INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.
5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms

300 North Zeeb Road
Ann Arbor, Michigan 48106

76-24,360

BURNS, Roger Glenn, 1944-
TRENDS IN SCHOOL PSYCHOLOGY AS DEMONSTRATED BY
CONTENT ANALYSIS OF SCHOOL PSYCHOLOGY TEXTBOOKS.

The University of Oklahoma, Ph.D., 1976
Education, psychology

Xerox University Microfilms, Ann Arbor, Michigan 48106

© 1976

ROGER GLENN BURNS

ALL RIGHTS RESERVED

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

TRENDS IN SCHOOL PSYCHOLOGY AS DEMONSTRATED BY
CONTENT ANALYSIS OF SCHOOL PSYCHOLOGY TEXTBOOKS

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
ROGER GLENN BURNS
Norman, Oklahoma
1976

TRENDS IN SCHOOL PSYCHOLOGY AS DEMONSTRATED BY
CONTENT ANALYSIS OF SCHOOL PSYCHOLOGY TEXTBOOKS

APPROVED BY

A. J. Dupuis
W. J. H. King
Ray Prickett
Robert Ragland

DISSERTATION COMMITTEE

Copyright 1976

by

Roger G. Burns

All rights reserved. No part of this study may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval systems, without permission in writing from the researcher.

ACKNOWLEDGMENTS

I am indebted to several people for their assistance in the preparation of this dissertation. I am especially grateful to Dr. Omer J. Rupiper for his constructive criticism, helpful suggestions and encouragement during the writing of this report. I also wish to thank Dr. Robert Ragland, Dr. Roger Mellgren, and Dr. Loy Prickett for the support they showed while serving on my doctoral committee.

My wife, Jo Ann, deserves a special note of appreciation for her understanding and her assistance in reading and commenting upon the rough drafts of this report.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iv
LISTS OF TABLES	vii
LIST OF FIGURES	viii
I. INTRODUCTION	1
Statement of Problem	1
The Purpose.	1
Review of the Literature	2
Statement of Hypotheses.	18
II. METHOD AND DESIGN.	20
Selection of the Textbooks	20
Selection of Content Categories.	21
Content Area Specification	22
Method of Analysis	30
III. PRESENTATION, ANALYSIS, AND FINDINGS OF THE DATA	34
Findings	44
IV. SUMMARY, CONCLUSION AND DISCUSSION, RECOMMENDATIONS.	51
Conclusion and Discussion.	53
Recommendations.	56
REFERENCES	57

TABLE OF CONTENTS, Continued

	Page
REFERENCE NOTES	58
APPENDICES	
APPENDIX A: A LIST OF THE SCHOOL PSYCHOLOGY TEXTS EVALUATED FOR CONTENT ANALYSIS	60
APPENDIX B: ESTABLISHED CONTENT CATEGORIES OF EACH TEXT SHOWING NUMBER OF PAGES AND PERCENTAGES	63
APPENDIX C: ESTABLISHED CONTENT CATEGORIES ACROSS ALL TIME PERIODS SHOWING NUMBER OF PAGES AND PERCENTAGES .	81

LIST OF TABLES

TABLES	Page
1. Results of the Analysis of Pages for Content Across Books and Time Periods. . . .	36
2. Results of the Analysis of Pages Using Content Categories Across Books and Time Periods Showing Percentages	37

LIST OF FIGURES

FIGURE		Page
1.	Graph of percentages of pages apportioned to each category over succeeding time periods superimposed	49

CHAPTER I

INTRODUCTION

Statement of the Problem

The growth, changes and trends within the field of school psychology have been of great concern since the Thayer conference held in 1954. The conference was called to help clarify and define the goals and functions of school psychology as a profession (Cutts, 1955). In 1964 another national conference was held at Bethesda, Maryland to discuss "New Directions in School Psychology" (Barton, 1964). This research was designed to discover if there were general and specific trends within school psychology between the years 1960 and 1975 as reflected by both the content presented and the changing amount of emphasis given to specific topics within school psychology textbooks. Content analysis was chosen as the method of analysis.

The Purpose

There had been a relatively few number of textbooks written on school psychology as compared to the number of books published in related disciplines. Like other areas of study it seemed appropriate to analyze the textbooks and

present the diverse topics which authors of various backgrounds and experience had chosen to insert as representing the appropriate domain of school psychology. Further, the purpose of this study was to evaluate the emphasis or importance of specific topic areas as reflected by the percentage content apportioned to each specific topic. It should indicate how roles and functions in the field had changed by way of isolated trends.

Review of the Literature

In 1955, the Thayer conference, the first national convention on school psychology, was held and the proceedings were published in a report edited by Cutts. The conference was envisaged and planned by school psychologists. Felix described the conference as "an expression of need for clarification and redefinition of goals and function by the group itself" (Cutts, 1955, p. viii). The major conclusions, recommendations and dissents were presented in the report, some of which will be subsequently delineated. This information would be predictive of the future trends and roles within school psychology.

The conference defined a school psychologist in the following way:

A school psychologist is a psychologist with training and experience in education. He uses his specialized knowledge of assessment, learning, and interpersonal relationships to assist school personnel to enrich the experience and growth of all children and to recognize and deal with exceptional children. (Cutts, 1955, p. 174).

It was interesting to note that they called for the school psychologist to have training in education. The focus of assistance centered on school personnel with the objective of assisting all children. Exceptional children were also to be dealt with; however, they were not the primary focus. The school psychologist was seen as providing a wide variety of services. Promotion of mental health in children was considered to be one of the goals of education and therefore of strong influence in the direction of school psychology.

Assessment of both individual and groups was named as a primary concern. The school psychologist was expected to test in the areas of intelligence, achievement, aptitude, and personality. From these tests he was to gauge the needs of individuals and evaluate changes within the person tested.

"Facilitating the best adjustment of the largest possible number of children lies at the core of all of his functions" (Cutts, 1955, p. 174). The school psychologist was expected to apply his knowledge of principles of learning, child development, individual differences, and group organization "to help each and every child make the most of his opportunities and acquire healthy attitudes and feelings" (Cutts, 1955, p. 175).

The school psychologist was beheld as one in a strategic position to advise on the school's objectives, curriculum, and methods. This role was considered as especially important due to how these things affected the mental health of children.

Exceptional children of all types were viewed as areas of special concern. The school psychologist was to help the school "provide for these children; for example, by individualizing instruction in the regular classroom or by setting up special classes" (Cutts, 1955, p. 175).

Remedial measures would be of concern in the future with the school psychologist designing a remedial program from his evaluation of the child. This was not to say that he should function in a remedial teaching role himself; instead, he would plan and advise other personnel on how remedial measures could best be carried out.

Emotionally disturbed children were seen as being referred, as a matter of course, to the school psychologist. However, there was wide disagreement among conference members as to how much the school psychologist should work with the child and his family. There was more agreement that he should be able to suggest how problems could be attacked and be able to help individual teachers understand the nature of the interaction between their own personalities and those of children in their classes. The school psychologist was not expected to do intensive psychotherapy; however, he was to work toward development and utilization of community mental health resources.

Research was described by members of the conference as a moral obligation of the school psychologist. Many participants responded that the school psychologist, after he had fulfilled

his other duties, would not have sufficient time to undertake much in the way of research.

In 1964, the second national convention for school psychologists was held at Bethesda, Maryland. The proceedings of the conference were reported in the Journal of School Psychology which was edited by Bardon (1964).

While discussing some of the problems in the field, Bardon made the following statement: "It has been difficult for governmental and other agencies in a position to support training in mental health professions to know what to expect of school psychology, since from their perspective, no firm trends have been discernible" (1964, p. 2). About the conference itself he said, "It was hoped that guidelines and patterns for the future development of school psychology might emerge" (1964, p. 2).

Participants to the convention were reported as presenting a cohesive picture of the future and the trends in school psychology. There was a consensus that research activity in some form would play a larger part in the training and in the field activities of the school psychologist. Psychometrics was predicted to hold a lesser position than was true in 1964. "Consultation, education of others, services to other specialists, in-service training, program planning are all part of the immediate future as seen by the conferees" (Bardon, 1964, p. 13). Emphasis was seen as moving increasingly toward primary prevention. The movement within the specialty was seen as moving from the psychiatric to the educational; from

technician level to professional level; from narrow specialization of function to broader concerns with the entire school system (Bardon, 1964).

A review of the conference led Bardon to report some general conclusions and recommendations. Briefly summarized, they were as follows:

1. School psychology was not clearly defined. It characterized a variety of approaches with overlap in regard to having a clinical component to some degree and a commitment to both psychology and education. The same kinds of dichotomies that affect psychology in general were seen as also reflected within school psychology.
2. The role of the school psychologist was recognized as continuing to broaden and expand. Specific and certain statements as to the direction of the expanded role were not made. However, it was reported "that it will include increasing emphasis on primary prevention of emotional and learning difficulties through demonstration, consultation, research, and administration of the services of other specialists" (Bardon, 1964, p. 42).
3. It was seen as reasonable to assume that psychologists of different orientations and backgrounds will play an increasingly important part in public education.

4. It was reported that, "If school psychology is to remain useful to a changing school structure within a changing society, it must become more concerned with both the broad and local issues affecting its existence" (Bardon, 1964, p. 43).
5. Publication of research on self study and professional problems in school psychology, symposia, consensus and minority reports of local and state groups was seen as vital to the development of school psychology (Bardon, 1964).

Also in 1964, Tindall wrote about the trends he saw developing in psychological services to the schools. Foremost, he saw the emergence of the school psychologist functioning as a consultant. Time which traditionally had been spent working with individual students was being spent working with other members of the school staff around educational problem situations in order to serve larger groups of students.

Research was seen as playing a more important part. "The psychologist on the staff has had research techniques emphasized all through his training program and may, very logically, in some systems make a considerable contribution through participation in helping design research approaches to specific problems" (Tindall, 1964, p. 6). Another emerging role was one where the psychologist became the person on the school staff who attempted to translate current research findings to improve instruction.

With the knowledge the school psychologist gained from keeping abreast of new research findings, he was expected to play a stronger role in in-service training. Through in-service training courses and seminars with teachers, the psychologist was perceived as being able to help other members of the school staff examine and try out new approaches to problems.

In 1968, Bardon discussed school psychology and noted, "There appears to be considerable commonality in the direction in which most of applied psychology is moving" (1968, p. 189). The basis for practice increasingly relied upon learning rather than personality. The goal was helping the person learn to cope with his environment by developing personal and social competence. The methods were becoming more indirect and included preventative efforts along with the education of people in addition to or instead of treating them. The interactive approach to understanding persons had developed. In addition, the place to work was in a particular social institution or within various social institutions which constituted a total community.

White commented during a speech about what she saw as the forecast for the future of school psychology:

Educational management is coming; it is almost here. That phrase may repel you: it sounds like business, economics, or politics, which psychologists dislike. Soon we shall have to determine the effectiveness of alternate mobility programs and of alternate schooling systems. Somebody will have to determine what worked for whom, under what conditions, and at what educational cost, at what financial cost, and at what cost in the quality of

human life. I, for one, am totally unwilling to leave that assessment to bookkeepers or to faith-followers. I want to see data-oriented people doing this job, data-oriented people deeply committed to the intellectual side of education as well as to the quality of human life which goes on within schooling. They should be without prejudice as to what might work, but very prejudiced in the sense that they are morally concerned with each single child, with how people deal with each other, and with the quality of educational transaction (White, 1968, p. 57).

White saw psychologists of the future making a real contribution to education calling them psychologists of schooling, rather than school psychologists. She saw them as continuing to play a role with individual pupils. However, much greater interest and effort would be spent on the problems of evaluating educational effectiveness.

Silverman, 1969, discussed what he saw in the future as the functions of the school psychologist. He outlined a few trends being currently experimented with, others that were in the process of implementation, and some yet to be attempted in the school environment. Briefly summarized, the trends were as follows:

1. The school psychologist should serve all children in schools, in terms of the implementation of sound mental health programs and should not work so exclusively with the extreme deviates.
2. He should serve more frequently than in the past as an advisor on more aspects of the total school program, especially that of curriculum development.

3. With an increase in the number of mental hygiene and even psychology courses per se offered by our high schools, many of these courses should be taught by school psychologists.
4. The school psychologist should more frequently work with small groups of children rather than with individuals in various types of diagnostics, remedial, and therapeutic activities.
5. The team (multi-disciplinal) approach will be more frequently employed in solving the problems of youth.
6. The importance of findings in developmental, social and physiological psychology will become more important to school psychologists.

In 1974, O'Callaghan made a review of articles appearing in three school psychology journals from 1963-1973. She evaluated the publication trends in school psychology using the Journal of School Psychology, Psychology in the Schools, and The School Psychology Digest. Also, she evaluated the articles pertaining to school psychology included in The American Psychologist from 1954 through 1973. The Professional Psychologist was also evaluated from its inception, 1970, for articles pertaining to school psychology.

The articles were evaluated for content in order to trace the published interests and concerns of the profession over a 10 year period. From several hundred topic headings she devised 16 main headings which seemed to most adequately cover

the multiple topics listed. Briefly, a modified list of O'Callaghan's (1974) follows:

1. Practice--Activities the school psychologist was involved in during his job
2. Professional Preparation
3. Professional Identity
4. Ethical and Legal Issues
5. Early Education
6. Compensatory Education
 - A. Early
 - B. Late
7. Instrument Development and Evaluation
8. Assessment and Referral
9. Research Issues
10. Current Educational Issues
11. Clinical-Personality
12. Special Education--Exceptional Child
13. Classroom Organization and Management
14. Social-Education
 - A. Classroom Ecology
 - B. Special Group Problems
15. Instructional Issues
 - A. Teaching Psychology in the Schools
 - B. Paraprofessionals
 - C. Learning Theory and Instructional Methods
16. Higher Mental Processes

Articles read were evaluated for their main theme and placed in a category. She tested reliability by using another rater and Cohen's K, a coefficient of agreement. Agreement or K was found to be significant at $P < .001$.

The ten-year time period, 1963-1973, was divided into three intervals of approximately three years each with data reported in percentages. The following trends were reported:

From 1963 through 1966, Professional Identity was the most frequently discussed topic and represented 16% of all articles published. After 1966 Professional Identity dropped to approximately 6% of articles published, which dropped to tenth in rank by the last four years. This trend was thought

to represent maturation within the profession with articles concerning self-conscious evaluation decreasing.

Instrument Development and Validation ranked high through all years covered and ranged from 11% to 15% of the articles published. Psychoeducational diagnosis was said to be a major concern of school psychologists with the refinement of instruments of prime interest. A majority of the articles in this category was concerned with the diagnosis of special educational problems. While categories 5, 6 and 12 were not among the highest-ranked categories, interest in these categories was said to be indirectly reflected by the preponderance of articles in category 7.

Clinical - Personality publications consistently ranked high over the decade and ranged from a high of 11% for the first period to lows of 8% for the last two periods. A constant concern with traditional clinical problems was said to exist throughout the period. However, in more recent years it was reported that interest had perceptibly changed toward counseling methods influenced by behavior modification techniques.

Higher Mental Processes ranked high during the first seven years reported, which dropped to ninth in rank after 1970, but still represented 7% of all articles. Most of the studies reportedly dealt with achievement in the schools.

Instructional Issues ranked high from 1963-66, and it represented the two top ranking categories in the two following groups of years. Minimal interest was reported in Teaching

Psychology in the Schools and in Paraprofessionals in the early years. Later, both areas became popular publication topics. Instructional Issues represented about the same percentage of articles published in 1963-1966 and in 1970-1973. But, it changed in rank order from fifth in the first-year group to second in the latter group of years. Reportedly, publication interests broadened and evened out over the decade, which indicated greater diversification of professional concerns by school psychologists.

Issues in Practice have maintained a high percentage of publication interest, representing 8% to 11% of the articles over the decade. The topic which increased most within this category was mental health consultation in the schools, and was said to represent a growing interest in this approach for school psychologists.

Special Education and the Exceptional Child maintained a consistent level of concern over the decade maintaining a consistent 7% of the total publications. However, O'Callaghan reported that "many studies classified in other areas for this survey have dealt with special juvenile populations, particularly studies on the validation and development of testing instruments" (1974, p. 273).

Educational Issues represented 5% to 7% of the published articles during the 10 year period. It was reported that many categories dealt with issues relevant to education and that the figures for this category should not be read to mean that only a small percentage of articles were concerned with the

educational process. This category was used as an "other" category, which included issues in education that were important and recognized, but each of which had not inspired enough articles to justify treating them as a separate area of interest.

Assessment and Referral articles increased in number and percentage from 4% to 8% over the three periods. This was reported to reflect a growing concern in the use of testing instruments and the appropriate application of assessment techniques with various populations of school children.

Social - Educational issues increased in publication percentage from 4% to 8%. One trend reported was the increased interest in the interactional patterns between and among teachers and students in the classroom.

Articles on Professional Preparation of school psychologists were reported to have represented 4% of papers published throughout the years studied. Most of the articles were said to have been surveys and individual descriptions of training programs.

Research Issues have shown some small play in publications which ranged from 1% to 4% of the articles. O'Callaghan stated that

"It is interesting that here, as in other fields of psychology, authors tend to lament the paucity of articles concerned with major issues of research, often commenting that scientists should show far greater concern with the improvement of research than they do" (1974, p. 273).

Compensatory Education was reported as accounting for less than 2% of the published articles. O'Callaghan commented that this perhaps resulted due to the government's exclusion, until very recently, of school psychologists from active research participation and practice in Head Start and related programs. She expected that more articles would be written in this area as school psychologists became more active in these programs.

Early Education as an area scored a high of 1% in the last time period. Most articles concerned with issues in early education were concerned with compensatory education and were so classified.

Ethical and Legal Issues were reported as occasionally covered in school psychology journals. Increased coverage during the latter period was reported for the APA Monitor and Professional Psychology.

Classroom Organization and Management was reported to have grown tremendously in the final four years of the period. At the end it accounted for 8% of the published articles with the moving theme behind the research credited to behavior modification.

O'Callaghan commented:

What has been published in the professional journals does not necessarily reflect the volume of articles that have been submitted in various subject areas, nor do interests of psychologists who submit articles necessarily represent the interests of school psychologists at large (1974, p. 274).

Ethical and Legal Issues in Professional Psychology was more likely to be submitted to other journals according to

O'Callaghan. She limited her study to trends of topics that have actually been presented in school psychology journals.

In summary she stated:

in school psychology journals Instrument Development and Validation continues to be one of the most popular topics. School psychologists have been functioning as diagnosticians in the schools for years, and it would seem from the proliferation of articles on the improvement of diagnostic instruments that practicing professionals are still deeply involved in psychometrics (1974, p. 274).

Yet from her results, she hypothesized that school psychologists were presently interested in a diversity of areas relevant to schooling, ranging from general issues in the practice of school psychology to specific problems confronted in the day-to-day educational processes.

Concern for the overall school experience of all children was reported to have grown as reflected by the large increase of articles published in the areas of Classroom Organization and Management and Social-Education. O'Callaghan reported that areas which did not receive a great deal of attention over the decade were Early Education and Compensatory Education, and those issues that concerned the roles and concerns of school psychologists themselves, Research Issues, Ethical and Legal Issues, and Professional Preparation. Many articles on Professional Identity, Higher Mental Processes and Clinical-Personality continued to be published, but interest in these had diminished since 1963. The greatest reported increases in articles were in Assessment and Referral, Classroom Organization and Management and Social-Educational.

The focus of some of the categories was reported to have changed. Discussions in category 1 of the "medical model" and mental health consultation were a rarity from 1963-1966, but have been common topics of interest in the last several years. Under the category Current Educational Issues, a few articles on school phobia appeared throughout the ten and one-half years surveyed, but drug use developed as an issue only during the late sixties when drugs in the schools became a pressing problem. Behavior modification techniques were reported as playing dominant themes during the latter time period in the areas of Clinical - Personality, Classroom Organization and Management and Instructional Issues.

Commenting on future trends, O'Callaghan stated the following:

An overview of the array of articles appearing in school psychology journals supports the conclusion that the profession is gradually widening its spheres of interest and is becoming involved in almost every area of relevance to the schooling of children, while not ignoring issues of importance to the status and functioning of the profession itself. Thus, the most obvious trend in publication is the diversification of interest, and it might be projected that this trend will continue through the seventies (1974, p. 275).

From the review of the literature, it can be concluded that much of the information regarding the trends within school psychology is of a non-research type. Most of the information had resulted from conferences or persons speaking out about what they perceived the trends to be for the future with the exception of the work of O'Callaghan. Thus, it was considered important that further research into the trends within school psychology be carried out.

Statement of Hypotheses

In view of subsequent time periods, the hypotheses to be evaluated by this research follow. Trends indicated by an increase or decrease will be analyzed and presented in terms of percentages of pages devoted to each respective category. The fourteen hypotheses are:

1. The specific content areas presented in the school psychology texts will show greater diversity with succeeding time periods.
2. The number of content pages published will decrease across time periods.
3. The literature will apportion less content to role and identification problems.
4. The school psychology texts will present ethics and legal issues in less than half the books evaluated.
5. Greater amounts of literature will be apportioned to group techniques for treatment of children having school problems.
6. Space apportioned to group testing will show a trend toward increasing emphasis.
7. Space apportioned to psychometrics in general will remain constant.
8. A trend toward increasing amounts of space being apportioned to consultation will be observed.
9. Space apportioned to information concerned with research will increase.
10. Material concerned with community roles will increase.

11. Space apportioned to personality functioning and behavior problems will decrease.
12. Space apportioned to behavior modification techniques will increase.
13. Space apportioned to special education will remain approximately the same.
14. Space apportioned to remediation activities will increase through the time periods.

Procedure

The books selected for content analysis were either textbooks or books of readings whose primary focus was school psychology and which were suitable for use as a reference for school psychologists or as a text in school psychology courses. All of the books were published after the national conference held on school psychology in 1955. To the writer's knowledge, the books selected and included in this study constituted the total population of books which met the previously stated criteria. The books were divided into three historical time periods of five years each beginning with the year 1960.

Specific content categories will be established for analysis of the books and these categories will be selected with respect to suggestions given by the review of literature and proposed hypotheses. Successive analyses and evaluations of the content presented will be accomplished to establish lists and categories of the types and subjects of content presented. In turn, these will be combined and modified to establish the fewest content categories that could effectively represent the wide range of material presented in the books.

CHAPTER II

METHOD AND DESIGN

In pursuit of the purposes of this study, the research involved five sections. Section one described the search for and selection of school psychology textbooks. Section two described how the content areas for analysis were selected. Section three served to define the content categories. The fourth section described how the method of analysis was to proceed. Section five was the actual analysis of the books using the content categories.

Selection of the Textbooks

The primary criteria for selecting the books used in this research was that each have the field of school psychology as its primary focus and be useful as a text for a class in school psychology. The objective of the criteria and consequent search for materials was to collect for evaluation the total population of books that met the criteria. To collect the books, a search of both the primary publisher's lists and the Psychological Abstracts was accomplished. A library search was also conducted.

Seventeen books were found which met the criteria. Perhaps other books were published without the writer's knowledge, which may have been inadvertently overlooked. However, to the best of the writer's knowledge, the books collected represent the total population.

In order to investigate the existence of trends, the books were divided into three historical time periods of five-year intervals. This allowed the comparison of publication emphasis between time periods and across time periods. Time period one ran from 1960 to 1965, period two from 1966 to 1970 and period three from 1971 to 1975. Of the seventeen books available for analysis, period one (1960 to 1965) contained eight books, period two (1966 to 1970) contained six books, and period three (1971 to 1975) contained three books. A list of the books arranged in alphabetical order by author is contained in Appendix A.

Selection of Content Categories

Establishment of the content categories for use in the content analysis required that each book be repeatedly analyzed and evaluated to determine what subjects and content were presented. After all of the books were obtained, successive analyses of the books' content were accomplished to establish lists and categories of the types and subjects of content presented within the texts. The information from the lists was broken down into subject areas by writing each separate subject listed on individual note cards. These

cards were then sorted into groups with similar subject matter and the groups were given descriptive titles. Some of the titles or categories were selected in view of suggestions given in the review of literature and stated hypotheses. Others were established based on the content observed during the preliminary analysis. For each category established it was attempted to make it both as comprehensive and yet discreet as possible in order to place all of the written material into a category.

Initially, this resulted in about 40 separate categories of material which were established and labeled. In using these categories the content of the books was evaluated by counting the pages devoted to a specific topic and placing the value under the author and defined category. From these results the content areas were either made more specific or were combined to establish broader categories. Some categories with limited amounts of material were retained due to the stated hypotheses.

Content Area Specification

From the preliminary content evaluation and analyses, final content categories or areas were selected, defined and labeled. Twenty-five content areas were established. Each category was listed according to its label and then defined as follows:

Content Areas:

1. Administration & Organization
2. Assessment Emphasis
3. Assessment, Group
4. Behavior Modification
5. Clinical-Personality
6. Community Relations
7. Consulting
8. Curriculum Development
9. Ethics & Legal Issues
10. Future Trends
11. History; Current Issues
12. Inservice Training
13. Learning Disabilities
14. Professional Identity
15. Professional Training
16. Remediation
17. Research Issues
18. Resource Materials
19. Sex Education
20. Special Education
21. Special Populations
22. Teaching Psychology
23. Theories
24. Therapy, General
25. Therapy, Group

1. Administration & Organization: This section is comprised of a number of different types of information. Subsumed under this category are discussions of where school psychology fits into the administrative structure and descriptions of working conditions. Descriptions of consultation services which have their primary focus in the areas of school policy, discipline, personnel practices, modification of school or classroom environment, and attitude change are also included.

2. Assessment Emphasis: This section contains information which pertains to the assessment, evaluation, diagnostic and psychometric functions of school psychology. It is

comprised of referral procedures and practices, testing theory, case studies, projective testing, group testing, individual testing, screening procedures, report writing, educational and achievement testing. It is defined in such a way as to provide a comprehensive measure of the psychometric functions described in the content of books on school psychology.

3. Assessment, Group: This section includes all information pertaining to the application of testing and evaluation procedures to groups of people. Included are personality, achievement, intelligence and vocational testing. The criterion for inclusion is that the testing procedures be applicable to groups of people. In addition, placement of material in this section requires specific mention of the topic in the index, table of contents, or a topic heading in large size print. The information counted in this section is also included under the Assessment Emphasis category.

4. Behavior Modification: This section contain all information which seeks to apply learning theory techniques to changing the child's behavior. The techniques may be applied to either the individual or group. For material to be counted it must contain one of the following descriptors: behavior modification, desensitization, behavior therapy, relaxation, contingency management or educational engineering. In addition, each section must be clearly identified in the index, table of contents, or have a topic heading in large size print.

5. Clinical-Personality: This section is comprised of materials which describe personality functioning, abnormal behavior, and specific ways of handling behavior problems such as school phobia, truancy and stuttering. It does not include general therapeutic techniques, suggestions for remediation of educational and learning problems or behavior modification techniques. Instead, it describes personality, maladaptive personality functioning or classroom misbehavior and suggests ways to modify or work with the child's behavior.

6. Community Relations: This section contains information which has the primary focus on the school psychologists' relationship with groups of people outside of the school situation in which he is operating. This may involve coordination with other agencies, community action or planning and general education programs for parents.

7. Consulting: Inclusion of material in this section has the requirement that its main thrust be toward describing, discussing and defining the role of the school psychologist as a consultant. The consulting roles may be with both professionals and non-professionals. The main criteria for inclusion is the use of descriptive terms for consulting functions. The content of consultative activities or approaches to specific problems are not included under the Consulting section. They are placed in the category which most clearly describes their subject material.

8. Curriculum Development: Written material for this section must be specifically related to curriculum development.

Information on how to develop or plan curriculum as a specific activity or function and descriptions of the value and operation of such programs are included. Remediation activities and planning for special education are not included.

9. Ethics & Legal Issues: This category covers all space devoted to the legal and ethical issues in school psychology. Discussions of legal controversies and applications of the APA Code of Ethics are included in this section.

10. Future Trends: Within this section is included all information discussing or predicting future trends or events within school psychology. This information must pertain to happenings after the time of the books' publication.

11. History; Current Issues: This area is related to Professional Identity in that it describes the past history and current status of the field of school psychology. All historical materials are placed here. Discussions of the current status of the field are also placed here when the subject material does not readily fall into another category.

12. Inservice Training: This section is devoted to information pertaining to inservice training functions. It is comprised of material describing the techniques, goals, objectives, and value of inservice training. Specific mention of inservice training must be made in the table of contents, index, or be labeled using larger type for the material to be counted.

13. Learning Disabilities: This is a very specific section. For information to be placed in this category, it must fall under the title of academic disability or learning

disability. In addition, it must comprise a separate entity as represented by listing in either the index, table of contents or be labeled using large type. Some information counted in this section is also counted under Special Education or Assessment Emphasis. One section counted this way was described as the assessment of learning disabilities. Another was a section on special education that described the qualifications of the learning disability teacher.

15. Professional Identity: This section is comprised of information which serves to define and describe the role of the school psychologist. The information may describe, compare or contrast the role and definition of the school psychologist with other psychologists, social workers, counselors, teachers, administrators and psychological testers. As a content area, it is directly relevant to the amount of information used to help establish the identity and role of school psychology as a profession.

16. Professional Training: This section is closely related to the Professional Identity section. It differs in that its objective is to describe the training requirements and programs for school psychologists. Included are descriptions of academic programs and descriptions of state certification laws or requirements.

17. Remediation: Under this section all material which has the purpose of remediating academic deficiencies is included. The remediation activities may be of a general or a

specific nature. Efforts to modify emotional or social behavior are not included.

18. Research Issues: This section includes all material that describes and defines the procedures and application of research. It also contains admonitions and discussions of why the school psychologist should do research. Primarily, it is concerned with the presentation of the hows and whys of research. Actual discussion of research which has been conducted is placed in a category suitable to its subject.

19. Resource Materials: This is a general section designed to handle those materials which an author provides as information to help a reader perform his job function. It encompasses lists of test publishers, glossaries, lists of useful tests, and examples of formats for specific forms.

Supplemental reading lists were not included in this section as several authors placed such material within their other reference material. In some instances material from this section is counted under both Assessment Emphasis and Resource Materials. Certain of the resource materials were directly relevant to the Assessment Emphasis section. Examples of rating forms, referral forms, and lists of test publishers are examples.

20. Special Education: This section contains all information of which the main thrust is the area of special education. It is comprised of information on classes for the retarded, gifted, emotionally disturbed, learning disabled and physically handicapped. Descriptions of special education

teachers and their duties are included when they are not being used to differentiate or define the school psychologists' role.

21. Special Populations: This section was devised to handle information presented which separates out special school populations or social classes and describes their composition, characteristics, or special techniques for dealing with them. These are not schools, classes, children, or groups of people who would normally fall into the category of special education.

22. Teaching Psychology: Inclusion of information in this section requires that it describe and define the teaching of psychology in the public schools by the school psychologist. To be counted it must be listed in the table of contents, index, or be identified by the use of larger type within the text.

23. Theories: Inclusion in this area requires that the main purpose of the article be the presentation of theoretical material. Theoretical information on cognition, intelligence, achievement, reading problems or abilities, perceptual-motor skills, creativity, motivation, educational technology, learning, and approaches to or types of instruction are included in this section. Thus, both psychological and educational theories are contained under one section devoted primarily to theories. Reports on research or descriptions of model school programs which do not readily fit into other categories are placed here.

24. Therapy, General: This section comprises all practices which have the purpose of improving the child's emotional and social adjustment in school by working directly with the child or his family. Counseling, group techniques, and behavior modification techniques are also counted under this category.

25. Therapy, Group: This section contains all material related to the application of group techniques designed to change the behavior of individuals. The behavior change is related to disciplinary or social adjustment. Attempts to modify educational achievement are not included. Behavior modification techniques are included when the procedures are applied to people in groups.

Method of Analysis

Prior to the establishment of the content categories, content analysis was selected as the method for evaluating the content to determine whether trends were evident in the published material. A page count of the material was selected to numerically represent the amount of emphasis given to a specific topic. Page counts were converted to percentages for analysis. The page count conducted on each book excluded certain categories of pages. Blank pages, acknowledgments, forewords, tables of content, references, and supplementary readings were excluded from the pages counted for content. The pages counted were those which directly commented upon the selected categories in the field of school psychology.

Pages that contained more than one type of content were counted under the one which used the most space. Pages that contained less than half a page of written material, excluding reference material and supplementary readings, were not counted. Thus, for a page to be counted more than half of it must contain written material of a non-excluded category.

For each book the total number of pages devoted to content materials was obtained prior to analysis of content areas. The page count total for each book represented the amount of published material in the book. The individual book's content page count was summed with the other books in its time period to provide a measure of the total content pages within that time period. The page count totals for each time period were then added to obtain the page count total over all time periods. The values obtained for each book, time period and the overall total were used to compute the percentages of pages devoted to each respective category.

The hypotheses proposed in this research were stated in terms of increasing or decreasing emphasis in publication. No levels of significance were stated. Thus, trends were represented by the change in percentages observed within content categories and across the respective time periods. Specific content emphasis was represented by the percentage observed of the overall content pages within time periods and over the combined time periods.

To facilitate the content category analysis, each book was evaluated individually to partition out content sections. Thus, the content of each book was broken down into its subject components or content parts. This resulted in a large number of discreet sections from each book which could then be systematically and individually evaluated by using the established content categories as criteria. As each section was evaluated, the number of pages was counted and placed under the respective content category.

When evaluating and placing the page count into a content category, the writer observed several basic priorities. The writer attempted to keep content sections or chapters together as a whole when placing them. Placement was based upon contents' subject matter as perceived and presented by the book's author. For example, when an author was describing the role of a school psychologist where he described the assessment functions, the material was placed under the Professional Identity section as opposed to the Assessment Emphasis section. The writer depended upon the presented material's overall objective or subject for placement as opposed to the descriptive supportive material used with a content section. In addition, placement of all materials within a content category was given priority over the use of a miscellaneous category.

For each individual book, the total content pages were reported. Each book was evaluated by using the content categories. Both a page count of the space devoted to a specific

content topic and the percentage of that page count to the total content pages within the book were reported.

For each of the time periods, a total content page count was reported along with totals for the amount of space devoted to each content category. The amount of pages devoted to specific content topics was divided by the total number of content pages for that particular time period in order to determine the proportionate amount of space utilized.

There were limitations to the data reported. The number of pages for each book under each content category did not add up to the total content pages counted in the book. The percentages cannot be added up to a total of 100% for each book. The specific content areas were defined in such a way as to count some of the data in two places. Assessment, Group counted both separately and with Assessment Emphasis, Behavior Modification, Therapy, General and Therapy, Group were counted separately and together. Learning Disabilities content pages were counted under Special Education or Assessment Emphasis. Some pages counted under Resource Materials were also included under Assessment Emphasis.

Only the quantity of material, not quality, was considered in this study and no attempt was made to control for differences in page size. For the purposes of this research, the difference in page size and quality were assumed to average out over all books and each of the time periods.

CHAPTER III
PRESENTATION, ANALYSIS, AND FINDINGS
OF THE DATA

The measurement of the content emphasis was a page count of the material apportioned to different content types or categories. Page counts of content were converted to percentages. Change in the amount of emphasis was measured by the change in percentages.

The raw score data for each book are presented in Tables A through Q in Appendix B. Included in these data are the total number of pages counted for content, the number of pages devoted to each content category, and the resulting percentages.

The raw score data for each content area are presented in Tables A through Y in Appendix C. Included in these data are the separate books and time periods. For each book and time period, the total content pages are presented along with the number of pages devoted to the specific content category listed at the top of the table. Raw score data for the content area were added for each time period and the overall time period. These in turn were converted to percentages.

From these data two summary tables were constructed to facilitate analysis and interpretation. The summary data are presented in Tables 1 and 2.

With all books checked for content that were published over the three respective time periods as shown in Table 1, the first time period, 1960-1965, yielded a total of 2102 content pages or 46%, the second period, 1966-1970, 1889 content pages or 42%, and the third time period, 1971-1975, 533 content pages or 12%. These percentages were based on a total of 4524 content pages. The results indicated a decreasing rate of publication emphasis of school psychology texts. A major decrease occurred in the last time period.

The data in Table 2 show the content areas and their percentages by time periods for all books. The fourth column represents the results of all time periods, 1960-1975, combined.

With respect to the total or overall time period, the data indicated that the Assessment Emphasis category subsumed the most prevalent topics in the books by accounting for 15% of the content. Clinical-Personality was second with 10% of the content. The third highest category was Therapy, General with 9%. Consulting and Professional Identity tied with 8% each. Special Education and Theories also tied at 7% each.

TABLE 1

Results of the Analysis of Pages for Content
Across Books and Time Periods

Author	Date of publication	Total content pages	Percent
Time period one (1960-1965)			
Gottsegen & Gottsegen	1960	257	
White & Harris	1961	367	
Eiserer	1963	107	
Gottsegen & Gottsegen	1963	321	
Gray	1963	373	
Hirst	1963	204	
Valett	1963	307	
Reger	1965	166	
Total		2102	46
Time period two (1966-1970)			
Rosenbaum & Toepfer	1966	139	
Magary	1967	672	
Newman	1967	290	
Gottsegen & Gottsegen	1969	379	
Attwell	1970	187	
Herron, Green, Guild, Smith & Kanton	1970	222	
Total		1889	42
Time period three (1971-1975)			
Holt & Kicklighter	1971	286	
Attwell	1972	68	
Bardon & Bennett	1974	179	
Total		533	12
Grand total (1960-1975)		4524	

TABLE 2

Results of the Analysis of Pages Using Content Categories across Books and Time
Periods Showing Percentages

Content categories	Time Period			
	One	Two	Three	Overall
	(1960-1965)	(1966-1970)	(1971-1975)	(1960-1975)
	Percent	Percent	Percent	Percent
Administration & Organization	9	4	0.7	6
Assessment emphasis	15	14	20	15
Assessment, group	1	2	1	1
Behavior modification	0	2	9	2
Clinical - personality	12	9	6	10
Community relations	6	1	1	3
Consulting	3	16	6	8
Curriculum development	0.8	1	0	0.8
Ethics & Legal issues	3	1	0.9	2
Future trends	1	4	6	3
History; Current issues	3	3	10	4
Inservice training	2	3	2	2
Learning disabilities	0	2	0.3	0.7
Professional identity	9	5	13	8
Professional training	6	0.8	4	4
Remediation	1	3	6	2
Research issues	4	3	2	3
Resource materials	0.3	1	3	1
Sex education	0	1	0	0.5
Special education	7	7	8	7
Special populations	3	2	0	2
Teaching psychology	1	0.1	0	0.5
Theories	5	12	2	7
Therapy, general	9	8	11	9
Therapy, group	2	2	0.7	2

The six least emphasized positions each obtained 1% or less: Assessment, Group, Curriculum Development, Learning Disabilities, Resource Materials, Sex Education, and Teaching Psychology.

Column one of Table 2 shows the content areas and their percentages for Time Period One (1960-1965). These results indicated that the category Assessment Emphasis received the most emphasis at 15%. Clinical-Personality was second at 12%. The next position was a three way tie between Administration Organization, Professional Identity, and Therapy, General with 9% each. Special Education followed with 7% of the pages.

Six categories received 1% or less: Assessment Group, Curriculum Development, Future Trends, Remediation, Resource Materials, and Teaching Psychology. Three categories tied with 0%: Behavior Modification, Learning Disabilities, and Sex Education.

Column two in Table 2 discloses the content areas and their percentages for the Time Period Two (1966-1970). The results indicate that Consulting was the top category at 16%. Assessment Emphasis was second with 14% where Theories was third at 12%. Following in descending order was Clinical-Personality, Therapy, General, and Special Education and yielded 9%, 8%, and 7%, respectively.

Those least emphasized were seven categories that received 1% or less: Community Relations, Curriculum Development, Ethics - Legal Issues, Professional Training, Resource Materials, Sex Education, and Teaching Psychology.

For Time Period Three (1971-1975), the results revealed that the category Assessment Emphasis was highest with 20%, Professional Identity was second with 13%, and Therapy, General was third with 11%. History; Current Issues, Behavior Modification, and Special Education held the next three places with 10%, 9%, and 8%, respectively. The bottom five positions received less than 1%. The categories were Curriculum Development, Learning Disabilities, Sex Education, Special Populations, and Teaching Psychology.

In examining Table 2 by each respective category in turn through the different time periods permits a closer look at existing trends. In some categories the trends appeared to change rather drastically, while in others they remained relatively constant.

The category of Administration & Organization has received decreasing emphasis through the three time periods. A high of 9% was obtained during the first period and decreased to a low of 0.7% in the final period. The overall result was 6%.

The Assessment Emphasis category remained relatively constant through the time periods. A low of 14% was returned in the second time period with a high of 20% in the last period. The overall result was 15%. Thus, while a trend was not observed, Assessment Emphasis was the most emphasized category.

The Assessment, Group category remained constant through the three time periods. A high of 2% was observed in the

second period, while period one and three both resulted in 1%. The overall result observed was 1%. Thus, this category had received little emphasis with no observable trends.

The category Behavior Modification has shown increasing emphasis through the time periods. A low of 0% was observed in period one with a high of 9% in period three. The overall result was 2% where an overall trend of increasing emphasis was observed.

The Clinical - Personality category received decreasing emphasis through the time periods. A high of 12% was observed in period one with a low of 6% observed in period three. The overall result was 10%. Thus, the observable trend is one of decreasing emphasis.

The category Community Relations decreased in percentage through the time periods. A high of 6% was observed in the first period and period two and three each returned to lows of 1%. This resulted in an overall 3%. This content category, Community Relations, received most of its emphasis during the early period.

The category Consulting did not show a specific consistent trend. The high 16% was observed in the second period with the low 3% in the first period. The overall result observed was 8%. The strong emphasis during period two helped to push this category into those which were most heavily emphasized.

The Curriculum Development category remained consistent in the first two time periods and lacked enough emphasis to

be reported in the last. Period one and two resulted in 0.8% and 1%, respectively, where period three did not return measurable results. The overall result was 0.8%. This content area received relatively little emphasis.

The Ethics & Legal Issues category remained relatively consistent through the three time periods. A percent of 3 was observed in the first period and 1% in the second followed by 0.9% in the third. The overall result observed was 2%. No trends were observed and the category received little emphasis. Of the 17 books analyzed in this research only 6 contained information on the subject of ethics and legal issues which was 35%. Thus less than half the books contained information on ethical and legal issues.

The category Future Trends was increasingly emphasized through the three time periods. A low of 1% was observed in period one while period three resulted in a high of 6%. The overall percent observed was 3. The observed trend in this category was toward increasing emphasis.

The History & Current Issues category remained constant in the first two periods and increased greatly in the last period. In the first two periods results of 3% were observed and in the last period it comprised 10% of the published content. Overall, 4% was observed.

Inservice Training remained consistent through the three time periods with a high of 3% in the first time period and lows of 2% in periods two and three. The overall result was 2%. No trends were observed.

The category Learning Disabilities was given the most emphasis in period two where a high of 2% was observed. Period one resulted in 0% while period three resulted in 0.3%. The overall percent was 0.7%. Learning Disabilities was one of the least emphasized categories.

The category Professional Identity received variable emphasis. A low of 5% was observed in period two with a high of 13% in period three. The overall result was 8%. Although no trend was observed, Professional Identity has been one of the more emphasized categories.

The Professional Training category ranged from 6% in the first period to 0.8% in the second period and rose again in the third period to 4%. Overall the result was 4%. No observable trend for the three periods was evident.

Emphasis on the category Remediation increased through the three periods. The low of 1% was observed in the first period with the high of 6% in the last period. Overall result observed was 2%. The trend observed in Remediation was toward increased emphasis though overall emphasis has remained low.

The Research Issues category has received decreasing emphasis from a high of 4% in the first period to a low of 2% in the last period. Overall result was 3%. Thus, while the Research Issues category has received a low amount of emphasis, the trend has been toward less emphasis as a topic.

Resource Materials has shown increasing emphasis. The low of 0.3% was observed in the first period. The high score

of 3% was obtained in the last period. Overall results yielded 1%. Thus, the trend appears to be toward increasing presentation of this type of material.

Sex Education has not been emphasized as a category. The only reportable amount obtained was 1% in the second time period. Overall, the result was 0.5%.

Special Education remained stable in emphasis through all three time periods with either 7% or 8%. Overall results accounted for 7%. No trend was observed. However, Special Education is one of the most emphasized categories and has remained stable in emphasis over the three time periods.

The category Special Populations decreased in emphasis through the three time periods. A high of 3% was observed in period one with the low of 0% in the last period. The overall result was 2%.

Teaching Psychology as a category has received little emphasis with the highest reportable result of 1% occurring in the first time period. Overall results indicate a percent of 0.5%.

No observable trend was evident with the Theories category. The high of 12% occurred in the second period and the low of 2% in the last. The overall time period yielded a 7%. While no trend appears, the category Theories is one of the more emphasized areas.

Therapy, General as a category remained relatively stable. The high 11% was observed in the third period with the low of 8% in the second. The overall result was 9%. This category was one of the most heavily emphasized, also.

No trend in emphasis was observed with the Therapy, Group category. Results ranged from 2% to 0.7%. The overall result was 2%. Emphasis in this area remained relatively low.

Findings

The raw scores obtained from the research were converted to percentages. These in turn were used to evaluate the proposed hypotheses with each hypothesis considered in turn.

Hypothesis 1: The specific content areas presented in the school psychology texts will show greater diversity with succeeding time periods.

This hypothesis was not supported. The first time period contained information in 22 of the 25 content categories. The second period contained information in all of the categories where the third time period contained information in 21 of the 25 categories. Thus, no trend toward greater diversity was observed.

Hypothesis 2: The number of content pages published will decrease across time periods.

This hypothesis was supported by the data. The most publication emphasis was in Time Period One (1960-1965) with 46% of the content. Period Two (1966-1970) received 42%. The last period (1971-1975) contained 12%.

Hypothesis 3: The literature will apportion less content to role and identification problems through succeeding time periods.

This hypothesis was not supported. The category most closely related was Professional Identity. It received 9% in the first period, 5% in the second and 13% in the last. Professional Training which is closely related followed the same pattern with 6% in the first period, 1% in the second and 4% in the last.

Hypothesis 4: The school psychology texts will present ethics and legal issues in less than half the books evaluated.

This hypothesis was supported by the data. The Ethical & Legal Issues category was the one used to represent the subject material of the hypothesis. Of the 17 texts in this study, only 6 or 35% contained material directly related to ethical and legal issues.

Hypothesis 5: Greater amounts of literature will be apportioned to group techniques for treatment of children having school problems through succeeding time periods.

This hypothesis was not supported by the data. Therapy, Group was the content category established to represent this hypothesis. It remained at either 2% or 0.7% through the time periods. Thus, no trend toward increasing emphasis was observed.

Hypothesis 6: Space apportioned to group testing will show a trend toward increasing emphasis.

This hypothesis was not supported. The Assessment, Group category was established to represent the data and evaluate the hypothesis. This category returned percents of 1 and 2 through all the time periods.

Hypothesis 7: Space apportioned to psychometrics in general will remain constant.

This hypothesis was partially supported. Periods one and two resulted in 15% and 14%, respectively. A large jump to 20% was observed in period three.

Hypothesis 8: A trend toward increasing amounts of space being apportioned to consultation will be observed.

This hypothesis was not supported. Consulting was the category used to evaluate the hypothesis. No clear trend was observed. The most emphasis was 16% in the second time period. It dropped in the third period.

Hypothesis 9: Space apportioned to information concerned with research will increase through the time periods.

This hypothesis was not supported. In fact, the opposite trend was observed. In Period One (1960-1965) the percent was 4. Periods two and three both showed decreases with 3% and 2%, respectively.

Hypothesis 10: Material concerned with community roles will increase through time periods.

This hypothesis was not supported. The category Community Relations was established to evaluate this category. During the first period it accounted for 6% of the content pages. In the last two periods it accounted for the 1% in both periods. Thus, no trend was observed.

Hypothesis 11: Space apportioned to personality functioning and behavior problems will decrease.

This hypothesis was supported by the data. The Clinical-Personality category represented this hypothesis. It represented 12% in period one and dropped to 6% in period two. In period three, it decreased to 3%. Thus, the trend is toward decreasing emphasis.

Hypothesis 12: Space apportioned to behavior modification techniques will increase through succeeding time periods.

This hypothesis was supported by the data. During the first period the category Behavior Modification did not receive enough emphasis to report a percent. In period two, it accounted for 2% and in the last period it rose to 9%. Thus, the trend is toward increasing emphasis.

Hypothesis 13: Space apportioned to special education will remain approximately the same through the time periods.

This hypothesis was supported by the data. The Special Education category received 7% in both the first and second periods. In period three it increased to 8% of the material. Thus, as a category, it remained relatively constant.

Hypothesis 14: Space apportioned to remediation activities will increase through the time periods.

This hypothesis was supported by the data. The category Remediation increased in emphasis across all three time periods. In period one it accounted for only 1% of the data. In period two it increased to 3%. In the third period it increased again to 6%. Thus, a trend of increasing emphasis was observed.

In order to show trends more clearly with respect to content of materials presented in school psychology textbooks, the percentages of pages apportioned to each category over succeeding time periods superimposed are presented in Figure 1. The figure discloses rather obviously the materials most heavily emphasized along with changes that occurred over a period of fifteen years. The areas of content which tended to show greatest emphasis and remained relatively stable over time were Assessment Emphasis, Clinical Personality, Special Education, and Therapy, General.

The greatest disparities within content categories over time seems to appear in Administration & Organization, Behavior Modification, Consulting, Professional Identity, and Theories. The content areas of Assessment, Group, Curriculum Development, Sex Education, Teaching Psychology, and Therapy, Group were allotted but little space and remained consistently low over time.

The content areas Behavior Modification, Future Trends, and Remediation demonstrated clear trends toward increased

- Time Periods 1. 1960-1965 a
 2. 1966-1970 b
 3. 1971-1975 c
 4. Overall 1960-1975 d

Note: Where time periods overlap the letters are underscored.

Figure 1. Graph of percentages of pages apportioned to each category over succeeding time periods superimposed.

emphasis. While Administration & Organization, Clinical-Personality, Research Issues, and Special Populations demonstrated clear trends toward decreased emphasis, all other content categories failed to demonstrate clear trends in emphasis.

In summary, Assessment Emphasis, Clinical Personality, Special Education and Therapy, General were heavily and consistently emphasized over the fifteen year time span. Administration & Organization, Behavior Modification, Consulting, Professional Identity, and Theories showed the greatest disparities in their emphasis. The content areas Assessment, Group, Curriculum Development, Sex Education, Teaching Psychology, and Therapy, Group remained consistently low over time.

CHAPTER IV

SUMMARY, CONCLUSION AND DISCUSSION, RECOMMENDATIONS

This research was designed to discover if there were general and specific trends within school psychology between the years 1960 and 1975 as reflected by both the content presented and the changing amount of emphasis given to specific topics within school psychology textbooks. Content analysis was chosen as the method of analysis.

There have been a relatively few number of textbooks written on school psychology as compared to the number of books published in related disciplines. Like other areas of study, it seemed appropriate to analyze the textbooks and present the diverse topics which authors of various backgrounds and experience had chosen to insert as representing the appropriate domain of school psychology. Further, the purpose of this study was to evaluate the emphasis or importance of specific topic areas as reflected by the percentage of content apportioned to each specific topic. It should indicate how roles and functions in the field had changed by way of isolated trends.

Seventeen school psychology texts were used in the research. Based on publication date, they were divided into three consecutive time periods of five years each beginning with the year 1960. The texts were examined and from them twenty-five content categories were selected which best represented the content within the books. A page count of content presented was conducted with materials of a non-direct content type being excluded from the count. Then, the pages counted were evaluated for placement under the content category which best described their subject matter. In turn, the data were collected across books, time periods and over all periods which were converted to percentages. From these data it was possible to establish both the importance of specific topics and the changing amount of emphasis across time periods.

The data indicated that trends in publication emphasis were present. While the types of content presented remained relatively constant the overall trend was toward decreasing publication of text type materials. Material on ethical and legal issues was presented in less than half of the texts evaluated. Content areas which tended to show greatest emphasis and remained relatively stable over time were Assessment Emphasis, Clinical Personality, Special Education and Therapy, General.

The greatest disparities within content categories over time appeared in Administration & Organization, Behavior Modification, Consulting, Professional Identity and Theories.

The content areas Assessment, Group, Curriculum Development, Sex Education, Teaching Psychology, and Therapy, Group remained consistently low over time. Ethics and legal issues were discussed in less than half of the books.

The content areas Behavior Modification, Future Trends, and Remediation demonstrated clear trends toward increased emphasis. While Administration & Organization, Clinical-Personality, Research Issues, and Special Populations clearly decreased in emphasis, all other content categories failed to demonstrate clear trends in emphasis.

Conclusions and Discussion

The changes reflected by the data from this research indicated that trends in interest and publication emphasis have occurred within the field of school psychology from 1960-1975. These changes have implications for the role of the school psychologist.

The publication of text materials have shown a clear trend toward decreasing emphasis. However, this does not seem to accurately reflect the interest in the field. Since the initial time period evaluated, 1960, the field has witnessed the birth of several periodicals directly related to school psychology, such as the Journal of School Psychology, Psychology in the Schools, and The School Psychology Digest. Thus, the publication emphasis and interest have probably shifted from one presentation format to another.

The interest in professional identity as an issue has not decreased in emphasis which was contrary to the results

reported by O'Callaghan (1974). It was assumed that this area would decrease as the field matured and became more established. The large increase in publication emphasis during the last time period observed suggested a need to expand the field into new roles and areas.

The trend toward decreasing publication emphasis on research was contrary to expectations, also. Bardon (1964) and Tindall (1964) both predicted that research would increase in importance. When this is compared with the trends toward increasing emphasis in both behavior modification techniques and remediation activities, it become rather obvious that the service areas and roles of school psychologists have increased their predominance within the field.

Ethical issues appear to be grossly underemphasized in school psychology texts. Issues such as the validity of intelligence testing, confidentiality of school records, children's rights, and rights to public education have risen to prominence in the last few years. Yet, the texts appear to be inadequate for preparing the future school psychologists to confront these issues.

The group approach to counseling and testing did not increase in emphasis. This was contrary to Silverman's (1969) suggestions and predictions. In fact, the emphasis was low in both areas. This reflects the degree of commitment to working with children on a one-to-one basis which seems to dominate the field.

A strong trend toward increased publication in the area of remediation of learning problems was observed. This probably results from both increased activity by school psychologists in the area and improved diagnostic methods which have changed the perceptions of behaviors previously defined as resulting from emotional problems to problems in learning. This trend would appear consistent with Bardon's (1964) prediction that school psychology would move from a psychiatric orientation to an educational one.

The publication emphasis on the school psychologist's roles in the areas of teaching psychology in the schools and sex education appeared to be inadequate. Greater activity in these two areas would allow school psychologists to expand their services into a more heterogeneous group of children while getting away from the role of meeting and dealing with problem children only.

Publication emphasis on special education maintained a constant high level of emphasis throughout the time periods. This was consistent with O'Callaghan's (1964) results. Whether this emphasis implied an active role for the school psychologist or is better described as a description of the area is a moot question. However, this high level of sustained emphasis indicated that the association between school psychology and special education will remain strong in the future.

Recommendations

Several recommendations for further study evolved from this research. The content categories used in this research and the results obtained should be used to evaluate the periodicals on school psychology published during the same time period. This would allow comparison of both the trends observed across time periods and the amount of space devoted to specific types of content.

Further research should be accomplished to determine what the perceived role of the school psychologist is in the special education program. When the content analysis of this research was being conducted, it was observed that much of the publication on special education described the field itself as opposed to the role of the school psychologist within the field.

The content categories used in this research resulted in a list of percentages which represented the level of importance given specific content areas within school psychology textbooks. It would seem appropriate to send out these content category descriptions to a representative sample of school psychologists working in the schools and have them rank the categories as to level of importance. The results could be compared with the results of this research and would give some indication of how the textbook writers and the school psychologist in the field differed in terms of what they perceived as being the most important content areas.

References

1. American Psychological Association. School psychologists at mid-century. Washington D.C.: Author, 1955.
2. Bardon, J.I. (Ed.) Problems and issues in school psychology-1964; proceedings of a conference on "new directions" sponsored by the National Institute of Mental Health. Journal of School Psychology, 1964-1965, 3, 1-44.
3. Bardon, J.I. School Psychology and School Psychologists: An Approach To An Old Problem. American Psychologist, 1968, Vol. 23, No. 3, 187-194.
4. O'Callaghan, Stephanie. Publication Trends in School Psychology: 1963-1973. Journal of School Psychology, 1974, Vol. 12, No. 4, 269-275.
5. Silverman, H.L. School Psychology: Divergent Role Conceptualizations. Psychology In The Schools, 1969, Vol. VI, No. 3, 266-271.
6. Tindall, R.H. Trends In Development Of Psychological Services In The School. Journal of School Psychology, 1964, Autumn, Vol. III, No. 1, 1-12.
7. White, M.A. Will School Psychology Exist? Journal of School Psychology, 1968-69, Vol. 7, No. 2, 53-57.

Reference Notes

1. American Psychological Association. School psychologists at mid-century. Washington D.C.: Author, 1955.
2. Attwell, A.A. A handbook for school psychologists. Burbank, Calif.: Eire Press, 1970.
3. Attwell, A.A. The school psychologist's handbook. Los Angeles, Calif.: Western Psychological Services, 1972.
4. Bardon, J.J. Overview Of Issue-Implications For Future Trends In School Psychology. Journal of School Psychology, 1972, Vol. 10, No. 2, 207-211.
5. Bardon, J.I. (Ed.) Problems and issues in school psychology--1964; proceedings of a conference on "new directions" sponsored by the National Institute of Mental Health. Journal of School Psychology, 1964-1965, 3, 1-44.
6. Bardon, J.I. School Psychology and School Psychologists: An Approach To An Old Problem. American Psychologist, 1968, Vol. 23, No. 3, 187-194.
7. Bardon, J.I. & Bennett, V.C. School psychology. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1974.
8. Eiserer, P.E. The school psychologist. Washington, D.C.: The Center for Applied Research in Education, Inc., 1963.
9. Gottsegen, M.G. & Gottsegen, G.B. Professional school psychology. New York: Grune & Stratton, Inc., 1960.
10. Gottsegen, M.G. & Gottsegen, G.B. Professional school psychology. Vol. II. New York: Grune & Stratton, Inc., 1963.
11. Gottsegen, M.G. & Gottsegen, G.B. Professional school psychology. Vol. III. New York: Grune & Stratton, Inc., 1969.

12. Gray, S.W. The psychologist in the schools. New York: Holt, Rinehart & Winston, Inc., 1963.
13. Herron W., Green J., Guild M., Smith A. & Kanton R. Contemporary school psychology. New York: Intext Educational Publications, 1970.
14. Hirst, W. Know your school psychologist. New York: Grune & Stratton, 1963.
15. Holt, F.D. & Kicklighter, R.H. Psychological services in the schools readings in preparation, organization and practice. Dubuque, Iowa: Brown Co., 1971.
16. Magary, J.F. School psychological services in theory and practice a handbook. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1967.
17. Newman, R. Psychological consultation in the schools a catalyst for learning. New York: Basic Books, Inc., 1967.
18. O'Callaghan, Stephanie. Publication Trends In School Psychology: 1963-1973. Journal of School Psychology, 1974, Vol. 12, No. 4, 269-275.
19. Reger, R. School psychology. Springfield, IL.: Thomas Books, 1965.
20. Rosenbaum, D. & Toepfer, C. Curriculum planning and school psychology the coordinated approach. Buffalo, N.Y.: Hertillon Press, 1966.
21. Silverman, H.L. School Psychology: Divergent Role Conceptualizations. Psychology In The Schools, 1969, Vol. VI, No. 3, 266-271.
22. Tindall, R.H. Trends In Development Of Psychological Services In The School. Journal of School Psychology, 1964, Autumn, Vol. III, No. 1, 1-12.
23. Valett, R. The practice of school psychology: professional problems. New York: Wiley & Sons, 1963.
24. White, M.A. Will School Psychology Exist? Journal of School Psychology, 1968-69, Vol. 7, No. 2, 53-57.
25. White, M.A. & Harris, M.W. The school psychologist. New York: Harper & Brothers, Publishers, 1961.

APPENDIX A

A LIST OF THE SCHOOL PSYCHOLOGY TEXTS
EVALUATED FOR CONTENT EMPHASIS

- Attwell, A.A. A handbook for school psychologists. Burbank, Calif.: Eire Press, 1970.
- Attwell, A.A. The school psychologist's handbook. Los Angeles, Calif.: Western Psychological Services, 1972.
- Bardon, J.I. & Bennett, V.C. School psychology. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1974.
- Eiserer, P.E. The school psychologist. Washington, D.C.: The Center for Applied Research in Education, Inc., 1963.
- Gottsegen, M.G. & Gottsegen, G.B. Professional school psychology. New York: Grune & Stratton, Inc., 1960.
- Gottsegen, M.G. & Gottsegen, G.B. Professional school psychology. Vol. II. New York: Grune & Stratton, Inc., 1963.
- Gottsegen, M.G. & Gottsegen, G.B. Professional school psychology, Vol. III. New York: Grune & Stratton, Inc., 1969.
- Gray, S.W. The psychologist in the schools. New York: Holt, Rinehart & Winston, Inc., 1963.
- Herron W., Green M., Guild M., Smith A. & Kanton R. Contemporary school psychology. New York: Intext Educational Publications, 1970.
- Hirst, W. Know your school psychologist. New York: Grune & Stratton, 1963.
- Holt, F.D. & Kicklighter, R.H. Psychological services in the schools readings in preparation, organization and practice. Dubuque, Iowa: Brown Co., 1971.
- Magary, J.F. School psychological services in theory and practice a handbook. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1967.
- Newman, R. Psychological consultation in the schools a catalyst for learning. New York: Basic Books, Inc., 1967.
- Reger, R. School psychology. Springfield, Ill.: Thomas Books, 1965.
- Rosenbaum, D. & Toepfer, C. Curriculum planning and school psychology the coordinated approach. Buffalo, N.Y.: Hertill-on Press, 1966.

Valett, R. The practice of school psychology: professional problems. New York: Wiley & Sons, 1963.

White, M.A. & Harris, M.W. The school psychologist. New York: Harper & Brothers, Publishers, 1961.

APPENDIX B

ESTABLISHED CONTENT CATEGORIES OF EACH TEXT
SHOWING NUMBER OF PAGES AND PERCENTAGE

Table A

Raw Data Results of the Content Analysis
of Gottsegen & Gottsegen (1960)

Content categories	Content pages for area	Percent
Administration & organization		
Assessment emphasis	22	8
Assessment, group	10	4
Behavior modification		
Clinical - personality	79	31
Community relations	14	5
Consulting	13	5
Curriculum development		
Ethics & legal issues		
Future trends	8	3
History; current issues		
Inservice training		
Learning disabilities		
Professional identity	15	6
Professional training		
Remediation		
Research issues	10	4
Resource materials		
Sex education		
Special education	31	12
Special populations	32	12
Teaching psychology		
Theories		
Therapy, general	33	13
Therapy, group	12	5
Total pages for content	257	

Table B

Raw Data Results of the Content Analysis
of White & Harris (1961)

Content categories	Content pages for area	Percent
Administration & organization	55	15
Assessment emphasis	77	21
Assessment, group	3	1
Behavior modification		
Clinical - personality	77	21
Community relations	14	4
Consulting		
Curriculum development	1	0
Ethics & legal issues	5	1
Future trends	4	1
History; current issues	7	2
Inservice training		
Learning disabilities		
Professional identity	29	8
Professional training	4	1
Remediation	2	0
Research issues	11	3
Resource materials		
Sex education		
Special education	3	1
Special populations		
Teaching psychology	2	0
Theories	24	6
Therapy, general	52	14
Therapy, group	1	0
Total pages for content	367	

Table C

Raw Data Results of the Content Analysis
of Eisener (1963)

Content categories	Content pages for area	Percent
Administration & organization	5	5
Assessment emphasis	22	20
Assessment, group		
Behavior modification		
Clinical - personality		
Community relations		
Consulting	20	19
Curriculum development		
Ethics & legal issues		
Future trends	3	3
History; current issues	10	9
Inservice training	11	10
Learning disabilities		
Professional identity	8	7
Professional training		
Remediation	20	19
Research issues	8	7
Resource materials		
Sex education		
Special education		
Special populations		
Teaching psychology		
Theories		
Therapy, general		
Therapy, group		
Total pages for content	107	

Table D

Raw Data Results of the Content Analysis
of Gottsegen & Gottsegen, Vol. II (1963)

Content categories	Content pages for area	Percent
Administration & organization	46	14
Assessment emphasis		
Assessment, group		
Behavior modification		
Clinical - personality	19	6
Community relations		
Consulting		
Curriculum development		
Ethics & legal issues	23	7
Future trends		
History; current issues		
Inservice training		
Learning disabilities		
Professional identity		
Professional training	67	21
Remediation		
Research issues	18	6
Resource materials		
Sex education	38	12
Special education		
Special populations		
Teaching psychology	23	7
Theories	33	10
Therapy, general	54	17
Therapy, group	19	6
Total pages for content	321	

Table E

Raw Data Results of the Content Analysis
of Gray (1963)

Content categories	Content pages for area	Percent
Administration & organization	30	8
Assessment emphasis	26	7
Assessment, group	9	2
Behavior modification		
Clinical - personality		
Community relations	52	14
Consulting	22	6
Curriculum development		
Ethics & legal issues	22	6
Future trends	9	2
History; current issues	49	13
Inservice training	22	6
Learning disabilities		
Professional identity	77	21
Professional training	27	7
Remediation		
Research issues	25	7
Resource materials	1	0
Sex education		
Special education		
Special populations		
Teaching psychology		
Theories		
Therapy, general	11	3
Therapy, group		
Total pages for content	373	

Table F

Raw Data Results of the Content Analysis
of Hirst (1963)

Content categories	Content pages for area	Percent
Administration & organization	23	11
Assessment emphasis	10	5
Assessment, group	1	0
Behavior modification		
Clinical - personality	44	21
Community relations	29	14
Consulting		
Curriculum development		
Ethics & legal issues		
Future trends	7	3
History; current issues		
Inservice training		
Learning disabilities		
Professional identity		
Professional training	27	13
Remediation		
Research issues	9	4
Resource materials		
Sex education		
Special education	35	17
Special populations		
Teaching psychology		
Theories	20	10
Therapy, general		
Therapy, group		
Total pages for content	204	

Table G

Raw Data Results of the Content Analysis
of Valett (1963)

Content categories	Content pages for area	Percent
Administration & organization	20	6
Assessment emphasis	139	45
Assessment, group	1	0
Behavior modification		
Clinical - personality		
Community relations	16	5
Consulting		
Curriculum development	12	4
Ethics & legal issues	1	0
Future trends	1	0
History; current issues		
Inservice training	5	7
Learning disabilities		
Professional identity	30	10
Professional training	6	2
Remediation		
Research issues	3	1
Resource materials	7	2
Sex education	14	4
Special education		
Special populations		
Teaching psychology		
Theories	20	6
Therapy, general	40	13
Therapy, group	7	2
Total pages for content	307	

Table H

Raw Data Results of the Content Analysis
of Reger (1965)

Content categories	Content pages for area	Percent
Administration & organization	14	8
Assessment emphasis	24	14
Assessment, group		
Behavior modification		
Clinical - personality	41	24
Community relations		
Consulting		
Curriculum development	4	2
Ethics & legal issues		
Future trends		
History; current issues	3	2
Inservice training		
Learning disabilities		
Professional identity	37	22
Professional training		
Remediation		
Research issues	6	4
Resource materials		
Sex education		
Special education	28	17
Special populations		
Teaching psychology		
Theories		
Therapy, general	9	5
Therapy, group		
Total pages for content	166	

Table I

Raw Data Results of the Content Analysis
of Rosenbaum & Toepfer Jr. (1966)

Content categories	Content pages for area	Percent
Administration & organization		
Assessment emphasis		
Assessment, group		
Behavior modification		
Clinical - personality		
Community relations		
Consulting	3	2
Curriculum development	22	16
Ethics & legal issues		
Future trends		
History; current issues		
Inservice training	45	32
Learning disabilities		
Professional identity	28	20
Professional training		
Remediation		
Research issues		
Resource materials		
Sex education		
Special education		
Special populations		
Teaching psychology		
Theories	36	26
Therapy, general	5	3
Therapy, group	5	3
Total pages for content	139	

Table J

Raw Data Results of the Content Analysis
of Magary (1967)

Content categories	Content pages for area	Percent
Administration & organization	17	2
Assessment emphasis	202	30
Assessment, group	35	5
Behavior modification		
Clinical - personality	69	10
Community relations	6	0
Consulting		
Curriculum development		
Ethics & legal issues		
Future trends	75	11
History; current issues	42	6
Inservice training		
Learning disabilities	30	4
Professional identity	53	8
Professional training	17	2
Remediation		
Research issues	24	3
Resource materials	5	0
Sex education		
Special education	71	10
Special populations	30	4
Teaching psychology		
Theories	26	3
Therapy, general	35	5
Therapy, group	12	2
Total pages for content	672	

Table K

Raw Data Results of the Content Analysis
of Newman (1967)

Content categories	Content pages for area	Percent
Administration & organization		
Assessment emphasis	7	2
Assessment, group		
Behavior modification		
Clinical - personality		
Community relations		
Consulting	271	93
Curriculum development		
Ethics & legal issues		
Future trends		
History; current issues	11	4
Inservice training		
Learning disabilities		
Professional identity		
Professional training		
Remediation		
Research issues	1	0
Resource materials		
Sex education	1	0
Special education		
Special populations		
Teaching psychology		
Theories		
Therapy, general		
Therapy, group		
Total pages for content	290	

Table L

Raw Data Results of the Content Analysis
of Gottsegen & Gottsegen Vol. III (1969)

Content categories	Content pages for area	Percent
Administration & organization	48	13
Assessment emphasis		
Assessment, group		
Behavior modification	35	9
Clinical - personality	40	10
Community relations		
Consulting		
Curriculum development		
Ethics & legal issues		
Future trends		
History; current issues		
Inservice training		
Learning disabilities		
Professional identity		
Professional training		
Remediation	11	3
Research issues	15	4
Resource materials		
Sex education		
Special education		
Special populations		
Teaching psychology		
Theories	171	45
Therapy, general	72	19
Therapy, group	22	6
Total pages for content	379	

Table M

Raw Data Results of the Content Analysis
of Attwell (1970)

Content categories	Content pages for area	Percent
Administration & organization		
Assessment emphasis	14	7
Assessment, group		
Behavior modification		
Clinical - personality	51	27
Community relations		
Consulting	2	1
Curriculum development		
Ethics & legal issues		
Future trends		
History; current issues		
Inservice training		
Learning disabilities	2	1
Professional identity	4	2
Professional training		
Remediation	40	21
Research issues		
Resource materials	19	10
Sex education		
Special education	62	33
Special populations		
Teaching psychology		
Theories		
Therapy, general		
Therapy, group		
Total pages for content	187	

Table N

Raw Data Results of the Content Analysis
of Herron, Green, Guild, Smith & Kanton (1970)

Content categories	Content pages for area	Percent
Administration & organization	9	4
Assessment emphasis	36	16
Assessment, group	2	1
Behavior modification	2	1
Clinical - personality	9	4
Community relations	21	9
Consulting	25	11
Curriculum development		
Ethics & legal issues	21	9
Future trends		
History; current issues	13	6
Inservice training	7	3
Learning disabilities		
Professional identity	13	6
Professional training		
Remediation		
Research issues	15	7
Resource materials	5	2
Sex education		
Special education		
Special populations	5	2
Teaching psychology	2	1
Theories		
Therapy, general	41	18
Therapy, group	5	2
Total pages for content	222	

Table O

Raw Data Results of the Content Analysis
of Holt & Kicklighter (1971)

Content categories	Content pages for area	Percent
Administration & organization	4	1
Assessment emphasis	51	18
Assessment, group		
Behavior modification	29	10
Clinical - personality	18	6
Community relations	2	1
Consulting	8	3
Curriculum development		
Ethics & legal issues	5	2
Future trends	27	9
History; current issues	37	13
Inservice training	3	1
Learning disabilities		
Professional identity	48	17
Professional training	15	5
Remediation	16	5
Research issues		
Resource materials	1	0
Sex education		
Special education	24	8
Special populations		
Teaching psychology		
Theories	9	3
Therapy, general	18	6
Therapy, group		
Total pages for content	286	

Table P

Raw Data Results of the Content Analysis
of Attwell (1972)

Content categories	Content pages for area	Percent
Administration & organization		
Assessment emphasis	10	15
Assessment, group		
Behavior modification		
Clinical - personality	17	25
Community relations		
Consulting	1	1
Curriculum development		
Ethics & legal issues		
Future trends		
History; current issues		
Inservice training		
Learning disabilities	1	1
Professional identity	1	1
Professional training		
Remediation	14	20
Research issues		
Resource materials	14	20
Sex education		
Special education	18	26
Special populations		
Teaching psychology		
Theories		
Therapy, general		
Therapy, group		
Total pages for content	68	

Table Q

Raw Data Results of the Content Analysis
of Bardon & Bennett (1974)

Content categories	Content pages for area	Percent
Administration & organization		
Assessment emphasis	44	24
Assessment, group	6	3
Behavior modification	19	11
Clinical - personality		
Community relations	4	2
Consulting	21	12
Curriculum development		
Ethics & legal issues		
Future trends	5	3
History; current issues	17	9
Inservice training	7	4
Learning disabilities	1	0
Professional identity	22	12
Professional training	9	5
Remediation		
Research issues	11	6
Resource materials		
Sex education		
Special education		
Special populations		
Teaching psychology		
Theories		
Therapy, general	39	22
Therapy, group	4	2
Total pages for content	179	

APPENDIX C

ESTABLISHED CONTENT CATEGORIES
ACROSS ALL TIME PERIODS SHOWING
NUMBER OF PAGES AND PERCENTAGE

Table A

Raw Data Results for the Content
Category Administration & Organization
 Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	0	
White & Harris	1961	367	55	
Eiserer	1963	107	5	
Gottsegen & Gottsegen	1963	321	46	
Gray	1963	373	30	
Hirst	1963	204	23	
Valett	1963	307	20	
Reger	1965	166	14	
<u>Time period one</u>		2102	193	9
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	17	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	48	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	9	
<u>Time period two</u>		1889	74	4
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	4	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	0	
<u>Time period three</u>		533	4	0.7
<u>1971-1975</u>				
<u>Total overall results</u>		4524	271	6
<u>1960-1975</u>				

Table B

Raw Data Results for the Content
Category Assessment Emphasis
Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	22	
White & Harris	1961	367	77	
Eiserer	1963	107	22	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	26	
Hirst	1963	204	10	
Valett	1963	307	139	
Reger	1965	166	24	
<u>Time period one</u> <u>1960-1965</u>		2102	320	15
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	202	
Newman	1967	290	7	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	14	
Herron, Green, Guild, Smith & Kanton	1970	222	36	
<u>Time period two</u> <u>1966-1970</u>		1889	259	14
Holt & Kicklighter	1971	286	51	
Attwell	1972	68	10	
Bardon & Bennett	1974	179	44	
<u>Time period three</u> <u>1971-1975</u>		533	105	20
<u>Total overall results</u> <u>1960-1975</u>		4524	684	15

Table C

Raw Data Results for the Content
Category Assessment, Group
Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	10	
White & Harris	1961	367	3	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	9	
Hirst	1963	204	1	
Valett	1963	307	1	
Reger	1965	166	0	
<u>Time period one</u>		2102	24	1
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	35	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	2	
<u>Time period two</u>		1889	37	2
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	0	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	6	
<u>Time period three</u>		533	6	1
<u>1971-1975</u>				
<u>Total overall results</u>		4524	67	1
<u>1960-1975</u>				

Table D

Raw Data Results for the Content
 Category Behavior Modification
 Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	0	
White & Harris	1961	367	0	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	0	
Hirst	1963	204	0	
Valett	1963	307	0	
Reger	1965	166	0	
<u>Time period one</u>		2102		0
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	0	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	35	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	2	
<u>Time period two</u>		1889	37	2
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	29	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	19	
<u>Time period three</u>		533	49	9
<u>1971-1975</u>				
<u>Total overall results</u>		4524	85	2
<u>1960-1975</u>				

Table E

Raw Data Results for the Content
 Category Clinical - Personality
 Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	79	
White & Harris	1961	367	77	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	19	
Gray	1963	373	0	
Hirst	1963	204	44	
Valett	1963	307	0	
Reger	1965	166	41	
<u>Time period one</u>		2102	260	12
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	69	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	40	
Attwell	1970	187	51	
Herron, Green, Guild, Smith & Kanton	1970	222	9	
<u>Time period two</u>		1889	169	9
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	18	
Attwell	1972	68	17	
Bardon & Bennett	1974	179	0	
<u>Time period three</u>		533	35	6
<u>1971-1975</u>				
<u>Total overall results</u>		4524	464	10
<u>1960-1975</u>				

Table F

Raw Data Results for the Content
 Category Community Relations
 Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	14	
White & Harris	1961	367	14	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	52	
Hirst	1963	204	29	
Valett	1963	307	16	
Reger	1965	166	0	
<u>Time period one</u>		2102	125	6
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	6	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	21	
<u>Time period two</u>		1889	27	1
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	2	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	4	
<u>Time period three</u>		533	6	1
<u>1971-1975</u>				
<u>Total overall results</u>		4524	158	3
<u>1960-1975</u>				

Table G

Raw Data Results for the Content
Category Consulting
Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	13	
White & Harris	1961	367	0	
Eiserer	1963	107	20	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	22	
Hirst	1963	204	0	
Valett	1963	307	0	
Reger	1965	166	0	
<u>Time period one</u>		2102	55	3
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	3	
Magary	1967	672	0	
Newman	1967	290	271	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	2	
Herron, Green, Guild, Smith & Kanton	1970	222	25	
<u>Time period two</u>		1889	301	16
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	8	
Attwell	1972	68	1	
Bardon & Bennett	1974	179	21	
<u>Time period three</u>		533	30	6
<u>1971-1975</u>				
<u>Total overall results</u>		4524	386	8
<u>1960-1975</u>				

Table H

Raw Data Results for the Content
Category Curriculum Development
Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	0	
White & Harris	1961	367	1	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	0	
Hirst	1963	204	0	
Valett	1963	307	12	
Reger	1965	166	4	
<u>Time period one</u>		2102	17	0.8
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	22	
Magary	1967	672	0	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	0	
<u>Time period two</u>		1889	22	1
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	0	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	0	
<u>Time period three</u>		533	0	0
<u>1971-1975</u>				
<u>Total overall results</u>		4524	39	0.8
<u>1960-1975</u>				

Table I

Raw Data Results for the Content
 Category Ethics & Legal Issues
 Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	0	
White & Harris	1961	367	5	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	23	
Gray	1963	373	22	
Hirst	1963	204	0	
Valett	1963	307	12	
Reger	1965	166	4	
<u>Time period one</u>		2102	66	3
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	0	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	21	
<u>Time period two</u>		1889	21	1
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	5	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	0	
<u>Time period three</u>		533	5	0.9
<u>1971-1975</u>				
<u>Total overall results</u>		4524	92	2
<u>1960-1975</u>				

Table J

Raw Data Results for the Content
Category Future Trends
Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	8	
White & Harris	1961	367	4	
Eiserer	1963	107	3	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	9	
Hirst	1963	204	7	
Valet	1963	307	1	
Reger	1965	166	0	
<u>Time period one</u>		2102	32	1
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	75	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	0	
<u>Time period two</u>		1889	75	4
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	27	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	5	
<u>Time period three</u>		533	32	6
<u>1971-1975</u>				
<u>Total overall results</u>		4524	139	3
<u>1960-1975</u>				

Table K

Raw Data Results for the Content
 Category History; Current Issues
 Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	0	
White & Harris	1961	367	7	
Eiserer	1963	107	10	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	49	
Hirst	1963	204	0	
Valett	1963	307	0	
Reger	1965	166	3	
<u>Time period one</u>		2102	69	3
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	42	
Newman	1967	290	11	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	13	
<u>Time period two</u>		1889	66	3
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	37	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	17	
<u>Time period three</u>		533	54	10
<u>1971-1975</u>				
<u>Total overall results</u>		4524	189	4
<u>1960-1975</u>				

Table L

Raw Data Results for the Content
Category Inservice Training
Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	0	
White & Harris	1961	367	0	
Eiserer	1963	107	11	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	22	
Hirst	1963	204	0	
Valett	1963	307	5	
Reger	1965	166	0	
<u>Time period one</u>		2102	38	2
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	45	
Magary	1967	672	0	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	7	
<u>Time period two</u>		1889	52	3
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	3	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	7	
<u>Time period three</u>		533	10	2
<u>1971-1975</u>				
<u>Total overall results</u>		4524	100	2
<u>1960-1975</u>				

Table M

Raw Data Results for the Content
Category Learning Disabilities
Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	0	
White & Harris	1961	367	0	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	0	
Hirst	1963	204	0	
Valett	1963	307	0	
Reger	1965	166	0	
<u>Time period one</u>		2102	0	0
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	30	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	2	
Herron, Green, Guild, Smith & Kanton	1970	222	0	
<u>Time period two</u>		1889	32	2
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	0	
Attwell	1972	68	1	
Bardon & Bennett	1974	179	1	
<u>Time period three</u>		533	2	0.3
<u>1971-1975</u>				
<u>Total overall results</u>		4524	34	0.7
<u>1960-1975</u>				

Table N

Raw Data Results for the Content
Category Professional Identity
Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	15	
White & Harris	1961	367	29	
Eiserer	1963	107	8	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	77	
Hirst	1963	204	0	
Valett	1963	307	30	
Reger	1965	166	37	
<u>Time period one</u>		2102	196	9
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	28	
Magary	1967	672	53	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	4	
Herron, Green, Guild, Smith & Kanton	1970	222	13	
<u>Time period two</u>		1889	98	5
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	48	
Attwell	1972	68	1	
Bardon & Bennett	1974	179	22	
<u>Time period three</u>		533	71	13
<u>1971-1975</u>				
<u>Total overall results</u>		4524	365	8
<u>1960-1975</u>				

Table O

Raw Data Results for the Content
Category Professional Training
Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	0	
White & Harris	1961	367	4	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	67	
Gray	1963	373	27	
Hirst	1963	204	27	
Valett	1963	307	6	
Reger	1965	166	0	
<u>Time period one</u>		2102	131	6
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	17	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	0	
<u>Time period two</u>		1889	17	0.8
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	15	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	9	
<u>Time period three</u>		533	24	4
<u>1971-1975</u>				
<u>Total overall results</u>		4524	172	4
<u>1960-1975</u>				

Table P

Raw Data Results for the Content
 Category Remediation
 Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	0	
White & Harris	1961	367	2	
Eiserer	1963	107	20	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	0	
Hirst	1963	204	0	
Valett	1963	307	0	
Reger	1965	166	0	
<u>Time period one</u>		2102	22	1
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	0	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	11	
Attwell	1970	187	40	
Herron, Green, Guild, Smith & Kanton	1970	222	0	
<u>Time period two</u>		1889	51	3
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	16	
Attwell	1972	68	14	
Bardon & Bennett	1974	179	0	
<u>Time period three</u>		533	30	6
<u>1971-1975</u>				
<u>Total overall results</u>		4524	103	2
<u>1960-1975</u>				

Table Q

Raw Data Results for the Content
Category Research Issues
Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	10	
White & Harris	1961	367	11	
Eiserer	1963	107	8	
Gottsegen & Gottsegen	1963	321	18	
Gray	1963	373	25	
Hirst	1963	204	9	
Valett	1963	307	3	
Reger	1965	166	6	
<u>Time period one</u>		2102	90	4
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	24	
Newman	1967	290	1	
Gottsegen & Gottsegen	1969	379	15	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	15	
<u>Time period two</u>		1889	55	3
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	0	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	11	
<u>Time period three</u>		533	11	2
<u>1971-1975</u>				
<u>Total overall results</u>		4524	156	3
<u>1960-1975</u>				

Table R

Raw Data Results for the Content
Category Resource Materials
Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	0	
White & Harris	1961	367	0	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	1	
Hirst	1963	204	0	
Valett	1963	307	7	
Reger	1965	166	0	
<u>Time period one</u>		2102	8	0.3
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	5	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	19	
Herron, Green, Guild, Smith & Kanton	1970	222	5	
<u>Time period two</u>		1889	29	1
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	1	
Attwell	1972	68	14	
Bardon & Bennett	1974	179	0	
<u>Time period three</u>		533	15	3
<u>1971-1975</u>				
<u>Total overall results</u>		4524	52	1
<u>1960-1975</u>				

Table S

Raw Data Results for the Content
 Category Sex Education
 Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	0	
White & Harris	1961	367	0	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	0	
Hirst	1963	204	0	
Valett	1963	307	0	
Reger	1965	166	0	
<u>Time period one</u>		2102	0	0
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	0	
Newman	1967	290	1	
Gottsegen & Gottsegen	1969	379	22	
Attwell	1970	187		
Herron, Green, Guild, Smith & Kanton	1970	222	0	
<u>Time period two</u>		1889	23	1
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	0	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	0	
<u>Time period three</u>		533	0	0
<u>1971-1975</u>				
<u>Total overall results</u>		4524	23	0.5
<u>1960-1975</u>				

Table T

Raw Data Results for the Content
 Category Special Education
 Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	31	
White & Harris	1961	367	3	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	38	
Gray	1963	373	0	
Hirst	1963	204	35	
Valett	1963	307	14	
Reger	1965	166	28	
<u>Time period one</u>		2102	149	7
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	71	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	62	
Herron, Green, Guild, Smith & Kanton	1970	222	0	
<u>Time period two</u>		1889	133	7
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	24	
Attwell	1972	68	18	
Bardon & Bennett	1974	179	0	
<u>Time period three</u>		533	42	8
<u>1971-1975</u>				
<u>Total overall results</u>		4524	324	7
<u>1960-1975</u>				

Table U

Raw Data Results for the Content
 Category Special Populations
 Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	32	
White & Harris	1961	367	0	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	0	
Gray	1963	373	0	
Hirst	1963	204	0	
Valett	1963	307	0	
Reger	1965	166	28	
<u>Time period one</u>		2102	60	3
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	30	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	5	
<u>Time period two</u>		1889	35	2
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	0	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	0	
<u>Time period three</u>		533	0	0
<u>1971-1975</u>				
<u>Total overall results</u>		4524	95	2
<u>1960-1975</u>				

Table V

Raw Data Results for the Content
Category Teaching Psychology
Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	0	
White & Harris	1961	367	2	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	23	
Gray	1963	373	0	
Hirst	1963	204	0	
Valett	1963	307	0	
Reger	1965	166	0	
<u>Time period one</u>		2102	25	1
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	0	
Magary	1967	672	0	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	0	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	2	
<u>Time period two</u>		1889	2	0.1
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	0	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	0	
<u>Time period three</u>		533	0	0
<u>1971-1975</u>				
<u>Total overall results</u>		4524	27	0.5
<u>1960-1975</u>				

Table W

Raw Data Results for the Content
Category Theories
Across Books and Time Periods

Author	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	0	
White & Harris	1961	367	24	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	33	
Gray	1963	373	0	
Hirst	1963	204	20	
Valett	1963	307	20	
Reger	1965	166	0	
<u>Time period one</u>		2102	97	5
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	36	
Magary	1967	672	26	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	171	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	0	
<u>Time period two</u>		1889	233	12
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	9	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	0	
<u>Time period three</u>		533	9	2
<u>1971-1975</u>				
<u>Total overall results</u>		4524	339	7
<u>1960-1975</u>				

Table X

Raw Data Results for the Content
Category Therapy, General
Across Books and Time Periods

Authors	Publication date	Total content pages	Total pages for area	Percent
Gottsegen & Gottsegen	1960	257	33	
White & Harris	1961	367	52	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	54	
Gray	1963	373	11	
Hirst	1963	204	0	
Valett	1963	307	40	
Reger	1965	166	9	
<u>Time period one</u>		2102	199	9
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	5	
Magary	1967	672	35	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	72	
Attwell	1970	187	0	
Herron, Green, Guild				
Smith & Kanton	1970	222	41	
<u>Time period two</u>		1889	153	8
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	18	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	39	
<u>Time period three</u>		533	57	11
<u>1971-1975</u>				
<u>Total Overall results</u>		4524	409	9
<u>1960-1975</u>				

Table Y

Raw Data Results for the Content
 Category Therapy, Group
 Across Books and Time Periods

Authors	Publication date	Total content pages	Total pages for areas	Percent
Gottsegen & Gottsegen	1960	257	12	
White & Harris	1961	367	1	
Eiserer	1963	107	0	
Gottsegen & Gottsegen	1963	321	19	
Gray	1963	373	0	
Hirst	1963	204	0	
Valett	1963	307	7	
Reger	1965	166	0	
<u>Time period one</u>		2102	39	2
<u>1960-1965</u>				
Rosenbaum & Toepfer	1966	139	5	
Magary	1967	672	12	
Newman	1967	290	0	
Gottsegen & Gottsegen	1969	379	22	
Attwell	1970	187	0	
Herron, Green, Guild, Smith & Kanton	1970	222	5	
<u>Time period two</u>		1889	44	2
<u>1966-1970</u>				
Holt & Kicklighter	1971	286	0	
Attwell	1972	68	0	
Bardon & Bennett	1974	179	4	
<u>Time period three</u>		533	4	0.7
<u>1971-1975</u>				
<u>Total overall results</u>		4524	87	2
<u>1960-1975</u>				