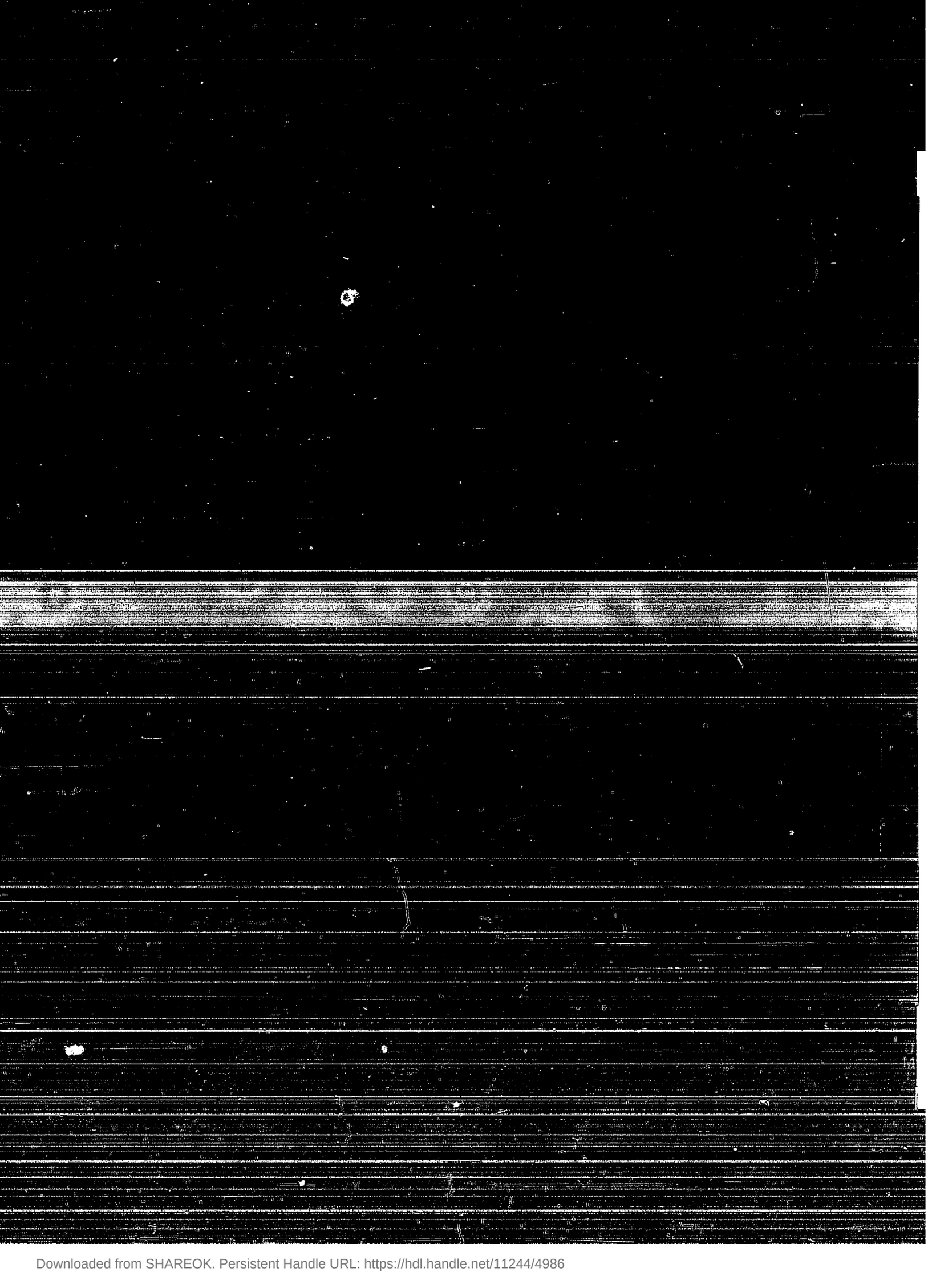


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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

CONTENT ANALYSIS OF THE JOURNAL OF NEGRO EDUCATION 1965 THROUGH 1979

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

MENDELL L. SIMMONS

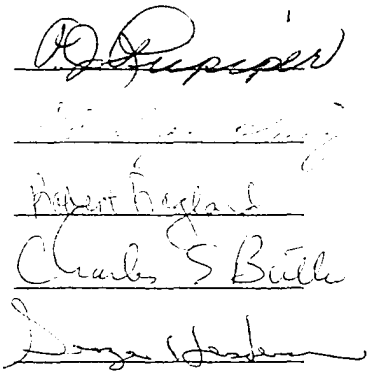
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CONTENT ANALYSIS OF THE JOURNAL OF NEGRO EDUCATION

1965 THROUGH 1979

APPROVED BY



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ABSTRACT

CONTENT ANALYSIS OF THE JOURNAL OF NEGRO EDUCATION
1965 THROUGH 1979

BY: MENDELL L. SIMMONS

MAJOR PROFESSOR: OMER J. RUPIPER, Ed.D., Ph.D.

If America is to succeed in its declaration to guarantee "Life, liberty and the pursuit of happiness" to all of its citizens, then America must complete the liberation of Black people begun in 1865. An American educational system that is relevant to Blacks must also recognize the relationship between education, employment and individual economic security. In addition, it is assumed that some form of integrated educational experience is likely to assist in transmitting and reaffirming the values necessary to cope in an integrated society. Liberation of Blacks depends greatly on solving the problem of racial integration in education. An examination of educational journals which deal primarily with Black liberation in education offers an historical accounting of concerns of Black educators.

The purpose of this study was to classify the specific topic areas in The Journal of Negro Education from 1965 through 1979 using content analysis in an attempt to trace the changes in emphasis in education relative to problems associated with education of Blacks.

It was concluded that the single most important concern of contributors to The Journal of Negro Education during this time period was educational systems, a category which included among other sub-topics integration, self-concept, mainstreaming, and classroom management.

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CONTENT ANALYSIS OF THE JOURNAL OF NEGRO EDUCATION 1965 THROUGH 1979

CHAPTER 1

INTRODUCTION

If America is to succeed in its declaration to guarantee "Life, Liberty and the pursuit of Happiness" to all of its citizens, then America must complete the liberation of Black people begun in 1865 by insuring that the system provides equal educational opportunities to all citizens regardless of race, color or creed. The Universal Declaration of Human Rights, adopted by the United Nations General Assembly and published in 1950, states as follows:

> ...a common standard of achievement for all people and nations, to the end that every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms by progressive measures national and international, to secure their universal and effective recognition and observance, both among the people of territories under their jurisdiction." (1950, p. 1)

This common standard must include the process of teaching and educating Blacks to the Euro-American culture which has evolved in this country.

An American educational system that is relevant to Blacks must also recognize the relationship between education, employment and individual economic security. Whether one grows up to become a baker or a banker, a metal worker or a mathematician, a politician or a private entrepreneur, depends a great deal on the type of education to which one has access.

In a capitalistic system, income class distinctions are inevitable. An example of the impact of income class distinction is related by Lasch (1979) in a discussion of how class distinction influences academic expectations and contributes to an educational system predisposed to make career path decisions for students regardless of (maybe even in spite of) academic potential. During World War I, the middle class, primarily white, with high expectations were tracked academically; the lower class, primarily black, (assumed not to have any expectations) were tracked vocationally. Then came World War II and the Selective Service Act. The only reprieve was an academic deferment. So those with "expectations" went to college; those without "expectations" went to war.

Following the war, life adjustment became the byword for tracking lower-class students; after life adjustment came relevance; following relevance was the flower child of the sixties, and finally came civil rights. More abuse was heaped upon the educational system at this particular time in history than had ever been thought possible, for no where was the system's failure more evident than when IQ scores of Blacks and White children were compared.

There were, of course, educators who had ready answers. One had two choices: one could either believe that Blacks were genetically inferior or believe that the great disparity was a result of cultural deprivation. The camps were divided. When scientific evidence failed to support the first alternative, everyone took his or her sociology textbooks and attacked cultural deprivation. The Supreme Court also decided to help things along at this time by enforcing integration. Enforcement of the Brown vs Topeka Board of Education (1954) ruling held promise for the Blacks; at last they would learn whether a common cultural tradition was a prerequisite for advancement for members of minority groups.

It was not found out whether a common cultural tradition was the answer, though, because Black power movements pushed civil rights advocates into the background and Black power specialists along with a few social critics and other assorted radicals, insisted that the black ghetto subculture was "an attractive alternative." DO NOT, they said, DO NOT under any circumstances impose a White culture on these children. Controversy in the literature and debates among sociologists overshadowed what was going on in the classroom. The schools just kept doing what they had been doing for the last fifty years: tracking students and not expecting much from lower-class products and the members of the minority. The Black power people said to leave the Black children alone; the radicals said that to impose White culture was to deny them their inheritance.

Taking the moderate and most available position was psychologist Clark (1969), who said "Racial pride is a result of demonstrable achievement" (p. 36). You don't have to love your students; teach them! Uphold standards and ask everyone to meet those standards. Teachers who ask minority students to meet standards convey more respect for the minority student than those who patronize them and assume they are incapable.

It is obvious that whatever the institution of American Education is, it is most certainly a microcosm of American Society as a whole. It follows then that some form of integrated (multiracial) educational experience is likely to assist in transmitting and reaffirming the values necessary to cope in an integrated society. Equal opportunity is, of course, possible only to the extent that equal preparation is available to all people regardless of economic or racial distinction. Consider the following point: Liberation of Blacks depends greatly on solving the problem of racial integration in education.

According to Jenkins (1954) the proceedings of the Conference on the Courts and Racial Integration in Education (1952) developed areas of agreement on basic issues involved in the problem of racial integation in education. These areas of agreement, which maybe regarded as basic principles, are as follows:

1. Present patterns of racial segregation and discimination tend to deprive our society of the best resources of the Black race and to weaken our nation in its ideological conflict with non-democratic powers.
2. Racial integration in education is part of a larger complex involving integration in other areas such as employment, housing, and government. It is necessary and desirable that the problem or racial integration be attacked, not on a single front, but on many fronts —legal, political, educational, governmental.
3. Participation in the areas of public interpersonal relations such as employment, schooling, housing, politics, civic activities, and other public services, without discrimination on account of race, is a basic right which is guaranteed every citizen by law.
4. It is not possible to establish "separate and equal" facilities. The best education of all students from the elementary through the graduate level can be achieved only under conditions of racial integration in our society.
5. Integration practices can be neither selective nor applicable to only a few. The token admission of a few Black students to schools and employment formerly restricted to White persons and then the token employment of a few Black teachers in a

> few schools and colleges cannot be regarded as satisfactory even as a step toward integration.

There were a number of areas on which the conference could not arrive at a consensus. Further testimony was provided by Green (1972) who stated:

> A major step toward bringing about equal opportunity in public schools involves great changes in the teaching and administrative staff of these institutions to better equip them to deal with majority and minority group children in existing segregated and multiracial settings. (1972, p. 275)

The challenge to educators was to make learning relevant to the student and to teach the attributes of the major culture. If a Black child perceived that he/she did not measure up well in interactions with Whites, two psychological paths were open. The person could interpret the experiences as evidence of less adequacy than he/she had been led to believe or he/she could blame the system for having discriminated against the person by providing him/her with inferior preparatory experiences.

From the earliest studies in the late 30's until now, authors had repeatedly reported that young Blacks had low self-esteem and negative racial attitudes. Many Black children still attended improverished small short-term schools with pronounced inadequacies in every phase of their educational program. The decision of the Court in Brown vs The Topeka Board of Education, was unequivocal in outlawing segregated public schools. Chief Justice Warren said:

> Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated, from whom the actions have been brought are by reason of the segregation complained of deprived of equal protection of the laws guaranteed by the Fourteenth Amendment (1954, p. 1).

Many Black children in the 1960's, however, were still likely to attend schools similar to those cited in the 1954 Brown case, schools that were racially segregated and educationally unequal.

If one was to understand clearly the reasons of the courts and the relationship of the Brown decision to the concept of equality of educational opportunity, data were needed to indicate that segregated schools were inadequate and that the quality of education of Blacks was substandard. A critical problem with the public school environment lay in the belief that if education for Blacks was to be fair, cost effective, and adequate, an additional concern for educators should be the student's perception of what was fair, cost effective, and adequate.

In recognizing these needs or weaknesses of Blacks, Pierce (1968) stressed that all Black persons were underprivileged to the extent that no Black person was totally accepted in American society. Pierce suggested that to be effective in dealing with or educating fairly the minority student, counselors and all educators in general must be aware of the differences that existed within the minority groups. To recognize the weaknesses of the disadvantaged or underprivileged was, according to Pierce, not enough. Pierce classified Blacks in three categories —the most underprivileged, the moderately underprivileged, and the least underprivileged. The most underprivileged Black person was one characterized by extreme poverty; the position of the most underprivileged person was so debilitating that there was little or no hope for a better life. The individual cannot "generate and sustain" the psychic power to move up. In these instances, the school officials must be equipped professionally to support students and assist them in determining, "for highly individual reasons," that their positions were not hopeless. The "moderately underprivileged" were those Blacks who had experienced "limited opportunity and partial acceptance." These individuals had been able to take advantage of certain opportunities which had been made available to them and have at times enjoyed a moderate degree of

success. Blacks in this category did not push for great opportunities, but rather were resigned to living "adequately and comfortably semi-disinfranchised."

The "least underprivileged" Black person was one who partook of the best things available in the society, but "must live with the uncertainty and frustration that even with high skills and genuine culture, complete acceptance is denied." This lack of total acceptance of the Black in American society was, according to Pierce (1968), a result of fear on the part of Whites. Many Whites characterized the Black race as primitive with primitive ideas concerning sex and observances of laws. Schools must face these fears, and educators must examine their own attitudes toward Black students. Prejudicial attitudes toward any student must be eliminated if the educational process was to be fair.

THE PROBLEM

The purpose of this study was to classify the specific topic areas in The Journal of Negro Education from 1965 through 1979 using content analysis. An attempt was made to trace the changes in emphasis in education relative to problems associated with educating Blacks. It was assumed that:

1. A relationship between Black Education and specific national indicators, i.e. political, economic, and philosophical trends of our country, would be evident in The Journal of Negro Education.
2. Authors of the articles were representative of predominately Black Institutions of higher learning.
3. There was disagreement among Black Educators concerning goals for Black Education.

Education and governmental leaders issued frequent pronouncements on the urgent need to provide compensatory educational services for Blacks. Professional conferences both on the state and federal levels had been held on the problems and issues involved.

The literature is replete with research dealing with reasons why Black children continued to have difficulty in America's schools. This investigation allowed the researcher to systematize and quantify subject matter published in The Journal of Negro Education using content analysis. The value of the study was that it constituted one small addition to the growing body of research data on the problems of educating Black children, and may from its descriptive data generate hypotheses for further experimental research.

This study described through content analysis the subject matter published during a fifteen-year period in The Journal of Negro Education and the influence which that publication had on the Black educators and subsequently Black students in the United States. The years 1965 through 1979 were selected because at the same time that the Civil Rights Bill of 1964 aided in the enforcement of school desegregation, it also helped to expose for examination some of the problems of Black education in this country. Black educators publishing in The Journal of Negro Education during that period cannot be described as representative of a majority of even a cross-section of Black educators because at that time no national network existed to aid in the identification of prospective authors. The Journal of Negro Education editors, therefore, relied heavily on contacts on the East coast, the areas most accessible to the Howard University-based publication. Because The Journal of Negro Education was the only professional publication devoted exclusively to the concerns of Black educators throughout that period, however, the opinions it

represented were uniquely influential among Black educators and others interested in the problems of Black education.

The present investigation was designed to determine the kinds of topics and a quantification of articles written by Black educators published in The Journal of Negro Education (1965 - 1979). Its sole purpose was to disclose content, not to summarize or critique the articles; the technique for identifying special characteristics was proposed by Holti, Loomba, and North in Handbook of Social Psychology (1967), and subject matter and categories were pre-established by the investigator for classification of the published articles. Specifically, the study proposed 1) to determine the special topics focusing on the educational processes of Blacks over a given time period in an attempt to describe and trace developments in the educational field, and 2) to show that many of those who contributed to The Journal of Negro Education during this period (65 - 79) spoke from a sociological rather than an educational background. The results should also reflect the attitudes of an arbitrarily selected but broadly influential group of Black educators.

Three five-year time frames were established, 1965 through 1969, 1970 through 1974, and 1975 through 1979, in order to determine change of emphasis in content in Black education since passage of the Civil Rights Act of 1964. It was hypothesized that there were identifiable patterns of emphasis in Black Education content areas as reported in The Journal of Negro Education. The following points investigated in the study were hypothesized:

(1) There will be less emphasis allocated to history content in the first time-frame than in the second, or third time-frame.

(2) There will be less emphasis allocated to the Humanities content than any other content area during the 15 year time span.

(3) There will be less emphasis allocated to Law (political issues) content in the second (1970 - 1974) than in the first or third time frame.

(4) There will be less emphasis allocated to Social Facilitation content in the second time-frame than in the first or third time-frame.

(5) There will be more emphasis allocated to Education content in the second time-frame than in the first and third time-frame.

(6) There will be more emphasis allocated to Research content in the second and third time-frame than in the first time-frame.

The changes in emphasis were analyzed and stated in percentages of pages allotted to each content category.

CHAPTER II

REVIEW OF RELATED LITERATURE

A major reason for the review of general and related research literature was to determine what research had or had not been done on the problem of study (Kerlinger, 1973). An extensive review of the literature in this investigation revealed only one study concerned with content analysis of Black Education Journals. In an unpublished dissertation completed in 1975, Matthews (1975) used content analysis to examine the Journal of Negro History and the Journal of Negro Education as well as 36 issues of Ebony magazine. She concluded from her study that the teachers of Blacks and Blacks themselves must realize that the generosity demonstrated by many Whites in the 1960's was not evident in the 1970's.

Additionally, correspondence with Howard University, Washington, D.C., publishers of The Journal of Negro Education, failed to produce any studies concerned with content analysis of Black Education. The review of the literature thus indicated a need for analysis of The Journal of Negro Education published from 1965 to 1979.

ERIC, an information network, collected education-related unpublished research studies and reported in computer form. The program was coordinated in Washington D.C. through sixteen clearing houses located at colleges, universities, or professional organizations which were responsible for specific educational areas. Searches were made on two retrieval systems using these descriptors: Black Education, content analysis, and Black Journals. With the exception of Matthews, no studies, either published or unpublished, had been completed concerning content analysis of Black Educational Journals.

Next, the review of literature related to the educational needs of Black children indicated that there was a critical defect area in the total educational process. Black children in some cases were unprepared to cope with the middle class school curriculum. Reasons for this lack of readiness to meet the demands of the public school were varied. A large percentage were rendered unprepared because of poverty. Their homes were overcrowded and restrictive of movement and privacy. Therefore, the child frequently entered school without prerequisites for academic learning. Such defects often led to placement in classes for the retarded, or, if the child remained in the mainstream, resulted in most cases in a cumulative deficit which was almost impossible to overcome.

Many of the studies on Black education and interpersonal relationships were taken from The Journal of Negro Education because most studies on Black students related to these constructs were found in this publication. Beyond that, the journal did draw on many research sources for materials for further study.

An inclusive library search of the literature in the area of Black education was instituted. This search included textbooks, dissertations, and periodicals which disclosed that all evaluation of articles in The Journal of Negro Education with the use of content analysis had not been done. The information retrieval system also produced negative results. Previous researchers have evaluated Black education and found significant changes in specific areas of concentration. There had been many evaluations of other developmental programs. These had tended to view negatively the effectiveness of Black education according to Brazziel and Terrell (1962, p. 6). (The challenge to American schools who teach the poor and thus often the Black child is to eradicate age-grade disparity in intelligence and achievement and thereby develop students who can realize the American dream of equality of economic opportunity, regardless of the circumstances of birth.)

In reviewing the literature on the effectiveness of interracial education, contradictory assertions were revealed regarding the effectiveness of White educators educating Black Students. Some researchers maintained that White educators could not effectively educate Black students while others argued that well-trained, sensitive White educators could, in principle at least, establish effective educational process with Black students. According to Lockard (1974), the individual who argued that special treatment given to Black children kept them second-class was not motivated by a desire to see Black individuals become first-class citizens, but is instead motivated by some fear. That fear may be rooted in any number of possibilities such as racism, the fear of losing one's job to a black person, or fear of government controls.

The American public is a complicated society, reflecting many social, ethnic, and cultural groups. Educators, as well as all others in the area of education, had the task of examining philosophies and beliefs in regard to the responsibilities they had toward students. "Education for a society based on racial and cultural pluralism is now an inescapable task being imposed on all students..." (Lockhard, 1974, p. 60). The role of the educator had been greatly affected by the differences of students. To be effective in an educating relationship, the educator must possess an understanding of the unique needs of each student. Without such an understanding, the problem of educating all students effectively was almost insurmountable.

The educator's understanding of Black children must extend beyond the boundaries of mere recognition. The educator and his/her committment to the uniqueness of each person within this group was necessary. Obviously, the stereotyping of Blacks must be avoided.

Among the many psychological needs of Black students, basic acceptance was paramount. A study by Blodgett and Green (1966) found that Black high school students felt basically rejected by both their school and home environment. Their feelings of rejection were complicated by a high rate of broken homes and material deprivation. The latter problems of non-white students often led them to expect the worst in their relationship with adults. A well-trained sensitive educator, irrespective of race, may be able to offset the non-white students post negative experience with society.

Gottlieb (1963), in assessing the views of Black and White teachers toward students in a northern urban school community, found differential perceptions of those students by their teachers. White teachers typically selected test items indicating that Black students are "talkative, lazy, high strung, rebellious and fun-loving." While Black teachers perceived the same students as being "happy, cooperative, energetic, ambitious and fun-loving." Most teachers agreed, however, that the children did not possess qualities usually associated with middle-class children. They were not perceived as being "cultured, poised, or sophisticated." These data supported the notion that Black and White teachers in depressed schools may have different impressions of the students, but, in general, they both perceived that the children did not possess the "desirable qualities of middle-class school children" (p. 5).

For the reasons cited above, school integration should come about at the early elementary levels so that Black students could profit from quality education and social interaction throughout their elementary school careers, rather than being introduced into an all-white school situation at the junior or senior high school level. Present data indicated that there was a systematic decline in aptitude and achievement test scores with time when students

remained in a school environment that was not stimulating, and there was enough evidence to support the contention that predominately Black schools were not academically stimulating (Green, et al., 1964, 1973).

When school integration did come about relatively late in the youngster's school career, these children may need special educational assistance in achieving the educational objective of the school. The research of Deutsch (1969) indicated that a lower-class Black child at times received about one-half to one-third less instructional time in the elementary grades than did the White child even when social economic status was controlled. In the schools that Deutsch sampled, as much as 80 percent of the school day focused on discipline problems and organizational details. If similar students were integrated into a White junior or senior high school level, a significant portion of the assumed academic training that most youngsters received at this period was completely lacking and must be accounted for. Riessman (1964) pointed out that certain activities that could be put into effect could help the youngster through the crucial transitional period:

> ...most of the catching up should be done in intensive after-school programs - summers, vacations - can all be utilized. Homework helpers, tutors, teaching machines, educational T.V., especially trained teachers, and the best existing teachers and supervisors (master teacher) should key on reading, basic knowledge and school know-how, test-taking skills, how to do homework, make outlines, participate in class, take notes, etc. The assumption should be made that these students are ignorant and uninformed rather than intelligent, non-verbal, lacking in motivation and the like. The parents must be intensively involved in supporting these after-school programs. (p. 6)

Integration at the early school levels, then, would prevent many of the educational deficiencies that were so apparent at the later elementary and upper school level without diluting the academic program and might allow adequate social training for both Black and White students.

When integration occurred, educators had to seek to minimize rather than maximize differences between minority and majority students. Remedial programs during the transitional period should be carefully scrutinized to decrease the negative psychological effects of "special classes" which might make "catching up" more difficult. Students needing extra or remedial help should spend a good portion of the school day in regular classrooms. Furthermore, constant evaluation and careful counseling should be a part of the program to allow disadvantaged students to move rapidly to a regular academic schedule. Finally, teacher inservice training programs were crucial and should focus on the educational challenge of teaching Black children in integrated schools rather than on the pitfalls of such an experience.

Educators had become increasingly aware of individual differences of students which had made the educational process extremely complex. Educators were plagued constantly with such problems as students who were highly motivated but showed little aptitude in a particular area or conversely, students who demonstrated ability, but lacked motivation. Should an educator encourage one student in the area, both, or neither? There were no easy answers and most educators would not attempt to answer this question; instead, they would offer students information concerning the area and make suggestions of possible alternatives which might be of interest to the student. The educator would assist the student in this situation.

Educators should develop a strategy for identifying attitudes and behavior in order to clarify and reflect certain strengths and weaknesses. This strategy would allow students to become more aware of reasons for their attitudes and behavior. An educator should also direct his comunication to the level of his

students. This means an educator would be "able to communicate in the language of youth, in the ghetto language, and in all of the other languages and dialects spoken by the student who he teaches" (Clark, (1974) p. 79). Different considerations needed to be made for each group. For instance, because of learned prejudice toward Blacks, their lack of financial power, and the dearth of positive images about them in school texts, less acceptance of black culture existed than did acceptance of, for example, Asian cultures. If a teacher was to become effective and realistic in dealing with problems that confront a culturally different youngster, he/she must develop strategies and techniques that would accommodate both the individual and group needs of the various subgroups represented in a particular school. Prejudice toward minority groups, whether racially, socially, or sexually oriented, was reinforced by biases which were institutionalized in the education system.

Fortunately, some educators have become aware of their limitations and biases. For a student to trust and respect the educator, the student must see the educator not only as one who educates, but also as a person who was interested in the student as an individual. The educator must be able to deal with students in a one-to-one and group setting while being instrumentally involved in creating and modifying alternatives within the social system.

To be a fair educator, the educator must be aware of the individual and all of his identities. This means that he must educate or re-educate himself to cultural identities of the Black student or any minority student.

According to Riessman "most disadvantaged children (Blacks) are relatively slow in performing intellectual tasks" (1964, p. 5). The slowness of these students was considered by most middle-class educators as an indication of dullness. Educators often had claimed that Black students were not verbally

articulate. Riessman disagreed with this claim and argued that Black students often verbalized well, but their verbalization may reflect language developed in their own group Generally, it was believed that Black students had a lesser regard for education than did Whites. Riessman believed that a major weakness of Black youth was academic ability, which should be strengthened by regular school attendance and fair educators.

There had been controversy concerning the treatment of Black students. To many educators the term "fair treatment" implied equal treatment. The Carter Administration had been influential in defining the kind of treatment needed by minority groups and had stated its support of Blacks and other minority groups being given special treatment in school admission programs. In a policy statement, the Carter administration said:

> "Although we have made progress in eliminating discrimination case by case, the major civil rights laws have been effective for little more than a decade. The pervasive effects of past discrimination remain with us. The vast majority of our racial and language minorities remain poorer and less educated, suffer greater unemployment, and are less able to influence the forces — economic, social and political — that bear upon their lives than is the white majority. To the extent we are still a nation of haves and have nots the dividing line is in part a function of face. (High Court Urged"., 1977, p. N6)

The idea of fair treatment was not new with the Carter Administration, as Brown vs Topeka indicated in 1954. There were those who argued that special treatment given to any individual or any group was basically wrong.

The review of literature concerning the investigation of educator-student relationship revealed that an educator's effectiveness was not a result of the educator's level of training. The establishment of a good relationship was more dependent upon certain qualities which the educator possessed rather than the

educator's theoretical orientation. Such qualities as sincerity, positive regard for the student, and good communication skills were also considered important qualities. The appropriateness of counseling hinged on the educator's understanding of students' needs and the way in which the educator responded to those needs.

Related research studies concerning fair and effective education for Blacks had produced contradictory results. The most common results were those which indicated that the ethnic background between educator and student "didn't matter," and emphasized the human qualities possessed by both the educator and student.

CHAPTER III

METHOD

Content Analysis, as a research method, has been defined by Berelson as "a research technique for the objective, systematic, and quantitative description of content of communication" (Berelson, 1971, p. 18). Research using content analysis had been conducted in history, communication, social science, psychology, and mathematics. Lee (1979) used content analysis for determining trends in Special Education journals between 1966 through 1978. The fact that no study in content analysis of Black Education had been located did not preclude the existence of such a study, in spite of the careful review made of the literature.

The criteria for selecting the categories used in this research were to identify changes and emphasis in Black Education after the 1964 Civil Rights Act from 1965 through 1979. One criterion was that each volume devoted considerable space to articles concerning the need to upgrade Black Education.

The fifteen-year time frame was based upon a review of literature. Prior to 1965, according to (Green, 1964, p. 81), "Black schools are not academically stimulating." Consequently, 1965 was chosen as the beginning of the time frame for this study of investigation of Black Education. The year 1979 was chosen as the end of the time-frame. To determine the primary focus of the articles published in The Journal of Negro Education in the fifteen-year time frame of this study, sixty journals were used.

The Journal of Negro Education is a multifaceted journal that communicated the concerns of education for Blacks. This quarterly journal was written primarily for Black educators and devoted to the upward mobility of Black students. This research was directed specifically to problems of educating

Blacks. It was expected that the proposed hypotheses would be strengthened in the Journal analysis.

Specific categories selected with regard to content published in The Journal of Negro Education were established for analysis. Content analysis was used to systematically and quantitatively analyze these categories into raw data.

To formulate the categories, Sellitz, Wrightman and Cook (1976) presented three primary rules:

(1) The set of categories should be derived from a single classificatory principle.

(2) The set of categories should be exhaustive; that is, it should be possible to place every response in one of the categories set.

(3) The categories within the set should be mutually exclusive; it should not be possible to place a given response in more than one category within the set. (p. 466)

This study was concerned with subject matter relating to Black education, and the classificatory principle was established on distinct references to subject-matter in the field.

According to Davitz (1972), content analysis is classifying the information contained in any communication according to a defined set of categories and following explicit rules of coding. To arrive at the classification of topics, research in Black Education and studies concerning desegregation in the school in the United States were examined, and an elaborate list of 41 topics was compiled. Due to the over-lapping of topics, the list was revised and a set of 32 topics were established. The 32 topics were chosen as subcategories for coding and afterwards combined into nine categories for the analysis of data. The topics and categories are shown in Table 1.

A description of the categories within the classification systems follows:

TABLE I

LIST OF TOPICS AND CATEGORIES FOR CODING ARTICLES

PUBLISHED IN THE JOURNAL OF NEGRO EDUCATION

	TOPICS	CATEGORIES
1.	Learning Techniques	Educational System
2.	Achievements	
3.	Integration	
4.	Behavior Modification	
5.	Self Concept	
6.	Learning Problem	
7.	Programming	
8.	Mainstreaming - Curriculum	
9.	Classroom Management	
10.	Economics	Economic Determinism
11.	Health - Housing	
12.	Employment	
13.	Professional Preparation	
14.	Socialization (Busing)	
15.	History	Historical Methods
16.	Biography	
17.	Philosophy	
18.	Political Problems	Law
19.	Laws - Legal Issues	
20.	Administration (HEW), (EEO), (OE)	
21.	Special Programs	

TABLE 1 Continued

	TOPICS	CATEGORIES
22.	Humanities	Humanities
23.	Literature	
24.	Drama	
25.	Music	
26.	Art	
27.	Social Implication	Social Facilitation
28.	Family	
29.	Inner City Schools	
30.	Socioculture	Socioculture
31.	Psychological Problems	Psychological Problems
32.	Research	Research

DEFINITION OF TERMS

I. Educational Systems - The social institutions or systems of interrelated social roles and norms that ensure the transmission of values and patterns of behavior from one generation to another. This system comprises only formal organizations devoted to education.

II. Economic Determinism - The doctrine that econmic factors are the most crucial factors in explaining social behavior. Economic determinism assumes that the acquisition of material goods is the most important source of human motivation.

III. Historical Methods - The evaluation of sources of information about the past to determine authenticity and the analysis of authentic sources for detailed data about the period being observed. Sources of information used are laws, public records, reports, literature, in all forms.

IV. Laws - A system of standardized norms regulating human conduct, deliberately established for the purpose of social control. Laws are interpreted and enforced by formal public (political) authority, rather than by customs.

V. Humanities - Disciplines concerned with the understanding of human life, human behavior, or human experience. Humanists are not concerned with generalizing principles; they are instead concerned with unique, individual events, and experience.

VI. Social Facilitation - The stimulating effect of the presence or activity of other people on an individual's motivation or performance.

VII. Socioculture - A social group or set of interacting persons or groups, conceived of as distinct from the particular persons who composes it. Socioculture includes process and change and active consequences and modifications of interactions as well as structure and stable forms.

VIII. Psychological Problems - A theoretical approach in psychology that deals with unusual, deviant, and maladjustive individual behavior.

IX. Research - A systematic and objective attempt to study a problem for the purpose of developing scientific theories or basic principles of a discipine.

PROCEDURE

A systematic review of all studies in Black Education appearing in the Journals from 1965 through 1979 were examined. The Journal of Negro Education provided a broader coverage of areas of Black Education than any other publication, and since The Journal of Negro Education constituted a rather sizable proportion of the Black Educational studies published, it was decided that all of the articles appearing in the Journals were included in the present investigation.

A page count of the journal's content was employed to represent numerically the amount of emphasis given to a specific content area. To insure content accuracy of the number of pages devoted to content, an average line-space was used to quantify the content. A line-space was one full line of content. Each article was individually analyzed using the established content category heading. All content was tabulated under one of the thirty-two topics; any articles difficult to analyze were re-examined and entered in the category most closely related to content area. No content area was entered under more than one topic.

The page count for each article represented the amount of published subject matter in each journal. Page count totals for each journal were added together to obtain an overall total of content pages for the fifteen-year time frame.

CHAPTER IV

RESULTS

In this investigation, a page count was used to determine content emphasis in The Journal of Negro Education from 1965 through 1979. These page counts were designated as raw data and then translated into percentages. A change in percentage revealed the amount of change in emphasis. The term emphasis was used to describe the percentage of page-space given to the particular category under analysis.

The data obtained from the 60 journals were reported on three tabulation sheets to depict content emphases in the journals. One sheet was developed for each of the three time-frames in the study. Raw data from these tabulation sheets are reported in Tables 6 through 20 in Appendix A of this investigation.

Appendix B, Tables 21 through 29, includes the individual journals and time-frames. The raw data are presented in the following manner: (1) the total number of content pages for each journal; (2) the total number of pages allocated to the category specified at the top of the table, the raw data for all time-frames were presented and then translated into percentages.

The summary of the raw data in Appendices A and B is presented in Tables 2, 3, and 4. The data reflects the content emphasis of The Journal of Negro Education over the three time-frames: 1965 through 1969, 1970 through 1974, and 1975 through 1979.

TABLE 2

NUMBER OF PAGES AND PERCENTAGES BY CATEGORY

CATEGORY	YEARS				
	1 1965 %	2 1966 %	3 1967 %	4 1968 %	5 1969 %
EDUCATIONAL SYSTEMS	136(32.8)	181(39.4)	169(45.7)	53(17.2)	135(31.5)
ECONOMIC DETERMINISM	55(13.3)	68(14.8)	32(8.6)	21(6.8)	40(9.4)
HISTORICAL METHODS	20(4.8)	20(4.4)	17(4.6)	0(0)	0(0)
LAWS	55(13.3)	32(7.0)	7(1.9)	29(9.4)	23(8)
HUMANITIES	0(0)	16(3.5)	0(0)	0(0)	0(0)
SOCIAL FACILITATION	81(19.5)	73(15.9)	47(12.7)	67(21.8)	26(6.1)
SOCIO-CULTURE	30(7.2)	16(3.5)	20(5.4)	46(14.9)	45(10.5)
PSYCHOLOGICAL PROBLEMS	13(3.1)	35(7.6)	32(8.6)	56(18.2)	98(23.0)
RESEARCH	25(6.0)	18(3.9)	46(12.4)	36(11.7)	49(11.5)
TOTAL PAGES	415	459	370	308	427

*Numbers in Parenthesis Indicates Percent

TABLE 3

NUMBER OF PAGES AND PERCENTAGES BY CATEGORY

CATEGORY	YEARS				
	1 1970 %	2 1971 %	3 1972 %	4 1973 %	5 1974 %
EDUCATIONAL SYSTEMS	149(46.8)	160(43.5)	162(44.1)	171(34.5)	198)39.2)
ECONOMIC DETERMINISM	21(5.9)	29(7.9)	16(4.3)	61(12.2)	0(0)
HISTORICAL METHODS	151(1.4)	5(1.4)	13(3.5)	55(11.0)	51(8.1)
LAWS	0(0)	9(2.5)	0(0)	18(3.6)	23(4.6)
HUMANITIES	11(3.2)	9(2.5)	0(0)	0(0)	0(0)
SOCIAL FACILITATION	23(6.5)	46(12.5)	0(0)	0(0)	17(3.4)
SOCIO-CULTURE	46(12.9)	43(11.7)	66(17.9)	30(6.0)	39)7.5)
PSYCHOLOGICAL PROBLEMS	52(14.6)	45(12.3)	28(7.6)	42(8.4)	69(13.7)
RESEARCH	39(11.0)	21(5.7)	83(22.6)	121(24.3)	129(25.5)
TOTAL PAGES	356	367	368	498	505

*Numbers in Parenthesis Indicates Percent

TABLE 4

NUMBER OF PAGES AND PERCENTAGES BY CATEGORY

CATEGORY	YEARS				
	1 1975 %	2 1976 %	3 1977 %	4 1978 %	5 1979 %
EDUCATIONAL SYSTEMS	164(30.7)	168(36.2)	111(27.9)	117(30.1)	166(32.1)
ECONOMIC DETERMINISM	10(1.9)	34(7.4)	36(8.8)	0(0)	21(4.1)
HISTORICAL METHODS	17(3.2)	72(15.6)	40(9.7)	36(9.3)	54(10.4)
LAWS	18(3.4)	0(0)	27(6.6)	42(10.8)	22(14.3)
HUMANITIES	0(0)	23(5.0)	13(3.2)	0(0)	0(0)
SOCIAL FACILITATION	36(6.7)	0(0)	38(9.2)	60(15.5)	27(5.2)
SOCIO-CULTURE	72(13.5)	22(4.8)	18(4.4)	38(9.8)	78(15.1)
PSYCHOLOGICAL PROBLEMS	43(8.0)	47(10.2)	59(14.4)	69(17.8)	55(10.6)
RESEARCH	175(32.6)	96(20.8)	69(16.8)	26(6.7)	94(18.2)
TOTAL PAGES	535	462	411	388	517

*Numbers in Parenthesis Indicates Percent

The first time-frame shows a total of 1,979 (31%) content pages, the second time-frame a total of 2,094 (33%) content pages, and the third time-frame a total of 2,313 (36%) content pages. These percentages were based on a total of 6,386 content pages which indicated an increase for the period of this study, 1965 through 1979. An increase of 2% occurred in the second time-frame, and a 5% increase occurred in the third time-frame. These increases in number of pages were relatively small; therefore it might be assumed that these could be chance increases because of the nature and style of presentation or printing.

The data in Table 5 indicate the relationship of each content category to the set of categories across each of the three time-frames. The rank-order of each content area was based upon a percentage computed of the total number of content pages for each journal from all three time-frames. Table 5 permits a closer look at changes in emphasis. In some content categories the changes appear to shift quite drastically in the short period of time of the study. In others, the content categories remained fairly constant.

After all published articles were coded under their content categories, the category designated as Educational Systems rank-ordered number 1 in all three time-frames. In other words, Educational Systems was the most emphasized of the nine categories. Since the findings indicated no signficant changes in Educational Systems in number published over the designated time period, it was concluded that the material published in The Journal of Negro Education did reflect the current emphasis in the field.

The category Educational Systems rank-ordered number 1 in all three time-frames. Category Social Facilitation dropped from number 2 (14.8%) (time-frame one) to number 7 (4.1%) (time-frame two) and number 6 (6.9%) (time-frame three). The change in emphasis dropped greatly across the time frames.

TABLE 5

RESULTS OF THE ANALYSIS OF PAGES BY CONTENT CATEGORIES
IN RANK ORDER FOR TIME FRAMES ONE, TIME FRAME TWO AND
TIME FRAME THREE SHOWING TOTAL PAGES AND PERCENTAGES OF EMPHASIS

RANKS	CATEGORY	N %	RANKS	CATEGORY	N %	RANKS	CATEGORY	N %
1.	Educational System	674/34	1.	Educational System	840/40.1	1.	Educational System	726/31.3
2.	Social Facilitation	294/14.8	2.	Research	393/19.7	2.	Research	460/19.8
3.	Psychological Problems	237/11.9	3.	Psychological Problems	263/11.2	3.	Psychological Problems	273/11.8
4.	Economic Determinism	216/10.9	4.	Socio-Culture	223/10.6	4.	Socio-Culture	228/9.8
5.	Research	174/8.7	5.	Economic Determinism	127/6.0	5.	Historical Methods	219/9.4
6.5	Laws	157/7.9	6.	Historical Methods	119/5.6	6.	Social Facilitation	161/6.9
6.5	Socio-Culture	157/7.9	7.	Social Facilitation	86/4.1	7.	Laws	109/4.7
8.	Historical Methods	57/2.8	8.	Laws	50/2.3	8.	Economic Determinism	101/04.3
9.	Humanities	16/00.8	9.	Humanities	20/.9	9.	Humanities	36/1.5

Research category changed drastically both in rank-order and in emphasis from time-frame one to time-frames two and three. Psychological Problems category remained fairly consistent across the three time-frames. Psychological Problems received (11.9%) emphasis in time-frame one, 1965 through 1969, (11.2%) emphasis in time-frame two, 1970 through 1974, and (11.8%) emphasis in time-frame three, 1975 through 1979. Economic Determinism dropped consistently in time-frame one, 1965 through 1969, Economic Determinism rank-ordered number 4. In time-frame two, 1970 through 1974, this category dropped to number 5. In time-frame three, 1975 through 1979, this category dropped drastically to number 8. In time-frame one, Economic Determinism received (10.9%) emphasis, while in time-frame three emphasis dropped to (4.3%) in the 2 five-year periods.

Laws category remained comparatively constant across the three time-frames. In time-frame one, 1965 through 1969, this category ranked number 6.5; time-frame two, 1970 through 1974, number 8; and time-frame three, 1974 through 1979, number 7. This category received (7.9%) of the emphasis in time-frame one and (2.3%) in time-frame two, while in time-frame three (4.7%) emphasis was received. Laws was one of two categories ranking in 6.5 place in time-frame one.

Socio-Culture category changed considerably across the three time-frames both in rank-order and in emphasis. This category moved from a low rank-order position of number 6.5 in time-frame one, 1965 through 1979, to a higher position of number 4 in time-frames two, 1970 through 1974, and in time-frame three, 1975 through 1979. In time-frame one, Socio-Culture received (7.9%) emphasis but increased to (10.6%) in time-frame two, and (9.8%) in time-frame three. Socio-Culture was one of two categories ranking in 6.5 place in time-frame one.

Historical Methods category changed both in rank-order and in emphasis across three time-frames. Historical Methods rank-ordered number 8 in time-frame one, 1965 through 1979, and number 6 in time-frame two, 1970 through 1974, and number 5 in time-frame three, 1975 through 1979. The change in emphasis increased from (2.8%) emphasis in time-frame one to (5.6%) emphasis in time-frame two, while this category received (9.4%) emphasis in time-frame three. Publication emphasis in Historical Methods apparently increased.

Category Humanities rank-ordered number 9 in all three time-frames. This category was constant both in rank-order and in emphasis. In time-frame one, 1965 through 1969, Humanities received (.8%) emphasis, a low (.9%) emphasis in time-frame two, while in time-frame three (1.5%) emphasis was received. This ordering indicates little content was concerned with Humanities in Black education in any of the time frames.

FINDINGS

Percentages were computed to evaluate the hypothesized statements of this investigation. Each of the statements is discussed seprately.

Hypothesis 1. There will be less emphasis allocated to Historical Methods content in time-frame one than in the second or third time-frame.

This statement was supported by the data. The study revealed a (2.8%) emphasis on Historical Method in time-frame one, (5.6%) emphasis in time-frame two, and a (9.4%) emphasis in time-frame three. This indicates an 6.6% increase of space allocated to Historical Method content in time-frame three and results in accepting this hypothesis.

Hypothesis 2: There will be less emphasis allocated to the Humanities content than to any other content area during the fifteen-year time span.

This hypothesis was supported by the data. There was a (.8%) emphasis on the Humanities in time-frame one, (.9%) emphasis in time-frame two and (1.5%) emphasis in time-frame three. This indicates an increase of space allocated to Humanities although this category received less emphasis than any other category. This hypothesis was thus supported by the data.

Hypothesis 3: There will be less emphasis allocated to law (political issues) content in time-fame two, than in time-frame one or time-frame three.

This hypothesis was supported by the data. There was (2.3%) emphasis on Laws (political issues) in time-frame two, (7.9%) in time-frame one, and (4.7%) in time frame three. This indicates a (5.6%) increase of space allocated to Laws (political issues) in time-frame one than in time-frame two, and a (3.6%) increase of space allocated in time-frame three. Hypothesis 3 was thus supported by the data.

Hypothesis 4: There will be less emphasis allocated to Social Facilitation content in time-frame two than in time-frame one or time-frame three.

This hypothesis was supported by the data. There was a (14.8%) emphasis on Social Facilitation in time-frame one, (4.1%) emphasis in time-frame two, and (6.9%) emphasis in time-frame three. This indicates a decrease of (10.7%) emphasis of space allocated on Social Facilitation in time-frame two, and a (2.8%) emphasis increase in time-frame three. Thus, this hypothesis was supported by the data.

Hypothesis 5: There will be more emphasis allocated to Educational Systems content in time-frame two than in time-frame one and time-frame three.

There was a (40.1%) emphasis on Educational Systems in time-frame two and a (34%) emphasis in time-frame one and a (31.3%) emphasis in time-frame

three. This indicates a (6.1%) emphasis increase of space allocated to Educational Systems content in time-frame two and a (9.8%) emphasis decrease in time-frame three. This category received more emphasis than any other category.

Thus, this hypothesis was supported by the data.

Hypothesis 6: There will be more emphasis allocated to Research content in time-frame two than in time-frame three and in time-frame one.

Hypothesis six was not supported by the data. There was (19.7%) emphasis on Research content in time-frame two, (19.8%) emphasis in time-frame three, and (8.7%) emhasis in time-frame one. This indicates a (.1%) increase of space allocated to Research content in time-frame three. This hypothesis was rejected.

An overall view of the changes in emphasis (page-space and percentages) appears in Tables 2, 3, and 4, which provides a presentation of pages allocated to each category for time-frame one (1965 through 1969), time-frame two (1970 through 1974), and time-frame three (1975 through 1979). Educational Systems category received the most emphasis in all three time-frames. Research category showed the greatest increases in emphasis (11.0%) from time-frame one to time-frame three. Historical Methods and Socio-Culture also increased in emphasis from time-frame one to time-frame three.

Categories Social Facilitation, Economic Determinism, and Laws showed a decrease in emphasis in time-frame one when compared to time-frame two and time-frame three. Humanities and Psychological Problems remained constant over the three time-frames. Humanities received very little emphasis in the three time-frames.

Educational Systems remained the most highly emphasized content category over the total fifteen-year time-frame. Humanities showed the least amount of emphasis throughout the total time-frame of the study.

CHAPTER V

CONCLUSIONS

The conclusions are related only to this investigation and cannot be generalized beyond the 60 journals included in the study. Black education, like all areas of education, is concentrated on change. The process of change appears to be politically and socially based rather than research based. The changes reflected by the data from this investigation disclose that changes in publication emphasis have occurred in Black education from 1965 through 1979. The research in this study indicates a high level of constant emphasis on Educational Systems. Publication emphasis on educational systems also maintained a constant high through all three time-frames.

Throughout the study, the literature of content analysis in Black education was difficult to locate. The articles in The Journal of Negro Education appear to be definitive and carefully documented, yet at the same time the intent of not being static was accomplished. The findings of this investigation show that the articles published were not static in terms of content. It is obvious that problems in Black education continue to exist, even though professionals and paraprofessionals in the field continue to utilize literature significant in the field.

Issues concerning certain groups can appear in The Journal of Negro Education only upon recommendation of the Advisory Board. Thus, the analysis of journals may not be the most appropriate techniques for analyzing trends and changes within the field. Nevertheless, it does provide objective evidence as to what is pertinent at the time.

Fantini and Weinstein have observed as follows:

> When the diverse problems which face our country today - the outcome of which ultimately shall determine the fate of the United States - are examined in relation to the purpose of our educational System, it becomes all too clear that our education has been severely deficient in achieving its purpose, quantatively and qualitatively. Yet, education is the only institution upon which we, as a nation, can rely to provide us with a population which has a significant proportion of truly democratic, socially oriented, dedicated adults who can contribute to our country's welfare. (1968, p. 172).

In 1971, Psychologist Kenneth Clark noted that,

> Urban schools are spawning hundreds of thousands of functional illiterates who are incapable of playing a constructive role in our society and who cannot be integrated in the economy without costly remedial education, even in such basics as reading and arithmetic. (1971, p. 301).

The analysis of one journal obviously forbids any conclusions as to the trends or changes of Black education. Nevertheless, the findings of this study attempted to isolate concepts which could benefit educators in understanding the Black students and their interest.

RECOMMENDATIONS

In this investigation, an attempt was made to trace the changes in subject matter of articles published in The Journal of Negro Education from 1965 through 1975 using content analysis. It was designed to determine both the kind and quantification of topic presented in the publication. The analysis was limited in that it described content only and was not directed to verbal features. Because The Journal of Negro Education is a multi-disciplined organ concerned with the education of Blacks, it continues both definitive and documented studies and is not intended to be static. It was chosen for investigation to reflect changes in the publication's emphasis that occurred in Black education from

1965 through 1979. The research in this study indicates a consistently high level of emphasis in Educational System.

As a result of this study, several recommendations are suggested for further research:

1. Conduct an investigation using the content categories from this research to evaluate books written by Black educators during the same time-frame.
2. Replicate this study and establish goals for educating Black students such as promoting in these students not only a positive self-awareness but also self-acceptance.
3. An assessment of Black students' goals is needed in order to motivate them to reach maximum potential. This research would be beneficial to all educators.
4. Conduct an additional study of the authors of the articles to provide a follow-up on the educative process of Blacks.

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APPENDIX A

TABLE 6

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1965

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATIONAL SYSTEMS	136	32.8
ECONOMIC DETERMINISM	55	13.3
HISTORICAL METHODS	20	4.8
LAWS	55	13.3
HUMANITIES	-	-
SOCIAL FACILITATION	81	19.5
SOCIO-CULTURE	30	7.2
PSYCHOLOGICAL PROBLEMS	13	3.1
RESEARCH	25	6.0
TOTAL NUMBER OF PAGES COVERING CONTENT	415	

* Percentages may not total 100% due to rounding

TABLE 7

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1966

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATIONAL SYSTEMS	181	39.4
ECONOMIC DETERMINISM	68	14.8
HISTORICAL METHODS	20	4.4
LAWS	32	7.0
HUMANITIES	16	3.5
SOCIAL FACILITATION	73	15.9
SOCIO-CULTURE	16	3.5
PSYCHOLOGICAL PROBLEMS	35	7.6
RESEARCH	18	3.9
TOTAL NUMBER OF PAGES COVERING CONTENT	459	

TABLE 8

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1967

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATIONAL SYSTEMS	169	45.7
ECONOMIC DETERMINISM	32	8.6
HISTORICAL METHODS	17	4.6
LAWS	7	1.9
HUMANITIES	-	-
SOCIAL FACILITATION	47	12.7
SOCIO-CULTURE	20	5.4
PSYCHOLOGICAL PROBLEMS	32	8.6
RESEARCH	46	12.4
TOTAL NUMBER OF PAGES COVERING CONTENT	370	

TABLE 9

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1968

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATIONAL SYSTEMS	53	17.2
ECONOMIC DETERMINISM	21	6.8
HISTORICAL METHODS	-	-
LAWS	29	9.4
HUMANITIES	-	-
SOCIAL FACILITATION	67	21.8
SOCIO-CULTURE	46	14.9
PSYCHOLOGICAL PROBLEMS	56	18.2
RESEARCH	36	11.7
TOTAL NUMBER OF PAGES COVERING CONTENT	308	

TABLE 10

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1969

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATIONAL SYSTEMS	135	31.5
ECONOMIC DETERMINISM	40	9.4
HISTORICAL METHODS	-	-
LAWS	34	8.0
HUMANITIES	-	-
SOCIAL FACILITATION	26	6.1
SOCIO-CULTURE	45	10.5
PSYCHOLOGICAL PROBLEMS	98	23.0
RESEARCH	49	11.5
TOTAL NUMBER OF PAGES CONVERING CONTENT	427	

TABLE 11

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1970

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATIONAL SYSTEMS	149	46.8
ECONOMIC DETERMINISM	21	5.9
HISTORICAL METHODS	15	4.2
LAWS	-	-
HUMANITIES	11	3.1
SOCIAL FACILITATION	23	6.5
SOCIO-CULTURE	46	12.9
PSYCHOLOGICAL PROBLEMS	52	14.6
RESEARCH	39	11.0
TOTAL NUMBER OF PAGES COVERING CONTENT	356	

TABLE 12

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1971

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATION SYSTEMS	160	43.5
ECONOMIC DETERMINISM	21	7.9
HISTORICAL METHODS	5	1.4
LAWS	9	2.5
HUMANITIES	9	2.5
SOCIAL FACILITATION	46	12.5
SOCIO-CULTURE	43	11.7
PSYCHOLOGICAL PROBLEMS	45	12.3
RESEARCH	121	24.3
TOTAL NUMBER OF PAGES COVERING CONTENT	367	

TABLE 13

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1972

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATION SYSTEMS	162	44.1
ECONOMIC DETERMINISM	16	4.3
HISTORICAL METHODS	13	3.5
LAWS	-	-
HUMANITIES	-	-
SOCIAL FACILITATION	-	-
SOCIO-CULTURE	66	17.9
PSYCHOLOGICAL PROBLEMS	28	7.6
RESEARCH	83	22.6
TOTAL NUMBER OF PAGES COVERING CONTENT	368	

TABLE 14

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1973

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATION SYSTEMS	171	34.5
ECONOMIC DETERMINISM	61	12.2
HISTORICAL METHODS	55	11.0
LAWS	18	3.6
HUMANITIES	-	-
SOCIAL FACILITATION	-	-
SOCIO-CULTURE	30	60
PSYCHOLOGICAL PROBLEMS	42	8.4
RESEARCH	121	24.3
TOTAL NUMBER OF PAGES COVERING CONTENT	498	

TABLE 15

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1974

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATIONAL SYSTEMS	198	39.2
ECONOMIC DETERMINISM	-	-
HISTORICAL METHODS	31	6.1
LAWS	23	4.6
HUMANITIES	-	-
SOCIAL FACILITATION	17	3.4
SOCIO-CULTURE	38	7.5
PSYCHOLOGICAL PROBLEMS	69	13.7
RESEARCH	129	25.5
TOTAL NUMBER OF PAGES COVERING CONTENT	505	

TABLE 16

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1975

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATIONAL SYSTEMS	164	30.7
ECONOMIC DETERMINISM	10	1.9
HISTORICAL METHODS	17	3.2
LAWS	18	3.4
HUMANITIES	-	-
SOCIAL FACILITATION	36	6.7
SOCIO-CULTURE	72	13.5
PSYCHOLOGICAL PROBLEMS	43	8.0
RESEARCH	175	32.6
TOTAL NUMBER OF PAGES COVERING CONTENT	535	

TABLE 17

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1975

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATIONAL SYSTEMS	168	36.2
ECONOMIC DETERMINISM	34	7.4
HISTORICAL METHODS	72	15.6
LAWS	-	-
HUMANITIES	23	5.0
SOCIAL FACILITATION	-	-
SOCIO-CULTURE	22	4.8
PSYCHOLOGICAL PROBLEMS	47	10.2
RESEARCH	96	20.8
TOTAL NUMBER OF PAGES COVERING CONTENT	462	

TABLE 18

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1977

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATIONAL SYSTEMS	111	26.9
ECONOMIC DETERMINISM	36	8.8
HISTORICAL METHODS	40	9.7
LAWS	27	6.6
HUMANITIES	13	3.2
SOCIAL FACILITATION	38	9.2
SOCIO-CULTURE	18	4.4
PSYCHOLOGICAL PROBLEMS	59	14.4
RESEARCH	69	16.8
TOTAL NUMBER OF PAGES COVERING CONTENT	411	

TABLE 19

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1978

CONTENT CATEGORIES	NUMBER OF PAGES ALLOCATED TO CONTENT CATEGORY	PERCENT OF CONTENT PAGES ALLOCATED TO CATEGORY
EDUCATIONAL SYSTEMS	117	30.1
ECONOMIC DETERMINISM	-	-
HISTORICAL METHODS	36	9.3
LAWS	43	10.8
HUMANITIES	-	-
SOCIAL FACILITATION	60	15.5
SOCIO-CULTURE	38	9.8
PSYCHOLOGICAL PROBLEMS	69	17.8
RESEARCH	26	6.7
TOTAL NUMBER OF PAGES COVERING CONTENT	338	

TABLE 20

RAW DATA RESULTS OF THE CONTENT ANALYSIS OF
THE JOURNAL OF NEGRO EDUCATION
1979

CONTENT CATEGORIES	TO CONTENT CATEGORY	ALLOCATED TO CATEGORY
EDUCATIONAL SYSTEMS	166	32.1
ECONOMIC DETERMINISM	21	4.1
HISTORICAL METHODS	54	10.4
LAWS	22	4.3
HUMANITIES	-	-
SOCIAL FACILITATION	27	5.2
SOCIO-CULTURE	78	15.1
PSYCHOLOGICAL PROBLEMS	55	10.6
RESEARCH	94	18.2
TOTAL NUMBER OF PAGES COVERING CONTENT	517	

APPENDIX B

TABLE 21

RAW DATA RESULTS FOR THE CONTENT CATEGORY EDUCATIONAL SYSTEMS IN JOURNAL AND TIME-FRAME

PUBLICATION DATES	TOTAL NUMBER OF CONTENT PAGES IN JOURNAL	TOTAL NUMBER OF PAGES ALLOCATED TO CATEGORY	PERCENT
1965	415	136	32.8
1966	459	181	39.4
1967	370	169	45.7
1968	308	53	17.2
1969	427	135	31.5
TIME-FRAME ONE	1,979	674	34
1970	356	149	46.8
1971	367	160	43.5
1972	368	162	44.1
1973	498	171	34.5
1974	505	198	39.2
TIME-FRAME TWO	2,094	840	40.1
1975	535	164	30.7
1976	462	168	36.2
1977	411	111	26.9
1978	388	117	30.1
1979	517	166	32.1
TIME-FRAME THREE	2,313	726	31.3
TOTAL OVERALL RESULTS 1965-1979	6,286	2,240	35

TABLE 22

RAW DATA RESULTS FOR THE CONTENT CATEGORY ECONOMIC DETERMINISM JOURNAL AND TIME-FRAME

PUBLICATION DATES	TOTAL NUMBER OF CONTENT PAGES IN JOURNAL	TOTAL NUMBER OF PAGES ALLOCATED TO CATEGORY	PERCENT
1965	415	55	13.3
1966	459	68	14.8
1967	370	21	6.8
1968	308	21	6.8
1969	427	40	9.4
TIME-FRAME ONE	1,979	216	10.9
1970	356	21	5.9
1971	367	19	7.9
1972	368	16	4.3
1973	498	61	12.2
1974	505	-	-
TIME-FRAME TWO	2,094	127	6.0
1975	535	10	1.9
1976	562	34	7.4
1977	411	36	8.8
1978	388	-	-
1979	517	21	4.1
TIME-FRAME THREE	2,313	101	4.3
TOTAL OVERALL RESULTS 1965-1979	6,368	444	6.9

TABLE 23

RAW DATA RESULTS FOR THE CONTENT CATEGORY HISTORICAL METHODS JOURNAL AND TIME-FRAME

PUBLICATION DATES	TOTAL NUMBER OF CONTENT PAGES IN JOURNAL	TOTAL NUMBER OF PAGES ALLOCATED TO CATEGORY	PERCENT
1965	415	20	4.8
1966	459	20	4.4
1967	370	17	4.6
1968	308	-	-
1969	427	-	-
TIME-FRAME ONE	1,979	57	2.8
1970	356	15	2.8
1971	367	5	1.4
1972	368	13	3.5
1973	498	55	11.0
1974	505	31	6.1
TIME-FRAME TWO	2,094	119	5.6
1975	535	17	3.2
1976	462	72	15.6
1977	411	40	9.7
1978	388	36	9.3
1979	517	54	10.4
TIME-FRAME THREE	2,313	219	9.4
TOTAL OVERALL RESULTS 1965-1979	6,386	395	6.1

TABLE 24

RAW DATA RESULTS FOR THE CONTENT
CATEGORY LAWS
JOURNAL AND TIME-FRAME

PUBLICATION DATES	TOTAL NUMBER OF CONTENT PAGES IN JOURNAL	TOTAL NUMBER OF PAGES ALLOCATED TO CATEGORY	PERCENT
1965	415	55	13.3
1966	459	32	7.0
1967	370	7	1.9
1968	308	29	9.4
1969	427	34	8.0
TIME-FRAME ONE	1,979	157	7.9
1970	356	-	-
1971	367	9	2.5
1972	368	-	-
1973	498	18	3.6
1974	505	23	4.6
TIME-FRAME TWO	2,094	50	2.0
1975	535	18	3.4
1976	462	-	-
1977	411	27	6.6
1978	388	42	10.8
1979	517	-	4.3
TIME-FRAME THREE	2,313	109	4.7
TOTAL OVERALL RESULTS 1965-1979	6,386	316	4.9

TABLE 25

RAW DATA RESULTS FOR THE CONTENT CATEGORY HUMANITIES JOURNAL AND TIME-FRAME

PUBLICATION DATES	TOTAL NUMBER OF CONTENT PAGES IN JOURNAL	TOTAL NUMBER OF PAGES ALLOCATED TO CATEGORY	PERCENT
1965	415	-	-
1966	459	16	3.5
1967	370	-	-
1968	308	-	-
1969	427	-	-
TIME-FRAME ONE	1,979	16	.8
1970	356	11	3.1
1971	367	9	2.5
1972	368	-	-
1973	498	-	-
1974	505	-	-
TIME-FRAME TWO	2,094	20	.9
1975	535	-	-
1976	462	23	5.0
1977	411	13	3.2
1978	388	-	-
1979	517	-	-
TIME-FRAME THREE	2,313	36	1.5
TOTAL OVERALL RESULTS 1965-1979	6,386	72	1.1

TABLE 26

RAW DATA RESULTS FOR THE CONTENT CATEGORY SOCIAL FACILITATION JOURNAL AND TIME-FRAME

PUBLICATION DATES	TOTAL NUMBER OF CONTENT PAGES IN JOURNAL	TOTAL NUMBER OF PAGES ALLOCATED TO CATEGORY	PERCENT
1965	415	81	19.5
1966	459	73	15.9
1967	370	47	12.7
1968	308	67	21.8
1969	427	26	6.1
TIME-FRAME ONE	1,979	294	14.8
1970	356	23	6.5
1971	367	46	12.5
1972	368	-	-
1973	498	-	-
1974	505	17	3.4
TIME-FRAME TWO	2,094	86	4.1
1975	535	36	6.7
1976	462	-	-
1977	411	38	9.2
1978	388	60	15.5
1979	517	27	5.2
TIME-FRAME THREE	2,313	161	6.9
TOTAL OVERALL RESULTS 1965-1979	6,386	491	7.7

TABLE 27

RAW DATA RESULTS FOR THE CONTENT CATEGORY SOCIO-CULTURE JOURNAL AND TIME-FRAME

PUBLICATION DATES	TOTAL NUMBER OF CONTENT PAGES IN JOURNAL	TOTAL NUMBER OF PAGES ALLOCATED TO CATEGORY	PERCENT
1965	415	30	7.2
1966	459	16	3.5
1967	370	20	5.4
1968	308	46	14.9
1969	427	45	10.5
TIME-FRAME ONE	1,979	157	7.9
1970	356	46	12.9
1971	367	43	11.7
1972	368	66	17.9
1973	498	121	24.3
1974	505	129	25.5
TIME-FRAME TWO	2,094	393	18.8
1975	535	175	32.6
1976	462	96	20.8
1977	411	69	16.8
1978	388	26	6.7
1979	517	94	18.2
TIME-FRAME THREE	2,313	460	19.9
TOTAL OVERALL RESULTS 1965-1979	6,386	1,010	15.8

TABLE 28

RAW DATA RESULTS FOR THE CONTENT CATEGORY PSYCHOLOGICAL PROBLEMS JOURNAL AND TIME-FRAME

PUBLICATION DATES	TOTAL NUMBER OF CONTENT PAGES IN JOURNAL	TOTAL NUMBER OF PAGES ALLOCATED TO CATEGORY	PERCENT
1965	415	13	3.1
1966	459	35	7.6
1967	370	32	8.6
1968	308	56	18.2
1969	427	98	23.0
TIME-FRAME ONE	1,979	234	11.8
1970	356	52	14.6
1971	367	45	12.3
1972	368	28	7.6
1973	498	42	8.4
1974	505	69	13.7
TIME-FRAME TWO	2,094	236	11.2
1975	535	43	8.0
1976	462	47	10.2
1977	411	59	14.4
1978	388	69	17.8
1979	517	55	10.6
TIME-FRAME THREE	2,313	273	11.8
TOTAL OVERALL RESULTS 1965-1979	6,386	743	11.6

TABLE 29

RAW DATA RESULTS FOR THE CONTENT CATEGORY RESEARCH JOURNAL AND TIME-FRAME

PUBLICATION DATES	TOTAL NUMBER OF CONTENT PAGES IN JOURNAL	TOTAL NUMBER OF PAGES ALLOCATED TO CATEGORY	PERCENT
1965	415	14	6.0
1966	459	18	3.9
1967	370	46	12.4
1968	308	36	11.7
1969	427	49	11.5
TIME-FRAME ONE	1,979	174	8.8
1970	356	39	11.0
1971	367	21	5.7
1972	368	83	22.6
1973	498	121	24.3
1974	505	129	25.5
TIME-FRAME TWO	2,094	393	18.8
1975	535	175	32.6
1976	462	96	20.8
1977	411	69	16.8
1978	388	26	16.7
1979	517	94	18.2
TIME-FRAME THREE	2,313	460	19.9
TOTAL OVERALL RESULTS 1965-1979	6,386	1,027	16.0