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The use of jargon in education, 1920-1990

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Hollingshead, Susan Lynn Pearson, Ed.D.

University of Nevada, Las Vegas, 1994

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THE USE OF JARGON

IN EDUCATION

1920 - 1990

by

Susan Lynn Pearson Hollingshead

**A dissertation submitted in partial fulfillment
of the requirements for the degree of**

Doctor of Education

in

Educational Administration and Higher Education

**Department of Educational Administration and Higher Education
University of Nevada, Las Vegas
August, 1994**


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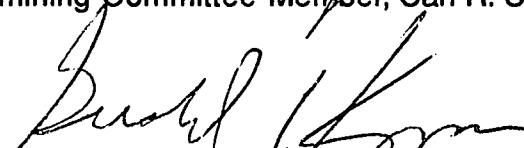
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ABSTRACT

The Use of Jargon in Education: 1920-1990 provides a qualitative study based on communication theory was conducted on every issue of selected education journals at ten-year intervals from 1920 to 1990. Ninety preselected vocabulary words were the specific jargon terms evaluated in this study. Content analysis was the methodology for this study. The use of these terms was defined, quantified, tabulated, and graphed and similar terms and/or uses were identified. The ninety preselected vocabulary words were used 12,716 times for all five codes. Code 5 was deleted since it was for a different meaning than the one identified in this study. The jargon was used 5,399 times for codes 1 through 4 inclusive. Fourteen of the ninety jargon terms were not found in any issue of the sample. Nine of the jargon terms were found in only one journal in one decade. Only one of the preselected terms, ability grouping, was found in all decades and appeared 417 times as nineteen different terms/phrases with essentially constant context. The most prevalent jargon term, reform, appeared 809 times. The context of reform evolved from consolidation in the early decade to decentralization in the 1970's differentiation and local empowerment in the 1980's and 1990. No specific guidelines or criteria for reform were given in the literature. The use of jargon in education is a problem where it is not used consistently. This inconsistency limits how people within the profession communicate with each other and also how those professionals communicate with others.

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CHAPTER 1

INTRODUCTION

Educational jargon, where does it come from? Perhaps it dates back to early centuries in England. It was there that the Cockney words were created-- words with no meaning, just jibberish to confuse the local bobbies. It was then carried as a tradition or tool to the colonies by the early colonists who were sent here by the Mother Country to punish them for their crimes.

Why is educational jargon being used today? Bader (1989) suggested that "new terms were obscuring the fact that nothing new or significant was being discovered." However, it seems that university-based research, which often is supported by federal funding, has continued to "flood the professional literature with pretentious and obscure language" (Bader, 1989, p. 626). Do researchers create jargon to fulfill the publish or perish requirement of universities or do they knowingly create jargon because "getting other people to use your terms is an indication of power"? (Bader, 1989, p. 629; Otto, 1990). Or has the economic concept known as inflation drawn a parallel that can be called "word inflation," i.e. "the expansion of words to mean more than they once did" (McGrew, 1983, p. 14).

The advertising industry spends a lot of time "expanding images" (McGrew, 1983; Chervokas, presentation, 1986). Is "educationese" just a response to society's quest for "new", "improved", "better" and "brighter"? Is jargon

education's response to the marketing of "new and improved laundry detergents"?

Have educators been changing the form and not the substance, thus creating an illusion of progress?

Economists tell the nation that a little bit of inflation is good for the country. Perhaps a little word inflation is good also. However, McGrew (1983, p. 16) concludes that "too much of either could be a disaster, and we certainly don't need more of that in education or in the economy right now". What is the impact of the use of jargon on classroom teachers? Studies have been conducted and teachers overwhelmingly reject the jargon. Bader (1989, p. 627) continued "even though these readers presumably understood the jargon, they still found it offensive; there is an affective dimension to pretentious language." Harley (1981) concluded that a high proportion of academic writing simply does not communicate its meaning even to an interested and attentive reader.

English teachers taught an important writing lesson: know your audience. For many, "professional" seemed to mean pompous and redundant. . . .Class barriers were fortified by language (Nelson, 1984). Many administrators use "unclear or imprecise language, often in the form of buzzwords, which conjure up ill-defined concepts and enable the user to avoid having to enunciate a clear definition of what he or she actually means. Not surprisingly, these ill-defined terms cause communication problems" (Green, 1986, p. 51). Euphemisms flourish in every field, but "they are particularly unfortunate in an academic culture which, after all, prides itself on its intellectual prowess and lucidity" (Green, 1986, p. 52).

ASSUMPTIONS

The following are assumptions on which this study was based.

1. There will be changes in the meaning and use of words over the seventy year period of time.
2. The jargon will reflect societal, economic and legislative changes over time.

PROBLEM STATEMENT

The purpose of this study was to examine the use of jargon and its effects in the educational setting since 1920. The following questions served as a basis for collection and analysis of data.

1. What were the categories and frequencies of the technical vocabulary used in the educational journals?
2. Was the jargon used in 1990 the same as was used in the past? Was there a cyclical nature to the concepts or definitions of jargon?
3. Was there any relationship to the changes and use of jargon with respect to educational reform?

SIGNIFICANCE OF THE PROBLEM

It is important that teachers and administrators in elementary, secondary, and post-secondary institutions be able to communicate with each other, both within and among educational settings. If regional differences exist regarding the use of terms and their meanings, then communication problems will result. Euphemisms flourish in every field, but "they are particularly unfortunate in an

academic culture which . . . prides itself on its intellectual prowess and lucidity" (Green, 1986, p. 52).

Teachers and administrators complain that terms are often poorly defined in professional journals. It is "assumed" that "everyone knows the meanings of the terms". And yet much confusion exists among those in the profession. However, in at least one professional journal, *The Journal of Professional Studies*, number four of the Writing Style Guidelines stated "Avoid wordiness, jargon and a stilted 'scholarly' approach (Wright, ed., 1989, p. 79).

Teachers also commented that administrators use their "own jargon" without explanation. One can question that such academic euphemisms as "de-enrichment of the curriculum" and "tenured layoff designee" are necessary and intelligible in their meanings. Why have these unclear words permeated the language of education when the literature of administration underscores the importance of good communication to effective leadership (Green, 1986; Harley, 1981)?

Real language allows people to communicate. Fuller (1988, p. 31) says that real language can do more than just communicate, that it "can give rise to art". He goes on to state that jargon cannot bring anyone "art, or even help to communicate. It subverts communication."

Lawyers speak like lawyers and write like lawyers. Welle and Farber wrote that some lawyers might suggest the low level of reading literacy in the general population is the problem with misunderstanding of legalese and that if the reading and comprehension levels increased, there would be no problem (1981). They, however, went on to quote Dr. Donald Jones who "suggested that unless the language of our complex times and technologies is reduced to

clearly understood language, there exists the possibility that specialists could manipulate our lives through the use of their language without our awareness of what was happening. . . . Truthfulness (in language) can be both an armor and an armament" (1981, p. 3).

Administrators who speak or write in educational double-speak put distance between themselves and their audience. Doublespeak may be an attempt to sound impressive or to appear to be saying something that he/she is not (Tibbets, 1985; Harley, 1981). Perhaps the administrator is unaware that the use of jargon prevents clear, precise communication. Kersting said that at times one may be "too close to our own language habits to recognize objectively how we actually use words" (1984, p. 99). Jargon may be used to cover up insecurity (Ehly and Eliason, 1983). Welle and Farber addressed the issue of reading educators who use professional language to communicate with parents regarding their children's reading problems. They projected that there will be in the near future language-frustrated comprehenders at parent-teacher conferences (1981).

Schiappa (1989, p. 261) discussed the role and language in the decision-making process. He stated that "it is impossible to understand the decision-making process without reference to the role of language" (1989, p. 258). Schiappa spoke on the use of Nukespeak, the use of "euphemisms, jargon, and bizarre acronyms which serve to cloud the true nature of nuclear weapon systems, nuclear fighting concepts, and nuclear war itself" (1989, p. 251). He cited the works of Aubrey (1982) and Chilton (1985) when he concluded that the study of nukespeak is becoming a "recognized area of scholarly research."

It is important to examine the use of jargon in education and in educational

administration and determine its role in the communication process. Hopefully this study of the use of jargon in education will point out the importance of this topic as an area of scholarly research.

DELIMITATIONS

The delimitations for this study were the following:

1. Content analysis was the methodology employed.
2. The sample consisted of selected educational journals analyzing every edition for every ten years of the journal from 1920 to 1990.
3. The list of jargon studied can be found in Chapter 3.

DEFINITION OF TERMS

Jargon, according to the Webster's II New Riverside University Dictionary, (1976) was defined as: (1) Nonsensical, incoherent, or meaningless talk; (2) a hybrid language or dialect; (3) the specialized language of a trade, profession, or similar group (p.651).

Buzzword was defined as: an important-sounding technical word or phrase used primarily to impress lay people (Webster, 1976, p. 214).

In the articles of the Review of Literature jargon and buzzwords were frequently used synonymously. In the educational journals buzzword appeared infrequently.

CONCEPTUAL FRAMEWORK

The basis of this study was communication theory with specific reference to the uses of professional jargon as it affects the transmission of ideas.

John D. Peters, in his article "John Locke, The Individual, And The Origin Of Communication" stated that the "office of language is to convey 'ideas,' nothing more nor less" (1989, p. 391). He did not believe, like Rousseau, for example, that language was an instrument of "pleasure and seduction". For John Locke, language was a "utilitarian device for sending clear ideas and avoiding confusion". Peters concluded that Locke invented the concept of communication as "the sharing of thoughts by individuals"(1989, p. 391). He also argued that communication was not something invented by early man, but rather that it was an "invention that our discourse retroactively projects on history. Communication . . . is a child of modernity, not antiquity"(1989, p. 391).

Peters (1989, p. 392) contended that miscommunication is the special case when "individuals in fact do determine meanings". When Theseus was returning from slaying the Minotaur, he forgot to change the black sail on his ship to a white one, indicating his triumph. His father, Aegeus, saw the black sail and thought that his son was dead. In despair he jumped into the sea (later known as the Aegean). The moral of the story was to build redundancy into messages upon which life and death depend.

In 1989, Wilcox, Ault, and Agu defined communication as the "act of transmitting information, ideas, and attitudes from one person to another" through a "common understanding of the symbols being used"(p. 185). Words are the most commonly used symbols. "Occupational and bureaucratic jargon

are . . poor symbols for effective communication" (Wilcox, Ault, & Agu, 1989, p. 186).

Berlo's communication model included the feedback between the sender and the receiver (Wilcox, Ault, & Agu, 1989, p. 187).



Feedback can be minimal or nonexistent when there were misunderstandings of the message because of the use of jargon.

Don Hill's (1982, p. 12) model of congruent communication included:

1. **A message** which is . . .
2. **Understood by its sender** and is . . .
3. **Transmitted** through . . .
4. **A medium** to . . .
5. **A receiver** and thence to . . .
6. **An audience** which understands the message and is affected by it."

Technical and bureaucratic jargon are a source of blocked communication. Wilcox et al. (1989, p. 197) stated that "to the general audience, jargon, pure and simple, is what social scientists call *semantic noise*. It interferes with the message and impedes the receiver's ability to comprehend it." Communication scholars and theorists may understand (or guess) what the technical terms mean. But business people and the general audience are "uninitiated into this complex jargon. You can't even look these terms up in the dictionary." (Wyatt & Atwater, 1988, p. 3).

Therefore, the transmission of information by Theseus to his father was incomplete through his failure to change the color of his sail. Communication of information of ideas and information is incomplete when there is a blockage through the use of technical jargon.

CHAPTER 2

REVIEW OF LITERATURE

INTRODUCTION

English teachers have been known in academic circles for their common sense approach to writing: know your audience and write with clarity (Nelson, 1984; Dorney, 1988; Maclaran, 1983; Ransone, 1981; Murawski, presentation, 1986; Kleinmann and Meyers, 1981; Tolliver, 1985; Airaudi, 1980; Thompson, 1979; Safire, 1980; Redish, 1981; Battison & Goswami, 1981; Goldstein, 1980). Writers should pay close attention to the matter of word choice. Professional language, on the other hand, is known to mean "pompous and redundant" (Nelson, 1984, p. 62). There is a social prestige of a special language (O'Donnell, 1983). Along with communication, a second and perhaps an unconscious use of language is that of a social indicator. The social image a person projects is due in no small part to the language used (Smith & Denton, 1980). Class barriers among people, especially among professionals seem to be fortified by language (Nelson, 1984; Hook, 1984; Lemke, 1987; Redish, 1981; Harley, 1981; Kagan, 1990). "While every field has its jargon, it is particularly unfortunate when leaders who nurture the intellectual growth of 12 million learners, are careless with thought and language" (Green, 1986, p. 51). Harley stated that much of the academic writing does not even communicate its meaning well even to an interested and knowledgeable reader. He feels that it is the "exceptional university professor who writes reasonably clearly by current

public standards" (1981, p. 1). Harley went on to state that "the language of academia, with its often grotesque and hideous forms, dominates not only the milieu of universities but also much of the educational system and the public media" (1981, p. 2).

There is, according to Fish, "a lot of obfuscation of the language in the college environment, each developing its own special language or jargon" (1987, p. 6). Barth wrote that all too often, university professors and researchers repackage an approach the community has previously discarded or discredited. Dressed up with new buzzwords and jargon, the rehash becomes the latest bandwagon (1990, Bader, 1989). Harley believed that the "closed society of the university" is the attributable factor in the failure of communication with the public and also the cultural factor that academia is not convinced of the need to bridge the differences between themselves and the audiences for whom they write (1981). Chaitt and Green stated that the professional language of higher education through its specialized vocabulary "enables the speaker to circumvent the brutal truth whenever possible" (1990, p. 19). Kevin Ryan stated that the potential value in educational jargon is that it is "tied to a greater human phenomenon, the interrelationship of people" (1986, p. 40). Rodriques contended that "by giving their words free reign, educators have sullied the profession and shortened their paychecks" (1981, p. 67).

"Many linguists argue that language is organic and should grow and change as circumstances dictate" (McGrew, 1983, p. 16). Words cannot remain static. Circumstances are changing too rapidly. However, "inflated definitions can serve to obscure vital information. Changing the form and not the substance can create an illusion of progress" (McGrew, 1983, p. 16). "Almost

invariably words are inflated to obscure, not reveal..." (Pindell, 1983, p. 52). Writers should pay close attention to the matter of word choice. All too often jargon, esoteric or exotic words and ponderous terminology obscure what otherwise might be understandable prose. The use of simple, straight forward words with precise meaning is as essential in scholarly writing as it is elsewhere. The goals of precision and clarity in the choice of words guarantee the conveying of meaning and communication with readers. Kagan stated that "the prose of truly great scholars in any discipline invites readers by facilitating comprehension. It does not repel them with jargon" (1990, p. 9). Ehly & Eliason noted that the "power of jargon to achieve less than words can say" (p. vii) is a common problem and they believed that an ethical argument can be made for the avoidance of all such specialized language (1983; Bramer, 1989).

Communication teachers have stressed that jargon of all kinds be rejected in the interests of honesty, directness, clarity, relevance, perspicuity and economy of statement (Brown, 1983; Maclaran, 1984; Tibbets, 1985; Kleinmann and Meyers, 1981; Airaudi, 1980; Thompson, 1979). However, Ransone stated that "there is a time, a place, and a use for complex terms, acronyms, and jargon" (1981, p. 5). Ransone and others stated that each professional must learn where such usage is appropriate, as well as how to express himself clearly and correctly, both when using these terms and also without using them (1981; Kleinmann and Meyers, 1981; Airaudi, 1980; Redish, 1981; Harley, 1981; Waddell, 1951; Kagan, 1990).

DEFINITIONS OF JARGON

Mueller reported the origin of the word *buzzword* is credited to William James when he described the "world of the baby's earliest observation as 'one big booming, buzzing confusion' " (1974, p. viii). Later Professor Ralph Howard of Harvard used the term *buzzwords* "for those phrases that have a pleasant buzzing sound in your ears while you roll them on your tongue and that may overwhelm you into believing you know what you're talking about when you don't" (Mueller, 1974, p. viii).

"Jargon is the specialized language of a trade, profession, or similar group." (Lutz, 1987, p. 382; Lutz, 1989, p. 5). Webster defines jargon as "technical terminology or characteristic idiom of specialists or workers in a particular activity or area of knowledge". According to Sears, "Jargon is a language of false values. It makes no attempt to communicate, aiming instead to mystify, awe, and befuddle. It sacrifices efficiency and precision for a long-winded, flabby vagueness. . . . It serves to cover up mediocrity and ignorance, or tries to pass these things off as the profoundest prudence and wisdom" (1979, p. 25). Jargon was defined by Fish as "the technical or specialized vocabulary or phraseology used among themselves by the members of a particular profession, sect, or similarly restricted group" (1987, p. 6). Mueller explained that jargon "is now used chiefly in reference to the technical and esoteric language of a subject, class, profession, cult, or trade, and is more or less intelligible to people that are in that line and quite often is not recognized on the outside" (1974, p. 13). Brown, Braskamp, and Newman conducted a study on evaluator credibility and used jargon as a variable. For this study, "jargon words were operationally defined as those that succinctly conveyed a concept to a

professional audience, that were in frequent usage in an educational setting, and for which there were more general usage words or phrases available" (1978, p. 334).

Brown, Braskamp & Newman studied the use of jargon and how it "affected the ratings of technicality and difficulty for an audience of professional educators reading an educational evaluation report on testing and grading issues. . . . The report rated most difficult was jargon loaded and did not include data support. The jargon free, data-supported report was rated the least difficult" (1978, p. 339). Further they stated that reports that contained both jargon and data were rated most useful, both for people in and out of the field. And the next most useful from their study were those reports both data and jargon free (Newman, Brown & Braskamp, 1980). According to Chase, jargon has traditionally had several meanings, the two most common of which are "(1) the vocabulary peculiar to a particular profession or group and (2) pretentious language, or loosely the use of long words, circumlocutions, and other clumsiness" (1987, p. 11). Rodriques discussed the "*raison d'etre* of jargon" and said the "it is not to communicate substance, but to create ambiance, a community of like souls, a brotherhood, a union of travelers sailing through the fog of phatic discourse" (1981, p. 69).

Gilsdorf said that "business communicators use a changing language. . . . euphemisms mutate when the polite term becomes too closely identified with the unpleasant thing it names; jargon terms are created to fill new needs of specialized occupations; buzzwords can be born overnight, mutate soon, and perish early" (1983, p. 29). Wilcox, Ault & Agu (1989, p. 186) reported that "occupational and bureaucratic jargon are poor symbols for effective

communication". They stated that to the general audience, "jargon, pure and simple, is what social scientists call *semantic noise*" (1989, p. 197; Lahiff, 1980). Wyatt and Atwater advised writers to avoid technical jargon that readers don't understand (1988). D'Angelo defined jargon as "meaningless, incoherent, and nonsensical gibberish, characterized by abstract and pretentious language and doublespeak" (1989, p. 121).

Ehly and Eliason found that in a study conducted by Thouless in 1949 that there were advantages "to a special technical vocabulary . . . that consisted of terms not drawn from popular speech" (1983, p. v). O'Donnell stated that jargon is a problem in that it uses words without clear and special meanings (1983). Jargons are sublanguages that simplify communication within a given area of specialization (Lahiff, 1980). For example, computer specialists will use certain terms that likely will be understood by other computer specialists when communicating with them. This allows for the assumption that one can communicate clearly, efficiently and with specificity through the appropriate jargon (Lahiff, 1980; Lutz, 1989; Bohlman & Wunsch, 1981; Chaitt and Green, 1990; Gibbs and Nagaoka, 1985; Krohn, 1985; Kari, 1987; Ransone, 1981; Fish, 1987; Meuller, 1974; Schiappa, 1989; Redish, 1981; Harley, 1981; Charrow, 1981). Brown stated that jargon "is (and always has been) indispensable to communication within a group of specialists" (1983, p. 4).

Ehly and Eliason (1983, p.v) stressed that while members within the group can communicate with each other "precisely and economically", this can only be accomplished with terms that are "clearly defined and have a common meaning for all members". Gilsdorf reminded the reader that business jargon

should never be used outside the occupation group that initiated the term (1983).

Brown, however, stated that it would be "a mistake to define jargon as only the language that is special to a particular line of work" (1983, p. 4). He went on to say that "more pervasive than this is popular jargon (variously called the "nominal" or "official" style), which is a mongrelized style that has come into general use as a result of the wide influence of technology, government bureaucracy, and the business and academic establishments upon everyday life" (1983, p. 4).

Jargon becomes dysfunctional when it is used by a specialist to communicate with outsiders (Lahiff, 1980; O'Donnell, 1983; Lutz, 1989; Bohlman & Wunsch, 1981; Sears, 1979; Ransone, 1981; Fish, 1987; Mueller, 1974; Rodriques, 1981; Redish, 1981; Harley, 1981; Charrow, 1981). It is an erroneous notion that jargon is the "only proper language for use in the serious writing of professionals" (Sears, 1979, p. 28). Other problems also arise when one jargon is combined with jargon from another discipline (O'Donnell, 1983; Ehly and Eliason, 1983). Lengthy reports full of jargon or technical terms will discourage many people, even those in the specialized field, from reading them (Ehly & Eliason, 1983; Harley, 1981). Jargon, like a cliché, also becomes dysfunctional in its relationship to certain times, cultures, and regions (Kari, 1987).

Lawyers are expected to communicate in their own special jargon, legalese, for three reasons: (1) they don't realize that many terms are nothing more than useless legal jargon, or (2) they enjoy a special camaraderie because only they can interpret legalese, or (3) they create a constant need for their own

services by making it impossible for a layperson to handle even the simplest legal matter (Frooman, 1981; Collins, presentation, 1986; Rodriques, 1981; Welle & Farber, 1981; Charrow, 1981). However, D'Angelo reported in a *New York Times* article that some judges and lawyers are concerned that they are so often misunderstood and they are "discovering that sometimes they cannot even understand each other" (1989, p. 123) or that some bureaucratic documents and education reports written in legalistic style are not understood by lawyers (Redish, 1981; Welle & Farber, 1981; Charrow, 1981). However Redish stated that lawyers feel that if lay readers understood legal language, it would lose some of its mystique and lawyers would lose their control over the general population (1981; D'Angelo, 1989).

Ehly and Eliason reported on a study by Hallenstein in 1978 in which he pointed to "psychological jargon as being potentially harmful to our relationship with consumers in several ways:

1. Jargon can distort truth and understanding.
2. It can provide a means for avoiding responsibility.
3. It can foster the development of an elitist class.
4. It can lead to the denigration of psychology as a profession." (1983, p. vi)

In a study by Barak, Patkin and Dell, counselor professional jargon yielded higher expertness scores than layman language and there was significance in two-way interactions between nonverbal behavior and jargon ($p < .001$) and between attire and jargon ($p < .01$). This study was based on three previous studies dealing with the perceived credibility of counselors based on their use of professional jargon (1982).

However, Witt, Moe, Gutkin and Andrews conducted a study in which jargon types (behavioral, pragmatic, and humanistic) were used on intervention

acceptability as evaluated by teachers. The results indicated that the pragmatic jargon was significantly more acceptable than the other two and that the interventions were rated as less acceptable by highly experienced teachers than by those newer to teaching (1984).

Barrow researched the word "skill" and its usage in educational discourse. She stated that "a lot of talk is general and confused, at least as judged by philosophers, but to no obvious ill-effects, as, for example is the case with buzz words, such as 'brainstorming', 'lateral thinking', 'relevance' and indeed 'buzz words' itself". She concluded that the cavalier use of the word was inappropriate because "skill" is not a general word (1987, p. 11).

A study was conducted by Gilsdorf to survey business communicators on their attitudes toward business slang expressions, or buzzwords, to see if they were as negative as the attitudes generally expressed by academicians and journalists. Gilsdorf found an unexpectedly large number of respondents expressed tolerant attitudes toward the terms which the academicians would call nonwords (1983).

In *Death in the Afternoon*, Ernest Hemingway spoke on the lack of clarity in language:

"If a man writes clearly enough anyone can see if he fakes.

If he mystifies to avoid a straight statement, which is very different from breaking so-called rules of syntax and grammar to make an effect which can be obtained in no other way, the writer takes a longer time to be known as a fake . .

True mysticism should not be confused with incompetence in writing which seeks to mystify when there is no mystery but is really only the necessity to take to cover lack of knowledge or the inability to state clearly.(p. 54)"

Krohn explained that businesspeople who engaged "in pervasive communication are highly likely to resort to overgeneralization" (1985, p. 63). Business euphemisms are turning up everywhere even though they block

communication with employees, shareholders, and customers. "Communicators it seems, are doing remarkable jobs of wrapping their firms' ugliest dealings in beautiful words" (Hunter, 1985, p. 27). According to Hahn, "Euphemisms, words which mask reality by giving it a better face, function to make things sound better than they are . . . Euphemisms make situations that are intolerable seem tolerable, thus lessening our inclination to act to change them" (1989, p. 112).

"Elegant variation" is the new euphemism for business euphemisms. Euphemisms have been used by corporations for years. However, many linguists feel there has been an increase of their usage and believe that government has set this example for others to follow (Hunter, 1985; Fish, 1987; Mueller, 1974). A typical business euphemism is the upscaling of "doorman" to "access controller". The higher one becomes in management, the greater the need for communication skills (Shadiow, 1981). The need for communication skills involves the ability to communicate with all levels of management and workers and that need is best accomplished through the use of plain language. Gilsdorf's study concluded that "(1) on the average, the most positive attitudes toward business slang are held by those in middle management, and (2) many respondents feel middle management uses business slang expressions most" (1983, p. 33).

Malcomson stated a similar situation in teaching modalities with gifted students. He believed that while "some highfalutin' classification of a particular teaching model may sound impressive, its spectacular nomenclature, alone, will not ensure beneficence . . . " (1986, p. 60).

In the field of medicine, business terms such as "interface", "emergent cases" and "armamentarium" are the new "meta-language". Bjork stated that

"modern medical literature abounds with . . . opaque structures. . . . scientists have truly started developing sub-languages ("discipline-specific" languages) (1983, p. 141).

TYPES OF JARGON

William R. Brown, in a paper he presented at the American Business Communication Association Eastern Regional Meeting, discussed that there is a "defensible distinction between acceptable and unacceptable jargon--good jargon and bad" (1983, p. 3) Jargon endemic to a particular field and to show that one knows the field is "jargon as credential". Jargon that people use to show that they have knowledge about a known and/or controlled pattern is "jargon of control". An example of jargon of control is that of an airline pilot with the air traffic controller. A variation of jargon of control is "jargon of reduction" which is an attempt to reduce the emotional impact of a situation, such as Watergate and Three Mile Island. D'Angelo called jargon of reduction "pentagonese" when the issue had negative connotations and he called it "officialese" when the jargon was used to oversimplify or blur complex situations (1989). Brown believed that "good jargon accomplishes the writer's purpose; bad jargon does not." (1983, p. 8).

William D. Lutz (1987; 1989; Rohatyn, 1987; Dorney, 1988; Bramer, 1989) wrote on the use of doublespeak and stated that there are four types of doublespeak: (1) euphemism; (2) jargon; (3) gobbledegook or bureaucratese; and (4) inflated language. Rohatyn believed that the common denominator in these four types of doublespeak is self-deception, in lies, in inconsistency and in mystification (1987; Suhor, 1984). Lutz believed that jargon is useful in that it allows clear, efficient, quick communication within a similar group, such as

those in a trade or a profession. He commented that it is a mark of membership in the group to be able to use and understand the group's jargon (1987; 1989; Bliss, 1983). However, this use of jargon becomes doublespeak when it is knowingly used to communicate with a nonmember of the group (Lutz, 1987; Lutz, 1989; Bohlman & Wunsch, 1981).

"Educanto" was the term used by Penelope for academic doublespeak.

She referenced D.G. Kehl for the five causes of Educanto. They were:

- "1. Professional pretensions to wisdom and profundity,
2. the desire to present things as worse or better than they are,
3. the desire to make 'simple or nonexistent problems' appear to be complicated (mystification),
4. the need to survive in the academic factory,
5. the need to justify academic institutions as viable, productive organizations during a period of declining enrollments." (1989, p. 165).

Doublespeak is not the product of careless language or sloppy thinking. According to Lutz, "most doublespeak is the product of clear thinking and is language carefully designed and constructed to appear to communicate when in fact it doesn't. It is language designed not to lead but mislead. It is language designed to distort reality and corrupt the mind" (1989, p. 1; Penelope, 1989). Suhor defined doublespeak as an "active use of language to hide the truth" (1984, p. 190). Bramer quoted Metta Winter that " 'Doublespeak is not lying, nor is it merely sloppy language; it is the intentional use of euphemisms, synonyms, jargon, and vagueness which pretends to communicate but really does not, or which implies the opposite of what it would appear to be communicating' " (1989, p. 67). Bramer concluded that "Doublespeak is deliberately deceptive language other than lying" (1989, p. 68).

Lutz concluded that doublespeak "is language which attempts to make the bad seem good, the negative appear positive, something unpleasant appear

attractive; language which seems to communicate but does not. Such language breeds suspicion, cynicism, distrust, and, ultimately, hostility" (1989, pp. 389-390). Bramer cited D. G. Kehl in the conclusion of his article, *Doublespeak: Its Meaning and Its Menace*, when he stated that " 'doublespeak is so pernicious because it is a form of psychological violence' " (1989, p. 68).

O'Donnell used the "terms of art" commonly called jargon and the "use of argot" which is ingroup communication of professional language in identifying legal and bureaucratic language (1983; Charrow, 1981).

Upholstery jargon was discussed by Mueller. He said it "spreads weedlike through the tales of our cities in the form of government euphemistic gibberish. While much originates in the space-defense areas, it now pervades the health, education and welfare programs, manpower, recruiting, and transportation, with a pseudo-scientific patois from the psychologist, sociologist, economist, and engineer" (1974, p. 26).

Sears defined the term:

"fashionable jargon, which consists of terms taken from fields that enjoy prestige or popularity among business and professional people. . . . Often these borrowed terms fill genuine gaps in our general vocabulary; but more often they are used in place of perfectly good common-language equivalents just to give letters and reports a pseudo-scientific, authoritative air" (1979, p. 26).

PEJORATIVE USE OF JARGON

"The higher the general level of education of a person, the more likely the person is to have acquired a large vocabulary, one which includes technical terms and jargon" (Ehly & Eliason, 1983, p. vii). Mueller stated that this "multiplicity of words can also lead to an intellectual one-upmanship, an attempt to manipulate others by using words unfamiliar to them. It is part of a would-be eliteness. . . (1974, p. v).

Lemke expounded on the idea of a specialized language, namely

scientific discourse, and it's self-perpetuating of an elite class in the field. He stated that:

"scientific discourse in general favors a small educated elite over the general population. It is written and spoken and taught in ways that make it relatively inaccessible. It tries to tell us that it is intrinsically more difficult to master it than other discourses, that it requires a special kind of intelligence, that only the superior are capable of mastering it. It convinces most people exposed to its myths that it is their own inferiority which keeps them from understanding it, and/or that it is not something they would want to master. . . . By encouraging this self-exclusion, and by excluding subtly from its available channels of transmission all those who do not have certain specialized discourse prerequisites, it succeeds in perpetuating an elite" (1987, pp. 16-17).

Olson elaborated that these highly educated people also have a great command of the "generational cliché" which has been so overused that it is no longer a cliché, but an "overworked figure of speech" (1987, p. 105). "Highly educated people often use language as a game-plays on words, puns, overstatement, sarcasm, and hyperbole used to make a point. This ability can be seen applied in the professional world in reports in which the writer has no solution to offer but is capable of making an eloquent, moving statement that says nothing. . . . Technical language and jargon can be used to impress the audience with the writer's great knowledge. Jargon is used to cover up insecurity" (Ehly & Eliason, 1983, p. vii) and can also be used to hide one's ignorance (Tibbets, 1985; Mueller, 1974; Harley, 1981; Maust, 1985). Jargon is also used to show their users' mastery of the current "in" vocabulary (Sears, 1979).

Lois A. Bader in her article "Communicating with Teachers - Honestly" referred to Dallas Cheek and Carole Cheek in their analysis of gobbledegook in that it attempted to "cloak simple ideas in false complexity" (1989, p. 626). D'Angelo stated that writers use jargon to obscure the truth. Others use it to

sound impressive, to give the user status (Tibbets, 1985; Harley, 1981; Waddell, 1951; Kagan, 1990). Still others use it to conceal a lack of ideas or to give weak ideas authority (1989; Harley, 1981). The use of jargon may enhance the potential impact of a report. It may give the perception of credibility of the author to the audience. However, the author must balance this perception of being an expert "with the responsibility to communicate clearly to different audiences" (Newman, Brown & Braskamp, 1980; Ransone, 1981; Redish, 1981).

In a similar vein, Ehly and Eliason reported that Zais "attacked the proliferation of words that could politely be labeled jargon (gobbledegook might be less polite but more accurate)" (1983, p. 3). D'Angelo saw jargon as a social disease that is spreading and transmitting its "harmful and corrupting influence" (1989, p. 121). He created an analogy describing jargon as an abscess that is infecting the health of language. Bramwell believed that "verbalism" is "a disease of language endemic to education" (1979, p. 85). Rodriques stated that it is not a problem if educators do not understand a particular educational jargon, because he said that "they will recognize the style, adapt [the] terminology, and proceed as though the term had been known and used since John Dewey threw away his paddle" (1981, p. 69).

Bader, in a study of 500 teachers in Michigan, found that while they presumably understood the jargon, they still found it too offensive and considered it to be an affective dimension to pretentious language (1989; Harley, 1981). Kagan stated she used to blame her lack of understanding of professional literature on her own "cognitive deficiencies". However now she takes the courageous stand to state she found the articles to be offensive and hoped to speak for other educators as well (1990). "The writer of jargon

modifies, qualifies, and elaborates far beyond the call of logic" (Sears, 1979, p. 26).

An antonym for clarity in language is babel (Tankersley, presentation 1986). Babel, according to Tankersley, "comes in many forms: medicalese, legalese, educationese, federalese and computerese, all varieties of the linguistic contamination known as gobbledegook" (presentation, 1986, p. 4).

Critics of language tend to support teachers of communication in their rejection of jargon. "For them, jargon makes good copy; it is always good for a laugh or a disapproving frown. Such writers as William Safire, Edwin Newman, Hugh Rawson, and John Simon tend to ridicule jargon as the language of bureaucracy, technocracy, bowdlerism, and the new Babbitry. For them, jargon is almost always cast in the role of either buffoon or villain" (Brown, 1983, p. 4).

USE IN EDUCATIONAL FORECASTING

Education is a social invention and many people believe that it is the only social institution that can make a difference in social change (Dede & Kierstead, 1984).

Dede and Kierstead cited the overuse of jargon as the number one barrier which impedes the understanding of education-related forecasting. They stated that:

"too often the methodological terms in which futures research is described are needlessly abstruse, or the scenarios use multiple, polysyllabic words as a spurious means of suggesting validity or profundity. In turn, educators frequently refuse to translate general concepts into their own particular jargon or ignore an otherwise applicable forecast because it was prepared for a broader audience" (1984, p. 3).

They stressed that forecasters' findings should be clearly and concisely stated since the clients of the forecasts are usually not experts in the jargon of education or of the methodologies used to establish the forecasts. "Educators have different conceptualizations of verbage and significance of results" (Dede & Kierstead, 1984, p. 11). If both the educational forecasters and decision makers would use plain language than a "large obstruction to good communications would be broken" (Dede & Kierstead, 1984, p. 13).

John Chervokas said that "Plain English is meant to be terse, not tortured; precise, not purple; crisp, not convoluted; and that is good sometimes" when dispassionate language is the issue. However, he continued with the reminder that "dispassionate communication comprises only about five percent, if that, of all human communication" (presentation, 1986, p. 21).

PSYCHOLOGY OF JARGON

"The attractiveness of jargon in a nation that values specialization so much is very powerful" (Brown, 1983, p. 3). Brown explained this phenomenon in the jargon-laden language of Walter Mitty by James Thurber as Mitty "speaks through the heroic identities of his daydreams, the naval aviator, the surgeon, and the soldier, all of whom are consummate specialists" (1983, p. 3).

Fish quoted Doreen Tarakama, a Minneapolis business writer, on her thoughts on the use of jargon and current buzzwords. She said:

"It's insecurity. . . . Jargon is like a pacifier. People feel that they are not in if they let go of it. Sometimes the insecurity is tied to a bit of snobbishness. The use of insider language is a way of shutting others out, just as teenagers do with their private language" (1987, p. 6).

Slang is the language of establishment of in-group and out-group membership (Donahue, 1989; Redish, 1981). Slang forms attitudes and

emotional "gestalten" that surpasses age-graded use and may influence an individual's pattern of thinking for his entire life (Donahue, 1989).

"Teachers should be aware of the background of jargon and how deeply woven it is in the fabric of American life and values" (Brown, 1983, p. 5).

CURRENT TRENDS

More than a quarter-century has passed since Gerard Piel's article appeared that stressed the need for writing by scientists for a more general audience, people in general, rather than just for their peers. However, Damerst stressed that scientists have ignored these needs and "thereby create[d] a serious communication gap" (1982, p. 5). Piel's suggestion has been ignored by specialists in all fields as they continue to write only for their peers. Damerst believed the logic behind this trend is the emphasis on progress in each field and the need by the specialists to advance and communicate as quickly as possible with others in the field. Damerst concluded that scientists and other specialists believe they should be proprietary in using language because their peers will understand (1982).

The current trend is to do away with technical or legalistic jargon that affects the general public. The implementation of Regulation Z by the Federal Reserve System under the Truth and Lending Legislation was one of the first examples of this new trend. Another example of the government requiring simplified language is found in the Magnuson-Moss Warranty Act. Business and industry has responded to the new trend in refraining from using legalistic and technical terms in contracts (Bohlman & Wunsch, 1981; Redish, 1981; Charrow, 1978; Welle & Farber, 1981; Newsom, 1977).

This trend is called the Plain English Movement (Dorney, 1988; Redish, 1981; Harley, 1981; Charrow, 1978; Welle & Farber, 1981; Battison & Goswami, 1981). Perhaps educators will follow the trend and refrain from the extensive use of jargon. "Jargon has its place, provided it does not crowd or drown out other forms of speech and discourse. Too much jargon is evil, but so is too little" (Rohatyn, 1987, p. 6).

COMMUNICATION

Ostman stated that language is a social phenomenon (1978). Language is a tool, one of many human tools.

"Language is arguably our most important tool, for with it we have developed society and built civilization. However, like any other tool, language can be abused, used not to build but to destroy, not to communicate but to confuse, not to clarify but to obscure, not to lead but mislead" (Lutz, 1989, p. 1).

Penelope cited Orwell in his *In Politics and the English Language* in which he stated that language is "an instrument which we shape for our own purposes" (1989, p. 168). Penelope went on to say that she believed that it is "the rich and the politically powerful who are the shapers of language in our society" (1989, p. 168).

Mueller spoke on language frustration as the "awareness of how inadequate words are as tools and how little meaning is really transmitted to others" (1974, p. 1). In a presentation to the Council of Better Business Bureaus, the president, W. H. Tankersley, stated that "any language less than plain does indeed frustrate the building of anything-including human relationships". Tankersley went on to say that it is known that along with Voltaire " 'one great use of words is to hide our thoughts.' It is not, fortunately, the primary use. The far greater use, one that involves the survival of our species,

is communication-communication that is available to all, communication that offers the least possible hindrance to understanding" (presentation, 1986, p. 4). Kari stated that "language revolves on familiar phrases" (1987, p. 266). Frooman stated that jargon is "a deliberate attempt to threaten or confuse" (1981, p. 50).

Lutz cited that Benjamin Lee Whorf in his 1940 essay "Science and Linguistics" argued that "each language conveys to its users a ready-made world view" (1989, p. 1). Whorf added that "Language . . . is itself the shaper of ideas" (Lutz, 1989, p. 2). Schiappa stated that "ordinary language embodies the common *sense* of a community of language-users, which includes the judgments, attitudes and feelings associated with certain words (1989, p. 255). Ostman argued that language, as it surrounds people, is a reflection of thoughts and ideas; it is "a necessary medium" (1978, p. 14). John Maynard Keynes, better known for his economic theories than his linguistic ones, wrote that, "Words ought to be outrageous, for they are, after all, assaults of thought on the unthinking" (Chervokas, presentation, 1986, p. 21).

"Language reflects our perception of reality, which in turn influences and shapes our reactions to people, events, and ideas. . . . Language can easily distort perception and influence behavior and thus be a tool, or weapon, for achieving the greatest good or the greatest evil" (Lutz, 1989, p. 2).

How one perceives the world is determined by the language used to describe it (Hahn, 1989). "In understanding what people say we use both our knowledge of language and our extra-linguistic knowledge" (Maclaran, 1983, p. 1). Aristotle and Socrates understood the use of language.

Language is power (Lutz, 1989; Lemke, 1987). Those who control language control the world. Just as in George Orwell's *Nineteen Eighty-Four*,

Newspeak was the official language of the world, the Party in Oceania understood the power of language to control society. Without control of language there can be no control of society (Lutz, 1989). "Getting other people to use your terms is an indication of power" (Bader, 1989, p. 629; Otto, 1990). Ideology is the conceptual link between communication and power (Mumby, 1989).

Brown quotes from Richard Pascale and Anthony Althos in their book on Japanese management: "Vagueness in communication can cause problems, to be sure, but it can also serve to hold strained relations together and reduce unnecessary conflict" (1983, p. 5).

Sir Ernest Gowers commented in *Plain Words: Their A B C* that

"the very vagueness of abstract words is one of the reasons for their popularity. To express one's thoughts accurately is hard work, and to be precise is sometimes dangerous. We are tempted to prefer the safer obscurity of the abstract" (1954, p.146; Frooman, 1981).

Communication can reduce prejudice as people learn semantic methods. The research literature indicated that "communication reduces prejudice is based on interactions which facilitate affiliation, trust, and self-disclosure. Such communication counteracts stereotypes and tends to replace misconception with understanding" (Gordon & Kneupper, 1978, pp. 415-416). However, for this to occur, Gordon and Kneupper stressed that people must listen with understanding (1978).

It is important to remember that words change with the times. During the Industrial Revolution "the employment of six-year-old children in mines and factories used to be called *work* . The right of kings used to be called *government* . The impressing and shanghaiing of men in the naval service

used to be called *enlistment*, and sex education used to deal with birds and bees" (Mueller, 1974, p. 16). Safire believed that "language, as it changes, conforms itself to special groups and occasions: There is a time for dialect, a place for slang, an occasion for ~~literary~~ form" (1980, p. xiv).

Chase quoted Strunk and White in his advice to writers when he said, "Avoid the elaborate, the pretentious, the coy, and the cute. Do not be tempted by a twenty-dollar word when there is a ten-center handy, ready, and able" (1983, p. 11).

In one very important respect the communication gap is simply the language gap that specialists have created in the name of progress (Damerst, 1982; Bjork, 1983).

Felsenfeld stated that:

"The simplest language is not always the best language. I don't know that we would like the Constitution to be in the language of the streets. 'We hold these truths to be self-evident' has a nice ring to it. 'We think these things are true-I don't know. There is a certain benefit to serious language, to language that rings, that lets people know that they are entering into a transaction [contract] that we intend the courts to enforce. This is not a light-hearted matter. There is a type of language that is entered into among educated people, and not those that do not have education. There is a type of language that is entered into with people with particular skills. When you apply to the Supreme Court, to ask them to hear a case, you apply for certiorari. It's a term of art. . . . there is a certain discipline and a certain attention to technical understanding that goes with the application for certiorari. You must match your language to the concept of the transaction, of the people who will be entering into it, what they understand, what they don't understand, the gravity of the transaction, and the locale of the transaction. These are matters of judgment" (presentation, 1986, p. 15).

"Use of jargon creates an in-group of the informed, surely a comfortable place for anyone to be" (Bliss, 1983, p. 31).

Carl Felsenfeld, Professor at Fordham University Law School, concluded his remarks to the Council of Better Business Bureaus with the statement

"The need for communication . . . is clear. The need for using clearly understandable language with consumers and with businesses will expand, particularly as businesses get larger, as they become international, and as different languages merge into the same business" (presentation, 1986, p. 15).

Mathew McGrath, in his presentation to the Council of Better Business Bureaus stated that businesses must have "a simple, straight-forward . . . system to use with the client. That means satisfied clients. And satisfied clients mean more business, no matter what business you are in." (presentation, 1986, p. 12).

One of the clearest, simplest, easiest to understand lines ever to appear in an advertisement follows:

"Considering the number of times this line has appeared, and the number of people who have read it, this line is the most dismally unsuccessful line in the history of advertising. The line reads: 'Warning: The Surgeon General has determined that smoking is dangerous to your health.' " (Chervokas, presentation, 1986, p. 22).

This line is clear, understandable, and dispassionate and yet its impact on society is negligible. If such clear, understandable, and dispassionate words as these have negligible impact, how can jargon laden vocabulary, which is understood by few, impact positively on society?

CONCEPTUAL BASE COMMUNICATION THEORY

The communication process is simple: somebody is attempting to communicate something to somebody else (Newman, Brown & Braskamp, 1980). Communicators, whether speaking or writing, are advised to speak or write for a specific audience (Newman, Brown & Braskamp, 1980; Wilcox, Ault &

Agu, 1989; Wyatt & Atwater, 1988; Goldstein, 1979; Ehly & Eliason, 1983; Battison & Goswami, 1981).

Definitions of communication do not indicate as much variation among one another as they all reflect its recognized importance (Lahiff, 1980).

Price defined communication as the "transmission of information" (1968, p. 163). He stressed that a formal system of communication increases *certainty* to a greater degree than an informal system and that ultimately leads to the creation of a high degree of morale (1968).

Lahiff used the definition of communication as "the exchange of information, whether planned or unintentional, between two or more individuals" (1980, p. 369). Lahiff's model included the following components: a source (sender), a message, a channel, a receiver, feedback, and the environment (1980, p. 371).

Communication, according to Wilcox, Ault and Agu, was defined as "the act of transmitting information, ideas, and attitudes from one person to another" (1989, p. 185). They stated that communication can only take place when both the sender and the receiver "have a common understanding of the symbols being used. Words are the most common symbols" (1989, p. 185).

Maclaran stated that "mutual knowledge is the result rather than the prerequisite of comprehension" (1983, p. 12). Meaning is "central to an adequate theory of communication" (Mumby, 1989, p. 292). Bramwell suggested that meanings of words are within the person and "not in the word itself" (1979, p. 83). This he illustrated through the model the Semantic Triangle (1979). Generally it is believed that interpersonal communication (two or more

people talking together) is the most effective form of communication (Wilcox, Ault & Agu, 1989).

Some paradigms of communication, namely those by Fishbein and Ajzen (1975) and also by McGuire (1969), reported the use of the same variables. The independent variables in the communication process are: message source, message content, message medium, and the message receiver. The major dependent variables or outcomes include: attention, understanding, acceptance, attitude and behavior change (Newman, Brown & Braskamp, 1980). Hill stated that it is a communication myth that "one's goal is to present one's message so that it can be understood. The ultimate object of communication is behavioral. The goal is to present the message so that it has the desired impact on the audience's behavior" (1982, p. 13).

Newsom summarized his feeling about communication theories with a few major statements. They included: "information by itself almost never changes attitudes"; "the communication of facts alone is ineffective in changing opinion"; and "opinion changed by communication tend to regress unless reinforced by events, other communication or group pressures" (1979, pp. 63-64).

Maclaran cited Reddy (1979) who believed that language was "a conduit for thoughts. What happens in a linguistic exchange is that the speaker has a thought, parcels it up in language, and sends it to the addressee, who undoes the parcel to recover the original thought" (1983, p. 15).

Many communication specialists viewed the process as a loop with feedback as the connector (Lahiff, 1980; Wilcox, Ault & Agu, 1989). For example, David Berlo's communication model has four components. They are the "sender-source (encoder), message, channel and receiver (decoder) with a

feedback line between the sender and the receiver" (Wilcox, Ault & Agu, 1989, p. 186).

Don Hill's model of congruent communication involved six elements which are:

1. **A message** which is
2. **Understood by its sender** and is
3. **Transmitted** through
4. **A medium** to
5. **A receiver** and thence to
6. **An audience** which understands the message is affected by it (1982;

Wilcox, Ault & Agu, 1989).

Buhler used the triangle to characterize basic language. He used the aspects of the message, the speaker (in particular, his attitudes), and the hearer (specifically the "effect of the illocutionary force of the speaker's message on the listener") (Ostman, 1978, p. 18).

According to Grice, a philosopher of language, successful communication is based on a principle of cooperation between the parties involved. Each must believe that the other is trying to communicate and must himself be trying to communicate (Redish, 1981; Charrow, 1981; Maclaran, 1983; Bliss, 1983).

Even if the sender and the receiver speak the same language, "the effectiveness of the communication is highly dependent upon such factors as education, social class, regional differences, and cultural background" (Wilcox, Ault & Agu, 1989, p. 186). The authors went on to state that communication occurs "only when there is commonality, or shared experience, between the sender and the receiver" (Wilcox, Ault & Agu, 1989, p. 186). Wyatt and Atwater

believed that people are not becoming better communicators. To become a better communicator they felt that people would need to change their habits and that "most people are too busy to do that" (1988, p. 2).

John Locke's concept was that the "very idea of communication suggested that when people speak, they must do something more than just speak: they must bare their souls, reveal their hearts, make outer what is inner" (Peters, 1989, p. 392). Locke demanded the communication of thoughts (Peters, 1989).

Penelope stated that "somehow the lexical and syntactic rules which used to signal some connection between the speaker, the hearer, and the 'world,' have become detached from whatever communicative function they might once have served" (1989, p. 177). She went on to say that "words create reality; that words have tangible, often long-lasting *effects* on people's lives" (1989, p.177). Goldstein concluded that "until such time as articulateness and crip use of language become valued socially and professionally, we are literally baying at the moon" (1979, p. 95). Ehly and Eliason's philosophy of communication is that all professionals should use words as pictures and that in so doing much confusion could be eliminated with those one hopes to reach (1983).

Charrow discussed the possibility that human beings cannot help but create sublanguages. She suggested that the mechanism for learning languages does not "shut off" once people have learned the native tongue and that contributes to the creation of dialects and jargon (1981).

"The concept of ideology can provide a useful and insightful way of articulating and explicating the relationship among culture, meaning, and communication" (Mumby, 1989, p. 291).

CHAPTER 3

RESEARCH DESIGN/METHODOLOGY

CONTENT ANALYSIS

Content analysis was the methodology employed to analyze the literature. The terms listed in the jargon list were defined and then were quantified as to their usage. The literature was analyzed for differences of meanings for the words for each ten-year period, 1920 to 1990.

Definitions

As in the case of most well evolved analysis techniques, definitions abound. Borg and Gall (1989, p.519) defined content analysis as a "research technique for the objective, systematic and quantitative description of the manifest content of communication." Weber (#49, p.9) defined content analysis as a "research technique that utilizes a set of procedures to make valid inferences from text. These inferences are about the sender(s) of message, the message itself, or the audience of the message." Krippendorff (1981, pp.9-25) identified multifaceted characteristics of content analysis including "fundamentally empirical in orientation, exploratory, concerned with real phenomena and predictive in intent" but ultimately defines content analysis as "a research technique for making inferences by systematically and objectively identifying specified characteristics with a text." Furthermore, content analysis "must be performed relative to and justified *in the context of the data.*"

Holsti (1969, pp.2-5) provided an extensive review of historical definitions and notes the essential commonality of all definitions of content analysis. There is virtually universal agreement that content analysis requires **objectivity, system and generality**. **Objectivity** "stipulates that each step in the research process must be carried out on the basis of explicitly formulated rules and procedures." **System** "means that the inclusion and exclusion of content or categories is done according to consistently applied rules." **Generality** "requires that the findings must have theoretical relevance..A datum about communication content is meaningless unless it is related to at least one other datum. The link between these is represented by some sort of theory." Implicit, although not stated is the obvious focus on language symbolism and meanings. The effective definition for content analysis is therefore "any technique for making inferences by objectively and systematically identifying specified characteristics of messages."

Methods and Techniques

Holsti (1969, pp. 94-151) identified the essential elements of methodology embodied in coding as:

"How is the research problem defined in terms of **categories**?

What is the **unit** of content to be classified?

What system of **enumeration** will be used?"

The **categories** constructed should "reflect the purposes of the research, be exhaustive, independent and derived from a single classification principle and reflect the distinctions which he (the researcher) wishes to make with categories."

The **unit** of content is the specific element of content which is

characterized as belonging of a single category. Almost all content analysis studies have used one of the following five units:

The **single word or symbol** has generally been the smallest unit historically used in content analysis. The labor required in coding of large volumes of data has frequently discouraged use of the single word or symbol, but the addition of computer aided assessment has significantly increased the prevalence of use.

The **theme**, "a single assertion about some subject," has been most useful in research on "propaganda, values, attitudes and beliefs." However, coding themes is usually time consuming and relies on judgments as to boundaries and intent.

The **character** has often been selected as the recording unit for analysis of fiction drama, movies, radio or other entertainment media. The number of persons, rather than the number of words or theme was tallied.

The **sentences or paragraphs** as a grammatical units generally are not sufficiently focused to allow coding into a single category.

Finally, the **item** such as an entire book, article, film or radio program is categorized.

Clearly the content variables must be quantifiable, hence selection of the unit also must include a system of **enumeration**. Most commonly, the recording unit and the unit of enumeration are identical. However, subsequent analysis may summarize or further categorize the enumerating unit. For example, in this study, the recording unit was the incidence of a jargon item, but the unit of enumeration was the frequency of occurrence by journal, year and context type.

Validity

Weber (#49, p.12) observed that methods of content analysis hold a central theme which classifies many words of text into a much smaller set of content categories. The words in each category are presumed to have similar meanings, whether the similarity derives from synonyms or from similar connotation or usage.

Weber also emphasized that the classification procedure must generate "valid" variables, but recognizes that a variable's "validity" derives only from the appropriate measure of that which the research intends to measure.

Weber further explored the concept of validity by identifying two distinct aspects of validity: 1) validity as correspondence between two sets of things such as concepts variables, methods and data and 2) generalizability of results, inferences and theory. Additionally, and more specific to content analysis, Weber distinguished between the validity of the classification scheme, along with variables derived therefore, and the validity of an interpretations which relates content variables to causes or consequences.

Weber (#49, p.26) later noted that "the construction of valid and useful content categories depends upon the interaction between language and the classification scheme."

Applications

Borg and Gall (1989, pp. 520-521) identified content analysis as "a valuable tool for obtaining certain types of information useful identifying or solving educational problems." They observed that early studies relied on "simple frequency counts of objective variable", but noted that more recent

studies used content analysis "to gain insights into complex social and psychological variables." For example, studies of words used by black children at ages three, four and five provide "valuable insights into theoretical issues related to the development of affective and cognitive processes in young children."

Historical uses noted by Krippendorp (1981, pp.13-22) included propaganda analysis, political assessment, identification of social attitudes and correlations and the study of cognitive processes.

Holsti (1969, pp.43-46) highlighted the most appropriate use of content analysis when the research question can be answered "*directly* from a description of the attributes of content. The researcher is freed from the problems of validity, except to the extent that validity is related to sampling and reliability: the content data serve as a direct answer to the research question rather than as indicators from which characteristics of the sources or audience are to be inferred." This admonition has been followed in the selection of content analysis as the methodology for this study and in the design of the tagging, coding and sampling schema.

For the purpose of this study, a thorough review of literature was considered for the years 1920 to 1990. Nineteen twenty was selected as the earliest time to consider since it was 1920 that professional literature began to appear with regularity. The sample of literature analyzed was:

CLEARING HOUSE (established 1920)

COMMUNITY AND JUNIOR COLLEGE RESEARCH QUARTERLY
(established 1976)

EDUCATION ADMINISTRATION QUARTERLY (established 1965)

EDUCATIONAL RESEARCHER (established 1972)

EDUCATIONAL RESEARCH QUARTERLY (established 1976)

EXECUTIVE EDUCATOR (established 1979)

JUNIOR COLLEGE JOURNAL (established 1930)

NATIONAL FORUM OF EDUCATIONAL ADMINISTRATION AND
SUPERVISION JOURNAL (established 1983)

PHI DELTA KAPPAN (established 1915)

The specific methodology employed for this study included the following steps:

1. Jargon to be included was decided upon after a thorough search of the literature and with help from professors and doctoral students in Education Administration at the University of Nevada, Las Vegas.

2. The sample of literature to be analyzed was decided upon after conferring with leaders in Educational Administration, who are considered experts in the field, from the University of Nevada, Las Vegas.

3. The technique of content analysis was used with predetermined guidelines. The use of the terms was quantified and the literature was searched for differences in meaning of the words over each ten-year period from 1920 to 1990.

4. The data was analyzed based on the research questions in the statement of the problem.

The researcher planned to scan on computer using the Applescan program and Omnipage 3.0 each of the journals in the sample to locate the jargon vocabulary. This was to be completed in the Faculty Development Center of the University of Nevada, Las Vegas James R. Dickinson Library. This

was not possible for two reasons. First, not all journals were available at the UNLV library and without original issues the scanner was not able to read the copy machine pages due to lack of quality copying. Secondly, the content of the words in sentences was not understood by the computer, thus only exact words could be located by the scanner.

To examine the reliability of the researcher's reading, Phi Delta Kappan Vol.III, No. 1, November 1920 and Phi Delta Kappan Vol. XII, No. 5, February 1930, No. 6, April 1930, and Phi Delta Kappan Vol XIII, No. 1, June 1930, No. 2, August 1930, No. 3, October 1930 and No. 4, December 1930 were scanned using the Applescan program and Omnipage 3.0. No words from the jargon list were found in the 1920 issue either by the researcher or by the computer program. In the 1930 issues two of the vocabulary words were found using the computer program: integration (twice), and reform (twice). The researcher found both these words and also found in the June 1930 issue the following: "Today we find large numbers of schools using homogeneous grouping, children of equal ability being grouped in order that all may receive greatest profit from the instruction." (p. 13). This sentence constituted the content of ability grouping from the vocabulary list.

Every issue of each of the journals in the sample was read twice by the researcher with a minimum time of two weeks between readings. This was done to insure a thorough count of the jargon vocabulary would occur.

Codification for Content Analysis was determined by the researcher. The following 5 coding categories were used:

1. word used as meant in definition
2. word used in sentence in the context of the definition

3. concept of the word, but not the specific word
4. different word, but same concept
5. specific word used, but different meaning, i.e., choice = to choose, but not school choice.

The data was then computer tabulated (see Appendix 1). The use of the terms from the jargon list codes 1 through 5 inclusive totaled 12, 716. Code 5, used 7,317 times as the specific word, but different meaning, was deleted for a total of 5,389 in codes 1 through 4. Specific jargon terms for fourteen of the jargon list (numbers 6, 17, 26, 29, 31, 34, 42, 43, 56, 59, 62, 66, 80, and 84) were not found in the sample. Jargon term #57 was used only once in the sample and that was in Phi Delta Kappa 1990 and as code 5. Nine terms (numbers 4, 13, 21, 27, 30, 41, 44, 74, and 81) were used only in one journal during one decade.

Appropriate graphs to best illustrate the data were computer generated. Graphs included jargon in codes 1 through 4 with jargon totaled for the entire sample, jargon per decade, and selected groups of jargon with similar definitions.

JARGON

The number(s) in parenthesis after the word indicates the word(s) related to the jargon.

1. ability grouping (88)
2. academic freedom
3. advance organizers
4. assertive discipline

5. at-risk
6. behavioral mapping technique
7. behavior modification
8. career ladder
9. choice (89)
10. clinical supervision
11. collaboration
12. collective bargaining
13. comparable worth
14. competency based education
15. computer aided instruction (CAI) (16)
16. computer managed instruction (CMI) (15)
17. content mediated instruction
18. cooperative learning (86)
19. cooperative responsibility (87)
20. decentralization (21)
21. demonstration districts (20)
22. differentiated supervision
23. differential management (85, 64)
24. disciplined inquiry
25. discussion
26. educational indicators
27. elements of instruction
28. excellence in education
29. extended concepts

- 30. feed forward
- 31. financial exigency
- 32. followup
- 33. global education
- 34. governors' role
- 35. holistic education
- 36. instructional leader
- 37. integration
- 38. integrated curriculum (37, 39)
- 39. integrated learning (37, 38)
- 40. language experience (66, 90)
- 41. leadership teams
- 42. learner verification
- 43. learning centers
- 44. lighthouse schools
- 45. magnet school
- 46. management by objectives (MBO)
- 47. management team
- 48. mastery learning
- 49. merit pay
- 50. metacognition
- 51. multiage grouping
- 52. open admissions (54)
- 53. open classrooms (54, 78)
- 54. open enrollments (53, 52, 78)

- 55. open schools (54, 78)
- 56. organizational climate
- 57. pairing
- 58. participative management (82, 59)
- 59. participatory leadership (58, 82)
- 60. performance based education
- 61. performance contracting
- 62. plain english movement
- 63. platoon school/platoon system
- 64. quality circles (23, 85)
- 65. readiness
- 66. reading experience (40, 90)
- 67. reform (69)
- 68. resolving readiness
- 69. restructuring (67, 74)
- 70. retrenchment
- 71. schema
- 72. schema theory
- 73. school business partnership
- 74. school change (69, 75, 76)
- 75. school improvement
- 76. school renewal
- 77. school-within-a-school
- 78. school without walls (53, 55)
- 79. semantic mapping

- 80. set theory
- 81. shadow functions
- 82. shared decision making (58)
- 83. site-based management
- 84. sound management
- 85. teacher empowerment (23, 64)
- 86. team learning (18)
- 87. team teaching (19)
- 88. tracking (1)
- 89. voucher system (9)
- 90. whole language (40, 66)

DEFINITIONS

1. **ability grouping:** grouping students by mental ability, most commonly called homogeneous grouping
2. **academic freedom:** freedom as teachers to speak in our classrooms and lecture halls, based on 1st Amendment of freedom of expression
3. **advanced organizers:** a device for aiding memory for prose; an overview of what is to be read; short statement inserted before the prose passage that abstractly summarize what is to be presented
4. **assertive discipline:** school expression of behaviorism; a positive identification and insistence on correct behavior in the classroom, with consistent follow through, while maintaining a helpful, supportive classroom climate for student growth
5. **at-risk:** children from low socio-economic status with poor self-images who are developmentally delayed and are at risk of not completing school

6. **behavioral mapping technique:** identification and quantification of specific behavioral elements; also called behavioral measurement and/or behavioral identification
7. **behavior modification:** a method of changing behavior, based on principles of association, operant conditioning, and imitation
8. **career ladder:** teacher advancement based on years of experience and quality of work
9. **choice:** parents selecting a school for their children to attend
10. **clinical supervision:** focused upon the improvement of the teacher's classroom instruction that includes the recording of classroom events, what the teacher and students do in the classroom during the teaching-learning process; another way to define clinical supervision is to compare it to the diagnostic/prescriptive approach of the medical profession in which symptoms are examined, data collected and analyzed, and a diagnosis made, with resulting medication prescribed
11. **collaboration:** sharing decision making with the principal and the teachers, between leaders and subordinates
12. **collective bargaining:** negotiating for salaries and benefits
13. **comparable worth:** pay equity for women with men
14. **competency based education:** learning based on objectives to achieve competency in each area
15. **computer aided instruction(CAI):** tutorial instruction on a computer
16. **computer managed instruction(CMI):** goes beyond CAI to monitor the student's academic history, student progress and maintains student records in addition to scoring tests and examinations

17. **content mediated instruction:** instruction in which content and the relationship between the elements of content defines dynamics of the instruction process, in opposition to method-based instruction
18. **cooperative learning:** an instructional method in which students work in small, heterogeneous groups to help one another learn
19. **cooperative responsibility:** two teachers in the same classroom working together with the same group of students
20. **decentralization:** decision making at the individual school level, rather than at the central office, including teachers and community in the decision making process (1970 was to principal's from central office, also written as community control; 1980-90 from principals to teachers)
21. **demonstration districts:** an organizational plan of the New York City school system that was changed on 11-16-69 by the Board of Education to divide the city into 32 largely autonomous districts and abolish the 3 existing demonstration districts. A minimum of 20,000 pupils in each new district is required by the decentralization law
22. **differentiated supervision:** supervisory approach, including assignment and evaluation, based on degree and range of specific teacher competencies; also used in the context of school and teacher differentiation
23. **differential management:** management of differentiated subsystem recognizing objectives, degrees of authority, time frames and academic skills unique to each subsystem; also in the context of differentiated staffing, *i.e.*, merit pay
24. **disciplined inquiry:** prerequisite information for each instructional objective to be achieved by the student is communicated by the instructor in

a hierarchical manner; hence concepts, principles, and solutions to problems are derived by the student as the result of verbal cues and prompts provided by the instructor; also called directed inquiry

25. **discussion:** an after reading term to build student comprehension; the process of allowing the students to learn the value of examining many viewpoints; through discussion students learn to examine characters' motives and biases, to understand the importance of the date a text was written, and to examine and evaluate writers' credentials, points-of-view, and arguments
26. **educational indicators:** observable measures which indicators define the 1) demographic, economic, and social contents of education systems, 2) the features of education systems, and 3) the outcomes of education
27. **elements of instruction:** are basic instructional skills which are: 1) specifying performance objectives, 2) diagnosing learners, 3) selecting instructional strategies, 4) interacting with learners, and 5) evaluating the effectiveness of instruction
28. **excellence in education:** a curriculum which makes possible, and teaching and guidance which makes real, the promise of education as an opportunity for each pupil
29. **extended concepts:** development of word knowledge facilitates comprehension because teaching vocabulary actually increases the reader's conceptual knowledge
30. **feed forward:** upon reading a word, the reader constructs an incomplete conceptual structure representing the word in short-term memory after which the incompleteness of the structure is manifested by slots or requests for

cases (for example, one encounters the word “eat” and then expects an edible object will be introduced quickly-when the word does appear, it is already expected and hence processed relatively quickly); also called forward inferences

31. **financial exigency:** crisis of purpose, authority, finance, management, and spirit; money crisis
32. **followup:** two kinds of activities after instruction to reinforce the instruction
 - 1) skills development including additional practice using specific comprehension skills and workbook pages and 2) enrichment activities including songs, poems with related themes, related art and handiwork; also defined as post-graduation evaluation of effectiveness and relevance of curriculum and instruction
33. **global education:** the combining or fusing of formerly separated subjects, *i.e.*, history, geography, sociology, and economics, into larger wholes, in order to develop a unified view of a comprehensive field
34. **governor's role:** defines the legislative policy and fiscal control for the state which impacts educational funding
35. **holistic education:** emphasis on the entire human experience and needs of the individual student
36. **instructional leader:** school principal who, now that he makes decisions with teachers and others, has more time to teach techniques to teachers and to help them develop expertise
37. **integration:** content grouping on the basis of subject area or problems; integrating knowledge from a variety of disciplines; the process whereby distinct facets of cognition are organized and work together as a unit

38. **integrated curriculum:** drawing together in meaningful association of the various segments of the curriculum, cutting across and often erasing subject lines
39. **integrated learning:** integrating basic life adjustment skills into the regular curriculum just as promoted by the term progressive education
40. **language experience:** a child learns to read by "writing his own material" by dictating to an adult or older child (predecessor of whole language reading)
41. **leadership teams:** the administrative team of the school, including the principal, master teachers (lead teachers), counselor and resource teacher
42. **learner verification:** an integral part of the instructional process through formalized testing and reading experience and informal assessment techniques to judge the effectiveness of instruction
43. **learning centers:** specific areas in each classroom for specific topics or projects
44. **lighthouse schools:** schools which are exceptionally well financed and well equipped and which point the way to the progress for future schools
45. **magnet schools:** schools specifically geared toward one or two disciplines
46. **management by objectives (MBO):** management by demonstrable, measurable results relative to predetermined goals and objectives; also called directorship by objectives
47. **management team:** administrative team including the administrator, *i.e.*, principal, and supporting staff
48. **mastery learning:** specific objectives for each learning sequence and

adjustment of the instruction to the rate and style that the learner is comfortable with will achieve mastery

- 49. **merit pay:** performance-based compensation
- 50. **metacognition:** monitoring and evaluating one's own understanding; one's knowledge concerning one's own cognitive processes and products or anything related to them, e.g., the learning-relevant properties of information or data. Metacognition can be differentiated into metacognitive knowledge and metacognitive experience, and one can distinguish between metacognitive and cognitive strategies
- 51. **multiage grouping:** grouping students by ability without regard to their chronological age; students may be in different groups for different subjects; assigning students to classes according to reading ability
- 52. **open admissions:** unrestricted admission, earlier term for open enrollment
- 53. **open classrooms:** replacing preplanned curriculum sequences with child-centered and to a large extent, child-initiated learning activities; also defines as de-institutionalized, informal classrooms with emphasis on individual student needs as "total human beings"
- 54. **open enrollments:** freedom of students to select school they attend without geographic restriction
- 55. **open schools:** schools in which students are allowed to develop individually, through flexible class schedules, small-group activities, free movement from one learning activity to another
- 56. **organizational climate:** the study of perceptions that individuals have of various aspects of the environment in the organization

- 57. **pairing:** students work in pairs and receive feedback when performing a skill or to collaborate in problem solving
- 58. **participative management:** management-employee participation
- 59. **participatory leadership:** incorporation of teacher input into administrative, disciplinary, and curricular decisions
- 60. **performance based education:** objectives that are performance based, *i.e.*, specification of what the learner will do, under what conditions, and at what level of performance (expected outcomes become the definitive achievement criteria); also called competency-based education
- 61. **performance contracting:** a written plan by a student to work on a project at his own pace; also called contract method and/or Dalton Plan
- 62. **plain english movement:** 1960s response by government agencies, businesses, and professional organizations to revise their publications and to write so that the public could read and understand
- 63. **platoon school/platoon system:** a 1900 plan that one group of students would be studying fundamental subjects in classrooms while the second group used special rooms for activities
- 64. **quality circles:** workers focus on the problems of the organization (3 or 4 per year), formulate solutions, and participate in the their solutions; should be considered a form of quality control; participatory decision-making technique designed to foster employee involvement through the integration of people, knowledge and skills at the operational level of the organization: provides employees an opportunity to affect decisions that impact their work environment

65. **readiness:** for learning is the level of development at which an individual has the capacity to undertake the learning of specific material (also readiness for school and readiness for reading, math and handwriting)
readiness for school: children have achieved a specified standard prior to school entry
maturational readiness: includes the tenets of school readiness and acknowledges the existence of children's individual time clocks
66. **reading experience:** 1960s term for the integrated teaching approach to the development of reading skills which emphasizes student interaction and awareness of language and useage during reading development; also called language experience
67. **reform:** the movement that tried to improve a sociopolitical situation (school) without revolutionary change
68. **resolving readiness:** identification of capacity and preparation for further learning following completion of the instructional program, *i.e.*, a test
69. **restructuring:** 1990 term for school reform with the inclusion of the teacher empowerment concept; school reform that gives teachers and staff members a voice in school decisions and acknowledges and rewards outstanding performance
70. **retrenchment:** reduction, deletion, omission; economization
71. **schema:** a diagrammatic outline or representation; also called scheme as a term used to refer to the basic unit for an organized pattern of sensorimotor functioning(from birth to age two according to Piaget); an element of cognitive structure; an abstract knowledge structure derived from repeated experiences with objects and events; it is knowledge stored in

memory that plays an important role in the interpretation of new information;
a set of expectations

72. **schema theory:** an interactive reading theory that deals with expectations. When incoming information fits those expectations, the information can be encoded into memory so that the “slots” in the schema are “instantiated.” Information that does not fit expectations may not be encoded or may be distorted. The expectations that guide encoding of information also guide its retrieval
73. **school business partnership:** corporations adopting one or many schools; adopt-a-school
74. **school change:** early description of school reform; also defined as how outside resources interplay with internal energies
75. **school improvement:** 1970 term for school reform
76. **school renewal:** earlier term for restructuring and local empowerment
77. **school-within-a-school:** a high school of 400-600 students within a larger high school structure for promoting more individual attention/personalization and sharing facilities such as the library, gymnasium, cafeteria, etc.
78. **school without walls:** schools without interior walls permanently installed; students rated on developmental skills and then they proceed at their own pace
79. **semantic mapping:** useful way for teachers and students visually and graphically to display the ideas and concepts they encounter in written material; a consistent, interactive approach to reading and writing (like a sentence diagram)

- 80. **set theory:** learning set according to Harlow is systematic improvement in solving a series of different discrimination problems that have a principle in common; Woodworth (1937) defined situation-set as adjustments to environmental objects, and goal-set as the inner “steer” which gives unity to a series of varied, but goal-directed activities
- 81. **shadow functions:** observing individual functions through an extended period of daily activity to characterize pupil behavior
- 82. **shared decision making:** teacher involvement in the decision making process, a consensual approach
- 83. **site-based management:** partial delegation of decision authority to local schools with input from teachers
- 84. **sound management:** adherence to modern industrial management practices with emphasis on efficiency and standardization of instruction with connotations of fiscal responsibility
- 85. **teacher empowerment:** a term based on the concept of teacher as a professional and allowing the teacher to determine based on his/her education/experience what is the best technique/method to teach individual students
- 86. **team learning:** a group of mixed mental ability students working together on a project
- 87. **team teaching:** flexible partnerships of interdisciplinary study; more than one teacher (usually three or more based on the teachers' knowledge, skills, experience, and interests) planning and directing a student's educational experiences

- 88. **tracking:** a high school term for grouping students by ability into either an academic or vocational path "track" in the curriculum
- 89. **voucher system:** a financial plan whereby parents can select any school for their children and the school accepts the voucher as payment in full for tuition
- 90. **whole language:** program that includes process writing; language use always occurs in a situation and situations are critical to meaning making (language experience was the predecessor of whole language)

Other Frequently Used Terms

Found in the Journal Sample

- *differentiated curriculum (three-track):** an attempt to vary somewhat the quantity and difficulty of subject matter pursued by students differentiated into three ability groups (bright, average, and dull); also called parallel track curriculum
- *differentiated staffing:** different staffing assignments not only along the disciplinary lines but also in specializations as technology, instructional processes, and delineation of teaching skills (includes hierarchical distinctions of responsibility and compensation)
- *turnkey(turnaround):** a feature of all performance contracts with private enterprise to arm the school with the know-how of better instructional practice and to see that validated practice is adopted
- *individualized instruction:** permitting each student to go through a set of instructional materials at his own rate, also called the Winnetka Plan

- *mainstream:** social integration of handicapped students into regular classrooms
- *differentiated care:** Soviet term for education for the handicapped
- *perestroika:** restructuring
- *team leader:** Key person in the implementation of Individually Guided Education(late 60s)
- *instructional scaffolding:** moving from what students know to what they need to know
- *critical thinking:** active mental reflection on any idea, fact or belief based upon comprehensive evaluation using criteria within the context from which decisions and/or judgments are reached; integrate the teaching of thinking and of analytical skills
- *business incubator:** a facility where shared services and business and management assistance are provided for tenant companies in exchange for rent, fees for services, a percentage of royalties or equity in the company
- *cooperative education:** extended classroom into industry
- *cooperative venture:** cooperative relationship between junior college and business community
- *time-on-task:** allocated academic learning time
- *mentor:** self-directing colleague
- *white flight:** caucasians leaving an area, especially an inner city for the suburbs, causing segregation
- *programmed learning:** curriculum is geared to specific requirements of the learner in terms of learning objectives to be achieved within a given period

of time, rather than to the teacher in terms of subject matter to be covered within a given class period

- *peer tutoring:** cooperative learning; peer mentoring
- *shaping:** behavior modification principle that learners are reinforced for successive approximations of a skill that might at first seem impossible for the learner to master
- *self-directed learning:** learners who identify opportunities for learning and who determine ways to find what they need to know (usually refers to adults)
- *expressive therapy:** any therapy that uses the client's creative process to facilitate self-expression and to encourage self-awareness
- *group mentor:** encourages and supports the mentees in expressing and discovering themselves using the creative process
- *lead teacher:** responsible for directing work teams and would play a major role in helping design instructional policy
- *metaskills:** process skills that a group or a school uses when it gets outside itself and consciously observes itself functioning
- *banding:** tracking
- *theme-based learning by Dewey(1933):** learning concepts and practices in the environment one would encounter them
- *anchored instruction:** creating environments that permit sustained exploration by students and enable them to understand the kinds of problems and opportunities that experts in various areas encounter and the knowledge that these experts use as tools

- *individualized education plan (IEP):** required by law for children in special education programs
- *high-risk students:** at-risk students at the community college level; students with poor self-concept and inadequate clarification of life goals
- *articulation:** process for aligning courses and programs that are offered by two or more institution
- *latch-key pupils:** children whose parents are at work when they come home from school
- *strategic planning:** a multi-dimensional activity that links purposes and beliefs of the organization directly to its goals over time
- *meta-jargon:** limited utility for communicating the author's message
- *open door:** at community colleges the policy of anyone being admitted to classes
- *distance learning:** all forms of learning outside of direct classroom contact
- *meta-analysis:** method of extracting information from a large accumulation of individual studies
- *immersion education:** programs that emphasize learning to speak and think in a foreign language as well as to read and write it (previously the aural-oral method, concentrating on speaking and hearing the foreign tongue, was the method of choice)
- *noncampus:** the physical blending of educational facilities as part of an on-going community structure
- *parallelism:** community college programs abroad that are academically affiliated with U.S. community college require regular and ongoing articulation to ensure parallelism

- *ad hoc grouping:** arranging students by individual differences into groups according to levels of performance for the particular purpose at hand
- *cooperating teacher:** the one who works closely with student teachers in each classroom
- *teaching machine:** discussed in the 1920s but no widespread attention until the 1950s based on programmed learning using linear or straight line programming
- *compensatory education:** special school programs for children in poverty areas, designed to raise their level of educational readiness
- *progressive education:** stresses skills for adjustment to life, not merely mastery of reading, writing, and arithmetic skills
- *accountability:** 1970-80 increased cost of public education versus decreased scores on achievement tests; 1990 included faculty and administrator evaluation
- *staff development:** 1980s and 1990s term for specific, individualized, objective growth and professionalization plan; called Inservice prior to 1980
- *humanistic administrator:** prioritizing one's goals will help make our schools more open growth centers
- *nongraded:** school in which grade labels have been removed from at least two grade levels, usually limited to primary grades

CHAPTER 4

ANALYSIS OF DATA

INTRODUCTION

The problem that guided this investigation and which served as the basis for the selection of the sample and the collection and analysis of data was to examine the use of jargon and its effects in the educational setting from 1920 to 1990.

The purpose of this chapter was to take the data collected through content analysis and present those results in both narrative and visual form, and provide interpretation of the data in the context of the dissertation questions. The section "Report and Analysis of Findings" addressed Question 1 "What were the categories and frequencies of the technical vocabulary used in the educational journals?" Specifically, this section discussed the data base population from which jargon was extracted, presented the incidence of jargon as determined from content analysis coding and identified significant trends, groupings and quantitative observations, and included limited discussion of implications. The section "Interpretation of the Data" addressed the stability of jargon definitions and usage in response to Question 2 "Was the jargon used in 1990 the same as was used in the past? Was there a cyclical nature to the concepts or definitions of jargon?" This section also addressed both instructional methods reform topics and organizational/administrative reform

topics in response to Question 3, "Was there any relationship to the changes and use of jargon with respect to educational reform?"

REPORT AND ANALYSIS OF FINDINGS

Codification Rules

The jargon from the selected population was codified as required by content analysis. The codification used was:

1. word used as meant in definition
2. word used in sentence in the context of the definition
3. concept of the word, but not the specific word
4. different word, but same concept
5. specific word used, but different meaning, *i.e.*, choice = to choose, but not school choice.

Overview of Jargon Incidence

The quantification of the jargon was computer tabulated (see Appendix 1) in response to Question 1. The jargon, codes 1 through 5 inclusive, totaled 12,716. The code 5 jargon, using the specific word, but using a different meaning, totaled 7,317 and was deleted from the jargon count since it did not reflect the use of the specific jargon. Jargon, codes 1 through 4 inclusive, totaled 5,399. This total was used in the computer generated graphs illustrating the incidence of each jargon term, both by decade and in total (see Figures 1 and 2).

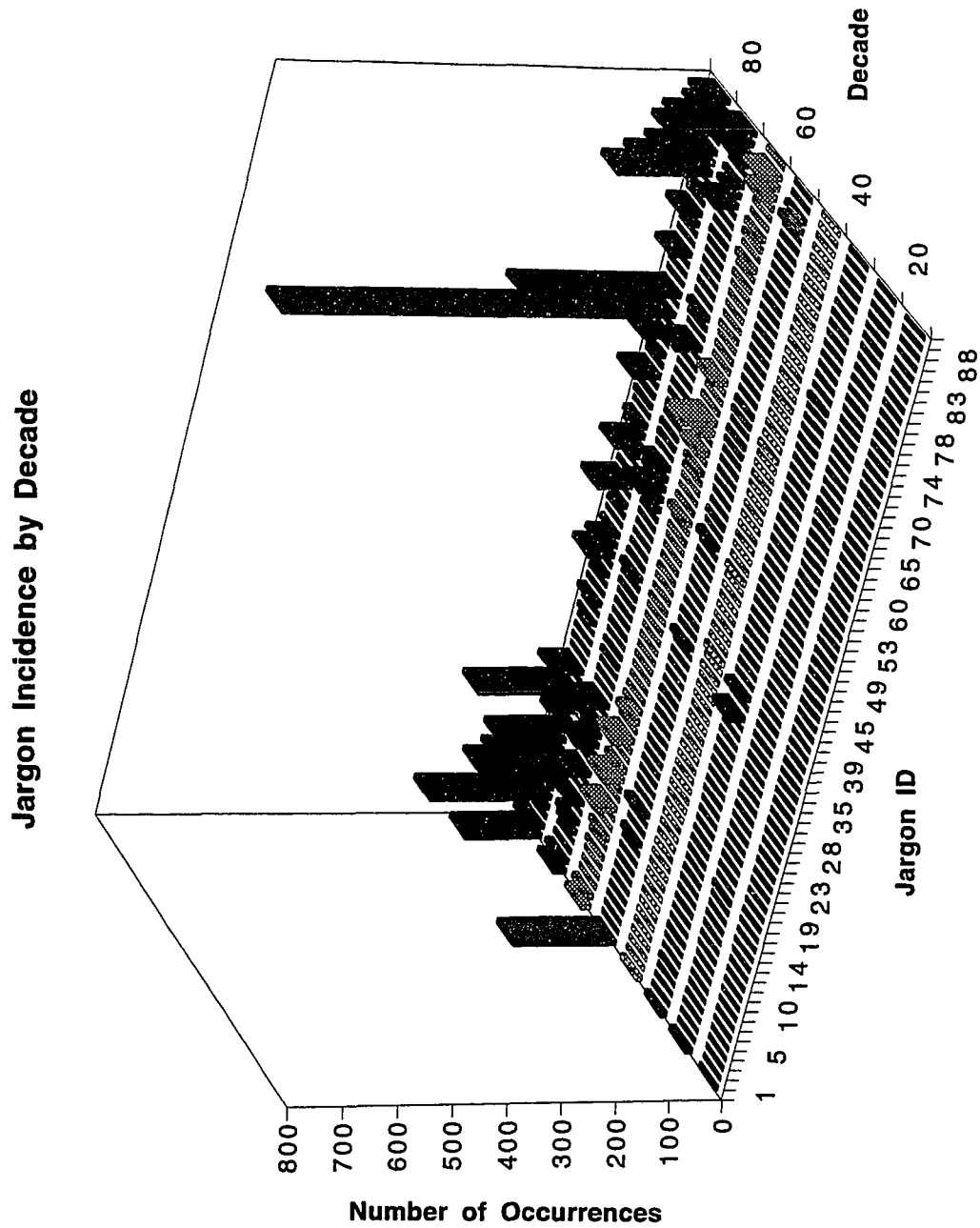


Figure 1 Jargon Incidence by Decade Showing the Total Number of Occurrences for each Jargon Term Independent of Source

Total Incidence of Jargon Terms

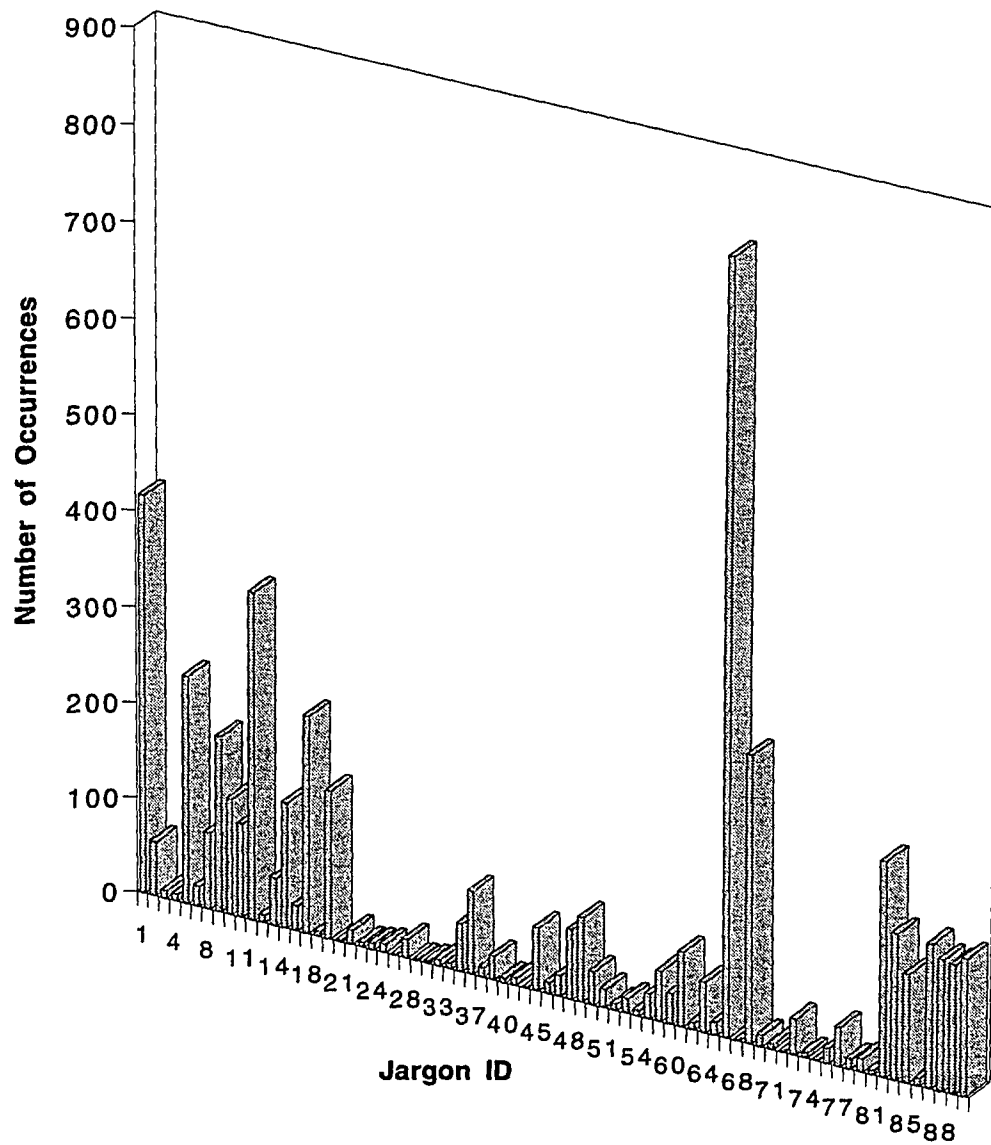


Figure 2 Total Jargon Incidence for Each Jargon Term for All Journals During the Period Sampled

The use of jargon by decade is summarized as:

1920	5 terms used
1930	23 terms used
1940	73 terms used
1950	29 terms used
1960	288 terms used
1970	481 terms used
1980	906 terms used
1990	3,594 terms used

Excluded Terms

Fourteen of the terms from the jargon list were not found in the sample literature. These included #6 behavioral mapping technique, #17 content mediated instruction, #26 educational indicators, #29 extended concepts, #31 financial exigency, #34 governor's role, #42 learner verification, #43 learning centers, #56 organizational climate, #59 participatory leadership, #62 plain english movement, #66 reading experience, #80 set theory, and #84 sound management.

Influence of Sample Population Trends

With the exception of 1950, the incidence of jargon increased monotonically throughout the period examined (see Figures 1 through 3). The increase appeared to correspond to an increase in the publication volume of the journals in the sample. This increase was composed of both an increase in the volume of articles within a given journal and an increase in the number of journals published. For example, in 1920, PDK published only four issues, the

first of which, November, contained only 28 pages. The November issue was the first published following a World War I hiatus starting in 1917. In contrast, PDK published nine issues in 1990, with the November issue containing 77 pages. Similarly, Clearing House, the only other journal in the sample published in 1920, contained 38 pages when publication started with the March issue. By 1990, the March issue had grown to contain 67 pages.

In addition to the growth in number of pages, the number of sampled journals increased during the period examined. As shown in Table 1, only two journals were published in 1920, while by 1990, nine journals increased the turgidness of educational jargon to approach the mass density of a neutron star.

Table 1 Journal Publication Range

1920	1930	1940	1950	1960	1970	1980	1990
PDK	PDK	PDK	PDK	PDK	PDK	PDK	PDK
CH	CH	CH	CH	CH	CH	CH	CH
	JCJ	JCJ	JCJ	JCJ	JCJ	JCJ	JCJ
					EAQ	EAQ	EAQ
						CJCRQ	CJCRQ
						ERQ	ERQ
						EE	EE
						ER	ER
							NFEASJ

Jargon Growth Trends and Influences

The general trend in increased publication of research concerning education corresponded to a similar trend in scientific and research publication. In addition to the growth in population, both of students and researchers, this century exhibited an exponential increase in the overall body of knowledge in all specialties. The 1950 sample exhibited the only exception to this trend (see

Figure 3). No certain cause could be identified. However, the 1950 period followed World War II, and certainly demarked a significant change in society and, by inference, education. Characteristics of this immediate post-war period included a reduced population of elementary and secondary schools, and a huge increase in university enrollment under the GI Bill. In addition, priorities focused on rebuilding economic and social structures disrupted by the war. In general, theory was less important than action. An analogous decrease in educational publications followed World War I with the hiatus in PDK publication.

Total Jargon Incidence by Decade

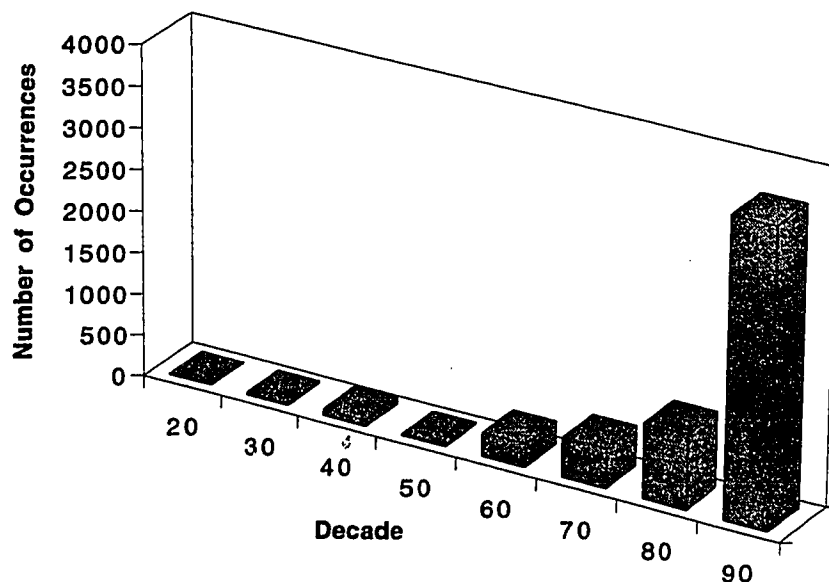


Figure 3 Total Jargon Incidence of All Terms in All Sampled Journals by Decade

The sixties resumed the superlinear increase in jargon incidence. School populations exploded as the World War II baby boomers entered school. Turmoil following the Russian launch of Sputnik I in 1957 fostered significant re-evaluation of American educational effectiveness, particularly of science and mathematics. Major educational reforms were postulated and some implemented. While concern for the quality and effectiveness of the education system and process were always of issue, this decade brought the first direct evidence of greater success of a different system. From this decade on, the education process was subject to continuous and ongoing review both from within and without the educational community.

Significant Prevalence

Ability grouping #1 was the only jargon used in all decades in the sample. It appeared as nineteen different terms, most commonly as homogeneous grouping, from 1920 through 1990.

Seventeen terms were used more than one hundred times in codes 1 through 4. The frequency of occurrence generally exhibited a monotonic increase with each decade. However, four of the jargon terms, ability grouping #1 and collective bargaining #12, team teaching #87 and whole language #90 decreased in frequency during at least one decade (see Figure 4). All of these most prevalent terms referenced reform, with those terms associated with school organization and administration occurring more than twice as frequently as those terms associated with instructional methods (see Table 2).

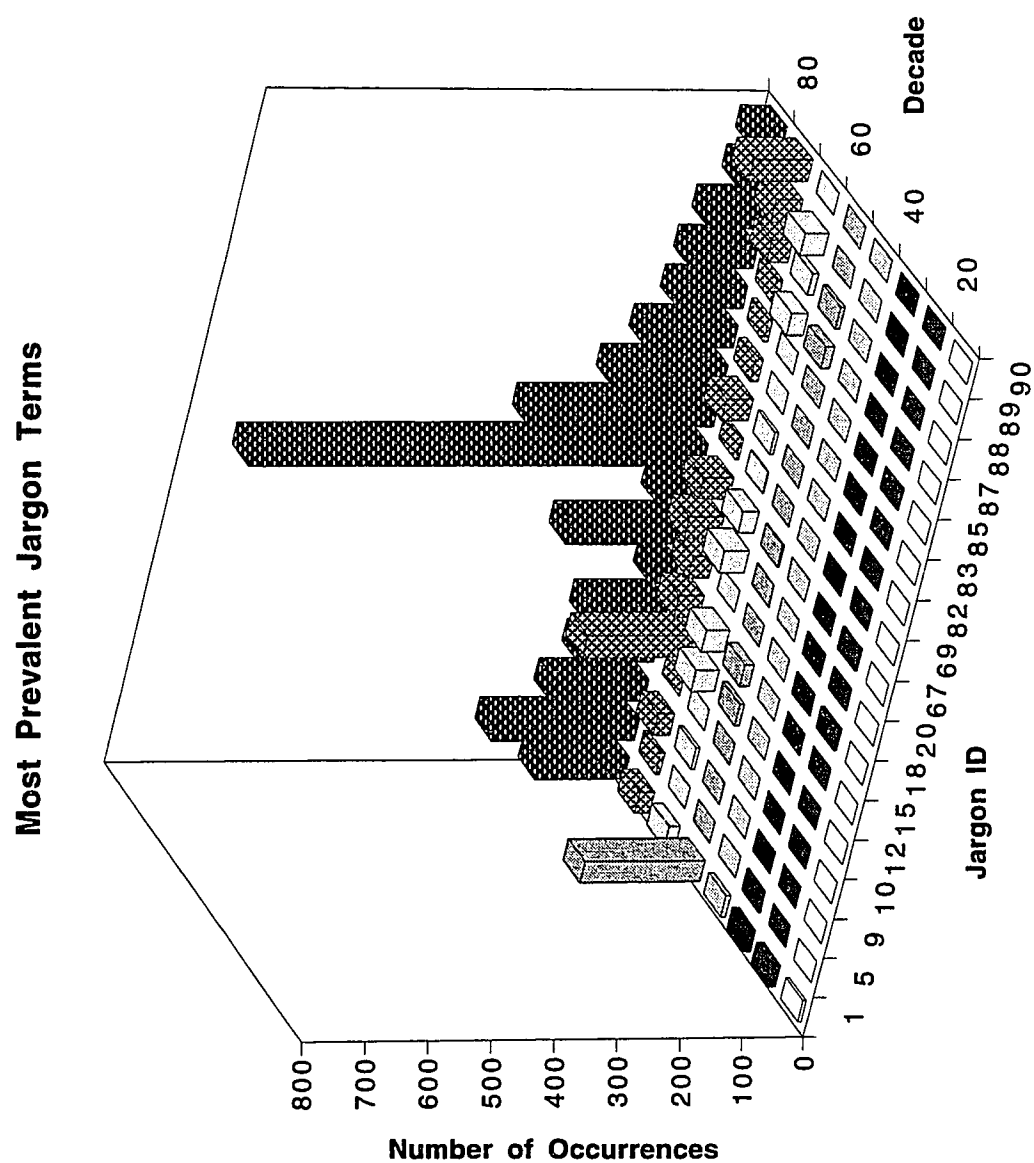


Figure 4 Incidence of Most Prevalent Jargon by Decade for All Journals in the Sample

Table 2. Most Frequently Used Jargon Terms Group by Reform Topic

Instructional Methods		Organization/Administration	
Jargon Term	Incidence	Jargon Term	Incidence
Ability Grouping	417	Choice	185
At risk	240	Clinical supervision	122
Computer aided instruction	132	Collective bargaining	344
Cooperative learning	229	Decentralization	156
Tracking	138	Reform	809
Whole language	145	Restructuring	302
		Shared decision making	227
		Site based management	154
		Teacher empowerment	114
		Team teaching	152
		Voucher system	136

Jargon term #57, pairing, was used only once in the sample literature. It was used in Phi Delta Kappa 1990 as code 5.

Nine terms were used in only one decade and in only one journal in that decade. Those included: #4 assertive discipline in Phi Delta Kappa 1990, #13 comparable worth in Phi Delta Kappa 1990, #21 demonstration districts in Phi Delta Kappa 1970, #27 elements of instruction in Executive Educator 1990, #30 feed forward in Phi Delta Kappa 1990, #41 leadership teams in Phi Delta Kappa 1990, #44 lighthouse schools in Phi Delta Kappa 1980, #74 school change in Clearing House 1940, and #81 shadow functions in Phi Delta Kappa 1970.

Jargon Groupings

Some of the jargon provided natural grouping of the terms, either because of similarity of meaning or because of the relationship with each other. The

frequency of incidence of these groups was illustrated and evaluated in the following section.

Before reading terms comprised the first group, which included #3 advanced organizers, #30 feed forward, #65 readiness, and #72 schema theory (see Figure 5). **After reading terms**, representing cognate pairs with before reading terms, were also grouped and graphed. These included #25 discussion, #29 extended concepts, #32 followup, and #68 resolving readiness (see Figure 6). The increased incidence of these terms corresponded to the increased incidence of the integrated learning terms, reflecting an evolution in the 1970s and 1980s towards a holistic approach to the development of essential skills.

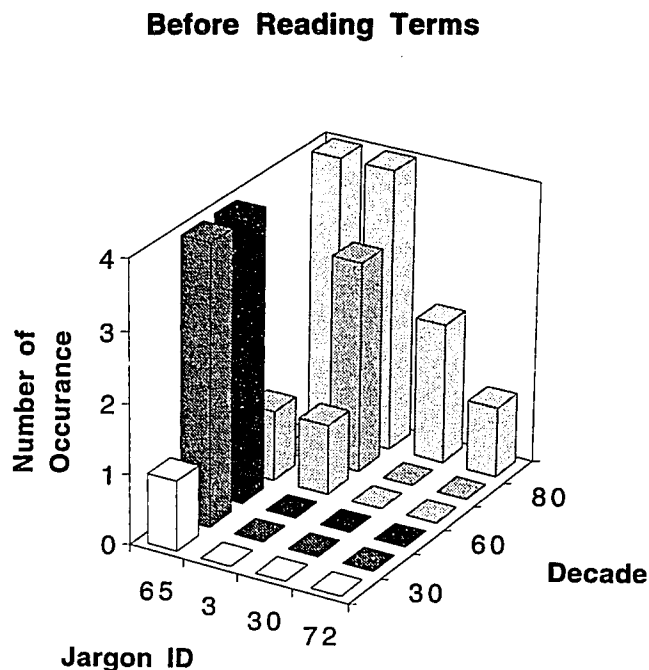


Figure 5 Incidence of Before Reading Jargon Terms by Decade for All Sampled Journals

After Reading Terms

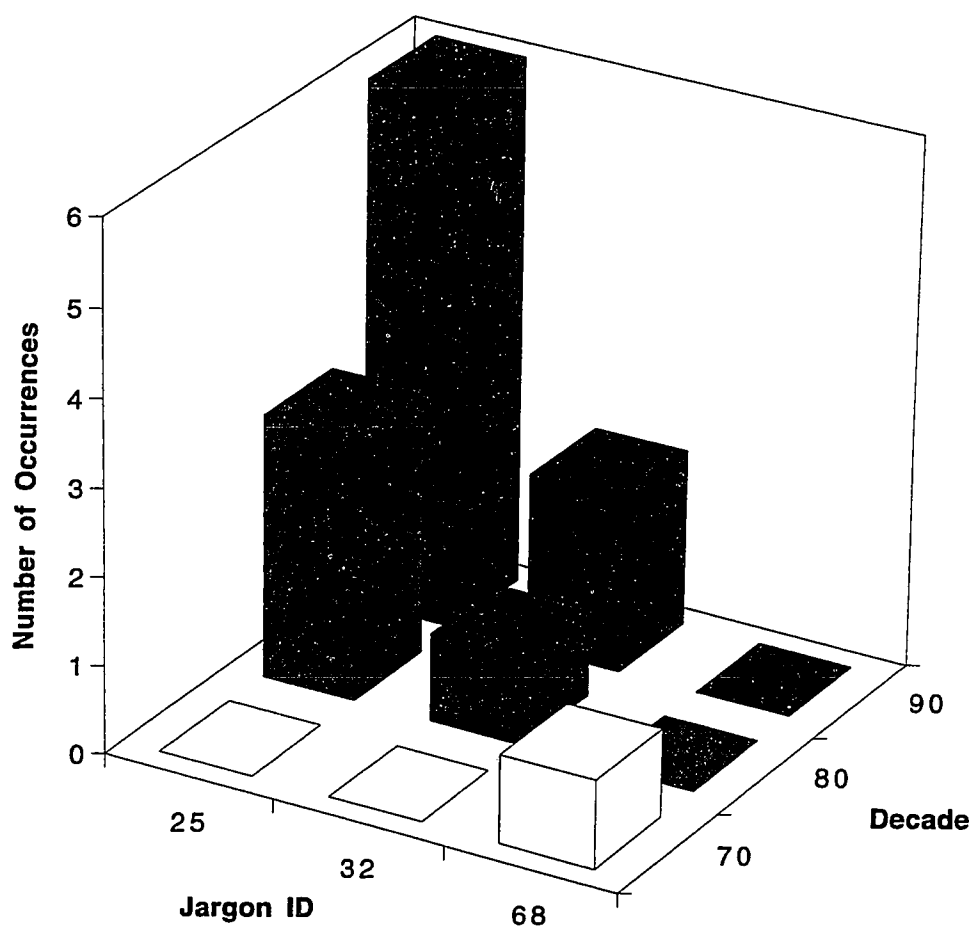


Figure 6 Incidence of After Reading Jargon Terms by Decade for All Sampled Journals

Group management jargon terms were examined. This group included #23 differential management, #47 management team, #64 quality circles, and #84 sound management (see Figure 7). With the exception of a single incidence in 1930, group management was not addressed until 1970. For the last three decades, the incidence of group management terms increased from less than 1% in 1970 to 3.3% in 1980 and 4.4% in 1990.

Group Management

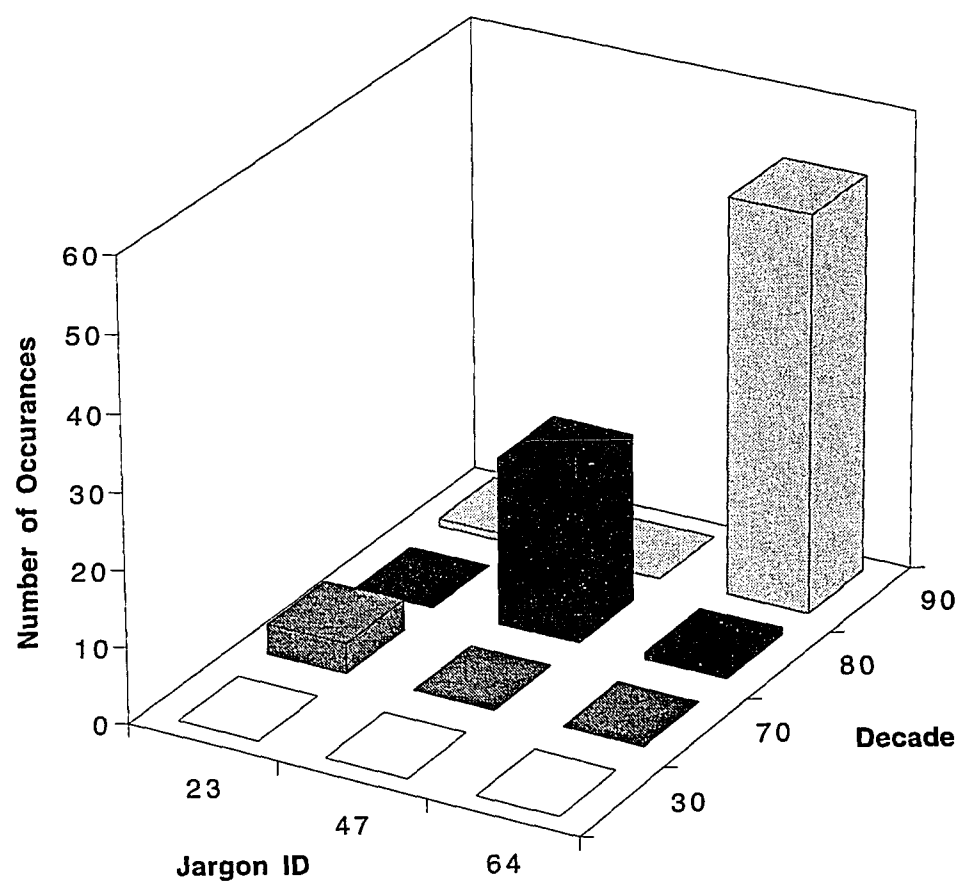


Figure 7 Incidence of Group Management Jargon Terms by Decade for All Sampled Journals

Teachers as Participants in School Decision Making

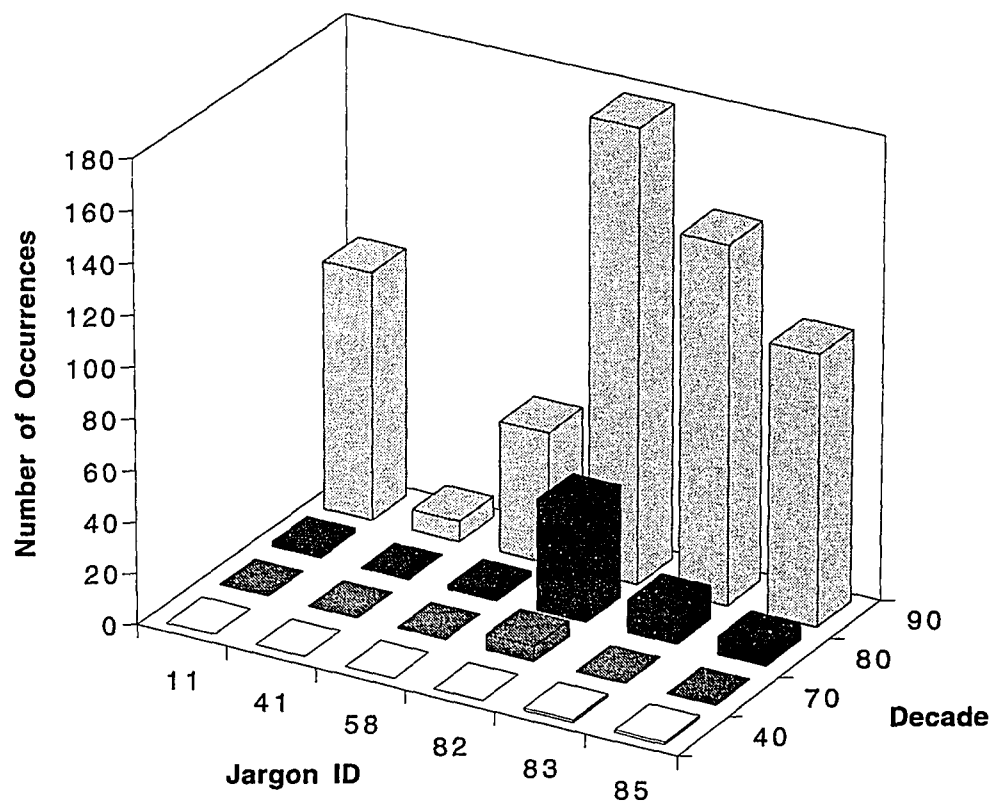


Figure 8 Incidence of Teachers as Participants in School Decision Making Jargon Terms by Decade for All Sampled Journals

Teachers as participants in school decision making provided another logical grouping of jargon terms. These jargon terms included #11 collaboration, #41 leadership teams, #58 participative management, #59 participatory leadership, #82 shared decision making, #83 site based management, and #85 teacher empowerment (see Figure 8). These terms comprised 1% of the jargon in 1970, increased to 6.7% in 1980 and reached 13% by 1990.

Considering both the related collections of group management and teachers as participants revealed that these terms combined comprised 2% of the jargon in 1970, 10% in 1980 and reached 17.6% by 1990. This trend generally matched the evolution of industrial management techniques through the last few decades and appeared typical of the infusion of industrial management practices into the educational domain. The total incidence of these management related terms nearly matched the incidence of reform related terms, the most prevalent.

Learning by integrated concepts/topics were grouped. These jargon terms included #17 content mediated instruction, #33 global education, #35 holistic education, #37 integration, #38 integrated curriculum, and #39 integrated learning. Integration topics dominated the jargon of the 1940 and 1950 samples, comprising 63% and 31% of each sample respectively (see Figure 9). In the later decades the incidence remained in the 1 to 2% range.

Open schooling concepts were grouped as another combination of terms. These jargon terms included #52 open admissions, #53 open classrooms, #54 open enrollments, #55 open school, and #78 schools without

Learning by Integrated Topics/Concepts

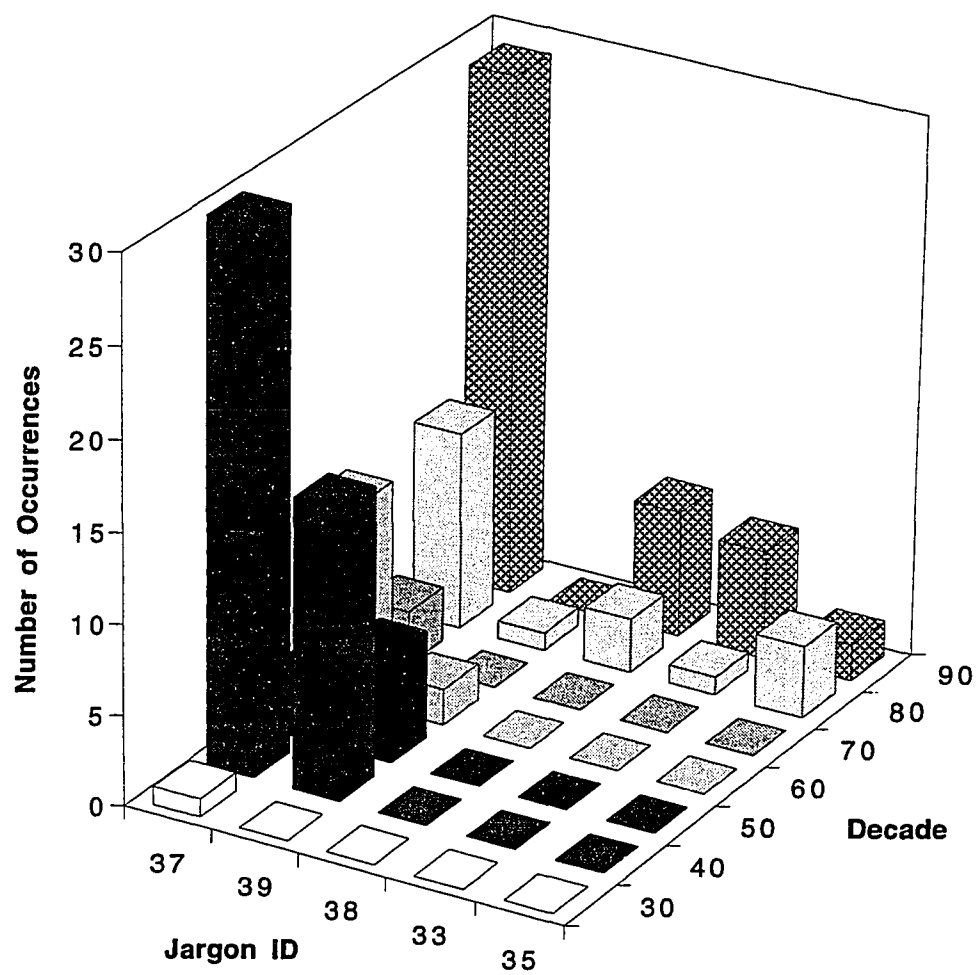


Figure 9 Incidence of Learning by Integrated Topics/Concepts Jargon Terms by Decade for All Sampled Journals

walls. The relative interest in open schooling concepts appeared to peak in the 1970 sample, reflecting the general antipathy towards formal structure and traditional organization of the 1960s (see Figure 10).

School change jargon terms were grouped. Those terms included #67 reform, #69 restructuring, #74 school change, #75 school improvement, and #76 school renewal (see Figure 11). Examination of the relative frequency of occurrence of reform and reform related terms from 1920 through 1990 revealed a consistent usage ranging from 0 to 10% of the total identified terms until 1990. In 1990, reform related terms comprised 29% of all jargon terms found. While earlier decades addressed reorganization and management issues, “reform” has become the dominant theme of the late 1980s and will likely continue as a dominate theme through the remainder of the century.

Open Schooling Concepts

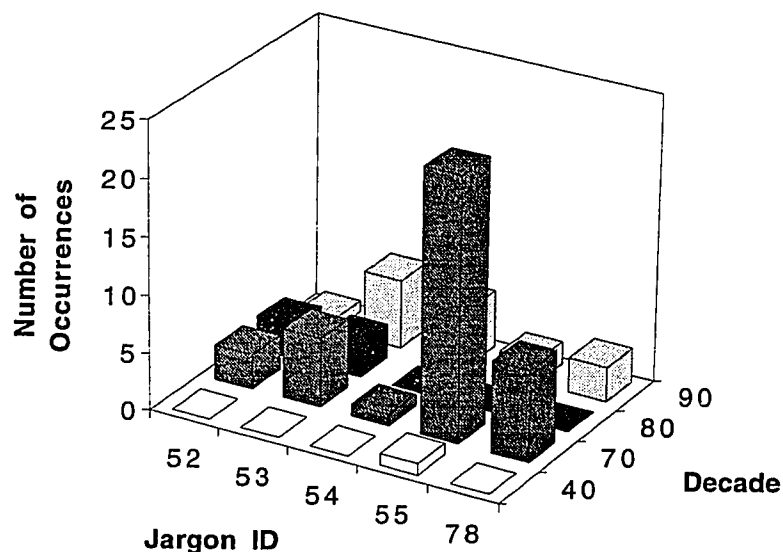


Figure 10 Incidence of Open Schooling Concepts Jargon Terms by Decade for All Sampled Journals

School Change

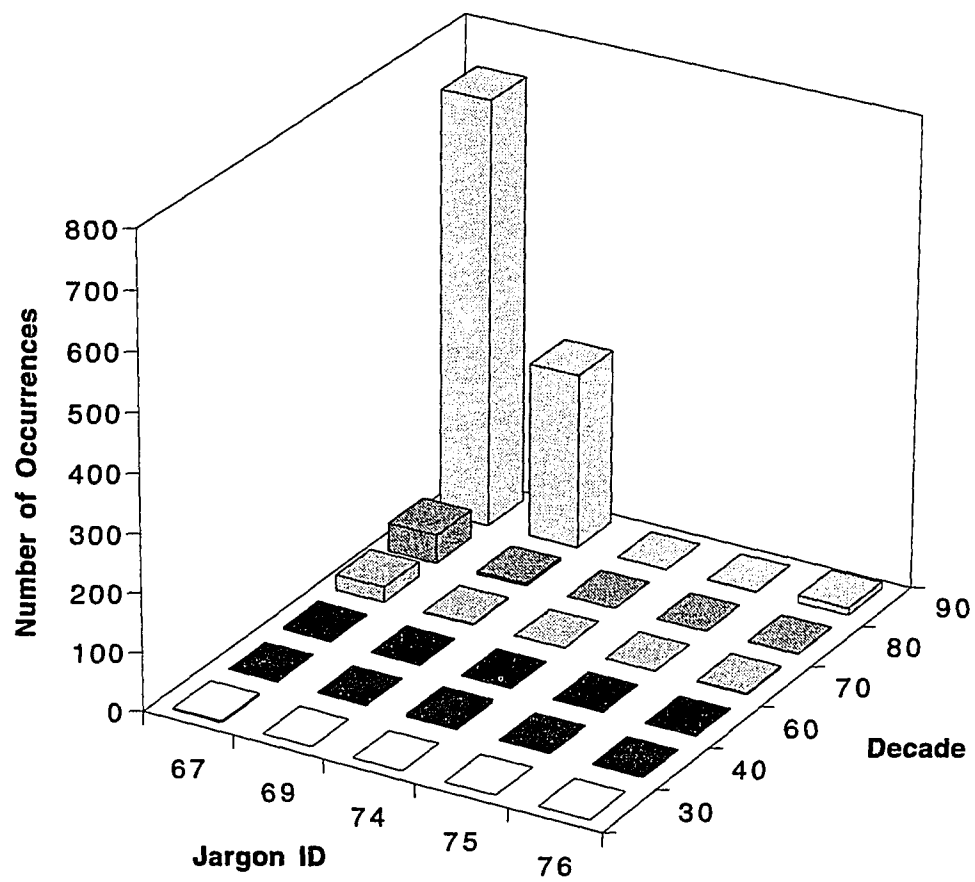


Figure 11 Incidence of School Change Jargon Terms by Decade for All Sampled Journals

INTERPRETATION OF THE DATA

Stability of Jargon Usage

The data were examined to establish the stability or cyclical nature of jargon usage and definitions in response to Question 2. Examples of stable useage and definitions, mutated usage and definitions and cyclical definitions and usage were identified and addressed as follows.

Stable Definitions and Usage

Ability grouping was a term used and debated the most in the sample for this study. Homogeneous grouping was used consistently year-to-year and yet in 1970 the merits of homogeneous grouping were negated and it was widely recommended in the sample literature to discontinue the practice. Yet through 1990 the practice was continued and praised, often with different terms. For ability grouping, nineteen different terms/phrases were used through out the sample. Early in the literature, tracking was used as a synonym for ability grouping, but in the later literature, tracking was limited to secondary students. By 1980 and 1990 tracking in the sample was confined to junior college students, not only in the coursework "track", but also in "tracking" these students' progress through their coursework to graduation. Finally, "tracking" these students after graduation for evaluation of success in their chosen career was an additional meaning for junior college students.

Another example of a relative stable definition and usage was "at-risk", those elementary and secondary students from low socio-economic status who are "fragile" at completing their education. The term used in higher education for those students is "high-risk", a logical development of the term based on its context. At risk in 1940 was "socially handicapped", a general term that meant

varied groups of children who were dependent and neglected on one hand and delinquent on the other and in some other articles it meant conduct problem cases. In 1950 low economic status was included in the term socially handicapped.

Mutated Definitions and Usage

While definitions of a few jargon terms remained the same, others changed remarkably. While it is convenient to have one meaning, the following examples demonstrated that it was imperative to know the context for interpretation.

Articulation, for example, initially (1930) meant the transfer of coursework from junior high school to high school. Then later articulation was used to indicate coursework transfer from high school to junior college, from high school to college, and from junior college to college.

The school principal was no longer the school principal. In 1970 the term for the principal and the school superintendent was instructional leader. In 1980 the new term was instructional manager. In 1990 teacher leader and clinical supervisor joined the jargon to mean the key administrator in each school.

In Phi Delta Kappa 1970 and 1980 #24 disciplined inquiry was used as code 4 "guided discovery". However, in guided discovery the instructor communicates either the prerequisite knowledge, or the principle and/or conclusion to the students, but not both. In disciplined inquiry the prerequisite information for each instructional objective to be achieved is communicated by the instructor in a hierarchical manner from lowest to highest; hence the concepts, principles, and solutions to problems are derived by the student as

the result of verbal cues and prompts provided by the instructor. Directed inquiry is synonymous to disciplined inquiry, but guided discovery is not.

In 1970 and 1980 the literature referred to collaboration as the responsibility of college professors of education to work in unison with school districts in student teaching and in the development of new teaching methods. In 1990 collaboration was the term for the participation of teachers in the decision making power of the school. This is in the management/operation of the school. Also in 1990 collaboration was used as a component of transfer and articulation. This use of collaboration was part of a study in the mid-1980s by the Ford Foundation and had been studied twenty-five years earlier.

Cyclical Definition and Usage

Several jargon terms exhibited cyclical definition and usage, recapitulating ideas or themes which had dropped from frequent usage and then been resurrected or rediscovered. Other than the greatly increased volume of publication noted previously, no causal nor correlative connection was apparent for the cyclical revival of these terms.

Schema (schemata plural), jargon term (#71), was defined as the reader's concepts, beliefs, expectations, processes - virtually everything from past experiences, that are used in making sense of things and actions. In reading, schemata are used in making sense of text; the printed work evoking the reader's associated experiences and past and potential relationships. Lois Bader, in her article, "Communicating with Teachers - Honestly" discussed schemata. She stated: "Edmund Huey published more than 80 years ago: 'When reading, the learner forms meaning by reviewing past experiences that

given images and sounds evoke'. Emmett Betts, published nearly 50 years after Huey: 'Printed symbols have significance for the learner to the degree that they stand for things within his experience.'" (Phi Delta Kappan, 1989, p. 627). These concepts were "rediscovered" in the 1970s and presented as new "psycholinguistically based methods," in the 1980s as the new cognitive strategies, and in 1990 as schema.

Whole language (#90) was defined as the process of children writing stories that describe what they do in and outside of school. Reading and writing experiences then grow out of the experiences of the children; interests and experiences are extended through wide reading; skills are then taught - by the teacher or by peers - as the children need them. Lois Bader reviewed the concept of whole language also in the article, "Communicating with Teachers - Honestly". According to Bader, this method has been "researched, endorsed, and packaged by educators countless times. To name just a few: Francis Parker in 1894, Edmund Huey in 1908, Emmett Betts in 1957, Doris Lee and Roach Van Allen in 1963, and Jeanette Veatch in 1966" (Phi Delta Kappan, 1989, p. 628). The same concepts were termed reading experience and/or language experience in 1960, psycholinguistic methods of reading and writing in 1970 and finally 1990s term whole language.

Jargon and Educational Reform

In response to Question 3, the jargon data was examined for relationships with educational reform. Reform jargon terms were subdivided into instructional methods terms and organizational/administrative terms and discussed separately. As noted in the discussion "Report of Findings and Analysis of the Data," organizational/administrative concepts evidenced a significantly higher

incidence, and by inference, research attention than did instructional methods.

School reform was the most indefinite term in the sample literature. It was curriculum reconstruction in 1930, school change in 1940, school reorganization in 1950, school innovation in 1960, school renewal and school improvement in 1970, reform and effective schools in 1980, and restructuring and/or perestroika in 1990. And yet throughout the sample no one definition was established, no definite criteria for reform were written, no clear guidance was given to those with decision-making power in the schools specifically how or what to reform or what constitutes school reform. While articles were written about specific “pockets of excellence of reform”, no clear-cut guidelines were given.

Instructional Methods

Multiage grouping, the grouping of students not by age, but usually based on reading ability, is similar to one-room schools where students of different ages were together and may have been at the same level in various subjects. Nongraded classes allow students to work at whatever level without the labels of grades. There is a similarity between multiage grouping and nongraded classes. “Ad hoc” grouping was a 1970 term for grouping according to levels of performance. Again, a similarity with multiage grouping existed.

The term, peer coaching, was used both to define students working together in cooperative learning and also a teacher helping another teacher improve in skills and methodology.

Mastery learning, the 1980 - 1990 term, was known as learning oriented system in 1960 and 1970 and as performance based education beginning in 1970 and continuing through the 1990 sample literature.

Other current concepts/terms not on the jargon list, but included in the 1930 concepts, included alternative schools as "...the part-time (continuation) schools will provide three hours of schooling a day for all youths between sixteen and eighteen who have left the regular schools..." (p. 325); individualized learning as "...provision for individual differences among children means more than making it possible for each pupil to learn at his own best rate; it may mean making it possible for some to learn different things from others..." (p. 323) and "...the revision of the school curriculum to meet the individual differences of pupils, methods of instruction adapted to individual differences,..." (p. 11); and critical thinking as "...the best means of solving the problems, the pupils tend to form habits of clear, logical, and constructive thinking. To develop this ability to think clearly, logically, and constructively is the ultimate goal of education." (p. 361). This definition of critical thinking is synonymous with the definition of problem solving and the need for teachers to help students develop the technique also given in 1930. 1990 definitions for critical thinking included "techniques that enable reasoners to justify their arguments or search for the logical justification of others' arguments", "the entire set of cognitive functions that characterize thinking skills", and "reflective and reasonable thinking" (Koeler, 1990, p. 58).

Organizational/Administrative Reforms

Through 1960 the prominent term regarding size and control of schools was centralization, also called consolidation. These terms were considered part of the reform movement. The numbers of school districts decreased from 83,718 in 1950 to 40,500 in 1960, and 17,995 in 1970. By 1970 only 2,000 of

the 60,000 one-teacher schools operating in 1950 remained. In 1950 there were 128,000 elementary schools and in 1970 there were 66,000 elementary schools. By 1960 consolidation and urbanizing practices were no longer considered reforms (National Forum of Educational Administration and Supervision Journal, 1990, p. 357). Included in the use of centralization or consolidation in numbers of schools and districts was the management style to centralize purchasing and decision making. In 1970 that concept changed to decentralization.

Decentralization was the concept of sharing power and management of school. In the sample literature in 1970 it meant more community control. Decentralization meant transfer of control to principals from the central office. In 1980 and 1990 the literature indicated control and management was more teacher participation-oriented.

Terms whose context was promulgated in the 1930 edition of *Clearing House* were teacher empowerment as "...sharing the responsibility of what shall be done, as well as the responsibility of doing it; provision for individual differences among children means more than making it possible for each pupil to learn at his own best rate..."(p. 323); collaboration as "...the cooperative attitude between pupils and teacher involves cooperation between teacher and supervisor, between teacher and principal in making the best choices" (p. 323); reform as "...reorganization is now going on in such institutions..." (p. 324); and cooperative learning as "...breaks the class into committees on a group project basis so that every individual is an individual and a partner....It supplies a prospectus for unity of class achievement and a checking system for individual objectivity." (p. 332).

Accountability was another significant term frequently found but not included in the preselected list of jargon terms. This term most often referred to fiscal accountability, specifically the increased cost of public education versus the decreased student performance as measured on standardized achievement tests. In 1990, however, accountability was included as part of faculty and administrative evaluations.

Multiple terms were used to define the role of teachers in the decision making process of the schools. Earlier terms included participative management and shared decision making. 1990 terms for this role were decentralization, teacher empowerment, site-based management, school-based management, and collaborative planning (also termed collaboration). Several articles in 1990 indicated that it was imperative that teachers be included in the decision making processes in each school and that empowering teachers was necessary for school reform to continue and progress.

The sample literature included several articles which addressed the relationship between business and schools. This relationship was labeled cooperative relations with business in 1960, school business partnerships in 1970 and 1980, and adopt-a-school in 1990.

The definition of reform and the associated jargon terms changed over the sampled period. Several different methods of achieving reform were prevalent in different decades. For example, centralization was a dominant theme between 1950 and 1960. Centralization pooled resources to consolidate for uniform and consistent student education. In 1970 decentralization was promoted to include more community control of the schools and give more authority to the individual school principals. In 1980 and 1990 the trend

continued to include differentiation and local empowerment. These movements gave greater emphasis towards adaptation of curriculum and teaching approaches to individual and community needs.

CHAPTER 5

SUMMARY, IMPLICATIONS, OBSERVATIONS AND RECOMMENDATIONS FOR FURTHER STUDY

SUMMARY

To examine the study's problem, the use of jargon in education from 1920 to 1990, a thorough review of the literature was conducted, a sample selected, and the resulting data tabulated. Following data tabulation, the data were presented, graphed, and analyzed. The purpose of this chapter was to provide a summary, implications and present recommendations for further study and was based upon the questions presented in the problem statement. These questions and their related findings were:

Question 1. What were the categories and frequencies of the technical vocabulary used in the educational journals?

Findings: All issues of ten professional education journals in the decades from 1920 through 1990 were analyzed for inclusion of ninety specific jargon terms or their concepts. In total, over two hundred journal issues were examined. The occurrences of jargon terms were codified according to five predetermined criteria of usage. The total quantification of these codes was 12,716 occurrences. Of these 7,317 were code 5, *i.e.*, the specific word, but different meaning, and were deleted from the analysis and graphing processes. Each succeeding decade increased in the number of jargon used, except a

decrease was found in the sample from 1940 to 1950. This decrease in incidence corresponded with the immediate post World War II period and preceded the school population increase from the WW II baby boomers. 1960 through 1990 exhibited pronounced increases with each subsequent decade. The generally increasing trends in jargon incidence corresponded with an increase in journal publication population sampled. This jargon incidence increased superlinearly compared with the population increase.

Fourteen of the jargon list were not found in any issue of the sample. One term, pairing, was found once in 1990, but was used code 5. Nine of the jargon list were only found in one journal in one decade.

Seventeen of the jargon list were found more than one hundred times. Each of these most frequently occurring terms were generally related to the concept of school reform. The specific term, reform occurred the most frequently, a total of 809 times. Terms referring to organizational or administrative reforms occurred approximately twice as frequently as terms referring to instructional methods reforms. This prevalence was reflected both in the number of specific terms and their frequency of occurrence.

Seven sets of closely related jargon terms were grouped and their incidence examined separately. For example, group management terms and teacher as participants in decision making terms displayed an increase in relative incidence of 1% to 13% from 1970 to 1990. This increase reflected the infusion of industrial management techniques into educational institutions.

Question 2. Was the jargon used in 1990 the same as was used in the past? Was there a cyclical nature to the concepts or definitions of jargon?

Findings: Only one of the preselected jargon, ability grouping, appeared in each decade of the sample literature for a total of 417 uses. The context and

usage of ability grouping remained essentially invariant from 1920 through 1990. It appeared most frequently as homogeneous grouping and was used as nineteen different terms/phrases.

The concept “at risk” also remained relatively stable in definition and usage, although it did not appear in every decade.

Many terms mutated in definition and usage. For example, reform, the most frequently used term (809 times), had no precise definition, but referred to a general requirement or desire to “fix it, make it better!”. The precise nature of the fix, however, evolved from consolidation, to decentralization, to differentiation and local empowerment.

Several terms exhibited cyclical definitions and usage, recapitulating ideas or themes which had dropped from frequent usage and then been resurrected. Notably, schema and whole language evidenced clearly cyclical usage. Other than the increased volume of publication, noncausal nor correlative connection was apparent for the cyclical revival of these terms.

Many of the jargon used were used synonymously with other terms and/or phrases. A list of these synonyms for the preselected jargon and others found throughout the sample literature is included as “Polysyllabic Pseudoprofundities” in Appendix 4.

Question 3. Was there any relationship to the changes and use of jargon with respect to educational reform?

Findings: Reform addressed both school organization/administration and instructional methods with greater prevalence of organizational issues. The definition of reform and the associated jargon terms changed over the sampled period. Several different methods of achieving reform were prevalent in different decades. For example, centralization was a dominant theme

between 1950 and 1960. The concept was to pool resources and to consolidate for uniform and consistent student education. In 1970 decentralization was promoted to include more community control of the schools and more authority to the individual school principals. In 1980 and 1990 the trend continued to include differentiation and local empowerment. These trends gave greater emphasis towards adaptation of curriculum and teaching approaches to individual and community needs.

IMPLICATIONS

The incidence of educational jargon illustrated that educational thought existed not in isolation, but rather was embedded in and influenced by the societal matrix and context of the time. The jargon analysis supported three general observations of this influence.

First, the overall incidence of jargon corresponded with the growth in population of students and educators. As with other scholarly or scientific disciplines, the body of knowledge and volume of publication grew superlinearly compared with the growth in population. The incidence of jargon in the sample grew from 5 occurrences in 1920 to 3,594 occurrences in 1990 while the population increased from 106 million to 249 million.

Second, certain jargon facets corresponded to major trends or significant events. For example, the incidence of jargon decreased following both World Wars, reflecting both the near term decrease in the population of students and teachers and the emphasis of the times on actively rebuilding and restoring rather than researching. In another example, the shock of Sputnik in 1957 corresponded with a high relative incidence of jargon terms such as *ability grouping* (#1) relating to educational effectiveness or performance. The turmoil

and disruption of convention and structure of the 1960s was reflected in the incidence of *open schooling* (#55) and related terms. The 1970s and 1980s continued the emphasis on reform, restructuring and fiscal accountability for performance.

Third, the incidence of educational jargon in the sample reflected an increasing awareness of prevalent thoughts on industrial or institutional management of the era. Other references, particularly texts on educational administration, emphasized management and organizational issues corresponding to standard industrial thought throughout the time period of the sample. The sampled journals, however, contained a significant incidence of management related jargon only in the last three decades. In the 1980 and 1990 samples, an increased incidence of jargon terms such as *site based management* (#83), *shared decision making* (#82), *quality circles* (#64), *differential management* (#23) and others illustrated the infusion of modern management thought into the educational system. In addition, the incidence of *collective bargaining* (#12) reflected the growth and influence of professional unions as opposed to individual teachers.

One final theme remained constant throughout the sample. *Reform* (#67), *school change* (#74), *school renewal* (#76), *school improvement* (#75), and *restructuring* (#69) demonstrated an ongoing preoccupation with the concept of "improving" the educational process. Nevertheless, no universal guidelines or criteria for reform were given and/or shown to be effective in the sample literature. The 1990 recommendation in several articles was that of teacher involvement in the decision making processes of the schools. By empowering teachers in this manner, reform efforts would be enhanced and would progress. According to Heron, "on a national level, despite our reform efforts, we have

made little progress over the last five years" (Clearing House, 1990, p. 13). Whether it is termed school reform or restructuring or school change, it is important for all schools to develop themselves into pockets of excellence, school programs that serve students effectively in each locale. Perhaps with enough of these pockets, a nationwide system of schooling can be woven together that effectively serves the needs of young people.

OBSERVATIONS

Jargon, in this study, was operationally defined in diverse ways. One, as those words that succinctly conveyed a concept to a professional audience; two, words that were in frequent usage in an educational setting; and third, words for which there were more general usage terms or phrases available. Jargon may be an effective mechanism to communicate within and among peers. However, its use is a problem in the educational setting where it is not used consistently. This inconsistency limits how people within the profession communicate with each other and also how those professionals communicate with others. It appears that the education profession lacks the precise technical language of other professions, such as medicine and law, and attempts to use jargon as a substitute.

Educational professionals need to know that many of the ideas of today are the same concepts of other times and, more often than not, that there has been historical repetition with new labeling of these terms. Since several of the terms were divorced from their original meaning, it becomes imperative that teachers and administrators are made aware of the changes and understand the meanings implied in the new use of jargon.

Jargon should seldom be misused because, in so doing, it provides a

potential political platform. Terms should not be created, nor meanings changed, for the purpose of falsifying or obfuscating information.

Meanings for professional terms in education must be clarified for consistency. Education professionals, regardless of age, background, training, or locale, need to have confidence in the stability of key professional terms through time.

RECOMMENDATIONS FOR FURTHER STUDY

There were six recommendations that derive from this study for future studies.

1. The same jargon list could be evaluated with the same sample at ten-year intervals from 1925 - 1995.
2. The same jargon and same years from this study could be evaluated in non-education literature, for example, in newspapers and magazines for definitions and interpretations.
3. The additional terms indicated in this study should be evaluated for usage and change in definition for these same decades.
4. An in-depth study in the change in meaning of terms from 1960 - 1990 for the terms ability grouping, accountability, reform, and restructuring. These terms were the most frequently seen in this study.
5. A content analysis evaluation of management terms in education and industrial management to examine the rate, efficiency and applicability of infusion of management theory between industry and the campus.
6. Many plans, programs, and acronyms were included in the literature and these could be studied and evaluated, among them are: CBTE (competency based teacher education), PBTE (performance based teacher

education), IEP (individual education plan), DISTAR (direct instruction model), IPI (individually prescribed instruction), PLAN (program for learning in accordance with needs), SDL (self-directed learning), SEI (school effectiveness indices), SIDE (supervision for Improvement and decision making model), STAD (student teams-achievement divisions), TAI (team accelerated instruction), TAG (talented and gifted programs) *aka* GATE (gifted and talented education), TGT (teams-games-tournament), TIP (teacher incentive program), and TLU (teaching learning unit).

The continuing study of jargon provides evidence and insight into the increasing emphasis and concern placed on the educational process.

APPENDIX 1

JARGON INCIDENCE BY

JOURNAL AND YEAR

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
1	CH	20	3	1	
1	CH	20	4	4	5
1	CH	30	3	10	
1	CH	30	4	1	
1	PDK	30	4	1	12
1	CH	40	3	9	
1	CH	40	4	1	
1	PDK	40	4	1	11
1	CH	50	4	8	8
1	CH	60	1	36	
1	JCJ	60	1	1	
1	PDK	60	1	78	
1	CH	60	2	20	
1	PDK	60	2	25	
1	CH	60	4	1	
1	JCJ	60	4	3	
1	PDK	60	4	30	194
1	PDK	70	1	1	
1	PDK	70	2	1	
1	CH	70	4	9	
1	PDK	70	4	7	
1	PDK	70	5	16	18
1	CH	80	1	1	
1	EE	80	1	9	
1	PDK	80	1	5	
1	CH	80	2	1	
1	CH	80	4	4	
1	PDK	80	4	4	24
1	CH	90	1	14	
1	EE	90	1	4	
1	NFEASJ	90	1	2	
1	PDK	90	1	88	
1	CH	90	2	1	
1	PDK	90	2	21	
1	CH	90	4	4	
1	PDK	90	4	11	145
2	CH	40	4	1	1
2	CH	50	1	1	1
2	PDK	60	1	1	
2	CH	70	1	2	
2	JCJ	70	1	2	
2	PDK	70	1	6	10
2	EE	80	1	1	

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
2	PDK	80	1	15	16
2	CH	90	1	1	
2	NFEASJ	90	1	19	
2	PDK	90	1	9	29
3	PDK	70	1	1	1
3	EE	80	1	1	
3	CH	80	4	2	3
3	PDK	90	1	1	
3	CH	90	4	2	
3	EE	90	4	1	4
4	PDK	90	1	7	7
5	PDK	40	4	3	3
5	EE	80	1	2	
5	JCJ	80	4	4	6
5	EE	80	5	2	
5	CH	90	1	48	
5	EE	90	1	41	
5	JCJ	90	1	1	
5	NFEASJ	90	1	20	
5	PDK	90	1	88	
5	CH	90	2	2	
5	NFEASJ	90	2	5	
5	JCJ	90	4	4	
5	PDK	90	4	20	231
5	CH	90	5	5	
5	EE	90	5	1	
5	NFEASJ	90	5	9	
5	PDK	90	5	18	
7	PDK	70	1	3	3
7	PDK	70	5	3	
7	CH	80	1	4	
7	PDK	80	1	5	
7	CH	80	2	1	13
7	CH	90	1	1	
7	PDK	90	1	3	
7	CH	90	4	1	5
8	JCJ	70	1	2	
8	EE	80	4	1	1
8	CH	90	1	44	
8	EAQ	90	1	1	
8	EE	90	1	1	
8	NFEASJ	90	1	20	
8	PDK	90	1	13	

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
8	JCJ	90	4	1	80
9	CH	20	5	14	
9	CH	30	5	6	
9	JCJ	30	5	6	
9	PDK	40	1	1	1
9	CH	40	5	4	
9	JCJ	40	5	8	
9	PDK	40	5	5	
9	CH	50	5	11	
9	JCJ	50	5	23	
9	PDK	60	1	1	1
9	CH	60	5	12	
9	JCJ	60	5	14	
9	PDK	60	5	4	
9	PDK	70	1	1	
9	PDK	70	4	1	6
9	EAQ	70	5	21	
9	JCJ	70	5	5	
9	PDK	70	5	22	
9	EE	80	1	10	
9	PDK	80	1	11	
9	EE	80	2	3	
9	PDK	80	2	1	
9	EE	80	4	1	26
9	CH	80	5	11	
9	EAQ	80	5	19	
9	EE	80	5	14	
9	EPQ	80	5	3	
9	JCJ	80	5	2	
9	PDK	80	5	24	
9	CH	90	1	2	
9	EAQ	90	1	4	
9	EE	90	1	44	
9	NFEASJ	90	1	17	
9	PDK	90	1	59	
9	CH	90	2	1	
9	EE	90	2	8	
9	PDK	90	2	5	
9	EAQ	90	3	2	
9	EAQ	90	4	1	
9	EE	90	4	5	
9	PDK	90	4	3	151
9	CH	90	5	13	

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
9	EAQ	90	5	5	
9	EE	90	5	13	
9	ERQ	90	5	3	
9	NFEASJ	90	5	7	
9	PDK	90	5	47	
10	CH	80	1	11	
10	PDK	80	1	6	
10	CH	90	1	8	
10	EAQ	90	1	1	
10	EE	90	1	8	
10	CH	90	2	2	
10	EAQ	90	4	86	122
11	CH	60	5	1	
11	JCJ	60	5	1	
11	PDK	80	1	1	
11	CH	80	4	1	2
11	CH	80	5	1	
11	PDK	80	5	3	
11	CH	90	1	7	
11	EE	90	1	20	
11	JCJ	90	1	3	
11	NFEASJ	90	1	4	
11	PDK	90	1	23	
11	CH	90	2	12	
11	EE	90	2	8	
11	NFEASJ	90	2	3	
11	PDK	90	2	8	
11	CH	90	4	1	
11	EAQ	90	4	8	97
11	CH	90	5	3	
11	EE	90	5	7	
11	ERQ	90	5	18	
11	JCJ	90	5	16	
11	NFEASJ	90	5	35	
12	PDK	40	1	1	
12	CH	60	1	3	
12	PDK	60	1	1	
12	CH	60	2	2	
12	JCJ	60	2	1	8
12	CH	70	1	3	
12	EAQ	70	1	2	
12	JCJ	70	1	1	
12	PDK	70	1	16	

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
12	CH	70	2	2	
12	EAQ	70	4	4	
12	JCJ	70	4	4	
12	PDK	70	4	6	38
12	CH	80	1	3	
12	CJCRQ	80	1	49	
12	EAQ	80	1	20	
12	EE	80	1	14	
12	ER	80	1	1	
12	ERQ	80	1	15	
12	PDK	80	1	54	
12	CJCRQ	80	2	5	
12	EAQ	80	2	1	
12	EE	80	2	9	
12	PDK	80	2	1	172
12	CH	90	1	2	
12	EAQ	90	1	5	
12	EE	90	1	8	
12	NFEASJ	90	1	3	
12	PDK	90	1	71	
12	PDK	90	2	15	
12	EE	90	4	3	
12	NFEASJ	90	4	11	
12	PDK	90	4	8	126
13	PDK	90	1	8	8
14	PDK	70	1	5	5
14	CH	80	1	7	
14	PDK	80	3	1	
14	CH	80	4	8	16
14	CJCRQ	90	1	11	
14	NFEASJ	90	1	6	
14	PDK	90	1	1	
14	CJCRQ	90	2	9	
14	PDK	90	4	2	29
15	PDK	60	1	8	
15	PDK	60	2	2	
15	JCJ	60	4	1	
15	PDK	60	4	5	16
15	CH	70	1	7	
15	PDK	70	1	17	
15	PDK	70	2	1	
15	CH	70	4	2	
15	PDK	70	4	10	37

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
15	EE	80	1	11	
15	ERQ	80	1	3	
15	PDK	80	1	15	
15	EE	80	2	2	
15	ERQ	80	4	1	
15	PDK	80	4	9	41
15	CJCRQ	90	1	4	
15	EE	90	1	2	
15	NFEASJ	90	1	8	
15	PDK	90	1	15	
15	CH	90	2	1	
15	NFEASJ	90	4	1	
15	PDK	90	4	7	38
16	CH	70	1	5	
16	PDK	70	1	2	
16	CH	70	4	3	10
16	EE	80	1	8	
16	CH	80	4	1	9
16	EE	90	1	1	
16	NFEASJ	90	4	7	8
18	CH	30	4	4	4
18	CH	40	2	1	1
18	ERQ	80	1	19	
18	ERQ	80	2	4	
18	ERQ	80	3	2	
18	EE	80	4	5	
18	ERQ	80	4	1	
18	PDK	80	4	3	34
18	CH	90	1	99	
18	EE	90	1	3	
18	ER	90	1	21	
18	PDK	90	1	41	
18	CH	90	2	2	
18	ER	90	2	3	
18	PDK	90	2	2	
18	CH	90	4	13	
18	EE	90	4	1	
18	PDK	90	4	5	190
19	CH	40	4	1	1
19	CH	70	4	2	2
19	CH	90	1	2	2
20	CH	30	2	1	1
20	PDK	40	1	1	1

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
20	PDK	60	1	1	1
20	CH	60	5	5	
20	PDK	60	5	3	
20	CH	70	1	22	
20	PDK	70	1	10	
20	CH	70	2	6	
20	PDK	70	2	1	
20	CH	70	4	1	40
20	PDK	70	5	4	
20	CH	80	1	8	
20	EAQ	80	1	1	
20	JCJ	80	1	2	
20	PDK	80	1	38	
20	EAQ	80	2	5	
20	JCJ	80	2	1	
20	PDK	80	2	1	56
20	PDK	80	5	6	
20	EAQ	90	1	1	
20	EE	90	1	8	
20	ER	90	1	14	
20	NFEASJ	90	1	4	
20	PDK	90	1	24	
20	CH	90	2	1	
20	EE	90	2	2	
20	NFEASJ	90	2	1	
20	PDK	90	2	2	57
20	EAQ	90	5	2	
20	EE	90	5	1	
20	PDK	90	5	3	
21	PDK	70	1	2	2
22	PDK	70	4	13	13
22	EAQ	80	4	1	1
22	PDK	90	4	1	1
23	CH	70	4	4	4
23	NFEASJ	90	1	1	1
24	PDK	70	4	2	2
24	PDK	80	4	5	5
25	CH	20	5	21	
25	CH	30	5	52	
25	JCJ	30	5	22	
25	CH	40	5	49	
25	JCJ	40	5	31	
25	PDK	40	5	30	

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
25	CH	50	5	25	
25	JCJ	50	5	17	
25	PDK	50	5	22	
25	CH	60	5	50	
25	JCJ	60	5	25	
25	PDK	60	5	56	
25	CH	70	5	35	
25	EAQ	70	5	14	
25	PDK	70	5	56	
25	EE	80	1	1	
25	PDK	80	1	2	3
25	CH	80	5	39	
25	CJCRQ	80	5	25	
25	EAQ	80	5	27	
25	EE	80	5	58	
25	ER	80	5	17	
25	ERQ	80	5	37	
25	JCJ	80	5	7	
25	PDK	80	5	64	
25	CH	90	1	4	
25	CH	90	2	2	6
25	CH	90	5	5	
25	CJCRQ	90	5	4	
25	EAQ	90	5	26	
25	EE	90	5	5	
25	ERQ	90	5	41	
25	JCJ	90	5	12	
25	NFEASJ	90	5	18	
25	PDK	90	5	102	
27	EE	90	1	1	1
28	PDK	60	1	1	
28	JCJ	60	4	1	2
28	PDK	70	1	1	1
28	CH	80	4	1	
28	EAQ	80	4	1	2
28	NFEASJ	90	1	1	
28	PDK	90	1	4	
28	EE	90	2	2	
28	JCJ	90	2	1	
28	JCJ	90	4	1	
28	PDK	90	4	6	15
28	ERQ	90	5	1	
28	NFEASJ	90	5	4	

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
30	PDK	90	4	2	2
32	PDK	80	1	1	1
32	PDK	90	1	2	2
33	EE	80	4	1	1
33	PDK	90	1	6	6
35	PDK	80	1	3	
35	CH	80	4	1	4
35	EE	90	2	1	
35	JCJ	90	3	1	2
36	EAQ	80	1	3	
36	EAQ	80	4	1	3
36	CH	90	1	1	
36	EAQ	90	1	16	
36	EE	90	1	2	
36	NFEASJ	90	1	1	
36	EE	90	2	1	
36	NFEASJ	90	2	2	
36	EAQ	90	4	1	
36	NFEASJ	90	4	17	
36	PDK	90	4	7	48
37	PDK	30	1	1	1
37	CH	30	5	4	
37	PDK	30	5	1	
37	CH	40	1	21	
37	PDK	40	1	1	
37	CH	40	2	8	30
37	CH	40	5	1	
37	JCJ	40	5	5	
37	CH	50	1	1	
37	CH	50	2	2	3
37	JCJ	50	5	1	
37	CH	60	1	4	
37	PDK	60	1	1	
37	CH	60	2	1	
37	CH	60	4	4	
37	JCJ	60	4	1	11
37	JCJ	60	5	3	
37	CH	70	1	2	
37	PDK	70	1	1	3
37	CH	70	5	10	
37	EAQ	70	5	5	
37	PDK	70	5	69	
37	CH	80	1	1	

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
37	EAQ	80	1	1	
37	PDK	80	1	4	
37	PDK	80	2	1	
37	EE	80	4	1	
37	PDK	80	4	3	11
37	CH	80	5	5	
37	EAQ	80	5	2	
37	EE	80	5	6	
37	ERQ	80	5	3	
37	JCJ	80	5	2	
37	PDK	80	5	36	
37	CH	90	1	1	
37	JCJ	90	1	1	
37	NFEASJ	90	1	3	
37	PDK	90	1	14	
37	CH	90	2	1	
37	EE	90	2	1	
37	NFEASJ	90	2	1	
37	PDK	90	2	2	
37	JCJ	90	4	1	
37	PDK	90	4	4	29
37	CH	90	5	1	
37	EAQ	90	5	6	
37	EE	90	5	5	
37	ERQ	90	5	1	
37	JCJ	90	5	5	
37	PDK	90	5	8	
38	EAQ	80	4	1	
38	PDK	80	4	2	3
38	NFEASJ	90	4	2	
38	PDK	90	4	5	7
39	CH	40	4	14	
39	PDK	40	4	2	16
39	PDK	50	4	6	6
39	CH	60	4	2	2
39	PDK	80	4	1	1
40	PDK	70	1	2	2
40	PDK	90	1	3	3
41	PDK	90	4	8	8
44	PDK	80	1	1	1
45	EE	80	1	1	
45	PDK	80	1	1	2
45	CH	90	1	45	

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
45	EE	90	1	7	
45	ER	90	1	4	
45	PDK	90	1	5	
45	CH	90	2	4	65
46	PDK	70	1	2	2
46	CH	80	1	2	
46	EAQ	80	1	2	
46	EE	80	1	2	
46	PDK	80	1	1	7
46	PDK	90	1	3	3
47	EE	80	1	15	
47	EE	80	2	7	22
48	JCJ	70	1	3	
48	JCJ	70	2	8	
48	JCJ	70	4	2	13
48	JCJ	70	5	5	
48	CH	80	1	27	
48	EE	80	1	9	
48	PDK	80	1	10	
48	CH	80	2	4	50
48	PDK	90	1	10	
48	PDK	90	2	1	11
49	PDK	50	1	4	
49	PDK	50	2	1	5
49	CH	60	1	2	
49	PDK	60	1	8	
49	CH	60	2	1	
49	PDK	60	4	1	12
49	PDK	70	1	2	
49	PDK	70	4	1	3
49	EAQ	80	1	1	
49	EE	80	1	3	
49	PDK	80	1	2	
49	PDK	80	4	13	19
49	CH	90	1	2	
49	EAQ	90	1	3	
49	EE	90	1	1	
49	NFEASJ	90	1	3	
49	PDK	90	1	17	
49	EAQ	90	2	3	
49	EAQ	90	3	2	
49	CH	90	4	13	
49	EAQ	90	4	2	

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
49	PDK	90	4	4	50
50	CH	80	1	5	
50	CH	80	2	3	
50	EAQ	80	4	6	
50	EE	80	4	12	26
50	PDK	90	1	3	
50	PDK	90	4	6	9
51	PDK	60	4	4	4
51	EE	90	1	2	
51	NFEASJ	90	1	2	
51	PDK	90	1	2	
51	CH	90	4	4	
51	EE	90	4	1	
51	PDK	90	4	4	15
52	PDK	70	1	1	
52	JCJ	70	4	2	3
52	ER	80	1	1	
52	PDK	80	1	1	
52	EE	80	4	1	3
52	PDK	90	1	1	1
53	PDK	70	1	6	6
53	EE	80	1	1	
53	EE	80	4	1	
53	PDK	80	4	1	3
53	ER	90	1	6	6
54	CH	70	1	1	1
54	PDK	90	1	5	5
55	PDK	40	1	1	1
55	EAQ	70	1	11	
55	EAQ	70	4	12	23
55	NFEASJ	90	1	1	
55	NFEASJ	90	4	1	2
57	PDK	90	5	1	
58	EE	80	1	1	
58	EE	80	4	1	2
58	CH	90	1	1	
58	PDK	90	1	7	
58	CH	90	4	1	
58	EE	90	4	1	
58	PDK	90	4	41	51
60	JCJ	70	3	15	
60	CH	70	4	14	29
60	JCJ	80	3	1	1

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
60	PDK	90	4	2	2
61	CH	60	2	3	3
61	PDK	70	1	56	
61	PDK	70	2	3	
61	PDK	70	4	7	66
61	EE	90	1	8	
61	NFEASJ	90	1	1	
61	PDK	90	4	1	10
63	PDK	60	1	4	4
63	PDK	70	4	3	3
64	EE	80	1	1	1
64	CH	90	1	17	
64	ERQ	90	1	33	
64	PDK	90	1	1	
64	NFEASJ	90	3	1	52
65	CH	30	1	1	1
65	PDK	40	5	2	
65	CH	50	1	2	
65	PDK	50	1	2	4
65	CH	60	1	4	4
65	CH	70	2	1	1
65	EE	90	1	2	
65	PDK	90	1	2	4
65	PDK	90	5	110	
67	CH	30	1	1	
67	CH	30	4	2	3
67	PDK	30	5	2	
67	CH	40	5	4	
67	JCJ	50	5	2	
67	PDK	60	1	3	3
67	JCJ	60	5	4	
67	PDK	60	5	2	
67	CH	70	1	4	
67	EAQ	70	1	1	
67	PDK	70	1	16	
67	CH	70	2	1	
67	PDK	70	2	4	26
67	CH	70	5	2	
67	PDK	70	5	22	
67	EAQ	80	1	3	
67	EE	80	1	2	
67	PDK	80	1	40	
67	EAQ	80	2	1	

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
67	ER	80	2	2	
67	ERQ	80	2	1	49
67	CH	80	5	10	
67	EAQ	80	5	10	
67	ER	80	5	1	
67	PDK	80	5	30	
67	CH	90	1	14	
67	EAQ	90	1	9	
67	EE	90	1	67	
67	ER	90	1	93	
67	ERQ	90	1	4	
67	NFEASJ	90	1	99	
67	PDK	90	1	344	
67	CH	90	2	1	
67	EAQ	90	2	6	
67	EE	90	2	25	
67	ER	90	2	20	
67	ERQ	90	2	7	
67	NFEASJ	90	2	19	
67	PDK	90	2	16	
67	NFEASJ	90	4	4	728
67	CH	90	5	3	
67	EAQ	90	5	3	
67	JCJ	90	5	1	
67	NFEASJ	90	5	27	
67	PDK	90	5	5	
68	PDK	70	1	1	1
69	PDK	70	1	2	2
69	CH	70	5	3	
69	PDK	80	1	4	4
69	EAQ	80	5	2	
69	EE	80	5	1	
69	CH	90	1	11	
69	EAQ	90	1	14	
69	EE	90	1	17	
69	ER	90	1	12	
69	NFEASJ	90	1	6	
69	PDK	90	1	207	
69	EE	90	2	8	
69	ER	90	2	3	
69	NFEASJ	90	2	1	
69	ER	90	4	7	
69	NFEASJ	90	4	10	296

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
69	ER	90	5	11	
69	JCJ	90	5	4	
69	NFEASJ	90	5	3	
70	CH	40	1	1	1
70	JCJ	80	1	1	
70	PDK	80	1	10	11
71	PDK	50	1	2	2
71	EAQ	70	2	3	3
71	NFEASJ	90	1	1	1
72	PDK	90	1	1	1
73	JCJ	60	4	1	1
73	EE	90	1	5	
73	JCJ	90	1	1	
73	PDK	90	1	16	
73	EE	90	2	3	
73	PDK	90	2	2	
73	CH	90	4	4	
73	PDK	90	4	6	37
74	CH	40	4	5	5
75	PDK	90	4	1	1
76	CH	70	4	3	3
76	CH	80	1	1	1
76	PDK	90	1	6	
76	PDK	90	2	5	
76	PDK	90	4	1	12
77	PDK	60	1	1	1
77	PDK	80	1	2	
77	PDK	80	4	1	3
77	CH	90	1	1	
77	EE	90	1	1	
77	NFEASJ	90	1	2	
77	PDK	90	1	30	
77	PDK	90	4	3	37
78	PDK	70	1	8	8
78	EE	90	1	3	3
79	EE	90	1	14	14
81	PDK	70	3	5	5
82	PDK	70	1	1	
82	PDK	70	2	1	
82	CH	70	4	3	
82	EAQ	70	4	1	6
82	CH	80	1	3	
82	EAQ	80	1	29	

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
82	CH	80	2	1	
82	PDK	80	2	4	
82	CH	80	4	1	
82	CJCRQ	80	4	1	
82	EE	80	4	3	
82	PDK	80	4	2	44
82	CH	90	1	3	
82	EAQ	90	1	4	
82	EE	90	1	5	
82	NFEASJ	90	1	27	
82	PDK	90	1	50	
82	CH	90	2	1	
82	EAQ	90	2	4	
82	EE	90	2	1	
82	NFEASJ	90	2	3	
82	PDK	90	2	13	
82	NFEASJ	90	3	2	
82	CH	90	4	18	
82	EAQ	90	4	1	
82	EE	90	4	6	
82	ER	90	4	2	
82	ERQ	90	4	3	
82	NFEASJ	90	4	8	
82	PDK	90	4	26	177
83	CH	40	4	1	1
83	CH	80	4	12	
83	PDK	80	4	1	13
83	CH	90	1	1	
83	EE	90	1	21	
83	NFEASJ	90	1	1	
83	CH	90	2	1	
83	NFEASJ	90	3	1	
83	CH	90	4	2	
83	EAQ	90	4	2	
83	EE	90	4	18	
83	ER	90	4	6	
83	NFEASJ	90	4	5	
83	PDK	90	4	82	140
85	CH	30	3	1	1
85	EE	80	1	1	
85	PDK	80	1	1	
85	PDK	80	2	2	
85	PDK	80	4	3	7

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
85	CH	90	1	39	
85	EAQ	90	1	2	
85	EE	90	1	14	
85	NFEASJ	90	1	3	
85	PDK	90	1	29	
85	CH	90	2	8	
85	EAQ	90	2	2	
85	EE	90	2	2	
85	NFEASJ	90	2	1	
85	PDK	90	2	1	
85	CH	90	4	2	
85	EAQ	90	4	1	
85	EE	90	4	2	106
85	JCJ	90	5	1	
86	CH	70	2	5	5
86	CH	90	1	2	
86	CH	90	2	1	3
87	PDK	60	1	8	
87	PDK	60	4	6	14
87	CH	70	1	14	
87	PDK	70	1	6	
87	CH	70	2	1	
87	PDK	70	2	4	
87	CH	70	4	1	
87	PDK	70	4	1	27
87	ERQ	80	1	2	
87	PDK	80	1	5	
87	EE	80	2	2	
87	PDK	80	2	1	10
87	EAQ	90	1	1	
87	NFEASJ	90	1	2	
87	PDK	90	1	22	
87	EE	90	2	2	
87	NFEASJ	90	2	1	
87	PDK	90	2	14	
87	PDK	90	4	59	101
88	JCJ	60	1	2	
88	PDK	60	1	5	7
88	CH	70	1	2	
88	PDK	70	1	1	
88	JCJ	70	3	1	
88	CH	70	4	5	
88	PDK	70	4	1	10

JARGON INCIDENCE BY JOURNAL AND YEAR					
Jargon ID	Journal	Year	Code	Occurrences	Total
88	CH	80	1	3	
88	EAQ	80	1	1	
88	PDK	80	1	20	
88	EAQ	80	4	1	
88	ER	80	4	1	
88	ERQ	80	4	7	
88	JCJ	80	4	1	34
88	CH	90	1	1	
88	EE	90	1	6	
88	PDK	90	1	67	
88	PDK	90	2	2	
88	NFEASJ	90	4	8	
88	PDK	90	4	3	87
88	CJCRQ	90	5	16	
88	JCJ	90	5	1	
88	PDK	90	5	3	
89	PDK	70	1	30	
89	PDK	70	2	8	38
89	EE	80	1	22	
89	PDK	80	1	20	
89	EE	80	2	1	43
89	EE	80	5	2	
89	EE	90	1	6	
89	NFEASJ	90	1	1	
89	PDK	90	1	48	55
90	EE	80	1	78	
90	EE	80	2	17	
90	EE	80	3	1	96
90	CH	90	1	6	
90	EE	90	1	4	
90	NFEASJ	90	1	3	
90	PDK	90	1	33	
90	PDK	90	4	3	49

APPENDIX 2

COMPLETE TABULATED DATA

[illegible]

JARGON INCIDENCE TOTALS BY DECADE									
	Year								
Jargon ID	20	30	40	50	60	70	80	90	Grand total
48	0	0	0	0	0	13	50	11	74
49	0	0	0	5	12	3	19	50	89
50	0	0	0	0	0	0	26	9	35
51	0	0	0	0	4	0	0	15	19
52	0	0	0	0	0	3	3	1	7
53	0	0	0	0	0	6	3	6	15
54	0	0	0	0	0	1	0	5	6
55	0	0	1	0	0	23	0	2	26
58	0	0	0	0	0	0	2	51	53
60	0	0	0	0	0	29	1	2	32
61	0	0	0	0	3	66	0	10	79
63	0	0	0	0	4	3	0	0	7
64	0	0	0	0	0	0	1	52	53
65	0	1	0	4	4	1	0	4	14
67	0	3	0	0	3	26	49	728	809
68	0	0	0	0	0	1	0	0	1
69	0	0	0	0	0	2	4	296	302
70	0	0	1	0	0	0	11	0	12
71	0	0	0	2	0	3	0	1	6
72	0	0	0	0	0	0	0	1	1
73	0	0	0	0	1	0	0	37	38
74	0	0	5	0	0	0	0	0	5
75	0	0	0	0	0	0	0	1	1
76	0	0	0	0	0	3	1	12	16
77	0	0	0	0	1	0	3	37	41
78	0	0	0	0	0	8	0	3	11
79	0	0	0	0	0	0	0	14	14
81	0	0	0	0	0	5	0	0	5
82	0	0	0	0	0	6	44	177	227
83	0	0	1	0	0	0	13	140	154
85	0	1	0	0	0	0	7	106	114
86	0	0	0	0	0	5	0	3	8
87	0	0	0	0	14	27	10	101	152
88	0	0	0	0	7	10	34	87	138
89	0	0	0	0	0	38	43	55	136
90	0	0	0	0	0	0	96	49	145
Grand total	5	23	73	29	288	481	906	3594	5399

APPENDIX 3

TABULATION OF THE

DATA

JARGON FINDINGS BY PUBLICATION

Clearing House, 1920

The concept for ability grouping (#1) was used five times, once as “ranking the pupils by their ability to learn” code 3 and four times as “homogeneous grouping” code 4.

Choice (#9) was used 14 times as code 5.

Discussion (#25) was used 21 times as code 5.

The term “articulation” was used once in reference to transferability of coursework from junior high school to high school.

Clearing House, 1930

Ability grouping (#1) was used as the term “grouping” code 3 ten times and as “homogeneous grouping” code 4 once.

Choice (#9) was used code 5 six times.

Cooperative learning (#18) was used four times code 4 as “students working together on a team project”.

Decentralization (#20) was used once code 2 in “decentralizing power from the central office to the principals”.

Discussion (#25) was used fifty-two times code 5.

Integration (#37) was used four times code 5.

Readiness (#65) was used once code 1.

Reform (#67) indicating school change was used once code 1, once code 4 as “school reorganization” and once code 4 as “curriculum reconstruction”.

Teacher empowerment (#85) was addressed once as code 3 in “sharing the responsibility”.

Articulation was used once in the context of transferability of coursework from high school to junior college and four times as code 5.

Critical thinking, a term used frequently in 1980 and 1990 literature, was used code 4 and defined as problem solving in 1930.

Other terms used in 1930 and found in subsequent years included: alternative schools, individualization, lifelong learning, self-active learning, and visual education.

The November 1930 issue of Clearing House contained a poem with Whittier credited as the author. However, the author of that work was Wordsworth.

Clearing House, 1940

Ability grouping (#1) was used nine times as "grouping" code 3 and once as "homogeneous grouping" code 4.

Academic freedom (#2) was used once code 4 as "freedom as teachers to speak in our classrooms and lecture halls".

Choice (#9) was used four times as code 5.

Cooperative learning (#18) was used once code 2.

Cooperative responsibility (#19) was used once as "cooperative teacher planning" code 4.

Discussion (#25) was used forty-nine times code 5.

Integration (#37) was used twenty-one times code 1, eight times code 2, and once code 5.

Integrated learning (#39) was used fourteen times code 4 as "progressive education".

Reform (#67) was used four times code 5.

Retrenchment (#70) was used once code 1

School change (#74) was used twice code 4 as “curriculum reform” and three times code 4 as “school reorganization”.

Site-based management (#83) was used once code 4 as “school management devices”.

Other terms used in 1940 and found in subsequent years included: critical thinking, individualized instruction, progressive education, and visual education.

Clearing House, 1950

Ability grouping (#1) was used eight times as code 4 “homogeneous grouping”.

Academic freedom (#2) was used once code 1.

Choice (#9) was used code 5 eleven times.

Discussion (#25) was used fifty-eight times code 5.

Integration (#37) was used once code 1 and twice code 2.

Readiness (#65) was used twice code 1.

Articulation was used once specifically in the transferability of coursework from high school to higher education.

Other terms used in 1950 and seen subsequently in later years included: critical thinking, cooperative supervision, individualized instruction, inservice, and joint education-task.

Clearing House, 1960

Ability grouping (#1) was used thirty-six times code 1, twenty times code 2,

and once code 4 as “subgrouping in instruction”.

Choice (#9) was used twelve times code 5.

Collaboration (#11) was used once code 5.

Collective bargaining (#12) was used three times code 1 and twice code 2.

Decentralization (#20) was used five times code 5.

Discussion (#25) was used fifty times code 5.

Integration (#37) was used four times code 1, once code 2, and four times code 4 as “fusion”.

Integrated learning (#39) was used twice code 4 as “progressive education”.

Merit pay (#49) was used twice as code 1 and once as code 2.

Performance contracting (#61) was used three times code 2 as “contracting”.

Readiness (#65) was used four times code 1.

Other terms used in 1960 and seen subsequently in the literature included: articulation, individualized learning, inservice, nongraded techniques, and progressive education. Critical thinking was used eighteen times interchangeably with problem solving which was used sixteen times.

Clearing House, 1970

Ability grouping was used nine times code 4 as “homogeneous grouping”.

Academic freedom (#2) was used twice code 1.

Choice (#9) was used twenty-two times code 5.

Collective bargaining (#12) was used three times code 1 and twice code 2.

Computer aided instruction (#15) was used seven times code 1, once code 4 as “individual pacing machines”, and once code 4 as “automated

learning device”.

Computer managed instruction (#16) was used five times code 1 and three times code 4 as “teaching machine”.

Cooperative responsibility (#19) was used twice as code 4 “cooperative planning”.

Decentralization (#20) was used twenty-two times code 1, six times code 2, and once code 4 as “smaller decision making domains”.

Differential management (#23) was used four times code 4 as “staff differentiation”.

Discussion (#25) was used thirty-five times code 5.

Integration (#37) was used twice code 1 and ten times code 5.

Open enrollment (#54) was used once code 1.

Performance based education (#60) was used three times code 4 as “programmed learning” and eleven times code 4 as “mastery learning”.

Readiness (#65) was used once code 2 as “individual readiness”.

Reform (#67) was used four times code 1, once code 2, and twice code 5.

Restructuring (#69) was used three times code 5.

School renewal (#76) was used three times code 4 as “innovative school”.

Shared decision making (#82) was used three times code 4 as “shared leadership”.

Team learning (#86) used five times code 2 as “learning team”.

Team teaching (#87) was used fourteen times code 1, once code 2 and once code 4 as “group teaching”.

Tracking (#88) was used twice as code 1 and five times as code 4 as “intellectual segregation”.

Other terms used in 1970 and seen subsequently in the literature included: accountability, “ad hoc” grouping, bilingual education, continuous progress curricula, cooperating teacher, critical thinking, diagnostic teaching, flexible scheduling, group-paced learning, individualized learning, inservice, micro-lesson, mini-lesson, multicultural education, nongraded curriculum, open space teaching areas, problem solving, self-directed learning, and ungraded curriculum.

Clearing House, 1980

Ability grouping (#1) was used twice code 1, once code 2, and four times code 4 as “segregating students according their ability to learn”.

Advanced organizers (#3) was used twice code 4 as “lead-up activities”.

Behavior modification (#7) was used four times code 1 and once code 2.

Choice (#9) was used eleven times code 5.

Clinical supervision (#10) was used eleven times code 1.

Collaboration (#11) was used once code 4 as “collaborative planning” and once code 5.

Collective bargaining (#12) was used three times code 1.

Competency based education (#14) was used seven times code 1 and eight times code 4 as “competency-based testing”.

Cooperative learning (#16) was used once code 4 as “cooperative education”.

Decentralization (#20) was used eight times code 1.

Discussion (#25) was used thirty-nine times code 5.

Excellence in education (#28) was used once code 4 as “academic excellence”.

Holistic education (#35) was used once code 4 as "holistic thinking".

Integration (#37) was used once code 1 and five times code 5.

Management by objectives (#46) was used twice code 1.

Mastery learning (#48) was used twenty-seven times code 1 and four times code 2.

Metacognition (#50) was used five times code 1 and three times code 2.

Reform (#67) was used ten times code 5.

School renewal (#76) was used once code 1.

Shared decision making (#82) was used three times code 1, once code 2, and once code 4 as "consensual decision making".

Site based management (#83) was used twelve times code 4 as "school-based management".

Tracking (#88) was used three times code 1.

Other terms used in 1980 and seen subsequently in the literature included: accountability, attitude clarification, articulation, behavioral objectives, bilingual education, competency-based teacher education, compensatory education, cooperating teacher, critical thinking, cultural pluralism, flexible scheduling, individualized instruction, inservice, lead-up activities, lead-up games, life-long learning, mainstreaming, multicultural education, open university, problem solving, self-directed learning, self-paced instruction, staff development, and time-on-task.

Clearing House, 1990

Ability grouping (#1) was used fourteen times code 1, once code 2, and four times code 4 as "instructional grouping".

Academic freedom (#2) was used once code 1.

Advanced organizers (#3) was used twice code 4 as “anticipatory set”.

At-risk (#5) was used forty-eight times code 1, twice code 2, and five times code 5.

Behavior modification (#7) was used once code 1 and once code 4 as “shaping”.

Career ladder (#8) was used forty-four times code 1.

Choice (#9) was used twice code 1, once code 2, and thirteen times code 5.

Clinical supervision (#10) was used eight times code 1 and twice code 2.

Collaboration (#11) was used seven times code 1, twelve times code 2, once code 4 as “participative management” and three times code 5.

Collective bargaining (#12) was used twice code 1.

Computer aided instruction (#15) was used once code 2.

Cooperative learning (#18) was used ninety-three times code 1, twice code 2, three times code 4 as “peer coaching”, four times code 4 as “collaborative learning”, five times code 4 as “student learning teams”, and once code 4 as “peer-assistance program”.

Cooperative responsibility (#19) was used twice code 1.

Decentralization (#20) was used once code 2.

Discussion (#25) was used four times code 1, twice code 2, and sixty-three times code 5.

Instructional leader (#36) was used once code 1.

Integration (#37) was used once code 1, once code 2, and once code 5.

Magnet schools (#45) was used twenty-four times code 1 and four times code 2.

Merit pay (#49) was used twice code 1, once code 2, once code 4 as “merit evaluation” and twelve times code 4 as “teacher incentive program”.

Multiage grouping (#51) was used four times code 4 as “cross-grade tutoring”.

Participative management (#58) was used once code 1 and once code 4 as “colleagueship”.

Quality circle (#64) was used seventeen times code 1.

Reform (#67) was used fourteen times code 1, once code 2, and three times code 5.

Restructuring (#69) was used eleven times code 1.

School business partnership (#73) was used twice code 4 as “business partnership” and twice code 4 as “adopt a school”.

School within a school (#77) was used once code 1.

Shared decision making (#82) was used three times code 1, once code 2, and seventeen times code 4 as “delegation and share power and responsibility” and once code 4 as “school-site planning”.

Site-based management (#83) was used once code 1, once code 2, once code 4 as “school-based management”, and once code 4 as “site-based decision making”.

Teacher empowerment (#85) was used thirty-nine times code 1, eight times code 2, and twice code 4 as “teacher autonomy”.

Team teaching (#86) was used twice code 1 and once code 2.

Tracking (#88) was used once code 1.

Whole language (#90) was used six times code 1.

Other terms used in 1990 and seen subsequently in the literature included:

accountability, alternative school, avocational, bilingual education, compensatory education, competency-based teacher education, continuous progress learning, critical thinking, cross-grade tutoring, cultural diversity, cultural immersion, discovery learning, empathetic learning, ethnocentrism, experiential learning, expressive therapy, group mentor, individualized instruction, inservice, intercultural, lead teacher, learning style, mainstream, multicultural education, on-task time, peer counseling, peer mentors, peer observation, peer tutoring, performance-based teacher preparation, problem solving, reciprocal peer questioning, self-directed learning, self-regulated learning, shaping, staff development, student autonomy, student-centered learning, talented and gifted program, team accelerated instruction, team leaders, and turnaround school.

Community and Junior College Research Quarterly, 1980

Collective bargaining (#12) was used forty-nine times code 1 and five times code 2.

Discussion (#25) was used twenty-five times code 5.

Shared decision making (#82) was used once code 4 as “management teams”.

Other terms used in 1980 and seen subsequently in the literature included: articulation, centralization, individualized instruction, mainstream, and personalized system of instruction.

Community and Junior College Research Quarterly, 1990

Competency based education (#14) was used eleven times code 1 and nine times code 2.

Computer aided instruction (#15) was used four times code 1.

Discussion (#25) was used four times code 5.

Tracking (#88) was used sixteen times code 5. Tracking was used as a follow-up technique on community college graduates and not as an ability grouping technique.

Other terms used in 1990 and seen subsequently in the literature included: accountability, accreditation, articulation, distance learning, individualized instruction, and staff development.

Education Administration Quarterly, 1970

Choice (#9) was used twenty-one times code 5.

Collective bargaining (#12) was used twice code 1 and four times code 4.

Discussion (#25) was used fourteen times code 5.

Integration (#37) was used five times code 5.

Open school (#55) was used eleven times code 1, ten times code 4 as "open system", and twice code 4 as "open organization system".

Reform (#67) was used once code 1.

Schema (#71) was used three times code 2.

Shared decision making (#82) was used once code 4 as "group decision making".

Education Administration Quarterly, 1980

Choice (#9) was used nineteen times code 5.

Collective bargaining (#12) was used twenty times code 1 and once code

2.

Decentralization (#20) was used once code 1 and five times code 2.

Differentiated supervision (#22) was used once code 4 as "differentiated staffing".

Discussion (#25) was used twenty-seven times code 5. Excellence in education (#28) was used once code 4 as "academic excellence".

Instructional leader (#36) was used three times code 1 and once code 4 as "instructional manager".

Integration (#37) was used once code 1 and twice code 5.

Integrated curriculum (#38) was used once code 4 as "interdisciplinary curriculum".

Management by objectives (#46) was used twice code 1.

Merit pay (#49) was used once code 1.

Metacognition (#50) was used six times code 4 as "metaskills".

Reform (#67) was used three times code 1, once code 2, and ten times code 5.

Restructuring (#69) was used twice code 5.

Shared decision making (#82) was used twenty-nine times code 1.

Tracking (#88) was used once code 1 and once code 4 as "banding".

Other terms used in 1980 and seen subsequently in the literature included: accountability, basic skills, individualized instruction, right-to-read, and workplace democracy.

Education Administration Quarterly, 1990

Career ladder (#8) was used once code 1.

Choice (#9) was used four times code 1, twice code 3, once code 4 as "parental school selection", and five times code 5.

Clinical supervision (#10) was used once code 1, once code 4 as "instructional supervision", and eighty-five times code 4 as "teacher supervisor".

Collaboration (#11) was used eight times code 4 as "teacher collaboration".

Collective bargaining (#12) was used five times code 1.

Decentralization (#20) was used once code 1 and twice code 5.

Discussion (#25) was used twenty-six times code 5.

Instructional leader (#36) was used sixteen times code 1 and once code 4 as "teacher leader".

Intregation (#37) was used six times code 5.

Merit pay (#49) was used three times code 1, three times code 2, twice code 3, and twice code 4 as "career enhancement program".

Reform (#67) was used nine times code 1, six times code 2, and three times code 5.

Restructuring (#69) was used fourteen times code 1.

Shared decision making (#82) was used four times code 1, four times code 2 and once code 4 as "decision making".

Site-based management (#83) was used once code 4 as "school-site management" and once code 4 as "participative organization decision making".

Teacher empowerment (#85) was used twice code 1, twice code 2, and once code 4 as "teacher autonomy".

Team teaching (#87) was used once code 1.

Other terms used in 1990 and seen subsequently in the literature included: accountability, effective school movement, emancipatory leadership, gatekeeping, lead teacher, participative organizations, and writing across the curriculum.

Educational Researcher, 1980

Collective bargaining (#12) was used once code 1.

Discussion (#25) was used seventeen times code 5.

Open admissions (#52) was used once code 1.

Reform (#67) was used twice code 2 and once code 5.

Tracking (#88) was used once code 4 as “grouping but not by age”.

Other terms used in 1980 and seen subsequently in the literature included: allocated academic learning time, behavioral reversal, flexible scheduling, individualized instruction, lifelong learning, and microteaching.

Educational Researcher, 1990

Cooperative learning (#18) was used twenty-one times code 1 and three times code 2.

Decentralization (#20) was used fourteen times code 1.

Magnet schools (#45) was used four times code 1.

Open classrooms (#53) was used six times code 1.

Reform (#67) was used ninety-three times code 1 and twenty times code 2.

Restructuring (#69) was used twelve times code 1, three times code 2, seven times code 4 as “perestroika”, and eleven times code 5.

Shared decision making (#82) was used twice code 4 as “decentralized decision making”.

Site based management (#83) was used four times code 4 as “school based management” and twice code 4 as “school site councils”.

Other terms used in 1990 and seen subsequently in the literature included: active learning, common core, common school curriculum, compensatory education, flexible scheduling, inservice, school site councils, and student centered learning.

Educational Research Quarterly, 1980

Choice (#9) was used three times code 5.

Collective bargaining (#12) was used fifteen times code 1.

Computer aided instruction (#15) was used three times code 1 and once code 4 as “tutorial instruction”.

Cooperative learning (#18) was used nineteen times code 1, four times code 2, twice code 3, and once code 4 as “team project assignment”.

Discussion (#25) was used thirty-seven times code 5.

Integration (#37) was used three times code 5.

Reform (#67) was used once code 2.

Team Teaching (#87) was twice code 1.

Tracking (#88) was used seven times code 4 as “streaming”.

Other terms used in 1980 and seen subsequently in the literature included: humanistic leadership, individualization, mainstream, and time-on-task.

Educational Research Quarterly, 1990

Choice (#9) was used three times code 5.

Collaboration (#11) was used eighteen times code 5.

Discussion (#25) was used forty-one times code 5.

Excellence in education (#28) was used once code 5.

Integration (#37) was once code 5.

Quality circles (#64) was used thirty-three times code 1.

Reform (#67) was used four times code 1 and seven times code 2.

Shared decision making (#82) was used three times code 4 as
“participative decision making”.

Other terms used in 1990 and seen subsequently in the literature included:
accountability, bilingual education, essential elements, inservice, and
multicultural education.

Executive Educator, 1980

Ability grouping (#1) was used nine times code 1.

Academic freedom (#2) was used once code 1.

Advanced organizers (#3) was used once code 1.

At-risk (#5) was used twice code 1 and twice code 5.

Career ladder (#8) was used once code 4 as “employee ranking system”.

Choice (#9) was used ten times code 1, three times code 2, once code 4
as “parental school selection”, and fourteen times code 5.

Collective bargaining (#12) was used fourteen times code 1 and nine
times code 2.

Computer aided instruction (#15) was used eleven times code 1 and twice code 2.

Computer managed instruction (#16) was used eight times code 1.

Cooperative learning (#18) was used once code 4 as “cooperative work group”, three times code 4 as “peer coaching”, and once code 4 as “cooperative teams”.

Discussion (#25) was used once code 1 and fifty-eight times code 5.

Global education (#33) was used once code 4 as “global studies”.

Integration (#37) was used once code 4 as “theme based learning” and six times code 5.

Magnet school (#45) was used once code 1.

Management by objectives (#46) was used twice code 1.

Management team (#47) was used fifteen times code 1 and seven times code 2.

Mastery learning (#48) was used nine times code 1.

Merit pay (#49) was used three times code 1.

Metacognition (#50) was used twelve times code 4 as “situated cognition”.

Open admissions (#52) was used once code 4 as “open door”.

Open classroom (#53) was used once code 1 and once code 4 as “shared environment”.

Participative management (#58) was used once code 1 and once code 4 as “voice in decision making”.

Quality circle (#64) was used once code 1.

Reform (#67) was used twice code 1.

Restructuring (#69) was used once code 5.

Shared decision making (#82) was used once code 4 as “shared influence in the schools” and twice code 4 as “consensual decision making”.

Site based management (#83) was used once code 2, once code 4 as “school based management”, and once code 4 as “school site decision making”.

Teacher empowerment (#85) was used once code 1.

Team teaching (#87) was used twice code 2.

Voucher (#89) was used twenty-two times code 1, once code 2 and twice code 5.

Whole language (#90) was used seventy-eight times code 1, seventeen times code 2, and once code 3.

Other terms used in 1980 and seen subsequently in the literature included: accountability, anchored instruction, back to basics movement, bicultural education, bilingual education, computer supported cooperative work, constructive punishment, humanism, humanistic administration, immersion education, individualized instruction, inservice, lifelong learning, mainstream, open growth centers, perestroika, performance evaluations, reduction in force, tenure, time-on-task, whistle-blowing, and white flight.

Executive Educator, 1990

Ability grouping (#1) was used four times code 1.

Advanced organizers (#3) was used once code 4 as “anticipatory set”.

At risk (#5) was used forty-one times code 1 and once code 5.

Career ladder (#8) was used once code 1.

Choice (#9) was used forty-four times code 1, eight times code 2, five times code 4 as “school selection plan” and thirteen times code 5.

Clinical supervision (#10) was used eight times code 1.

Collaboration (#11) was used twenty times code 1, eight times code 2, and seven times code 5.

Collective bargaining (#12) was used eight times code 1 and three times code 4 as "group negotiations".

Computer aided instruction (#15) was used twice code 1.

Computer managed instruction (#16) was used once code 1.

Cooperative learning (#18) was used three times code 1 and once code 4 as "peer coaching".

Decentralization (#20) was used eight times code 1, twice code 2, and once code 5.

Discussion (#25) was used forty-five times code 5.

Elements of instruction (#27) was used once code 1.

Excellence in education (#28) was used twice code 2.

Holistic education (#35) was used once code 2.

Instructional leader (#36) was used twice code 1 and once code 2.

Integration (#37) was used once code 2 and five times code 5.

Magnet school (#45) was used seven times code 1.

Merit pay (#49) was used once code 1.

Multiage grouping (#51) was used twice code 1 and once code 4 as "reading ability grouping".

Participative management (#58) was used once code 4 as "team management".

Performance contracting (#61) was used eight times code 1.

Readiness (#65) was used twice code 1.

Reform (#67) was used sixty-five times code 1 and twenty-five times code 2.

Restructuring (#69) was used seventeen times code 1 and eight times code 2.

School business partnership (#73) was used five times code 1 and three times code 2.

School within a school (#77) was used once code 1.

School without walls (#78) was used three times code 1.

Semantic mapping (#79) was used fourteen times code 1.

Shared decision making (#82) was used five times code 1, once code 2, and six times code 4 as "consensual decision making".

Site based management (#83) was used twenty-one times code 1 and eighteen times code 4 as "decentralized nature of educational decision making within each school".

Teacher empowerment (#85) was used fourteen times code 1, twice code 2, and twice code 4 as "teacher autonomy in classroom decision making".

Team teaching (#87) was used once code 2.

Tracking (#88) was used six times code 1.

Voucher (#89) was used four times code 1.

Whole language (#90) was used four times code 1.

Other terms used in 1990 and seen subsequently in the literature included: accountability, applied learning, deregulation, dynamic inaction, effective schools, individualized education plan, individualized instruction, inservice, intervention team, latch key kids, lead teacher, progressive organizations, time-on-task and ungraded schools.

Junior College Journal, 1930

Choice (#9) was used six times code 5.

Discussion (#25) was used twenty-two times code 5.

Other terms used in 1930 and seen subsequently in the literature included: articulation and centralization.

Junior College Journal, 1940

Choice (#9) was used eight times code 5.

Discussion (#25) was used thirty-one times code 5.

Integration (#37) was used five times code 5.

Other terms used in 1940 and seen subsequently in the literature included: accountability, accreditation, articulation, centralization, and program within a program.

Junior College Journal, 1950

Choice (#9) was used twenty-three times code 5.

Discussion (#25) was used seventeen times code 5.

Integration (#37) was used once code 5.

Reform (#67) was used twice code 5 as "change in college organization".

Junior College Journal, 1960

Ability grouping (#1) was used once code 1 and three times code 4 as "intellectual segregation".

Choice (#9) was used fourteen times code 5.

Collaboration (#11) was used once code 5.

Collective bargaining (#12) was used once code 2.

Computer aided instruction (#15) was used once code 4 as “teaching machine”.

Discussion (#25) was used twenty times code 5.

Excellence in education (#28) was used once code 4 as “academic excellence”.

Integration (#37) was used once code 4 as “correlation between and within subjects” and three times code 5.

Reform (#67) was used four times code 5.

School business partnership (#73) was used once code 4 as “cooperative relations with local businesses”.

Tracking (#88) was used twice code 1.

Terms used in 1960 and seen subsequently in the literature included: centralization, cooperative education, and inservice.

Junior College Journal, 1970

Academic freedom (#2) was used twice code 1.

Career ladder (#8) was used twice code 1.

Choice (#9) was used five times code 5.

Collective bargaining (#12) was used once code 1 and four times code 4 as “collective negotiations”.

Mastery learning (#48) was used three times code 1, eight times code 2, twice code 4 as “learning oriented system, and twice code 5.

Open admissions (#52) was used twice code 4 as “open door policy”.

Performance based education (#60) was used fifteen times as code 3 “performance objectives”.

Tracking (#88) was used once code 3 as “college track”.

Terms used in 1970 and seen subsequently in the literature included: accountability, individualized instruction, inservice, and noncampus.

Junior College Journal, 1980

At risk (#5) was used four times code 4 as "high risk". High risk is the term in higher education as the equivalent of "at-risk" in the elementary and secondary literature.

Choice (#9) was used twice code 5.

Decentralization (#20) was used twice code 1 and once code 2.

Discussion (#25) was used seven times code 5.

Integration (#37) was used twice code 5.

Performance based education (#60) was used once code 3 as "performance objectives".

Retrenchment (#70) was used once code 1.

Tracking (#88) was used once code 4 as "class-based tracking".

Terms used in 1980 and seen subsequently in the literature included: accountability, centralization, graying of America, inservice, lifelong education, and multicampus community college.

Junior College Journal, 1990

At risk (#5) was used once code 1 and four times code 4 as "high risk".

Career ladder (#8) was used once code 4 as "incentive program".

Collaboration (#11) was used three times code 1 and sixteen times code 5.

Discussion (#25) was used twelve times code 5.

Excellence in education (#28) was used once code 2 and once code 4 as "academic excellence".

Holistic education (#35) was used once code 4 as “holism”.

Integration (#37) was used once code 1, once code 4 as “subject-oriented coursework”, and five times code 5.

Reform (#67) was used once code 5.

Restructuring (#69) was used four times code 5.

School business partnership (#73) was used once code 1.

Teacher empowerment (#85) was used once code 5.

Tracking (#88) was used once code 5.

Terms used in 1990 and seen subsequently in the literature included: accountability, accreditation, articulation, business incubator, capstone, cooperative education, critical thinking, inservice, and parallelism.

National Forum of
Educational Administration
and Supervision Journal, 1990

Ability grouping (#1) was used twice code 1.

Academic freedom (#2) was used nineteen times code 1.

At risk (#5) was used twenty times code 1, five times code 2, and nine times code 5.

Career ladder (#8) was used twenty times code 1.

Choice (#9) was used seventeen times code 1 and seven times code 5.

Collaboration (#11) was used four times code 1, three times code 2, and thirty-five times code 5.

Collective bargaining (#12) was used three times code 1, three times code 4 as “collective negotiations”, and eight times code 4 as “collective contracts”.

Competency based education (#14) was used six times code 1.

Computer aided instruction (#15) was used eight times code 1 and once code 4 as “early childhood technology”.

Cooperative learning (#16) was used three times code 4 as “peer coaching”, once code 4 as “collaborative learning”, and three times code 4 as “mutual learning”.

Decentralization (#20) was used four times code 1 and once code 2.

Differential management (#23) was used once code 1.

Discussion (#25) was used eighteen times code 5.

Excellence in education (#28) was used once code 1 and four times code 5.

Instructional leader (#36) was used once code 1, twice code 2, thirteen times as code 4 as “teacher leader”, twice code 4 as “educational leader”, and twice code 4 as “principal”.

Integration (#37) was used three times code 1 and once code 2.

Integrated curriculum (#38) was used twice code 4 as “interdisciplinary curriculum”.

Merit pay (#49) was used three times code 1.

Multiage grouping (#51) was used twice code 1.

Open school (#55) was used once code 1 and once code 4 as “open system”.

Performance contract (#61) was used once code 1.

Quality circle (#64) was used once code 3 as “work groups, varying in size from two to several persons, provide the vehicle for solving job and other work-related problems in work group problem-solving meetings”.

Reform (#67) was used ninety-three times code 1, nineteen times code 2, four times code 4 as “change in the schools by state mandate”, and twenty-seven times code 5.

Restructuring (#69) was used six times code 1, once code 2, ten times code 4 as “including teachers in the reorganization of school” and three times code 5.

Schema (#71) was used once code 1.

School within a school (#77) was used once code 1.

School without walls (#78) was used twice code 1.

Shared decision making (#82) was used twenty-seven times code 1, three times code 2, twice code 3 as “responsibility for decisions becomes the province of many”, six times code 4 as “shared governance”, and twice code 4 as “decision making groups”.

Site based management (#83) was used once code 1, once code 3 as “site-based personnel for participation in decision-making”, once code 4 as “school based management”, and four times code 4 as “site-based leadership”.

Teacher empowerment (#85) was used three times code 1 and once code 2.

Team teaching (#87) was used twice code 1 and once code 2.

Tracking (#88) was used twice code 4 as “multi-track educational system”, twice code 4 as “one-track education”, and four times code 4 as “banding”.

Voucher (#89) was used once code 1.

Whole language (#90) was used three times code 1.

Terms used in 1990 and seen subsequently in the literature included: accountability, bilingual education, clinic responsibility, compensatory education,

critical thinking, customized education, deconstruction, developmentally delayed, drop-out prevention program, educational leaders, flexibility, handicapism, individualized instruction, inservice, latch-key, minimum competency movement, multicultural education, open-end course description, preschool assistance team, problem solving, school consolidation, shared vision, staff development, star school, star teacher, strategic planning, tailoring, tax tuition credit, and time-on-task.

Phi Delta Kappan, 1920

No jargon found.

Phi Delta Kappan, 1930

Ability grouping (#1) was used once code 4 as "homogeneous grouping".

Integration (#37) was used once code 1 and once code 5.

Reform (#67) was used twice code 5.

Phi Delta Kappan, 1940

Ability grouping (#1) was used once code 4 as "homogeneous grouping".

At risk (#5) was used three times code 4 as "socially handicapped".

Choice (#9) was used once code 1 and five times code 5.

Collective bargaining (#12) was used once code 1.

Decentralization (#20) was used once code 1.

Discussion (#25) was used thirty times code 5.

Integration (#37) was used once code 1.

Integrated learning (#39) was used twice code 4 as "progressive education".

Open schools (#55) was used once code 1.

Readiness (#65) was used twice code 5.

Other terms used in 1940 and seen subsequently in the literature included: compartmentalized education, life-long learning, progressive education, and socially handicapped children.

Phi Delta Kappan, 1950

Discussion (#25) was used twenty-two times code 5.

Integrated learning (#39) was used six times code 4 as “progressive education”.

Merit pay (#49) was used four times code 1 and once code 2.

Readiness (#65) was used twice code 1.

Schema (#71) was used twice code 1.

Other terms used in 1950 and seen subsequently in the literature included: accountability, life-long learning, progressive education, school district reorganization, and set theory.

Phi Delta Kappan, 1960

Ability grouping (#1) was used seventy-eight times code 1, twenty-five times code 2, twenty-five times code 4 as “homogeneous grouping”, and five times code 4 as “achievement groups”.

Academic freedom (#2) was used once code 1.

Choice (#9) was used once code 1 and four times code 5.

Collective bargaining (#12) was used once code 1.

Computer aided instruction (#15) was used eight times code 1, twice code 2, four times code 4 as “teaching machines”, and once code 4 as “learning machines”.

Decentralization (#20) was used once code 1 and three times code 5.

Discussion (#25) was used twenty-six times code 5.

Excellence in education (#28) was used once code 1.

Integration (#37) was used once code 1.

Merit pay (#49) was used eight times code 1 and once code 4 as “merit rating for salary”.

Multiage grouping (#51) was used once code 4 as “split grade”, once code 4 as “hyphenated groups”, and twice code 4 as “ungraded”.

Platoon system (#63) was used four times code 1.

Reform (#67) was used three times code 1 and twice code 5.

School within a school (#77) was used once code 1.

Tracking (#88) was used five times code 1.

Team teaching (#87) was used eight times code 1, four times code 4 as “group teaching” and twice code 4 as “team approaches in the classroom”.

Other terms used in 1960 and seen subsequently in the literature included: flexibility, individualized learning, language arts, nongraded, pacing, and ungraded.

Phi Delta Kappan, 1970

Ability grouping (#1) was used once code 1, once code 2, six times code 4 as “homogeneous grouping”, once code 4 as “subgrouping in instruction”, and sixteen times code 5.

Academic freedom (#2) was used six times code 1.

Advanced organizers (#3) was used once code 1.

Behavior modification (#7) was used three times code 1 and three times code 5.

Choice (#9) was used once code 1, once code 4 as "consumer choice solution for schools", and twenty-two times code 5.

Collective bargaining (#12) was used sixteen times code 1, twice code 4 as teacher bargaining movement", and four times code 4 as "equal status negotiations".

Competency based education (#14) was used five times code 1.

Computer aided instruction (#15) was used seventeen times code 1, once code 2, twice code 4 as "individualized pacing machine", six times code 4 as "teaching machines", and twice code 4 as "programmed instruction".

Computer managed instruction (#16) was used twice code 1.

Decentralization (#20) was used ten times code 1, once code 2, and four times code 5.

Demonstration districts (#21) was used twice code 1.

Differentiated supervision (#22) was used thirteen times code 4 as "differential staffing".

Disciplined inquiry (#24) was used twice code 4 as "guided discovery".

Discussion (#25) was used fifty-six times code 5.

Excellence in education (#28) was used once code 1.

Integration (#37) was used once code 1 and sixty-nine times code 5.

Language experience (#40) was used twice code 1.

Management by objectives (#46) was used twice code 1.

Merit pay (#49) was used twice code 1 and once code 4 as "incentive pay".

Open admissions (#52) was used once code 1.

Open classroom (#53) was used six times code 1.

Performance contract (#61) was used fifty-six times code 1, three times code 2, once code 4 as "performance criteria", twice code 4 as "performance based education", and four times code 4 as "outcome-oriented instruction".

Platoon system (#63) was used once code 4 as "tandem schedule", once code 4 as "chained schedule", and once code 4 as "shared times".

Reform (#67) was used sixteen times code 1, four times code 2, and twenty-two times code 5.

Readiness (#68) was used once code 1.

Restructuring (#69) was used twice code 1.

School without walls (#78) was used eight times code 1.

Shadow function (#81) was used five times code 3 as "shadowing".

Shared decision making (#82) was used once code 1 and once code 2.

Team teaching (#87) was used six times code 1, four times code 2, and once code 4 as "interdisciplinary teams".

Tracking (#88) was used once code 1 and once code 4 as "streaming".

Voucher system (#89) was used thirty times code 1 and eight times code 2.

Terms used in 1970 and seen subsequently in the literature included: accountability, alternative schools, cross-cutting, flexible scheduling, individualized instruction, pacing, personalization, rate-tailoring, self-paced instruction, turn-key, ungraded, and whole core curriculum.

Phi Delta Kappan, 1980

Ability grouping (#1) was used five times code 1 and four times code 4 as "homogeneous grouping".

Academic freedom (#2) was used fifteen times code 1.

Behavior modification (#7) was used five times code 1.

Choice (#9) was used eleven times code 1, once code 2, and twenty-four times code 5.

Clinical supervision (#10) was used six times code 1.

Collaboration (#11) was used once code 1 and three times code 5.

Collective bargaining (#12) was used fifty-four times code 1 and once code 2

Competency based education (#14) was used once code 3 as “competency testing”.

Computer aided instruction (#15) was used fifteen times code 1, twice code 4 as “computer-based learning materials”, six times code 4 as “programmed instruction”, and once code 4 as “self-paced computer program”.

Cooperative learning (#18) was used three times code 4 as “cooperative grouping”.

Decentralization (#20) was used thirty-eight times code 1, once code 2, and six times code 5.

Disciplined inquiry (#24) was used five times code 4 as “guided discovery”.

Discussion (#25) was used twice code 1 and sixty-four times code 5.

Followup (#32) was used once code 1.

Holistic education (#35) was used three times code 1.

Integration (#37) was used four times code 1, once code 2, and three times code 4 as “content-centered curriculum”, and thirty-six times code 5.

Integrated curriculum (#38) was used twice code 4 as “interdisciplinary

courses”.

Integrated learning (#39) was used once code 4 as “progressive education”.

Lighthouse school (#44) was used once code 1.

Magnet school (#45) was used once code 1.

Management by objectives (#46) was used once code 1.

Mastery learning (#48) was used ten times code 1.

Merit pay (#49) was used twice code 1 and thirteen times code 4 as “cash incentives for teachers”.

Open admissions (#52) was used once code 1.

Open classroom (#53) was used once code 4 as “open education”.

Reform (#67) was used forty times code 1 and thrity times code 5.

Restructuring (#69) was used four times code 1.

Retrenchment (#70) was used ten times code 1.

School within a school (#77) was used twice code 1 and once code 4 as “minischool”.

Shared decision making (#82) was used four times code 2 and twice code 4 as “teacher involvement in decision making”.

Site based management (#83) was used once code 4 as “school based management”.

Teacher empowerment (#85) was used once code 1, twice code 2, and three times code 4 as “teacher autonomy”.

Team teaching (#87) was used five times code 1 and once code 2.

Tracking (#88) was used twenty times code 1.

Voucher system (#89) was used twenty times code 1.

Terms used in 1980 and seen subsequently in the literature included: accountability, behavioral objective, bicultural education, bilingual education, centralization of resources, clinical training, compensatory education, core curriculum, cultural pluralism, experiential learning, flexible scheduling, humanistic education, humanistic language education, hyperrationalization, individualization, individualized education plan, individualized instruction, life-long learning, mainstream, multicultural education, nongradeness, open entry, open exit, progressive education, remedial learning, student-directed learning, student-initiated learning, teacher-tutors, and time-on-task.

Phi Delta Kappan, 1990

Ability grouping (#1) was used eighty-eight times code 1, twenty-one times code 2, four times code 4 as “divide children by their academic level”, three times code 4 as “subgrouping in instruction”, once code 4 as “homogeneity among students’ abilities”, and three times code 4 as “classification of pupils”.

Academic freedom (#2) was used nine times code 1.

Advance organizers (#3) was used once code 1.

Assertive discipline (#4) was used seven times code 1.

At-risk (#5) was used eighty-eight times code 1, thirteen times code 4 as “disadvantaged student”, three times code 4 as “academically unprepared students”, and eighteen times code 5.

Behavior modification (#7) was used three times code 1.

Career ladder (#8) was used thirteen times code 1.

Choice (#9) was used fifty-nine times code 1, five times code 2, three times code 4 as “parental school selection”, and forty-seven times code 5.

Collaboration (#11) was used twenty-three times code 1 and eight times code 2.

Collective bargaining (#12) was used seventy-one times code 1, fifteen times code 2, once code 4 as “win-win bargaining”, four times code 4 as “principled negotiations”, and three times code 4 as “negotiated contract”.

Comparable worth (#13) was used eight times code 1.

Competency based education (#14) was used once code 1 and twice code 4 as “outcome-based education”.

Computer aided instruction (#15) was used fifteen times code 1, three times code 4 as “programmed instruction”, once code 4 as “programmed learning”, twice code 4 as “computer-based training”, and once code 4 as “computer based learning”.

Cooperative learning (#18) was used forty-one times code 1, twice code 2, once code 4 as “team learning”, and four times code 4 as “cooperative effort”.

Decentralization (#20) was used twenty-four times code 1, twice code 2, and three times code 5.

Differentiated supervision (#22) was used once code 4 as “differentiated staffing”.

Discussion (#25) was used one hundred two times code 5.

Excellence in education (#28) was used four times code 1 and six times code 4 as “academic excellence”.

Feed forward (#30) was used twice code 4 as “instructional scaffolding”.

Followup (#32) was used twice code 1.

Global education (#33) was used six times code 1.

Instructional leader (#36) was used four times code 4 as “teacher leader” and three times code 4 as “master teacher”.

Integration (#37) was used fourteen times code 1, twice code 2, three times code 4 as “fusion”, once code 4 as “subject unified courses”, and eight times code 5.

Integrated curriculum (#38) was used three times code 4 as “interdisciplinary curriculum” and once code 4 as “cross-disciplinary teaching”.

Language experience (#40) was used three times code 1.

Leadership teams (#41) was used seven times code 4 as “shared leadership” and once code 4 as “teacher leadership”.

Magnet schools (#45) was used five times code 1.

Management by objectives (#46) was used three times code 1.

Mastery learning (#48) was used ten times code 1 and once code 2.

Merit pay (#49) was used seventeen times code 1 and four times code 4 as “performance based pay”.

Metacognition (#50) was used three times code 1 and six times code 4 as “metacomprehension”.

Multiage grouping (#51) was used twice code 1, once code 4 as “age-grading”, once code 4 as “flexible grouping”, once code 4 as “nongraded classes”, and once code 4 as “cross-grade grouping”.

Open admissions (#52) was used once code 1.

Open enrollment (#54) was used five times code 1.

Pairing (#57) was used once code 5.

Participative management (#58) was used seven times code 1, twice code 4 as “participative decision making”, once code 4 as “cooperative management”, and thirty-eight times code 4 as “site based decision making”.

Performance based education (#60) was used once code 4 as “outcome-based education” and once code 4 as “outcome-based curriculum”.

Performance contracting (#61) was used once code 4 as “learning contracts”.

Quality circles (#64) was used once code 1.

Readiness (#65) was used twice code 1 and one hundred ten times code 5.

Reform (#67) was used three hundred forty-four times code 1, sixteen times code 2, and five times code 5.

Restructuring (#69) was used two hundred seven times code 1.

Schema theory (#72) was used once code 1.

School business partnership (#73) was used sixteen times code 1, twice code 2, and six times code 4 as “adopt-a-school”.

School improvement (#75) was used once code 4 as “faculty-led school improvement”.

School renewal (#76) was used six times code 1, five times code 2, and once code 4 as “site-based school renewal”.

School within a school (#77) was used thirty times code 1 and three times code 4 as “small, special needs programs sharing facilities”.

Shared decision making (#82) was used fifty times code 1, thirteen times code 2, four times code 4 as “participatory school site management”, twice code

4 as “bilateral decision making”, three times code 4 as “consensual decision making”, and seventeen times code 4 as “collective democracy”.

Site based management (#83) was used eighteen times code 4 as “school based decision making”, thirty-three times code 4 as “school based management”, and thirty-one times code 4 as “school site management”.

Teacher empowerment (#85) was used twenty-nine times code 1 and once code 2.

Team teaching (#87) was used twenty-two times code 1, fourteen times code 2, fifty-five times code 4 as “interdisciplinary teaching teams, and four times code 4 as “group teaching”.

Tracking (#88) was used sixty-seven times code 1, twice code 2, twice code 4 as “streaming”, once code 4 as “grouping practices”, and three times code 5.

Voucher (#89) was used forty-eight times code 1.

Whole language (#90) was used thirty-three times code 1 and three times code 4 as “experience-based approach to language learning”.

Terms used in 1990 and seen subsequently in other literature included: accountability, bicognitive education, bicultural education, bilingual education, charter school, collegiality, critical thinking, decontextualization, differentiated timing of tasks, distance learning, flexible scheduling, incentive school program, individualization, individual education plan, individualized instruction, individual learning plan, lead management, lead teacher, macroclass, macroscheduling, mainstream, mastery-based credit system, merit schools, multiple-ability strategy, multicultural education, nongraded schools,

APPENDIX 4

POLYSYLLABIC
PSEUDOPROFUNDITIES

*ability grouping = tracking = homogeneous grouping = achievement grouping
 = separating children by mental ability = streaming = divide children by
 academic level = subgrouping in instruction = match the children's ability with
 grade level material = homogeneous grouping = class-based tracking = ranking
 the pupils = sectioning according to ability = classification of pupils =
 homogeneity among students' abilities = intellectual segregation = segregating
 students according to their ability to learn = grouping students by instructional
 ability = controlled-choice plan for student assignment = stratification of
 youngsters by developmental level - a euphemism for ability
 *academic freedom = freedom as teachers to speak in our classrooms and
 lecture halls
 *attitude formation = values clarification = critical thinking
 *at-risk = disadvantaged students
 *behavioral mapping technique = behavioral measurement = behavioral
 identification
 *bilingual education = nonstandard English
 *CAI = individual pacing machines = packaged & programmed lessons
 =integrated instructional system = integrated learning system
 *career ladder = employee advancement
 *choice = consumer choice solution for schools = voucher plan = voucher
 system = open enrollment = parental school selection
 *clinical supervision = instructional supervision
 *collective bargaining = teacher bargaining movement = collective gaining =
 equal status negotiations = collaborative bargaining = win-win bargaining =
 principled negotiations = negotiated contract

- *common school curriculum = common core
- *comparable worth = pay equity for women with men
- *competency based education = outcome-based education = performance-based education
- *constructive punishment = work detail
- *cooperative education = extended classroom into industry = school-work education = work experience
- cooperative venture = cooperative relationships between jr college and business community
- *critical thinking = problem solving = critical decision making
- *cooperative learning = shared learning = cooperative effort = team learning
- *cultural immersion experiences = cultural awareness
- *curriculum reform = school reorganization
- *decentralization = smaller decision making domains
- *desegregation = white flight
- disciplined inquiry = directed inquiry
- *distance learning = alternative learning
- *empowerment = sharing the responsibility
- *excellence in education = oasis of excellence = excellence amid mediocrity = education's excellence
- *feed forward = forward inferences = forward priming
- *financial exigency = money crisis
- *flexible scheduling = modular time scheduling = rotating schedules
- *global education = social studies = combine history, geography, sociology, & economics

- *guided discovery = inductive method
- *high risk students = academically unprepared students in jr college
- *individualization = personalization = self-paced instruction = rate tailoring = individual standards = personalized learning = individual learning needs =Winnetka Plan = student centered classroom approach
- *individualized learning = individualized or personalized instruction = individual instruction = individualized education
- *individualized learning plan = individualized education plan
- *instructional leader = principal = educational manager = school administrator
- *integration = integrated approach to learning = fusion = correlation of subjects = subject unified courses
- *learning mastery = learning oriented system
- *learning team = cooperating teacher & student teacher
- *learning throughout life = lifelong learning
- *mainstreaming = integrating handicapped children into regular classrooms
- *management team = administrative team
- *mentor - self-directing colleague
- *merit pay = incentive pay = merit promotion system = combat pay = performance based pay = performance-based compensation system = school based incentive system = school based incentive program
- *merit schools = incentive schools (Pres. G. Bush)
- *multiage grouping = achievement grouping = grouping possibilities that cut across class lines
- * open school = open system = open enrollment = choice
- *peer tutoring = cooperative learning

****peer tutoring = peer mentoring = mentoring = peer coaching = pairing
beginning teachers with experts**

***performance contract = performance criteria - contract method = Dalton Plan =
flexible assignment**

***reform = reorganization = renewal
schema = scripts**

***school business partnership = adopt-a-school**

***school renewal = renew schooling**

***self-paced instruction = self-directed learning**

***semantic mapping = propositional mapping**

***shared decision making = educators decision making = consensual decision
making = group decision making = decentralized nature of educational decision
making in a democracy = collective democracy = teacher involvement in
decision making = team-management approach to making sound school
decisions = group decision making = democratic decision making from staff**

***shared leadership = group leadership = emergent leadership = participatory
school site management**

***site-based management = school-based management = site-based planning =
share power & responsibility = participative management = participative
manager**

***teaching machine = automated learning device**

***team teaching = cooperating group of teachers = group teaching = team
approaches in the classroom = interdisciplinary teams of teachers**

***time on task = allocated academic learning time = on task = allocated time =
engaged time = academic learning time = differential timing of tasks**

*tracking = streaming = 2-track curriculum = banding = ability grouping =
assembly line tracking = academic tracking = grouping arrangements =
grouping practices = academic segregation(1990) = instructional
grouping(1990)

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