rebecca
 Galloway, Louise
 Gullette, Irene
 McGarey, Wilma
 Terhune, Joy

LOUISIANA

Supervisor, School Libraries:

de Grummond, Lena Y.
 Hefley, Sue

MAINE

No women listed

MARYLAND

Assistant Director, School Media Office

Graham, Mae

MICHIGAN

Coordinator, Library Specialist Program:

Hanna, Mary Ann
 Rees, Louise
 Yungmeyer, Elinor

MINNESOTA

Library Consultant:

Dalbotten, Mary
 Ersted, Ruth

MISSISSIPPI

Library Consultant:

Sanford, Alice

MISSOURI

Library Supervisor:

Downing, Hilda
 Vaughn, Darlene

School Learning Resources, Supervisor:

Albers, Jo

MONTANA

Library Media Supervisor

Kittock, Monica

NEBRASKA

No women listed

NEVADA

State Librarian:

Collins, Constance C.

NEW HAMPSHIRE

Consultant, School Library
Services:

Adams, Harriet

NEW JERSEY

Consultant, School Libraries

Hobson, Jane
Voss, Anne

NEW MEXICO

Library Media Specialist:

Dietz, Dolores
Gillentine, Jane

NEW YORK

Supervisor, School Libraries

Babcock, Ruth
Kennedy, Anna Clark
Scurrah, Lore

NORTH CAROLINA

Educational Media Consultant:

Bomar, Cora Paul
Brumback, Elsie L.
Letsinger, Judith G.
Melton, Eloise Camp

NORTH DAKOTA

Coordinator, School Library
Services:

Buresh, Genevieve L.

OHIO

Supervisor, Library Media
Programs:

Hanning, Ann Whitehead
Saukhonen, Mirjam

OKLAHOMA

Library and Learning Resources
Coordinator:

Alexander, Sheila
Bell, Sarah Jane
Geis, Elizabeth

OREGON

Media Specialist:

Hochstettler, Phyllis
Parker, Elizabeth
Prideaux, Elizabeth

RHODE ISLAND

Title II Consultant:

Cerjanec, Ruth

Educational Media Consultant:

Edsal, Judith M.

SOUTH CAROLINA

Supervisor of Library Services:

Day, Nancy Jane

Library Consultant:

Ehrhardt, Margaret W.

Chief Supervisor, Audiovisual:

Cooper, Leila Grace

SOUTH DAKOTA

Director, Library and Media
Services:

Ruark, Ardis L.
Sougstad, Marjorie

TENNESSEE

Director, Library Services:

Meredith, Louise

Director, Libraries and Media
Services:

Clemmer, Hildagarde R.

TEXAS

Library Supervisor:

Garver, Lois
Moore, Mattie Ruth

Media Program Director:

Boyvey, Mary R.

UTAH

No women listed

VERMONT

School Media Consultant:

Battey, Jean D.
Harman, Eleanora

VIRGINIA

Supervisor, School Libraries
and Textbooks:

Mason, Mary Stuart
Rutherford, Margaret

WASHINGTON

Supervisor of Libraries:

Ahlers, Eleanor

Supervisor of Learning Resources:

LaCoste, Roberta
Motomatsu, Nancy
Wieman, Jean

WEST VIRGINIA

Program Specialist, Library
Services:

Canterbury, Nancy Jo
Dober, Virginia

WISCONSIN

Consultant, School Library
Services:

Newman, Irene
Vold, Anna May

WYOMING

Library/Title II, Coordinator:

Farris, Alice Held
Henchel, Jean

Summary

A total of 102 women were identified in Category 2. Unfortunately total state representation was not achieved since returns were not received from four states following the second and final request for lists of state consultants in school library, audiovisual and/or media services.

Represented in the responses received from supervisors or consultants in forty-six states and the District of Columbia were twenty-one women who had current (Spring, 1976) primary responsibility for school media services at the state level.

Further analysis of the data revealed that thirty-six states and the District of Columbia had either merged their former consultantships (school library and audiovisual) or formed a new media consultant's position.

Early moves in the formation of a state-level media consultant's position were made by California and Hawaii in 1959. During the 1960s the District of Columbia, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Maryland, Mississippi, Nebraska, Utah, Vermont, Washington, and West Virginia had reorganized or developed state-level "media" supervisory positions. Fourteen states made similar moves during the first half of the 1970s.

From the data reported in this category in the Spring of 1976, it was determined that ten states still had separate school library and audiovisual supervisory offices. The states were Arkansas, Arizona, Louisiana, Michigan, Nevada, New York, North Dakota, South Carolina, Texas, and Virginia.

Noticeable in the data received were evidences that supervisors assumed the duties and responsibilities associated with the office of media supervisor at the time the new position was created, e.g. Eloise Groover (Florida, 1964); Grace Hightower (Georgia, 1968); Monica Kittock (Montana, 1974); and Ardis L. Ruark (South Dakota, 1975). Seemingly, it can be assumed that women who accepted the responsibilities of the office were knowledgeable and committed to the concept of unified media services. This assumption also resulted from the analysis of data which revealed that some women had experienced the reorganization and/or redefinition which had affected their position. For example, Olive De Bruler (District of Columbia) formerly identified as "Supervising Director, Library Services" was designated as "Director of School Libraries and Media Programs"; and Anne Voss (New Jersey) experienced a job title change from "School Library Consultant" to "Coordinator School and College Media Services." The latter job title in each example suggested that the responsibilities of the consultant became more diversified.

The titles associated with the chief state supervisory positions pertinent to this study indicated that in repeated situations the former titles such as "School Library Consultant" or "Director, Audio-visual Services" have succumbed to terminology more reflective of the unified media concept. This trend was exemplified in the examples of job titles which are listed below:

Coordinator, Media Services
 Director, School Libraries and Instructional Materials Branch
 Supervisor, School Libraries and Learning Resources
 Administrator, School Library Media Services
 Director, Division of Instructional Media

Further examination of titles of chief consultants' positions as reported suggested an emerging trend toward closer identification with the school curriculum and/or the instructional program, for example:

Coordinator, Educational Media Services (Idaho)
 Director, Division of Instructional Media (Indiana)
 Chief, Educational Media Section (Iowa)
 State Supervisor, School Learning Resources (Missouri)
 Chief, Division of Instruction (New Hampshire)
 Educational Media Consultant (North Carolina)
 Library and Learning Resources Coordinator (Oklahoma)
 Administrator, Curriculum Division (Utah)
 Director of Learning Resources (Washington)
 Curriculum Development Specialist of Media (West Virginia)

Representative of comments volunteered by some consultants or supervisors which mirrored commitment to the unified media concept was the following remark made by Lucy Bonner, Kentucky School Media Consultant, on the questionnaire she completed:

In Kentucky, we use the term 'media' to apply to both print and non-print material. We encourage the concept of print and audiovisual materials as equally important as instructional materials, so the consultants work with both types of materials.

A composite list of women who were identified in this category is included in Appendix G .

Category 3

Women who have served as presidents of state school library, audiovisual and/or media associations.

Names of women for inclusion in this category were compiled from data supplied by presidents of state school library, audiovisual and/or media associations. In as much as there is neither systematic bibliographic control over the names of state associations

nor their elected officials, it was necessary to proceed with an available mailing list which would serve as a means to acquire both the names of previous presidents (1950 through 1975) of the associations on the mailing list and the names of other associations within that state pertinent to this study. When the completed forms were received, a cover letter and form were sent to any additional associations which were identified by the respondent.

A cover letter was written and a form for listing names was designed (see Appendix C for samples of letter and form) which were mailed to the state association presidents represented on a mailing list supplied through the AASL executive secretary's office. It should be noted that some of the associations identified on this list were audiovisual or media associations therefore this list was not limited to school library associations. The initial mailing list did not include an association for every state, thus for those states which were unrepresented a request was sent to the chief state school library, audiovisual or media consultant. They were asked to forward the cover letter and form (postage was provided) to a president of an association in their state.

The initial request was mailed to a representative in each of the fifty states. Completed forms were received from fifteen of them. A second request was sent to representatives in the remaining thirty-five states; responses were received from twenty of them. A third and final request was forwarded to the remaining fifteen states and three responses were returned. Those states whose professional associations were not represented in this category were Indiana,

Maryland, Massachusetts, Mississippi, Nebraska, New Hampshire, New Mexico, Oklahoma, Oregon, Pennsylvania, Vermont and West Virginia.

The women's names identified within this category are presented below. The names are organized first by the name of the state represented and then by the name of the association. If an association was identified and there was no response to the request for data, the association is identified and the statement, "No response," is included below the name.

ALABAMA

Alabama Library Association
Children's and School Section:

Beal, Betty
Carpenter, Mary Elizabeth
Gullett, Sarah
Klontz, Mary Ross
Pepper, Ruth
Provo, Myra
Rice, Juanita
Schrimsher, Ann
Smith, Mildred L.
Terrill, Mary Ella

Alabama Instructional Materials
Association:

No response

ALASKA¹

Alaska Library Association:

Carroll, Elizabeth
Chaney, A. Virginia
Harris, Margaret
Hughes, Merlie
Leibowitz, Margaret
Leon, Fran
Lesh, Nancy

Longley, Ruth
Matthews, Mary
Mudd, Isabelle
Rumsey, Kay
Shelton, Kay

ARIZONA

School Libraries Division:

Arizona State Library Association:

Bossuyt, Kathryn
Disbrow, Velma
Fambrough, Evelyn
Goble, Marg
Jones, Vivian
Kent, Nelda
Larson, Peggy
MacDonald, Mabel
Mulholland, Constance
Newell, Ethel
Roberts, Jo Nell
Witta, Mae

Arizona Educational Media
Association

No response

¹Responses received from Alaska and Arkansas represented their state library association. No information available revealed that these states had separate school library associations, therefore these responses were included.

ARKANSAS

Arkansas Library Association:

Alston, Annie May
 Belk, Evelyn
 Bradley, Florene
 Coker, Mary
 Gray, Alice
 Grider, Marcella
 Griffith, Terry
 Griffiths, D.G. (Mrs.)
 Hogan, Rose
 Keathley, Katharine
 Moore, Jerrel
 Neal, Karl (Mrs.)
 Nix, Frances
 Ownley, Mary G.
 Prichard, Hazel
 Reid, Dula
 Rogers, Sue
 Sachse, Gladys
 Schader, Freddy (Miss)
 Sharp, Kathleen
 Shepberd, Mary Sue
 Wilson, Allie

Arkansas Audiovisual Association:

Griffon, Heloise
 Rankin, Pauline

CALIFORNIA

California Association of School Librarians:

Billing, Earlene
 Bullock, Helen
 Craig, Genevieve
 Cyr, Helen
 Dunkley, Grace
 Ferring, Geraldine
 Frary, Mildred
 Holland, Elsie
 Horton, Marion
 Kramer, Ellanora
 Lowrey, Anna Mary
 Mensing, Irene
 Miller, Peggy
 Olson, Bess

Schramling, Marjorie
 Sealy, Louise
 Sebby, Helen
 Thompson, Sidney (Mrs.)
 Wichers, Jean

COLORADO

Colorado Educational Media Association:

Association not organized
 until 1976

CONNECTICUT

Connecticut Educational Media Association:

Association not organized
 until 1976

DELAWARE

Delaware School Library Association:

Able, Eileen
 Armstrong, Kay
 Betz, Josephine
 Burns, Marjorie
 Cahall, Mary
 Camberg, Sherie
 Cannon, Dortha
 Cool, Mary
 Corkle, Violet
 Hoffman, Patricia
 Horton, Evelyn
 Kemlein, Gertrude
 Mowll, Maxine
 Poole, Ann
 Wickham, Myrtice
 Yoho, Betty

Delaware Learning Resources Association:

Cassedy, Ora
 Heisler, Ruth

FLORIDA

Florida Association of School Librarians

Bias, Elizabeth
 Dewar, Jo
 Fugate, Margaret
 Grow, Elva
 Gullette, Irene
 Hatfield, Frances
 Heald, Dorothy
 Hunter, Lora
 Lamb, June
 Lawrence, Arleta
 Lawrence, Barbara
 Mann, Elizabeth
 Stephens, Elizabeth
 Ulm, Ruby

Florida Audio Visual Association:

Carlton, Helen
 Neil, Marion
 Taylor, Angie

Florida Association for Media in Education:

Ulm, Sandra

GEORGIA

Georgia Library Media Department:

Beasley, Nancy
 Benjamin, Lillie
 Blake, Dorothy
 Burnett, Helen
 Corrich, Grace
 Cravey, Wilma
 Dixon, Rosebud
 Easley, Cornelia
 England, Mary Belle
 Fattig, Helen
 Lewis, Laura
 Little, Doris
 Lowe, Cornelia
 McCall, May
 Martin, Grace
 Purcell, Mary
 Rees, Frances

Theay, Mary Louise
 Sorrier, Elizabeth
 Theus, Theodosia
 Underwood, Mable
 Vaughn, Mary Carruth
 White, Ruth

HAWAII

Pacific Association for Communications and Technology:

Griggs, Helen
 Lum, Lillian
 Panasuk, Sue

IDAHO

Idaho Educational Media Association:

Ward, Lois

ILLINOIS

Illinois Association of School Librarians:

Baker, Esther
 Cox, Dorothy
 Dees, Margaret
 Eakin, Mary
 Ellis, Myrtle
 James, Viola
 Kinney, Ruth
 Lathrope, Mary
 Lynch, Frances
 Nelson, Jean
 Nichol森, Margaret
 Schaeve, Marjorie
 Speer, Eunice
 Stevenson, Maxine
 Taylor, Marion
 Thomassen, Cora
 Walker, Helen
 Western, Dorothea
 Wilford, Valerie
 Zimmerman, Marguerite

Illinois Audiovisual Association:

Quigley, Blanche

IOWA

Iowa Educational Media Association:

Haley, Marie
Kirk, Mary Lou
Travillian, Mary

KANSAS

Kansas Association of School Librarians:

Adriance, Lois
Bump, Myrna
Downs, Rubye
Fields, Virginia
Flagg, Ethelyn
Floyd, Helen
Hanson, Ruth
Lowman, Margaret
McNally, Crystal
Mahan, Gertrude
Miller, Marilyn
Oliver, Margaret
Paddock, Beatrice
Riggs, Faye
Rogers, Lucile
Smith, Marguerite
Snyder, Mary Frances
Stapleford, Lois
Stucky, Martha
Thomas, Ailine
Trotter, Lavinia
Wheat, Geneva

Kansas Association for Educational Communications and Technology:

No women listed as president

KENTUCKY

Kentucky School Media Association:

Balz, Eloise
Barnett, Catherine
Bedford, Louise
Bentley, Ruth
Collins, Tressa
Fain, Robin
Fouts, Numia Lee

Franklin, Ann
Gill, Mildred
Gregory, Lois
Hill, Alma
Howerton, Doris
Ireland, Jimadean
Parsley, Zada
Paxton, Harry Wood (Mrs.)
Proctor, Irene
Simmons, Eleanor
Sloan, Thelma
Trower, Ruby
Underwood, Anne
Webster, Mary
Whitenack, Carolyn
Williams, Clarice

Kentucky Audio Visual Association:

Doran, Marie
Fox, Virginia
Montgomery, Christa
Seiler, Helen
Standiford, Elizabeth

LOUISIANA

Louisiana Association of School Librarians:

Carstens, Jane
Carter, Yvonne
Chesson, Reva
Cheves, Clara
Daughdrill, Luccille
Driskell, Hermione
Floyd, Nan
Gamer, Geraldine
Gehring, Olive
Gibson, Ruby
Hanks, Dorothy
Hefley, Sue
Klaus, Brunette
Koch, Yvonne
Milstead, Agnes
Moore, Ruby
Nesom, Ruth
Nickey, Dorothy
Parker, Pauline
Royston, Jean
Royston, Mary
Tindol, Lucille
Voorhies, Myra

Ward, Gladys
 Ward, Ruth
 Wilbanks, T.F. (Mrs.)
 Wooten, Mildred

MAINE

Maine Educational Media
 Association:

Welsh, Shirley

MICHIGAN

Michigan Association of School
 Librarians:

Banks, Florence
 Brown, Hazel
 Brown, Ruby
 Carey, Avis
 Coye, Charlotte
 Giambrone, Eunice
 Hayner, C. Irene
 Hough, Maxine Larson
 Jameson, Leonella
 McCrady, Marian
 McGinnis, Esther
 MacKeller, Lorna
 Marchand, Jeannine
 Robinson, Margaret
 Ross, Margaret
 Schmitz, Eugenia
 Smith, Josephine
 Tinsley, Margie
 Weaver, Eldra

Michigan Audiovisual Association:

Ainsley, Lucy
 Greer, Phyllis
 McMahan, Marie

Michigan Association for Media
 in Education:

Ainsley, Lucy
 Kinsinger, Addie
 Lambert, Virginia
 Miller, Marilyn

MINNESOTA

Minnesota Association of School
 Librarians:

Brinkman, Kay
 Clark, Louise
 Duncan, Emma
 Ferguson, Margaret
 Green, Mildred
 Hobart, Margaret
 Hokanson, Naomi
 Meyer, Mary
 Miller, Ingrid
 Pagel, Doris
 Peterson, Jean
 Ross, Polly
 Strebel, Jane
 Taylor, Laura
 Thornley, Phyllis
 Turner, Marian
 Welken, Marion
 Whiting, Helen

Audiovisual Communication Association
 of Minnesota:

Benson, Laurel

Minnesota Educational Media
 Organization:

Organization not organized
 until 1976

MISSOURI

Missouri Association of School
 Librarians:

Adams, Geneva
 Bowman, Helen
 Brewer, Margaret
 Campbell, Pauline
 Corgan, Martha
 Crain, Wilma
 Gearin, Louvan
 Golden, Alice
 Hale, Hilda D.
 Hooligan, Genevieve
 King, Virgie

McLean, Lillian
 Mace, Eunice
 Metz, Sally
 Moore, Helen
 Murray, Zella
 Roberts, Judy
 Schanz, Virginia
 Sillers, Polly Ann
 Vogelsang, Mildred
 Wade, Wilma
 Willis, Sharon
 Winans, Barbara

MONTANA

Montana Association of School
 Librarians:

Berg, Edna
 Crow, Evlyn
 Paris, Ethlyn
 Schulte, Virginia
 Weinzetl, Sharon

NEVADA

Nevada Association of School
 Librarians:

Alcorn, Glenda
 Graver, Lois
 DeRuff, Alene
 Kelly, Marion
 Larson, Linda
 Lee, Virginia
 Lindesmith, Marion
 Moore, Mary
 Pierce, Mildred
 Potter, Hazel
 Whitacre, Helen

NEW JERSEY

New Jersey School Media
 Association:

Baechtold, Marguerite
 Blomgren, Carolyn
 Coachman, Dorothea
 Gramer, Ruth
 Hettich, Helen
 Jones, Anna
 Logsdon, Irene
 McKinney, Eleanor

Morse, Elizabeth
 Normes, Ruth J.
 Patton, Joan
 Pennypacker, Arabelle
 Scott, Marian
 Silvernail, Margaret
 Torricelli, Betty
 Younger, Mildred

NEW YORK

School Library Media Section/
 New York Library Association:

Anckner, Ada
 Brown, Netta
 Buell, Ruth
 Cole, Doris
 Davis, Helen E.
 Finnigan, Claire
 Grant, Rita
 Hilfiker, Ruth
 Horsman, Joyce
 Kager, Marguerite
 Lattimer, Eleanor
 Pattison, Marjorie
 Place, Doris
 Rice, Evelyn
 Riedinger, Louise
 Romweber, Margaret
 Short, Mary Alice
 Smith, Susan
 Stafford, Elizabeth
 Thomas, Lucille
 Vroman, Laura
 Wedge, Laura
 Welsh, Helen

New York State Educational
 Communications Association:

Cypher, Irene

NORTH DAKOTA

School Media Section/North
 Dakota Education Association:

Fuxa, Mary
 Haugaard, Anne
 Pearson, Bev
 Reimche, Edna
 Strauss, Phyllis
 Urban, Jean

OHIO

Ohio Association of School Librarians:

Alexander, Margaret
 Ball, Diane
 Barber, Carol
 Benton, Flora
 Boomershine, Reba
 Borchin, Anna
 Burkhart, Marie
 Conrad, Carolyn
 Craig, Lois
 Dolezal, Norma
 Gooch, Janie
 Heller, Frieda
 Holmes, Caroline
 Krohn, Mildred
 Lewis, Helen
 Lindley, Margaret
 Linnenbruegge, Gertrude
 McCauley, Hannah
 Meyer, Beatrice
 Muntz, Margaret
 Portteus, Elnora
 Rehring, Margaret
 Travis, F. Geneva
 Watkins, Ruth

Educational Media Council
of Ohio:

Gibbony, Hazel
 Saylor, Margaret
 Sumner, Vanica

RHODE ISLANDRhode Island School Media
Association:

Association not organized
 until 1975

SOUTH CAROLINAAssociation for Educational Com-
munications and Technology/South
Carolina:

Cooper, Leila Grace

SOUTH DAKOTASouth Dakota Library Media
Association:

Ruark, Ardis
 Steward, Rosmaye
 White, Marjorie

TENNESSEELibrary Section/Tennessee
Education Association:

Baker, Linda
 Brown, Helen
 Bruer, Edith
 Carter, Annie Jo
 Coates, Frances
 Crump, Marcella
 Currier, Nell
 Dunn, Chlora
 Edwards, Leneil
 Gebhart, Genevieve
 Jacobs, Lorene
 Jordan, Marion
 Kolwyck, Augusta
 McKinney, Louise
 Moore, Sarah
 Mullennix, Ellen
 Newsom, Mallie
 Reagor, Ruth
 Reid, Frances
 Steadman, Hazel
 Stewart, Willodene
 Tice, Wilma
 Tuckson, Barbara
 Wood, Ethel
 Yusk, Stanley (Mrs.)

Tennessee Audiovisual Association:

No response

TEXASTexas Association of School
Librarians:

Baggett, Effie J.
 Bell, Jo Ann
 Bierman, Margaret

Boyvey, Mary
 Clark, Ruth
 Davis, Irene
 de Cordova, Frances
 Fowler, Harriet
 Franklin, Catherine
 Glass, Christina
 Higley, Luella
 Justin, Laura Dell
 Lankford, Mary
 Love, LaNelle
 Marie, Sister Jane
 Moran, Deurene
 Patton, Audrey
 Ross, Yvonne
 Scott, Grace
 Smith, Pearl
 Speiser, Adel
 Stancil, Nelleen
 Young, Elizabeth

Texas Association for Educational Technology:

Land, Lois
 Patterson, Virginia
 Thompson, Kathryn

UTAH

Utah Educational Media Association:

No women listed as president

VIRGINIA

School Librarians Department/
 Virginia Education Association:

Booker, Barbara
 Cooper, Leone
 Hiltzheimer, Sara
 Hodges, Elizabeth
 Landers, Frances
 Miller, Gladys
 Moody, Juliette
 Mysakowee, Joan
 Riddle, Felsie

Ruff, Virginia
 Scott, Billie Jean
 Southall, Irene
 Stephenson, Lillian
 Thornton, Evelyn

Virginia Educational Media Association:

No women listed as president

WASHINGTON

Washington State Association of School Librarians:

Ahlers, Eleanor
 Allen, Helen
 Beasley, Lee
 Blodgett, Elizabeth C.
 Cornish, Evelyn
 Geisler, Thalia
 Hamilton, Muriel
 Hay, Dora Leavitt
 Hellene, Dorothy
 Irwin, Zola
 Lees, Gladys
 McDonnell, Audrey
 Miles, Jane
 Mitchell, Helen
 Montgomery, Ada
 Morrison, Eilene
 Partch, Mildred
 Pearce, Thelma
 Raught, Floramae
 Telban, Ethel
 Thompson, Jean
 Thompson, Ruth
 Turner, Mabel
 Wenberg, Louise

WISCONSIN

Wisconsin Association of School Librarians:

Barclay, Gloria
 Glidden, Iris
 Hardtke, Joyce
 Trakel, Newell

Wisconsin AudioVisual Association:

No women listed as
president

WYOMING

Wyoming Association of Educational
Communications and Technology

Logan, Nancy
Riske, Joy
Wright, Marcia

Summary

The potential number of women who could have been included in this category exceeded the number received in the actual returns since (1) twelve states were not represented because returns could not be obtained; and (2) some of the associations identified did not respond when the data gathering instruments were sent to them. A total of 508 women's names were, however, identified in this category. Of that total, two women had served as state-level association presidents during the twenty-five-year period included in this study for more than one association. Lucy Ainsley had served as president of the Michigan Audiovisual Association and the Michigan Association for Media in Education. Marilyn Miller had served as president of the Kansas Association of School Librarians and the Michigan Association for Media in Education. It is possible that there may have been other women who had served as a state school library, audiovisual or media association president for more than one association and in more than one state in view of the fact that there were twelve states whose associations were unrepresented.

Data from the thirty-eight states represented by responses

revealed that fifteen states; Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Iowa, Maine, Michigan, New Jersey, North Dakota, Rhode Island, South Dakota, Utah, and Virginia had formed media associations. Ten of those states: Connecticut, Delaware, Florida, Iowa, Maine, Michigan, North Dakota, Rhode Island, South Dakota, and Virginia had merged their former school library and audiovisual groups to form a media association. Georgia and New Jersey had renamed their former school library association as media associations. Idaho and Utah formed new media associations which incorporated the former audiovisual associations. No background data was provided on how the media association in Colorado was formed. At the time data were returned, respondents from Minnesota, Montana, Ohio, and Wisconsin indicated that committees had been formed to study the possibilities of a merger to form a media association. It was also evident that in the fifteen states where media associations had been established they were formed in the early and mid-1970s. It was apparent from examining the names of media associations identified in the fifteen states emphasized at the beginning of this paragraph that key words in the titles of the associations were "educational media" or "media in education." These words reflect contemporary concern for the interrelationships which exist between the services of the media center and the instructional program in the school.

The remaining twenty-five states identified in this category had retained the separate school library and audiovisual associations at the time data were reported. The separate associations generally revealed the following patterns in their organizational structure:

(1) they were autonomous organizations; (2) they were sections affiliated

with state library associations; or (3) they were departments within the state education associations.

Appendix H includes a composite list of women's names identified in this category.

Category 4

Women who have had articles they have written which support some aspect of the school media center indexed in Library Literature, Education Index and/or the Current Index to Journals in Education.

A woman's name was included in this category if she had written an article which focused upon some aspect of the school media center such as its philosophical background, origin, objectives, rationale, program, facilities, staff, internal operations and/or materials.

Articles were identified by searching three indices, specifically Library Literature, Education Index and the Current Index to Journals in Education for the period 1950 through 1975.¹ Specific subject headings used in each of the indices follow:

(1) Library Literature:

- Audio-Visual Aids
- Audio-Visual Centers
- Audio-Visual Materials
- Audio-Visual Materials-Administration
- Instructional Materials Center
- School Libraries
- School Libraries-Audio Visual Materials
- School Libraries-Administration
- School Libraries (Elementary School)
- School Libraries (High School)
- School Libraries (Junior High School)

¹Since the Current Index to Journals in Education first appeared in 1969, the search in that index covered the period 1969 through 1975.

(2) Education Index:

Audio-Visual Education-Administration
 A.V. Centers
 Instructional Materials Centers
 Libraries, School
 Libraries, School-Administration
 Libraries, School-Elementary Schools
 Libraries, School-High Schools
 Libraries, School-Junior High Schools

(3) Current Index to Journals in Education:

Audiovisual Centers
 Instructional Materials Centers
 School Libraries

All of the aforementioned subject headings were searched since they had the potential of including a citation to an article which could have included some support for, or a description of, a developing philosophy of service or actual practices. Naturally some articles were listed under more than one subject heading, however, the additional examination of entries of all subject headings guarded against omitting a valid article because of an indexer's interpretation of the manuscript.

Citations to articles in the indices were examined in two respects: (1) to determine that the author was a woman (if initials were used in the index entry the article was retrieved and the complete name was verified); and (2) to determine whether or not the article was concerned with some aspect of the development of the school media center, its philosophy or program by examining the titles. Citations were noted if such keywords as "evolving", "merging", "integrating", "developing", "combining", "philosophy", "materials center", "new goals", or "trends" were part of the title and were

used in conjunction with audiovisual programs, school libraries or both. If there was an element of doubt about the focus of the article after examining the title, the article was retrieved and read, e.g. the articles by Wretha Baker, Mary Frances Kennon and others. All the articles identified from the analysis of citations in the indices were retrieved and read.¹ A woman's name was listed in this category if her article(s) did support some dimension of the school media center philosophy or its actualization.² The article did not have to be a complete work drawing attention to the school media center concept but it did have to include some positive statements about the changes appearing in the traditional book-oriented school library collection and programs of service.

The articles read and finally identified within this category represented the writing efforts of 118 women. In view of the fact that there was an extensive number of articles, they are presented as a bibliography for this category in Appendix I .

Summary

A total of 176 articles appropriate to this category were published from 1950 through 1975. Of the 118 women who were identified

¹This step in the study required the use of collections in several university libraries and extensive use of interlibrary loan.

²The woman's name was also included if she co-authored an article with a man provided that the article met the criteria specified in this category.

as authors of those articles, 109 were the sole author of their work(s). Only nine women were co-authors (Adams, Edwards, Godfree, Jones, Knight, McJenkin, Moses, Smith, and Tolman); five of these women (Edwards, Godfree, Jones, Knight and McJenkin) were found to be sole authors of other articles as well. Therefore it was apparent that nearly all of the women identified in this category expressed highly personal opinion, attitude, perspective, comment, or counsel in their writing.

Thirty-three of the women wrote more than one article. Data revealed that eighteen women wrote two articles and they were: Ahlers, Ainsworth, Alexander, Crawford, Cyr, Douglas, Doyle, Edwards, Fast, Godfree, Henne, Jones, Knight, Mann, Martin, Marjorie Miller, Preston, and Swanson. Each of the following ten women wrote three articles: Gaver, Geller, Hoverson, Lohrer, McGinniss, McGuire, Mahar, Powell, Rufsvold, and Tolman. Sara Srygley and Virginia McJenkin contributed four articles each. Mary Frances Kennon Johnson wrote five articles and Jean Lowrie authored six published articles. Carolyn Whitenack was identified as the most prolific author included in this category. She contributed eight articles appropriate to this study during the 1950 through 1975 time limit. Table 1 identifies the women by the decade in which their article(s) appeared in print.

TABLE 1
 AUTHORS OF ARTICLES
 LISTED BY DECADE

1950-1959	1960-1969	1970-1975
Ahlers	Adams***	Bauerl e
Ainsworth	Ahlers	Brumback
Batchelor	Alexander	Clay
Bauner	Anthony	Croft
Best	Baker	Cyr
Beust	Belcher	Doyle
Brister	Berry	Fast
Cory	Bingham	Finnegan
Douglas	Bomar	Fite
Dunn	Brandt	Gardner
Edwards	Broderick	Gaver
Elthorp	Chisholm	Hall
Godfree	Cox	Hanna
Henne	Crawford	Harman
Hoverson	Cyr	Henne
Krentzman*	Dewar	Jay
McGuire	Douglas	Johnson
Mann	Doyle	Jones
Miller, E.K.	Falsone	Kingsbury
Newman	Fast	Kulwicki
Odom	Foley	Like
Preston	Gaver	Lohrer
Rufsvold	Geller	Lowrie
	Greer	McGinniss
	Hatfield	McIntrye
	Helms	Martin

TABLE 1-Continued

1950-1959	1960-1969	1970-1975
	Hochstettler	Moore
	Jameson	Moses
	Johnson**	Myers
	Jones	Powell
	Katz	Richard
	Kennon	Sager
	Knight	Schang
	Krohn	Shapiro
	Lembo	Smith, Alice
	Lohrer	Smith, Patricia***
	Lowrie	Srygley
	McCalla	Sullivan
	McGinniss	Tolman
	McGuire	Turk
	McJenkin	Vinson
	McKinney	Ward
	McMahan	Whitehead
	Mahaffey	Whitenack
	Mahar	Wichers
	Mahoney	Ziegler
	Mann	Ziering
	Mattison	
	Miller, Marilyn	
	Miller, Marjorie	
	Moran	
	Moss	
	Nicholsen	
	Polette	
	Portteus	

TABLE 1-Continued

1950-1959	1960-1969	1970-1975
	Pressler	
	Preston	
	Randazzo	
	Rees	
	Reid	
	Rufsvold	
	Simmons	
	Smith, Morene	
	Srygley	
	Swanson	
	Tolman	
	Weller	
	Whitenack	
	Yungmeyer	

*Sara Krentzman is identified by her married name, Srygley, in the adjacent columns.

**This column includes 69 names, however Table 2 shows only 68 women as authors since Mary Frances Kennon Johnson is represented in this column both under her maiden name, Kennon, and her married name, Johnson.

***Co-authors can be located on the bibliography in Appendix I as Knight and Adams; Gallagher and Smith.

Table 2 illustrates the number of authors and articles associated with each decade represented in this study.

TABLE 2
NUMBERS OF AUTHORS AND ARTICLES BY DECADE

	1950-1959	1960-1969	1970-1975
Authors	23	68	47*
Articles	30	94	52**

*The number of authors in this table equals 138 which differs from the actual total of 118 in this category since some of the women wrote in more than one decade.

**The total number of articles equals 176.

Table 1 reveals that Eleanor Ahlers contributed to the professional literature during the 1950s and 1960s. Other women who wrote during this same time period were Mary Peacock Douglas, Alice Brooks McGuire, Mary Louise Mann, Ellinor Preston, Margaret Rufsvold, and Sara Krentzman Srygley. Of the total number of women who wrote from 1950 to 1959 (see Table 2), the analysis indicated that 30 percent of these women also contributed to the literature of the following decade.

Further analysis of Table 1 indicated that twelve women who contributed articles to the professional literature during the 1960s were also represented as authors in the 1970s. They were Helen Cyr, Leila Ann Doyle, Betty Fast, Mary Gaver, Mary Frances Kenyon Johnson, Milbrey Jones, Alice Lohrer, Jean Lowrie, Dorothy McGinniss, Sara Krentzman Srygley, Lorraine Tolman, and Carolyn Whitenack. These women represent 18 percent of the total number of women who wrote in the 1960s (see Table 2). Although the percentage of women who wrote in the 1960s and 1970s was less than that of the women whose writing appeared in the

1950s and 1960s, it was noted that the two groups did not have equal time representation (1950 to 1969 in contrast to 1960 to 1975). Data in Table 2 further revealed that the number of authors in 1960 almost tripled that of the prior decade and their published works did slightly more than triple the number published from 1950 to 1959.

The final analysis of names listed in the three columns in Table 1 revealed that Frances Henne wrote articles in the 1950s and 1970s but only Sara Krentzman Srygley appeared as an author who contributed to the professional literature in each of the decades defined in this study. It was assumed that the potential for influence increased (1) as the individual women wrote multiple articles reflecting their perspectives and experience and (2) as the total number of writers and articles increased. Table 2 reveals that articles which included statements on some aspect of the school media center rose sharply in the 1960s and by the mid-1970s continued to rise proportionately when considered with the figures available in the 1960s.

A survey of the major emphases focused upon in the articles identified in this category follows and is also presented by decade. It was acknowledged that the articles were not limited to the emphases highlighted below and that they contained other dimensions in many cases. Recurrent themes however did appear.

During the 1950s the literature revealed that definite statements about the changes in educational philosophy which challenged educators to realize the limitations of teaching with a single text were apparent. These statements were often extended to remarks pertinent to the need for a multiplicity of materials to support the

teaching/learning process and ultimately improve learning opportunities; these points of view were expressed in the articles by Ahlers, Beust, Hoverson, and Mann. Ahlers determined that:

As the philosophy of education has changed over the years, a single or even supplementary textbook no longer suffices; there is need for a multiplicity of materials, including films, filmstrips, recordings, maps, pictures, etc., as well as books and other printed materials.¹

New teaching methods required diverse materials and therefore access to those materials had to be provided. Collection development demanded that attention be paid to audiovisual materials. The centralization of all materials into one administrative unit; and the manner in which materials could potentially support both the instructional and enrichment programs were developed in articles by Batchelor, Cory, Elthorp, Henne, Hoverson, Krentzman, McGuire, E.K. Miller, and Rufsvold. Cory wrote:

Research has shown that learning takes place more quickly, and that retention is greater and more lasting, when a variety of teaching materials are used to reinforce one another. A multiple use of materials will be made more readily if they are all housed together in an easily accessible place.²

To expand a collection to include audiovisual materials as viable additions to that collection required that those who administered the collections accept these materials and study them both in terms of their quality and potential as forms of communication. The acceptance

¹Eleanor Ahlers, "Shape of Things to Come; A Symposium; The School Library of the Future," Illinois Libraries 40 (November 1958): 730.

²Patricia B. Cory, "Materials Center: Visual Education Materials and Books," The Volta Review 58 (January 1956): 15.

of audiovisual materials was dealt with in the works by Ainsworth, Best, Godfree, McGuire, E.K. Miller, and Preston. In 1950 Best entered her plea by writing:

. . . school librarians, please take these new [audiovisual] materials into the fold of your library. You will find them good for the books which are already there.¹

In her article Best further explored suggested ways of using materials and admonished librarians to include "audiovisual aids" in bibliographies prepared for use in the school and community.²

Godfree took a firm stand in her rebuttal to an article by Helen Sattley and wrote:

A dynamic librarian, while revering the timeless value of the printed word faces reality. Books are no longer the sole source of information in today's world.³

In addressing remarks to the role of the librarians in the intelligent use of materials, McGuire drew attention to the idea that the best materials of communication must be readily accessible and that librarians must become "materials specialists".⁴

The acceptance and utilization of audiovisual materials within the instructional program would require the provision of a place for

¹Camilla Best, "Special Services of the School Library," Louisiana Library Association Bulletin 13 (January 1950): 7.

²Ibid.

³Dorothea Godfree, "A School Library Materials Center," National Association of Secondary-School Principals Bulletin 41 (October 1957): 99.

⁴Alice Brooks McGuire, "Our Developing Communications," Wilson Library Bulletin 25 (November 1950): 238.

their centralization. Bauner, Brister, Dunn, Hoverson, Odom and Rufsvold viewed the school library as a natural place for housing all materials. It was anticipated that centralization of materials and services would bring about increased efficiency, economy and accessibility. Odom stated:

When newer media, such as records, films, filmstrips, radio and television came into use as aids to instruction, it was natural that those materials should be housed in the school library . . . Here all the materials can be found in a single location. Cataloguing is centrally accomplished to avoid searching in multiple sources, affording a saving in time and effort for the teacher or student in need of materials.¹

Brister and Rufsvold made recommendations for modification in facilities to accommodate audiovisual materials.

Among the major emphases in the literature of the 1950s were the descriptions of the steps required in organizing a materials center and administering media collections, e.g. Ainsworth and Edwards. The increased potential for greater integration of book and nonbook materials in the teaching strategies used by teachers and the need for instruction in the use of all materials was considered by Douglas and Rufsvold.

Finally the writers in the 1950s included remarks with reference to the relationship between building-level and district or regional materials centers (e.g. Edwards and Newman) and considerations of trends and practices, e.g. Preston.

The years 1960 to 1969 included literature which repeated and/or extended some of the perspectives which appeared in the prior decade.

¹Murvise Odom, "School Libraries as Materials Centers," Arizona Librarian 14 (Summer 1957): 16.

Efforts were made to refine definitions and concepts. An impressive number of women addressed themselves to developing further definitions of the school media center concept and examined the changing concept of school library service. Repeated references to the instructional materials center concept were made by Ahlers, Alexander, Anthony, Baker, Broderick, Chisholm, Johnson, Katz, Knight and Adams, Lohrer, Lowrie, McGinniss, McMahan, Mahar, Mann, Rees, and Whitenack. Mann stated that:

Unquestionably the materials center concept provides fuller, richer opportunities for learning and teaching and contributes to the quality education which we are so earnestly striving to give our young people today.¹

Alexander discussed the cross-media concept and asserted that:

No library can continue to be centered solely on books when the various media are administered as a unit. Thus, the concept of the school library in such situations is broadened and the library becomes a service center for all instructional media, permeating the whole school system.²

Lowrie wrote:

A review of the professional literature published in the last decade - educational, library and audio-visual - reveals clearly a crystallization of the concept that integrated use of all media print and non-print, should be part of the total instructional aim throughout an entire school system.³

Many women who contributed articles to the literature of this

¹Mary Louise Mann, "Services of the School Library Materials Center in the High School," Hoosier Libraries 3 (February 1964): 16.

²Elenora Alexander, "The IMS Merger," Library Journal 89 (15 October, 1964): 4109.

³Jean E. Lowrie, "Organization and Operation of School Library Materials Centers," Library Trends 16 (October 1967): 212.

decade developed definitions of the instructional materials center, or its equivalent. The definitions included objectives and general statements of purposes, rationale and services. Each of the following women addressed herself to interpreting what the instructional materials center was and what it could contribute to improved educational opportunities: Belcher, Berry, Crawford, Fast, Hochstettler, Lembo, McGuire, McJenkin, Mahoney, Moran, Nichol森, Portteus, Reid, Weller, Whitenack, and Yungmeyer. Hochstettler related the media center concept to the purposes of an instructional materials center:

The concept that the library is an instructional materials center or learning resource center implies that it is a laboratory for research where students learn to develop library and study skills; read, view and listen for knowledge and enjoyment; and use materials with discrimination, judgment, and appreciation.¹

Moran viewed all learning materials as having equal status thereby deserving equal consideration and concluded:

Essentially, the Instructional Materials Center is the place for pupils and teachers to come for information on any given topic. Printed and audiovisual materials should be available through the card catalog and in one place, the central library room under its new title, the Instructional Materials Center.²

References to the changing role of the librarian were apparent in the articles. Oftentimes these references were also amplified to include a general statement on personnel requirements. Alexander,

¹Phyllis Hochstettler, "A Design for School Library Development," Idaho Librarian 16 (July 1964): 104.

²Virginia Moran, "The Instructional Materials Center," Odds and Bookends (Summer 1967): 10.

Cox, Fast, Lowrie, Preston, and Whitenack each wrote statements on the personnel associated with the media center. Cox explained that the librarian must be:

. . . convinced that although the book is still a versatile and inexpensive learning aid, it is no longer the only informational source; that any media which can satisfy the need for information surely deserves a place in the library . . .¹

Whitenack elaborated upon the challenges facing the librarians which shaped their roles. She maintained that generally separate materials operations were competitive and that:

In the interest of improving the quality of education, coordinating services and resources, and reducing the high cost of duplicate services, central organization of all types of materials is being explored and tried in schools, . . . Professional standards and opinions of at least two national groups--the American Association of School Librarians and the Department of Audio-Visual Instruction--now call for improved service arrangements.²

Influences on the development of the instructional materials center, such as curriculum reform or the necessity of assisting the teacher in selecting and using appropriate media were emphases surveyed by Belcher, Bomar, Foley, and Whitenack.

Case studies or descriptions of the media programs in selected schools and "how-to-do-it" advice for the practitioner were themes focused upon by another large number of authors; they were: Berry, Bingham, Cyr, Falsone, Gaver, Greer, Hatfield, Helms, Jameson, McKinney,

¹Dorothy Cox, "The Role of the Librarian in the Library Without Walls," Illinois Libraries 48 (April 1966): 271.

²Carolyn Whitenack, "The Changing Role of the Librarian," Wilson Library Bulletin 38 (January 1964): 399.

Mattison, Marjorie Miller, Pressler, Randazzo, Morene Smith, Srygley, Swanson, and Whitenack. Case studies were compiled by Srygley and Whitenack. Specific programs were described and reflected wide geographical distribution. Examples of states represented with the associated author in parentheses were: Florida (Hatfield); Illinois (Swanson); Michigan (Greer); Mississippi (Randazzo); North Carolina (Bingham); Pennsylvania (Pressler); and Utah (Berry). It was apparent that the concept had emerged as a practice and conceivably there were other practitioners who would have access through these articles to what was happening elsewhere in the country.

Arguing that and examining how the media center supported the instructional program was emphasized in the articles by Dewar, Douglas, Doyle, Celler, Jones, Krohn, Lowrie, McCalla, McGinniss, McMahan, Mahaffey, Polette, and Reid. Reid identified a number of ways in which materials could support the instructional program. She suggested that attention be directed to:

. . . the necessity for planning classroom presentations in terms of the media of communication most efficient for the purpose and also for finding materials which will appeal to the senses and the emotions, as well as to the intellect, for intellect is not a separate entity in the development of understanding.¹

Douglas encouraged more provisions for independent study, flexibility in scheduling, and the expansion of collections to include both diverse information formats and greater numbers of titles.

The need for professional action in facilitating the utilization

¹Chandos Reid, "The Instructional Materials Center-A Service Center for Teachers," The High School Journal 44 (November 1960): 59.

of resources and services was emphasized by McMahan, Reid and Rufsvold. McMahan dealt extensively with the rationale and techniques for helping teachers and students effectively use materials.

The influence of federal funds on the instructional materials center was highlighted by Madeline Brandt and Marilyn Miller. Miller discussed the Kansas Plan for the implementation of the Elementary Secondary Education Act, Title II funds and contended that:

Once written and initiated, the Kansas Plan was to establish a commitment within the state's educational philosophy that all boys and girls needed school libraries and librarians. In addition, it was to establish firmly the concept of the school library serving as a learning center . . .¹

Several authors focused their writing on state and national standards and how they could have potentially influenced the materials center. These writers were Greer, Johnson, and Knight and Moss.

Surveys of program trends and services and discussions of observations and status reports were reported upon by Gaver, Lohrer, Simmons, and Whitenack. Gaver, following comments on program trends, concluded that the instructional materials concept was ". . . not only entirely feasible, but was also far more effective than the old-fashioned book-centered school library."²

Characteristics of the literature of the 1960s reappeared in the writing which appeared in the first half of the 1970s. Philosophies of service which included the rationale for media center programs,

¹Marilyn Miller, "More Than Crackers and Milk," School Libraries 16 (Spring 1967): 21.

²Mary Gaver, "Current Trends in School Libraries," New Jersey School Libraries (December 1965): 34.

objectives, functions, and services associated with the media center were presented by Bauerle, Clay, Doyle, Fast, Gaver, Hanna, Johnson, Lohrer, McGinniss, Martin, Powell, Schang, Alice Smith, Sullivan, Turk, Whitehead, and Whitenack. Included within many of these articles were definitions of the media center, e.g. Fast, Sullivan, and Whitehead. The literature revealed that within the twenty-five years of concern in this study discussion had developed with reference to what the school agency which provided a unified media concept of service should be called, e.g. instructional materials center (IMC); resource center, learning center, library, library/media center; or similar labels.¹ Sullivan while discussing the "terminology hassle" concluded that it was the concept of inclusiveness which she deemed important.² Fast, however, believed the name of the center to be of significant importance and stated:

The name of the game is important, for a label helps to create the mental set. Changing names to media center, media specialist, and media program is crucial if the new program is to dramatize how it differs from the traditional library.³

¹A position statement on terminology usage was taken by AASL: "All official documents and communications from the executive offices of the American Association of School Librarians will use the terms library media specialist, media program, and library media center when referring to the personnel, services, and facilities provided at the building level in the field of school librarianship." (See "AASL Notes," School Media Quarterly 5 (Spring 1977): 195-6.)

²Peggy Sullivan, "Perspectives on Media," Public Library Association Bulletin 28 (January 1973): 6.

³Betty Fast, "The Media Specialist as an Agent for Change," Wilson Library Bulletin 49 (May 1975): 667.

Services were described in the articles by Gaver and Powell.

Discussions on designing media centers and transforming libraries into media centers were emphasized by Bauerle, Johnson, McIntyre, Moore, Richard, Ward, and Ziegler. Ziegler developed a "mini-guide" for the transition process and wrote:

It would be unusual if you had adequate space when changing from a traditional library to a media center. A media center will require more efficient use of the space available because of the diversity and increased use of learning materials . . . Even with limited space much can be accomplished by choosing wisely and adapting to a given situation.¹

Another group of women addressed their remarks to the potential impact the media center and its services conceivably could have on the students and the school, e.g. Cyr, Fite, Hall, Jones and Moses, Like, and Martin. Like believed that ". . . centers help students become independent, self-directed learners . . ."² Fite and her co-author explored the relationship between the media center and the reading program. The responsibilities of media specialists were detailed and selected examples of the recommendations made follow:

3. The media specialist provides for an adequate, reliable, and relevant collection of all types of media which can be easily integrated into the objectives of the school's reading program.

¹Rita Ziegler, "A Mini-Guide for the Transition of a School Library into a Media Center," New Jersey Education Association Review 48 (April 1975): 30.

²Doris W. Like, "More on Learning Resource Centers," in Learning Resource Centers: Selected Readings, eds. Neville P. Pearson and Lucius Butler (Minneapolis: Burgess Publishing Co., 1973), p. 33.

4. The media specialist designs, arranges, and organizes the media center facilities in such a manner as to encourage increased use of the instructional materials which will improve reading and listening skills.¹

Further references to descriptions which emphasized the relationship between the instructional materials center and the curriculum and its innovations in teaching and learning were made by Finnegan, Jay, Kulwicki, Martin, Moore, Myers, Sager, Schang, Shapiro, Patricia Smith, Whitenack, Wichers, and Ziering. Examples of the program represented in selected media centers were included in the writing of several of the above women, namely Kulwicki, Moore, Shapiro, Whitenack, Wickers, and Ziering. Shapiro, after having visited several media centers, presented an overview of their programs and concluded:

Wherever a library staff, sometimes consisting of one, is promoting the idea that the library media center is an essential laboratory in the learning process, opening the eyes, ears, and minds of students to the world of humankind's thoughts and deeds, delivering information as promptly and effectively as possible for that school, and working cooperatively with all those involved in the program of the school--that library media program is commendable and praiseworthy, as indeed are the works of that staff.²

Educational change and its influence upon the media center was explored by Brumback and Lowrie. The changing roles of the media specialists particularly with reference to their behavior as change agents was emphasized by Fast, Gardner, Harman, and Vinson. Gardner wrote:

¹Alice E. Fite and Robert E. Fite, "Media Center Services and Reading Skills," School Media Quarterly 2 (Fall 1973): 22.

²Lillian L. Shapiro, "Media Centers: Rare and Well Done," Library Journal 99 (15 November, 1974): 3017.

The only way a successful and relevant individualized program may be implemented is for the staff of the library or instructional materials center to work directly with the administrators, teachers, and students and to have a center which meets all of the people's needs . . .¹

Current observations of programs and the development of media center programs and/or implications for the development of future programs of service were considered by Croft, Kingsbury, Lowrie, and Srygley. Srygley synthesized the data included on applications received from the applicant schools where consideration for the Encyclopaedia Britannica School Library Media Program of the Year Award was desired. She determined:

That they are unified programs, providing printed and audiovisual materials and equipment.

There is emphasis on . . . providing a learning environment to attract and assist children and their teachers.

. . . There is continuing emphasis on the importance of reading for children . . . on visual literacy in the modern world . . .

. . . There is growing recognitions of the importance of involving teachers and children in building a collection of media to insure that it is appropriate, in a given situation and to encourage its fullest use.²

Co-authors Milbrey Jones and Kathlyn Moses explored the influence of federal funds on developments on media center programs as did Betty Martin who considered a specific program in South Carolina and the expanded learning options.

¹Brenda Gardner, "Media Specialist--The Future in Middle School Libraries," Tennessee Librarian 27 (Summer 1975): 89.

²Sara K. Srygley, "Media Program Award Spotlights Achievements, Characteristics," School Media Quarterly 2 (Summer 1974): 264.

Standards for school media center programs were highlighted in articles by Henne and Johnson. Henne contributed the following perspective on activities in school media centers across the country:

. . . They reflect involvement, planning and cooperation among individuals and associations; support of educational agencies; and a reaffirmation of the belief in continuously working toward providing all young people with one basic ingredient in the equalization of educational opportunity--the right to have media services and resources for their reading, listening, viewing and thinking.¹

The final analysis of the data for Category 4 revealed that of the 176 articles, 70 percent (121 articles) appeared in periodicals representing the library science or audiovisual fields; 22 percent (38 articles) were published in general education periodicals; and 9 percent (16 articles) were included in books.

Periodicals published by state associations provided an important forum for disseminating the perspectives of these women, 55 percent of those articles appearing in library or audiovisual periodicals were available in such state-level periodicals as Illinois Libraries, South Carolina Librarian, Minnesota Libraries, etc. The remaining 45 percent of the articles were published in periodicals which had greater potential for national distribution such as Audiovisual Instruction, Library Journal, School Media Quarterly, etc. Of the 39 articles published in education periodicals only 21 percent appeared in state-level periodicals, e.g. Arizona Teacher, New Jersey Education Association Review, etc., whereas 78 percent appeared in periodicals having greater potential for national distribution, e.g.

¹Frances Henne, "Standards for Media Programs in Schools," Library Trends 21 (October 1972): 233.

Educational Leadership, Instructor, National Association of Secondary School Principals Bulletin, etc.

A composite list of women's names listed in this category is presented in Appendix J .

Category 5

Women who have served, or are serving, as educators and were nominated by the heads of American Library Association-accredited library school programs or by heads of graduate audiovisual programs. Specifically, nominations were requested in three areas (1) members of their own faculty; (2) graduates of their educational program who were teaching at other institutions; and (3) women in the school library and audiovisual fields at large who in the nominator's estimation have demonstrated leadership in the development of school media centers.

The names of women included in this category were acquired by sending nomination sheets to the heads of (1) the graduate library science programs accredited by the American Library Association (list dated September, 1975); and (2) the graduate audiovisual programs as listed in the Graduate Programs and Admissions Manual. Since there is no equivalent list of accredited audiovisual programs as there is in the library science field, the Graduate Programs and Admissions Manual, a directory sponsored by the Council of Graduate Schools in the United States was used to identify the audiovisual programs granting the master's degree.

The heads of the graduate library science or audiovisual programs were asked to nominate in three areas:

1. women on your faculty;
2. women who are graduates of your institution and teach at other colleges and universities; and

3. women in the school library and audiovisual fields at large who in your estimation have exhibited leadership in the development of the school media center concept.

The cover letter and nomination sheet (see Appendix D for sample) were mailed to the heads of fifty-eight graduate library science and seventy graduate audiovisual programs. A second request was sent to heads of those programs from whom the initial responses were not received. Returns were finally received from heads of forty-six, or 79 percent, of the library science programs and from fifty-three, or 76 percent, of the audiovisual programs. Of the ninety-nine responses, ninety-three included nominations. There was no particular conformity to the numbers of names submitted by the nominators since specific numbers of names were not requested. Some respondents listed one name in each, or some, of the three areas while others returned relatively extensive lists where they were appropriate. Of the six who responded but did not nominate, their reasons included such comments as:

"We do not have courses with data that applies."

"This questionnaire in order to be answered with some degree of validity would entail an institutional study on the role of women which we have neither staff nor data to accomplish. I regret not being more helpful but your questions envision areas that little or no reporting is available."

"I have no recommendations."

As was stated in Chapter III the nominators were not asked to justify their nominations. Due to the fact that confidential treatment of the data they provided was promised, a master alphabetical list of the names in this category appears in Appendix K. References to the

nominations in the three areas were made in numerical terms only in the summarization.

Summary

Ninety-three heads of graduate library science or audiovisual programs nominated a total of 273 women's names. Totals of nominations within each of the three specific areas requested follow:

Area 1. 132 names

Area 2. 75 names

Area 3. 220 names

The total number of the nominations in the above areas exceeds the actual total of individual names (273) because of duplication of names, e.g. a woman could have been nominated as a member of a faculty (Area 1) by her administrator and nominated as a leader from the field at large (Area 3) by another administrator.

Sixty of the 273 women included in this category received more than one nomination. The number of times a name was nominated and those women who received the multiple recommendations are presented below:

Two nominations:

Ball, Diane	Franklin, Cathryn
Blake, Dorothy	Frary, Mildred
Branyan, Brenda	Graham, Mae
Connors, Lavinia M.	Helser, Bettie R.
Coon, Christa	Herring, Billie Grace
Crawford, Lura E.	Jackson, Clara
Ersted, Ruth	Johnson, Bettye U.
Fast, Elizabeth T.	Johnson, Inez
Fenwick, Sara I.	Kimmel, Margaret

Kunkle, Hannah J.
 Laughlin, Mildred
 McCauley, Elfrieda
 McChesney, Kathryn
 Murphy, Beatrice
 Nickel, Mildred
 Noonan, Suzanne
 Pond, Patricia
 Portteus, Elnora
 Richardson, Selma

Robinson, Carrie
 Skelton, Juanita
 Smith, Alice
 Smith, Lotsee
 Swanson, Mary Ann
 Tom, Choy Loy
 Van Orden, Phyllis
 Waldrop, Ruth
 Woolls, Blanche

Three nominations:

Davies, Ruth
 Grazier, Margaret H.
 Guss, Carolyn
 McGuire, Alice Brooks

McMahan, Marie
 Meyers, Judith K.
 Spirt, Diana

Four nominations:

Ahlers, Eleanor
 Lloyd, Helen
 Lohrer, Alice
 Miller, Marilyn L.

Five nominations:

Bomar, Cora Paul
 Lowrie, Jean E.
 Rufsvold, Margaret

Seven nominations:

Chisholm, Margaret
 Lowrey, Anna Mary

Nine nominations:

Hannigan, Jane
Johnson, Mary Frances K.
Sullivan, Peggy

Eleven nominations:

Gaver, Mary V.

Twelve nominations:

Srygley, Sara

Thirteen nominations:

Whitenack, Carolyn I.

Fifteen nominations:

Henne, Frances

Generally, three patterns emerged with reference to the geographic regions reflected in the nominations. First, as might have been expected, when the number of nominations increased the geographical distribution of the sources of the nominations became broader. Second, responses generated in the midwestern states were greater in number than those from any other single geographical region in the United States. Third, for those individuals who were nominated twice, the recommendations generally came from heads of programs in either the same state or in states with close proximity to each other. Only 24 percent of the women receiving two nominations were included by administrators in the midwest and the west or in the east and west, for example. Therefore it seemed logical that these women in general were recognized as leaders within a relatively limited geographical region.

The women who received from three to nine nominations, with almost no exception, received recognition from two major geographical areas, e.g. the midwest and south, midwest and west, etc. Obviously the activities of these women had gained greater recognition and had the potential for greater influence.

Recognition for the women who received eleven or more nominations was extended by administrators in each of the major geographical regions. This finding provided one basis for considering these women as national leaders in the development and implementation of the school media center concept.

Category 6

Women who have presented papers, delivered keynote addresses, or participated in sessions pertinent to the school media center at the national conventions of the American Association of School Librarians and/or the Association for Educational Communications and Technology.

In order to gather the data to complete this category, trips were made to the headquarters of the American Library Association and the Association for Educational Communications and Technology in Chicago and Washington, D. C., respectively, where conference programs were searched. Although both these professional associations have held mid-year meetings, this study included only those activities relating to the school media concept which occurred during the designated annual national conference or meeting and representative assembly.

Conference programs, or their equivalent, for the years 1950 through 1975 maintained in the files in the association headquarters were examined to determine the names of women who had served on steering

committees; served as chairpersons for sessions; presented keynote addresses; presented papers; or served as panelists, evaluators or special consultants for meetings focusing upon the school media center and its program. The results of the search are presented chronologically and begin with conventions for the American Association of School Librarians (AASL).

American Association of School Librarians

The AASL national convention is held in conjunction with the annual conference of the American Library Association. Programs describing the preconference meetings and sessions held during the annual convention were searched. Data for this study listed in the Annual Conference Program were located under the headings designated as "Pre-conference Meetings" or as "Program of Divisions, Round Tables, Affiliated Organizations, and Other Groups."¹

The first AASL convention program during the 1950 through 1975 period to include a meeting related to the school media center concept was the ALA convention held in Miami Beach, Florida in June, 1956. An instructional materials workshop was held during the convention and the session, "The School Library as an Instructional Materials Center: Improving Teaching and Learning Through Planned Programs of Instructional Materials," was co-chaired by Louise Galloway and Louis Shores.

¹The pattern wherein AASL meetings (and those of other ALA divisions as well) were listed together under the division's name was changed in 1970 when the practice of integrating sessions for any or all of the divisions under the heading, "Daily Meetings," was begun.

Another session dealt with "Teacher Use of School Libraries and Materials Centers." According to the limited information in the program, presentations for this session were made by classroom teachers, however a panel discussion scheduled as a "Librarian's Response to Teaching Needs" followed and included Page Borden, Ray Erbes, Mildred Krohn, and Jean Lowrie as panelists. A second panel discussion, "Emerging Patterns in School Libraries and Materials Centers," was listed and included panelists, Esther Burrin, Virginia McJenkin, and Elizabeth O. Williams.

Miami Beach was re-visited and provided the setting for the next convention appropriate to this study. In 1962 a preconference on "New Designs for School Library Programs" was held. The purpose of this preconference was to explore implications of recent developments in education which would affect planning school library programs. The steering committee included Sara I. Fenwick, Cora Paul Bomar, Audrey Newman Cantey, Frances Hatfield, and Louise Meredith. Alice Lohrer presented a session on a "Survey of Instructional Materials Centers" during this preconference.

In 1964 another preconference was held in St. Louis, Missouri preceding the 83rd annual ALA conference. This preconference was jointly sponsored by the ALA American Association of School Librarians, NEA Association for Supervision and Curriculum Development, and NEA Department of Audio-Visual Instruction. This preconference which explored curriculum trends, utilization of multi-media approaches to presenting information, etc. also included a symposium and group discussions on "Organizational Patterns for Media Services" presided over

by Margaret Nichol森. Discussants were Elenora Alexander, Margaret Divizia, Sue Hefley, and Donald L. Hoops. Since the discussants represented instructional materials services (according to their job titles), library and/or audiovisual programs, the assumption was made that merged programs for materials services would very likely have been discussed. Further justification for this assumption could be found in the fact that Nichol森's article, "The I.M.C.,"¹ appeared in March, 1964; and Alexander's article, "The IMS Merger,"² (although it didn't appear in print until after the convention) indicate that these women were thinking and writing about the advantages of the centralization of all types of media and associated services.

"Forces Affecting School Libraries" was the theme of the 1968 preconference held in Kansas City, Missouri. This was an institute sponsored by AASL, and Carolyn Whitenack was program chairperson. Frances Hatfield presided over a session on "Innovation in Education with Implications for School Media Programs"; and Mary Helen Mahar addressed herself to the topic, "School Libraries as Media Centers."

In 1969 at the 88th ALA conference in Atlantic City, Mary V. Gaver presented a session for AASL. "Media Centers Emerging" was the title of the Gaver program.

The AASL supervisors section sponsored a session for the 1972

¹Margaret Nichol森, "The I.M.C.," School Libraries 13 (March 1964): 39-43.

²Elenora Alexander, "The IMS Merger," Library Journal 89 (15 October 1964): 4107-4109.

annual convention held in Chicago. Louise Meredith was chairperson of a meeting during which Lillian Stair, a principal from Kingsport, Tennessee, and Helen Brown from Englewood Elementary School, Englewood, Tennessee made an audiovisual presentation on elementary and secondary media centers and their role in the open concept school.

In Las Vegas during the week of June 24-30, 1973, Margaret A. Fraser served as chairperson for an AASL program on "The School Library Media Centers-Their Role in the Total Educational Effort." The speaker for this session was Mildred Frary.

At the 93rd annual convention, 1974, in New York City, AASL group discussions were held and three of the regional sessions were appropriate to this study. Frances C. Dean chaired a program on "Media Programs: Systems and Building Level;" Eleanor McKinney chaired a session on "Staffing Concerns of School Media Specialists and Administration;" and Patricia Beilke and Grace Hightower were co-chairpersons for a presentation on the "School Library Media Programs: Potentialities for Innovation and Accountability."

The general conference theme for the 1975 annual convention in San Francisco was "Looking Forward to 1976" and AASL sessions were future-oriented. Mary Ann Swanson presided over a meeting at which Jane Hannigan spoke on "Media Programs: District and School - a Process of Implementation." A "Forum for Research" was presided over by Ruth W. White and among those making presentations were Mary Kingsbury who presented the study on the "Future of School Library Media Centers" and Patricia F. Beilke who reported on her study pertaining to teacher

acquisition of media. Johanna S. Wood served as chairperson for a series of group discussions which were designed to investigate the issues and potential problem areas facing the school media specialist.

Association for Educational Communications and Technology

The final portion of this category pertains to the search of convention programs for the annual conference of the Association for Educational Communications and Technology (AECT). Until 1971 AECT was known as the Department of Audio-Visual Instruction (DAVI). Since DAVI was a department of the National Education Association of the United States (NEA), its annual conference was held in conjunction with NEA's annual meeting. Therefore for the period 1950 to 1953 the Delegates' Manual and Program for the annual meeting of NEA was searched. These annual programs are part of the NEA Archives Collection in Washington D.C. Each session listed under "Audio-Visual Instruction" was read. The department (DAVI) organized a major working convention in February 1953.¹ Consequently for the years 1953 through 1975, entries under each individual session title, e.g. "Instructional Materials"; "Problems in Medium-Sized City Systems"; and "Management of Media Services K-12" necessitated careful assessment. In addition to the NEA Delegates' Manual and Program, specific DAVI-AECT conference programs searched by title were: Your Program (1953 through 1957); the 1958 Convention; DAVI Convention (1959 through 1970); and AECT Convention

¹National Education Association of the United States, Proceedings of the Ninety-First Annual Meeting Held at Miami Beach, Florida June 28-July 3, 1953 (Washington, D.C.: 415, 1953), p. 245.

(1971 through 1975). The results of the search follow and are presented chronologically.

The first evidence of a session pertinent to the developing school media center concept appeared in 1952. The theme for this convention held in Detroit was "Education for Today's Fundamentals". Sessions dealt with the administration of instructional materials programs and contributions of the audiovisual program. Marie McMahan was among the panelists.

The DAVI convention held in Chicago in 1954 included a variety of "Cracker Barrel Sessions".¹ During one of these sessions Virginia E. Kelly officiated as an "Interrogator" for a presentation on "The Instructional Materials Concept in Public School Programs".

At the 1959 DAVI convention in Seattle, Eleanor Ahlers (for the session, "Programs in Individual Schools") dealt with the question, "Should the Library Be the Instructional Resource Center of the School?" Discussion topics following the Ahlers' presentation also explored significant questions: "What are some promising practices currently in operation which reflect genuine integration of audio-visual instruction with existing curricula?" and "What is the role of the school librarian in the audio-visual program?" Among the consultants for the discussion groups were two women, Dorothy H. Currie and Ruth Londean.

In the course of the DAVI convention in Miami Beach in 1961, Elizabeth O. Williams chaired a session on the "Implementation of the

¹"Cracker Barrel Sessions" was defined in Your Program (1954, p. 17) as meetings which were planned to provide a forum for the exchange of practical information and for the discussion of "pros" and "cons" in problem areas.

Instructional Materials Concept". Carolyn I. Whitenack addressed the audience on the topic of "The Crisis in Education-A Mandate for Materials Specialists". A panel discussion ensued and included panelists: L.C. Larson, Audrey Newman, Paul C. Reed, and Louis Shores. Dorothy H. Currie was an evaluating consultant for the entire session.

In April, 1964 at DAVI's convention in Rochester, New York, Leone H. Lake served as chairperson for a program on "Cataloging and Classification for Instructional Materials." Although the title doesn't indicate that the discussion, presentations and panel which were part of this session dealt with integrated collections, the philosophies presented in articles published by two of the participants permit the assumption that the idea of unification of materials and services entered the discussion. Carolyn Whitenack and Frances Hatfield, both panelists, had written articles which appeared in 1964. Whitenack's article preceded the convention events and following comments on the competitive operations of separate library and audiovisual programs, she remarked that:

. . . in the interest of improving the quality of education, coordinating services and resources, and reducing the high cost of duplicate services, central organization of all types of materials is being explored and tried . . .¹

Hatfield's article was published after the convention but addressed itself to a practice that had been underway for some time. She explained that since the time that they ". . . began to build centralized libraries for our elementary schools (in Broward County, Florida)

¹Carolyn I. Whitenack, "The Changing Role of the Librarian," Wilson Library Bulletin 38 (January 1964): 399.

. . . we realized that these centers must contain more than just printed materials."¹ Bernadine Butters, Helen Rice, and David L. Johnson were the other panelists. Leila Doyle also made a presentation during this session.

The theme for the 1965 convention in Milwaukee was "The Media Specialist and Educational Change." The general theme for a meeting chaired by Ruth A. Moline was the "Organization and Administration of Instructional Materials Centers." One of the individuals who made a contribution to the session was Dorothy R. Baker; June M. Dilworth chaired a concurrent session on "Media Programs: Patterns of Organization."

A "concurrent session" alternative during the 1966 convention in San Diego dealt with a major issue: "AV and Library-Complement or Merge." Three opinion papers were presented, one each by James W. Brown, Carolyn I. Whitenack, and Clarence O. Bergeson. Eleanor Ahlers served as one of the "reactors" for this presentation. Anita Herrick was the coordinator for the program, and Hazel Gibbony was the chairperson.

In Atlantic City in 1967, a panel of educational materials specialists discussed the concerns and developing areas of cooperation evolving in the relationship between library and audiovisual school services. The title of the session was "Library and AV: Developing Cooperation and Standards." Presentations were made by seven educators, three of whom were women, Laura Dell Justin, D. Nora Gallagher, and

¹Frances Hatfield, "Our Material Center Really Works," The Instructor 74 (November 1964): 71.

Alice B. Griffith. Carolyn Guss served as chairperson.

For the session on "Dialogue on the Learning Materials Center" at the 1969 DAVI convention, several media generalists were assembled to discuss the concepts and problems associated with trends in library and audiovisual service programs. The media generalists were not identified in the conference program, however Margaret Chisholm performed the duties of chairperson.

The 1973 AECT convention met in Las Vegas, Janet S. Sullivan made a presentation identified as "Beyond the Organization: A Systematic Approach to the Use of Media on the Elementary Level."

Several sessions focusing on "Media Management on the Move" were conducted in Atlantic City for the 1974 convention. Connie Trone presented a program on the "Management of an Elementary School Media Program"; and Lucy Ainsley dealt with the topic: "What Do We Need. . . How Do We Get There?" For a meeting on "Conversations With Do'ers Not Doubters" Mary Wilkerson reviewed "The Function of the Media Librarian and Other Exciting Things."

The emphasis was on the evaluation of media center programs at the 1975 AECT annual convention held in Dallas. One program focused upon "How to Get Effective Use Out of What You've Got: Evaluating Media Programs." For this session Helen D. Lloyd, James W. Brown, and W. R. Fulton presented ideas on "Evaluating Media Programs: Criteria and Standards." Blanche Woolls and David V. Loertscher discussed the "Evaluation of Media Programs: A Model;" and James Brown and Margaret Chisholm addressed the topic: "Media Programs: District and School, 1975: Reactions and Implications."

Summary

During the period 1950 through 1975 meetings dealing with the school media center concept were held preceding or during the annual AASL conventions of 1956, 1962, 1964, 1968, 1969, 1972, 1973, 1974, and 1975. For the same twenty-five year span, DAVI/AECT conventions wherein meetings related to the concerns of this study were held were those of the years, 1952, 1954, 1959, 1961, 1964, 1965, 1966, 1967, 1969, 1973, 1974, and 1975. The data reveal that DAVI/AECT programs reflecting an interest in school media programs appeared four years prior to such evidence in AASL program activity and that DAVI/AECT conventions included programs related to the topic for a greater number of years.

Of the thirty-two women who participated in AASL conference activities related to this study and the twenty-nine women who were contributors to DAVI/AECT convention sessions, seven appeared on more than one program sponsored by an association. These women were:

Eleanor Ahlers	(DAVI/AECT: 1959, 1966)
Patricia Beilke	(AASL: 1974, 1972)
Margaret Chisholm	(DAVI/AECT: 1969, 1975)
Dorothy H. Currie	(DAVI/AECT: 1959, 1961)
Frances Hatfield	(AASL: 1962, 1968)
Louise Meredith	(AASL: 1962, 1972)
Carolyn I. Whitenack	(DAVI/AECT: 1961, 1964, 1966)

The data also reveal that only four of the women contributed to the annual meetings sponsored by both associations and they were:

Frances Hatfield	AASL: 1962, 1969 DAVI/AECT: 1964
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Audrey Newman (Cantey)	AASL: 1962 DAVI/AECT: 1961
Carolyn I. Whitenack	AASL: 1968 DAVI/AECT: 1961, 1964, 1966
Elizabeth O. Williams	AASL: 1956 DAVI/AECT: 1961

It is admittedly difficult to assess the influence which the women who contributed to these annual conventions may have had on their audiences during and after the course of events since attending meetings is such a highly individual and personal experience. No attempt was made in this study to assess the value or continuing effects of ideas, theories, etc. which may have been encountered in conference activities; however, by virtue of messages being conveyed and attendance usually being voluntary, it stood to reason that participants had some interest in the concept and that the potential for influencing philosophies existed.

Official statements emanating from annual conventions are often viewed as catalysts for change and AASL membership created such a document. A unanimous vote of the membership at the business meeting of AASL during the Miami Beach conference in 1956 produced the official statement known as "The Philosophy of School Libraries as Instructional Materials Centers". The importance of the 1956 AASL convention should not be minimized. Not only was it the first AASL convention to include programming pertinent to the developing school media center; but additionally it was the convention at which the membership concerned with planning for future media programs would endorse a document which was to be highly influential in accomplishing necessary change in both personal

philosophy and practice.

The joint efforts of AASL and DAVI/AECT to prepare and issue standards have been applauded and publicized. Nevertheless other examples of inter-association cooperation existed and should be acknowledged as well, e.g. the joint sponsorship of the 1964 preconference by AASL, DAVI and NEA/Association for Supervision and Curriculum Development. Activity such as this plus the willingness of women to work with the membership of either association indicated a positive commitment to guiding an idea into the realm of physical fact.

It was not surprising that some basic similarities appeared as concerns in sessions held for both associations. The role of the school library or librarian in relationship to instructional materials services was explored by the AASL conference speakers in 1956 and by DAVI in 1959. Patterns for organizing instructional materials were explored by AASL in 1956 and by DAVI in 1965. Developments in the educational field which affected school library and audiovisual program planning were considered by AASL in 1962 and by DAVI in 1961. Finally, it seemed appropriate that in 1975 both associations presented sessions pertinent to the 1975 standards, Media Programs: District and School, since the document was the second set of national standards resulting from a joint association effort to produce guidelines for developing instructional media programs. In addition, the standards can be, and are, utilized as evaluation instruments. Therefore in the current "age of accountability" with its emphasis on performance and results, it is apparent that the professional leadership in both associations is actively and responsibly committed to continuing the

improvement of media programs in American education. A composite list of women identified in this category is included in Appendix L.

Category 7

Women who have conducted experimental, historical or action research studies related to the school media center.

This category identified the experimental, historical or action research related to the school media center conducted by women during the 1950 through 1975 period.¹ The sources used to identify citations to research and the specific subject headings used follow:

(1) Dissertation Abstracts International:

Audiovisual
Libraries
Media

(2) Library Science Dissertations, 1925-1972: An Annotated Bibliography by Schlachter and Thomas:

Audio-visual Materials
Instructional Materials Center
School Libraries

(3) Doctoral Research in Educational Media 1969-1972 by Kirschner, Mapes and Anderton:

Audiovisual
Library

(4) Masters Abstracts:

Library Science

(5) Master's Theses in Education:

Audio-Visual Education-Aims, Materials and Programs
Libraries

(6) Master's Theses in Library Science by Magnotti:

Audio-Visual Centers

¹Definitions of these research types were included in Chapter III, Category 7.

Audio-Visual Materials
 Audio-Visual Services
 School Libraries (General)

(7) Education Index:

Audio-Visual Education-Research

(8) Library Literature:

Library Schools-Research Papers
 Library Schools-Theses
 Dissertations, Academic
 Research in Librarianship

In addition to the manual search of the aforementioned reference sources, an Educational Resource Information Center (ERIC) search was conducted. The descriptors used in the ERIC search were "Instructional Materials Centers" and "School Libraries".

Published research studies not associated with an academic degree were identified through Education Index, the ERIC data bank search, and Library Literature.

Consideration of the content of the research identified was accomplished through two approaches. First, the research if it had been conducted by a woman was included if it pertained to the school media center and its program as was determined by reading: (1) the actual research, whenever possible; (2) abstracts of the research; (3) books based on the research; or (4) discussions of the research, e.g. as appeared in School Media Quarterly. Second, research for which none of the above was available was included if authored by a woman when:

- (1) the title included the keywords, "media program" or "instructional materials center" or one of its surrogates; or
- (2) the title included the terms "audiovisual" or "nonbook materials" used in conjunction with school library services.

Due to the extensive number of research studies identified, the citations are included as a bibliography for this category in Appendix M .

Summary

A total of seventy-five women were identified as having conducted research related to the school media center during the period of concern in this study. The seventy-five citations included twenty-six doctoral dissertations, forty-one theses, and eight reports of research not associated with the conferring of an academic degree.

With only two exceptions (Eleanor Ahlers and Perry Morrison; Mary V. Gaver and Milbrey L. Jones) the women in this category served as the sole authors of their research. Peggy Sullivan was the only woman in this category identified as the author of more than one research publication. Table 3 identifies the women by the decade in which their research was reported.

TABLE 3
AUTHORS OF RESEARCH BY DECADE

1950-1959	1960-1969	1970-1975
Guill	Ahlers	Beilke
Jones, M.H.	Algermissen	Cantor
Lee	Bair	Comer
Lowrie	Baker	Croft
Thompson	Blakely	Daniel
	Chang	Davis

TABLE 3-Continued
 AUTHORS OF RESEARCH BY DECADE

1950-1959	1960-1969	1970-1975
	Cohen	Downes
	Crosby	Eberhard
	Deaderick	George
	Edge	Geppert
	Everett	Gregg
	Gaver	Grinstead
	Giannotta	Harris
	Johnson, M.H.	Hellene
	Jones, M.L.	Henry
	Lewis	Holm
	Lloyd	Holzberlein
	Mandell	Jaquet
	Picache	Jay
	Reid	Jenkins
	Scarbrough	Jetter
	Schratwieser	Lohrer
	Snodderly	Loudy
	Sullivan	McAllister
	Trosper	Maclean
	Williams	Mann
	Wilson	Miller, M.L.
	Winans	Miller, R.E.
		Myers
		Natarella
		Paulin
		Peterson

TABLE 3-Continued
 AUTHORS OF RESEARCH BY DECADE

1950-1959	1960-1969	1970-1975
		Prychka
		Sack
		Sage
		Szostkowski
		Van Orden
		Walter
		Wert
		Williams
		Winaker
		Werner

Table 3 illustrates that only a minimal amount of research appropriate to this study was conducted during the first decade of concern. During the 1960s the number of women who were involved with research on the school media center increased considerably, however there was a notable increase in the number of researchers (from twenty-eight to forty-two) during the first half of the 1970s.

A general discussion of the research studies which could be retrieved and studied follows and is organized by decade. From 1950 to 1959 only one doctoral dissertation pertinent to this study was identified, namely the research on elementary school libraries completed by Lowrie. This research emphasized the program activities; the range of materials; and utilization of materials; particularly at the upper

elementary level. This research also served as the basis for her book, Elementary School Libraries. An examination of the titles of theses completed during this decade suggested that researchers dealt with the function of audiovisual materials in school libraries and how to administer them.

During the second decade of concern, theses tended to focus upon (1) descriptions and comparisons of specific programs (Chang, Algermissen); (2) consolidation and administration of nonbook materials in school libraries (Blakely, Giannotta); and (3) surveys of existing programs (Snodderly, Trospen). Dissertations completed during the 1960s dealt with the contributions which educational media could make to the school's art program (Lewis); and the effect of participation in National Defense Education Act (NDEA) institutes upon the changes in program development and attitude toward the media center concept (Lloyd, Picache). Lewis concluded that nonbook media did enhance the art program. Lloyd determined that improvements were made in library programs (but there were also variations) and that librarians also began to perceive themselves as nonbook materials specialists. Picache concluded that participation in the institutes influenced participants to provide a significantly wider range of services; however, participation did not appear to exert much influence on professional attitudes toward the media center concept.

The action research conducted by Ahlers and Morrison indicated that in the 1960s media centers were growing steadily in number and that they were vital to an educational program. Gaver and Jones' study was

concerned with defining school media services and an extensive checklist for program assessment resulted from their efforts. Sullivan's publications which appeared during this decade each reported on the Knapp School Libraries Project. The final evaluation indicated that a demonstration program was an effective educational means. Winans' research surveyed the instructional materials centers (IMC's) in Missouri secondary schools to determine the extent to which IMC's were being or had been established. Among other conclusions were the following: (1) librarians needed to be informed about the educational value of the IMC; and (2) IMCs were being established in Missouri and evidence suggested that such centers would gain added prominence in the decade to follow.¹

Although some similarities existed in research emphases in the 1950s and 1960s, studies reported during the first half of the 1970s were greater in number and more diversified in terms of problems or topics investigated. Theses focused upon surveys of media center services; programs to increase teacher use of media centers; trends in school media programs; and services to students, (e.g. Comer, Szostkowski, Gregg, Harris).

Dissertations completed treated some of the same issues as did the previously described theses. For example, Beilke substantiated that the need for media centers existed and that they could serve teachers' and curriculum needs at both the building and district levels.

¹Barbara Winans, "Instructional Materials Centers in Missouri High Schools," Missouri Library Association Quarterly 27 (December 1966): 67-69.

Other studies which focused upon services, role expectations or increasing the use of media centers were conducted by Cantor, Daniel, Eberhard, Geppert, Grinstead, Jay, and Marilyn Miller. Several studies dealt with comparisons of media centers to standards and consideration of the quantitative and qualitative aspects of media services (Croft, Davis, Downes, and Myers). Descriptive studies of media center organization, administration, and programs were accomplished by George, Henry, Mann, and Natarella. Emphasis was placed on administrators in studies by Hellene and Werner. Hellene studied the role of the principal in the development of school/library media programs while Werner concluded that Idaho's school administrators generally had positive attitudes toward unified media centers. A study with partial emphasis on the principal's perceptions concerning the transition of a library into an instructional materials center was completed by McAllister.

Analysis of the utilization of school media centers and their contributions to the educational program as presented in articles published in professional journals for administrators or elementary teachers were completed by Holzberlein and Van Orden respectively.

Rosalind Miller's study had as its purpose the development of a model for the organization and design of an instructional materials center based on Gagne's learning principles.

A Delphi study was designed by Jetter to determine what leaders in the field of education thought the role of the school library/media specialist of the future would be. She concluded (and underlined the

statement) that: "The school library media specialist of the future will function as an instructional development specialist."¹

Both of the action research studies reported during the early 1970s were surveys to identify libraries functioning as instructional materials centers. Lohrer's study surveyed programs in twenty-eight states whereas Wert's study was confined to the state of Illinois.

Appendix N includes a composite list of all women identified in this category..

Category 8

Women who have authored, co-authored, compiled or edited books related to the school media center program which conceivably could be, or have been, used as college textbooks or supplementary reading in higher education courses leading to careers in school media center services.

This category was concerned with identifying the women who have written, co-authored, edited or compiled books related to the school media center program which conceivably could be, or have been, used as college textbooks or supplementary readings in higher education courses leading to careers in school media center services. There was no attempt made, however, in this study to determine that a book had actually been used as an instructional tool.

Good defines the textbook as:

(1) any manual of instruction.

¹Margaret A. Jetter, "The Roles of the School Library Media Specialist in the Future: A Delphi Study" (Ph.D. dissertation, Michigan State University, 1972). p. 118.

- (2) a book dealing with a definite subject of study, systematically arranged, intended for use at a specified level of instruction, and used as a principal source of study material for a given course.¹

Supplementary reading materials are defined by Good as:

Reading material (books, magazines, or fugitive materials), aside from basal texts, used for the purpose of enriching the materials of instruction or for furnishing additional practice in reading . . .²

The names of women included in this category were determined by identifying titles listed in the Cumulative Book Index (1950 through 1975); and by reading the books and finally considering them both in the light of Good's definitions and their content. On occasion it was possible to use the author's statement of purpose in identifying the book as having the potential of a textbook or supplementary reading as in the following example:

This book is intended for use primarily as a college text by persons who will assume positions of leadership in the field of educational media . . .³

Since the Cumulative Book Index provides a comprehensive record of American publishing and can be used to identify authorship via a subject approach it was searched for titles written by women and published within the time limitations of this study. The subject headings used were as follows:

¹Carter V. Good, ed., Dictionary of Education (New York: McGraw-Hill Book Co., 1973), p. 605.

²Ibid, p. 476.

³James W. Brown, Kenneth D. Norberg, and Sara K. Srygley, Administering Educational Media: Instructional Technology and Library Service (New York: McGraw-Hill Book Co., 1972), p. X.

1949-1960	Visual Instruction ¹ School Libraries School Libraries (High School)
1961-1969	Audio-Visual Education School Libraries School Libraries (High School)
1970	Audio-Visual Education Instructional Materials Centers School Libraries
1971	Audio-Visual Education Audio-Visual Library Service Instructional Materials Centers School Libraries School Libraries (High School)
1972-1974	Audio-Visual Education Instructional Materials Centers School Libraries
1975	Audio-Visual Education Instructional Materials Centers School Libraries-Administration Audio-Visual Library Service

The books identified in this category were read to determine whether or not their contents dealt with the school media center program in general and/or supported the centralized, integrated media theory. Titles did not have to include such keywords as "media center" or "instructional materials center" since the books were read and analyzed. Titles were excluded if the work simply stated that audiovisual materials were in collections or acknowledged changing terminology: for example, Leopold mentioned that instructional media center was a term which was favored about 1964 and that with the 1969 standards the term

¹"Audio-Visual Instruction" was listed as a "see" reference to "Visual Instruction."

" . . . Educational Media Center became the name to conjure with."¹
Naturally a work was eliminated if the author stated that it was not concerned with the integration of audiovisual materials into school library collections.²

The books identified are listed below in alphabetical order by the author's last name. The list includes authors' names and book titles only since complete bibliographical information is included in Appendix O . The year(s) in parentheses following the title represent the initial year of publication and, when applicable, the year(s) in which subsequent editions of the title appeared.

Brown, James W.; Norberg, Kenneth D.; and Srygley, Sara K.
Administering Educational Media (1965, 1972)

Davies, Ruth Ann
The School Library Media Center: A Force for Educational Excellence (1969, 1974)

Fenwick, Sara I., ed.
New Definitions of School Library Service (1960)

Freeman, Patricia
Pathfinder: An Operational Guide for the School Librarian (1975)

Gardiner, Jewel
Administering Library Service in the Elementary School (1954)

Gaver, Mary V.
Patterns of Development in Elementary School Libraries Today: A Five-Year Report on Emerging Media Centers (1963, 1965, 1969)

¹Carolyn Leopold, School Libraries Worth Their Keep: A Philosophy Plus Tricks (Metuchen, N.J.: Scarecrow Press, 1972), p. 19.

²Mary V. Gaver, Effectiveness of Centralized Library Service in Elementary Schools (New Brunswick, N.J.: Rutgers University Press, 1963), p. xxiii.

- Gaver, Mary V.
Services of Secondary Schools Media Centers (1971)
- Gillespie, John T. and Spirt, Diana L.
Creating a School Media Program (1973)
- Glogau, Lillian; Krause, Edmund; and Wexler, Miriam
Developing a Successful Elementary School Media Center
(1972)
- Henne, Frances; Ersted, Ruth; and Lohrer, Alice
A Planning Guide for the High School Library Program (1951)
- Hicks, Warren B. and Tillin, Alma M.
Developing Multi-Media Libraries (1970)
- Horton, Lowell and Horton, Phyllis
The Learning Center: Heart of the School (1973)
- Kennon, Mary Frances and Doyle, Leila Ann
Planning School Library Development (1962)
- Kujoth, Jean Spealman, ed.
Readings in Nonbook Librarianship (1968)
- Lohrer, Alice, ed.
The School Library Materials Center: Its Resources and
Their Utilization (1964)
- Lowrie, Jean E.
Elementary School Libraries (1961, 1970)
- Mahar, Mary Helen, ed.
School Library as a Materials Center: Educational Needs
of Librarians and Teachers in its Administration and Use
(1963)
- Miller, Marilyn and Geppert, Alida, eds.
Futurism and School Media Development (1975)
- Nickel, Mildred
Steps to Service: A Handbook of Procedures for the
School Library Media Center (1974)
- Palovic, Lora and Goodman, Elizabeth
Elementary School Library in Action (1968)

- Polette, Nancy
Developing Methods of Inquiry: A Source Book for
 Elementary Media Personnel (1973)
- Polette, Nancy
The Vodka in the Punch and Other Notes from a Library
 Supervisor (1975)
- Prostano, Emanuel T. and Prostano, Joyce S.
The School Library Media Center (1971)
- Saunders, Helen E.
Modern School Library: Its Administration as a Materials
 Center (1968, 1975)
- Shapiro, Lillian
Serving Youth: Communication and Commitment in the
 High School Library (1975)
- Sullivan, Peggy, ed.
Realization: The Final Report of the Knapp School Lib-
 raries Project (1968)
- Swarthout, Charlene
School Library as Part of the Instructional System (1967)
- Tillin, Alma M.
School Library Media Center Procedures (1973)
- Tolman, Lorraine E. ed.
School Library Media Programs: The Combined Approach
 (1973)
- Ward, Pearl L. and Beacon, Robert, comps.
The School Media Center: A Book of Readings (1973)

Summary

Thirty books appropriate to this study representing the efforts of thirty-two women were published from 1950 through 1975. Represented in the total number of writers were eleven women as sole authors; they were Davies, Freeman, Gardiner, Gaver, Lowrie, Nickel, Polette, Saunders, Shapiro, Swarthout, and Tillin; and two of these women, Gaver and Polette,

have written two books each. Fourteen women wrote as co-authors, and they were Doyle, Ersted, Glogau, Goodman, Henne, Horton, Kennon, Lohrer, Palovic, Prozano, Spirt, Srygley, Tillin, and Wexler. Six of the women, Fenwick, Kujoth, Lohrer, Mahar, Sullivan, and Tolman, were sole editors and two were co-editors, Miller and Geppert. Pearl Ward served as a joint compiler. Table 4 identifies the women by the decade in which their books were published. It was apparent that as the concept developed more women addressed themselves to it in their writing. A discussion of the major emphases dealt with by these women in their works follows and is approached by decade.

TABLE 4
AUTHORS, EDITORS, OR COMPILERS OF BOOKS
BY DECADE

1950-1959	1960-1969	1970-1975
Gardiner	Davies	Brown, Norberg and Srygley*
Henne, Ersted and Lohrer	Fenwick	Davies
	Gaver	Freeman
	Kennon and Doyle	Gaver
	Kujoth	Gillespie and Spirt
	Lohrer	Glogau and Wexler
	Lowrie	Horton and Horton
	Mahar	Lowrie
	Palovic and Goodman	Miller and Geppert
	Saunders	Nickel
	Sullivan	
	Swarthout	

TABLE 4-Continued

AUTHORS, EDITORS, OR COMPILERS OF BOOKS
BY DECADE

1950-1959	1960-1969	1970-1975
		Polette
		Prostano and Prostano
		Saunders
		Shapiro
		Tillin
		Tolman
		Ward

* Although the first edition of Administering Educational Media (Brown and Norberg) appeared in 1965, it is listed in this column because it did not have a woman in joint authorship until the second edition was prepared.

The two earliest publications within the time limits of this study, A Planning Guide for the High School Library Program (Henne, Ersted and Lohrer) and Administering Library Service in the Elementary School (Gardiner), were both published by the American Library Association. Henne, Ersted and Lohrer's book published in 1951 was obviously written for instructional purposes since they anticipated that "potential users of this guide . . . included students in college or university courses dealing with the school library."¹ These women drew attention to audiovisual materials in their Chapter 6, "The Materials Collection,"

¹ Frances Henne, Ruth Ersted, and Alice Lohrer, A Planning Guide for the High School Library Program (Chicago: American Library Association, 1951), p. ix.

and emphasized the changing role of the professional librarian and preparedness for that role:

As a materials specialist the school librarian is well qualified to be in charge of the selection, organization, and administration of all audio-visual materials in the school.¹

Gardiner supported the viewpoint expressed by the aforementioned trio of writers by further identifying the agency suited to administer all types of materials.

The library is the one agency in the school organized to handle efficiently materials which are circulated throughout the school, and so the library quite naturally becomes the dynamic 'Materials Center,' 'Resource Center,' or 'Instructional Aids Center' of the school.²

Gardiner also addressed herself to the topic of materials and their utilization in supporting the learning process.

Although schools have always stressed the verbal as the most important process of learning, the modern school is placing much emphasis upon 'seeing' and 'experiencing' in the learning process. The new emphasis may necessitate the extension of elementary school library service to include these new phases of learning. Some elementary school libraries are called upon to offer extended services which include the housing, circulation and effective utilization of audio-visual materials of all types.³

In addition to other appropriate statements on changing roles for libraries and librarians, Gardiner included a complete chapter (10) on

¹Ibid., p. 80.

²Jewel Gardiner, Administering Library Service in the Elementary School (Chicago: American Library Association, 1954), p. 7.

³Ibid., p. 6.

"The Selection, Purchasing, and Organization of Nonbook Materials" and reiterated her position:

Visual aids are now well established as 'audio-visual aids,' and include talking motion pictures, silent motion pictures, filmstrips, film slides, radio and television programs, recordings, records, models, realia . . . materials are used for instructional purposes as a definite part of the teaching equipment . . . the library has become the established center for the purchasing, housing, cataloging, and circulating of them.¹

During the 1960s the books published tended to emphasize the development of a rationale for the inclusion of nonbook materials in book collections. Palovic and Goodman, who supported the inclusion of audiovisual materials in the elementary school library, maintained that no one medium was necessarily superior to another and that the unique learning style of the learner mandated that materials be accessible and convenient for the entire school through the school library.² Although the essays in the book edited by Kujoth included statements about nonbook materials in other types of libraries in addition to school libraries, she included a strong rationale in her introduction to the book.

The development of the philosophy of the library as an instructional materials center was dealt with in the writing of Kennon and Doyle in Planning School Library Development and by Saunders in the preface of her book.

¹Ibid., p. 100.

²Lora Palovic and Elizabeth Goodman, Elementary School Library in Action (Los Angeles: Parker Publishing Co., 1968), p. 191.

Another point of emphasis in the books which appeared in the 1960s pertained to the services offered through the school library and perspectives on the services of media programs, e.g. Fenwick. The services of the elementary school library were studied by Lowrie; Lohrer and Mahar edited manuscripts which included essays of their own focusing upon the school library as a materials center and the utilization of its services; and Sullivan summarized the service programs of the schools which were recipients of Knapp School Library Project funds. Other examples of exemplary programs of service were presented in Gaver's Patterns of Development in Elementary School Libraries Today which was in its third edition by 1969. Gaver described and analyzed the programs which had received the Encyclopedia Britannica School Library Awards, 1963 through 1967.

Emphasis was placed on the role of the school media center and its relationship to the total instructional program by Davies, who dealt in depth with the demands made on a unified media center by the various academic areas represented in the curriculum, and by Swarthout whose book title, School Library as Part of the Instructional System, reflected the emphasis.

Several of the books initially published in the 1960s appeared as revised editions in the 1970s. The books by Davies, Lowrie and Saunders (revised by Nancy Polette) continued to reflect changing trends and services. Another book, Administering Educational Media by James W. Brown and Kenneth D. Norberg, was originally published in 1965 and appeared in a second edition in 1972. Sara Srygley had joined Brown and Norberg in joint authorship for the second edition. This

book reflected the continuing concern for the development of skills in administering excellent school media programs. Other books devoted to a general emphasis on the administration of school media programs in the 1970s were written by the Prostanos; Glogau, Krause and Wexler; Gillespie and Spirt; and the Hortons.

Another emphasis apparent in the literature of the 1970s pertained to the implementation of the media center philosophy of service which was reflected upon in the works by Polette, Tolman, Ward, and Shapiro.

Organizational and procedural manuals were prevalent in the books published in the 1970s. The works by Freeman, Nickel, and Tillin were designed to provide the student and practitioner with techniques and methods for organizing school media centers for responsive, efficient programs of service.

Although many of the books previously presented included significant statements on services, Gaver's Services of Secondary Schools Media Centers emphasized via a discussion and an extensive checklist the media services to be considered at the secondary school level.

The final major emphasis apparent in the works by authors in 1970s focused upon the future. The last chapter in Shapiro's book centered upon the future and further evidence of the contemporary concern for future-oriented planning and decision making was prevalent in the work edited by Miller and Geppert.

A composite list of women's names identified in this category is included in Appendix P.

Category 9

Women who have served on the executive committees preparing the national standards for school library/media programs published from 1950 through 1975.

This category focused attention on the women who helped to develop the statements appearing in the various sets of national standards pertaining to school library, audiovisual or media programs published from 1950 through 1975. The titles of those standards follow:

- 1960 Standards for School Library Programs (AASL)
- 1965 Quantitative Standards for Audiovisual Personnel, Equipment and Materials (DAVI)
- 1969 Standards for School Media Programs (AASL/DAVI)
- 1975 Media Programs: District and School (AASL/AECT)

Names were acquired for this category by examining the lists of executive committee members appearing on preliminary pages or in the addenda in each of the publications listed above. The women were identified as committee members, consultants or advisory personnel.

The women who participated in the committee efforts to formulate the national standards are listed below in alphabetical order under the title of the standards. Titles of each of the standards are listed chronologically according to the year in which they were published and/or formally adopted by the sponsoring agency.

1960 Standards for School Library Programs

Ahlers, Eleanor
 Alexander, Elenora
 Batchelor, Lillian
 Blodgett, Elizabeth Clarke
 Bomar, Cora Paul
 Brine, Mary Phyllis
 Burrin, Esther
 Clark, Rheta

Davis, Marylyn
 Dawson, Dorothea
 DeAngelo, Rachael
 Douglas, Mary Peacock
 Ersted, Ruth
 Fenwick, Sara
 Gaver, Mary V.
 Hefley, Sue
 Henne, Frances
 Hodges, Elizabeth D.
 Hyer, Anna
 Lees, Gladys
 Lohrer, Alice
 McAllister, Mariana
 MacBean, Dilla
 McGuire, Alice Brooks
 McJenkin, Virginia
 Mahar, Mary Helen
 Moss, Margaret
 Nickel, Mildred
 Peterson, Miriam
 Sattley, Helen
 Shapiro, Lillian
 Turner, Mabel
 Wagner, Dorothy
 Whitenack, Carolyn
 Wiese, Bernice
 Wright, Jane
 Yungmeyer, Elinor
 Ziebold, Edna

1965 Quantitative Standards for Audiovisual Personnel,
Equipment and Materials

No women served on the committees which prepared these standards.

1969 Standards for School Media Programs

Alexander, Elenora
 Doyle, Leila A.
 Ersted, Ruth
 Graham, Mae
 Henne, Frances
 Hochstettler, Phyllis
 Hyer, Anna
 Jones, Sara
 Justin, Laura Dell

Rice, Helen F.
 Shapiro, Lillian
 Srygley, Sara
 Whitenack, Carolyn

1975 Media Programs: District and School

Batchelor, Lillian
 Brumback, Elsie
 Davies, Ruth
 Doherty, Teresa
 Doyle, Leila A.
 Duncan, Winifred
 Fast, Elizabeth
 Frary, Mildred
 Graham, Mae
 Hannigan, Jane
 Hatfield, Frances
 Helser, Bettie
 Johnson, Mary Frances
 Lake, Leone
 Mann, Elizabeth
 Martin, Nina
 Moline, Ruth
 Moulton, Priscilla
 Portteus, Elnora
 Sadler, Rowena
 Stephens, Elizabeth
 Swanson, Mary Ann
 Travillian, Mary
 Vinson, LuOuida
 Whitenack, Carolyn
 Young, Christina Carr
 Young, Roberta E.
 Yungmeyer, Elinor

Summary

Of the sixty-eight women who participated in the development of the national standards published from 1950 through 1975, nine served on the committees for two sets of the national standards. These women were:

Alexander, Elenora	(1960, 1969)
Batchelor, Lillian	(1960, 1975)

Doyle, Leila A.	(1969, 1975)
Ersted, Ruth	(1960, 1969)
Graham, Mae	(1969, 1975)
Henne, Frances	(1960, 1969)
Hyer, Anna	(1960, 1969)
Shapiro, Lillian	(1960, 1969)
Yungmeyer, Elinor	(1960, 1975)

Only one of the sixty-eight women, Carolyn I. Whitenack, participated in the development of three sets of national standards (1960, 1969, 1975) published during the time period defined for this study.

A composite list of all names in this category is included in Appendix Q.

Category 10

Women who have been granted federal funds for university-sponsored institutes or other major programs designed to prepare participants for developing school media center programs.

Data for this category were taken from information supplied by administrators, namely Frank A. Stevens, Mary Helen Mahar and Bruce A. Gaarder, in the U.S. Office of Education, Washington, D.C. The lists of institutes provided by these administrators identified institutes by state and included the name of the institute; name of the director; the name of the institution of higher education sponsoring the institute; and the dates when the institute was held.

This study was not concerned with identifying the authors of proposals submitted for federal funding although it was acknowledged that in many cases the women could also have been authors of the proposals

as well as directors of the institutes. As directors the women would not only administer the funds provided for the educational program; but they would have also selected the staff and would have been in a position to work closely with the institute participants and their educational experiences.

Institutes for Advanced Study for School Library or Educational Media Personnel were designed to provide through institutions of higher education advanced preparation in the varied aspects pertinent to the management of educational media centers and services. These institutes were first funded in 1965 under Title XI of the National Defense Education Act of 1958.¹

The descriptions of the institutes as they were presented in the materials provided through the U.S. Office of Education did not include annotations; therefore the name of the director of the institute was included if:

- (1) the director was a woman; and when
- (2) the title of the institute included the terms "nonbook" or "media" in connection with school libraries, or "media center" (or its equivalent); or "media specialist"; or
- (3) the title inferred change or changing concepts and perspectives in connection with school libraries or audiovisual centers.

It was assumed that if established programs such as those in school libraries or audiovisual centers were to change they would most likely

¹Letter from Frank A. Stevens, U.S. Office of Education, Washington, D.C. 11 March 1976.

undergo transitions in order to adapt to the contemporary trend. The trend in such programs during the 1950 through 1975 period would have been toward the development of instructional materials, or media, centers.

The NDEA Institutes for Advanced Study for School Library Personnel sponsored during the time limits of this study are listed below chronologically by year and alphabetically by the name of the director.

1965-1966 - Barrette, Elise D.

"The Instructional Materials Center"
(East Tennessee State University, Johnson City)

Carter, Esther M.

"Development and Supervision of Instructional
Materials Centers"
(Western Michigan University, Kalamazoo)

Cavanagh, Gladys

"Changing Education and the Changing School
Library"
(University of Wisconsin, Madison)

Clarke, Polly

"Selection, Acquisition and Organization of Book
and Non-Book Materials"
(Northeastern State College, Tahlequah, Oklahoma)

Cole, Georgia

"Building Collections for the Instructional
Materials Center"
(University of Kentucky, Lexington)

Kennerly, Sarah Law

"Newer Educational Media for School Librarians"
(North Texas State University, Denton)

Smith, Susan S.

"Developing and Supervising Instructional Materials
Centers"
(State University of New York, Albany)

Tolman, Lorraine

"The Instructional Materials Center"
(Boston University, Boston, Massachusetts)

1966-1967 - Barrette, Elise D.

"The Instructional Materials Center"
(East Tennessee State University, Johnson City)

Boyce, Emily

"Current Problems and Trends in School Librarianship"
(East Carolina College, Greenville, North Carolina)

Burge, Nancy

"School Library as a Materials Center"
(University of South Carolina, Columbia)

Carter, Esther

"School Library as an Instructional Materials
Center"
(Western Michigan University, Kalamazoo)

Henne, Frances

"New Directions in School Library Supervision and
Curriculum Development"
(Columbia University, New York)

Hunt, Hannah and Krohn, Mildred

"Coordinating School Library Materials and Services"
(Western Reserve University, Cleveland, Ohio)

Kalp, Margaret

"School Library as an Instructional Materials
Center"
(University of North Carolina, Chapel Hill)

McCalla, Nelle

"Building Collections for the Instructional
Materials Center"
(Indiana State University, Terre Haute)

Nicholsen, Margaret

"Changing Education and the Changing School Library"
(University of Wisconsin, Madison)

Ryan, Dorothy

"Selection, Utilization and Administration of Educational Media"
(University of Tennessee, Knoxville)

Saltus, Elinor

"New Viewpoints in School Librarianship"
(University of Arizona, Tucson)

Tolman, Lorraine

"School Library as an Instructional Materials Center"
(Boston University, Boston, Massachusetts)

1967-1968 - Ahlers, Eleanor

"Curriculum Change and the Changing Concept of Library Service"
(University of Washington, Seattle)

Burge, Nancy

"School Library as a Materials Center"
(University of South Carolina, Columbia)

Ryan, Dorothy

"School Library as an Instructional Materials Center"
(University of Tennessee, Knoxville)

1968-1969 - Boyce, Emily

"Current Problems and Trends in School Media Programs"
(East Carolina University, Greenville, North Carolina)

DeHart, Florence

"Non-Book Materials in Libraries of All Types and Information Centers"
(University of Wisconsin, Milwaukee)

Jaffarian, Sara

"Media Resources in School Libraries"
(University of Hawaii, Honolulu)

Kennerly, Sara Law

"Elementary School Library as a Media Center"
(North Texas State University, Denton)

Miller, Marilyn L. (Lowrie, Jean and Moore, Daniel)¹

"State Responsibilities for Unified Media Programs"
(Western Michigan University, Kalamazoo)

Miller, Marilyn L.

"Techniques for Utilization of School Instructional
Materials in Classroom Teaching"
(Western Michigan University, Kalamazoo)

Thomassen, Cora

"Application of the New Technology to School
Libraries"
(University of Illinois, Urbana)

Tolman, Lorraine

"Training for the School Media Center"
(Boston University, Boston, Massachusetts)

Whitenack, Carolyn

"Elementary School Librarians as Instructional
Materials Specialists"
(Purdue University, Lafayette, Indiana)

1969-1970 - Boyce, Emily

"School Media Program and the Disadvantaged"
(East Carolina University, Greenville, North
Carolina)

Cunningham, Myra

"Teaching-Librarian Teamwork in the Elementary
Media Center"
(Central State College, Edmond, Oklahoma)

Kelly, Inga

"Selective Admissions Program for Training Indigenous
Teachers as Media Specialists for Central City Schools"
(Washington State University, Pullman)

¹Jean E. Lowrie, "Landmark in Standards Implementation,"
School Libraries 19 (Summer 1970): 7. In the author credits for this
article, Lowrie is identified as director and Moore as co-director.

Kennerly, Sara Law

"High School Library as a Media Center"
(North Texas State University, Denton)

Kolbe, Jane

"School Media Programs"
(University of South Dakota, Vermillion)

Pillon, Nancy

"The School Media Center"
(University of Kentucky, Lexington)

Query, Eunice

"Elementary School Library as a Learning
Materials Center"
(Appalachian State University, Boone, North Carolina)

Tolman, Lorraine

"Training of Personnel for the School Media Center"
(Boston University, Boston, Massachusetts)

White, Ruth

"School Libraries in Transition"
(University of Georgia, Athens)

1970-1971 - Ahlers, Eleanor

"Expanded Concepts of the School Library Media
Center"
(University of Washington, Seattle)

Barrette, Elise

"An Implementation of the 1969 Standards for
School Media Programs"
(East Tennessee State University, Johnson City)

Johnson, Mary Frances K.

"Building School Media Collections"
(University of North Carolina, Greensboro)

Middleton, Bernice

"School Media Programs: Interpretation and
Implementation"
(South Carolina State College, Orangeburg)

Tolman, Lorraine

"New Concepts in Media and Education as They
Affect the Program of the School Library"
(Boston University, Boston, Massachusetts)

White, Ruth

"Implementation of the Media Center Concept
Through Creative Supervision"
(University of Georgia, Athens)

1971-1972 - Barrette, Elise

"School Media Program for Rural Disadvantaged Youth
in Appalachia"
(East Tennessee State University, Johnson City)

Smith, Eurydice

"Changing Concepts and the School Librarian"
(Fisk University, Nashville, Tennessee)

1972-1973 - Barrette, Elsie

"School Media Program for Rural Disadvantaged Youth
in Appalachia, Phase II"
(East Tennessee State University, Johnson City)

Tom, Choy Loy

"Educate Students from Minority Groups to be District
School Library Media Directors"
(University of Denver, Colorado)

1973-1974 - Ahlers, Eleanor

"School Library Media Supervisor Competencies-
A Cyclic Design for Development"
(University of Washington, Seattle)

Baechtold, Marguerite

"School Library Media Services for Early Childhood
Education"
(Western Michigan University, Kalamazoo)

Grayson, Bessie

"Training of Professional and Paraprofessional
Library Media Specialists"
(Alabama A and M University, Huntsville)

1974-1975 - Barrette, Elise

"Media Services for Open-Concept Schools"
(East Tennessee State University, Johnson City)

Boyce, Emily

"Media Services and the Schools Reading Programs"
(East Carolina University, Greenville, North
Carolina)

Miller, Marilyn L.

"Futurism and School Media Development"
(Western Michigan University, Kalamazoo)

1975-1976 - McGarity, Mary Sue

"Elementary School Library/Media Program"
(University of Alabama, Birmingham)

From the available data, only one of the Institutes for Educational Media Specialists sponsored under the NDEA Title XI pertains to this study and it was:

1967-1968 - Gibbony, Hazel L.

"Selection, Utilization and Distribution of Media
with Emphasis on the Elementary School Instruc-
tional Materials Center"
(The Ohio State University, Columbus)

Summary

A total of thirty-nine women were identified within this category. They directed, or co-directed, fifty-nine institutes wherein advanced study in the management of school media centers was provided. Ten of the women directed more than one institute. Those women and the number of institutes they directed follow.

Two institutes

Burge, Nancy
Carter, Esther
Ryan, Dorothy
White, Ruth

Three institutes

Ahlers, Eleanor
 Kennerly, Sarah Law
 Miller, Marilyn L.

Four institutes

Boyce, Emily

Five institutes

Tolman, Lorraine

Six institutes

Barrette, Elise

It can be assumed that these women had special expertise in developing and directing programs which reflected the current interests and/or needs and which were conducted efficiently or at least to the satisfaction of the U.S. Office of Education administrators.

Table 5 shows the number of institutes appropriate to this category held in the period, 1965 through 1975.

TABLE 5

NUMBER OF INSTITUTES BY YEAR HELD

Year Held	Number of Institutes
1965-1966	8
1966-1967	12
1967-1968	4
1968-1969	9
1969-1970	9
1970-1971	6
1971-1972	2
1972-1973	2
1973-1974	3
1974-1975	3
1975-1976*	1

*This institute was listed in the 1975-1976 announcement of institutes, however it fell within the time limit of this study since it was held in July-August 1975.

Examination of Table 5 revealed that forty-two, or 71 percent, of the institutes were held in the 1960s. This undoubtedly reflects both the availability of funds for the introduction of a new federal program available to the educational community and the fact that the school media center concept was becoming both more dominant and accepted.

A natural outgrowth of increased acceptance was the increase in the number of media centers and types of services which caused the need for new competencies in the personnel administering the programs. The expressed purpose of institutes was to offer advanced study for school librarians or educational media specialists.

The institutes also served as catalysts for changes in behavior. According to the research by Lloyd and Picache (as included in Category 7), participation in the institute program influenced the librarian's self-perception as a nonbook materials specialist and contributed to the diversification of materials and services provided through the media center.

Table 5 also reflects that only 40 percent of the programs offered from 1965 to 1970 were held in the equivalent number of years in the 1970s. The curtailment of funds for special programs that often accompanies depressed financial resources such as society in general experienced in the early 1970s is apparent here.

Finally, an analysis of the titles of the institutes (and program descriptions when obtainable in the professional literature) pointed to trends in the programs provided. In the 1960s general trends were: (1) defining and developing the instructional materials center, e.g. Kalp, Tolman; (2) materials selection and collection development, e.g. Cole, Gibbony; (3) educational change and school library supervision, e.g. Cavanagh, Henne; and (4) the role of nonbook materials in the educational program, e.g. Jaffarian, Kennerly.

Trends in the 1970s were identified as: (1) the provision of opportunity to examine expanded concepts of service, e.g. Ahlers, Baechtold, Barrette; (2) the implementation and interpretation of the school media program, e.g. Middleton, White; and (3) the consideration of educational and societal change on planning the development of media center programs, e.g. Tolman, Miller.

It was interesting to note that two of Miller's institutes: 1969-"State Responsibilities for Unified Media Programs" (co-directed with Lowrie and Moore) and 1974-"Futurism and School Media Development" brought state-level leaders together for opportunities to consider the implementation of the contemporary set of national standards and to contemplate future planning for school media services in their respective states.

A composite list of women identified in Category 10 is included in Appendix R.

Chapter V focuses upon the women whose names were identified with any four or more of the ten categories defined and developed in

this study. In addition to identifying the women as leaders in the development of the unified media center concept, Chapter V will summarize the data these leaders provided via questionnaires and taped commentaries.

CHAPTER V

WOMEN IDENTIFIED AS LEADERS

Introduction

This chapter presents the final phase of this study which was reached when all the data acquired in each of the ten categories had been studied and recorded. In the final analysis a total of 1,016 women's names had been identified with the ten categories.

It was recognized that the failure to obtain all data in categories 2 and 3, where the consultants from four states and association presidents from twelve states were not represented, affected the outcome of the identification of the leaders. If it had been possible to get total coverage in categories 2 and 3, and a conscientious effort was made to accomplish that, it was possible that the women whose names fell into three categories conceivably could have been identified with one, or even two, more categories. A total of thirty women's names were identified with only three categories each. The names of the women and the numbers of the categories with which they were associated follow:

Batchelor, Lillian - 1, 4, 9
Beilke, Patricia - 5, 6, 7
Boyvey, Mary - 2, 3, 5
Brumback, Elsie - 2, 4, 9
Chisholm, Margaret - 4, 5, 6

Cox, Dorothy - 3, 4, 5
Davies, Ruth - 5, 8, 9
Douglas, Mary Peacock - 4, 5, 9
Fast, Elizabeth T. - 4, 5, 9
Geppert, Alida - 5, 7, 8
Gibbony, Hazel - 3, 6, 10
Graham, Mae - 2, 5, 9
Hanna, Mary Ann - 2, 4, 5
Hannigan, Jane - 5, 6, 9
Hellene, Dorothy - 3, 5, 7
Hightower, Grace - 2, 5, 6
Hyer, Anna L. - 1, 5, 9
Justin, Laura Dell - 3, 6, 9
McGinniss, Dorothy - 1, 4, 5
McKinney, Eleanor - 3, 5, 6
Meredith, Louise - 2, 5, 6
Newman, Audrey - 2, 4, 6
Rees, Louise - 2, 4, 5
Smith, Susan S. - 3, 5, 10
Spirt, Diana - 4, 5, 8
Stephens, Elizabeth - 3, 5, 9
Thomassen, Cora - 3, 5, 10
White, Ruth - 3, 6, 10
Wichers, Jean - 3, 4, 5
Young, Roberta E. - 1, 2, 9

Analysis of the categories revealed that one name was identified with both categories 2 and 3; eight names were associated with category 2; ten names were identified under category 3; and only eleven names were not listed under either category 2 or 3. This awareness of the relationship between a name and categories 2 and 3 was important because it reduced the margin of error which was of

concern due to the data in those two categories which were unobtainable.

Nevertheless the design of the study required that a woman's name be identified with at least four of the ten categories to be identified as a leader in the development and actualization of the school media center concept. Thirty-five women were identified with four or more of the ten categories. These thirty-five women were identified as the leaders who promoted the unification of the school library and audiovisual programs from 1950 through 1975. The names of the leaders and the categories with which they were identified follow:

Ahlers, Eleanor - 1, 2, 3, 4, 5, 6, 7, 9, 10
Alexander, Elenora - 1, 4, 6, 9
Bomar, Cora Paul - 1, 2, 4, 5, 6, 9
Burrin, Esther - 1, 2, 6, 9
Doyle, Leila Ann - 4, 6, 8, 9
Ersted, Ruth - 2, 5, 8, 9
Fenwick, Sara - 1, 5, 6, 8, 9
Frary, Mildred - 3, 5, 6, 9
Gaver, Mary V. - 1, 4, 5, 6, 7, 8, 9
Hatfield, Frances - 1, 3, 4, 5, 6, 9
Hefley, Sue - 2, 3, 6, 9
Henne, Frances - 4, 5, 8, 9, 10
Hochstettler, Phyllis - 1, 2, 4, 9
Johnson, Mary Frances - 4, 5, 8, 9, 10
Krohn, Mildred - 3, 4, 6, 10
Lloyd, Helen - 1, 5, 6, 7
Lohrer, Alice - 4, 5, 6, 7, 8, 9
Lowrie, Jean - 1, 4, 5, 6, 7, 8, 10
McGuire, Alice Brooks - 1, 4, 5, 9

McJenkin, Virginia - 1, 4, 6, 9
 McMahan, Marie - 3, 4, 5, 6
 Mahar, Mary Helen - 1, 4, 6, 8, 9
 Mann, Elizabeth - 3, 5, 7, 9
 Miller, Marilyn - 2, 3, 4, 5, 7, 8, 10
 Nichol森, Margaret - 1, 3, 4, 5, 6, 10
 Nickel, Mildred - 2, 5, 8, 9
 Phillips, LuOuida - 1, 4, 5, 9
 Portteus, Elnora - 1, 3, 4, 5, 9
 Shapiro, Lillian - 4, 5, 8, 9
 Srygley, Sara - 2, 4, 5, 8, 9
 Sullivan, Peggy - 4, 5, 7, 8
 Swanson, Mary Ann - 4, 5, 6, 9
 Tolman, Lorraine - 4, 5, 8, 10
 Whitenack, Carolyn - 1, 2, 3, 4, 5, 6, 9, 10
 Yungmeyer, Elinor - 2, 4, 5, 9

Four of the women identified as leaders were deceased; they were Esther Burrin, Sue Hefley, Mildred Krohn, and Alice Brooks McGuire.

A letter and questionnaire (see Appendix E for samples) were sent on May 9, 1977 to the remaining thirty-one women who were asked to supply personal and professional data and responses to seven questions with reference to their early interest in, current opinion of, and recommendations for school media center programs.

Data on the outstanding women are presented in the following sections of this chapter. Personal and professional data are presented first. This information is then followed by a summarization of the material the women supplied, if they responded to the seven questions which focused upon their interest in the development of the instructional materials concept and their thoughts related to the future of

the school media center program. The seven questions to which the women were asked to respond on cassette tape, or in written commentary if they preferred, were:

1. Please explain what first influenced your early interest in the idea of combining school library and audiovisual materials and services in the public schools.
2. Please comment on whether or not the concept of unified school library and audiovisual services has materialized as you first envisioned it. How did you first see it? Has the implementation of the philosophy progressed as you had imagined?
3. What do you believe the major contribution of school media personnel to the development of the unified media center to be?
4. What have the major contributions of the school media center concept been to education?
5. What do you believe the major obstacles related to unified school media services are today and how do you believe they will be resolved?
6. What specific recommendations would you make for future planning on a national level for school media programs?
7. In your opinion what specific agencies must act to improve school media services in the future and what action should they take?

Of the thirty-one women to whom the questionnaire was sent, twenty-two elected to complete it. In an effort to obtain data from each of the women a personal long distance telephone call was made to each woman (with the exception of Alice Lohrer who could not be reached by telephone¹) who had not returned her materials by mid-July.

¹Alice Lohrer indicated by letter that she would complete the data upon her return from London in October, 1977. Since this was too late for inclusion in this study, she was advised that the data would be appreciated and would be included in the material offered to the archives collections.

The telephone calls were made (1) to confirm that they had received the letter and questionnaire; and (2) to ascertain whether or not they intended to provide the information requested. The women who contributed data were:

Ahlers, Eleanor	Mahar, Mary Helen
Alexander, Elenora	Mann, Elizabeth
Bomar, Cora Paul	Miller, Marilyn
Doyle, Leila Ann	Nicholsen, Margaret
Ersted, Ruth	Nickel, Mildred
Fenwick, Sara	Portteus, Elnora
Gaver, Mary	Shapiro, Lillian
Hochstettler, Phyllis	Sullivan, Peggy
Lloyd, Helen	Tolman, Lorraine
Lowrie, Jean	Whitenack, Carolyn
McJenkin, Virginia	Yungmeyer, Elinor

The women whose remarks were not received as of September 10, 1977 were:

Frary, Mildred	McMahan, Marie
Hatfield, Frances	Phillips, LuOuida
Henne, Frances	Srygley, Sara
Johnson, Mary Frances K.	Swanson, Mary Ann
Lohrer, Alice	

Thirty-five women were identified as leaders who promoted the concept of unified school library and audiovisual programs in the public schools from 1950 through 1975. Four of those women were deceased. A questionnaire was sent to each of the remaining thirty-one women; twenty-two, or 71 percent, of them returned completed questionnaires.

Fifteen of the thirty-five women identified were listed in

more than the four categories necessary for identification as a leader in the promotion of the unified school media concept. Those women and the number of categories associated with their names follow:

Ahlers, Eleanor - 9	Lowrie, Jean - 7
Bomar, Cora Paul - 6	Mahar, Mary Helen - 5
Fenwick, Sara - 5	Miller, Marilyn - 7
Gaver, Mary - 7	Nicholsen, Margaret - 6
Hatfield, Frances - 6	Portteus, Elnora - 5
Henne, Frances - 5	Srygley, Sara - 5
Johnson, Mary Frances - 5	Whitenack, Carolyn - 8
Lohrer, Alice - 6	

Six of these fifteen women were identified with five categories, they were Fenwick, Henne, Johnson, Mahar, Portteus, and Srygley. Identified with six categories were Bomar, Hatfield, Lohrer, and Nicholsen. Three women's names fell into seven categories, they were Gaver, Lowrie, and Miller. Carolyn Whitenack was included in eight categories. No woman was identified with each of the ten categories, however one woman was identified with nine of them and she was Eleanor Ahlers.

An analysis of the categories used in this study and the number of leaders included in each is presented in Table 6.

TABLE 6
CATEGORIES AND NUMBER OF LEADERS IDENTIFIED

Category	Number of women identified	Percent of total number (35)
1 (President/Executive Secretary-National Association)	17	49

TABLE 6-Continued

CATEGORIES AND NUMBER OF LEADERS IDENTIFIED

Category	Number of women identified	Percent of total number (35)
2 (State Consultant)	11	31
3 (President-State Association)	11	31
4 (Author of Articles)	27	77
5 (Nominated by Deans)	27	77
6 (Contributor-National Conventions)	20	57
7 (Research Conducted)	8	23
8 (Author of Book)	15	43
9 (Contributor-National Standards)	26	74
10 (Director-Institute)	9	26

Analysis of Table 6 revealed that those categories which included the largest percentage of leaders identified were categories 4, 5, and 9. It could be assumed that the leaders identified reflected commonality in writing for professional periodicals, in being recommended by heads of audiovisual or library science programs, and through serving on the executive committees which prepared the national standards for school media programs published from 1950 through 1975. Table 6 also illustrated that only 23 percent of the thirty-five women

were identified with research endeavors.

It was also observed in the examination of Table 6 that each of the categories used in the design of this study contained from reasonable (23 percent) to significant (77 percent) percentages of the total number of leaders identified. The percentages were generally also in a fair proportion if the limitations on the categories (as presented in Chapter III) are reflected upon as well. For example, there was only limited opportunity for a woman to have been identified as a state consultant (Category 2) and those women who were identified as such represented only 31 percent of the total. On the other hand, there was unrestricted opportunity for a woman's name to be identified as an author of a periodical article (Category 4) and a proportionate percentage of women were so identified. Therefore it would appear evident that the definition of the categories and the method in which they were employed provided a viable technique for identifying leaders on a national level. Furthermore the analysis of the activities within each category provided insight into the nature of the leaders' involvement; and when all the categories associated with one name were combined, they collectively presented a profile which reflected the extent of involvement in a broader range of leadership opportunities.

Another analysis of the categories revealed an interesting perspective about these thirty-five leaders and this study. The ten categories used as a basis for listing women's names indicated that the contributions of these women generally fell into two broad areas: (1) active work associated with professional organizations; and (2)

active involvement with teaching and/or other scholarly pursuits.

The categories which could be grouped under work associated with professional organizations were categories 1, 2, 3, 6, and 9. These categories focused upon being president or executive secretary of national or state associations; being a chief state consultant for school library, audiovisual, or media programs; and being actively involved with national conventions or projects sponsored by professional organizations.

The categories which pertained to teaching and/or other scholarly pursuits were categories 4, 7, 8, and 10. The focus in these categories was on women as teachers, researchers, and/or writers.

One category related to both areas. Category 5, which sought nominations from heads of graduate audiovisual or library science programs, was eliminated from this analysis. Although nominations involved with teaching could be identified, there was no way to determine how the women nominated from the fields at large were selected by their nominators since they were not asked to justify their nominations.

Arrangement of the women's names by analyzing their respective categories in terms of activities with organizations or engagement in scholarly pursuits, or both, (see Table 7) was accomplished by placing the woman's name under the general area where she had the greatest number of categories. If she had an equal number, or more than one, of the categories from each of the two general areas, her name was placed in the center column in Table 7 which indicated involvement with both of the general areas.

TABLE 7

LEADERS IDENTIFIED BY ACTIVITY IN PROFESSIONAL
ORGANIZATIONS, SCHOLARLY PURSUITS, OR BOTH

Activity with professional organizations (Categories 1, 2, 3, 6, 9)	Involvement with both general areas	Involvement with teaching, or other scholarly pursuits (Categories 4, 7, 8, 10)
Alexander: 1,4,6,9	Ahlers: 1,2,3,4,(5),6,7,9,10	Henne: 4,(5),8,9,10
Bomar: 1,2,4,(5)*,6,9	Doyle: 4,6,8,9	Johnson: 4,(5),8,9,10
Burrin: 1,2,6,9	Gaver: 1,4,(5),6,7,8,9	Shapiro: 4,(5),8,9
Ersted: 2,(5),8,9	Krohn: 3,4,6,10	Sullivan: 4,(5),7,8
Fenwick: 1,(5),6,8,9	Lohrer: 4,(5),6,7,8,9	Tolman: 4,(5),8,10
Frary: 3,(5),6,9	Lowrie: 1,4,(5),6,7,8,10	
Hatfield: 1,3,4,(5),6,9	Mahar: 1,4,6,8,9	
Hefley: 2,3,6,9	Miller: 2,3,4,(5),7,8,10	
Hochstettler: 1,2,4,9	Nicholsen: 1,3,4,(5),6,10	
Lloyd: 1,(5),6,7	Srygley: 2,4,(5),8,9	
McGuire: 1,4,(5),9	Whitenack: 1,2,3,4,(5),6,9,10	
McJenkin: 1,4,6,9		
McMahan: 3,4,(5),6		
Mann: 3,(5),7,9		
Nickel: 2,(5),8,9		

TABLE 7-Continued

LEADERS IDENTIFIED BY ACTIVITY IN PROFESSIONAL ORGANIZATIONS, SCHOLARLY PURSUITS, OR BOTH

Activity with professional organizations (Categories 1, 2, 3, 5, 9)	Involvement with both general areas	Involvement with teaching, or other scholarly pursuits (Categories 4, 7, 8, 10)
Phillips: 1,4,(5),9		
Portteus: 1,3,4,(5),9		
Swanson: 4,(5),6,9		
Yungmeyer: 2,4,(5),9		

*Category 5 is placed in parentheses since it was not included in determining the placement of the name, however its inclusion in the sequence accurately reflects the categories associated with each name.

Table 7 shows that nineteen, or 54 percent, of the women were identified in this study as a result of their contributions to professional organizations. Only five, or 14 percent, of the women were identified through their involvement with teaching or other scholarly activities. Although no attempt was made in this study to determine the extent of the influence generated by activities in any of the categories, the remaining eleven names represented 31 percent of the total and identified the women whose involvement with professional organizations and scholarly activities suggested that their sphere of influence was potentially the greatest.

Data Pertinent to the Leaders Identified

The first portion of this section lists the contributions as related to the development of the school media center concept made by the four women who were identified as deceased.

BURRIN, Esther

She served as president of the American Association of School Librarians in 1953, was the Director of Library Services for the Indiana Department of Public Instruction from 1950 to 1953, contributed to the AASL convention in 1956, and served on the committee which authored the Standards for School Library Programs published in 1960.

HEFLEY, Sue

In 1950 Miss Hefley spent her last year as supervisor of school libraries for the State of Louisiana. She was the president of the Louisiana Association of School Librarians from 1960-1961, served as a contributor to the AASL convention in 1964, and worked on the committee which prepared the Standards for School Library Programs (1960).

KROHN, Mildred

She was the president of the Ohio Association of School Librarians in 1954, wrote the article, "Learning and the Learning Center," published in Educational Leadership (1964), was a contributor to the AASL convention in 1956, and co-directed a National Defense Education Act (NDEA) Institute in 1966.

McGUIRE, Alice Brooks

Mrs. McGuire was president of AASL in 1953, and she authored three articles published in the Wilson Library Bulletin (1950), Educational Leadership (1964), and Arizona Librarian (1968). She received three nominations in category 5 and contributed to the development of the Standards for School Library Programs (1960).

The names of the nine women from whom completed questionnaires were not received are presented below in alphabetical order. Their names are followed by the data gathered appropriate to them.

FRARY, Mildred P.

Mrs. Frary was the president of the California Association of School Librarians in 1962, received two recommendations in category 5, served on the program for the AASL convention (1973), and worked with the committee which prepared the national standards, Media Programs: District and School, published in 1975. She is currently Director of Library Services, City School District, Los Angeles, California.

HATFIELD, Frances

She was AASL's president in 1971 and served as president of the Florida Association of School Librarians in 1965. Miss Hatfield wrote an article published in The Instructor (1964) and received one nomination in category 5. She contributed to the programs of three national association conventions (AASL: 1962, 1968 and DAVI: 1964) and served on the executive committee which authored Media Programs: District and School, 1975. At present she is the Director of Instructional Materials, Broward County Schools, Fort Lauderdale, Florida.

HENNE, Frances¹

Dr. Henne authored two articles published in The Elementary School Journal (1950) and in Library Trends (1972). She received fifteen nominations in category 5 representing the opinion of heads of graduate library science or audiovisual programs in every geographical region of the United States. Dr. Henne co-authored A Planning Guide for the High School Library Program published in 1951, served on the executive committees preparing the national standards: Standards for School Library Programs (1960) and Standards for School Media Programs (1969), and directed an NDEA Institute in 1967. She is presently Professor Emerita, School of Library Service, Columbia University.

JOHNSON, Mary Frances K.

Mrs. Johnson published a total of five articles (see Johnson, M.F. and Kennon, M.F. on the bibliography for Category 4, Appendix I); and she received nine recommendations in category 5. As Mary Frances Kennon she co-authored the book Planning School Library Development (1962). She served on the committee which prepared Media Programs: District and School published in 1975 and directed the Higher Education Act (HEA) Institute on building media collections in 1971. She is currently Professor, Division of Library Science, University of North Carolina, Greensboro.

LOHRER, Alice

Miss Lohrer wrote three articles identified on the bibliography

¹Dr. Henne indicated in a telephone conversation that she would be unable to meet the deadline for this study but would send the information requested for inclusion in the materials offered to the archives collection.

for category 4 and received four nominations in category 5. She served on the program for the AASL convention in 1962; and she conducted the study Identification and Role of School Libraries That Function as Instructional Materials Centers and Implications for Library Education in the United States published in 1970. Alice Lohrer co-authored A Planning Guide for the High School Library Program, edited The School Library Materials Center: Its Resources and Their Utilization, and participated in the development of the Standards for School Library Programs (1960). Miss Lohrer is currently Professor Emerita, Graduate School of Library Science, University of Illinois.

McMAHAN, Marie

Dr. McMahan served as president of the Michigan Audiovisual Association in 1955, wrote an article published in American Annals of the Deaf (1967), and received three nominations in category 5. She served on the program for the 1952 convention of the Department of Audio-Visual Instruction (DAVI) and was elected to the presidency of the Association for Educational Communications and Technology (AECT) in April, 1977. She is currently Director, Instructional Resources Center, Kent State University.

PHILLIPS, LuOuida Vinson

Mrs. Phillips served as Executive Secretary of the American Association of School Librarians from 1967-1974. She wrote an article published in School Libraries (1971), received one nomination in category 5 and contributed to the development of the national standards, Media

Programs: District and School (1975). At present she is Coordinator, School Libraries, Dallas School District, Dallas, Texas.

SRYGLEY, Sara K.

Mrs. Srygley served as a school library supervisor in the Florida Department of Education (unfortunately a record of her dates of service was not obtainable). As Sara Srygley or Sara Krentzman she published four articles between 1950 and 1973. She received twelve nominations in category 5 which reflected the opinions of educators in each geographical region in the United States. She co-authored Administering Educational Media in 1972 and served on the committee which authored the Standards for School Media Programs (1969). Current she is Professor Emerita, School of Library Science, Florida State University.

SWANSON, Mary Ann

Miss Swanson authored articles which appeared in Illinois Libraries (1963) and in Libraries: Building for the Future edited by Robert J. Shaw. She received two nominations in category 5, served on the program for the AASL convention in 1975, and contributed to the development of Media Programs: District and School published in 1975. Her current position is Supervisor, Media Services, Evanston Township High School, Evanston, Illinois.

The next portion of this chapter presents the data contributed by the twenty-two women who completed the questionnaire and supplied written or taped commentary.

Data Received from the Leaders Who Contributed
Completed Questionnaires

As was explained at the beginning of this chapter, the personal and professional data for these women will be followed by summaries of their comments on the seven questions pertinent to the contribution and future development of school media center programs.

The data presented after each name were taken from the questionnaires which were returned. All respondents were requested to amend, if appropriate, the data which were mailed to them pertaining to the categories identified with their name (see page 1 of questionnaire, Appendix E). This procedure was followed to avoid any inaccuracies which could have been made in the initial data gathering. Generally, modifications involved the clarification of dates which had been supplied. In any instance where additional data pertaining to the categories were presented by the respondent, comment is made in a footnote.¹ No attempt was made to alter the summarizations included in Chapter IV since disciplined effort was made to accurately present what had been discovered as a result of the procedures followed.

AHLERS, Eleanor E.

Miss Ahlers was identified with nine categories and they follow:

Category 1: She was identified twice in this category since she served as Executive Secretary of the American Association of School Librarians from 1957-1961 and was president of that association in 1965.

¹Any data which were supplied but were not within the time limits of this study were not included in the summaries.

Category 2: She served as Supervisor of School Libraries, Washington State Office of Public Instruction, 1961-1966.

Category 3: She was president of the Washington State Association of School Librarians, 1950-1951.

Category 4: Articles published included:
 "Library Service: A Changing Concept." Educational Leadership 23 (March 1966): 451-54.
 "Shape of Things to Come; A Symposium; The School Library of the Future." Illinois Libraries 40 (November 1958): 730-33.

Category 5: She received four nominations.

Category 6: She served on the¹ programs of the DAVI conventions in 1959 and 1966.

Category 7: Research was conducted: With Morrison, Perry D. "The Materials Center at the School District Level," Library Trends 16 (April 1968): 446-60.

Category 9: She served on the AASL executive committee which prepared the Standards for School Library Programs (1960).

Category 10: Miss Ahlers directed three federal institutes:
 NDEA Institute--July-August, 1967 "Curriculum Change and the Changing Concept of Library Service"
 HEA Institutes--July, 1970 "Expanded Concepts of the School Library Media Center"
 July, 1973 "School Library Media
 January, 1974 Supervisor Competencies-A Cyclic Design
 May, 1974 for Development"

Birthplace and Date:

Seattle, Washington May 16, 1911

Marriage Date and Children:

Single

¹Miss Ahlers contributed that she had also served on the programs for the AASL conventions in 1957, 1965 and 1966. She did not indicate the subjects she dealt with in those presentations however.

Education:

A.B., University of Washington, 1932
 B.L.S., University of Denver, 1942
 M.A., University of Washington, 1957

Present Position:

Professor Emerita, School of Librarianship, University
 of Washington

Past Position(s):

Teacher, High School English and Foreign Languages, South
 Bend, Washington, 1932 -1936.
 Teacher-Librarian, High School, Mt. Vernon, Washington,
 1936-1942.
 Librarian, High School, Everett, Washington, 1942-1953,
 Supervisor, 1952-1953.
 Assistant Professor of Library Science, University of
 Oregon, 1953-1957.
 Executive Secretary, American Association of School
 Librarians, 1957-1961.
 Supervisor of School Library Services, State Office of
 Public Instruction, Olympia, Washington, 1961-1966.
 Associate Professor and then Professor, School of Librarian-
 ship, University of Washington, 1966-1976.

Concurrent Position(s):

Instructor, Library Science, University of Wyoming,
 Summers 1945 and 1946; San Jose State College, 1947
 and 1952.
 Coordinator of Workshops for School Librarians, University of
 Oregon, Summer, 1956; Central Washington State College,
 Summer, 1951; Kansas State Teachers College, Summer, 1964.
 Director, Federal Institutes in Librarianship, University of
 Washington, Summers, 1967, 1970, and 1973-1974.

Honors and Awards:¹

Elected to Phi Beta Kappa
 Elected to Pi Lambda Theta
 Elected to Mortar Board
 Listed in Who's Who in America, Who's Who of American Women
 *Honorary member of the Washington Association of School
 Librarians, 1969
 *Eleanor E. Ahlers Scholarship Fund established at the time
 of retirement, 1976.

Society Memberships:

American Library Association

¹The asterisk before the honor or award indicates that the
 recognition is specifically related to the individual's leadership
 in the development of the school media center concept.

American Association of School Librarians
 Association of American Library Schools
 Pacific Northwest Library Association
 Washington Association of Educational Communications and
 Technology
 Washington Library Association
 Washington State Association of School Libraries

Publications:¹

With Jongeward, Ray C. and Hardie, James W. School Library
 and Audio-Visual Survey. Olympia, Washington: State
 Office of Public Instruction, 1964

"The Case for Decentralization," School Library Journal 16
 (November 1969): 41-44.

"How Will the New School Library Standards Affect High
 School Libraries?" High School Journal 43 (November 1959):
 42-46.

"Instruction in Library Skills," School Libraries 21 (Spring
 1972): 23-24.

Notes from Everywhere for Washington School Librarians.

Olympia, Washington: State Office of Public Instruction,
 1961-1966.

Fields of Professional Interest:

Administration of the School Media Center
 Young Adult Literature
 Library Materials for Teachers
 Supervision of District Media Centers

Miss Ahlers indicated that she did not identify with either the
 traditional field of library science or audiovisual education at the
 beginning of her professional career. She did however prepare as a
 teacher at the secondary school level; and today she identifies with the
 fields of library media education and teaching. She held her first

¹These publications are in addition to those identified in
 Categories 4, 7, and/or 8 and, according to the respondent, dealt with
 the school media center.

state organization presidency at age thirty-nine and national presidency at fifty-four.

She considered herself to be a strong advocate of the unified media center concept. She had added audiovisual materials to the high school library she administered at least three years prior to the time the official AASL statement on school libraries as instructional materials centers was released. She further indicated that through active involvement with the activities of professional organizations and in presenting speeches throughout the country that she supported and encouraged the total materials concept in the library/media center.

In her taped commentary Miss Ahlers stated that her early interest in the unified media concept developed in the late 1940s and as a result of courses in audiovisual materials and participation in an audiovisual workshop. She began to add filmstrips and phonodiscs to the collection in the high school library where she was librarian.

She indicated that the implementation of the unified media concept has materialized only in part and has been much slower than she had anticipated that it would be twenty-five years ago. She expressed the opinion that librarians objected to the additional work that was created when materials were combined in one area without adequate staff. She felt that some librarians were unwilling to get the additional education necessary to competently administer the newer media. She continued that in some cases audiovisual specialists without education in the areas of the selection, evaluation and organization of materials; reference work; or even administration; were designated head of the former

library staff. She believed that materials should be administered under one head, a professional with education in the traditional library science courses plus course work in audiovisual materials, equipment, production, etc. She added that hopefully in large schools there will be two or more professionals who have between them the competencies needed in a library/media center. She stated that: "After all these years examples of this kind of program are still to be searched for even though their numbers are increasing."

Miss Ahlers believed that the major contribution of school media personnel to the development of the unified media center concept was through "the impact of the school library standards since 1945." She stated that: "These standards reflect the leadership and philosophy of the great school library leaders . . . most of whom were identified for this study." She also drew attention to the fact that many media personnel were willing to work with demonstration centers such as those established during the Knapp School Library Project.

She stated that the contributions of the media center to education have been substantial. She further highlighted the importance of library skills as an extension of the other study skills acquired by students. It was her opinion that if students made good use of materials and personnel in the elementary and secondary education programs, their progress in higher education programs and in the use of all types of libraries for personal gain or advancement should be greatly improved.

Four obstacles related to unified school media services were

identified. Miss Ahlers stressed the lack of adequate financial support and believed that this could be related to attitudes. She felt that library/media professionals still have not proved a need for their existence to administrators, teachers, school community, etc. The remaining obstacles related to problems in working relations between personnel in the library and audiovisual areas; poor physical facilities; and the lack of leadership at the district level when there was no media coordinator hired at the same level as other administrators in the school district.

Miss Ahlers believed that future planning on a national level for media services would require more cooperation and coordination of librarians and audiovisual specialists in state and national organizations. She commented that she "expects that the day must come when we must all pull in a combined professional association." She maintained that there needs to be more joint planning in library/media education programs; and stressed the necessity of finding a term "that is more meaningful than media which is a generic term only and is applied with better understanding nationally to journalists, and TV, and radio personnel. Learning resources for our profession is a better term than media it seems to me."

Finally, Miss Ahlers identified the agencies which must act to improve school media services in the future: (1) the national congress must vote more federal money; (2) state legislatures must better cope with the public financing of schools; (3) the school community must support needed special levies; (4) the teachers' negotiating groups

must promote the need for good school library/media centers and administrative groups in the schools must support this policy; (5) the school library/media organizations at the local, state, regional and national levels must "do a better job of public relations"; and (6) institutions of higher education "must prepare library/media personnel better than is presently being done in many instances."

ALEXANDER, Elenora C.

Miss Alexander was identified with four categories:¹

Category 1: She served as president of AASL in 1958.

Category 4: Articles published included:

"The IMS Merger." Library Journal 89 (15 October 1964): 4107-09.

"The Librarian's Multimedia Role," The Instructor 74 (November 1964): 55, 70.

Category 6: She served on the program for the 1964 AASL convention.

Category 9: She participated in the development of the Standards for School Library Programs (1960) and the Standards for School Media Programs (1969).

Birthplace and Date:

Houston, Texas February 5, 1906

Marriage Date and Children:

No response

Education:

B.A., Rice University, 1927

B.S. in L.S., George Peabody College for Teachers, 1938

M.L.S., Columbia University, 1947

Present Position:

Retired

¹Miss Alexander indicated that she participated in the study of educational media selection centers (Category 7) and directed federally funded workshops (Category 10) at Florida State University, 1957; University of Washington, 1965; and the University of Texas at El Paso, 1969. She did not however indicate that these workshops met the criteria for Category 10.

Past Positions:

Teacher, Houston Independent School District, Houston, Texas,
1927-1936.
Librarian, as above, 1936-1949.
Supervisor of Library Services, as above, 1949-1954.
Director of Library Services, as above, 1954-1961.
Director of Instructional Media Services, as above, 1961-1974.

Concurrent Positions:

Director, Library Workshop, North Texas State Teachers College,
Summers 1947 and 1948.
Director, Library Workshop, University of Kentucky, Summer,
1949.
Acting Coordinator of School Libraries, Texas State Department
of Education, Summer, 1949.
Visiting Instructor, Graduate School of Library Science,
University of Texas, Summer, 1950.
Visiting Lecturer, Library Workshop, Appalachian State Teachers
College, Summer, 1952.
Director, Library Workshop, Florida State University, Summer,
1957.
Director, Library Workshop, Immaculate Heart College, Summer,
1958.
Director, Library Workshop, University of Washington, Summer,
1965.
Director, Library Workshop, University of Texas at El Paso,
Summer, 1969.

Honors and Awards:

Named Librarian of the Year by the Texas Library Association
in 1960.

Society Memberships:

American Association of School Librarians
American Library Association
Association for Educational Communications and Technology
Association for Supervision and Curriculum Development
Houston Association for Supervision and Curriculum
Development
International Association of School Librarians
National Education Association
Southwestern Library Association
Texas Association of Educational Technology
Texas Association for Supervision and Curriculum Development
Texas Association of School Librarians
Texas Library Association
Texas State Teachers Association

Publications:

(See Category 4)

Fields of Professional Interest:

Application of developments in electronic media to educational program

Miss Alexander responded that she began her professional career by identifying with the library science field, but identifies with the audiovisual and library fields today. She held her first state presidency at age forty-eight and national at fifty-two.

She identified herself as a strong advocate of the unified media concept and stated that she influenced the Board of Education of the Houston Independent School District to unify the library and audiovisual education departments in 1961; she has been persistent in securing funds for audiovisual materials which were in addition to those for printed materials; she established unified media services in all Houston schools; and she participated in the decision to change the term: State School Library Certification to Certification of Learning Resources Specialist.

It was determined from Miss Alexander's taped commentary that her early interest in the unified media concept developed as a result of an awareness that those concerned with instruction searched for appropriate media to be used in particular situations. She felt that the library was the logical place to combine media since the librarian was knowledgeable both about what each medium had to offer to learning and how media should be organized.

She stated that she believed that the unified media concept has materialized as she first envisioned it where it has been put into effect. She felt that the philosophy seemed to be generally accepted.

It was her opinion that the major contribution of school media personnel to the development of the unified media center concept has been the actual application of media in the learning process.

She identified the major contribution of the school media center to education as having made it "possible for each learner to have an assortment of experiences and to have a personalized program of instruction."

Miss Alexander enumerated five obstacles related to unified school media services, the: (1) failure of library schools to prepare librarians as media specialists; (2) failure of school administrators "to point up the broadened role of the school librarian"; (3) failure of the school personnel to accept and understand the new role of the school librarian; (4) lack of media personnel especially at the elementary school level; and (5) "federal government's provision of funds, materials and personnel for programs which compete with the unified media program."

It was her opinion that future plans on a national level for school media programs be concentrated upon "ways to get top-level school administrators to accept the changing role of the school librarian."

She asserted that the state departments of education must act to improve school media services in the future. She expressed the view that they "should avoid setting up programs in competition with unified school media programs."

BOMAR, Cora Paul

Miss Bomar was identified with six categories.¹

Category 1: She was president of AASL in 1962.

Category 2: She was the state supervisor and then the Director of the Division of Educational Media for the North Carolina Department of Public Instruction, 1951-1969.

Category 4: Articles published included:
 "The School Library Becomes a Materials Center: Stages of Development." In The School Library Materials Center, pp. 93-100. Edited by Alice Lohrer. Washington: U.S. Office of Education, 1963.

Category 5: She received five nominations.

Category 6: She served on the program for the AASL convention in 1962.

Category 9: She contributed to the development of the Standards for School Library Programs (1960).

Birthplace and Date:

Memphis, Tennessee September 8, 1913

Marriage Date and Children:

Single

Education:

B.S., University of Tennessee, 1939

B.S. in L.S., George Peabody College, 1946

M.A., University of North Carolina at Chapel Hill, 1950

Present Position:

Associate Professor, Division of Library Science and Educational Technology, University of North Carolina at Greensboro.

Past Positions:

Teacher, Fifth and sixth grades, Tresevant, Tennessee, 1932-1939.

¹Miss Bomar contributed these data for Category 7: "Educational Media Selection Centers Research Project 1970-72" and for Category 10: "EPDA training models for training librarians as media specialists 1969-1973."

Teacher-librarian, High School, Bruceton, Tennessee, 1939-1941.
 Librarian, High School, Milan, Tennessee, 1941-1942.
 Production Supervisor, Proctor and Gamble Arsenal, Milan,
 Tennessee, 1942-1945.
 Librarian, Hoke Smith Junior High, Atlanta, Georgia, 1945-
 1946.
 Reference Librarian, University of Tennessee at Martin,
 1946-1947.
 Librarian, Elementary School, Chapel Hill, North Carolina,
 1947-1949.
 Director of Instruction, Orange County Schools, North Carolina,
 1949-1951.
 State Supervisor, Department of Public Instruction, North
 Carolina, 1951-1966.
 Director, Division of Educational Media, Department of Public
 Instruction, North Carolina, 1966-1969.
 Assistant Professor and then Associate Professor, Division of
 Library Science and Educational Technology, University of
 North Carolina at Greensboro, 1969 -

Concurrent Position(s):

Visiting Faculty, Library Science, University of North Carolina
 at Chapel Hill, 1950, 1953, 1954, 1960, 1961, 1964, 1972.
 Visiting Faculty, Library Science, University of South Carolina
 at Columbia, 1955.
 Visiting Faculty, Library/Media Institutes:
 Louisiana State University, 1967, 1968.
 Syracuse University, 1967, 1970.
 Middle Tennessee State University, 1967, 1969.
 University of Tennessee at Knoxville, 1969.
 University of North Carolina at Chapel Hill, 1967, 1968.
 Appalachian State University, 1967, 1968, 1969.
 East Carolina University at Greenville, NC, 1967, 1968, 1969.
 Oklahoma State University, 1968, 1970.

Honors and Awards:

Recipient, Mary Peacock Douglas Award granted by North Carolina
 Association of School Librarians, 1970.
 Beta Phi Mu, President, 1965-1966.
 Invited to witness the signing of the Library Services and Con-
 struction Bill by President Lyndon Johnson, February 11, 1964.
 Selected TAR HEEL OF THE WEEK by the Raleigh News and Observer,
 August 6, 1961, (Recognition of contribution to school lib-
 rary development in North Carolina).
 Delta Kappa Gamma, President, Alpha Chapter, 1974-1976.
 Elected to Pi Gamma Mu.
 Listed in Biographical Directory of Librarians in the United
 States and Canada; Contemporary Authors; Dictionary of Inter-
 national Biography; International Scholars Directory; Leaders
 in Education; Who's Who of American Women; Who's Who Among
 Authors and Journalists; Who's Who in the Southeast.

Society Memberships;

American Association of School Librarians
 American Association of University Professors
 American Library Association
 Association of American Library Schools
 Association of State School Library Supervisors
 Beta Phi Mu
 North Carolina Association of School Libraries
 North Carolina Library Association
 Southeastern Library Association
 Special Libraries Association

Publications:

(Miss Bomar included an extensive list of publication, however she did not designate, as requested, those which specifically related to school media centers; therefore no extension of Category 4 is made).

Fields of Professional Interest:

Administering Library Media Services
 Selection of Instructional Media
 Evaluation of Media Center Program

Miss Bomar indicated that she identified with the teaching profession at the onset of her career and today identifies with "teaching library science and educational technology." She has held national association presidencies at ages: thirty-eight, forty-nine, fifty-two, and fifty-six. She held a regional association presidency at fifty-four.

She cited her involvement in a unified media program; participation in the development of national standards; participation in the development of a strong library science/educational technology education program; and writing and speaking on topics encompassing the unified media concept as indicative of her strong commitment to the unified media philosophy.

Miss Bomar explained at the opening of her taped remarks that it was difficult for her to determine what influenced her early interest in the unified media philosophy since she could not remember a

time when she thought print and non-print materials should be separate. She continued that even as far back as the 1930s she used every available format in her elementary school classroom. Her first formal experience in working with audiovisual and library services was as a junior high library director in 1945; however her first opportunity to administer a unified media center came in 1947 when she became an elementary school librarian in Chapel Hill, North Carolina. Miss Bomar cited her near eighteen-year experience as state school library supervisor as providing her with unlimited opportunities to promote the unified media center concept through such endeavors as demonstration projects; developing and revising state media standards; preparing articles for the professional literature and delivering speeches in twenty-two states and Mexico.

Relative to the implementation of the unified media philosophy, she responded: "The implementation of the philosophy has progressed far beyond anything that I might have predicted back in the '40s and '50s." She first envisioned unified media services as the acquisition, organization and circulation of all formats; she emphasized that two important components were not anticipated in the early years. Those components involved production services and the role of the media specialist as an instructional designer and developer. She stressed the need for media personnel to become aware of developments in instructional development and suggested that much could be learned by observing practices in the learning resources services being developed in community colleges and technical institutes. She cited weaknesses in

the implementation process as lack of recognition of media services by function rather than by type of format; and the slow developments in computer applications to the management of centers; to the process of instruction; and to information retrieval. She believed that the incorporation of computer applications would strengthen the effective utilization of materials.

Miss Bomar identified the development of national, regional and state standards as one of the major contributions of media personnel to the development of the unified media center concept. She referred to the 1960s as the "golden era of school library development" which had as its major catalyst federal money for materials. She gave credit for the inclusion of funds for library materials in federal legislation to the Washington Office of the American Library Association and to the U.S. Office of Education, and more specifically, to Mary Helen Mahar and her staff. She paid tribute to the "keen insight" possessed by Mary Helen Mahar and her staff in their efforts to develop the definition of school library resources, textbooks, and other printed and published instructional materials which was incorporated into the guidelines for Title II of the Elementary Secondary Education Act, 1965. This definition, she maintained, "is a landmark and I think one of the greatest achievements in providing the impetus for unified media services." Miss Bomar also cited the philosophy of the individual school media staff member as having had great impact on the development of the unified media center concept.

Open education, independent study, and effective utilization of media were considered contributions made by the media center concept to

education. The effective ways in which school media staffs have worked with teachers was included as another contribution. She concluded comments on the contributions to education by expressing concern for the fact that school media personnel will have to be more accountable in identifying their contribution to education. She felt that a major task faces them in learning how to accomplish this effectively.

She highlighted three major obstacles related to school media services: (1) the inability of school media personnel for whatever reason to implement standards and take federal programs and go beyond the first level of services which was defined as acquiring, organizing and making materials available; (2) the problems involved with defining the role of school media personnel in instructional design and development; and (3) the need for school media personnel to develop expertise in leadership skills. She explained that leadership was lacking in school media services and that too often media personnel have been "entrenched in following regulations, taking what is handed down from the central office . . . without being involved in long range planning for the development of media services in that particular school." Library education programs were cited as a possible solution to this problem since they could stress this role in the educational experiences provided. Miss Bomar explained that she did not cite lack of funding as an obstacle, although it was, since it results from a lack of placing priorities which can be attributed in part to a lack of leadership.

Future planning for school media programs on a national level would be facilitated by more "recognition by the Committee on Accreditation of the American Library Association and the National

Commission on Accreditation of Teacher Education Programs of guidelines for education programs that prepare professional media personnel." Regard for networking and cooperating with other information centers were cited as other considerations in future planning. The National Commission on Libraries and Information Science, state education agencies, and all national-level groups can be part of the planning for future school media programs, she asserted.

The agencies she identified which must act to improve school media services in the future were the National Commission on Libraries and Information Science, the American Library Association, the American Association of School Librarians (AASL), the Association for Educational Communications and Technology (AECT), the U.S. Office of Education, state education agencies, accrediting agencies, industry, and parent groups. "The action they could help to generate would be to work toward getting all states to formally recognize that every school must have a media center, staffed by qualified library/media personnel and maintained by adequate funding." Miss Bomar stated that local organizations must work for adequate funding and express a commitment to school media services. She believed that professional associations and school media personnel should decide on the major functions a media center should offer since a media center cannot "be everything to everybody." She felt that at least some priorities should be identified; plans should be made to provide those services; and some acceptable method to determine how successfully the services are being delivered should be determined.

DOYLE, Leila Ann

Miss Doyle was identified in four categories.

Category 4: Articles published included:

"A Junior High School IMC." In Instructional Media Center: A Bold New Venture, pp. 147-160. Edited by Harold S. Davis. Bloomington: Indiana University Press, 1971.

"Something New Has Been Added to the Library." Childhood Education 43 (October 1966); 64-68.

Category 6: She served on the program for the DAVI convention, 1964.

Category 8: Book published:

Kennon, Mary Frances and Doyle, Leila Ann, Planning School Library Development. Chicago: American Library Association, 1962.

Category 9: She worked with the committees which prepared the Standards for School Media Programs (1969) and Media Programs: District and School (1975).

Birthplace and Date:

Gary, Indiana (No date supplied)

Marriage Date and Children:

No response

Education:

B.S., Buffalo State University, 1937

M.S., Indiana University, 1949

Present Position:

Director, Media Services, Indiana Vocational Technical College, Gary, Indiana.

Past Position(s):

Supervisor, School Libraries, Gary Public Schools, Indiana.

Librarian (Media Specialist), Elementary through High School, Gary, Indiana.

Instructor, Media, Indiana University, Purdue University, Ball State University. (No dates supplied)

Honors and Awards:

*Recipient, Audio-Visual Scholarship, Chicago University

*Recipient, Ford Foundation Fellowship

Society Memberships:

American Association of School Librarians
American Library Association
Association for Educational Communications and Technology
Delta Kappa Gamma
Indiana School Library Association

Publications:

(See Category 4)

Fields of Professional Interest:

Media center as an educational force in the school
Education of librarians/media specialists

Miss Doyle indicated that she identified with the library science field at the beginning of her professional career but identifies with the media field at this time.

With reference to her advocacy of the unified media center concept, she wrote:

During the late '30s when I was beginning my professional career, I obtained an Eastman projector--sent for films and began the integration of AV in the library. My experiment was the result of my conversations with the children . . . When I began preaching unified program there was no AV program in 90% of the schools.

In her written response, Miss Doyle explained that her early interest in the unified school media center resulted from observing how children learned and what they retained. She contributed that she began to introduce audiovisual materials in the library and in the classroom in 1938 and 1939.

Relative to the implementation of the unified media philosophy, she reiterated her belief in the concept, but indicated that the emphasis has been placed on sophisticated electronic equipment rather than on principles of learning and teaching.

She believed the major contribution of school media personnel to the development of the unified media center concept to be mainly that of organization.

Simplifying the acquisition of equipment and cataloging the instructional materials were listed as the contributions of the school media center to education.

Miss Doyle considered the lack of flexibility in school buildings and separate educational programs for personnel (it was assumed that she referred to higher education programs) as major obstacles to unified school media services.

She felt that in future planning for school media programs that teachers and media specialists must become curriculum oriented.

Finally, Miss Doyle listed AASL and AECT as agencies which must act to improve school media services in the future. She believed that attempts made by these two associations to work together were hampered by AASL's "lack of power to make decision." She speculated that the school people of both associations might need to form an "organization that can work for the media center financing, legislation, etc."

ERSTED, Ruth M.

Miss Ersted was identified with four categories.

Category 2: She was the supervisor of school libraries for the State of Minnesota from 1950 to 1973.¹

Category 5: She received two nominations.

¹In actuality she served in this capacity from 1937-1974 as was indicated on the questionnaire she returned.

Category 8: Book published:

Henne, Frances; Ersted, Ruth; and Lohrer, Alice,
A Planning Guide for the High School Library Program.
 Chicago: American Library Association,
 1951.

Category 9: She served on committees which prepared the Standards for School Library Programs (1960) and the Standards for School Media Programs (1969).

Birthplace and Date:

Brookings, South Dakota October 17, 1904

Marriage Date and Children:

No response

Education:

B.S., University of Minnesota, 1927

M.A., University of Chicago, 1950

Present Position:

Retired

Past Position(s):

District Librarian, Hopkins Public Schools, Hopkins,
 Minnesota, 1927-1933.

Librarian, University High School, University of Minnesota,
 1933-1936.

Supervisor, School Libraries, State Department of Education,
 Minnesota, 1937-1974.

Concurrent Position(s):

Summer Workshops: Wichita State University; University of
 Kansas; Texas Women's University; University of Chicago;
 Intermountain Indian School-Utah; University of Saskatchewan.

Honors and Awards:

The Minnesota Bi-annual Conference for School Media Personnel
 was renamed the Ruth Ersted Bi-annual Conference for School
 Media Personnel.

Society Memberships:

National Society for the Study of Education

Publications:

(See Category 8)

Fields of Professional Interest:

Library (Media) Education

Miss Ersted identified with the library science field at the beginning of her professional career and identifies with both the library science and audiovisual fields at present. She indicated that she held her first national presidency at age forty-three.

She considered herself to be a strong advocate of the unified media philosophy since one of her major objectives as a school library supervisor was the promotion of the unified media concept in Minnesota schools through standards implementation, school visits, speeches, and workshops which she conducted.

Miss Ersted wrote about her early interest in the unified media philosophy:

In all probability, the first influence on me to combine . . . school library and audiovisual materials began in my undergraduate courses in the Library School at the University of Minnesota. Several of the instructors, particularly Della McGregor, who taught the courses in library work with children, talked frequently about materials other than print - storytelling records, the need to develop collections of pictures, posters, and recordings, and the importance of including all of them in the bibliographies we prepared. The use of all available material that might serve the needs of teachers and pupils seemed so natural that I never questioned its validity. At that time, I don't remember if we labelled them audiovisual materials. After all there weren't many films and filmstrips appropriate and available for school use in 1927.

With reference to the implementation of the unified media concept in the public schools, she wrote that the concept has been in the process of becoming a reality over a period of years. She disagreed with other leaders, e.g. Alexander and Bomar in that she did not feel that the concept was very well understood or accepted "by many people."

In part, this can be credited to its fragmentary beginnings. In some schools, forty or fifty years ago, it was common practice for a man on the faculty to be asked . . . to be responsible for distributing and maintaining any equipment the school acquired. In the meantime, the 'software' was either in the library or the classroom or both. I doubt if the AV man wanted it, and probably the same could be said for librarians and the equipment. Who is to know how different today's situation might be if these two people had worked as a team?

She explained that she saw the library expanding to include all learning resources and their appropriate equipment and administered by qualified professional personnel. She added that where this concept has been implemented in a comparatively limited number of superior schools there has been strong leadership by media professionals and support from administrators.

Miss Ersted indicated that the dedication of school media personnel and "their complete and unwavering conviction about the potential contribution of the media center to education" was their major contribution to the development of the philosophy.

She believed that the primary contribution of the school media center to education has been its ability to demonstrate the validity of the unified concept by helping teachers motivate students.

Miss Ersted elaborated upon three obstacles to the development of unified media centers. First, she identified the small school. It was her opinion that many professionals "don't know what goes on in the 'average' school in almost every state" and certainly not in the small districts, e.g. grades 1 to 12 with a total enrollment of under 500. She commented that the quality of education and media

services in many of them was "surprisingly good" and attributed some of the credit to federal aid and the rest to dedication. She did not feel that the problems of the small school would improve until regional centers and inter-agency cooperative practices were developed. Secondly, she commented on the lack of federal aid as an obstacle. It was her opinion that even in times of restricted budgets, the federal government needed to provide seed money for the development of regional school media centers. She felt that leadership toward this end should be exerted by state media supervisors working in concert with professional supporters in the U.S. Office of Education. Lastly, she expressed a firm conviction that colleges and universities needed to provide (1) quality instructional programs of unified media instead of the dichotomous one that exists; (2) programs which would not permit teachers to leave their educational program without "the vaguest idea of the library-media support that can and should be available to them;" and (3) programs for administrator's earning master's degrees which would provide them with the information they need to support and evaluate a good school library media program.

Miss Ersted declined to respond to the final two questions and commented that the specifics for improvements in school media services ". . . be left to the people now on the job."

FENWICK, Sara I.

Miss Fenwick was identified in five categories.

Category 1: She served as the president of AASL in 1961.

Category 5: She received two nominations.

Category 6: She served on the program for the AASL convention in 1962.

Category 8: Book published:
New Definitions of School Library Service. Chicago:
 University of Chicago Press, 1960.

Category 9: She contributed to the development of the Standards for School Library Programs (1960).

Birthplace and Date:

Lima, Ohio December 25, 1908

Marriage Date and Children:

No response

Education:

B.A., Western Reserve University, 1939
 M.A., University of Chicago, 1951

Present Position:

Professor Emerita, Graduate Library School, University of Chicago

Past Position(s):

Children's, Young People's Librarian, Head of Children's Work, Public Library, Wilkes-Barre, Pennsylvania, 1931-1944.
 Assistant Director, Children's Work, Enoch Pratt Free Library, Baltimore, Maryland, 1944-1946.
 Head, Children's Work, Gary Public Library, Gary Indiana, 1946.
 Elementary Librarian, Laboratory School, University of Chicago, 1946-1949.
 Assistant Professor, Associate Professor and then Professor, Graduate Library School, University of Chicago, 1956-1974.

Concurrent Position(s):

Visiting Lecturer, Department of Library Science, Indiana University, Summers, 1952, 1953.
 Visiting Consultant to Survey Team in Study of New Zealand Library Services to Youth, 1974.

Honors and Awards:

Awarded, Fulbright Senior Lectureship, Australia, 1964.
 Recipient, Annual award of Chicago Area Reading Association, 1971.
 Recipient, Annual award of Chicago Children's Reading Round Table, 1974.

Society Memberships:

American Association of University Women
 American Library Association
 Delta Kappa Gamma
 Pi Lambda Theta

Publications:

Asheim, Lester and Fenwick, Sara I. Differentiating the Media.
 Chicago: University of Chicago Press, 1975.

Fields of Professional Interest:

Developments in School Media Centers
 Library Education
 Library Services for Children and Adolescents

Miss Fenwick contributed that she identified with the library science field at the beginning of her professional career and identified with the fields of library science and audiovisual education at the time of her retirement in 1974. She held her first national presidency at age fifty-two.

Her self-assessment as an advocate of the unified media center concept revealed that she had developed good working relations with leaders in both library science and audiovisual education. She also demonstrated a supportive attitude toward the concept of total media programs in professional activities.

Miss Fenwick, in her taped commentary, related that her early interest in the philosophy was stimulated when she took post-master's work at the University of Chicago with Frances Henne and Alice Brooks McGuire.

Relative to the implementation of the philosophy, she felt that although it had progressed well, she had not anticipated the "slowness of librarians to be willing to accept the responsibility for the whole interesting new field of resources". Nor was she prepared "to imagine

the extent of resistance of the earlier . . . audiovisual specialists to the idea of a unified program and to the idea that media are both print and nonprint".

The major contribution of school media personnel has been the leadership they have demonstrated at the local, state and national levels. She also felt that their leadership in in-service education was commendable.

Miss Fenwick believed that the major contributions of the media center to education were the developments relating to provisions for individualizing learning; the creation of open, flexible learning environments; and the improvements of strategies in teaching.

The first of the obstacles included by Miss Fenwick in her remarks pertained to the administration of media centers. She stated that "continued, though diminishing, territorial disagreements of the specialists in the two fields . . . where they exist still hamper progress." Limitations in financing, she believed, create havoc with staff and materials acquisition. Finally, she expressed concern over the lack of "quality control" as it related to content. There has been a failure by not placing emphasis on content. The interest has been on the container and the technology of it. She added that attention needs to be placed on approaches to making the content accessible through indexing, for example.

She stated that future planning on a national level should concentrate on support for research and financing.

The agencies she recognized as having the ability to improve

school media services in the future were AASL and AECT who needed to work "in very close association". The National Commission on Accreditation of Teacher Education, school administrators' associations, and accrediting bodies, along with AASL and AECT, should be interested in monitoring legislation.

GAVER, Mary Virginia

Dr. Gaver was identified with seven categories.

Category 1: She served as president of AASL in 1957.

Category 4: Articles published included:

"Current Trends in School Libraries." New Jersey School Libraries (December 1965): 33-34.

"Emerging Media Centers." New Jersey Libraries 2 (Fall 1969): 25-30.

"Services in Secondary School Media Centers: A Second Appraisal." School Libraries 20 (Fall 1970): 15-21.

Category 5: She received eleven nominations.

Category 6: She participated on the program for the AASL convention in 1969.

Category 7: Research conducted:

With Jones, Milbrey L. "Secondary Library Services: A Search for Essentials." Teachers College Record 68 (December 1966): 200-210.

Category 8: Books published:

Patterns of Development in Elementary School Libraries Today: A Five-Year Report on Emerging Media Centers. Chicago: Encyclopedia Britannica, 1969.

Services of Secondary Schools Media Centers. Chicago: American Library Association, 1971.

Category 9: She served on the executive committee which prepared the Standards for School Library Programs (1960).

Birthplace and Date:

Washington, D.C. December 10, 1906

Marriage Date and Children:

Single

Education:

A.B., Randolph Macon Women's College, 1927
 B.L.S., Columbia University, 1932
 M.L.S., Columbia University, 1938
 L.L.D., Long Island University, 1967

Present Position:

Professor Emerita, Graduate School of Library Services,
 Rutgers University.

Past Position(s):

Librarian, George Washington High School, Danville, Virginia,
 1927-1937.
 Technical Director, Library Project, WPA of Virginia, 1938-1939.
 Librarian, Scarsdale High School, New York, 1939-1942.
 Librarian, Trenton State College, New Jersey, 1942-1954.
 Associate Professor, Graduate School of Library Services,
 Rutgers University, 1954-1971.
 Adjunct Professor, Columbia University, 1972.
 Director, Library Consultant Services, Bro-Dart Industries,
 Inc., 1971-

Concurrent Position(s):

Leader Specialist, State Department, University of Tehran,
 1952-1953.

Honors and Awards:

Recipient, Beta Phi Mu Good Teaching Award
 Recipient, Research Council Award, Rutgers University
 Recipient, Herbert Putnam Honor Fund Award, American Library
 Association
 Recipient, Constance Lindsay Skinner Award, Women's National
 Book Association

Society Memberships:

American Association of School Librarians
 American Library Association
 Beta Phi Mu
 National Education Association
 Phi Beta Kappa
 Women's National Book Association

Publications:

Elementary School Library Collection. Williamsport, Pennsylvania:
 Bro-Dart Publishing Co., 1965-1972.

(Dr. Gaver edited editions 1 through 8)

Fields of Professional Interest:
Children's Literature
School Library/Media Center Services

Dr. Gaver indicated that she identified with the field of library science at the beginning of her professional career and identifies with the total media field today. She also revealed that she was fifty-years old when she held her first national organization presidency and was fifty-eight when she first served in a presidential role in a state association. She did not comment on personal characteristics or accomplishments which would serve as examples of her advocacy of the unified media center concept.

Dr. Gaver, in written responses to the questionnaire, indicated that from the very beginning of her professional career, she believed in the transmittal of information and recreation through recordings. She pointed out that she began to build such a collection in the small high school in Virginia where she first worked. She explained:

My ideas of how to do this were very limited---
not only by my own insight but also by what was
available in the thirties---but nevertheless we
did it.

Relative to the development and implementation of the concept, she wrote that her understanding had progressed as her professional career broadened. Her main professional insight came from Lucille Fargo, as a result of her studies at Columbia University, and through involvement in AASL activities.

Dr. Gaver indicated that AASL should receive the credit for the development of the concept and feared that many practitioners in AECT are "at heart opposed to it". Media center personnel have

contributed by actually organizing the centers in the schools.

She identified the major obstacles as: (1) the "obstinacy of library personnel--the idea that you build book collections to standard first before you start adding non-print;" and (2) the "separatism still evidenced by many 'AV types'". She also included the lack of standardization of equipment as another hinderance.

Dr. Gaver identified two steps for future planning. First, she recommended the establishment and development of media examination centers; and secondly she commented that the National Commission on Libraries and Information Science (NCLIS) hierarchy be "trapped" into recognition of the "significance of school media collections and examination centers for the developing national network."

Agencies which Dr. Gaver named which must act to improve school media center services in the future are NCLIS, AASL, and AECT. She added that local school boards needed to be "backed and bullied by their state departments of education." She concluded that standards must be enforced at the state level; and the quality of personnel must be improved.

HOCHSTETTLER, Phyllis

Miss Hochstettler was identified with four categories.

Category 1: She served as president of AASL in 1968.

Category 2: She was the Consultant on School Libraries for the Oregon State Department of Education, 1959-1967.¹

¹Miss Hochstettler corrected the years she held this position from 1957-1967 to 1959-1967.

Category 4: Articles published included:

"A Design for School Library Development."
Idaho Librarian 16 (July 1964): 104-107.

Category 9: She served on the committee which prepared the
Standards for School Media Programs, 1969.

Birthplace and Date:

Aurora, Nebraska July 2, 1915

Marriage Date and Children:

No response

Education:

B.A., Hastings College, 1937

M.A., University of Denver, 1955

Present Position:

Professor of Education and Coordinator, Program in Educational Media, Portland State University

Past Position(s):

Teacher, Julesburg, Colorado; Granada, Colorado; Brule, Nebraska, 1937-1947.

Librarian, Junior High School, North Platte, Nebraska, 1947-1959.

Consultant on School Libraries, Oregon State Department of Education, 1959-1967.

Professor of Education and Coordinator, Program in Educational Media, Portland State University, 1967-present.

Concurrent Position(s):

Librarian, Chadron State Teachers College, 1958, 1959.

Librarian, Kearney State Teachers College, 1956, 1957.

Director, Workshop, Rutgers University, 1966.

Fulbright Lecturer, Australia, 1970.

Honors and Awards:

Participant, AASL, Silver Anniversary Celebration, 1976.

Listed in Who's Who of American Women.

Delegate, International Association of School Librarians' Conference, Sydney, Australia and London, England

Elected vice-president and president-elect, Pacific Northwest Library Association, 1973.

Society Memberships:

American Library Association

Association for Educational Communications and Technology

International Association of School Librarianship

Multnomah-Clackamas Educational Association
Oregon Educational Media Association
Oregon Library Association
Pacific Northwest Library Association
Portland Special Libraries Association

Publications:

(See Category 4)

Fields of Professional Interest:

School Library/Media Centers
Certification of School Media Center Personnel
Standards for School Media Centers
International School Librarianship

Miss Hochstettler responded that she had identified with the library science field at the beginning of her professional career and identifies with both library science and audiovisual education at present. She was fifty-three years old when she assumed her first national presidency.

She identified her activities as a leader in the development of elementary school media centers in Oregon; her involvement in the development of national and state standards for media programs; her responsibilities as chairman of the AECT Committee on Evaluation of Media Programs; and her contribution as chairman of the Knapp School Libraries Project, 1965-1968 as indicative of her advocacy of the unified media concept.

In taped responses to the items on the questionnaire, Miss Hochstettler paid tribute to Dr. Amo DeBernardis whom she said had fostered the idea of the instructional materials center and who had highly influenced her thinking in the 1950s. "He was so convincing that I became converted to the idea of being sort of a missionary." Her responsibilities as a state school library consultant put her in a strategic position to be "on the cutting edge of innovation" and

opportunities existed in the '50s and '60s to influence the direction that people in library services would take. She acknowledged not only Dr. DeBernardis' influence but that of her state superintendent as well in challenging her to be concerned about the educational preparation of school librarians.

She expressed a positive reaction to the progress of the implementation of the philosophy and emphasized that the progress was made at the elementary school level in particular. She complimented the dedication exhibited by elementary media specialists whom she identified as "just great" and who were not reluctant to assume the additional work and responsibilities which accompany unified media services.

Miss Hochstettler suggested that there may have been a degree of fortuitousness in the timing of the developing unified media center concept since elementary and secondary education were also in "the throes of innovation". Educators were excited about such practices as team teaching, programs for special groups, and individualization. School media personnel had to lead the way in which materials were to be organized; they had to plan appropriate facilities; and they developed ways to encourage the effective utilization of materials. The contributions of school media personnel, she asserted, were what got us over many of the early hurdles.

She identified the major contributions of the school media center concept to education as being those of furthering the individualization of instruction and recognition of the fact that students learn in different ways. She cautioned however that although much progress had been made there needed to be serious consideration paid to the type of staff

which is required to provide the many services which the progressive media center offers currently.

Although she did not believe that there were any obstacles which defied resolution, she addressed comments to: (1) the lack of funds due to rising costs and requests for even more expansion of services; (2) staffing problems; and (3) the frustrations involved in communicating needs to administrators.

Specific recommendations for future planning on a national level for school media programs emphasized the revision of the 1975 standards Media Programs: District and School. She would encourage that the revision include a "more usable language so that it can be a tool that could be put into the hands of community members and the administration". She expressed the desire that school media centers be considered as a type of special library, with a staff which has a special preparation, rather than a "step-child of the public library or the infant of the university"

The agencies identified by Miss Hochstettler which must act to improve media programs in the future were the state departments of education; the Department of Health, Education and Welfare; and the professional associations, AECT and AASL. State departments of education need to assume more positive leadership in the development of school media services through publications and by increasing their visibility. The Department of Health, Education and Welfare needs to consider the restoration of the institute program. She stated:

It seemed to me that if there was any one kind of thing happening [in the 1960's] that really put vitality and energy sparkle into our media specialists . . . it was the institute program that was available to them.

New developments in services and the need for continuing education were cited as reasons for restoring institute programs. The professional associations, AECT and AASL, need to offer more creative leadership and guidance. These associations she believed to be "naturals" for the dissemination of data on trends and creative practices.

LLOYD, Helen Ditson

Dr. Lloyd was identified with four categories:¹

Category 1: She was the president of AASL from 1974-1975.

Category 5: She received four nominations.

Category 6: She served on the program for the AECT convention, 1975.

Category 7: Research was conducted:

"Perceived Changes in School Library Programs Following an NDEA Institute." Ph.D. dissertation, University of Oklahoma, 1968.

Birthplace and Date:

Miami, Oklahoma May 20, 1926

Marriage Date and Children:

1948 to James B. Lloyd, Divorced, 1962

Children: Deborah Lyn Lloyd Forrest, born 1949
Diane Elizabeth Lloyd, born 1953

Education:

Lindenwood College, 1944-1945

B.A., University of Oklahoma, 1948

M.L.S., University of Oklahoma, 1960

Ph.D., University of Oklahoma, 1968

Present Position:

Professor, School of Library Science, University of Michigan

¹Dr. Lloyd indicated that she had directed and co-directed federally-funded institutes (Category 10) which are listed under the heading "Concurrent Positions". She did not however include the titles, etc. and they could not be identified in the data accrued.

Past Position(s):

Kindergarten Teacher, Oklahoma City Public Schools, 1948-1949.
 Teacher/Assistant Librarian, Glendale Union High School,
 Arizona, 1952-1953.
 Librarian, Junior High Schools, Oklahoma City Public Schools
 1954-1963.
 Instructor, then Assistant Professor, Oklahoma State University,
 1963-1966.
 Coordinator, School Libraries, Oklahoma City Public Schools,
 1966-1967.
 Director, School Media Services, Oklahoma City Public Schools,
 1967-1969.
 Assistant Professor, Associate Professor, and then Professor,
 School of Library Science, University of Michigan, 1969-
 present.

Concurrent Position(s):

Director, NDEA Institutes, Oklahoma State University, 1965,
 1966.
 Co-Director, NDEA Institute, Oklahoma State University, 1967.
 Director, HEA Institute, University of Michigan, 1970.
 Consultant/Reader for USOE on library institutes, 1966.
 Director, Summer Workshop, Brigham Young University, 1975.
 Director, School Library Manpower Project Experimental Program,
 University of Michigan, 1971-1974.

Society Memberships:

American Association of Library Schools
 American Association of School Librarians
 American Library Association
 Association for Educational Communications and Technology
 Association for Supervision and Curriculum Development
 Beta Phi Mu
 Delta Kappa Gamma
 Michigan Association for Media in Education
 Michigan Library Association

Fields of Professional Interest:

School Library Media Programs
 Children's Literature
 Library Education, particularly Continuing Education
 Intellectual Freedom

Dr. Lloyd indicated that she identified with the library science field at the onset of her professional experience and identifies with the areas of library science/media, educational technology and curriculum development today. She was forty-eight years old when she held her first national presidency.

Relative to her advocacy of the unified media concept, she cited: (1) the development of a unified media program in a junior high school in 1961; (2) the activities she planned for institutes promoting the concept; (3) the organization of a unified media program throughout the Oklahoma City Public Schools; (4) the development of an experimental program to prepare school media specialists in the varied competencies needed; and (5) her activities as AASL's president as being representative.

In her taped commentary, Dr. Lloyd stated that her early interest in the unified media concept was really "sparked" by the 1960 Standards for School Library Programs. There were professional articles at the same time which highlighted unified media services and which were also influential.

She described her concept of unified school library and audio-visual materials as being that of "all materials which support the school's curriculum being organized in a unified fashion" She expressed some reservation about the degree of implementation of the concept because, as she explained, there are still some media people and educators in other fields who view the traditional library and audio-visual fields as separate entities.

Dr. Lloyd cited the willingness of school media personnel to expand their thinking; to embrace new opportunities; to be facilitators in the use of all media; and to learn new skills and communicate with others as representative of their contributions.

The major contribution made by the school media center concept to education she believed to be the provision of opportunities for

partnership in planning and teaching. She added that the unification of materials and services had also proven to be economically advantageous with less duplication and greater accessibility to resources.

The first of the major obstacles to media services she identified was that of reduced budgets both local and federal which have threatened and impeded continued development. Secondly, she cited the reduction in some states, of staff in state media offices, due to the demise of ESEA Title II as being an obstacle to future developments. She expressed concern for the attitude of defeatism on the part of some media professionals themselves. Where such an attitude exists major differences appear in the type of programs available, she reminded.

Dr. Lloyd expressed the opinion that future planning for school media programs will need to reflect cooperative endeavor. She believed that AASL and AECT need to be strong and broadly based. They need to cooperate in planning programs which place continued emphasis on the individual student as is presently prevalent in the 1975 standards. These professional associations must work with other associations, e.g. the National Association of Secondary-School Principals and the Association for Supervision and Curriculum Development, to develop strong allies in planning, developing and interpreting media programs. Their activities should also include the encouragement of research to show without a doubt that media centers are vital to the quality educational programs.

Agencies, she identified, which can act to improve media services in the future were state and federal governments, local school boards, regional and district support services, industrial and educational foundations. She pointed out that state and federal governmental

agencies and educational foundations should review proposals for programs, and fund them, so that research and demonstration projects may proceed in the school media field. She continued that district and regional support services as presented in the 1975 standards must be developed since building-level media staff supply all needs. Local school boards need to support the school media program. Institutions of higher education, she felt, should be involved with the reexamination of certification models and competencies; the monitoring and revision of initial education programs for media specialists; and the continuing education program which becomes more important.

LOWRIE, Jean E.

Dr. Lowrie was identified in seven categories.

Category 1: She was president of AASL in 1963.

Category 4: Articles published included:

"Elementary-School Libraries Today." Library Quarterly 30 (January 1960): 27-36.

"Jean Lowrie Introduces You to the Supplement: Helping Children Select and Use Materials." Instructor 74 (November 1974): 54.

"Organization and Operation of School Library Materials Centers." Library Trends 16 (October 1967): 211-227.

"Personnel Requirements of the IMC." Wisconsin Library Bulletin 62 (November 1966): 354-356.

"School Media Center--Where Next?" In Changing Concept of Service in Libraries: A Centennial Lecture Series and Symposium, pp. 1-8. Terre Haute: Indiana State University, 1970.

"Somebody Has to Build Suspension Bridges." South Dakota Library Bulletin 57, no. 3 (1971): 225-230.

Category 5: She received five nominations.

Category 6: She served as a panelist for the AASL convention, 1956.

Category 7: Research was conducted:

Lowrie, Jean E. "Elementary School Libraries: A Study of the Program in Ten School Systems in the Areas of Curriculum Enrichment and Reading Guidance With Emphasis on Fourth, Fifth and Sixth Grades." Ph.D. dissertation, Case Western Reserve University, 1959.

Category 8: Book published:

Elementary School Libraries. Metuchen, New Jersey: The Scarecrow Press, Inc., 1970.

Category 10: She served as co-director of the HEA Institute: May, 1969 "State Responsibilities for Unified Media Programs."

Birthplace and Date:

Northville, New York October 11, 1918

Marriage Date and Children:

Single

Education:

A.B., Keuka College, 1950

B.S.L.S., Western Reserve University, 1941

M.A., Western Michigan University, 1956

Ph.D., Western Reserve University, 1959

Present Position:

Director, School of Librarianship, Western Michigan University

Past Position(s):

Children's Librarian, Toledo Public Library, Ohio, 1941-1944.

Librarian, Elementary School, Oak Ridge Public School, Tennessee, 1944-1951.

Exchange Teacher-Librarian, Nottingham, England, 1948-1949.

Librarian, Campus School, Western Michigan University, 1951-1956.

Professor, Department of Librarianship, Western Michigan University, 1958-1963.

Head, and then Director, School of Librarianship, Western Michigan University, 1963-present.

Honors and Awards:

- *Recipient, Dutton Macrae Award, 1957
- *Honorary Member, Supervisor's Section, Michigan Association of School Librarians, 1969
- Elected Librarian of the Year, Michigan Library Association, 1969
- *Awarded Certificate of Recognition, AASL, 1972
- Honorary Doctor of Letters, Keuka College, 1973
- President, American Library Association
- *President, International Association of School Librarianship
- Recipient, Keuka College Professional Achievement Award, 1963
- Listed in Who's Who in American Women; Who's Who in America
- Member, U.S. Government Advisory Committee on International Book and Library Programs

Society Memberships:

- American Library Association
- American Association of University Professors
- Association of American Library Schools
- Beta Phi Mu
- Delta Kappa Gamma
- International Association of School Librarianship
- Michigan Association for Media in Education
- Michigan Library Association
- Special Library Association

Publications:

- Lowrie, Jean E. "The Western Michigan University Program for the Instructional Materials Center Specialist," In The School Library as a Materials Center, pp. 67-72. Edited by Mary Helen Mahar. Washington, D.C.: U.S. Office of Education.

Fields of Professional Interest:

- Library Education
- Children's Literature
- School Library/Media Center Development
- Continuing Education for Librarians
- International Librarianship

Dr. Lowrie contributed that at the beginning of her professional career she had identified with the library science area, however today she identifies with the fields of library science, instructional technology, and higher education. She held her first national presidency at age forty-five.

She explained that her concern for total service to clients has always been basic in her philosophy when asked to comment on her support of the unified media philosophy. She added that she has "pushed" for the total media approach in her activities with professional organizations. She pointed out that she had planned and coordinated the first joint national conference of AASL, AECT, and ASCD in St. Louis in 1964. As director of a library school she has supported many program and institute proposals from faculty which related to the unified media concept. As a faculty member in a higher education program she was responsible for organizing a graduate curriculum for potential school media personnel which included the total media approach to service.

Dr. Lowrie pointed out in her taped remarks that the most important influence upon the development of her interest in the idea of combining school library and audiovisual materials came as a result of changing from a children's librarian to an elementary school librarian. She related that working with a school superintendent who believed that all instructional materials should be in one place, easily accessible, and with a librarian who could intelligently facilitate their utilization, was also influential. She related that although the types of media available were limited in 1944, e.g. 16 mm film, filmstrips, slides and recordings, they were included as were new media formats, in the collection.

She expressed the opinion that the concept of the total media center approach as she first envisioned it has expanded as new media

have developed and become available for use. "The basic idea of having all materials in one center, I think is absolutely imperative and have always felt that way." She added that the implementation has progressed as she imagined that it might. She speculated that perhaps there is more difficulty now in implementing the philosophy than there was in the '50s and '60s when there was much federal support both philosophically and fiscally.

Dr. Lowrie judged the major contributions of the media center personnel to the development of the unified media center concept and to education as being: (1) providing the impetus to promote all materials; (2) serving as catalysts for the development of curriculum and instructional programming; (3) providing easy access to all materials through competent organizational procedures; and (4) emphasizing the use of materials other than the textbook and the "old commercial film" which were the two major instructional tools of the '30s and '40s. She, like other leaders in this study, emphasized that dedicated, involved media center personnel are absolutely essential if programs are to develop.

She identified one of the major obstacles to school media center programs as being the weakening in many instances of certification rules for teachers who become librarians. A second obstacle pertained to the funding which limits the employment of sufficient staff and restricts purchasing needed materials. She cited the highly conservative thinking of some educators and lay persons as being detrimental; she added, however, that this may be due in part, "to

some inertia on the part of media specialists to really sell their programs". Dr. Lowrie expressed concern for the lack of adequate training for teachers in the use of media as a whole. She explicitly identified the need for a "solid orientation" program for both teachers and school administrators as being crucial to future expansion of the media program. She included the following statement about still another obstacle:

Lay education is another area where we must do a great deal more than we have done. We have taken it for granted that parents would want the best for their children without in many instances bringing the parents along with us to show what we believe is the best...

Dr. Lowrie felt that many of the obstacles she included should be thought about when doing future planning for school media programs.

Finally, she stated that accrediting associations working with AASL and AECT need to discuss necessary improvements in school media services. She also believed that parent-teacher organizations, the International Reading Association, and related organizations will need to become involved in developing future educational programs.

McJENKIN, Virginia

Miss McJenkin was identified with four categories.

Category 1: She served as president of AASL in 1964.

Category 4: Articles published included:

"Library Service to Students--Its Problems and Opportunities for the Future." South Carolina Librarian 9 (March 1965): 10-12.

"New Dimensions in School Library Service." Tennessee Librarian 18 (Fall 1965): 5-13.

"School System Programs of Inservice Education on the School Library as a Materials Center." In The School Library as a Materials Center, pp. 35-40. Edited by Mary Helen Mahar, Washington: U.S. Office of Education, 1963.

With Miles, Bruce, "IMC's: A Dialogue." Audio-visual Instruction 10 (November 1965): 688-691.

Category 6: She served on the program for the AASL convention in 1956.

Category 9: She participated on the committee which developed the Standards for School Library Programs, 1960.

Birthplace and Date:

Atlanta, Georgia November 2, 1905

Marriage Date and Children:

Single

Education:

A.B., Wesleyan College (Macon, Georgia), 1927

B.S.L.S., Columbia University, 1935

Present Position:

Retired:

Past Position(s):

Teacher-Librarian, Rocky Ford, Georgia, 1927-1929

Teacher-Librarian, High School, Fulton County School System, Georgia, 1929-1937

Director, School Libraries, Fulton County School Systems, 1937-1969

Concurrent Position(s):

Teacher, Library Science, Summers: Emory University, University of Maryland, University of Southern California

Consultant, Library Service: University of Michigan, University of Tennessee, Florida State University, University of Georgia.

Honors and Awards:

Recipient, Wesleyan College Alumnae Award for Distinguished Achievement, 1956

Named Atlanta Woman of the Year in Education, 1956

Recipient, Georgia Library Association Award for Distinguished Service to Georgia Librarianship, 1971

Society Memberships:

Delta Kappa Gamma

Fields of Professional Interest:

School Libraries

Library Work with Children and Youth

School Library Architecture

Education for Librarianship

Miss McJenkin indicated that she identified with the library science field early in her career and continues that alliance today. She revealed that she held her first state presidency at age thirty-eight and national presidency at age fifty-eight.

She included the following statement as indicative of her commitment to the unified media philosophy:

As the first system-level school library supervisor in Georgia I had the opportunity of giving leadership in planning programs which provided central library media centers and services from professional media personnel in all of the elementary and secondary schools in the Fulton County school system.

In taped responses to the questionnaire, Miss McJenkin reflected excitement at having been professionally involved in the 1940s and 1950s when libraries were changing into instructional materials centers. She said that whirlwind developments occurred on the educational scene; and in the southeast developments in media services were influenced by the activities of the Southern Association of Schools and Colleges and the Southern States Conference. She stated that her perception of the unified media philosophy was broadened by her experiences as president of the American Association of School Librarians and through working for both the passage of federal legislation for school libraries and developing national standards.

All of these experiences pointed up the necessity for providing one learning center where pupils and teachers could have experience with all types of media which were organized for easy access.

She indicated that the philosophy "progressed and broadened to the 1970s" and explained that because of her retirement she has had

no first-hand experience since 1970.

Miss McJenkin stated that philosophies and attitudes of school media personnel were the keystones of the successful unified media program.

She indicated the major obstacles in the development of unified media services were: (1) the lack of understanding on the part of some educators of "the advantages of having all types of learning resources integrated" for ready accessibility; (2) the reluctance on the part of some librarians to assume responsibility for all types of media; (3) limited finances; (4) professional jealousy between some audiovisualists and librarians; and (5) the lack of educational programs for the media professional which embraced the unified media concept. She concluded, without making specific recommendations, by stating:

As I said, I am no longer in the mainstream and must view the situation from a distance. I hope the challenge of the '50s and the '60s is strong and growing stronger; that new and exciting educational trends will continually provide new challenges; and that the national professional groups will furnish unified leadership to point the way to meaningful learning experience for all youth.

MAHAR, Mary Helen

Miss Mahar was identified with five categories.

Category 1: She served¹ as executive secretary for AASL from 1954-1956.

Category 4: Articles published included:

"Library Service of the Future; A Symposium; School Libraries." Journal of Education for Librarianship 3 (Summer 1962): 19-21.

¹Miss Mahar corrected the tenure of her responsibilities in AASL to show the years as 1954-1956 rather than 1954-1955.

"The School Library as a Materials Center."
Kentucky Library Association Bulletin 28 (July
1964): 4-12.

"The School Library: Future Unlimited." Arizona
Teacher 52 (March 1964): 10-11, 25.

Category 6: She contributed to the program for the AASL con-
vention, 1968.

Category 8: Book published:
School Library as a Materials Center: Educational
Needs of Librarians and Teachers in its Adminis-
tration and Use. Washington: U.S. Office of
Education, 1963.

Category 9: She served as a consultant on the executive com-
mittee which prepared the 1975 national standards,
Media Programs: District and School.

Birthplace and Date:

Schenectady, New York February 12, 1913

Marriage Date and Children:

No response

Education:

A.B., New York State College for Teachers, Albany, 1935
B.S. in L.S., New York State College for Teachers, Albany, 1944
M.S.L.S., Columbia University, 1950

Present Position:

Chief, School Media Resources Branch, Office of Libraries
and Learning Resources, Bureau of Elementary and Secondary
Education, U.S. Office of Education

Past Position(s):

Teacher, Librarian, Pierson High School, Sag Harbor, New York,
1935-1940
Assistant Librarian, High School, Pelham, New York, 1940-1942
Librarian, High School, Scotia, New York, 1942-1944
Librarian, High School, Garden City, New York, 1944-1954
Executive Secretary, American Association of School Librarians,
1954-1956
Professor, Division of Library Education State University
Teachers College, Geneseo, New York, 1956-1957
Office of Education, Department of Health, Education and
Welfare:
School and Children's Library Specialist, Division of
Library Services, 1957-1963

Coordinator of School Library Services, Division of Library Services, Bureau of Education Research and Development, 1963-1965
 Specialist, School Library Supervision and Services, 1965-1966
 Chief, School Libraries Section, 1966-1967
 Chief, Instructional Resources Branch, 1967-1968
 Chief, Western Program Operations Branch, Bureau of Elementary and Secondary Education, 1968-
 Chief, School Media Resources, Bureau of Libraries and Educational Technology, 1972-1974
 Chief, School Media Resources Branch, Office of Libraries and Learning Resources, Bureau of Elementary and Secondary Education, 1974-

Concurrent Position(s):

Visiting Instructor, St. John's University, 1948
 Visiting Instructor, State University Teachers College, Geneseo, 1949-1950
 Visiting Instructor, School of Library Science, Columbia University, 1952
 Visiting Instructor, University of Delaware, 1965

Honors and Awards:

Awarded Fulbright Fellowship to study library services to children and young people, United Kingdom, 1951-1952

Society Memberships:

American Library Association
 Association for Educational Communications and Technology

Publications:

Mahar, Mary Helen, "Evaluation of Media Services to Children and Young People in Schools." Library Trends 22 (January 1974): 377-386.

Fields of Professional Interest:

Development of media services in the education of children and young people

Miss Mahar indicated that she had identified with both the fields of library science and audiovisual education at the beginning of her professional career and currently related to the area of media services. She further indicated that she held her first state association presidency at age thirty-seven.

As examples of her contribution and commitment to the unified media center concept she cited her experiences in developing media centers in Garden City, New York and in working for this concept in her activities in AASL and the U.S. Office of Education.

Miss Mahar did not respond to the seven questions since she indicated in a separate letter that clearance was required by the U.S. Office of Education for information which may be published. She added that this was an involved process and time did not permit her to pursue it for this study.

MANN, Elizabeth B.

Dr. Mann was identified with four categories.

Category 3: She served as president of the Florida Association of School Librarians in 1960.

Category 5: She received one nomination.

Category 7: Research was conducted:

"Florida Public School Library Media Program 1969-1970." Ph.D. dissertation, Florida State University, 1972.

Category 9: She served on the executive committee which prepared the 1975 national standards, Media Programs: District and School.

Birthplace and Date:

Yale, Oklahoma March 6, 1924

Marriage Date and Children:

1947 to Robert T. Mann, Sr.

Children: Robert T. Mann, Jr., born 1950

Margaret Elizabeth Mann, born 1953

Education:

A.B., Florida State University, 1945

B.S.L.S., Carnegie Institute of Technology, 1946

M.A., Florida State University, 1969

Ph.D., Florida State University, 1972

Present Position:

Adjunct Assistant Professor, University of Florida

Past Position(s):

Librarian, Children's Department, Washington, D.C. Public Library, 1946-1948.

School Librarian, Gainesville, Florida, 1948-1949

Bookmobile Librarian, Tampa Public Library, Florida, 1954-1955

School Librarian, Hillsborough County, Florida, 1955-1962

Coordinator of Library Services, Polk County Board of Public Instruction, 1962-1967

Librarian, Watson Medical Clinic, Lakeland, Florida, 1972-1973

Associate Director of Learning Resources, Florida Mental Health Institute, Tampa, 1973-1974

Assistant Director, NDEA Institute, University of Georgia, Summer, 1966

Visiting Instructor, Department of Library Education, University of Georgia, Summers 1967, 1968

Consultant, HEA Institute, University of Georgia, (during 1968-1969)

Visiting Instructor, Florida State University, Summer, 1969

Director, Institute sponsored by Florida State University and Florida Department of Education, Tallahassee, Summer, 1972

Workshop Instructor, University of South Florida, Summer, 1972

Visiting Faculty, Department of Library Education, University of Georgia, Summer, 1973; school terms in 1974, 1975 and 1976

Assistant Professor, College of Education, University of Florida, (adjunct appointment), 1975-1977

Honors and Awards:

Recipient, Higher Education scholarship for advanced study, 1968-1971

Society Memberships:

Beta Phi Mu

Delta Kappa Gamma

Kappa Delta Pi

Fields of Professional Interest:

Development of School Media Programs

Supervision of School Media Programs at District Level

Acquisition, Classification and Cataloging of Media

Dr. Mann stated that she identified with the library science field at the beginning of her career and relates to both library science

and audiovisual education currently. She also indicated that she was thirty-six when she assumed her first state presidency. She did not include comment about her advocacy of the school media center concept.

Dr. Mann stated in her taped responses that her early interest in the unified media philosophy was attributable to Sara Srygley of Florida State University. She explained that in the 1950s when she was hired as a librarian in a combination elementary-junior high school, it was her job to centralize the materials which were scattered about the building in classroom collections. In the process she also catalogued the filmstrips and recordings "because it seemed the logical thing to do, resources were scarce and by centralizing them in the library, the faculty had a wider collection of materials from which to choose."

She believed that the major contribution of the school media personnel to the philosophy has been the development of an integrated approach to learning.

The major contribution of the media center concept to education, she said, was increased recognition of the fact that it was possible to learn through formats other than books. It was also possible, with a wide variety of media and equipment, to assist the individual student to progress at an individual pace. "The concept of individualization has been strengthened by the multi-media librarian."

Dr. Mann cited the "people problem" as one major obstacle. She explained that there still are personalities who are not willing to look at new ideas, to experiment, and who are in the business of "building

an empire and protecting their turf" rather than to develop a unified program of service. The lack of accreditation standards for elementary schools in some regions was another hurdle which she believed would soon be overcome.

She expressed the opinion that in future planning for media services the professional associations and schools of library science must give leadership in developing plans to help media specialists become aware of the importance of promoting the media program at all levels.

Lastly, she contributed that the U.S. Office of Education should provide leadership in developing programs and experiments to produce data to show the effectiveness and illustrate what the unified program is doing to strengthen education. She added that state departments of education and accrediting agencies could do much to improve programs in the future.

Dr. Mann concluded her tape with this statement: "I would hope to see this unified program continue to grow because of its vital, vital role in the educational process for children in this country."

MILLER, Marilyn L.

Dr. Miller was identified in seven categories:

Category 2: She served as Consultant for School Library Services, Kansas State Department of Public Instruction, 1962-1966.

Category 3: She was President, Kansas Association of School Librarians, 1962 and President-elect, Michigan Association for Media in Education in 1975.

Category 4: Articles published included:

"More Than Crackers and Milk." School Libraries
16 (Spring 1967): 21-28.

Category 5: She received four nominations.

Category 7: Research was conducted:

"Student Opinions of the Accessibility of School
Media Resources in Twenty-Five Southwestern
Michigan High Schools Accredited by the North
Central Association of Colleges and Schools."
Ph.D. dissertation, University of Michigan, 1975.

Category 8: Book published:

With Geppert, Alida. Futurism and School Media
Development. Kalamazoo, Michigan: Western
Michigan University, School of Librarianship, 1975.

Category 10: Dr. Miller directed, or co-directed, three HEA
Institutes:

July-August, 1968 "Techniques for Utilization of
School Instructional Materials in Classroom
Teaching"

May, 1969 "State Responsibilities for Unified
Media Programs"

August, 1974 "Futurism and School Media Develop-
ment"

Birthplace and Date:

No response

Marriage Date and Children:

Single

Education:

B.S., University of Kansas, 1952
A.M.L.S., University of Michigan, 1959
Ph.D., University of Michigan, 1976

Present Position:

Associate Professor, School of Library Science, University of
North Carolina, Chapel Hill

Past Position(s):

Teacher-Librarian, High School, Wellsville, Kansas, 1952-1954
Teacher-Librarian, Junior High School, Topeka, Kansas, 1954-
1956

Head Librarian, High School, Topeka, Kansas, 1956-1962
 Consultant, School Libraries, Department of Public Instruction, Kansas, 1962-1966
 Assistant, and then Associate Professor, School of Librarianship, Western Michigan University, 1973-1977
 Associate Professor, School of Library Science, University of North Carolina, Chapel Hill, 1977-

Concurrent Position(s):

Visiting Faculty, Kansas State Teachers College, Emporia, Summers 1960, 1963, 1964, 1966
 Visiting Faculty, University of Minnesota, Summer, 1964 and Spring, 1965
 Guest Lecturer, University of Toronto, Summer, 1968
 Visiting Faculty, University of Manitoba, Summer, 1971

Honors and Awards:

Recipient, Delta Kappa Gamma Doctoral Fellowship
 Listed in Who's Who of American Women and Who's Who in Library Service

Society Memberships:

American Association of School Librarians
 American Library Association
 Association for Educational Communications and Technology
 Beta Phi Mu
 Delta Kappa Gamma
 Michigan Association for Media in Education

Publications:

Miller, Marilyn L. "Education of the Media Specialist: A Graded Curriculum." School Library Journal 16 (15 April, 1969): 63-65.
 Miller, Marilyn and Fox, LeRoy. "Shall the Twain Meet: A Discussion of the Proposed Elementary and Secondary Education Act, Title II and Its Effect on the Public and School Libraries of Kansas." Kansas Library Bulletin 34 (Winter 1966): 13-15.
 U.S. Department of Health, Education and Welfare. Office of Education. Emphasis on Excellence in School Media Programs. Washington, D.C.: Office of Education, 1969. (Contributor)

Fields of Professional Interest:

Selection of Materials
 Integration of Media into Curriculum
 Management/Administration of School Media Programs
 Reading Guidance

Dr. Miller stated that she had identified with the library science field at the beginning of her career and said that: "I guess today I still am closest to Library Science but as it encompasses all media and utilizes appropriate aspects of traditional AV education" She was thirty-two years old when she assumed her first state association presidency.

She included her contributions in several areas as reflective of the support she has given to the unified media center concept. Contributions were: (1) her leadership in directing appropriate national institutes; (2) her influence on developments in Kansas during her tenure as state consultant; (3) the emphasis she places on the concept in courses which are evaluated well by students; and (4) the integrity of her approaches to the concept in writing, speaking, etc.

Dr. Miller explained in her taped remarks that when she was in the Topeka (Kansas) High School from 1956 to 1962 that she "was only vaguely aware of the idea of multi-media centers." Her first interest developed when as a state school library supervisor she began to work with the 1960 Standards for School Library Programs in designing and developing library services in Kansas.

She revealed that she viewed the school materials center as a place where all materials would be organized for dissemination and programming. She added that at first she thought that the expanded media center services would be an avenue for getting more media personnel.

Reflecting upon her personal experiences, she stated:

If I have any regrets about my own early efforts it was that I was naive in thinking that generally we'd be able to get more staffing if the librarian took on more responsibility and it just hasn't worked out that way.

Dr. Miller considered the implementation of the concept to be very slow.

She believed that the major contribution of school media personnel to the development of the concept has been proving that centers could be established and that it was a logical and economical practice. She also believed that where media centers had been established and were responsive, the media professionals had contributed to the promotion of the idea of using materials and the encouragement of teachers in the use of materials.

Major contributions of the school media center concept to education, once again where centers have been established and serve the educational program well, were: (1) housing materials for accessibility; (2) the demonstration of the fact that if teachers wish to change from traditional methods of teaching they have to have materials; and (3) the realization of the fact that the individualization of instruction requires materials and facilities. She stated:

If people are going to be lifetime learners,
they have got to have some lifetime skills
and that it's got to be skills with all kinds
of materials.

Obstacles Dr. Miller identified which pertained to school media services were (1) the problems related to financing, e.g. the escalation of the cost of materials, postal services; (2) the need for diversified personnel in media centers; and (3) the very inadequate programs for the education of teachers in the use of media. She expressed the opinion that the media education preparation problems still exist; and she fears that the multi-media concept in education won't be implemented until

"the ten, eleven- and twelve-year olds of today" are the teachers in the schools. They, she said, will be open to the design of instruction, and will use materials and techniques (e.g. television) which have "almost been bred into them." Relative to inadequacies in teacher education, she included the comment that "teachers are not being taught to teach with technology except in a very superficial way." Although she hates to see federal aid to media programs disappear, she felt that there was little proof that much was accomplished with all the funds distributed in the 1960s.

Dr. Miller, in her comments on future planning and agencies which must act to improve school media services, conveyed an aura of discouragement. She felt that the 1970s have been a "drastic letdown" after the 1960s. The U.S. Office of Education hasn't demonstrated the involvement in developing media services that was apparent in the 1960s; she maintained too that AASL must begin to think on a national level to consider what is needed to "marshal the thinking of various educators." She believed that accrediting agencies could be more influential and referred to recommendations she made in her recent dissertation.¹ She expressed concern for the lack of consultant assistance to the major portion of the schools in this country and asserted that "state departments of education, AASL, AECT, and the [U.S. Office of Education] ought to be doing some planning together on how we can more effectively plan for the future development of school media centers." She suggested that a

¹Marilyn L. Miller, "Student Opinions of the Accessibility of School Media Resources in Twenty-Five Southwestern Michigan High Schools Accredited by North Central Association of Colleges and Schools" (Ph.D. dissertation, University of Michigan, 1975).

futures, or crisis, task force with representation from each of these agencies might be organized to "tackle the problem of the diminishing quality of school media programs." She included this statement in her remarks:

I think that good media programs can . . . mean an awful lot to an educational program, and I don't believe that they are a panacea for all problems in a school by any means, but I think we underestimate the impact they can have on learning.

NICHOLSEN, Margaret E.

Miss Nicholsen was identified with six categories.¹

Category 1: She served as Acting Executive Secretary, AASL, 1966.

Category 3: She served the membership of the Illinois Association of School Librarians as president in 1951.

Category 4: Articles published included:
"The IMC." School Libraries 13 (March 1964): 39-43.

Category 5: She received one nomination.

Category 6: She served on the program for the AASL convention held in 1964.

Category 7: She added to the returned data that she had presented a paper on "The Use of Audio-Visual Materials in the School Library Program" at Columbia University in 1961. This paper showed the results of research on the use of audiovisual materials when incorporated with the print materials and the reaction of teachers to the arrangement.

Category 10: Miss Nicholsen directed an NDEA Institute: June-August, 1966 "Changing Education and the Changing School Library"

¹Miss Nicholsen supplied the data included for Category 7.

Birthplace and Date:

Blue Earth, Minnesota December, 1904

Marriage Date and Children:

Single

Education:

B.A., Carleton College, 1926

B.S.L.S., Columbia University, 1927

M.A., University of Chicago, 1940

Present Position:

Retired

Past Position(s):

Librarian, State Teachers College, Bemidji, Minnesota,
1927-1939

Librarian, High School, Austin, Minnesota, 1946-1948

Director of Libraries, Morton Township High School and
Junior College, Cicero, Illinois, 1948-1951

Head Librarian, Evanston Township High School, Illinois,
1951-1964

Society Memberships:

American Association of School Librarians

American Library Association

High School Librarians of Chicagoland

Illinois Association of School Librarians

Illinois Library Association

Miss Nichol森 indicated that she had identified with the field of library science at the beginning of her career and maintained that relationship. She was forty-seven years old when she held her first state organization presidency.

Miss Nichol森 included the following statement about her role as an advocate of the unified media center concept:

My major accomplishment was to start in 1954 to change the library of Evanston Township High School from having only print materials to a library which had all the audio-visual materials as well as the equipment to use them. This was not done overnight, but gradually and with as little confusion as possible for students and faculty.

In written responses, Miss Nichol森 reacted to the question pertaining to her early interest in the unified media philosophy by stating:

The change in Evanston Township High School from a library with only print materials to one with both print and non-print was largely due to a superintendent [Lloyd Michael] with imagination and an interest in experimentation The library staff was immediately interested.

She pointed out that the concept, at least in Evanston, did materialize as envisioned. For example, the centralization had provided expedient access to all types of materials; students could use materials and acquire data prepared for classroom experiences they missed for whatever reason; and provisions were made for the use of all materials for personal enjoyment.

She indicated the major contributions of media center staff to the development of the unified media center concept to be: (1) that the skills needed in the organization of materials were important; (2) that there needed to be a firm belief in service; and (3) that knowledge of materials was indeed essential.

Miss Nichol森 believed that the school media center's contribution to education was to help the teacher select those materials which were best suited to the purposes of instruction. This leader pointed out that since she had retired in 1964, she could not identify the contemporary problems associated with media services, and resultantly did not include recommendations. However, she did identify some of the problems which plagued the 1950s as (1) "librarians who had no

imagination" and shrugged responsibilities in responding to change; (2) librarians who "overemphasized the importance of equipment" and used their lack of ability to handle it as an excuse not to become involved; (3) "administrators who could not see" that the addition of non-print materials to the existent collection would require additional staff and money; and (4) lack of space as a limiting factor dealt with by those professionals who were otherwise willing to integrate all materials.

NICKEL, Mildred L.

Miss Nickel was identified with four categories.

Category 2: She served as state consultant for school libraries in Illinois, 1950-1958.

Category 5: She received two nominations.

Category 8: Book published:

Steps to Service: A Handbook of Procedures for the School Library Media Center. Chicago: American Library Association, 1974.

Category 9: She served on the committee which formulated the Standards for School Library Programs, 1960.

Birthplace and Date:
Brazil, Indiana 1912

Marriage Date and Children:
No response

Education:
A.B., Indiana State University, 1932
B.S.L.S., University of Illinois, 1941
M.A., Michigan State University, 1967

Present Position:
Retired

Via taped response, Miss Nickel related that her early interest in the idea of combining school library and audiovisual materials and services developed in the early 1950s as the concept was discussed at conferences and at professional meetings. It was strengthened by the AASL statement on school libraries as materials centers released in 1956. She added that it was specifically influenced by her participation on the committee which prepared the 1960 Standards for School Library Programs.

She asserted that in "no way did she envision" a unified program of materials and services as we see it today. She had accepted the value of centralized housing and cataloging of materials and the broad definitions of media. However, she was not prepared for such developments as information retrieval, computer applications, and the whole field of communication technology.

"The dedication and the flexibility of most of the school media personnel has been the one most significant factor" in the development of the unified media concept. She said media professionals were able to change their role concept, and were forced to become knowledgeable in all phases of this concept.

The most obvious contribution of the school media center concept to education, she maintained, was the creation of alternative ways to learning. It has provided opportunity for individualized learning, encouraged school librarians and audiovisualists to work cooperatively as media specialists. Media staff, she remarked, "seem more responsive to the educational needs of the school."

Financing the school media program was considered by Miss Nickel to be the primary obstacle to media services. Other obstacles were the remnants of reluctance of some professionals to change their concept of service; weaknesses in the higher education programs which prepare media specialists; and the deficiencies in the selection of quality nonprint materials. Resolving these issues will require continued federal aid which she identified "as a must." Colleges and universities are beginning to sense the need for improved training programs; and materials selection must emphasize "quality not quantity" which spearheads the need for better evaluation of materials and equipment. She believed that although change occurs slowly "a good functional program will evolve when its worth has been proven to those people responsible for the obstacles."

She had no specific recommendations for future planning but did suggest that consideration might be given to the development of a concerted public relations program.

She looked to AASL and AECT for leadership in school media services in the future. State consultants and associations have continued responsibilities for program improvement in her opinion.

PORTTEUS, Elnora

Mrs. Portteus was identified with five categories.

Category 1: She served as president of AASL, 1972.

Category 3: She served as President. Ohio Association of School Librarians, 1957.

Category 4: Articles published included:

"Time for Vision and Revision: Developing the Materials Center." Ohio Library Association Bulletin 32 (July 1962): 3-6.

Category 5: Two recommendations were received.

Category 9: She served on the executive committee which prepared Media Programs: District and School, 1975.

Birthplace and Date:

Rosendale, Wisconsin None supplied

Marriage Date and Children:

1942 to Paul H. Portteus

Children: Carrie Jo; Lane Paul; Andre Eugene

Education:

B.S., University of Wisconsin, 1941

M.A., Kent State University, 1954

Present Position:

Director, Educational Media Services, Cleveland (Ohio)
Public Schools

Past Position(s):

Teacher-Librarian, High School, Marshall, Wisconsin, 1941-1942

Teacher-Librarian, Racine Kenosha Normal School, 1942-1943

Librarian, Cleveland Federal Reserve Bank, 1943

Industrial Relations Counselors, New York, 1946-1947

Librarian, Findlay City Schools, Ohio, 1949-1958

Assistant Professor, Kent State University, 1958-1965

Directing Supervisor, School Libraries, Cleveland Public Schools, 1965-

Concurrent Position(s):

Director, Workshops, Kent State University, 1958-1965

Visiting Lecturer: Clarion State College, 1966, 1972,

Edinboro State College, 1965, 1967, Appalachian State University, 1965, University of Tennessee, 1966

Adjunct Associate Professor, Kent State University, 1975-

Honors and Awards:

Recipient, Encyclopedia Britannica School Library Award, 1965

Recipient, John Cotton Dana Publicity Award, 1967, 1969

Distinguished Alumna Award, Kent State University, 1967

Named Librarian of the Year, Ohio Library Association, 1972

Recipient, Citation, Ohio Association of School Librarians, 1972

Society Memberships:

American Library Association
 American Association of University Women
 Beta Phi Mu
 Ohio Association of School Librarians
 Ohio Library Association
 Women's National Book Association

Publications:

Portteus, Elnora. "Media Center Facilities: A Photographic Essay." School Media Quarterly 2 (Spring 1974): 203-212.

Fields of Professional Interest:

School Media Center District-Level Supervision
 School Media Center Management

Mrs. Portteus stated that she identified with the library science field in the early years of her career and identifies with both the library and media fields today. She was forty when she held her first state-level presidency and was fifty-five when she became a national association president.

Relative to those characteristics and accomplishments which identify her as an advocate of the unified media center concept, she outlined (1) her commitment to reading and materials; (2) her creative, innovative spirit; and (3) her professional activities. Each of these areas highlighted her desire to expand media services and facilitate the improvement of instruction.

In taped commentary, Mrs. Portteus, said that her first interest in the unified media philosophy began in an innovative junior high school "some thirty years ago". Later when she taught in a library school and had opportunity to visit school libraries across the country, she observed that the combination of materials meant more to students.

Her early perception of the unified media concept meant that

materials would be used in classrooms to enrich instruction. The philosophy progressed as programs developed and emphasis was placed on student use of materials both for their informational and recreational value. She believed the next step relative to student use of materials will be to help them become discriminating users of media.

Mrs. Portteus pointed to the organization of material as being the major contribution of school media personnel. Processing, preparing, and cataloging materials has been important. They are also making their clientele aware of materials, she believed.

Without reservation, she identified the "presentation of a variety of materials to teachers and students to enrich education" as the major contribution of the media center to education. Another contribution has been the development of the awareness on the part of teachers that they have an ally in the media specialist. She added that emphasis on the quality of materials has developed and educators have become aware of the need to be more selective.

As obstacles to the development of school media programs, she commented upon the increasing cost of materials which makes one "cost conscious"; and the need for the space required for innovative services.

Mrs. Portteus believed that future planning on a national level should involve AASL and AECT who should suggest "step-by-step" procedures for the implementation of the 1975 standards. She further believed that media personnel need to work with school administrators, and with supervisors in the subject disciplines, to make media programs more effective which would involve staff development for teachers and

continuing education for media personnel. In a separate letter Mrs. Portteus added:

Future planning at the national level depends, also, on professional training in graduate library/media programs, to orient or to clarify for the librarian/media specialist the objectives, management techniques, and program planning necessary to a unified program. In addition to that initial training, those who have been in the field for a few years need professional up-date. To accomplish this graduate library/media programs need staff with expertise in the unified concept, theoretical as well as practical expertise.

Finally, she expressed her conviction that media professionals must "work more closely with other professional organizations to improve our image . . ." and to make them aware of our potential for cooperation. In addition to inter-association cooperation, she said that cooperative efforts between various types of libraries is necessary. Mrs. Portteus believed that AASL and AECT needed to work closely in efforts to get funding and work with state-level associations on state-level support. She concluded her remarks thusly:

The unified media concept is here to stay. I'm very sure and it will develop and become a more sophisticated concept as we go along in the future years in the development of equipment and materials.

SHAPIRO, Lillian L.

Mrs. Shapiro was identified with four categories.

Category 4: Articles published included:

"Media Centers: Rare and Well Done." Library Journal 99 (15 November 1974): 3011-3017.

Category 5: She received one nomination.

Category 8: Book published:

Serving Youth: Communication and Commitment in the High School Library. New York: R. R. Bowker and Co., 1975.

Category 9: Mrs. Shapiro served on the committees which formulated the Standards for School Library Programs (1960) and the Standards for School Media Programs (1969).

Birthplace and Date:

Jamaica, New York October 11, 1913

Marriage Date and Children:

1935 to Herman Shapiro

Children: Judith Shapiro Silverstein, Susan Shapiro Skea

Education:

B.A., Hunter College, 1932

B.L.S., Columbia University, 1940

M.L.S., Columbia University, 1969

Present Position:

School Library Consultant - free lance

Past Position(s):

Teacher, High School, Jamaica, New York, 1933-1940

Library Assistant, Richmond High School, New York, 1940-1948

Librarian, Woodrow Wilson High School, New York, 1948-1961

Librarian, Francis Lewis High School, New York, 1961-1963

Supervisor of High School Libraries, Bureau of Libraries, New York, 1963-1965

Head Librarian, Springfield Gardens High School, New York, 1965-1968

Teaching Assistant, School of Library Service, Columbia University, 1968-1969

Assistant Professor, Department of Library Science, St. John's University, 1969-1972

Assistant Professor, Borough of Manhattan, Community College, 1973

Director of Media Services, United Nations International School, New York, 1975-1976

School Library Consultant, Free Lance, 1976-present

Honors and Awards:

Elected to membership in Beta Phi Mu and Eta Sigma Phi

*Recipient, Certificate of Merit, Catholic Library Association

*Listed in Foremost Women in Communication

Society Memberships:

American Library Association
Association for Supervision and Curriculum Development
Book League of New York
New York Film Council
New York Library Association
New York Library Club
Women's National Book Association

Publications:

(See Category 4)

Fields of Professional Interest:

Reading and Literacy
Trends in Education
Research of the Effects of Various Forms of Communication
on the Learning and Behavior of Young People
Teaching Function of the Media Center
Adolescent Psychology

Mrs. Shapiro stated that her interest has always been in teaching and she continues to identify with that field.

She revealed that her advocacy of the unified media center concept is rooted in her firm belief in direct assistance to students in their encounters with library media centers. She added that the students with whom she has worked have always known that their requests would be honored to the best of her ability or budget.

Mrs. Shapiro provided taped reactions to the seven questions; and revealed that her early interest in the unified media philosophy occurred when she left teaching in a high school Latin classroom to assume the responsibilities in a senior high school library which had an exemplary collection of pictures. Therefore, it was not a new idea that a library should have responsibilities for materials other than books.

She said that it was while she worked with the development of

the 1960 and 1969 standards that she envisioned the unified media concept as "something that would be even more wonderful than the great brotherhood of man." She alluded to her naivete in believing that all professionals would simply unify to promote an idea which possessed promise in improving education. Her early disappointment in the implementation was that not enough school librarians viewed the new concept as challenging, exciting and necessary. She added that justifiably many librarians viewed the implementation of the components of the concept as another major responsibility without adequate staff, clerical and professional; and without adequate budgets until the time of federal funding. She continued that it was understandable why those in the audiovisual services weren't keen on the idea since they did not know how they fit into what they perceived as a school library program.

Mrs. Shapiro explained that the major contribution of school media personnel, which she identified as library personnel in this instance, to the development of the concept was that library personnel prepared themselves in understanding the concept more than the audiovisual professional had.

She regretted that she did not see what the contribution of the unified school media center to education was. She asserted that she is concerned when she reads about problems in education today, e.g. difficulties in maintaining a level of quality education; low reading scores; inadequacies in the skills and background which young people take to jobs or higher education; the high dropout rate, etc. Mrs. Shapiro said she was forced to ask: "How can we, in the school media

program absolve ourselves from all of the blame being cast upon school teachers. . . ?"

She elaborated upon the obstacles to the school media program. Essentially, she identified the lack of understanding about the concept between former librarians and audiovisualists; and the lack of understanding between media specialists and the rest of the faculty which has been further complicated by complacency upon the part of administrators about the school media center program. She added that where any of the conditions still exist they remain detrimental to the outcomes of any good program.

Mrs. Shapiro recommended that in future planning for school media services that there be a stronger integration of training for school media personnel and teachers. At present their training is too divergent; and teachers leave their teacher training institutions without any understanding of what the whole range of materials can do to improve their teaching.

Finally, she was of the unreserved opinion that AASL and AECT get together and join into one "strong, effective, and mutually respecting organization" to unify the "marvelous ability and talent" of the membership and work on the issues in school media center services. She further maintained that media personnel who work with teacher training institutions need to help them become aware of the role the media center occupies in education. She believed that media specialists must also become politically involved in order to express the needs, problems, and recommendations pertinent to media center services

to those who are in control of funds. Reasoning that there is a very visible trend toward conservatism in education, Mrs. Shapiro was adamant that:

People in the school media program have to begin to take active steps in showing what is in their program that could please the citizens, the parents, and bring to the students, not only joy and a happy feeling about being in school but some very measureable success that would guarantee them a good life in the future.

SULLIVAN, Peggy A.

Dr. Sullivan was identified with four categories.

Category 4: Articles published included:

"Perspectives on Media." Pennsylvania Library Association Bulletin 28 (January 1973): 5-8.

Category 5: She received nine recommendations.

Category 7: Research conducted:

Impact: the School Library and the Instructional Program, A Report of Phase I of the Knapp School Libraries Project. Chicago: American Library Association, 1967.

Category 8: Books published:

Problems in School Media Management. New York: R.R. Bowker and Co., 1971.

Realization: The Final Report of the Knapp School Libraries Project. Chicago: American Library Association, 1968.

Birthplace and Date:

Kansas City, Missouri August 12, 1929

Marriage Date and Children:

Single

Education:

A.B., Clarke College, 1950

M.S.L.S., Catholic University of America, 1953

Ph.D., University of Chicago, 1972

Present Position(s):

Assistant Commissioner for Extension Services, Chicago
Public Library

Past Position(s):

Graduate Library Assistant, Catholic University of
America, 1950-1951
Assistant Children's Librarian, Kansas City Public Library,
Missouri, 1952-1953
Children's Librarian, then School Services Specialist, Enoch
Pratt Free Library, Baltimore, Maryland, 1953-1959
Children's Work Supervisor, Arlington County Public Libraries,
Virginia, 1959-1961
Library Specialist, Montgomery County Public Schools, Maryland,
1961-1963
Director, Knapp School Libraries Project, 1963-1968
Director, Junior College Library Information Center, 1968-1969
Assistant Professor, Graduate School of Library and Informa-
tion Sciences, University of Pittsburgh, 1971-1973
Director, Office for Library Personnel Resources and Executive
Secretary, Library Education Division, American Library
Association, Chicago, 1973-1974
Associate Professor and Dean of Students, Graduate Library
School, University of Chicago, 1974-1977
Assistant Commissioner for Extension Services, Chicago Public
Library, 1977-

Concurrent Position(s):

Served as staff member, lecturer, etc. for "approximately 20
HEA or NEA Institutes," 1965-1970
UNESCO Consultant on School Libraries, Australia, 1970
Interim or part-time faculty member, 1958-1970:
Catholic University of America, Drexel Institute, University
of Maryland, Rutgers the State University of New Jersey,
Syracuse University, Rosary College, University of Chicago

Honors and Awards:

Elected to Beta Phi Mu
Awarded Tangley Oaks Fellowship, 1968; HEA Title II Fellowship,
1968-1971

Society Memberships:

American Library Association
Association for Educational Communications and Technology
Beta Phi Mu
Chicago Library Club
Illinois Library Association
Special Libraries Association

Publications:

(See Categories 4, 7, and 8)

Fields of Professional Interest:

School Library Media Programs
Public Library Programs
Personnel Management and Development

Dr. Sullivan indicated that she identified with the library science field at the beginning of her professional experience and identifies with library science and audiovisual education today.

She said that her support of the unified media center concept was apparent in her direction of the Knapp School Libraries Project and in the consistent promotion of the idea which was prevalent in her oral and written statements.

Dr. Sullivan commented during her taped responses that her early interest in the unified media concept developed when she went to work in Montgomery County, Maryland in 1961. The incorporation of all materials into one program seemed logical practice. She continued that Montgomery County personnel tended to put total effort in their undertakings and usually did them well.

She did not believe that the concept materialized as she thought it might; she added that the problem was partly one of definition and partially difficulty in finding staff to work cooperatively and creatively together. Dr. Sullivan included an interesting perspective:

In some ways it's ironic, but in small schools where the whole instructional materials, or media program remains somewhat small, the idea of unification may have developed much more satisfactorily than it has in large schools which supposedly have more opportunity to develop total programs.

Fifteen years ago, she maintained, she would have thought the opposite.

She believed that the contribution of the school media personnel to the development of the unified media concept was that they instigated, supported, implemented and evaluated it; they also moved on to change or drop it. And there were variations in the levels of involvement. She stated:

If by school media personnel we are including people whose background is primarily in libraries, and people whose background is primarily in audiovisual areas, there is a considerable difference in background usually; and I don't think that there are very many who are really totally open to the ideas of a fully unified media center concept.

She felt that they believed more in close cooperation and cooperative effort than in total unification.

When considering the major contribution of the media center concept to education, she stated that on a comprehensive scale it was hard to measure how media centers had helped since there was very little measureable evidence. Unfortunately, professionals have been so overwhelmed with dealing with greater amounts and types of materials, that they have dropped their skills in evaluation and selection. She added skeptically that the surge toward media centers in the 1960s has "washed back" to a point where it was before and "while some places are still holding to a unified program, I don't see it catching on extensively."

The lack of a positive attitude and little willingness to try new things, which applied to both media personnel and teachers, were cited as obstacles. She believed that abilities to develop materials is limited by the capability to deal with them in social ways, for

example although there is increased miniaturization there is also the added possibility of theft. Social behaviors have not been dealt with she maintained.

In the recommendations for future planning for media center programs, she said she would like to see more emphasis on finding out how many unified centers exist and to determine the good qualities of both unified and separate, but cooperative, programs. She believed that AASL has taken a strong stand recommending that the unified media center is the only way and they need to recognize other options.

Agencies at the federal, state and local levels, plus AASL and AECT, need to plan cooperatively for program development. Dr. Sullivan concluded her responses by focusing upon an issue of importance in library education programs. She stated that many such graduate programs contended that they can not "cope with educating" people to be school media personnel and cited such a recent development at the University of Wisconsin at Milwaukee. In their statement of purpose school librarianship was omitted and relegated to ranks of undergraduate education. Dr. Sullivan considered this statement to be ironic since school librarians are presently expressing the need for more education than other types of librarians. She also viewed the creation of this type of statement as an unfortunate development since it suggests a downgrading of school librarianship.

TOLMAN, Lorraine E.

Dr. Tolman was identified with four categories.¹

¹Dr. Tolman contributed the data for category 3.

Category 3: She has served as a president of two regional associations pertinent to the subject of this study. From 1973-1975 she served as president of the New England School Library Association and then as the first president of the New England Educational Media Association.

Category 4: Articles published:

School Library Media Programs. New England School Development Council, 1973.

With Culliton, Thomas Jr. "High Interest - Low Vocabulary Reading Materials, 1967 Supplement." Journal of Education 149 (April 1967): 3-166.

"Africa: A Bibliography with Related Instructional Aids for the Elementary and Secondary Schools." Journal of Education 144 (October 1961): 1-90.

Category 5: She received one recommendation.

Category 8: Book published:

School Library Media Programs: The Combined Approach. New England School Development Council, 1973.

Category 10: She directed five Federal Institutes:

NDEA Institutes -- July-August, 1965 "The Instructional Materials Center"

July-August, 1966 "School Library as an Instructional Materials Center"

HEA Institutes -- September 1968-May, 1969 "Training for the School Media Center"

July, 1969-June, 1970 "Training of Personnel for the School Media Center"

August, 1970; October, 1970; and June, 1971 "New Concepts in Media and Education as They Affect the Program of the School Library"

Birthplace and Date:

Cambridge, Massachusetts June 14, 1920

Marriage Date and Children:

No response

Education:

B.A., Radcliffe College, 1943

B.S.L.S., University of Southern California, 1948

D. Ed., Boston University, 1958

Present Position:

Associate Professor, Department of Educational Media,
Boston University

Past Position(s):

Librarian, Worcester State Teachers College, Worcester,
Massachusetts, 1947-1949

Librarian, Adjunct Faculty, School of Education, Boston
University, 1949-1965

Associate Professor, Department of Educational Media,
Boston University, 1965-

Honors and Awards:

Elected to membership in Pi Lambda Theta

Society Memberships:

American Association of School Librarians

American Association of University Professors

American Library Association

Association for Educational Communications and Technology

International Reading Association

Massachusetts Association for Educational Communications and
Technology

Massachusetts Educational Media Association

New England Educational Media Association

New England Library Association

New England Reading Association

New England Screen Association

Fields of Professional Interest:

Educational Media

School Librarianship

Dr. Tolman revealed that she had identified with the library science field in her early career experiences, however she identified with school librarianship, school library/media, and educational media as professional fields during the development of her career. She was fifty-three years old when she assumed her first regional association presidency.

She cited her experiences as director of numerous institutes wherein school media specialists were educated and the concept was

emphasized as being indicative of her support. She added that she had been instrumental in the merger of the former audiovisual and school library departments in the College of Education at Boston University. Dr. Tolman further described her efforts on state-wide media certification committee; in the activities of state and regional media associations; and in her attempts to bring school librarians and audiovisualists together in terms of personal philosophy and combined action as illustrations of her advocacy of the unified media center concept.

As a preface to her taped commentary Dr. Tolman said: "There isn't anything really that I would rather be associated with than having made some small contribution" to the unified media concept. She added that she had never viewed materials as uncombined and paid tribute to Frances Henne and others who had contributed perspectives on this concept in the professional literature. The first influence upon her media philosophy came when she studied at the University of Southern California. She discovered that the school media center could be an educational force, could alter one's whole manner of teaching, and was a "basic part of the instructional picture." The credit for the development of the concept in her opinion goes to Frances Henne and Louis Shores.

The implementation and materialization of the unified media center concept has been "far more tremendous" than she had imagined it might be because the audiovisual field has developed so rapidly.

She believed that the major contribution made by media personnel to the development of the concept was their involvement in "helping others to use ideas in whatever form they come." Furthermore, they

have helped "teachers and students to express themselves through a wide variety of media."

The major contribution the school media center concept has made to education was analyzed by Dr. Tolman. She maintained that it combined the strengths of two vital fields. School librarianship had concerned itself with the content of a medium; the student whose growth and development had been a primary emphasis; and the acquisition and appreciation of knowledge. Audiovisual education had placed emphasis on the production of materials and the technology required to use any medium; the teacher who made the principal use of materials; and the effective ways of using knowledge.

Major obstacles Dr. Tolman defined as: (1) the lack of a clear definition of the role the media specialist should assume; (2) problems in interpreting that role to the field of education; and (3) training people to implement the services envisioned. She felt that resolution of obstacles was possible by continued effort to communicate the importance of the job which must be performed.

Specific recommendations for future planning included the need for improved communication between AASL and AECT. Dr. Tolman did not recommend merging the two associations but she did suggest a strong, coordinating committee. She also recommended that suitable films on the media center be produced to promote the program.

Dr. Tolman identified the National Commission on Accreditation of Teacher Education (NCATE) as the agency which can and needs to act to improve the school media program in the future. She specifically

encouraged that they work the unified media program into their standards; "train their evaluators in what it means"; and enforce their standards. She concluded by saying: "Maybe we need a training program for evaluators, like AECT's which stresses combined media, rather than audiovisual."

WHITENACK, Carolyn I.

Miss Whitenack was identified with eight categories.

Category 1: She served as the president of AASL, 1967-1968.

Category 2: She was State Consultant for Library Services for Indiana, 1953-1957.

Category 3: She served as president of the Kentucky Association of School Librarians in 1953. (Miss Whitenack indicated that she had been president of the Indiana School Librarians Association but she did not include the year, however it was estimated that it was in 1963 from other data available.)

Category 4: Articles published included:

"The Changing Role of the Librarian." Wilson Library Bulletin 38 (January 1964): 397-400.

"The Instructional Materials Concept: A Changing Concept." American Annals of the Deaf 112 (November 1967): 650-654.

"New Educational Trends and Media--Their Impact on School Libraries." ALA Bulletin 55 (February 1961): 117.

"New Resources for the School Library Materials Center." In The School Library Materials Center: Its Resources and Their Utilization, pp. 12-26. Edited by Alice Lohrer. Urbana: University of Illinois, 1964.

"School Libraries as School Media Centers: A Portfolio." ALA Bulletin 63 (February 1969): 249-250.

"School Libraries: School Library Materials Centers." Wilson Library Bulletin 39 (September 1964): 75, 81.

"School Media Program: Emerging Multi-Media Services." Library Trends 19 (April 1971): 410-418.

"Using the Newer Media in School Libraries: A Portfolio Assembled by Carolyn Whitenack." ALA Bulletin 55 (February 1961): 132-139.

Category 5: She received thirteen nominations.

Category 6: She contributed to the programs for the DAVI conventions of 1961, 1964, and 1966; and participated on the program for the AASL convention, 1968.

Category 9: She worked on the committees which prepared the national standards: Standards for School Library Programs, Standards for School Media Programs, and Media Programs: District and School, 1960, 1969, and 1975 respectively.

Category 10: Miss Whitenack directed one HEA Institute:

September, 1968-June, 1969 "Elementary School Librarians as Instructional Materials Specialists"

Birthplace and Date:

Harrodsburg, Kentucky April 20, 1916

Marriage Date and Children:

No response

Education:

A.B., University of Kentucky, 1948

M.S., University of Illinois, 1956

Present Position:

Chairman, Media Sciences and Professor, School of Education,
Purdue University

Past Position(s):

Instructor, Graduate Library School, University of Kentucky,
1946-1950

Cataloger and School Library Consultant, Louisville Public
Schools, Kentucky, 1950-1953

Director, School Libraries and Teaching Materials, Indiana
State Department of Public Instruction, 1953-1956

Chairperson, Media Sciences and Professor of Education,
Purdue University, 1956-present

Concurrent Position(s):

Teacher, Alabama A & M University, (no date supplied)
 Visiting Professor, University of Colorado, Boulder, (no
 date supplied)

Honors and Awards:

*Recipient, Beta Phi Mu Award, 1976
 Delegate to the World Confederation of Organizations of the
 Teaching Profession, 1962, 1967, 1968, 1974
 Delegate, International Federation of Library Associations,
 1962, 1970, and 1974.

Society Memberships:

American Association of School Librarians
 American Library Association
 Association for Educational Communications and Technology
 Beta Phi Mu
 National Council of Teachers of English
 National Education Association

Publications:

(See Category 4)

Fields of Professional Interest:

School Libraries as Media Centers
 Children's Literature
 School Librarians as Educators

Miss Whitenack stated that she had identified with neither of the principal fields involved in this study although she identifies with both today. She said: "I see myself as a teacher first. I see librarians as teachers." She indicated that she was thirty-seven when she held her first state-level presidency and was fifty-two years old at the time she assumed her first national presidency.

She identified her dedication to the improvement of teaching and learning, and her "sincere belief that the unified center concept would make learning better for students and easier for teachers" as examples of her strong support for the concept.

Miss Whitenack in written response to the questionnaire revealed

that her early interest in the unified media philosophy developed when as a classroom teacher she had used print and nonprint materials for the purpose of improving teaching and saw them as coexisting.

She believed that the concept had developed and implementation had progressed as she first envisioned it, however it had also developed beyond early perceptions because of television and computers.

She indicated the major contribution of school media personnel to the development of the concept to be that of demonstrating the need for qualified professionals, both librarians and audiovisualists, to operate a program.

Citing major contributions of the school media center to education, she wrote that the media center "made excellent materials available and easily accessible" and "encouraged the independent pursuits of students."

The major obstacle related to school media center services was the lack of qualified staff in sufficient numbers to perform the needed services.

She indicated that specific recommendations would involve work with regional accrediting groups and school administrators. She recommended that work needed to be done with teacher specialists to teach the role of the media center. Case studies of excellent programs need to be developed; and research on the value of the media center needs to be accomplished.

Miss Whitenack cited the agencies which need to act to improve future school media programs as (1) the regional accrediting groups who

must improve their standards; (2) the individual states who must upgrade and enforce state standards; (3) the "media professionals [who] must carry the gospel"; and (4) AASL who "needs a voice in education that is more forceful than present in ALA."

Yungmeyer, Elinor

Miss Yungmeyer was identified with four categories.

Category 2: She was State Consultant, School Libraries, State Library of Michigan, 1954-1960.¹

Category 4: Articles published included:

"School Library--Instrument of Educational Change." The Instructor 71 (November 1961): 76.

Category 5: She received one nomination.

Category 9: Miss Yungmeyer served on the executive committees which prepared the Standards for School Library Programs (1960) and Media Programs: District and School (1975).

Birthplace and Date:

Chicago, Illinois No date supplied

Marriage Date and Children:

Single

Education:

B.A., University of Chicago, 1945
B.L.S., University of Chicago, 1946
M.A., University of Chicago, 1954
C.A.S., University of Chicago, 1969

Present Position:

Accreditation Officer, Committee on Accreditation, American Library Association

Past Position(s):

Librarian, Junior High School, Battle Creek Public Schools, Michigan, 1946-1951

¹Miss Yungmeyer corrected the dates indicating her tenure from 1954-1959 to 1954-1960.

Librarian, Elementary School, Phoenix Elementary Schools,
 Arizona, 1951-1954
 State School Library Consultant, State Library of Michigan,
 1954-1960
 Coordinator, Instructional Media, Oak Park Elementary Schools,
 Illinois, 1960-1975
 Accreditation Officer, Committee on Accreditation, American
 Library Association, 1975-present

Concurrent Position(s):

Visiting Lecturer, University of Saskatchewan, 1962
 Visiting Lecturer, Pennsylvania State University, 1964, 1965
 Co-director, NDEA Institute, Rosary College, 1967
 Member of summer institute staffs: University of Illinois,
 Oklahoma State University, Louisiana State University
 Consultant, Encyclopedia Britannica Corporation, 1962-1964

Honors and Awards:

Recipient, Delta Kappa Gamma International Fellowship
 Recipient, HEA, Title II Fellowship

Society Memberships:

American Library Association
 Association for Educational Communications and Technology
 Chicago Historical Society
 Delta Kappa Gamma
 Illinois Library Association
 International Association of School Librarianship
 National Education Association

Publications:

(See Category 4)

Fields of Professional Interest:

School Libraries/Media Centers
 Library Administration
 Library Education
 Materials Evaluation and Selection

Miss Yungmeyer indicated that she identified with the area of library science at the beginning of her career and relates to the library education field currently.

She included this statement referring to her support for the school media center concept:

I think my participation in the preparation of two sets of national standards is probably the strongest indicator of my advocacy of the unified media center concept.

Miss Yungmeyer reflected in written responses to the seven questions posed that "it really never occurred to me that any format was inappropriate for acquisition and use in a school's library collection." Although she did not address remarks to the question related to the development and implementation of the concept, she speculated that perhaps her experience may have been unique in that within every school library in which she worked, print and nonprint had been integrated by her predecessors and that continued integration of all materials was accomplished.

She believed that the major contribution of the media professional to the development of the concept was the "implementation of the concept in terms of programs and services offered by school media centers."

"The provision of alternatives in the instructional process and of options in instructional design for teachers and students" was listed as the major contribution of the media center concept to education.

She wrote that the lack of adequate financial support and the inability of school media personnel to sell the program were the major obstacles to the development of the concept.

Miss Yungmeyer said that since she had been in a different field of librarianship since 1975 that she would not respond to the last two questions. She added that she believed that they were questions which individuals currently in the field were more competent to address.

Considerations for Additional Entries in
LEADERS IN EDUCATION

The design of this study specified that when the leaders were identified their names be checked against the leaders listed in the current edition of the national biographical directory, Leaders in Education. Only nine of the women identified as leaders in this study were listed in Leaders in Education. Those women were Bomar, Doyle, Ersted, Hochstettler, McMahan, Nickel, Portteus, Tolman, and Whitenack. Since the women identified in this study have made distinguished contributions in the development of school media centers, they merit consideration equal to that of other noted educators. The biographical sketches in this chapter of the women who were not listed in Leaders in Education may be considered as a supplement to that directory.

Summary

Thirty-five women were identified as leaders who promoted the unification of school library and audiovisual services in the public schools from 1950 through 1975. Four of the women (Burrin, Hefley, Krohn, and McGuire) were deceased. Eleven of the leaders (Ahlers, Alexander, Ersted, Fenwick, Gaver, Henne, Lohrer, McJenkin, Nichol森, Nickel, and Srygley) were retired, and six of those (Ahlers, Fenwick, Gaver, Henne, Lohrer, and Srygley) were designated as professors emeriti at major American universities. Twenty, or 57 percent, of the leaders currently hold professional positions.

An analysis of the types of professional positions held by these twenty women indicated that eleven, or 55 percent, of them (Bomar,

Doyle, Hochstettler, Johnson, Lloyd, Lowrie, McMahan, Mann, Miller, Tolman, and Whitenack) were associated with institutions of higher education. Five of the women, or 25 percent of the leaders, (Frary, Hatfield, Phillips, Portteus, and Swanson) hold key positions as school district media services coordinators or as a supervisor of a program at the building level.¹

Four, or 20 percent, of the women (Mahar, Shapiro, Sullivan and Yungmeyer) represent divergent organizations or interests. Mahar was identified with the U.S. Office of Education; Shapiro was a free-lance school media consultant; Sullivan was employed by a major city (Chicago) public library; and Yungmeyer was associated with the American Library Association.

It was evident that each of the women who remained actively employed were in key positions to effect change. Some of the women who were retired had been university professors (Ahlers, Fenwick, Gaver, Henne, Lohrer and Srygley) therefore their potential for influence may also have been substantial. And as professors emeriti they were still in influential positions. The remaining retirees (Alexander, Ersted, McJenkin, Nicholzen, and Nickel) were either state or school district-level consultants or heads of building-level programs at the time of their retirement; and therefore they too were in key positions to develop, or influence the development of programs in unified media services.

¹Mary Ann Swanson as Supervisor of Media Services at Evanston Township High School, Evanston, Illinois holds a position which paralleled that held by Margaret Nicholzen when she was head librarian there from 1951-1964.

Although this study did not attempt to describe their current professional activities or interests, several of the women who were retired commented that they continued to teach a course periodically; served as consultants; or were engaged in writing endeavors.

The women who were deceased had held such positions as building and/or district-level media supervisors, public librarians, or had been a member of the faculty in graduate library education programs.

The following paragraphs will focus upon the responses received from the twenty-two women who completed the questionnaire.

A profile was constructed to reveal the average age of the leaders and the academic degrees earned. Only eighteen of the respondents reported the date of their birth; their ages ranged from forty-eight to seventy-three therefore their mean age was 59.9 years. With respect to academic accomplishments it was determined that 32 percent of them had earned a doctoral degree; 64 percent held a master's degree or a certificate indicating completion of advanced study; and 4 percent had earned a baccalaureate degree.

An analysis of the data revealed that one-half of the respondents had served as presidents of state school library, audiovisual, or media associations; and the average age at which they assumed that responsibility was forty. Fifty percent of the respondents had also served as president of the American Association of School Librarians and the average age when they attained that office was fifty-one.¹

¹In actuality 55 percent of the women were AASL presidents, however Ruth Ersted was not included because her presidency (1947-1948) preceded 1950.

One respondent indicated that she had identified with both the fields of library science and audiovisual education at the beginning of her professional career. Seventeen (or 77 percent) of the women indicated identification with the library science field, and four, or 18 percent, identified with the teaching field at the onset of their careers. The majority identify with both the fields currently, 73 percent responded in this manner. Only four, or 18 percent, still identify with the library science field and one-half of those are retired. One of the remaining two women explained that she viewed library science as encompassing all media. Only one continued to identify with the teaching field solely and 19 percent of those who identify with both fields today associated themselves with the field of teaching as well.

The data revealed that the majority of the women who completed the questionnaire identified with the library science field at the beginning of their careers. Shapiro, Ahlers, Bomar, and Whitenack identified with the teaching field at the beginning of their careers; the former continues that association currently while the latter three identify with the library science and audiovisual education fields today. Although no respondent indicated alliance with the field of audiovisual education at the beginning of her career, it was speculated that one of the thirty-five leaders, Marie McMahan, would have identified herself with that field if she had completed the questionnaire. This supposition was based on knowledge of her early job responsibilities, university teaching assignments and professional association activities.

Additional analysis of the responses revealed that exactly one-half of the women had been honored e.g. awards of merit, citations, etc. for their contributions to the development of the school media center concept.

Focusing upon prior experiences in classroom teaching and administering school library services, 50 percent of the women revealed that they had had experience in both areas. Forty-six percent of the respondents had had experience in administering school library programs or in providing services at the district level. Four percent had no experience in administering a school library program but had however administered library services at the college level.

The data on membership in professional associations revealed some interesting patterns when analyzed. Eighteen, or 82 percent, of the women held membership in the American Association of School Librarians (AASL); and exactly one-half of these also belonged to the Association for Educational Communications and Technology (AECT). No woman was a member of AECT without having joined AASL also.

No women had joined a state-level association without being a member of a national organization too. Only 32 percent of the women had joined their state school library association; only 14 percent were members of a state audiovisual association, however 23 percent were members of a state media association.

Although a wide range of other association memberships were held by many of these women, relatively few indicated membership in associations related to teaching or curriculum development. Only 10

percent belonged to the National Education Association; and only 19 percent had affiliated themselves with the Association for Supervision and Curriculum Development.

When asked to indicate the personal characteristics and/or major accomplishments which indicated that they were strong advocates of the unified media center concept, it can be said that at least 37 percent of them cited their behavior in developing media centers, either directly or as a result of their leadership. Another 19 percent pointed to their efforts in the development and/or implementation of the national standards for school media programs. Nearly another 19 percent referred to their activities associated with professional organizations. Approximately 27 percent of them responded by saying that they had presented and supported the unified media center concept in pre-service or continuing education programs. Other characteristics or accomplishments related to the continued degree of emphasis they placed on the concept in their writing; their personal dedication to teaching; and their firm commitment to the concept of service among others as being representative of their advocacy. It was certain that they perceived themselves as strong advocates of the unified media center concept.

The following seven sections in this summary refer to the comments made by only twenty-one of the respondents to the questions on current opinions of, and future planning for, school media center programs.¹

¹Mary Helen Mahar stated in a letter which accompanied her questionnaire that she would not respond to this section of the questionnaire since the U.S. Office of Education required clearance on information or comments which may be published. Such clearance was an involved process which her schedule did not permit her to pursue.

Written responses were received from six women; and taped commentary was returned by fifteen of the women.

Influences on the Development of Interest in the Concept

The women who contributed that their early interest in the concept generally resulted from actually adding audiovisual materials to the print collection represented 38 percent of the respondents. Some of these women began the integration of collections as early as the 1930s, e.g. Gaver and Doyle.

Seven, or 33 percent, of the women specifically cited other individuals, either by name and/or professional title, who were influential in the development of their interest in the concept. Sara Fenwick paid tribute to the leadership she had experienced which came from Frances Henne and Alice Brooks McGuire. Mary Gaver referred to the influence upon her philosophy made by Lucille Fargo; and Phyllis Hochstettler identified her former state superintendent of public instruction and Dr. Amo DeBernardis as guiding the conceptualization of her philosophy. Jean Lowrie referred to the leadership exhibited by the superintendent of schools to whom she was responsible in Oak Ridge, Tennessee; and Margaret Nichol森 acknowledged the leadership of her former superintendent, Lloyd Michael. Elizabeth Mann applauded Sara Srygley's influence while Lorraine Tolman commended the leadership of Frances Henne and Louis Shores.

At least three women, e.g. Lloyd, Miller and Nickel, indicated that their early interest was influenced as a result of their involvement

in the development or implementation of national standards. Others cited learning experiences in advanced study as being influential.

Another group, approximately 19 percent of the total, stated that their interest developed as a result of actually integrating all appropriate materials to improve their instructional skills when they were classroom teachers. Four other leaders, Bomar, Gaver, Tolman, and Yungmeyer, specifically said that they had never considered print and non-print materials as being separate. The other major influences cited related to the ideas presented in the professional literature or acquired as a result of involvement in professional activities.

The Materialization and Implementation of the Philosophy

Although many of the respondents did not indicate how they first envisioned the concept of unified media center services, those who did generally viewed it as the selection, acquisition, organization and circulation of all types of materials from a central location, usually the school library. Interestingly, this perception appeared compatible with Taylor's analysis of the stages in the development of the concept.¹

Again not all women responded specifically to the question as to whether or not the concept materialized as they had envisioned it, however 33 percent of them responded affirmatively and 5 percent reacted negatively.²

¹Reference is made to Chapter II of this study.

²Percentages computed in this and the following sections in the summary will not equal 100 since these women often contributed more than one idea.

Indicating that the concept developed slower than was envisioned were 10 percent of the respondents and another 14 percent not only thought the concept developed rapidly but also went beyond what they had first envisioned. This group said they had not considered how advances in technology; the creation of a wide range of information-bearing formats; and the inclusion of instructional development and design as professional responsibilities would affect school media center programs.

Major Contributions of School Media Center Personnel to the Development of the Concept

As might have been expected a majority, or 67 percent of the women indicated that the actual physical organization of the media center and the implementation of a program of services were the major contributions of school media personnel to the development of the concept.

The demonstration of the need for qualified personnel to administer the program; facilitating access to materials; promoting effective utilization of all media; and confirming that unified media center programs were economically sound were among other major contributions identified. Finally, 33 percent commented that the positive attitudes toward the concept and firm conviction in its potential contribution to the learning environment were the major contributions made by school media personnel.

Major Contributions of the School Media Center Concept to Education

Differences of opinion surfaced with regard to the contributions

made by the school media center concept to education. Even though the majority of the respondents were able to identify some contributions, at least two women, Shapiro and Sullivan, were either negative or less than enthusiastic because it was neither possible to see nor measure what the contributions were.

Nevertheless, 29 percent of the women indicated that the major contribution was providing for or furthering personalized or individualized instruction. Related to the idea of uniqueness in learners were 19 percent of the respondents who cited the recognition of varied styles of learning and the provision of materials to support alternatives in learning as major contributions.

Another 32 percent believed that supporting improvements in teaching strategies; providing flexible learning environments; facilitating access to materials; and promoting effective utilization of media were other major contributions to education.

Major Obstacles Related to School Media Services Today

The greatest number of respondents, 48 percent, stated that the lack of financial support which limited purchasing necessary materials and equipment and prohibited the addition of necessary staff in particular was the major obstacle related to unified school media center services today. In addition, and still related to funding, were the responses from another 19 percent of the women who cited the lack of federal funds as an obstacle. They maintained that the cessation of federal aid weakened state media offices, demonstration projects, and the development of regional centers.

Lack of adequate diversified, creative staff was cited as a component in another of the major obstacles which was categorized as personnel problems. One personnel problem was the obstinacy of some professionals to accept the concept of unified media centers. An additional 19 percent of the women specifically maintained that stress between librarians and audiovisual specialists still exists and that not all territorial disagreements have been eliminated.

Responses from 19 percent of the women indicated they believed that school media professionals have not demonstrated their worth. This obstacle was also related to the opinions of an additional 10 percent of the women who viewed the inability of media professionals to communicate with the administration, the faculty and the community at large as an obstacle. These statements appeared to support what another 19 percent of the women identified as a general lack of understanding about the role of the media center and the media specialist. Bomar in particular expressed her concern for problems related to defining the role the media specialist will need to assume in instructional development and design. These issues in developing optimum programs of service were obviously related to the lack of professional preparation which 33 percent identified as hindering leadership skill.

The lack of skills on the part of teachers to effectively use media in their instructional activities was alluded to by several respondents and cited as a specific problem by 14 percent of the leaders.

The analysis of the data supported the premise that the major obstacles related to school media center services today relate

specifically to the funding of media center programs; to the professional education of the personnel who will implement and administer the services; and to the personnel who will utilize the services provided.

Recommendations for Future Planning on a
National Level for School Media Programs¹

Recommendations were made by 23 percent of the women for improvements in library/media education programs and improvements in teacher education to better prepare them to use media center materials and services as being important in future planning on a national level for school media programs. Shapiro specifically recommended a stronger integration of the educational programs for school media personnel and teachers. This recommendation suggested a much closer relationship between the two educational programs than was elaborated upon by other leaders. Those leaders who called for improvements in accreditation criteria and enforcement represented 24 percent of the respondents.

Other recommendations focused upon the necessity (1) of greater support for media center services from local school boards; (2) for developing the administrator's awareness of the importance of responsive school media center programs; and (3) for implementing aggressive public relations programs each of which reflected the opinions of 12 percent of the women.

¹In addition to Mary Helen Mahar, four more women (Ersted, McJenkin, Nichol森, and Yungmeyer) declined to respond to the questions related to this and the final section. Percentages were computed on the basis of seventeen responses.

One respondent recommended that step-by-step procedures be developed to facilitate the implementation of the standards and two others felt that modifications in the terminology, used both in the current national standards and in the field at large, merited consideration in future planning.

One respondent recommended that good school media programs be identified for purposes of examining their unique characteristics; and another encouraged that serious consideration be given to including school media collections in national networking plans.

Finally, 24 percent of the leaders stated that support for research to ascertain how the media center contributes to the improvement of education specifically, and to the quality of life in general, was an essential consideration in future planning.

Specific Agencies Which Must Act to Improve School Media Services in the Future

The final area which the women were asked to consider dealt with the agencies they believed needed to act to improve school media services in the future. They were not only asked to identify the agency but to suggest what actions needed to be taken as well.

The women who clearly called upon AASL and AECT to cooperate in arriving at solutions to issues in school media center programs represented 71 percent of the respondents. Although one woman believed that the two associations should merge and form a strong association, and two others hinted at a merger, the recommendation suggested that serious cooperative action would be a major step forward.

State education departments were identified by 35 percent of the respondents as agencies who need to act in the future. Their actions should include avoidance of setting up programs in competition with those of school media centers; enforcing standards; working for improvements in funding; and providing improved consultant services to practitioners.

Accrediting agencies, e.g. National Commission on Accreditation of Teacher Education programs were identified by 35 percent of the respondents. These agencies were admonished to develop standards and enforce them; to evaluate programs, to train evaluators; and to monitor legislation.

Institutions of higher education where programs served to educate future media professionals and teachers were identified by 24 percent of the women. Improvements in pre-service and continuing education experiences must be considered and then implemented. These institutions were charged with the responsibility to review certification models and to improve the quality of school personnel in general.

National and state legislatures were cited by 29 percent of the leaders who stated that they must provide funds for school media services. Funds for research were requested by 12 percent of the respondents and they concurred that the U.S. Office of Education needed to lead in this respect.

Another 12 percent maintained that the National Commission on Libraries and Information Science must include school media personnel in developing networking plans and guard against school media programs

being excluded from cooperating with other libraries and information centers.

Approximately 47 percent of the leaders encouraged cooperative endeavors with other associations, e.g. International Reading Association and with other types of libraries. They recommended that these agencies work with media professionals to cooperate in planning programs of service and public relations activities.

Based upon the recommendations provided by the women it was evident that they view cooperative endeavors to be paramount in the future and that such endeavors must focus upon planning, developing, interpreting, and evaluating the outcomes of school media center programs.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this investigation was to identify the women in the school library or audiovisual fields who, within the period 1950 through 1975, advocated the merger of print and audiovisual materials and their associated services into an integrated service center which became known as the school media center.

This study could just as well have focused in addition upon the contributions made by men in the development of school media concept. However, the sole basis for limiting the study to women was a result of the consideration given to the reality that the amount of data would have been prohibitive. It was apparent from the professional literature cited in Chapter II of this study that men have contributed valuable perspectives on this concept. This awareness plus the fact that although the women in this study frequently named distinguished female colleagues who were instrumental in the development of their philosophies, they also named eminent male colleagues who influenced their philosophical beliefs. It was consequently apropos to recommend that consideration be given to replication of this study to identify the men in the school library or audiovisual fields who have demonstrated leadership in the concerns of the investigation.

Ten categories which reflected relationships to school media services and focused upon opportunities for leadership were defined. Generally the categories fell into two broad areas: (1) active work associated with professional organizations; and (2) active involvement with teaching and/or other scholarly pursuits. The categories which were used as a basis for identifying women's names follow.

Category 1: Women who served as presidents or executive secretaries of the American Association of School Librarians and/or the Association for Educational Communications and Technology.

Data were acquired by requesting the names of former presidents and executive secretaries from the Executive Secretary and Executive Director of AASL and AECT respectively.

Category 2: Women who have held the position of chief state consultant for school library, audiovisual and/or media programs.

Data were acquired by contacting the 1976 state consultants from whom the names of prior consultants were requested.

Category 3: Women who have served as presidents of state school library, audiovisual and/or media associations.

Data were sought by contacting the presidents of state associations from whom the names of previous presidents were requested.

Category 4: Women who have had articles they have written relative to the school media center concept indexed in Library Literature, Education Index and/or the Current Index to Journals in Education.

Data were accumulated by searching the indices identified above for articles written by women which supported some aspect of the school media center, or the theory related to it. Articles were retrieved and read.

Category 5: Women who have been nominated by heads of ALA-accredited library schools and by heads of graduate audiovisual programs identified in the Graduate Programs and Admissions Manual.

Data were acquired by requesting nominations from the heads of fifty-eight library science and seventy audiovisual education graduate programs.

- Category 6: Women who have presented papers, delivered keynote addresses, etc. at national conventions of the American Association of School Librarians and/or the Association for Educational Communications and Technology.

Data were acquired by searching the convention programs held in collections at the association headquarters in Chicago and Washington, D.C. respectively.

- Category 7: Women who have conducted experimental, historical or action research related to the school media center from 1950 through 1975.

Data were accumulated by searching the established bibliographic tools for citations and by conducting an Educational Resource Information Center (ERIC) data bank search.

- Category 8: Women who have written, co-authored, edited or compiled books related to the school media center program which conceivably could be, or have been, used as textbooks or supplementary reading in higher education courses leading to careers in school media center services.

Data were acquired by searching Cumulative Book Index (1950 through 1975) for titles pertaining to this study. Titles were retrieved and read.

- Category 9: Women who have served on the executive committees preparing the national standards for school library/media programs published from 1950 through 1975.

Data were acquired by listing the women whose names appeared on preliminary pages or in the addenda to the published national standards, 1950 through 1975.

- Category 10: Women who have been granted federal funds for university-sponsored institutes or other major programs designed to prepare participants for developing school media center programs.

Data were accumulated from lists supplied by administrators in the U.S. Office of Education.

No attempt was made to either assess the effectiveness of an individual's contribution or determine the extent of influence. It was assumed that involvement in the activity related to the category would place the individual in an influential position.

When all categorical data had been tabulated, the final stage in identifying the women was reached.

It was recognized that there was not equal opportunity for all women to be included in each category since some categories had inherent limitations imposed either by the time parameters or characteristics of the category, or both. The categories were analyzed to determine how many of them represented limited possibilities for the inclusion of a name and those which were conceivably open to any name being identified with it.

Those categories which represented limited opportunity for the inclusion of a name were numbers 1, 2, 3, 9 and 10. Those categories wherein any name could conceivably have been listed were numbers 4, 6, 7 and 8. Category 5 represented both limited and unrestricted opportunity for the inclusion of a name.

Acting on the premise that there were four categories with unlimited opportunity for professional contribution and for the inclusion of a name, it was decided that women whose names appeared in any four or more of the ten categories would be identified as leaders in the development and implementation of the school media center concept.

A total of 1,016 women's names were identified in the ten

categories; thirty-five of those names were associated with four or more of the categories. It was discovered that four of the leaders identified were deceased.

A questionnaire was mailed to each of the thirty-one living women. The questionnaire was designed to acquire personal and professional data and to obtain their responses to seven questions which dealt with their early interest in, current opinion of, and recommendations for school media center programs. The questions to which they responded follow.

1. Please explain what first influenced your early interest in the idea of combining school library and audiovisual materials and services in the public schools.
2. Please comment on whether or not the concept of unified school library and audiovisual services has materialized as you first envisioned it. How did you first see it? Has the implementation of the philosophy progressed as you had imagined?
3. What do you believe the major contribution of school media personnel to the development of the unified media center concept to be?
4. What have the major contributions of the school media center concept been to education?
5. What do you believe the major obstacles related to unified school media services are today and how do you believe they will be resolved?
6. What specific recommendations would you make for future planning on a national level for school media programs?
7. In your opinion what specific agencies must act to improve school media services in the future and what action should they take?

The women were asked to make their statements on the seven questions either in writing or preferably on the cassette tape which accompanied

the questionnaire. Copies of the tapes which were received were offered to selected special or archives collections.

Twenty-two women, or 71 percent of the total, returned completed questionnaires, fifteen of whom recorded the appropriate portion of the data requested on cassette tape. Conclusions and recommendations resulted from analysis of the data they supplied.

Conclusions

When all available data had been tabulated and analyzed, it was possible to respond to the research questions which prompted this investigation. Those questions were:

1. who were the women in the school library or audiovisual fields who demonstrated leadership in developing the school media center concept and its actualization;
2. were the contributions of these women recognized in terms of the extent of their involvement in developing and supporting the school media center concept; and
3. what insight did these women provide relevant to the current state of the school media center which could aid future media program planning and what recommendations did they have for such planning?

First, there were 1,016 names identified in the ten categories used as a basis for determining the identify of the women in the school library or audiovisual fields who demonstrated leadership in developing the unified school media center concept and its actualization. Of those 1,016 women, thirty-five were identified as leaders. The women who promoted the unification of school library and audiovisual services in the public schools from 1950 through 1975 were:

AHLERS, Eleanor	McGUIRE, Alice Brooks
ALEXANDER, Elenora	McJENKIN, Virginia
BOMAR, Cora Paul	McMAHAN, Marie
BURRIN, Esther	MAHAR, Mary Helen
DOYLE, Leila Ann	MANN, Elizabeth
ERSTED, Ruth	MILLER, Marilyn
FENWICK, Sara	NICHOLSEN, Margaret
FRARY, Mildred	NICKEL, Mildred
GAVER, Mary	PHILLIPS, LuOuida
HATFIELD, Frances	PORTTEUS, Elnora
HEFLEY, Sue	SHAPIRO, Lillian
HENNE, Frances	SRYGLEY, Sara
HOCHSTETTLER, Phyllis	SULLIVAN, Peggy
JOHNSON, Mary Frances	SWANSON, Mary Ann
KROHN, Mildred	TOLMAN, Lorraine
LLOYD, Helen	WHITENACK, Carolyn
LOHRER, Alice	YUNGMEYER, Elinor
LOWRIE, Jean	

Second, responses from twenty-two of the thirty-one surviving leaders indicated that exactly one-half of them had received some recognition for their contributions to the development of the school media center. However, a comprehensive systematic study of the extent of their involvement in developing and supporting the school media center concept was not discovered. That purpose was accomplished in Chapter V of this study which summarized the involvement of these women in the ten categories identified.

Third, the leaders identified did provide insight relevant to the current state of school media centers and recommendations for future planning.

Essentially, the opinions of the leaders were as follows:

1. the major contributions of school media personnel to the development of the concept had focused upon the actual organization of media centers and the implementation of programs; and school media personnel had demonstrated the need for qualified personnel to administer such programs;
2. the major contributions which the school media center concept had made to education focused upon promoting and supporting individualized learning, and giving further recognition to varied styles of learning and uniqueness in teaching strategies--all of which require access to a wide range of materials and guidance in their effective utilization for improving teaching/learning environments and experiences;
3. the major obstacles in administering school media services today relate specifically to the lack of funds necessary for materials and staff, and to the weaknesses in the professional education of both school media professionals and classroom teachers which result in inadequacies in interpreting the program and utilizing services at optimum levels respectively;
4. the future planning on a national level for school media center programs include specific consideration of the following recommendations:
 - a. library/media education programs must be improved to better prepare media professionals to develop their leadership skills especially for the purpose of interpreting the media program, its services and needs, to the total school community;
 - b. teacher education programs must also be improved to fully develop the teacher's skills in using all services and materials more effectively;
 - c. improvements in the criteria for the accreditation of library/media and teacher education programs must be considered, implemented and enforced;
 - d. there is great need for an increase in the funds from local, state and federal sources to be used for materials to support the instructional program and provide adequate qualified, creative staff to administer the media center program;

3. The faculty in teacher education programs must immediately evaluate the experiences they provide in pre-service or continuing education programs which pertain to developing the students abilities in using school media center services effectively; and where those experiences are non-existent, or weak, the faculty must initiate constructive change.
4. Accrediting agencies must institute self-evaluation of their evaluative criteria and enforcement procedures to ascertain whether they do encourage excellence in learning environments wherein competent professional teachers and school media personnel will be educated.
5. The leadership, in AASL and AECT, specifically the Executive Secretary, Executive Director, and the current Presidents, must pursue the development of a continuing, joint task force, or an equivalent, to work on the issues which are to effect school media services in the future, e.g. funding, certification of media professionals, intramedia approaches to improving teaching/and learning, developing public relations programs, among others.
6. Administrators in state departments of education must assess their commitment to the quality of school media services in their respective states and involve appropriate state associations in recommending improvements and working toward appropriate funding.
7. The U.S. Office of Education must initiate interaction with appropriate professional associations, agencies, or institutions to design and support cooperative research projects which are comprehensive enough to merit regional and/or national emphasis and recognition.
8. The National Commission on Libraries and Information Science should evaluate current and future planning wherein consideration is focused upon how school media center programs can contribute to, and benefit from, national networking plans.

With the reality in mind that 43 percent of the thirty-five leaders identified were either deceased or retired, and that the median age of the leaders was 59.9 years, the final recommendation in this study encourages that young people in the school media field seek and/or accept positions of leadership. The inevitability that the events of a

decade influence the condition in the succeeding one challenges that school media professionals act accordingly to ensure that school media center programs in the 1980s will indeed be the vital force which will constructively influence and improve the quality of life in the future.

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APPENDIX A

Category 1: Letters and Form

176 Parkland Drive
Southgate Estates
Bloomington, Illinois 61701
February 25, 1976

Mrs. Alice Fite
Executive Secretary
American Association of
School Librarians
50 E. Huron Street
Chicago, Illinois 60611

Dear Mrs. Fite:

I am presently engaged in the preparation of a dissertation in connection with my studies in the Department of Curriculum, Instruction and Media in the College of Education, Southern Illinois University at Carbondale. Briefly stated the study focuses upon the identification of women in the school library and audiovisual fields who advocated the unification of library and audiovisual programs in the public schools during the period 1950 through 1975.

I need your assistance in identifying the women who have served as executive secretaries and presidents of the American Association of School Librarians for the period, 1950 through 1975. I have included forms and a stamped, self-addressed envelope in order to assist you in helping me. Will you please return this information to me by March 15, 1976?

I will be pleased to send you a list of the women, once identified, who will be included in the study if you so indicate on the attached form. I sincerely appreciate your professional assistance and your generosity in terms of time and effort.

Respectfully yours,

Brenda M. Branyan
Assistant Professor
Department of Information Sciences
Illinois State University

BB/rne

Enclosure

A List of Executive Secretaries of the
American Association of School Librarians, 1950 through 1975

Name	Position and/or Address (if possible)
1950	
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Thank you and please return by March 15 to: Mrs. Brenda Branyon
176 Parkland Drive
Southgate Estates
Bloomington, Illinois 61701

 Yes, please send the list of women to be included in the study
which you offer.

List of Presidents of the American Association of School Librarians
1950 through 1975

Name	Position and/or Address (if possible)
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1975

Thank you and please return by March 15 to: Mrs. Brenda Branyan
176 Parkland Drive
Southgate Estates
Bloomington, Illinois 61701

176 Parkland Drive
Southgate Estates
Bloomington, Illinois 61701
February 25, 1976

Mr. Howard Hitchens
Executive Director
Association for Educational
Communications and Technology
1201 16th Street N.W.
Washington, D.C. 20036

Dear Mr. Hitchens:

I am presently engaged in the preparation of a dissertation in connection with my studies in the Department of Curriculum, Instruction and Media in the College of Education, Southern Illinois University at Carbondale. Briefly stated, the study focuses upon the identification of women in the school library and audiovisual fields who advocated the unification of library and audiovisual programs in the public schools during the period 1950 through 1975.

I need your assistance in identifying the women who have served as executive directors (or secretaries) and presidents of the Association for Educational Communications and Technology for the period, 1950 through 1975. I have included forms and a stamped, self-addressed envelope in order to assist you in helping me. Will you please return this information to me by March 15, 1976?

I will be pleased to send you a list of the women, once identified, who will be included in the study if you so

indicate on the attached form. I sincerely appreciate your professional assistance and your generosity in terms of time and effort.

Respectfully yours,

Brenda M. Branyon
Assistant Professor
Department of Information Sciences
Illinois State University

BB/rne

Enclosure

A List of Executive Secretaries of the
Association for Educational Communications and Technology

Name	Position and/or Address (if possible)
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Thank you and please return by March 15 to: Mrs. Brenda Branyan
176 Parkland Drive
Southgate Estates
Bloomington, Illinois 61701

List of Presidents of the
Association for Educational Communications and Technology

Name	Position and/or Address (if possible)
1950	
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1973

1974

1975

Yes, please send the list of women to be included in the study
which you offer.

Thank you and please return by March 15 to: Mrs. Brenda Branyon
176 Parkland Drive
Southgate Estates
Bloomington, Illinois 61701

APPENDIX B

Category 2: Letter and Form

176 Parkland Drive
Bloomington, Illinois 61701
April 3, 1976

Dear

I am presently engaged in the preparation of a dissertation in connection with my studies in the Department of Curriculum, Instruction and Media in the College of Education, Southern Illinois University at Carbondale. Briefly stated, the study focuses upon the identification of women in the school library and audiovisual fields who advocated the unification of library and audiovisual programs in the public schools during the period 1950 through 1975.

One of the categories of concern in the study pertains to identifying women who have served as chief consultant or supervisor for school library, audiovisual and/or media programs. The merger of some of the state supervisory positions in school library and audiovisual into "media units," while other states retained the more traditional autonomous units, makes identifying key personnel difficult. I would very much appreciate your assistance by providing me with a list of the names of people who were in the position as chief state consultant for school library, audiovisual and/or media services for the period 1950 through 1976.

To assist you in helping me I have included a stamped, self-addressed envelope and a form for listing the names of former consultants. If you are the chief state consultant for media services (wherein consultantships for school library and audiovisual services were merged) can you provide me with the names of the people who held the former positions as chief consultants as well? Would you send this data as soon as is possible please?

I extend both my sincere gratitude for your assistance and interest and best wishes for your continued success in your leadership position.

Very sincerely,

Brenda Branyan
Assistant Professor
Department of Information Sciences
Illinois State University

BB/pln

Enclosure

CHIEF CONSULTANTS OR SUPERVISORS REPRESENTING SCHOOL LIBRARY,
AUDIOVISUAL AND/OR MEDIA FIELDS

PLEASE COMPLETE THE FOLLOWING ITEMS

I. Name of the --

State:

Consultant's position title:

Current chief consultant:

II. Address:

III. Year the consultant or supervisor position was formed:

IV. Additional chief consultants or supervisors in this state concerned with school library, audiovisual or media programs are: (Please include the name and address of the present consultant, if possible.)

AUDIOVISUAL

MEDIA

LIBRARY

V. Former consultants or supervisors in the position I represent for the years 1950 (or the first year of its formation) through 1976 are as follows:

1950

1951

1952

1953

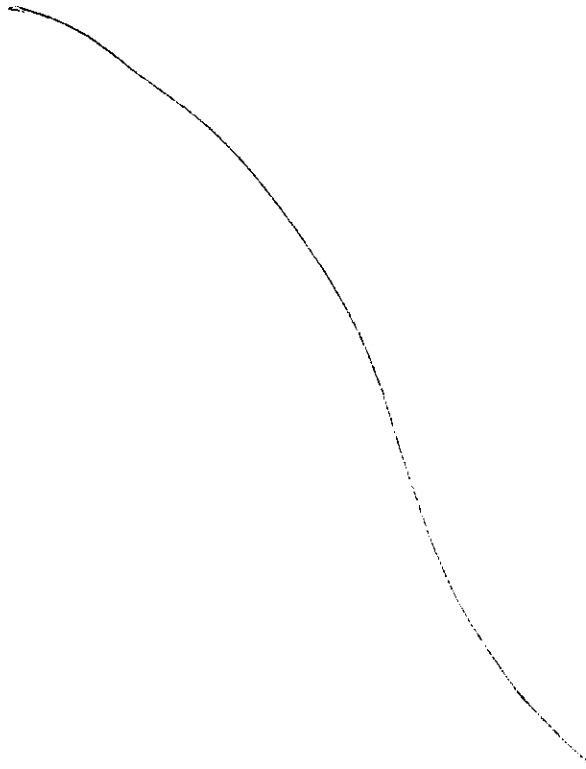
1954

1955

1956

1975

1976



APPENDIX C

Category 3: Letters and Form

176 Parkland Drive
Bloomington, Illinois 61701
March 15, 1976

Dear

I am presently engaged in the preparation of a dissertation in connection with my studies in the Department of Curriculum, Instruction and Media in the College of Education, Southern Illinois University at Carbondale. Briefly stated, the study focuses upon the identification of women in the school library and audiovisual fields who advocated the unification of library and audiovisual programs in the public schools during the period 1950 through 1975.

One of the categories of concern in the study pertains to identifying women who have served as presidents of state associations related to school library, audiovisual or media programs. The pattern of mergers of school library and audiovisual associations in some states while others retained the separate associations, and possibly added a "media" association, makes identifying such groups difficult. I would very much appreciate your assistance by providing me with a list of the people who were presidents of your state school library, audiovisual and/or media association for the period 1950 through 1976.

For your convenience in helping me I have included a stamped, self-addressed envelope and a form for listing the names of the association presidents. If you are the president of an association which was created by merging the former school library and audiovisual association, will you provide me with the names of the former presidents of those associations as well? Would you please send this data as soon as possible?

I extend both my sincere gratitude for your assistance and interest and best wishes for your continued success in your leadership position.

Very sincerely,

Brenda Branyan
Assistant Professor
Department of Information Sciences
Illinois State University

BB/rne

Enclosure

PROFESSIONAL ASSOCIATIONS REPRESENTING SCHOOL LIBRARY,
AUDIOVISUAL AND/OR MEDIA FIELDS

LIST OF PRESIDENTS

PLEASE COMPLETE THE FOLLOWING:

I. Name of the:

State:

Association:

Current association president:

II. Address:

III. Year association was formed:

IV. Additional associations in this state concerned with school library, audiovisual or media programs are: (Please include the name and address of the current president, if possible.)

LIBRARY

AUDIOVISUAL

MEDIA

V. Presidents of the association I represent for the years 1950 (or the first year of its formation) through 1976 are:

1950

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1968

1969

1970

1971

1972

1973

1974

1975

1976

176 Parkland Drive
Southgate Estates
Bloomington, Illinois 61701
March 15, 1976

Dear

I hope that it will be possible for you to assist me in acquiring some data which I desperately need for the completion of my dissertation. Can you help me get in contact with the president of one of your state school library, audiovisual and/or media associations?

I have enclosed a stamped, unaddressed envelope; would you add the name of one of the presidents representing the aforementioned associations and forward the letter and its contents? If you are unable to do this please return the letter to me.

I have mailed forms to those state presidents whose names I could locate, unfortunately some I could not identify and in some instances I have not received any returns.

If you have some suggestions for a better way by which I could obtain the names of the presidents of the associations in your state for the period 1950 through 1976, I would appreciate your guidance.

Thank you for your cooperation and assistance.

Cordially,

Brenda Branyan (Mrs.)
Assistant Professor
Department of Information Sciences
Illinois State University

BB/clb

Enclosure

APPENDIX D

Category 5: Letter and Nomination Sheet

176 Parkland Drive
Southgate Estates
Bloomington, Illinois 61701
March 3, 1976

Dear

I am presently engaged in the preparation of a dissertation in connection with my studies in the Department of Curriculum, Instruction and Media in the College of Education, Southern Illinois University at Carbondale. Briefly stated, the study focuses upon the identification of women in the school library and audiovisual fields who advocated the unification of library and audiovisual programs in the public schools during the period 1950 through 1975.

I need your assistance and would very much appreciate your taking a few minutes from your busy schedule to respond to the 3 items on the enclosed form. A stamped, self-addressed envelope is enclosed in order to assist you in helping me. I will be happy to supply a list of the women, once identified, who will be included in the study if you will indicate your interest at the bottom of the enclosed form.

I realize that this is one more request in addition to the many which you receive; however I hope that in the interests of professional assistance and research that you will help me. Should I ever be able to reciprocate, all you need do is ask. Thank you for your efforts in my behalf.

Respectfully yours,

Brenda M. Branyan
Assistant Professor
Department of Information Sciences
Illinois State University

BB/rne

Enclosure

NOMINATION SHEET¹

Please note: I assure you that I will treat the data you provide as confidential information; your name will not be used in direct connection with the nominations you make when the data are recorded in the study.

Please complete:

Please return to:

Name:

Mr. Brenda Branyan

176 Parkland Drive

Southgate Estates

Address:

Bloomington, Illinois 61701

In the 3 categories below, please nominate any women in the school library and audiovisual fields whom you feel have made a contribution to the development and implementation of the unified school media center concept.

1. Women on your faculty:

NAME

POSITION

2. Women who are graduates of your institution and teach at other colleges and universities:

NAME

POSITION

3. Women in the school library and audiovisual fields at large who in your estimation have exhibited leadership in the development of the school media center concept:

NAME

POSITION

Once again, thank you for your generosity in terms of time and professional assistance. If you would like the list of women who will be included in the study, please indicate by checking the appropriate space below.

Yes, please send me the list you offer.

¹The original copy was on a legal-size page format.

Outstanding Women
Who Promoted
the
Concept
of the
Unified School Library
and
Audiovisual Programs

1950
Through
1975

OUTSTANDING WOMEN WHO PROMOTED THE CONCEPT
OF THE UNIFIED SCHOOL LIBRARY AND AUDIOVISUAL PROGRAMS,
1950 THROUGH 1975

Names appear on this list as a result of having been identified with any four, or more, of the ten categories listed on the attached page.¹

AHLERS, Eleanor
ALEXANDER, Elenora
BOMAR, Cora Paul
BURRIN, Esther
DOYLE, Leila Ann
ERSTED, Ruth
FENWICK, Sara
FRARY, Mildred
GAVER, Mary
HATFIELD, Frances
HEFLEY, Sue
HENNE, Frances
HOCHSTETTLER, Phyllis
JOHNSON, Mary Frances
KROHN, Mildred
LLOYD, Helen
LOHRER, Alice
LOWRIE, Jean

MCGUIRE, Alice Brooks
MCJENKIN, Virginia
MCMAHAN, Marie
MAHAR, Mary Helen
MANN, Elizabeth
MILLER, Marilyn
NICHOLSEN, Margaret
NICKEL, Mildred
PHILLIPS, LuOuida
PORTEUS, Elnora
SHAPIRO, Lillian
SRYGLEY, Sara
SULLIVAN, Peggy
SWANSON, Mary Ann
TOLMAN, Lorraine
WHITENACK, Carolyn
YUNGMEYER, Elinor

¹The categories used in this study were developed as a method by which the women who had demonstrated leadership in the development of the school media center, 1950 through 1975, could be identified and recognized for their professional contributions.

CATEGORIES USED TO IDENTIFY WOMEN

The ten categories used as a basis for identifying the women to be included in this study are:

1. women who served as presidents or executive secretaries of the American Association of School Librarians and/or the Association for Educational Communications and Technology,
2. women who have held the position of chief state consultant for school library, audiovisual and/or school media programs,
3. women who have served as presidents of state school library, audiovisual and/or media associations,
4. women who have had articles they have written relative to the school media center concept indexed in Library Literature, Education Index and/or the Current Index to Journals in Education,
5. women who have been nominated by heads of ALA-accredited library schools and by heads of graduate audiovisual programs identified in the Graduate Programs and Admissions Manual,
6. women who have presented papers, delivered keynote addresses, etc. at national conventions of the American Association of School Librarians and/or the Association for Educational Communications and Technology,
7. women who have conducted experimental, historical or action research related to the school media center from 1950 through 1975,
8. women who have written, co-authored, edited or compiled books related to the school media center program which conceivably could be, or have been, used as textbooks or supplementary reading in higher education courses leading to careers in school media center services,
9. women who have served on the executive committees preparing the national standards for school library/media programs published from 1950 through 1975,
10. women who have been granted federal funds for university-sponsored institutes or other major programs designed to prepare participants for developing school media center programs.

Nibley Mobile Park
Lot 11, Route 1
Logan, Utah 84321
May 9, 1977

Dear

For the past two years I have been working on a doctoral dissertation which is designed to identify outstanding women who promoted the concept of the unified school library and audiovisual programs from 1950 through 1975. My purpose is to both recognize these women and synthesize from their comments collective statements which express opinions about the contemporary and future concerns in school media services. I fully recognize that dedicated men as well as women contributed to the development of the integrated media concept; however since this study was designed as a national study covering a twenty-five year period, I decided to limit it to the identification of women in order to examine and recognize the contributions made by at least part of the professional leadership.

It is with a high degree of respect and personal pleasure that, according to the categorical data I identified, you are one of the outstanding women whom I hope will participate in the final stage of this research by supplying the data requested on the enclosed questionnaire. As you examine the questionnaire you will note that guidelines for its completion preface each section. As you have observed, the ten categories which I have used as a basis for including women's names have been listed for you. You will also note that I have indicated the categories into which I have indexed your name on the first page of the questionnaire.

Pages 2, 3, and 4 of the questionnaire request personal and professional data. You will observe that pages 2 and 3 follow the format used to organize data in entries in Leaders in Education. This dissertation will include an alphabetical directory which, within its limitations, will supplement that directory of educators.

Page 5 requests information from you relevant to your opinions about the current state of school media programs and suggestions for future planning. I have included a cassette tape since it is my hope that you will record your remarks thus providing an

oral history record for future researchers. With your permission I will duplicate the tapes and dispose of them in the following manner. I will retain a copy as part of this research. A copy will be offered to the university libraries at Southern Illinois University at Carbondale and Utah State University, Logan; and a copy will be made available to the AECT Archives Collection, University of Iowa and to the ALA Archives Collection, University of Illinois.

I would also appreciate your providing me with your photograph. At the end of the questionnaire, I request your permission to use your comments and photograph in future writing related to, or in the reporting of, this study. I would like to begin assembling this data on May 30, 1977 and if I can have your responses before then I would be most grateful. If for some reason you do not wish to supply the data, would you kindly so inform me?

Please accept my sincere appreciation for your participation in the completion of this study. If I am skillful in synthesizing and reporting the data you supply, then it is highly possible that your knowledge, perspective and dedication to an ideal will aid media professionals in planning and implementing school media programs which will exemplify standards of excellence. Sincere best wishes for continued success and future health and happiness.

Respectfully yours,

Brenda M. Branyan
Assistant Professor
Department of Instructional Media
Utah State University

OUTSTANDING WOMEN WHO PROMOTED THE CONCEPT
OF THE UNIFIED SCHOOL LIBRARY AND AUDIOVISUAL PROGRAMS,
1950 THROUGH 1975

PERSONAL AND PROFESSIONAL DATA
AND CURRENT OPINION

Name: _____

The data I have collected over the past two years permit me to include your name in the following categories. If I have missed any data which you believe pertain to this study, or if there are any inaccuracies in the data recorded, please supply or correct as appropriate.

Category

PERSONAL AND PROFESSIONAL DATA

Please complete this section by supplying the information requested on this and the next two pages.

1. Name: Home Address:
2. Birthplace and Date:
3. Marriage Date and Children: (Name(s) of spouse, children)
4. Education: (Name of institutions, degrees, dates)
5. Present Position:
6. Past Position(s): (Please use the reverse side if space is inadequate---and please include the dates for positions held.)
7. Concurrent Positions: (Indicate here any special positions which were held concurrently, e.g. as a university professor you may have been asked to serve in some advisory capacity for a summer, for example.)

8. Honors and Awards: (Please indicate which of these were specifically related to recognition for your leadership in the development of the school media center concept.)

9. Society Memberships: (Professional only)

10. Publications: (Please include only those entries here which pertain to school media centers and are in addition to those I have provided in Categories 4, 7 and/or 8 on Page 1.)

11. Fields of Professional Interest:

CURRENT OPINION OF AND FUTURE PLANNING FOR
SCHOOL MEDIA PROGRAMS

Please use the cassette tape provided to record your thoughts about the following questions. If you will use the questions below as a basis for organizing your thoughts, it will facilitate synthesis of the data. In the event that no cassette recorder is available, or if you object to recording the data, please respond in writing and add additional pages as needed.

1. Please explain what first influenced your early interest in the idea of combining school library and audiovisual materials and services in the public schools.
2. Please comment on whether or not the concept of unified school library and audiovisual services has materialized as you first envisioned it. How did you first see it? Has the implementation of the philosophy progressed as you had imagined?
3. What do you believe the major contribution of school media personnel to the development of the unified media center concept to be?
4. What have the major contributions of the school media center concept been to education?
5. What do you believe the major obstacles related to unified school media services are today and how do you believe they will be resolved?
6. What specific recommendations would you make for future planning on a national level for school media programs?
7. In your opinion what specific agencies must act to improve school media services in the future and what action should they take?

Yes, you have my permission to both reproduce the tape and deposit the copies in the libraries you described. You may also use my photograph and my comments, taped or printed, in future writing related to, or in the reporting of, this study. I assume that you will credit me with ideas, perspectives or direct quotations which I have provided. I further assume that you will make every effort to preserve the intent of direct quotations.

Signature _____

Date _____

In the envelope I have provided, please return the following:

- (1) The questionnaire
- (2) Your photograph
- (3) The cassette tape

This study is being conducted under the guidance of the following faculty members at Southern Illinois University at Carbondale:

Dr. Doris C. Dale, Chairperson
 Dr. Fred Jurgemeyer
 Dr. Irving Spigle
 Dr. Arthur Aikman
 Dr. Abraham Mark

I wish to thank each participant in advance for the generosity expressed in completing this questionnaire. Your participation is crucial to the success of this study.

THANK YOU!

APPENDIX F

Category 1: Names of Women Identified

Ahlers, Eleanor	Lowrie, Jean E.
Alexander, Elenora	McAllister, Mariana
Batchelor, Lillian	MacBean, Dilla
Bomar, Cora Paul	McGinniss, Dorothy
Burrin, Esther	McGuire, Alice Brooks
Day, Nancy Jane	McJenkin, Virginia
DeAngelo, Rachael	Mahar, Mary Helen
Fenwick, Sara	Martin, Laura K.
Fite, Alice	Nicholsen, Margaret
Gaver, Mary V.	Phillips, LuOuida V.
Hatfield, Frances	Portteus, Elnora
Hochstettler, Phyllis	Reid, Margaret K. W.
Hyer, Anna L.	Whitenack, Carolyn I.
Keath, Mary Lee	Williams, Elizabeth O.
Letsinger, Judith	Young, Roberta
Lloyd, Helen	

APPENDIX G

Category 2: Names of Women Identified

Adams, Harriet	Clemmer, Hildagarde
Ahlers, Eleanor	Cole, Georgia
Albers, Jo	Collins, Constance C.
Alexander, E. Mona	Cooper, Leila Grace
Alexander, Sheila	Crawford, Carolyn
Babcock, Ruth	Dalbotten, Mary
Bailey, Nella	Day, Nancy Jane
Battey, Jean D.	De Bruler, Olive
Bell, Sarah Jane	de Grummond, Lena Y.
Bennett, Helen	Dietz, Dolores
Bomar, Cora Paul	Dober, Virginia
Bonner, Lucy	Downes, Valerie
Boyvey, Mary R.	Downing, Hilda
Brumback, Elsie L.	Dunlap, Myrtle
Buckingham, Betty	Earls, Rebecca
Buresh, Genevieve L.	Edsal, Judith M.
Burrin, Esther	Ehrhardt, Margaret
Canterbury, Nancy Jo	Ersted, Ruth
Cerjanec, Ruth	Falsone, Anne Marie
Choncoff, Mary	Farris, Alice Held
Chun, May	Fredenburg, Vera
Clark, Rheta A.	Galloway, Louise

Garver, Lois	Mahaffey, Nina
Geis, Elizabeth	Mason, Mary Stuart
Gillentine, Jane	Melton, Eloise Camp
Goodwin, Georgie	Meredith, Louise
Graham, Mae	Miller, Marilyn L.
Griffon, Heloise	Moore, Mattie Ruth
Groover, Eloise T.	Morgan, Betty J.
Gullette, Irene	Motomatsu, Nancy
Hanna, Mary Ann	Newman, Audrey
Hanning, Ann Whitehead	Newman, Irene
Harman, Eleanora	Nickel, Mildred
Hefley, Sue	Parker, Elizabeth
Henchel, Jean	Prideaux, Elizabeth
Hightower, Grace	Rees, Louise
Hobson, Jane	Ruark, Ardis L.
Hochstettler, Phyllis	Rutherford, Margaret
Hunter, Lora	Sanford, Alice
Izumo, Patsy	Saukhonen, Mirjam
Jones, Sarah	Schratweiser, Ann
Kennedy, Anna Clark	Scurrah, Lore
Kittock, Monica	Seydel, Ruth
Krentzman, Sara	Sivak, Marie Rose
LaCoste, Roberta	Sougstad, Marjorie
Land, Phyllis	Sullivan, Altha
Letsinger, Judith G.	Terhune, Joy
McGarey, Wilma	Vaughn, Darlene

Vold, Anna May

Voss, Anne

Wieman, Jean

Whitenack, Carolyn

Young, Roberta

Yungmeyer, Elinor

APPENDIX H

Category 3: Names of Women Identified

Able, Eileen	Beal, Betty
Adams, Geneva	Beasley, Lee
Adriance, Lois	Beasley, Nancy
Ahlers, Eleanor	Bedford, Louise
Ainsley, Lucy	Belk, Evelyn
Alcorn, Glenda	Bell, Jo Ann
Alexander, Margaret	Benjamin, Lillie
Allen, Helen	Benson, Laurel
Alston, Annie May	Bentley, Ruth
Anckner, Ada	Benton, Flora
Armstrong, Kay	Berg, Edna
Baechtold, Marguerite	Betz, Josephine
Baggett, Effie	Bias, Elizabeth
Baker, Esther	Bierman, Margaret
Baker, Linda	Billing, Earlene
Ball, Diane	Blake, Dorothy
Balz, Eloise	Blodgett, Elizabeth C.
Banks, Florence	Blomgren, Carolyn
Barber, Carol	Booker, Barbara
Barclay, Gloria	Boomershine, Reba
Barnett, Catherine	Borchin, Anna

Bossuyt, Kathryn	Carroll, Elizabeth
Bowman, Helen	Carstens, Jane
Boyd, Mary G.	Carter, Annie Jo
Boyvey, Mary	Carter, Yvonne
Bradley, Florene	Cassedy, Ora
Brewer, Margaret	Chaney, A. Virginia
Brinkman, Kay	Chesson, Reva
Brown, Hazel	Cheves, Clara
Brown, Helen	Clark, Louise
Brown, Netta	Clark, Ruth
Brown, Ruby	Coachman, Dorothea
Bruer, Edith	Coates, Frances
Buell, Ruth	Coker, Mary
Bullock, Helen	Cole, Doris
Bump, Myrna	Collins, Tressa
Burkhart, Marie	Conrad, Carolyn
Burnett, Helen	Cool, Mary
Burns, Marjorie	Cooper, Leila Grace
Cahall, Mary	Cooper, Leone
Camberg, Sherie	Corgan, Martha
Campbell, Pauline	Corkle, Violet
Cannon, Dortha	Cornish, Evelyn
Carey, Avis	Corrich, Grace
Carlton, Helen	Coward, Gertrude
Carpenter, Mary Elizabeth	Cox, Dorothy

Coye, Charlotte	Dunkley, Grace
Craig, Genevieve	Dunn, Chlora
Craig, Lois	Eakin, Mary
Crain, Wilma	Easley, Cornelia
Cramer, Ruth	Edwards, Leneil
Craver, Lois	Edwards, Una
Cravey, Wilma	Ellis, Myrtle
Crow, Evlyn	England, Mary Belle
Crump, Marcella	Fain, Robin
Currier, Nell	Fambrough, Evelyn
Cypher, Irene	Fattig, Helen
Cyr, Helen	Ferguson, Margaret
Daughdril, Lucille	Ferring, Geraldine
Davis, Helen E.	Fields, Virginia
Davis, Irene	Finnigan, Claire
de Cordova, Frances	Flagg, Ethelyn
Dees, Margaret	Floyd, Helen
DeRuff, Alene	Floyd, Nan
Dewar, Jo	Fouts, Numia Lee
Disbrow, Velma	Fowler, Harriet
Dixon, Rosebud	Fox, Virginia
Dolezal, Norma	Franklin, Ann
Doran, Marie	Franklin, Catherine
Downs, Rubye	Frary, Mildred
Driskell, Hermione	Fugate, Margaret
Duncan, Emma	Fuxa, Mary

Gamer, Geraldine	Gullette, Irene
Gearin, Louvan	Hale, Hilda D.
Gebhart, Genevieve	Haley, Marie
Gehring, Olive	Hamilton, Muriel
Geisler, Thalia	Hanks, Dorothy
Giambrone, Eunice	Hanson , Ruth
Gibbony, Hazel	Hardtke, Joyce
Gibson, Ruby	Harris, Margaret
Gill, Mildred	Hatfield, Frances
Glass, Christina	Haugaard, Anne
Glidden, Iris	Hay, Dora Leavitt
Goble, Marg	Hayner, C. Irene
Golden, Alice	Heald, Dorothy
Gooch, Janie	Hefley, Sue
Grant, Rita	Heisler, Ruth
Gray, Alice	Hellene, Dorothy
Green, Mildred	Heller, Frieda
Greer, Phyllis	Hettich, Helen
Gregory, Lois	Higley, Luella
Grider, Marcella	Hilfiker, Ruth
Griffith, Terry	Hill, Alma
Griffiths, D. G. (Mrs.)	Hiltzheimer, Sara
Griffon, Heloise	Hobart, Margaret
Griggs, Helen	Hodges, Elizabeth
Grow, Elva	Hoffman, Patricia
Gullett, Sarah	Hogan, Rose

Hokanson, Naomi	Kent, Nelda
Holland, Elsie	King, Virgie
Holmes, Caroline	Kinney, Ruth
Hontz, Glady	Kinsinger, Addie
Hood, Lottie	Kirk, Mary Lou
Hooligan, Genevieve	Klaus, Brunette
Horsman, Joyce	Klontz, Mary Ross
Horton, Evelyn	Koch, Yvonne
Horton, Marion	Kramer, Ellanora
Hough, Maxine Larson	Kolwyck, Augusta
Howerton, Doris	Krohn, Mildred
Hughes, Merlie	Lamb, June
Hunter, Lora	Lambert, Virginia
Ireland, Jimadean	Land, Lois
Irwin, Zola	Landers, Frances
Jacobs, Lorene	Lankford, Mary
James, Viola	Larson, Linda
Jameson, Leonella	Larson, Peggy
Jones, Anna	Lathrope, Mary
Jones, Vivian	Lattimer, Eleanor
Jordan, Marion	Lawrence, Arleta
Justin, Laura Dell	Lawrence, Barbara
Kager, Marguerite	Lee, Virginia
Keathley, Katharine	Lees, Gladys
Kelly, Marion	Leibowitz, Margaret
Kemlein, Gertrude	Leon, Fran

Lesh, Nancy	McLean, Lillian
Lewis, Helen	McMahan, Marie
Lewis, Laura	McNally, Crystal
Lindesmith, Marion	McNeil, Myrtle
Lindley, Margaret	Mace, Eunice
Linnenbruegge, Gertrude	Mahan, Gertrude
Little, Doris	Mann, Elizabeth
Logan, Nancy	Mann, Peggy
Logsdon, Irene	Marchand, Jeamine
Longley, Ruth	Marie, Sister Jane
Love, LaNelle	Martin, Grace
Lowe, Cornelia	Matthews, Mary
Lowman, Margaret	Melton, Vera
Lowrey, Anna Mary	Mensing, Irene
Lum, Lillian	Mets, Sally
Lynch, Frances	Meyer, Beatrice
McCall, May	Meyer, Mary
McCauley, Hannah	Miles, Jane
McCrary, Marian	Miller, Gladys
MacDonald, Mabel	Miller, Ingrid
McDonnell, Audrey	Miller, Marilyn
McGinnis, Esther	Miller, Peggy
McIntyre, Margaret	Milstead, Agnes
MacKeller, Lorna	Mitchell, Helen
McKinney, Eleanor	Montgomery, Ada
McKinney, Louise	Montgomery, Christa

Moody, Juliette	Nix, Frances
Moore, Helen	Normes, Ruth J.
Moore, Jerrel	Oliver, Margaret
Moore, Mary	Olson, Bess
Moore, Ruby	Ownley, Mary G.
Moore, Sarah	Paddock, Beatrice
Morgan, Deurene	Pagel, Doris
Morrison, Eilene	Panasuk, Sue
Morse, Elizabeth	Paris, Ethlyn
Mowll, Maxine	Parker, Pauline
Mudd, Isabelle	Parsley, Zada
Mulholland, Constance	Partch, Mildred
Mullennix, Ellen	Patterson, Virginia
Mullis, Mildred	Pattison, Marjorie
Muntz, Margaret	Patton, Audrey
Murray, Zella	Patton, Joan
Myrick, Pauline	Paxton, Harry Wood (Mrs.)
Mysakowee, Joan	Pearce, Thelma
Neal, Karl (Mrs.)	Pearson, Bev
Neil, Marian	Pennypacker, Arabelle
Nelson, Jean	Pepper, Ruth
Nesom, Ruth	Peterson, Jean
Newell, Ethel	Pierce, Mildred
Newsom, Mallie	Place, Doris
Nicholsen, Margaret	Poole, Ann
Nickey, Dorothy	Portteus, Elnora

Potter, Hazel
Prichard, Hazel
Proctor, Irene
Provo, Myra
Purcell, Mary
Quigley, Blanche
Rankin, Pauline
Raught, Floramae
Reagor, Ruth
Rees, Frances
Rehring, Margaret
Reid, Dula
Reid, Frances
Reimche, Edna
Rheay, Mary Louise
Rice, Evelyn
Rice, Juanita
Riddle, Felsie
Riedinger, Louise
Riggs, Faye
Riske, Joy
Roberts, Jo Nell
Roberts, Judy
Robinson, Margaret
Rogers, Lucile
Rogers, Sue
Romweber, Margaret

Ross, Margaret
Ross, Polly
Ross, Yvonne
Royston, Jean
Royston, Mary
Ruark, Ardis
Rumsey, Kay
Ruff, Virginia
Sachse, Gladys
Saylor, Margaret
Schader, Freddy (Miss)
Schaeve, Marjorie
Schanz, Virginia
Schmitz, Eugenia
Schramling, Marjorie
Schrimsher, Ann
Schulte, Virginia
Scott, Billie Jean
Scott, Grace
Scott, Marian
Sealy, Louise
Sebby, Helen
Seiler, Helen
Sharp, Kathleen
Sheherd, Mary Sue
Shelton, Kay
Short, Mary Alice

Sillers, Polly Ann	Summer, Vanica
Silvermail, Margaret	Taylor, Angie
Simmons, Eleanor	Taylor, Laura
Sloan, Thelma	Taylor, Marion
Smith, Josephine	Telben, Ethel
Smith, Margeurite	Terrill, Mary Ella
Smith, Mildred L.	Theus, Theodosia
Smith, Pearl	Thomas, Ailine
Smith, Susan	Thomas, Lucille
Snyder, Mary Frances	Thomassen, Cora
Sorrier, Elizabeth	Thompson, Jean
Southall, Irene	Thompson, Kathryn
Speer, Eunice	Thompson, Ruth
Speiser, Adel	Thompson, Sidney (Mrs.)
Stafford, Elizabeth	Thornley, Phyllis
Stancil, Nelleen	Thornton, Evelyn
Standiford, Elisabeth	Tice, Wilma
Stapleford, Lois	Tindol, Lucile
Steadman, Hazel	Tinsley, Margie
Stephens, Elizabeth	Torricelli, Betty
Stephenson, Lillian	Trakel, Newell
Stevenson, Maxine	Travillian, Mary
Steward, Rosmaye	Travis, F. Geneva
Stewart, Willodene	Trotter, Lavinia
Strauss, Phyllis	Trower, Ruby
Strebel, Jane	Tuckson, Barbara
Stucky, Martha	Turner, Mabel

Turner, Marian	Whitacre, Helen
Ulm, Ruby	White, Marjorie
Ulm, Sandra	White, Ruth
Underwood, Anne	Whitenack, Carolyn
Underwood, Mable	Whiting, Helen
Urban, Jean	Wichers, Jean
Vaughan, Mary Carruth	Wickham, Myrtice
Vogelsang, Mildred	Wiita, Mae
Voorhies, Myra	Wilford, Valerie
Vroman, Laura	Williams, Clarice
Wade, Wilma	Williams, Elizabeth
Walker, Helen	Willis, Sharon
Ward, Gladys	Wilson, Allie
Ward, Lois	Winans, Barbara
Ward, Ruth	Wood, Ethel
Watkins, Ruth	Wooten, Mildred
Weaver, Eldra	Wright, Marcia
Webster, Mary	Yoho, Betty
Wedge, Laura	Young, Elizabeth
Weinzetl, Sharon	Younger, Mildred
Welken, Marion	Yusk, Stanley (Mrs.)
Welsh, Helen	Zimmerman, Marguerite
Welsh, Shirley	
Wenberg, Louise	
Western, Dorothea	
Wheat, Geneva	

APPENDIX I

Category 4: Bibliography of Articles Identified

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- Ainsworth, Irene. "School Library as a Materials Center Should Include All Media of Communication: A Committee Report." Illinois Libraries 35 (November 1953):392-394.
- _____. "Today's Library Becomes a Materials Center." Library Journal 80 (February 1955):473-475.
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APPENDIX J

Category 4: Names of Women Identified

Adams, Elsie Dee	Crawford, Lura
Ahlers, Eleanor	Croft, Carolyn
Ainsworth, Irene	Cyr, Helen
Alexander, Elenora	Dewar, Jo
Anthony, Louise	Douglas, Mary Peacock
Baker, Wretha	Doyle, Leila Ann
Batchelor, Lillian	Dunn, Chlora
Bauerle, Helen	Edwards, Ida May
Baumer, Ruth	Elthorp, Irene
Belcher, Faye	Falsone, Anne Marie
Berry, June	Fast, Betty
Best, Camilla	Finnegan, Constance
Beust, Nora	Fite, Alice E.
Bingham, Elizabeth	Foley, Margaret
Bomar, Cora Paul	Gardner, Brenda
Brandt, Madeline	Gaver, Mary
Brister, Mabel	Geller, Evelyn
Broderick, Dorothy	Godfree, Dorothea
Brumback, Elsie	Greer, Phyllis
Chisholm, Margaret	Hall, Ardis
Clay, Rena	Hanna, Mary Ann
Cory, Patricia	Harman, Eleonora
Cox, Dorothy	Hatfield, Frances

Helms, Annie Lou	Mahoney, Sally
Henne, Frances	Mann, Mary Louise
Hochstettler, Phyllis	Martin, Betty
Hoverson, Myrtle	Mattison, Helen
Jameson, Leonella	Miller, E. Kathryne
Jay, Hilda	Miller, Marilyn L.
Johnson, Mary Frances Kennon	Miller, Marjorie
Jones, Milbrey	Moore, Margaret
Katz, Beatrice	Moran, Virginia
Kingbury, Mary	Moses, Kathlyn
Knight, Hattie	Moss, Margaret
Krohn, Mildred	Myers, Alpha
Kulwicki, Barbara	Newman, Audrey
Lembo, Diana	Nicholsen, Margaret
Like, Doris	Odom, Murvise
Lohrer, Alice	Polette, Nancy
Lowrie, Jean	Portteus, Elnora
McCalla, Nelle	Powell, Judith
McGinniss, Dorothy	Pressler, Joan
McGuire, Alice Brooks	Preston, Ellinor
McIntyre, Blanche	Randazzo, Corinne
McJenkin, Virginia	Rees, Louise
McKinney, Louise	Reid, Chandos
McMahan, Marie	Richard, Ethel
Mahaffey, Nina	Rufsvold, Margaret
Mahar, Mary Helen	Sager, Lynn

Schang, Marlene
Shapiro, Lillian
Simmons, Florence
Smith, Alice G.
Smith, Morene
Smith, Patricia S.
Srygley, Sara Krentzman
Sullivan, Peggy
Swanson, Mary Ann
Tolman, Lorraine E.

Turk, Beatrice
Vinson, LuOuida
Ward, Andd
Weller, Elizabeth
Whitehead, Ann
Whitenack, Carolyn
Wichers, Jean
Yungmeyer, Elinor
Ziegler, Rita
Ziering, Rebecca

APPENDIX K

Category 5: Names of Women Identified

Ahlers, Eleanor	Boyvey, Mary
Allen, Helen Patton	Bracken, Margaret
Anderson, Celia	Brady, Marie
Anderson, Joyce	Brainard, Lois
Armitage, Catherine	Branyan, Brenda
Baker, Margaret W.	Braun, Beverley
Ball, Diane	Braunagel, Judith
Barber, Carol	Breivik, Patricia Senn
Bard, Therese	Brown, B. Susan
Barrette, Elise	Buckley, Cozetta
Becklund, Arloene	Burge, Nancy
Beilke, Patricia	Burt, Lesta
Bell, Marion (Lowry)	Bush, Nancy W.
Berlant, Sally	Butler, Patricia S.
Biagini, Mary Kay	Byers, Montez
Blain, Beryl	Cairns, Marie
Blake, Dorothy	Carlisle, Carol
Blue, Bonnie	Carter, Annie Jo
Boaz, Martha	Cavanagh, Gladys
Bomar, Cora Paul	Cefalo, Carolyn
Boudreau, Ingeborg	Chatton, Mildred V.
Boyce, Emily	Chisholm, Margaret

Christensen, Fern	Fenwick, Sara I.
Clark, Geraldine G.	Fitzgibbons, Shirley
Clark, Linda	Fletcher, Kathleen
Clark, Sylvia	Flick, Carol
Cofer, Gay	Fowler, Barbara
Cole, Doris	Frank, Nathalie
Connors, Lavinia M.	Franklin, Cathryn
Coon, Christa	Frary, Mildred
Correll, Lou	Freeman, Patricia
Costantini, Kathleen	Frasing, Marjanna
Coughlin, Caroline	Fuller, Miriam
Cox, Dorothy	Galey, Minaruth
Crawford, Lura E.	Gardner, Kathryn
Crowder, Dorothy	Gaver, Mary V.
Crummer, Harriette	Gebhart, Genevieve
Daniel, Evelyn H.	George, Edrie
Davies, Ruth	Geppert, Alida
Davis, Ann	Graham, Mae
deCordova, Frances	Grazier, Margaret H.
Denman, Margaret	Greenberg, Marilyn
Des Rosiers, Elaine	Groover, Eloise
Douglas, Mary Peacock	Guss, Carolyn
Dunkley, Grace	Hanna, Mary Ann
Ersted, Ruth	Hannigan, Jane
Fast, Elizabeth, T.	Harman, Virginia
Feinberg, Hilda	Hatch, Lucile

Hatfield, Frances	Kalp, Margaret
Hawthorn, Muriel	Kelly, Anne
Hellene, Dorothy	Kimmel, Margaret
Helser, Bettie R.	Knerr, Thelma
Henne, Frances	Knight, Hattie
Herring, Billie Grace	Kromer, Edith
Hershman, Virginia	Kunkle, Hannah J.
Hightower, Grace	Lanmon, Linda
Hodson, Yvonne	Larkin, Audrey
Hoffman, Elizabeth	Laughlin, Mildred
Hove, Nancy	Lee, Evelyn
Hudgins, Eula	Lee, Shirley L.
Hunt, Mary Alice	Leigh, Joan
Hyer, Anna L.	Lesneskie, Janis
Jackson, Clara	Lewis, Elizabeth
James, Viola	Lewis, Joan D.
Johnson, Bettye U.	Lilley, Dorothy
Johnson, Inez	Lloyd, Helen
Johnson, J. (Dr.)	Lohrer, Alice
Johnson, Mary Frances K.	Lowrey, Anna Mary
Jones, Ann Marie	Lowrie, Jean
Jones, Catherine	Lum, Lillian
Jones, Charlotte	McCauley, Elfrieda
Jones, Pauline	McCauley, Hannah
Jordan, Pat	McChesney, Kathryn
Jussim, Estelle	McCloskey, Elinor

McCowan, Nora B.
McGinniss, Dorothy
McGuire, Alice Brooks
McKinney, Eleanor
McMahan, Marie
Macon, Myra
Maillet, Lucienne
Mandela, Marian
Mann, Elizabeth B.
Marston, Edgel
Martin, Barbara
Martin, Nina
Matesic, Kathy
Mauldin, Eugenia
May, Jill
Mecham, Marilyn
Meredith, Louise
Merkelson, Elizabeth
Messina, Karen
Meyers, Judith K.
Michand, Noreen
Middleton, Bernice
Milicia, Maureen
Miller, Inabeth
Miller, Janeen
Miller, Lois
Miller, Marilyn L.
Miller, Patricia
Mills, Josephine
Mills, Joyce
Moulton, Priscilla
Murphy, Beatrice
Myatt, Barbara
Nicholsen, Margaret
Nickel, Mildred
Nickey, Dorothy
Nolan, Jeanne
Nolde, Carol
Noonan, Eileen F.
Noonan, Suzanne
Olmsted, Janice
Ormston, Ruth
Oxford, Jacquinn
Palling, Barbara
Paulin, Mary Ann
Penn, Vivian Sue
Petithory, Melanie
Phillips, LuOuida V.
Pinkerton, Marjorie
Piper, Linda
Plumley, Virginia
Polite, Edmonia B.

Pond, Patricia	Sivells, Wanda
Porter, Susan F.	Skelton, Juanita
Portteus, Elnora	Skidmore, Carolyn
Posner, Marcia	Smith, Alice
Pula, Marilyn	Smith, Lotsee
Rees, Louise F.	Smith, Susan S.
Reifel, Louie	Smith, Vickie
Remy, Therese Sr.	Snyder, Diane
Riccio, Evelyn	Southern, Iris
Richardson, Selma	Spirt, Diana
Robinson, Carrie	Srygley, Sara
Rounds, Anne	Staatz, Evelyn
Rowan, Betty	Stephens, Elizabeth M.
Rufsvold, Margaret	Stevens, Dorothy
Rusk, Aliee	Stevenson, Maxine
Salvatore, Lucy	Sullivan, Marjorie
Sayer, Joan	Sullivan, Peggy
Schon, Isabel	Swanson, Mary Ann
Schormann, Marguerite	Swyers, Betty
Schusky, Mary Sue	Taylor, Marion
Scott, Marian	Terry, Eleanor
Searson, Marilyn	Thomas, Lucille
Shapiro, Lillian	Thomason, Nevada
Shaw, Kay	Thomassen, Cora
Sheehan, Gladys	Thornley, Phyllis
Sherrer, J. (Dr.)	Tolman, Lorraine

Tom, Choy Loy
Trickey, Katherine
Van Orden, Phyllis
Vance, Jane
Waldrop, Ruth
Ward, Pearl
Wehmeyer, Lillian
Wheeler, Mary
White, Eula T.
White, Lois
Whitenack, Carolyn

Wichers, Jean
Wilford, Valerie
Williams, Marjorie L.
Willis, Sharon
Witucke, Virginia
Woodland, Lillian
Woodworth, Mary L.
Woolis, Blanche
Young, Tommy
Yungmeyer, Elinor

APPENDIX L

Category 6: Names of Women Identified

Ahlers, Eleanor	Gibbon, Hazel
Ainsley, Lucy	Griffith, Alice
Alexander, Elenora	Guss, Carolyn
Baker, Dorothy R.	Hannigan, Jane
Beilke, Patricia	Hatfield, Frances
Bomar, Cora Paul	Hefley, Sue
Borden, Page	Herrick, Anita
Brown, Helen	Hightower, Grace
Burrin, Esther	Justin, Laura Dell
Butters, Bernadine	Kelly, Virginia
Chisholm, Margaret	Kingsbury, Mary
Currie, Dorothy	Krohn, Mildred
Dean, Frances C.	Lake, Leone
Dilworth, June	Lloyd, Helen
Divizia, Margaret	Lohrer, Alice
Doyle, Leila	Londean, Ruth
Fenwick, Sara I.	Lowrie, Jean
Frary, Mildred	McJenkin, Virginia
Fraser, Margaret A.	McKinney, Eleanor
Gallagher, D. Nora	McMahan, Marie
Galloway, Louise	Mahar, Mary Helen
Gaver, Mary V.	Meredith, Louise

Moline, Ruth

Newman, Audrey

Nicholsen, Margaret

Rice, Helen

Sullivan, Janet

Swanson, Mary Ann

Trone, Connie

White, Ruth

Whitenack, Carolyn

Wilkerson, Mary

Williams, Elizabeth O.

Wood, Johanna

Woolls, Blanche

APPENDIX M

Category 7: Research Identified

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APPENDIX N

Category 7: Names of Women Identified

Ahlers, Eleanor	Geppert, Alida
Algermissen, Charlotte	Giannotta, Kathryn
Bair, Julia	Gregg, Shelah
Baker, Hazel	Grinstead, Vera M.
Beilke, Patricia	Guill, Anna
Blakely, Helen	Harris, Martha
Cantor, Phyllis	Hellene, Dorothy
Chang, Jessie	Henry, Marion
Cohen, Bernice	Holm, Frances
Comer, Marjorie	Holzberlein, Deanne
Croft, Carolyn	Jaquet, Gertrude
Crosby, Ruth	Jay, Hilda
Daniel, Evelyn	Jenkins, Larena
Davis, Lattice R.	Jetter, Margaret
Deaderick, Judith	Johnson, Mildred
Downes, Valerie	Jones, Mary H.
Eberhard, Neysa	Jones, Milbrey
Edge, Gwendolyn	Lee, Anna
Everett, Marvalinia	Lewis, Patricia
Gaver, Mary V.	Lloyd, Helen
George, Donna Dee	Lohrer, Alice

Loudy, Angela

Lowrie, Jean

McAllister, Jeanne

Maclean, Peggy

Mandell, Beverly

Mann, Elizabeth

Miller, Marilyn L.

Miller, Rosalind E.

Myers, Alpha

Natarella, Margaret

Paulin, Mary Ann

Peterson, Cynthia

Picache, Ursula

Prychka, Olga

Reid, Beth

Sack, Mary

Sage, Eleanor

Scarbrough, Sara

Schratwieser, Ann

Snodderly, Louise

Sullivan, Peggy

Szostkowski, Shiela

Thompson, Dollie

Trosper, Jan

Van Orden, Phyllis

Walter, Sister Mary

Werner, Helen

Wert, Lucille

Williams, Alma

Williams, Margaret

Wilson, Mary Louise

Winaker, Beverly

Winans, Barbara

APPENDIX O

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APPENDIX P

Category 8: Names of Women Identified

Davies, Ruth Ann	Mahar, Mary Helen
Doyle, Leila Ann	Miller, Marilyn
Ersted, Ruth	Nickel, Mildred
Fenwick, Sara	Palovic, Lora
Freeman, Patricia	Polette, Nancy
Gardiner, Jewel	Prostano, Joyce S.
Gaver, Mary V.	Saunders, Helen
Geppert, Alida	Shapiro, Lillian
Glogau, Lillian	Spirt, Diana
Goodman, Elizabeth	Srygley, Sara
Henne, Frances	Sullivan, Peggy
Horton, Phyllis	Swarthout, Charlene
Kennon, Mary Frances	Tillin, Alma
Kujoth, Jean Spealman	Tolman, Lorraine
Lohrer, Alice	Ward, Pearl
Lowrie, Jean	Wexler, Miriam

APPENDIX Q

Category 9: Names of Women Identified

Ahlers, Eleanor E.	Gaver, Mary V.
Alexander, Elenora	Graham, Mae
Batchelor, Lillian	Hannigan, Jane
Blodgett, Elizabeth Clarke	Hatfield, Frances
Bomar, Cora Paul	Hefley, Sue
Brine, Mary Phyllis	Helser, Bettie
Brumback, Elsie	Henne, Frances
Burrin, Esther	Hochstettler, Phyllis
Clark, Rheta	Hodges, Elizabeth D.
Davies, Ruth	Hyer, Anna
Davis, Marylyn	Johnson, Mary Frances
Dawson, Dorotha	Jones, Sara
DeAngelo, Rachael	Justin, Laura Dell
Doherty, Teresa	Lake, Leone
Douglas, Mary Peacock	Lees, Gladys
Doyle, Leila A.	Lohrer, Alice
Duncan, Winifred	McAllister, Mariana
Ersted, Ruth	MacBean, Dilla
Fast, Elizabeth	McGuire, Alice Brooks
Fenwick, Sara	McJenkin, Virginia
Frary, Mildred	Mahar, Mary Helen

Mann, Elizabeth
Martin, Nina
Moline, Ruth
Moss, Margaret
Moulton, Priscilla
Nickel, Mildred
Peterson, Miriam
Portteus, Elnora
Rice, Helen F.
Sadler, Rowena
Sattley, Helen
Shapiro, Lillian
Srygley, Sara

Stephens, Elizabeth
Swanson, Mary Ann
Travillian, Mary
Turner, Mabel
Vinson, LuOuida
Wagner, Dorothy
Whitenack, Carolyn
Wiese, Bernice
Wright, Jane
Young, Christina Carr
Young, Roberta E.
Yungmeyer, Elinor
Ziebold, Edna

APPENDIX R

Category 10: Names of Women Identified

Ahlers, Eleanor	Kolbe, Jane
Baechtold, Marguerite	Krohn, Mildred
Barrette, Elise	Lowrie, Jean
Boyce, Emily	McCalla, Nelle
Burge, Nancy	McGarity, Mary Sue
Carter, Esther	Middleton, Bernice
Cavanagh, Gladys	Miller, Marilyn L.
Clarke, Polly	Nicholsen, Margaret
Cole, Georgia	Pillon, Nancy
Cunningham, Myra	Query, Eunice
DeHart, Florence	Ryan, Dorothy
Gibbony, Hazel	Saltus, Elinor
Grayson, Bessie	Smith, Eurydice
Henne, Frances	Smith, Susan S.
Hunt, Hannah	Thomassen, Cora
Jaffarian, Sara	Tolman, Lorraine
Johnson, Mary Frances K.	Tom, Choy Loy
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Yungmeyer, Elinor, 49, 72, 79, 127, 128, 129, 145, 147, 153, 247-9, 251, 257, 271.