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School Librarians and Their Work Place: A Study of Terminology Preference

Judith A. Palumbo-Gates

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School Librarians and Their Work Place:
A Study of Terminology Preference

A Graduate Research Project
Submitted to the
Division of Library Science
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Abstract

Two sets of 1992 periodicals were studied to determine terminology preferences, one set written by and for school librarianship professionals, the other written by and for educators. Word counts were taken of the traditional terms "library"/"librarian" and the newer accepted terms "media center"/"media specialist", the latter adopted by the American Association of School Librarians over a 24 year period. The data showed 24% of librarianship professionals mix terms, 40% use accepted terms exclusively, and 35% use traditional terms exclusively. A majority either mix terms or use the traditional. Among educator authors, 86% were found to use traditional terminology 50% or more of the time. The data shows ambivalence in terminology preference among school librarianship professionals and rare use of the accepted terminology among educators. This study raises questions about communication problems and the importance of speaking with one voice.

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CHAPTER 1

Introduction

Prior to entering a university master's program in library science, the researcher does not recall hearing the terms "media specialist" for "librarian" or "media center" for "library." The researcher previously taught English in a high school where the school librarian presented a two-week library skills unit as a standard curriculum requirement for ninth grade students. Possibly during this instructional unit the terms "media specialist" and "media center" were used. The researcher did not, however, become cognizant of new terminology until after enrolling in a library science graduate program.

Realizing the new terminology was considered appropriate and while attempting to incorporate routinely these terms into everyday conversation, the researcher began making some interesting observations. The first resulted from repeatedly being asked, "What are you studying to be?" When the response was, "A media specialist," the questioner would look confused, inevitably needing an explanation of the term "media specialist." After repeatedly experiencing the same question-answer-explanation quandary, the researcher decided to experiment. Instead of answering the question using the term "media specialist", the researcher began answering with the traditional term "school librarian", which apparently communicates a clear message. Whenever this term is used

among people not connected with school media centers, a detailed follow-up explanation is unnecessary.

Even among professionals in the field of library science who are familiar with the newer terminology, the researcher has observed an inconsistency in their use of terminology. At the start of the library science practicum, the researcher asked her supervisor (Williams, 1993) what she called herself. She said, "Well, I have always called myself a librarian, but I guess I am suppose to change that." The "suppose to" in her response was especially interesting considering she did not know the researcher's reason for the question or interest in terminology until after the informal interview. Throughout the practicum period, she was observed routinely using the traditional terms "library" and "librarian" as she talked to students, teachers, or parents. In written reports, she used both the traditional and the newer terms interchangeably. Annually during April when she observes and advertises "School Library Media Month" and "National Library Week", the supervisor sends home a pamphlet with an accompanying letter to parents in which she uses new and traditional terminology interchangeably. For example, in the 1993 pamphlet she listed grade level instructional activities under the heading "Library Instruction" while the front cover stated, "Our Media Program is the Core of Learning . . ." Within the pamphlet she called herself "librarian" and the facility a "library", but in the accompanying letter she identified herself as the "Elementary

Library Media Specialist". She also listed herself as a "library media specialist" among her professional colleagues in the Iowa Educational Media Association 1992-93 Membership Handbook (p. 45).

It is easy to understand why the supervisor uses both the traditional and newer terminology interchangeably, especially when she sends out her publicity in April. For several years, the American Library Association (ALA) has celebrated National Library Week during the month of April, so in 1985 when the American Association of School Librarians (AASL) decided to establish National School Library Media Month, they wanted the two events to coincide in April (Thomas, 1987). ALA, the parent organization of AASL, endorsed the decision; however, having these two events coincide merely epitomizes the dichotomy of terminology. Since the ALA does not have any immediate plan to change the name of public libraries to "public media centers", any attempt to convince people they should use terminology other than the simple word "library" while in school will be difficult. As long as the word "library" continues to be the accepted term for both public and academic libraries, trying to isolate that term in one sector of the profession will be a continuous struggle.

The practicum supervisor in Iowa is not alone as a professional who continues using traditional language. While visiting Root Elementary School in Fayetteville, Arkansas, the researcher informally interviewed and observed the

program of the full time elementary school librarian (Page, 1993) who called her facility a "library", herself a "librarian", and her full time assistant the "library aide". She said she received her degree "too long ago" to be considered qualified as a "media specialist" and felt she would have to go back to school and specialize in "media" in order to be called a "media specialist". Nevertheless, she administered a program that included both print and nonprint materials with supporting equipment. She had a listening center with cassettes, videos, video recorders, a video camera, computers and software including CD-ROMs, movie projectors, and overhead projectors. The librarian was unquestionably operating what is presently known in librarianship terminology as a "media center", but to her, that term connotes a resource center. Despite the obvious technological resources and advances within the Fayetteville school system, terminology at Root Elementary School, at least, continues to be traditional.

Another observation made by the researcher occurred while reviewing new curriculum materials for a program in English as a Second Language (ESL.) As an ESL instructor, the researcher discovered a unit called "Using the Library" (Williams, Wolfe, and Bright, 1991) in which traditional library terminology is the standard vocabulary taught in this unit to students with limited proficiency in English (LEP.) The ESL curriculum unit states its objective for students as follows: "To participate in and be able to describe the

sequence of actions in using the library; to learn appropriate vocabulary" (p. 105). The instructions for the library unit state, "Librarian speaks to students about how to check out books and qualify for a library card" (p. 105). Obviously, Constance Williams, a twenty-five year veteran bilingual educator, and her associates consider traditional library terminology the "appropriate" vocabulary to teach LEP students when they are introduced to the school library and its program. Traditional language continues to be taught and used even among those educators one might expect to be well acquainted with the new terminology, such as ESL instructors.

A recent observation provided another example of language confusion. An elementary school secretary was distributing the National Geographic Educational Services Catalog to the appropriate faculty mail boxes in the office. Having two identical catalogs one in each hand with one addressed to "media specialist" and the other to "librarian", the secretary commented, "One is for the library and one is for the media specialist, and I guess they'd be the same." Interested in the secretary's point of view about terminology, the researcher asked what the terms meant to her. Her reply was, "If asked to choose between, I'd give this one (label addressed to 'media specialist') to the computer lab." A question remains: why did the catalog company consider it necessary to send two catalogs to the same address using two different terms? Did the writers for the National Geographics Educational Services display their

confusion about correct or "appropriate" terminology by trying to address all possibilities? Does the catalog company think, as the secretary does, that a catalog addressed to the "media specialist" should reach a computer lab teacher? Not only the National Geographic Educational Service but the editors of the monthly program booklet, which goes with The Classroom Channel, consider it necessary to cover all terminology possibilities (Teachers, . . . 1993). Their instructions in the booklet say, "To request a program, fill out the taping-request card that appears between pages 10 and 11, then give it to your media specialist or librarian" (p. 9).

In the literature reviewed for this study the researcher discovered that other school librarians have reported confusion and communication problems. Edna Boardman (1991b), a school librarian from Utah, writes " . . . nobody except other media specialists ever understood the special meaning we attached to the word 'media' no matter how often we said it" (p. 67). To illustrate that the term "media center" connotes an idea of television and radio broadcasting, Boardman refers to a statement made by former President Reagan who began a speech saying, "I have notified all the media centers" Obviously, Reagan was not referring to school libraries; yet, he assumed his audience understood his meaning. In like manner, many school librarians assume the public should understand that their use of the same term "media center" means "school library". Boardman claims to

have received many letters which support her "battle over the name." Her supporters concur that " . . . the words 'library' and 'librarian' still do a better job of communicating our purpose to our various publics than all the permutations we have dreamed up" (p. 67). Boardman (1991a) goes on to say:

I believe part of our failure to communicate is our deeply ingrained habit of using a language different from that used by others who are speaking about the education of young people So . . . I have a dream that we quietly discard "media center" and "media specialist" and reclaim the words "library" and "librarian". (p.15)

Another school librarian, Virginia Rankin (1992), writes about acquiring three different titles in each of three different states where she has worked. In New Hampshire she was a "media generalist", in Massachusetts a "media specialist", and in Washington, a "learning resource specialist" (p. 131). The latter title especially confused people who assumed she either worked with disabilities or was an audio visual specialist. Rankin admits to settling the confusion by choosing one title for herself, a title that is used throughout Canada, "teacher-librarian" (p. 132). She chose the Canadian term because it is "so simple, so clear . . ." (p. 131). Apparently for much of the public, communication is not clear and simple when school librarians call themselves "media specialists".

Table 1 (see Appendix A) illustrates Virginia Rankin's point by showing the variety of titles used by the fifty

states and the District of Columbia. The table clearly indicates that no standard terminology for school librarians has been determined from state to state among those who write certification requirements. If school librarians continue to be confused about a nationally accepted title to call themselves, their confusion is well founded.

At the 1993 Iowa Education Media Association's (IEMA) conference in Cedar Rapids called "Meeting the Challenge", Betty Jo Buckingham, Educational Media Consultant for the Iowa State Department of Education presented an overview of a document she edited called Plan for Progress in the Library Media Center PK-1 (1992). In her presentation, she referred to the rapidly changing trends in education, the staggering information explosion, and the subsequent language changes which she said ". . . create barriers" (Buckingham, 1993). She said that the Education Department had recently been struggling with the word "outcomes". It was her understanding that the state of Minnesota, considered by many to be a Midwest leader in developing new educational ideas, had already begun to shift from the term "outcomes" to the word "goals". She expressed the opinion that by the time Iowa fully incorporated the word "outcomes", the term would probably already be outdated. To further illustrate her point about language trends and confusion, Buckingham referred to her own profession for an example: "First we changed our name to 'media specialist', then 'library media specialist' because no one knew who we were. Now it's

changing to 'information specialist' or 'technology specialist'." The Plan for Progress document varies in use of position titles for Betty Jo Buckingham herself by referring to her position two different ways, first as an "Educational Media Consultant" (1992, p. ii) and later in the Preface as the "library media consultant for the Department" (p. iii). The following is found in the document's Introduction as a terminology clarification:

In referring to school library media centers, the Iowa Administrative Code and the Iowa Code use the terms "school media center" and "school media specialist". Some schools use "school library" and "school librarian"; some use "school media center" and "school media specialist"; still others use "library media center" and "library media specialist" or other terms frequently including "information". "School library media center" and "school library media specialist" are used in this document because they appear to be a useful, understandable bridge among the terms in use and because they are used in Information Power, a national guideline developed by the American Association of School Librarians and the Association for Educational Communication and Technology. (p. 4)

After listening to Betty Jo Buckingham's comments during her presentation and talking with her following the IEMA session, the researcher concluded that although she has accepted the terminology changes that have evolved in school librarianship, she considers the terminology to be in a state of continuous change which causes frequent frustration and confusion. She expects to see more language changes, more confusion, and more communication barriers as technology continues expanding the quantities and varieties

of available information sources.

Dr. Michael B. Eisenberg (1990), Associate Professor at the School of Information Studies of Syracuse University in New York, is one who believes terminology should reflect the technological changes. Co-author of several books, Eisenberg promotes using the "Big Six Skills Curriculum" for teaching library and information skills (p. 1). At a workshop entitled "Information Problem-Solving Through Curriculum Initiative" sponsored by the Mississippi Bend, Grant Wood, and Great River Area Education Agencies in Iowa, Eisenberg commented on the modern terminology and used the terms "media specialist" and "school library media specialist" interchangeably. While demonstrating the vast information changes in the world such as increasing amounts of information, increasing rates of production, increasing speed of transmission, and increasing density, Eisenberg volunteered his own terminology preference; he believes school librarians should be called "information specialists" (Eisenberg, 1992).

Although most professionals in school librarianship should know what their professional title is and should understand how and why it has changed over the past twenty-five years, most lay people and many educators have not adopted the terminology change. Some school librarians prefer using terminology that reflects technological change, that reflects use of nonprint materials and information equipment. To them the term "media center" encompasses a

broader concept than the term "library" does. To them the term "media specialist" describes a highly-trained professional with a scope of knowledge and expertise which includes machinery and electronics. To them the term "librarian" connotes a person narrowly focused on books, only. Meanwhile, others in the profession consider "library" and "librarian" traditionally comfortable terms, capable of encompassing the full scope which technological change requires without requiring a name change.

Are professional school librarians tired of terminology changes? Are they tired of expending energy trying to explain or justify terminology shifts? Do many feel as Virginia Rankin, Edna Boardman, and Betty Jo Buckingham do that simpler, clearer language - sticking with the traditional terminology - best serves their purpose, which is to communicate quickly, efficiently, and effectively with the public they are serving? Despite a consensus that image and role concepts need to change as educational trends and technology change, many school librarians appear to lack conviction about changing the terminology. The research problem is based on this assumed lack of conviction.

Statement of the Research Problem

Since the terms "media specialist" and "media center" were first introduced in 1969 as standard terminology for school librarianship (American Association of School Librarians and the Department of Audiovisual Instruction,

1969), professionals in school librarianship and educators have had a twenty-five year period to adopt the terminology changes; therefore, the majority of them should routinely be using the new terminology if they consider terminology an important way to communicate what they do. By choice many school librarians continue to use the traditional terms "librarian" and "library" when describing themselves and their work place. The researcher will seek to answer the following questions:

1. What percentage of professionals in school librarianship continue to use the terms "library" or "librarian" when referring to themselves?
2. When interchangeably using the terms "library" or "librarian" with synonymous modern terms, what percentage of the time do professionals in school librarianship choose the former, traditional terms?
3. What percentage of educators continue to use the terms "library" or "librarian" when using terminology to identify the place and the professional?
4. When interchangeably using the terms "library" or "librarian" with synonymous modern terms, what percentage of the time do educators choose the former, traditional terms?

Hypotheses

1. The majority of authors of articles in professional journals of school librarianship continue to use the terms "librarian"/"media specialist" and the terms "library"/"media

center" interchangeably.

2. At least 50% of the authors will use the terms "librarian" and "library" 50% or more of the time.

3. At least 75% of authors of educational journal articles when choosing between the words "librarian"/"media specialist" and "library"/"media center" will choose the former, traditional terminology 50% or more of the time.

Assumptions

1. All school librarians in this study are aware of the reasons behind terminology changes in the field of school librarianship which are (a) to advocate a role change from the stereotypical "school librarian" who merely keeps books in order on a shelf to the dynamic "school library media specialist" who is a teacher, an instructional consultant, and an information specialist as defined in Information Power (American Association of School Librarians . . . , 1988), (b) to include the word "media" in order to more accurately describe the variety of print and nonprint instructional materials available in the "library media center", and (c) to include the word "specialist" in the professional title in order to more accurately describe the training, scope, expertise, and role of the present day "library media specialist".

2. School librarians make conscious word choices determined and influenced by their audience. When writing or speaking among colleagues who are aware of the modern

terminology, they are more likely to use terminology accepted by their profession than when they are communicating with lay people or other educators.

Significance of the Study

The data collected in this study should reflect the common terminology of choice made by both school librarians and educators when referring to school librarians and their workplace, thereby indicating whether or not the terminology accepted by the American Association of School Librarians (AASL) is actually being used as routinely as this association or other professional proponents of the accepted language may assume. If the accepted terminology is not routinely being used by the professionals who are expected to be using it, resistance to the accepted terminology may be creating an unwelcome communication problem which needs to be addressed. In order to better understand the reasons for change, this study includes a history of terminology change within the school library profession, specifically, and more generally investigates language change within the American culture where an emphasis on being "politically correct" (Beard and Cerf, 1992) is considered vital for effecting clear communication. As our American society continues to debate major issues with a strong focus on the importance of language correctness, this study focuses on specific terminology usage among professionals in school librarianship and education to determine whether or not communication is

effective and clear.

Definitions

Ambivalence, for the purpose of this study, signifies a lack of conviction that the terminology changes are important or necessary.

Accepted terminology, for the purpose of this study, refers to the terms "media specialist", "library media specialist", "media center", and "library media center".

Educators are professionals having a degree in any nationally-recognized, educational field.

Lay people are those who have no professional connection with school librarianship. An educator, school administrator or any person with a library science degree is not considered a "lay person" in this study.

School librarianship, the profession, is the full range of educational professionals having specific training in the administration, operation, and management of a school library media program.

Traditional terminology refers to the terms "library" and "librarian".

CHAPTER 2

Literature Review

School Librarianship Terminology

Although the researcher found no specific studies about terminology change in the school library profession, a review of the literature revealed that language change is an ongoing problem for many different groups of people. Besides school librarianship, another branch of the educational profession has been dealing with continuous language change. Special education advocates have devoted whole sections of textbooks to language concerns (Payne and Patton, 1981; Smith and Neisworth, 1975) in an effort to avoid negative labeling of students with terms such as "emotionally disturbed" or "brain-damaged". For many years leaders in the special education profession have been promoting positive terms such as "learning disabled" (Weatherley 1979, p. 18) or "substantially independent" (p. 78). Weatherley admits that his professional colleagues do not always agree on the meanings of terms but do agree they must choose language that avoids stigmas. In a book promoting acceptance of the handicapped through specific activities in social studies classes, James P. Shaver and Charles K. Curtis (1981) wrote about the need for terminology changes from such negative terms as "spastic, retard, moron, crippled, gimp . . ." to the positive, inclusive word "handicapped" (p. 12). They quickly pointed out, however, that even as they were writing their book, the

word "handicapped" had begun accumulating critics. Shortly thereafter, the word "handicapped" was considered a negative label. By the spring of 1990, the researcher received through school mail an information flyer entitled Use Words with Dignity in which The Commission of Persons with Disabilities had placed the words "handicap" and "the handicapped" in a "Do Not Use" column. The recommended substitute words were "physically disabled" and "person with a disability" listed in a column entitled "Words with Dignity" (Iowa Department of Human Rights, n.d.).

Education is not the only profession where language has been purposefully changed and has met some resistance. According to Dr. Paul Brand (1992), the medical profession has also been changing terminology. He expresses his frustration in the Forward of a colleague's book:

I have loved my profession and have observed its evolution over almost fifty years. I am distressed by some of the profound changes that I have seen and by the widening gap between doctors and patients The current generation of doctors is encouraged to keep a distance between themselves and their patients; they are advised to avoid becoming involved with their patients' feelings. There is a move afoot to stop using the word "patient", with its past image of a caring personal relationship, and to call the people we care for "clients". A doctor today is seen as selling a service to a client. The physician-patient relationship is becoming a business transaction. One reason for this trend is that the technology of medicine has become much more efficient. (p. 12)

Not only has technology created new trends in the education profession but it has also influenced trends in the medical

profession. With these trends, new professional roles have evolved and new language has developed with some professionals openly resisting these changes while others are advocating change.

Even church denominations have struggled with terminology clarification. When Alexander Campbell withdrew his membership from the Presbyterian Church and began preaching in 1811 in the United States frontier, his followers were called "Disciples" (McAllister, 1975). Meanwhile another preacher named Barton Stone led a following who called themselves "Christians". The two groups, having similar beliefs, decided to merge. At various times, the followers had been called either "Campbellites" or "Stoneites", but their leaders felt "only a biblical and nonsectarian name would be acceptable" (p. 27). When the two groups tried to decide on a name, Campbell felt strongly that they should be named either "Disciples" or "Disciples of Christ" while Stone felt equally strongly that they should be named "Christians". Each leader presented a solid argument in behalf of his preferred term. Because neither side would budge on the issue, the newly-merged group used both terms interchangeably. Like school librarians, they had to deal with confusion and frustration and explain themselves to others. In 1884, a women's group in this denomination expressed its frustration in the following petition:

We ask for a name, a denominational name by which we may be known as one people. We labor under embarrassment constantly because of this. We co-

operate with other churches in Christian and charitable work. And why not have a name by which we may be known as our people? We therefore ask your most worthy body to decide on a name, for this city. We feel this will aid us in our work and give us better standing in this community. (p. 28)

The result of the petition was an encouraged use of the term "Disciples". The corporate name in the 1906 census listed the group as "Disciples of Christ". The term "Christian", however, continued to be used when talking about local congregations. Even now, the denomination is written: First Christian Church (Disciples of Christ). As McAllister and Tucker report, "The pattern of ambivalence continues" (p. 29)

Because of the modern dilemma of continuously fluctuating language, a book recently published entitled The Official Politically Correct Dictionary and Handbook satirizes the American society's confusion about appropriate language (Beard and Cerf, 1992). Facetiously the book promises to provide quick answers that will teach its readers the difference between socially acceptable and unacceptable language. In National Lampoon tone, the book lists and defines terms. Following is the authors' viewpoint as stated in the book's preface:

For as linguists Edward Sapir and Benjamin Lee Whorf suspected as early as the 1940's - and postmodernist theory has confirmed - language is not merely the mirror of our society; it is *the* major force in "constructing" what we perceive as "reality." With this in mind, it's easy to see why so many reformers have forsworn a unified assault on such distracting side issues as guaranteeing equal pay for equal work; eliminating unemployment, poverty, and homelessness; counteracting the inordinate influence of moneyed interests on the electoral system; and improving the dismal state of American education, all in order to devote their

energies to correcting the fundamental linguistic inequities described in these pages. (p. xiii)

Not all terms in the book are treated humorously.

Interspersed among the humorous terms are such terms as "pro-choice" defined "in favor of the legal right to an abortion" (p. 51) and "inclusive" defined "including or embracing everyone who should be included or embraced; nonoppressive; culturally sensitive; politically correct"¹⁷² (p. 31). Many terms include footnotes which refer the reader to an original source. For example, footnote 172 attached to the word "inclusive" came from Pamela Payne Allen's "Taking the Next Step in Inclusive Language" from The Christian Century, April 23, 1986, page 410. Following are some less serious examples of the dictionary's so-called "politically correct" terms. Footnoted numbers have been eliminated but the sources are included in parentheses:

aurally inconvenienced. Hard-of-hearing; deaf. (The Department of Rhetoric University of California at Berkeley; Matthews, Anne, "Brave, New 'Cruelty Free' World," The New York Times, July 7, 1991.) Also; **aurally challenged.** (p. 7)

blind. Unseeing; non sighted; optically challenged; visually inconvenienced. (p. 72)

book. Processed tree carcass. According to postmodern literary theory, all processed tree carcasses are "texts." See also **newspaper.** (p. 72.)

boring. Differently interesting; charm-free. (p. 72)

dishonest. Ethically disoriented; morally different. (p. 74)

domestic arts. A term, offered in Mary Ellen S. Capek's *A Woman's Thesaurus*, designed to give the

field formerly known as "home economics" the respect patriarchal culture has always denied it. (Capek, Mary Ellen S., *A Woman's Thesaurus*, New York: Harper & Row, 1987, page 131.) Example: In her **domestic arts** class, Betty learned how to use the casting techniques of Renaissance sculptors to make perfect Jell-O molds every time. See also: **human ecology**. (p. 17)

environmental hygienist. Janitor. (Lutz, William, "Fourteen Years of Doublespeak," *College English*, March 1988, page 41.) (p. 20)

illiterate. Alternatively schooled. (p. 80)

uniquely proficient. Incompetent. (The American Hyphen Society.) Also: **differently qualified; specially skilled**. (p. 63)

Despite including many definitions dealing with the educational profession in general and special education specifically, the book does not deal with librarian terminology. The terms "media specialist", "librarian", or any variations of those terms are not included in the book. Nevertheless, the book's underlying truth, masked with humor, reflects a communication problem that seriously concerns many people and raises a universal question: does a change in terminology clarify or complicate communication?

Review of Librarianship Literature

In the reviewed literature which pertained to the library science profession, the researcher found many articles focusing on the attitudes and perceptions of various groups (educators, administrators, lay people) toward school librarians. Much has also been written about the attitudes of school librarians toward their own school library programs and the roles they have within the educational system. Many

studies address issues of school library programs: what they should provide, how they compare, and what needs to be done to keep a sense of vision and hope during times of staggering technological advances and frightening cutbacks in educational funding (Ely, 1982; Haycock, 1991; Mohajerin and Smith, 1978; Reeling, 1983; Woolls, 1991), but no studies were found that specifically examine the issue of language confusion or communication problems in the profession.

Some of the literature does refer to terminology confusion. An article by Carol-Ann Haycock (1991) comments on attitudes, role, image, and vision problems with an implication of serious problems within school librarianship. Ultimately, these problems are reflected in the choice of terms school librarians use to describe themselves. Haycock emphasizes the need for a "strong, unified voice" in school librarianship to help those suffering from "role confusion" (p. 64), and she advocates the need to learn from sales and advertising that sometimes it takes " . . . up to thirty-five repetitions for learning to occur" (p. 62). Beginning with the 1969 Standards for School Media Programs school librarianship has already had twenty-five years of repeated exposure to learn the terms "media specialist" and "media center" (American Association of School Librarians and . . . , 1969). Despite these years of repeated emphasis on terminology change, do school librarians presently speak a unified language?

The researcher did find one document (UNESCO, 1977

specifically addressing terminology. The writers recommended that international schools convert their libraries to "multi-media centers". The reasons for change and the ways to implement change were elaborated in the document which included a list of synonymous words already being used for "school library." They were: "multi-media centre, learning resource centre, comprehensive library, multi-media learning centre, resource centre, library resource centre, school library/media centre, instructional media centre, media centre" (p. 7). The document writers decided to use only the words "media centre" or "multi-media centre" for their study because "[It] appears to be the most satisfactory here, being fairly comprehensive and suggesting a place where a large variety of activities can be carried out . . ." (p. 7).

During the literature search, the researcher also discovered career books providing an interesting perspective on word usage. Most of the career books use the word "Librarians" as the main occupational heading with the first subheading listed as "School Librarian". In Career Book by Joyce Layne Kennedy (1988) "Media Specialists" is the first subheading followed by this description: "Media specialists, as librarians who work in school settings are often called, teach students how to use the school library or media center" (p. 89).

Snelling and Snelling (1989) in their career book use "School Librarian" as their main term. They refer to the "media specialist" synonymously as an "audiovisual librarian"

who maintains the film, tape, cassette and record collection (p. 93). The Snellings acknowledged using the United States Department of Labor's Occupational Outlook Handbook for much, though not all, of their information. The 1992-1993 version of the Occupational Outlook Handbook does not use the word "media specialist" in the occupational description section; it does, however, list the work place as the "school library/media center". Under the training section, the term "school library media specialist" is referred to for the first time: "Most states require that school librarians - often called library media specialists - be certified as teachers and have courses in library science" (p. 138). In the handbook's index both "School librarians" and "Media Specialists" are listed with a "see" cross reference to its main term, "Librarians". The term "Library Media Specialist" is not listed in the index.

Roy Edelfelt's (1988) career book elaborates on the significance of the word "specialist" as well as the evolution of terminology, explaining that the school library field is "in flux" (p. 78). He writes the term "library/media center" with a slash to indicate the merging of school libraries and audiovisual centers (1988). As with the other career books, the main heading is "School Librarians". Edelfelt uses the term "school library media specialist" throughout his thorough explanation of school librarianship, stating that "school library media specialists are a new breed" (p. 77).

History of Terminology Change

This "new breed" has an interesting history. In 1960 the American Association of School Librarians (AASL) in cooperation with various representatives from other educational organizations revised the 1945 standards called School Libraries for Today and Tomorrow and published Standards for School Library Programs (p. v). This was a time when the United States felt it was losing a technological race with Russia, so Congress had just passed the 1958 National Defense Education Act to strengthen the nation's educational programs (Kent, 1976). The new educational trend was to consider individual differences and personal student needs. Forward-thinking educators favored improved educational techniques and proposed using a greater variety of formats as instructional materials (American Association of School Librarians, 1960). The goal of the School Library Standards Committee was to promote standards of instruction and coordination of materials and facilities. In its publication, Standards for School Library Programs, the committee introduced the terms "instructional materials center" and "instructional materials specialist" (p. 61). The term "instructional materials specialist" did not refer only to school librarians. The committee's responsibility was for the " . . . recruitment, professional education, and certification of school, college, and university staff members who . . . will serve as specialists . . . developing increasingly effective use of all types of materials by

teachers and students" (p. 61). A conceptual map had been drawn for a new position which school librarians and audiovisual specialists could pursue in the future. The publication of standards enumerated the professional preparation for expanded knowledge and basic skills required for the new "instructional materials specialist" position. Within the same publication the AASL passionately made the following declaration about terminology:

The word *library* is rich in tradition, meaning, and usage, and for at least sixty years, if not longer, the definition of *school library* has reflected this heritage. A school library has always been, and will continue to be, flexible in its program of services and in the scope of the materials of communication contained in its collections, as it meets the changing needs of the school that it serves. A school library does not have to change its name to embrace new materials and new uses of all types of materials any more than a school has to call itself by some other name to indicate that it is a continuously growing social institution. Services, not words, portray the image of the school library. (p. 13)

Did the AASL make this statement because it feared moving too fast? Was the AASL afraid the standards might cause school librarians to think they would be replaced by an "instructional materials specialist"? Was the AASL trying to reassure school librarians that their status within the system was still viable, still important? Although the committee included a cross section of educators including representatives from the Department of Audiovisual Instruction (DAVI), the document was still an AASL publication with focus mainly on school library programs. Frances Henne and Ruth Ersted, both from AASL and co-

chairmen of the committee, wrote a qualifying statement in the Preface about other representatives on the committee:

"These organizations have not necessarily given complete endorsement to all aspects of the standards" (p. vi).

By 1969 a joint committee consisting of both the American Association of School Librarians and the Department of Audiovisual Instruction was formed. Together they published Standards for School Media Centers, reiterating the 1960 standards' philosophy of a unified program that combined printed resources with audiovisual materials (American Association of School Librarians and . . . , 1969). The publication devoted a key section to explain terminology:

Administrative and organization patterns for materials and services vary among schools, as does the terminology used to describe them. There are school libraries, instructional materials centers, learning resource centers, library media centers, and others. In addition to that part of the school bearing one of these names, many schools also have a separate audiovisual department which, in turn, is designated in a variety of ways - communications center, audiovisual center, instructional media center, or other title. Confusion of terminology also exists with reference to the personnel, programs, and the centers or departments concerned with media at system, regional, and state levels.

In this publication, the term "media" refers to printed and audiovisual forms of communication and their accompanying technology. Other basic terms include *media program*, *media specialist*, and *media center*. *Media center* applies to the individual school.

The terms *media program*, *media specialist*, and *media center*, are used in this publication for purposes of convenience, consistency, and clarification within the context of the standards, and are not employed with an intent to mandate any particular title or terminology. (pp. xi-xii)

Terminology must have been a complex issue as the joint

committee attempted to be language inclusive and avoid dictating terms to its members. The Joint Committee replaced the shortlived term "instructional materials specialist" with the term "media specialist", retaining the word "specialist" from the former terminology and focusing on its concept. On a definitions page, the new term was defined as follows :

Media Specialist - an individual who has broad professional preparation in educational media. If he is responsible for instructional decisions, he meets requirements for teaching. Within this field there may be several types of specialization, such as (a) level of instruction, (b) areas of curriculum, (c) type of media, and (d) type of service. In addition other media specialists, who are not responsible for instructional decisions, are members of the professional media staff and need not have teacher certification, e.g., certain types of personnel in television and other media preparation areas. (p. xv)

The terminology for school librarianship was changing as two professions were beginning to move closer together, and the joint committee admitted to a basic problem, the need to resolve " . . . the dichotomy of certification - one for school librarians and one for audiovisual specialists" (pp. 14-15).

By 1975, the AASL and the Association for Educational Communications and Technology (AECT, formerly DAVI) joined together again to publish an update of the 1969 standards and called it Media Programs: District and School (1975). The key word used throughout the text was "media program". Meanwhile, the term "library" was essentially discarded except in reference to "library and information science" (p. viii), public "libraries" (p. 31) or "interlibrary loan" (p. 20).

The media program's facility was called the "school media center", having added the word "school" to "media center" as the newly approved terminology. The 1975 standards continued using the word "media specialist" although the definitions differentiated between a "media professional" and a "media specialist":

Media Professional. Any media person, certificated or not who qualifies by training and position to make professional judgements and to delineate and maintain media programs or program components. Media professionals may include media specialists, television or film producers, instructional developers, radio station managers, and technical processing (cataloging) specialists, whose duties and responsibilities are professional in nature.

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.
(p. 109)

This differentiation between the "media professional" and the "media specialist" illustrates the merging process that was taking place between the personnel of two professions, audio visual specialists and school librarians. The 1975 standards distinguished the media specialist position by adding certification qualifications and broadening the scope of the "specialist" concept.

By the year 1988 the AASL and AECT joint committee produced Information Power: Guidelines for School Library Media Programs (1988). Terminology in this "guideline" (no longer called "standards") had expanded from the terminology of former years. The present approved terms "library media specialist"

and "library media center" include words to satisfy both professions represented on the joint committee; the audio visual professionals are represented by their word choice, "media", the school librarians are represented by their reclaimed word "library", and together they both enjoy the distinction of being called "specialists". Table 2 (see Appendix B) chronologically illustrates terminology progression from 1945 to 1988 as endorsed by AASL, DAVI and AECT in their standards and guidelines.

Was the addition of the term "library" to "media specialist" in Information Power a necessary remedy for communication confusion that already was developing between school librarians and the public, between school librarians and other educators? The 1988 guidelines do not provide a separate section with definitions to explain terminology as did the 1969 and 1975 standards; however, adding the words "school" as well as "library" to make the term become a four-word, explanatory phrase did clarify meaning, but it also created a cumbersome wordiness. The present term "school library media specialist" has evolved over a twenty-five year developmental process.

The question remains: has the new terminology been adopted by the majority of people in school librarianship? Has it been adopted by other educators? The prefaces of the last three standards/guidelines (American Association of School Librarians and . . . 1969, p. xii; 1975, p. viii; 1988, p. ix) reassure readers that the opinions of the wider

membership were heard and considered during the writing of the standards/guidelines. Nevertheless, a confidential, general polling of the entire AASL membership, specifically focused on terminology preference, was not part of the standards writing process.

Six years have passed since the last guidelines were written. Some in the field of school librarianship are beginning to complain more openly about their frustrations with terminology confusion. Following are comments revealing some opinions about library terminology. These comments were openly expressed between March 19 and March 23, 1993, on LM_NET, an Internet list for library media specialists:

Diane Durbin - When someone asks me what I do, I say I am a teacher. When they ask me what I teach, I tell them I teach in the school library, am a school librarian, or a teacher-librarian. I have never liked LMS, even though I understand it is intended to convey that we are concerned with more than books. As for the place where we do our work, we had a new sign put up which says LIBRARY in big letters. This was after parents and teachers came to our new facility and wanted to know if a Learning Resource Center was for special kids, g/t kids, or any number of other groups - and almost nobody guessed what it really was. (Durbin, 1993)

Jyl Chickowski - I wonder how many people know what an "LMS" is? Teachers have always been teachers. They somehow didn't find it necessary to become Knowledge Dispensing Specialists (KDS)! I wonder what kind of message we send to people outside our own profession by our tortured contrived title. Could it be that "librarian" is not good enough or important enough? "Oh, but we're not that!" we say. "We're library media specialists!" "Say what? And what is that exactly?" I like the Canadian/Australian "teacher-librarian" somewhat better than the LMS thing, but I wish we were still unambiguous "librarians" even though our profession has evolved along with many others. Because the processes and practices of

accounting, medicine, banking, etc. have changed, should the practitioners not be called accountants, doctors, and bankers any more? Should we all go the way of sanitation engineers? (Chickowski, 1993)

Carol Simpson - AMEN! And I would like to add that the public library is still the library - it isn't the Public Media Center now that it has non-print materials. I think we did ourselves a great disservice in our efforts to "professionalize" our jobs. (Simpson, 1993)

Mike Eisenberg, Center for Science and Technology, Syracuse University, Syracuse, NY-

We need to be associated with the information revolution. Our goals remain the same

- to provide free (or as inexpensive as possible) information to users
- to provide information services
- to teach information skills

School library & information specialists are often further along than other librarians - we recognize the active involvement w. meeting the info needs of students. The venue is not important We (the school library & information profession) need to be a part of whatever takes place. We must dream, push the limits, open our minds, try new things. And that's what you LM-NETTERS are doing. You are on the cutting edge - not just of school library & information work, but of the library and information professions in general My choice of the term library & information specialist is primary [sic] a political one. I seek to inform/educate others as to what we do. Someday, I believe we will drop the information word and return to librarian. Right now, as stated, I think it's essential that we be the information specialists in the schools. Hey, I too entered this field to be a librarian. But this is the "information age". If we don't use the term, someone else will. If I were in a school setting today, I'd be using the title: library and information specialist. (Eisenberg, 1993)

Kathy Lowe - I've had a heck of a time for a long time now with what to call myself and the place I work. And it seems that no matter how often I use "library media specialist" and "library media center", to my colleagues and students, I'm still the librarian and it's still the library. In fact, on more than one occasion, when students have seen me referred to in print as "library media specialist", they think it's very pretentious - a

real howl! Mike's "library and information specialist" suggestion sounds better to me than "librarian", "media specialist", "information specialist", or any other combination of those titles. I think it's worth serious consideration. Thanks, Mike! (Lowe, 1993)

Susan Snider, New Hampshire Department of Education - The recently adoptive New Hampshire Minimum Standards for School Approval now refer to what was formerly Library Media Services as "Information/Technology". An attempt to have the word "library" as part of the title of that standard was unsuccessful and considered to be old fashioned by the State Board To make matters worse, the certification for a school library professional in New Hampshire is called Library Media Generalist or Media Supervisor. I prefer the terms "Library and Information Center" and "Library and Information Specialist." but I agree with Mike that for the time being it is political to emphasize our ROLE as information specialists within our title. Using "information" alone doesn't cut it, however, any more than using the word "media" alone does. I recently called a school in which the library is called the Information Center. When I asked to be transferred to the Information Center the secretary asked me which one. When I told her that I wanted the library she knew what I wanted. Several years ago in the Sunday employment want ads there were three ads for Media Specialists. One referred to a position with the news media, another was for a job in a graphic artists studio, and the third was for one of us! (Snider, 1993)

How many others are ready to voice an opinion about the struggle with terminology? What might a poll reveal if the AASL asked its total membership what they prefer to call themselves?

Audiovisual specialists have gone through their own name changes and language confusion, partially the result of joining with the AASL in 1960 to start the process of developing a unified position called the "instructional materials specialist" (p. 12). Although that term did not

continue in the ensuing standards, it is still one that is recognized. (See Appendix D.) When "media specialist" became the accepted term, the 1969 revision of "Guidelines for Certification of AV Specialists" (Fulton, 1969) required an explanatory paragraph:

A specialist in nonprint media is referred to herein as an "audiovisual specialist". Specialists in the print medium are not discussed in these guidelines. Neither do these guidelines include the specifications for the media specialist, which include preparation in both print and nonprint media; however, the media specialist would be expected to acquire at least the basic competencies as set forth in these guidelines. (p. 5)

Also, in 1967 Kenneth Norberg wrote a position paper titled "The Role of the Media Professional in Education." It went into great detail defining and explaining changes. A small portion of it follows:

This brief paper refers to the field of "instructional communications and technology" and the "media" professionals who work in this field. The term "media" has been brought into common use partly by recent federal legislation which has set up programs supporting research and development in "educational media", and partly by the professional literature where current usage applies the term to the whole range of instructional materials and communications technology.

It should be noted that names are established by common usage and public acceptance -- not merely by formal pronouncement. Moreover, a name does not determine the nature of the thing it represents. But there are junctures at which a developing professional field must seize upon a name which in present usage projects a clear image of itself and the direction in which it is moving. (p. 38)

Finally, the following comes from a report written by Thomas Downen and Marilyn Miller (1984) about results of merging school library and audiovisual media associations. It

illustrates some further terminology ambivalence that has developed in the audiovisual profession:

In a few states, the school library media specialist and the audiovisual media specialists and/or instructional technologists still meet in separate associations . . . in state audiovisual or instructional technology associations (however they are identified) . . . (p. 115)

According to Downen and Miller, the members of the AECT have at least two names for themselves, "audiovisual media specialists" and "instructional technologists".

Despite all of the name changes initiated when they merged to write the standards and guidelines, neither the American Association of School Librarians nor the Association for Educational Communication and Technology put the term "media" in its title, even though "media" has been the term receiving so much focus and attention. Whereas the Department of Audiovisual Instruction did change its name and no longer retained the term "audiovisual", the American Association of School Librarians did not change its name and has retained the traditional term "librarians".

Table 3 (see Appendix C) taken from the Iowa Educational Media Association 1992-93 Membership Handbook (pp. 6-46) shows the numerous overlapping of titles used by a merged group of professionals, formerly known as "librarians" and "audiovisual specialists". It illustrates how terminology does not clearly define roles or positions.

Two tables, Tables 4 and 5 (see Appendices D and E), illustrate the diversity of terminology recognized (or not

recognized) by a variety of indexes. The following indexes and references commonly used by educators and professionals in the field of librarianship were sources for the tables: the ALA Glossary of Library and Information Science (Young, 1983), Sears List of Subject Headings (Rovira and Reyes, 1986), Library Literature Index, 1991 (Rantschler, 1992), Educational Index (Berry, 1992), the Thesaurus from Educational Resources Information Center (ERIC) on CD-ROM as well as two computerized library catalog systems from academic libraries using Library of Congress Subject Headings, the University of Northern Iowa's UNISTAR (UNI System to Access Resources) and the University of Iowa's OASIS (Online Access System for Information Sources.) One source, the Sears List of Subject Headings, provided a particularly noteworthy comment about the problem of changing language in regard to cataloging materials and choosing an appropriate subject heading:

Common usage. The words or words used to express a subject must represent common usage. . . . changing a heading is not always possible or advisable. There may be too many entries to change or . . . the term is still being used and newer usage may not have stabilized. (1986, p. xiii)

As the tables show, a variety of interchangeable terms are presently recognized and used for what was once known only as "library" or "librarian". Whether or not the new terminology has "stabilized" or is being accepted is the focus of this study. Table 4 shows a variety of titles used to describe the people who administer school library programs. Table 5

shows a variety of terms used to describe the place for those programs. The terms "resource specialist", "instructional resource specialist", and "educational materials specialist" were originally included for the "people" study but none of the sources used the terms as they are written; therefore, they were omitted.

Obviously, a variety of terms are used among professionals in school librarianship with the traditional and the new used interchangeably. As a result, some confusion does exist for lay people as well as other educators, but all school librarians should at least know that according to the AASL and AECT guidelines, the present accepted professional title for those who administer a school library program is "school library media specialist". Still, many professionals in school librarianship lack conviction about the importance of calling themselves "school library media specialists". The research problem is based on this language confusion and an ambivalent attitude toward the need for change.

CHAPTER 3

Methodology

The researcher did a content analysis of articles from two sets of periodicals by examining the language choices of professionals in school librarianship and in education who have written articles referring to school library programs. These articles reflect the terminology that each group considers appropriate when writing about personnel and the facility of a school library program. Following is a list of the first set of analyzed magazines. Titles are followed by the number of editions per year in each series.

The Book Report: The Journal for Junior and Senior High School Librarians (5)

School Library Journal (11)

School Library Media Activities Monthly (10)

School Library Media Quarterly (4)

Tech Trends: For Leaders in Education and Training (6)

The Book Report: The Journal for Junior and Senior High School Librarians includes numerous feature articles written by school librarians for school librarians at the junior and senior high levels. School Library Journal, a selection tool used by school librarians, features articles directly relating to school libraries and education. School Library Media Activities Monthly offers ideas and activities to professional colleagues who administer school library programs. School Library Media Quarterly is the official journal of the American Association of School Librarians and includes

articles particularly relating to people concerned about developing school library programs. Tech Trends: For Leaders in Education and Training is the official publication of the Association for Educational Communications and Technology, the group which co-produced with AASL the guidelines for school library media programs. The target audience and most writers for these five magazines are school librarians and technology specialists whose concerns focus on school library programs and whose language should reflect the present language trend in school librarianship. Because all five magazines are published within the United States, complications resulting from international, cross-cultural, terminology mixing should have been avoided. Any article which identified a writer as a school librarian from another country was not included in the study. Eliminated from the list are two magazines that have a wide readership in the United States but which are published elsewhere and use the standardized Canadian and British accepted term "teacher-librarian". They are Emergency Librarian and The School Librarian. Also eliminated from the list are magazines written for an audience of public librarians. Although public librarians, like school librarians, have faced role changes because of modern technology, they have not experienced a major organizational merger and subsequently have not experienced the pressure of creating a new terminology to satisfy two associations. They routinely continue to use the simple terms "library" and "librarian".

In order to assure that the population sample was controlled, the only articles studied were those with an identifying paragraph telling where the writer lives and what the writer's professional position is. Each writer was identified by title or position indicating he or she was or has been a certificated school librarian (or any synonymous term that connotes the same professional position). The study included any author identified as having been a qualified school librarian, whether retired or in a new profession. Also included were college or university professors teaching library science or information science. Academic or public librarians were not included unless identified as having previously held a position as a qualified school librarian prior to becoming an academic or public librarian. When there was doubt about whether or not a writer fit the description for the population sample, the article was not included. When an article had joint authorship, if one author met the qualifications for the sample, the article was included. It was assumed that the writer who was familiar with school librarianship terminology would influence the choice of terms referring to his or her profession.

A word count and a record (see Appendix F) was made to determine use of the following words or word combinations: LIBRARY, LIBRARY MEDIA CENTER, MEDIA CENTER, LIBRARIAN, LIBRARY MEDIA SPECIALIST, MEDIA SPECIALIST. A category for other terms was included to indicate a word preference outside the traditional terminology or the terminology accepted by the

AASL/AECT guidelines. The word "school" used as an adjective attached to words in the category did not change the category. For example, "school library" was marked in the LIBRARY category and "school library media specialist" was marked in the LIBRARY MEDIA SPECIALIST category. The count reflects terms found only in noun not adjective forms. For example the word phrase "library program" was not counted in the list of traditional terminology nor was "media center materials" counted in the list of accepted terminology since neither the place nor the person was specifically described within these phrases.

The count indicates terminology used the highest number of times within an article. Terms found in titles, headings, subfields, photo captions, or within quoted material were not included in the count, with the exception of quotes made by an identified individual who satisfied the limitations of each category. All magazines listed for the study had 1992 publication dates, and all editions published within the year 1992 were searched for eligible articles.

The second set of analyzed articles came from the following eleven magazines; numbers in parentheses indicate the editions per year.

The American Educator (4)

Media and Methods (5)

Technology and Learning (8)

Teaching Pre K-8 (8)

The Educational Digest (9)

The Journal of Education (3)

Educational Horizons: The Official Publication of Pi
Lambda Theta (4)

The Educational Forum (4)

Educational Leadership (9)

NASSP'S Bulletin (9)

Principal (5)

The American Educator is the periodical produced by the American Federation of Teachers representing all educators in all grade levels and all professions relating to education. Media and Methods and Technology and Learning are periodicals for educators of all grade levels concerned with teaching methods which use new technologies in the classroom. Teaching Pre K-8 is a professional magazine for educators of students specifically in their early years. The Educational Digest, a general educational periodical, is for teachers of all grade levels who are interested in knowing current trends and methods in education. The Journal of Education is a teachers college publication about teacher education. Two periodicals with scholarly writings are produced by educational honor societies: Educational Horizons: The Official Publication of Pi Lambda Theta, and The Educational Forum, a Kappa Delta Pi publication. Educational Leadership is the official journal of the Association for Supervision and Curriculum Development. NASSP Bulletin is the official journal of the National Association of Secondary School Principals, and Principal is

the official journal for the National Association of Elementary School Principals. When two magazine series were discovered to have missing editions (one edition of Principal and one edition of the NASSP), an edition from the 1993 series was substituted in order to maintain the correct number of sample issues.

The above magazines were chosen in order to fully represent educators from all grade levels and from a variety of educational areas such as classroom teachers, teacher union members, consultants, school administrators, curriculum coordinators, members at teacher colleges, and educational technologists. Articles chosen for the content analysis identified the writer by using the following descriptive words or any synonymous variations: teacher, principal, curriculum director, educational supervisor, prescriptionist, counselor, director or administrator. Excluded from the sample were school board members unless the article identified the school board member as having held an educational position in a school. A greater number was chosen for the second set of periodicals than for the first set of periodicals because the probability of finding articles in educator magazines specifically using language related to school librarianship was less. Because The Educational Digest contains articles reprinted from some of the magazines already chosen for this list, the count from The Educational Digest was taken only from articles of magazines not already included on this list.

The content analysis for the second set of magazines

used the same classifying procedures and data gathering instrument as for the first set. Only the magazines and the author population were different.

Limitations

1. Each magazine asserts some amount of editorial control; therefore, term choices may not have truly reflected the author's terminology preference but may, instead, have reflected an editorial preference.

2. Writers know their audience before writing and submitting an article to be published. Where the magazine readers consisted mainly of colleagues in school librarianship, the articles may not have truly reflected an author's terminology preference but may have reflected, instead, terminology specifically selected to suit the readers' expectations.

3. Writers often choose synonyms for the purpose of avoiding repetition; therefore, the word count within written articles may not truly have reflected a writer's terminology preference but may have reflected, instead, a writing style or a deliberate choice which would not necessarily be the choice used in everyday conversation.

4. Because adjectives not specifically describing a person or place were not included in the count, articles with zero counts may actually have contained an implied word preference but were not used for this study.

5. A minimum word count for each article was not

established as a limitation for this study; therefore, a question of validity is raised where only one word was found in an article. Interpreting the percentages as a true reflection of word choice tendencies where a term was only found once in an article leaves doubt about the real meaning of these percentages in the educator writer set.

CHAPTER 4

Data Analysis

Using the data collection form found in Appendix F, word counts were taken of all articles in the two sets of magazines. Table 6 illustrates results of the first set of periodicals for a readership of school librarians. From 202 articles written by professionals in school librarianship, 193 used traditional or accepted terminology and provided data for the count. Of these 193 articles, 35% exclusively used traditional terminology, 40% exclusively used accepted terminology, and 24% mixed terminology. The first hypothesis stating that "the majority of authors of articles in professional journals of school librarianship continue to use the terms 'librarian'/'media specialist' and the terms 'library'/'media center' interchangeably" was rejected. Only 24% use traditional and accepted terms interchangeably. Twenty articles or 43% of those with mixed terminology chose traditional terminology 50% or more of the time. By adding these twenty articles to the 68 articles exclusively using traditional terminology, the total number of authors using traditional terminology 50% or more of the time is 46%. The second hypothesis stating that at least 50% of the authors in school librarianship use the traditional terms 50% or more of the time was also rejected, missing the predicted amount by 4%.

Table 6. Number Totals of the First Set of Magazines for a Readership of School Librarians

	No. of Issues	Total Art	No. of Art w/Data	Art Excl w/ Trad. Trm	Art. Excl w/ Acpt Trm	Art w/Mixed Trm	No. Mixed Art Using Trad Trm 50% +
Magazines							
SLJ	11	28	25	17 68%	2 8%	6 24%	5/6 83%
SLMQ	4	22	22	0 0%	7 32%	15 68%	5/15 33%
BR	5	52	52	47 90%	1 2%	4 8%	4/4 100%
TT	6	4	4	1 25%	0 0%	3 75%	2/3 67%
SLMAM	10	96	90	3 3%	68 76%	19 21%	4/19 21%
Totals	36	202	193	68 35%	78 40%	47 24%	20/47 43%

Note. Percentages exclude decimals and indicate rounded off numbers if the decimal was 5 or above; without decimals percentages do not always total 100%. Abbreviations for magazines follow: SLJ is School Library Journal, BR is Book Report, TT is Tech Trends, SLMAM is School Library Media Activities Monthly. Other symbols or abbreviations include the following: art = "articles", trms = "terms", w/ = "with", no. = "number", excl = "exclusively", and trad = "traditional", acpt = "accepted", + = "or more".

Table 7 shows the results of the second set of periodicals written for a readership of educators. Of the 756 articles written by educators, 107 articles provided data for the terminology count. Of these 107 articles 70% used traditional terminology exclusively, 9% used accepted terminology exclusively, and 21% used mixed terminology. Of the 21% using mixed terminology, 17 articles or 77% used traditional terminology 50% or more of the time. By adding the 17 mixed articles using traditional terminology 50% or more of the time to the 75 articles exclusively using traditional terminology, the overall percentage favoring traditional terminology was 86%. The third hypothesis which states that at least 75% of authors of educational journal articles will choose the former traditional terminology 50% or more of the time was accepted. The data actually show that 11% more educators than were predicted use the traditional terminology 50% or more of the time.

Table 7. Number Totals of the Second Set of Magazines for a Readership of Educators

	No. of Issues	Total Art	No. of Art w/ Data	Art Excl w/ Trad Trm	Art Excl w/ Accpt Trm	Art w/Mixed Trm	No. Mixed Art Using Trad Trm 50% +
Magazines							
Med Meth	5	53	20	4 20%	4 20%	12 60%	8/12 67%
Tech L	8	47	8	7 88%	0 0%	1 13%	1/1 100%
Tch K-8	8	132	25	23 92%	0 0%	2 8%	2/2 100%
Ed Dig	9	62	9	5 56%	1 11%	3 33%	2/3 67%
Am Ed	4	10	2	2 100%	0 0%	0 0%	0/0 0%
Jour Ed	3	13	0	0 0%	0 0%	0 0%	0 0%
Ed Hor	4	40	4	2 50%	1 25%	1 25%	1/1 100%
Ed For	4	28	3	3 100%	0 0%	0 0%	0/0 0%
Ed Lead	9	148	11	8 73%	2 18%	1 9%	1/1 100%
NASSP	9	146	10	7 70%	1 10%	2 20%	2/2 100%
Prin	5	77	15	14 93%	1 7%	0 0%	0/0 0%
Totals	68	756	107	75 70%	10 9%	22 21%	17/22 77%

Note. Percentages exclude decimals and indicate rounded off numbers if the decimal was 5 or above; without decimals, percentages do not always total 100%.

Magazine abbreviations are as follows: Med Meth is Media and Methods, Tech L is Technology and Learning, Tch K-8 is Teaching K-8, Ed Dig is Educational Digest, Am Ed is American Educator, Jour Ed is Journal of Education, Ed Hor is Educational Horizons, Ed For is Educational Forum, Ed Lead is Educational Leadership, NASSP is National Association of Secondary School Principals Bulletin, and Prin is Principal.

Other symbols or abbreviations include the following: art = "articles", trms = "terms", w/ = "with", no. = "number", excl. = "exclusively", and trad = "traditional", acpt= "accepted", + = "or more".

CHAPTER 5

Conclusions, Recommendations, Summary

Conclusions

While the data demonstrate that the first two hypotheses were rejected, the first hypothesis was limited by the word "interchangeably" and the second hypothesis was limited by the words "a specific percentage of time". Despite not being a majority, the 47% figure does reflect, nevertheless, a substantial number of librarianship professionals continuing to use traditional terminology 50% or more of the time. The second hypothesis missed the predicted number of librarianship authors by a mere 4%. The data, in fact, reflect a majority of librarianship authors either mixing (24%) or exclusively using (35%) traditional terminology. By simply adding the exclusive users with the mixers, the data show that the number of librarianship authors who continue to use traditional terms, regardless of the percentage of time, is 59% or a majority. Even though the first two hypotheses were rejected, both the 47% figure determined within the hypotheses limitations and the 59% majority reflected by the data are large enough figures to demonstrate a significant terminology ambivalence among school librarianship authors.

The data in Table 6 reflect interesting word usage tendencies among the five magazines chosen as samples for the first set of periodicals. For example, School Library Media Quarterly was the only periodical with no articles

exclusively using traditional terminology whereas Tech Trends was the only periodical having no articles exclusively using accepted terms. Book Report and School Library Journal had the highest percentages of articles using exclusively traditional terminology, 90% and 68% respectively. School Library Media Activities Monthly had the highest percentage (76%) of articles using exclusively accepted terms. Three of the five periodicals when mixing terminology used traditional terminology 50% or more of the time; they are Book Report, School Library Journal, and Tech Trends. Tech Trends and School Library Media Quarterly, the journals of AECT and AASL, the organizations which co-produced the guidelines for school library media programs, had the highest percentages of articles using mixed terms, 75% and 68% respectively. Although historically, the AECT strongly influenced use of the term "media" in the guidelines and standards, Tech Trends had no articles exclusively using accepted terminology but did have 25% of its articles exclusively using traditional terminology. Ironically, Tech Trends runs a one page advertisement soliciting nominations for its School Library Media Specialist of the Year Award while its writers, according to this study, are ambivalent about using that accepted title when referring to that professional position.

The third hypothesis states that at least 75% of authors of educational journal articles when choosing between accepted and traditional terminology will choose the traditional terminology 50% or more of the time. This

hypothesis was accepted. In fact, not 75% but 86% of the educator writers used traditional terminology 50% or more of the time. Again, the words "50% of the time" placed a limitation on use of the figures. The data actually show that by combining the percentage of educators who use traditional terms exclusively (70%) with educators mixing terms (21%), 91% of educators continue to mix or use traditional terminology exclusively. The accepted librarianship terminology is rarely used among educators according to the data in this study.

In the second set of periodicals written by educator authors only the The Journal of Education produced no data. All the other educational periodicals had a high percentage of articles using traditional language exclusively. Educational Forum and the American Educator used traditional language 100% of the time followed by Principal, 93%, Teaching K-8, 92%, and Technology and Learning, 88% of the time. Educational Horizons had the highest percentage of articles exclusively using accepted terms, 25%. Media and Methods had an equal number of articles using traditional and accepted terminology exclusively. Media and Methods also had the highest percentage of articles using mixed terminology, 60%.

The high percentages in the educator set of periodicals could be misleading for they may not actually represent word usage tendencies as a result of the limited number of words actually found. For example, looking at the magazine

Educational Horizons in Table 7, forty articles were examined but only four of those forty articles produced data. Of the four articles with data, two used traditional terms exclusively, one used accepted terms exclusively, and one used mixed terms. What the chart does not show is the few times a word is actually found within a single article. One of the two Educational Horizons articles using traditional terminology exclusively had only one word counted. If these educator writers had used the term more than once, would they repeat the term or would they mix terminology? The more often a word was used, the more likely a true tendency was revealed.

The overall word count totals were not considered significant to the study but were counted, nevertheless, to provide additional information. In the first set of magazines with a readership of school librarians, 748 traditional terms and 1182 accepted terms were counted making the traditional terminology 39% of the total words found, the accepted terminology 61% of the total. In the second set of magazines with a readership of educators, 204 traditional terms and 78 accepted terms were counted making traditional terminology 72% of the total words found and accepted terms 28%. Perhaps these overall totals do indicate some tendencies, although they do not reflect tendencies among those who mix terms.

Recommendations

Because the data do not reflect patterns or tendencies of spoken words but reflect, instead, language choices delivered through well prepared written communication, further research might study the use of terminology in unrehearsed conversational settings. This study's audience or readership was limited. A broader audience could be studied with tendencies or word choices noted dependent on who the speakers and the listeners are. Polls or surveys could seek information among students, parents, and lay people. Interviews could report personal experiences and the variety of problems that have occurred because of terminology confusion.

If regular use of accepted terminology is considered a truly important issue, then the facts of this study raise questions that should be addressed by the AASL. Should its members be polled on word preference? The surveys might reveal a surprising lack of unity and subtle undercurrents of division. The AASL may need to examine the effect that lack of conviction about terminology has on its goals for image improvement and role changes. Ambivalence about terminology may be creating communication problems that are more detrimental to the achievement of its goals than previously realized. If librarianship professionals lack commitment to using accepted terminology, perhaps this ambivalent attitude perpetuates communication problems and hinders an image the profession assumes it is projecting. Should consensus on

professional terminology be sought?

Should more time be allowed for present terminology change to be accepted? Should more effort be taken to promote use of the present accepted terminology? The AASL may need to implement a campaign encouraging its members to be more committed to using accepted terminology. The organization may need to work harder convincing its members how important it is to speak with one voice in the same language.

Should other terms be considered or should the profession revert to using traditional terminology? Because of its cumbersome wordiness, maybe it would be better to discard the four word term, "school library media specialist" and adopt Michael Eisenberg's preferred, "information specialist", or the British/Canadian term, "teacher-librarian". Keeping in mind the ridiculous extremes to which society may go in an effort to create a Utopian language as portrayed in The Official Politically Correct Dictionary and Handbook (Beard and Cerf, 1992), a simple return to using former traditional terms may be the most reasonable solution for achieving a unified voice. On the other hand, so much focus on terminology may be a wasteful exertion of time and energy better spent on more vital issues.

Freed from any organizational pressures, what professional title would school library professionals choose for themselves if given a choice? If most school librarians strongly feel that terminology is an important issue but at

the same time feel dissatisfied with the present accepted terminology, perhaps it is time to provide open forums and bring the issue to a vote.

At the same time the AASL needs to examine its own lack of consistency. The name "American Association of School Librarians" encourages continued use of traditional terminology, projects an ambivalent attitude about terminology importance, and creates general confusion. As schools observe School Library Media Month and National Library Week at the same time, simultaneous use of both accepted and traditional terminology perpetuates confusion. The AASL needs to decide if these inconsistencies are important or not. Is a unified voice important?

Consensus on the terminology issue has the potential of unifying public librarians, academic librarians, school librarians, and the people they serve. A move away from ambivalence, a move toward consistency and unity could create a sense of empowerment and a boost in morale for the entire school librarianship profession. Agreement about terminology is purposeful and important.

Summary

This study reviewed the history and evolutionary process over a twenty-five year period of terminology changes within the school librarianship profession. In order to determine whether or not the newer accepted terminology promoted by the American Association of School Librarians (AASL) and the

Association of Educational and Communications Technology (AECT) is widely used by professionals of school librarianship, the researcher did a word count examining articles in two sets of periodicals published in the year 1992. The first set of periodicals provided word counts from articles written by school librarianship authors for school librarianship readers. The second set of periodicals provided word counts from articles written by educators for educators.

A data collection form was used to separate the words into two categories. The traditional terminology category consisting of the words "library" and "librarian" and the accepted terminology category consisting of the words "media center" and "media specialist". The purpose of the study was to reflect terminology preferences or ambivalence among school librarianship professionals as well as prove that large numbers of educators use traditional rather than accepted terminology.

The first hypothesis stating that the majority of school librarianship authors use traditional and accepted terminology interchangeably was rejected. Only 24% of this group used terminology interchangeably; however, those who mixed terminology or used traditional terminology exclusively totaled 59% showing that a majority of professionals in school librarianship continue to use traditional terminology at least part of the time.

The second hypothesis stating that 50% of professionals

in school librarianship continue to use traditional terminology 50% or more of the time was rejected. Instead, 46% of school librarianship professionals in this study were found to use traditional terminology 50% or more of the time, making the prediction short by 4%. The data actually showed that the number of school librarianship professionals mixing terms or choosing traditional terminology exclusively was 59%.

The third hypothesis stating that 75% of educators use traditional terminology 50% or more of the time was accepted with a figure of 86% or 11% higher than predicted. The data actually showed that the number of educator writers mixing terms or using traditional terms exclusively was 91%.

The research reflected terminology ambivalence among school librarianship professionals. The study also showed that their educator colleagues rarely use the accepted terminology. The research raises questions about inconsistent use of terminology, about image problems resulting from communication problems, about the importance of a unified language, and about the future direction of terminology choices among school librarianship professionals.

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Appendix A

TABLE 1. State Certification Titles for School Librarians

State	Title
Alabama	Library Media Specialist
Alaska	Library Media Specialist
Arizona	School Librarian
Arkansas	1. Library Media Personnel 2. Library Media Specialist 3. Library Media Administrator
California	Library Media Teacher
Colorado	<u>none</u> School Library Media Endorsement
Connecticut	<u>none</u> School-Library Media Certificate
Delaware	Librarian/Media Specialist
District of Columbia	School Librarian/Media Specialist
Florida	Educational Media Specialist
Georgia	1. Media Specialist 2. Director of Media Services
Hawaii	School Librarian 1. <i>School Librarian-Basic/Professional Specialist</i> 2. <i>School Librarian-Basic Specialist</i> 3. <i>School Librarian-Professional Specialist</i>
Idaho	Education Media Generalist
Illinois	1. Media Professional (Library and audio-visual) 2. Media Specialist 3. Media Supervisor or director
Indiana	<u>none</u> 1. Library Services or AV Services 2. School Media Services

(table continues)

State	Title
Iowa	School Media Specialist
Kansas	<u>none</u> Library Media Endorsement
Kentucky	1. School Media Librarian 2. School Media Specialist
Louisiana	School Librarian
Maine	Library-Media Specialist
Maryland	1. Educational Media Generalist 1. <i>Educational Media Associate</i> 2. Educational Media Specialist 2. <i>Educational Media Generalist</i> 3. Educational Media Administrator 3. <i>Educational Media Specialist</i>
Massachusetts	Unified Media Specialist
Michigan	1. Teacher-Librarian <i>School Librarian</i> 2. Librarian <i>School Librarian</i>
Minnesota	Media Generalist
Mississippi	School Media/Librarian <i>Media Specialist Endorsement</i>
Missouri	1. School Librarian 2. Instructional Media Technologist
Montana	Librarian <i>Library Media - Certificate /Endorsement</i>
Nebraska	Educational Media Specialist
Nevada	1. Library Science Endorsement 2. Library Specialist 3. Professional LS Endorsement
New Hampshire	Library Media Generalist
New Jersey	1. Associate Educational Media Specialist 2. Educational Media Specialist
New Mexico	Library Media Specialist

(table continues)

State	Title
New York	1. School Media Specialist (Library) 2. School Media Specialist (Educational Communication)
North Carolina	1. Media Coordinator 2. Media Specialist
North Dakota	Media Specialist (Librarian) 1. <i>Librarian</i> 2. <i>Audiovisual Specialist</i> 3. <i>Library Media Specialist</i>
Ohio	<u>none</u> Library/Media Endorsement
Oklahoma	Library Media Specialist
Oregon	<u>none</u> Educational Media Endorsement
Pennsylvania	1. Library Science Instructional Certificate 2. Instructional Technology Specialist, Educational Specialist Certificate
Rhode Island	<u>none</u> Library/Media, Special Subjects Certificate
S. Carolina	1. Media Specialist (Librarian Media Specialist) 2. Media Communication Specialist 3. Media Supervisor
S. Dakota	<u>none</u> Librarian-Educational Staff Assignment Endorsement
Tennessee	Librarian
Texas	1. Learning Resources Endorsement 2. Professional Learning Resources Specialist
Utah	Media Coordinator(District Level) <i>Library Media Certificate</i>
Vermont	<u>none</u> Library Media Position <i>Library/Media Endorsement*</i>
Virginia	Library-Media Specialist <i>Library Media Endorsement*</i>
Washington	Library Media Specialist <i>Learning Resources Endorsement</i>

(table continues)

State	Title
W. Virginia	<u>none</u> School-Library Media
Wisconsin	<ol style="list-style-type: none"> 1. Initial Instructional Library Media Specialist 2. Instructional Library Media Specialist 3. Instructional Technology Specialist
Wyoming	<u>none</u> <ol style="list-style-type: none"> 1. Library-Media, Special Pupil Service Endorsement 2. Audiovisual - Special Pupil Service Endorsement

Note. Table 1 is compiled from Requirements for Certification by John Tryneski (1990) and "Certification Requirements" by Patsy H. Perritt (1990). The word none is used where neither source named a person and is followed by terminology that named a program, certificate, or endorsement. Regular type shows the Tryneski source; Italic type shows the Perritt source where the two sources varied. Parentheses include terms used to explain a position or title. Numbered titles indicate a hierarchy of positions from the lowest level of required training (i.e., number 1) to the highest level of required training (i.e., number 3.)

* Indicates Perritt's variation from Tryneski in use of a hyphen or slash mark.

Appendix B

TABLE 2. Terminology Chronology Endorsed by the Standards

Standards title/ Publisher/Year	Terms (facility)	Terms (person)
<u>School Libraries for Today and Tomorrow</u> AASL-1945	School Library	School Librarian
<u>Standards for Library Programs</u> AASL-1960	School Library <i>Introduced:</i> Instructional Materials Center	School Librarian <i>Introduced:</i> Instructional Materials Specialist
<u>Standards for School Media Centers</u> AASL/DAVI-1969	Media Center	Media Specialist
<u>Media Programs: District and School</u> AASL/AECT-1975	School Media Center	Media Specialist
<u>Information Power: Guidelines for School Library Media Programs</u> AASL/AECT-1988	Library Media Center <i>or</i> School Library Media Center	Library Media Specialist <i>or</i> School Library Media Specialist

Note. AASL is the American Association of School Librarians; DAVI is the Department of Audiovisual Instruction of the National Education Association; AECT is the Association of Educational and Communications Technology (the former DAVI.)

Appendix C

Table 3. Title Variations Used by Members of the Iowa Educational Media Association

**1. Members administering
school programs who use
the word "librarian"**

	<u>No. of Members</u>
Librarian	125
Librarian Media Specialist	7
Media Librarian	2
Teacher Librarian	2
Librarian and Media Director	1
Librarian Media Director	1
Librarian AV	1

Total	139
	139/577 = 24%

**2. Members administering
school programs who use
the word "media"**

	<u>No. of Members</u>
Media Specialist	190
Library Media Specialist	57
Media Director	6
School (Library) Media Specialist	7
Media Center Director (Coordinator)	3
Director of Ed. Media Center	1
Media Technician	1

Total	265
	265/577 = 46%
	(table continues)

**3. Others who use
the word "media"**

	<u>No. of Members</u>
Director of (Educational) Media (& TV) Service (Center)	10
Media Consultant	4
*(Library) Media Director [4]	9
Coordinator/Instructor of Media & Technology [2]	3
*Media Specialist (District Coordinator) [2]	3
*Supervisor (Library) Media Services [1]	2
Ed. Media Coordinator	1
Media Services Coordinator	1
Media Supervisor	1
Director Division of Media	1
Media - District Resource Specialist	1
Director of Media Resources Center	1
Media Specialist/Television Services	1
Director Operations/Media	1
*Media Technology Specialist (Director)	1

	Total 40
	40/577 = 7%

**Others who use audiovisual
or instructional terms**

	<u>No. of Members</u>
AV Coordinator (Director and Consultant)	5
*IMC Specialist (Coordinator/Specialist) [2]	5
Instructional Resource Center (Manager)	3
EPA AudioVisual	1
Manager - AV Equipment	1
Technology Director	1
Director of Instructional Technology	1
Instructional Technical Support Coordinator	1

(table continues)

Instructional Designer	1
Director of Instructional Services	1
Learning Resource Center Director	1

Total	2 1
	21/577 = 4%

Others not included	Total 1 1 2
	112/577 = 19%

Note. Parentheses indicate titles grouped together; the term variation of the basic title is shown within the parentheses. IEMA members in the 1992-93 handbook total 577.

* Indicates members whose addresses say "schools" or "school district" who might belong in category 2. Bracketed numbers with the starred terms indicate how many of the starred members might administer library programs.

Note. "Resource specialist", "Instructional Resource Specialist", and "Educational Materials Specialist" were originally part of the study but omitted when not used by sources. Sources for the table include: the ALA Glossary of Library and Information Science , Sears List of Subject Headings , Library Literature Index, 1991 , Educational Index , the Thesaurus from Educational Resources Information Center (ERIC) on CD-ROM; the University of Northern Iowa's UNISTAR (UNI System to Access Resources), and the University of Iowa's OASIS (Online Access System for Information Sources.) Term abbreviations: Inf = Information; Instr = Instructional; L = Library; Ln = Librarian; Lrng = Learning; Med = Media; Mat = Material; Progr = Program; Res = Resource; S = School; Scient = Scientist; SP = Specialist; T = Teacher. Plurals are not indicated.

Appendix E

Table 5. Titles for Place - Common Terminology Used in Indexes

Resource Titles							
	ALA Glossary	Sears	OASIS (LC Index)	UNISTAR (LC Index)	ED Index	ERIC	Lib Lit Index (Thesaurus)
Terms							
Curr Mat C		See: Instr Mat C				See: Ls	
Curr L				See: Instr Mat C			X
Ed Mat C			Search: Instr Mat C				
Ed Res C				See:Ed Res Inf C	X		
Inf C	X	See: Inf Serv, See also: Ls	Search; Inf Serv		See: Inf Serv	X	See: Inf Serv
Instr Mat C	See: Med C	See also: SLs	X	X	See also: Ed Res C	Use: Lrng Res C	See: Med C
Lrng Res C	See: MedC	See: Instr Mat C			See: Ls	X	
L (or Ls)	X	Ls, See also: Instr Mat C, SLs	X	X	X		See also: SLs
L Med C					See: Ls HS, Ls S		

(table continues)

	ALA Glossary	Sears	OASIS (LC Index)	UNISTAR (LC Index)	ED Index	ERIC	Lib Lit Index (Thesaurus)
Terms							
Mat C					See: Instr Mat C		See: Med C
Med C	X	See: Instr Mat C			See: Ed Res C, Instr Mat C, Ls/S		See also: Curr Ls, SLs
Res C			X		See: Ed Res C		
SL(s)		See also: Childr Ls, Ls, Ls & S, SLs (EI & HS)	X	See also: S/Ls	See: S/Ls		See also: Curr L
SL Med C	X						
S Med C			Search: Instr Mat C	See: Instr Mat			

Note. Sources for the table include: ALA Glossary of Library and Information Science, Sears List of Subject Headings, Library Literature Index, 1991, Educational Index, the Thesaurus from Educational Resources Information Center (ERIC) on CD-ROM; the University of Northern Iowa's UNISTAR (UNI System to Access Resources), and the University of Iowa's OASIS (Online Access System for Information Sources.) Resource abbreviations: ALA = American Library Association; LC = Library of Congress; Ed = Education; Lib Lit = Library Literature. Term abbreviations: C = Center; Childr = Children; Curr = Curriculum; EI = Elementary; HS = High School; Inf = Information; Instr = Instructional; L = Library; Lrng = Learning; Med = Media; Mat = Material; Res = Resource; Serv = Services; S = School. Plurals are indicated with an "s" only where the change in spelling changes location in an index, i.e., "libraries" is designated Ls but "centers" remains C.

