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A CONTENT ANALYSIS OF SELECTED ADULT
EDUCATION TEXTBOOKS FROM 1969 THROUGH 1978.

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A CONTENT ANALYSIS OF SELECTED ADULT EDUCATION
TEXTBOOKS FROM 1969 THROUGH 1978

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
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DOCTOR OF EDUCATION

BY
GEORGIANA KELLERHALS DIXON

Norman, Oklahoma

1978

A CONTENT ANALYSIS OF SELECTED ADULT EDUCATION
TEXTBOOKS FROM 1969 THROUGH 1978

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF TABLES.	v
LIST OF FIGURES	vi
 Chapter	
I. INTRODUCTION	1
Statement of the Problem	3
Review of Related Literature	6
Organization of the Study.	13
II. METHOD OF INVESTIGATION.	14
Introduction	14
Criteria for Selection of Adult Education Textbooks.	15
Selection of Content Categories.	18
Procedure.	21
III. TREATMENT OF THE DATA.	24
Findings	33
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	44
Conclusions.	46
Recommendations.	48
REFERENCES.	49
REFERENCE NOTES	51
APPENDIX A: LETTER OF PERMISSION	52
APPENDIX B: CONTENT CATEGORIES OF EACH TEXTBOOK INDICATING NUMBER OF PAGES AND PERCENTAGES	54
APPENDIX C: CONTENT CATEGORIES ACROSS TIME-FRAMES INDICATING NUMBER OF PAGES AND PERCENTAGES	64

LIST OF TABLES

Table	Page
1. Results of the Analysis of Pages for Content across Books and Time-frame . . .	26
2. Results of the Analysis of Pages Placing Content Categories in Rank Order across Books and Time Showing Percentage.	27

LIST OF FIGURES

Figure	Page
1. Graphic Presentation of Percentages of Pages Allocated to Each Content Category for Time-frame One and Time-frame Two by Rank Order.	41
2. Graphic Presentation of Percentages of Pages Allocated to Each Content Category Over the Ten Year Time- frame of the Study.	42

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CHAPTER I

INTRODUCTION

In the decade of the 1970's extended growth in the area of adult education has taken place, both as a field of study and as a profession. Similarly, the popularity of adult education courses taught at the college level has grown substantially, thus creating an increase in the need for new textbooks. Publishers have met this growing demand in the last ten years with an expansion in the production of textbooks in all areas of adult education. The contents of many of the books about education for adults have been subjectively evaluated by experts and these reviews have been published in Adult Education: A Journal of Research and Theory, and Adult Leadership and other appropriate sources.

A review of the adult education literature failed to locate systematic attempts to analyze the content of adult education college textbooks. This review covered the time span since the first text in this area was published one hundred forty-five years ago (Verner, 1960). The absence of

studies in analysis of adult education was significant since in the past half century there has been increasing emphasis on the textbook as a teacher's device and as a learning medium for students (Gwynn and Chase, 1969). Cronbach (1955) has stated that only the teacher and perhaps a chalkboard and writing materials are found as universally as the textbook in classrooms from the first grade through college. Hesburgh, Miller, and Wharton (1973), to an even greater degree, emphasized the importance of books, "Books remain the best device for imparting knowledge" (p. XIII). The literature of a field is better preserved through books than any other form of publication. Verner expressed this well for adult education:

The literature of adult education has appeared at one time or another in all of the forms of presentation common to printed matter. Much of it is ephemeral in nature and, thus, does not survive for long the destructive influences of time.

Books tend to survive more than any other form. They are fairly easy to collect and preserve (Verner, 1960, p. 162).

The vacuity of any studies so important to an area and to the classroom of that area strengthens the need for research in content analysis of adult education college textbooks.

A knowledge of current content in adult education textbooks should assist professors of adult education in the development of graduate programs. This knowledge may be beneficial in the selection of textbooks for adult education

classes. Professionals in adult education need to be aware of the focus of adult education reflected in the textbooks of the area. Identification of the content in adult education during the last decade may serve as an indicator of future patterns in the field.

Statement of the Problem

The problem undertaken in this study was a systematic investigation of selected adult education textbooks, objectively and quantitatively, to determine whether or not there was a change of emphasis in the content of college adult education textbooks published during the ten-year time-frame from 1969 through 1978.

Two five year time-frames were established: 1969 through 1973 and 1974 through 1978 in order to determine change of emphasis in content in adult education textbooks. It is hypothesized that there are identifiable patterns of emphasis in adult education content areas as reported in adult education textbooks published from 1969 through 1978. The following points of concern investigated in the study were hypothesized in terms of increasing or decreasing emphasis:

1. There will be less emphasis (page-space) allocated to history content in the selected adult education textbooks published in the second time-frame than in the first time-frame.

2. There will be less emphasis (page-space) allocated to the adult teacher content in the selected adult education textbooks published in the second time-frame than in the first time-frame.
3. There will be less emphasis (page-space) allocated to international dimensions content in the selected adult education textbooks published in the second time-frame than in the first time-frame.
4. There will be less emphasis (page-space) allocated to professional training content in the selected adult education textbooks published in the second time-frame than in the first time-frame.
5. There will be more emphasis (page-space) allocated to program development content in the selected adult education textbooks published in the second time-frame than in the first time-frame.
6. There will be more emphasis (page-space) allocated to instructional methods and techniques content in the selected adult education textbooks published in the second time-frame than in the first time-frame.
7. There will be more emphasis (page-space) allocated to instructional resources content in the selected adult education textbooks published in the second time-frame than in the first time-frame.
8. There will be more emphasis (page-space) allocated to administration and organization content in the

selected adult education textbooks published in the second time-frame than in the first time-frame.

9. There will be more emphasis (page-space) allocated to adult learner content in the selected adult education textbooks published in the second time-frame than in the first time-frame.
10. There will be more emphasis (page-space) allocated women in education content in the selected adult education textbooks published in the second time-frame than in the first time-frame.
11. There will be more emphasis (page-space) allocated to senior adult learner content in the selected adult education textbooks published in the second time-frame than in the first time-frame.
12. There will be more emphasis (page-space) allocated to family life content in the selected adult education textbooks published in the second time-frame than in the first time-frame.
13. There will be more emphasis (page-space) allocated to unique groups content in the selected adult education textbooks published in the second 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.

Review of Related Literature

A major reason for the review of general and related research literature was to determine what research has and has not been done on the problem of a study (Kerlinger, 1973). An extensive investigation of the literature failed to reveal any studies concerned with content analysis of adult education textbooks. Verner identified this problem when he said: "The body of material about adult education forms a vast unsystematized mass that is difficult to identify and all but impossible to locate" (1960, p. 163).

Datrix II, a service of University Microfilms International in Michigan, is a computer query and retrieval system for dissertations and theses. This system provides access to more than a half million doctoral dissertations granted at North American Universities since 1861. This retrieval system returns an average of forty citations to each investigator requesting search information (Euler, Note 1). A Datrix II search was requested in this study to determine what research had been attempted at the college level in the analysis of adult education textbooks. The printout citations returned listed five textbook studies pertaining to adult education. These were divided between the fields of nursing, business, and library science. None, however, were concerned with analyzing textbook content in adult education. Keywords selected for the search in this

study--(1) adult, education, textbooks; and (2) adult, education, books--were broad in scope.

ERIC, a nationwide information network, collects and disseminates education-related unpublished research studies and reports by computer. A staff in Washington, D.C., coordinates the program while sixteen clearinghouses located at universities or with professional organizations are each responsible for a particular educational area. CIJE, identical in operation to ERIC, draws on the same clearinghouses and distributes published research studies from over seven hundred journals. Searches were made of both retrieval systems using the following descriptors: (1) Adult Education, (2) Content Analysis, and (3) Textbook Content. Printouts from both searches came back with no citations listed. No studies, either published or unpublished, had been completed concerning content analysis of adult education textbooks.

A library search based on the Library of Congress Subject Headings and the card catalog at The University of Oklahoma, Oklahoma State University, North Texas State University, and Louisiana State University failed to locate any books containing information on content analysis research of adult education texts. Correspondence with Hartsock, the Executive Director of the Adult Education Association of the United States in Washington, D.C., indicated she was not aware of any study either attempted or

completed concerning analysis of adult education textbooks (Hartsock, Note 2).

A page-by-page search was made of all issues of Adult Education: A Journal of Research and Theory, the official publication of the Adult Education Association of the United States, and Adult Leadership (as of September 1977 titled Lifelong Learning: The Adult Years) from 1968 through October 1978. This search failed to reveal any studies concerned with content analysis of adult education textbooks. However, some research studies on analysis of journal articles were published in the Adult Education Journal. Since the emphasis of the journal "is on research, formal philosophy and history of adult education, theoretical formulations, comparative adult education, and interpretive reviews of the literature" (1978, Adult Education Journal), it seemed appropriate to review the studies found in the Journal. These studies were reviewed as follows:

In 1971 Dickinson and Rusnell made an analysis of the first twenty volumes of the Adult Education Journal published between the years of 1950 and 1970. These volumes were analyzed in order to identify trends and patterns in content areas of adult education. The authors selected three volumes at random and evaluated them in order to determine categories and a coding system. Remaining volumes were divided equally between the authors for examination.

Data were itemized and tabulated for every issue in the study and then reported by percentages. The twenty-year period, 1950-1970, was divided into four periods of five-year intervals. Only principle subject matter categories, defined as those categories containing six or more articles were presented. The categories follow in rank order of total amount of publication for the twenty-year period. The fourteen categories are as follows:

1. Adult Learning Characteristics
2. Program Planning and Administration
3. Institutional Sponsors
4. Adult Education as a Field of Study
5. Instructional Methods
6. Philosophy
7. Program Areas
8. Personnel and Staffing
9. Organization of Adult Education
10. International Perspective
11. Learning Environments
12. Labor Education
13. Education of Particular Groups
14. Evaluation

The following is an examination of the fourteen categories of Dickinson's and Rusnell's study. The most outstanding feature of the distribution of articles was the increasing concentration on Adult Learning Characteristics. This

category increased gradually over the four periods from 5% in the first period to 38% in the fourth period with 16% of the total amount of publication in the twenty-year period. This was 5% more than Program Planning and Administration which ranked second highest with a range from 10% to 15% of the articles in each five-year interval and 11% of the overall total.

Three categories, Institutional Sponsors, Adult Education as a Field of Study, and Instructional Methods, maintained almost an equal level of representation throughout the four periods with each of the periods receiving approximately 8.5% of the total articles. Program Areas and Organization of Adult Education each dropped from a high of 10% in the first period to 1% in the fourth period with an overall total of 6% for Program Areas and 4% for Organization of Adult Education in the overall publication total. Philosophy, which represented 5% of the publication articles in the first period, increased to 12% in the second but dropped to 0% in the fourth period with 6% as an overall total of publications. Philosophy and Organization of Adult Education were the only two categories with no articles presented in a given period.

In summarizing trends and patterns in content of the Adult Education Journal Dickinson and Rusnell stated:

The increasing number of articles dealing with adult learning characteristics suggests a growing concern for the fundamental principles underlying all adult learning

and a corresponding lesser emphasis on current forms and practices in the field. This appears to be indicative of a trend to reformulate knowledge from other disciplines at the same time as adult education itself has been emerging as a distinct area of study (1971, p. 184).

Dickinson's (1971) and Rusnell's (1971) twenty-year study provided a good foundation for the research of Long (1974) and Agyekum (1974) in analyzing Adult Education Journal content in a later study involving the nine volumes from 1964-1973. This study was designed to identify content of articles published and general trends in adult education over the nine-year period.

The eleven content categories selected by Long and Agyekum (1974) for the study are as follows:

1. Adult Learning
2. Program Planning and Administration
3. Institutional Sponsors
4. Adult Education as a Field of Study
5. Instructional Material and Methods
6. Philosophy
7. Program Area
8. Personnel and Staff
9. International Perspectives
10. Education of Particular Groups
11. Other

Three other categories, Organization of Adult Education, Learning Environments, and Evaluation were eliminated since

each of these categories contained just one article over the nine-year period.

Each of the one hundred and sixty-one articles written during the period of the study was read and independently classified by the authors. Any classification disagreements, after further review by both authors, were agreed upon before final category assignment.

The nine-year period was separated into three intervals of three years each. The data were reported for each year in numbers but the overall total was reported in percentages. The four categories accounting for the greatest number of articles were: (1) Program Planning and Administration, with an overall total of 22%, (2) Instructional Materials and Methods with 15%, (3) Adult Education as a Field of Study with 14%, and (4) Adult Learning with 13%.

Program Planning and Administration maintained high publication interest over the entire nine years with articles appearing in every volume. Publication rate Program Planning and Administration peaked with nine articles in the year 1971-1972. Instructional Materials and Methods category ranked high throughout the nine years with the number of publications fairly consistent in each volume. Articles on Adult Learning occurred in the 1970-1971 period. After 1971, interest in Adult Learning decreased. Adult Education as a Field of Study constituted the third largest category

with publication interest greatest in the first three years of the study. Fourteen of the twenty articles appeared during this time--the first three years of the study. Long (1974) and Agyekum (1974) concluded that varieties of articles, as well as content, reflected changing interests in adult education content over the years of the study.

A review of the literature indicated there were no studies which focused upon the content of adult education textbooks published from 1969 through 1978. However, a limited number of studies were located which examined the content of the Adult Education Journal. The review of the literature indicated a need for analysis of the adult education textbooks published from 1969 through 1978.

Organization of the Study

Chapter one contains: (1) the introduction to the study, (2) the statement of the problem, (3) review of related literature, and (4) organization of the study. Chapter two will discuss method of investigation which will include: (1) introduction to the chapter, (2) criteria for selection of the textbooks, (3) selection of content categories, and (4) procedure. Chapter three will consist of: (1) the raw data, (2) analysis of data, and (3) findings based upon the data. Chapter four will: (1) summarize the study, (2) draw conclusions, and (3) make recommendations.

CHAPTER II

METHOD OF INVESTIGATION

Introduction

Content analysis, a research method, has been defined by Berelson as "A research technique for the objective, systematic, and quantitative description of the content of communication" (Berelson, 1971, p. 18). Research using content analysis as a research method has been used in other fields. Among these fields are history, mathematics, biology, social science, and psychology. Burns (1976) used content analysis for determining trends in school psychology textbooks between the years 1960 and 1975. However, no study in content analysis of adult education textbooks has been located. This does not preclude the existence of such a study, in spite of the careful review made of the literature.

Content analysis was chosen as the method for analyzing selected adult education textbooks published from 1969 through 1978, to determine change of emphasis in adult education content during this ten-year time-frame. Twenty-one categories were identified from an initial examination of the textbook. They were: (1) Administration

and Organization, (2) Adult Education, (3) Adult Education Programs, (4) Adult Learner, (5) Adult Teacher, (6) Continuing Professional Education, (7) Family Life, (8) Future Trends, (9) History, (10) International Dimensions, (11) In-service Training, (12) Instructional Methods and Techniques, (13) Instructional Resources, (14) Learning Environment, (15) Professional Training, (16) Program Development, (17) Research, (18) Senior Adult Learner, (19) Theory, (20) Unique Groups, and (21) Women in Education.

Criteria for Selection of Adult Education Textbooks

Two criteria were chosen for the purpose of selecting adult education textbooks in order to identify change in emphasis in adult education textbooks from 1969 through 1978. One criterion was that each textbook be general in the discussion of the field of adult education, as evidenced by the inclusion of four or more categories from twenty-one categories identified from the initial examination of the textbooks. The second criterion was that the textbook was published in the United States during the ten-year time-frame from the beginning of 1969 (January 1969) to the end of 1978 (December 1978).

The ten-year time-frame was based upon a review of the copyright dates which indicates that 1969 was the year publishers began to inundate the market with textbooks in all areas of adult education. Consequently, 1969 was chosen

as the beginning of the time-frame for this study of examination of adult education textbooks. The year 1978 was chosen as the end of the time-frame. To determine change of emphasis in adult education textbook content, the texts were grouped into two five-year time periods, 1969 through 1973 and 1974 through 1978.

Selection of the adult education textbooks for analysis was based upon an extensive review of the Cumulative Index, Books in Print, textbook publisher's catalogues, bibliographies, as well as library searches at The University of Oklahoma, Oklahoma State University, North Texas State University and Louisiana State University. A total of forty-four textbooks in adult education was found for the ten-year time-frame of this study. All books located from the various searches were listed in Books in Print. However, only ten textbooks met the two criteria selected for this study. They are as follows:

Axford, R. W. Adult Education: The Open Door. Scranton, Pennsylvania: International Textbook Company, 1969.

Harrington, F. H. The Future of Adult Education. San Francisco, California: Jossey-Bass Publishers, 1977.

Kidd, J. R. How Adults Learn. New York, New York: Association Press, 1973.

Knowles, M. S. The Adult Education Movement in the U.S. (Rev. ed.) Huntington, New York: Robert E. Krieger Publishing Company, 1977.

Knowles, M. S. The Adult Learner: A Neglected Species. Houston, Texas: Gulf Publishing, 1978.

Knowles, M. S. Modern Practice of Adult Education: Andragogy Versus Pedagogy. New York, New York: Association Press, 1970.

Knox, A. B. Adult Development and Learning. San Francisco, California: Jossey-Bass Publishers, 1977.

Smith, R. M., Aker, G. F., & Kidd, J. R. (Eds.). Handbook of Adult Education in the United States. New York, New York: Macmillan Publishing Company, 1970.

Vermilye, D. W. Lifelong Learners - A New Clientele for Higher Education. San Francisco, California: Jossey-Bass Publishers, 1974.

The tenth book:

Houle, C. O. The Design of Education. San Francisco, California: Jossey-Bass Publishers, 1972

met the two criteria listed in this study. However, the writer was unable to categorize Houle's book according to the categories defined in this study. The writer requested assistance from Houle (Note 3), in order to accurately categorize the content in his book. But Houle felt the content in his book was too interdependent for categorization.

Three of the textbooks selected for inclusion in the study were authored by Knowles. They are: A Modern Practice of Adult Education: Andragogy Versus Pedagogy (1970), The Adult Education Movement in the United States (1977), and The Adult Learner: A Neglected Species (1978). Throughout the study these books will be referred to as Knowles 1970, Knowles 1977, and Knowles 1978.

Selection of Content Categories

The ten selected textbooks were purchased from publishers. An initial examination was made of the table of contents, topic headings, and index of each book to identify the adult education content areas included in the ten books. These content areas were classified into similar subject area groupings. Twenty-one content categories were identified and labeled. All subject content from the ten selected textbooks was analyzed and listed under one of the category headings. The twenty-one content categories were listed and defined as follows:

1. Administration and Organization--methods for developing policy, staffing, and financing adult education programs.
2. Adult Education--a general category for describing the nebulous discipline called adult education and general information on the field as a whole.
3. Adult Education Programs--programs sponsored by social institutions, agencies and organizations, colleges and universities, public school systems, government entities, community organizations, business and industry, and religious institutions.
4. Adult Learner--information describing the characteristics, attitudes toward learning, interests, needs, motivation, personal goals, and participation patterns of adult students.

5. Adult Teacher--information identifying and discussing the characteristics, personal development, attitudes, and professional role of the person who provides guidance and leadership to the adult student.
6. Continuing Professional Education--short-term continuing education programs designed specifically for professional people to keep abreast of new developments in the areas of specialization and/or maintain licensure requirements or certification.
7. Family Life--information about members of a family group or the family as an entity.
8. Future Trends--trends in the field of adult education which are predicted for the future.
9. History--information about past history of adult education in the United States and foreign countries.
10. International Dimensions--information concerned with adult education in countries other than the United States.
11. In-service Training--short-term courses for anyone who teaches adults.
12. Instructional Methods and Techniques--information dealing with activities, procedures, methods, techniques, and devices used by the instructor to help the adult student reach the educational objectives.

13. Instructional Resources--suggestions of objects, materials, people, community agencies, exhibits, mass media, supplies, and other aspects of the environment which provide tools for a teacher of an adult educational program.
14. Learning Environment--environmental factors which enhance or diminish the adult learning process such as emotional climate and physical facilities.
15. Professional Training--describes all training and professional requirements needed by the two groups involved in the teaching of adult programs: (1) professional educators who control, direct, evaluate, and provide leadership; and (2) para-professional experts who are facilitators of the learning process because of expertise in a given area.
16. Program Development--includes planning, designing, and implementing and evaluation of educational experiences and programs.
17. Research--suggested areas for future examination in the field of adult education.
18. Senior Adult Learner--information specifically labeled in the literature about learners who are at or near retirement.
19. Theory--Material which specifically emphasizes theoretical information in areas such as cognition, intelligence, teaching, learning, and motivation.

20. Unique Groups--groups which identify persons with physical or mental handicaps, low income, or educational or cultural disadvantages.
21. Women in Education--information concerning the current roles of women in the field of adult education.

Procedure

The procedure format of Burn's (1976) was used in this investigation for analyzing the content. (Note Appendix A.) The content has reference only to that portion of textbook space allotted to treatment of actual informational subject material found in the textbooks. Excluded from this content analysis were: (1) blank pages, (2) prefaces, (3) introductions, (4) tables of content, (5) bibliographies, (6) indices, (7) appendices, (8) glossaries, (9) forewards, (10) references, (11) footnotes, and (12) acknowledgments. A page count of the textbook content was employed to numerically represent the amount of emphasis given to a specific content area. Page counts were converted to percentages in order to have a standard unit for analyzing the change of emphasis in adult education from 1969 through 1978.

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 is one full line of content that proceeds from the left side to the right side

of a page. A line-space count was made for a full page of content in each textbook. Average line-space for all ten books was forty lines per page. By use of the line-space procedure fractional pages of content and pages that contained more than one type of content were accurately counted. If the content covered more than one-half line it was counted as a full line. Less than one-half line was not counted.

To facilitate the collection of data on the subject content of each book, a master tabulation sheet for each of the two time-frames was prepared with all twenty-one category headings listed horizontally at the top of the sheet and the authors listed vertically at the left edge of the page. Each book was individually analyzed using the established content category headings. The number of pages of similar material in each book was counted and entered under the appropriate content category headings. All content was reported under one of the twenty-one categories. Thus, the use of a miscellaneous category was not necessary. Any material difficult to place was carefully re-analyzed and entered in the category most closely related to the content. For example, when the textbook author was discussing the role of an adult teacher and counseling of adults was mentioned, the content was reported in the category entitled Adult Teacher. However, if counseling was discussed in a section concerning the adult learner as the recipient

of the counseling, it was entered under the category labeled Adult Learner. No content area was entered under more than one category on the tabulation sheets. Consequently, for each book the total page count of content reported under the category headings added up to 100% of the pages devoted to content in each book, excluding the blank pages, prefaces, introductions, forewards, tables of content, bibliographies, indices, appendices, glossaries, references, and acknowledgments.

The page count total for each textbook represented the amount of published material in each book. The page count totals for all books in a five-year time-frame were totaled to obtain the total content pages for that specific time-frame. Page count totals for the two five-year time-frames were then added together to provide an overall total of content pages for the ten-year period. Page count totals and percentages were reported according to amount of content space each author allocated to each category in his text. The space allocated for each content area was reported for both five-year time-frames and space allocations were totaled for the entire ten-year period.

The hypotheses concerning the content areas were stated in terms of increasing or decreasing emphasis in the ten selected publications. Change in content emphases were represented by the change in percentages of the content categories in each of the two five-year time-frames.

CHAPTER III

TREATMENT OF THE DATA

A page count was the method employed for determining content emphasis in the selected adult education textbooks in this investigation. These page counts were designated as raw data. The page counts were translated into percentages and a change in percentage revealed the amount of change in emphasis. Thus, the term emphasis was used to describe the amount or the percentage of page-space given to the particular category under investigation.

The original data obtained from the selected textbooks were reported on two master tabulation sheets to depict content emphases in the textbooks. One tabulation sheet was developed for each of the two time-frames in the study. Raw data from these tabulation sheets are reported in Tables A through I in Appendix B and in Tables A through U in Appendix C. Raw data in Appendix B, Tables A through I, are described in the following manner: (1) the number of pages allocated to each content category, (2) the total number of pages covering content, and (3) the computed percentages of pages of content allocated to each category.

Appendix C, Tables A through U, includes the individual books and time-frames. The raw data are presented in the following manner: (1) the total number of content pages for each book, and (2) the total number of pages allocated to the category specified at the top of the table. The raw data for both time-frames were totaled and then translated to percentages.

The summary of the raw data in Appendix B and Appendix C is presented in Tables 1 and 2. The data in Table 1 reflect the content emphases of the adult education textbooks over the two time-frames in the study: 1969 through 1973 and 1974 through 1978. Time-frame one shows a total of 1,171 (45%) content pages and time-frame two a total of 1,409 (55%) content pages. These percentages were based on a total of 2,580 content pages. These results indicate an increase in publication emphasis (page-space) in the selected adult education textbooks for the period of this study, 1969 through 1978. An increase of 10% occurred in the last time-frame.

The data in Table 2 indicate the relationship of each content category to the set of categories across each of the two time-frames. The rank-order of each content area was based upon a percentage computed of the total number of content pages for each textbook selected from time-frame one and time-frame two. Examination of Table 2 of the rank-ordered content categories in the two time-frames permits a closer

Table 1
Results of the Analysis of Pages for Content
Across Books and Time-frames

Author	Date of Publication	Total number of pages allocated to content	Percent of total pages allocated to content
<u>Time-frame one (1969-1973)</u>			
Axford	1969	205	
Knowles	1970	257	
Smith, Aker, Kidd	1970	433	
Kidd	1973	276	
Total		1171	45
<u>Time-frame two (1974-1978)</u>			
Vermilye	1974	156	
Knox	1977	574	
Knowles	1977	340	
Harrington	1977	211	
Knowles	1978	128	
Total		1409	55
Grand Total (1969-1978)		2580	

TABLE 2

Results of the Analysis of Pages by Content Categories in Rank Order for
Time-frame One and Time-frame Two Showing Percentages of Emphasis

Time-frame one 1969-1973			Time-frame two 1974-1978		
Rank	Content categories	Percent	Rank	Content categories	Percent
1	Program Development	16.9	1	Adult Learner	23.9
2	Adult Learner	11.9	2	History	20.5
3	Adult Education Programs	9.3	3	Adult Education Programs	8.5
4	Instructional Methods and Techniques	7.6	4	Family Life	7.6
5	Adult Education	7.4	5	Theory	7.0
6	Adult Teacher	6.3	6	Administration and Organization	6.6
7	Theory	5.6	7	Adult Education	3.9
8	Senior Adult Learner	2.8	8	Program Development	3.7
10	History	2.5	9	Women in Education	3.6
10	Professional Training	2.5	10	Senior Adult Learner	3.4
10	Research	2.5	11	Adult Teacher	2.7
12	Instructional Resources	1.9	12	Future Trends	1.6
13.5	Learning Environment	1.8	13.5	Continuing Professional Education	1.4
13.5	Administration and Organization	1.8	13.5	Unique Groups	1.4
15	Future Trends	1.6	15	Learning Environment	0.9
16	Women in Education	1.3	16.5	Instructional Methods and Techniques	0.7
17	International Dimensions	1.2	16.5	International Dimensions	0.7
18	Family Life	1.1	18	Research	0.4
19	Continuing Professional Education	1.0	19	Instructional Resources	0.2
20	Unique Groups	0.9	20.5	In-service Training	0.0
21	In-service Training	0.6	20.5	Professional Training	0.0

look at changes in emphases. In some content categories the change appeared to shift quite drastically in the short period of time of the study. In others, the content categories remained fairly constant.

The category Program Development rank-ordered number 1 in time-frame one. In time-frame two, only five years later, this category had dropped to number 8. The change in emphasis was equally as great. In time-frame one Program Development received 16.9% emphasis while in time-frame two emphasis dropped to 3.7% in the five-year period.

The Adult Learner category remained comparatively constant across both time-frames. In time-frame one Adult Learner ranked number 2 and in time-frame two ranked it number 1. This category received 11.9% of the emphasis in time-frame one and twice this amount in time-frame two or 23.9%. The Adult Learner was the most emphasized of the 21 categories with a total of 35.8% emphasis for both time-frames.

Adult Education Programs category ranked number 3 in both time-frames, the only category ranking at the same position in time-frame one and time-frame two. This category showed fairly consistent emphasis in both time-frames with 9.3% emphasis in the first time-frame and 8.5% in the second time-frame.

Instructional Methods and Techniques rank-ordered number 4 in time-frame one, but dropped to number 16.5 in

time-frame two. In time-frame one Instructional Methods and Techniques received 7.6% emphasis, but in time-frame two received a low of 0.7% emphasis. This indicated a large change in emphasis across the time-frames.

The category of Adult Education was fairly constant in rank-order placement in both time-frames. In time-frame one Adult Education ranked number 5 and in time-frame two ranked number 7. This category received 7.4% emphasis in time-frame one but only half that amount of emphasis, 3.9%, in time-frame two.

The Adult Teacher category was inconsistent in rank order position. In time-frame one, it ranked number 6 but in time-frame two dropped to number 11. Emphasis upon the Adult Teacher was 6.3% in time-frame one, but dropped two and a half times that amount in time-frame two. Time-frame two showed an emphasis of 2.7%.

Rank-order of Theory in both time-frames was fairly constant. In time-frame one Theory ranked number 7. In time-frame two it moved up to position number 5. Emphasis upon this category increased from 5.6% in the first time-frame to 7.0% in the second.

The Senior Adult Learner category was rank-ordered number 8 in time-frame one and number 10 in time-frame two. This category showed an emphasis of 2.8% in time-frame one. In time-frame two the emphasis increased to 3.4%.

The category History changed drastically both in rank-order and in emphasis across the two time-frames.

History was one of three categories ranking in 10th place in time-frame one. In time-frame two this category rank-ordered number two. The change in emphasis was equally as great. Emphasis rose sharply from a low of 2.5% in time-frame one to 20.5% in time-frame two. This was the greatest change in emphasis between the two time-frames for any category.

Professional Training was one of two other categories ranking in 10th place in time-frame one. This category rank-ordered along with one other, In-service Training, as the last two categories (number 20.5) in time-frame two. Professional Training dropped eleven ranks from time-frame one to time-frame two. This category received 2.5% emphasis in time-frame one but no emphasis (0.0%) in time-frame two.

Research was the third category that rank-ordered in 10th place in time-frame one. It dropped to 18th place in time-frame two. Emphasis on Research in time-frame one was 2.5% and it dropped in time-frame two to a low of 0.4% emphasis.

The category Instructional Resources rank-ordered number 12 in time-frame one but dropped to position 19 in time-frame two. This category received an emphasis of 1.9% in the first time-frame but dropped to a low of 0.2% in the second time-frame. Instructional Resources received the least emphasis of any category in time-frame two (0.2%).

Two other categories, In-service Training and Professional Training, both rank-ordered below Instructional Resources in time-frame two, but neither received any emphasis (0.0%).

The category Learning Environment ranked number 13.5 along with the category Administration and Organization in time-frame one. In time-frame two Learning Environment ranked number 15. This category received little emphasis in either time-frame. In time-frame one emphasis was 1.8% and in time-frame two it dropped to 0.9%.

The category Administration and Organization was rank-ordered number 13.5 along with Learning Environment in time-frame one. In time-frame two it rank-ordered number 6. Emphasis of Administration and Organization was 1.8% in time-frame one, but increased to 6.6% in time-frame two. This indicates a sharp increase in the number of pages allocated to Administration and Organization in the short period of time from time-frame one to time-frame two.

The Future Trends category ranked number 15 in time-frame one and number 12 in time-frame two. Emphasis remained constant across both time-frames with each time-frame receiving 1.6% emphasis. Future Trends was the only category that received the same amount of emphasis (1.6%) in both time-frames, consequently was the only category without an emphasis change.

Women in Education category rank-ordered number 16 in time-frame one and number 9 in time-frame two. This

category received a low emphasis of 1.3% in time-frame one but rose in time-frame two to emphasis of 3.6%.

The category International Dimensions was constant in rank order for both time-frames. In time-frame one it placed number 17 and in time-frame two tied with Instructional Methods and Techniques for number 16.5. This category was low in emphasis in both time-frames with 1.2% in time-frame one and 0.7% in time-frame two.

Family Life changed considerably across the two time-frames both in rank-order and in emphasis. This category moved from a low rank-order position of number 18 in time-frame one to a high position of number 4 in time-frame two. In time-frame one Family Life received a low emphasis of 1.1% but increased over six times this amount in time-frame two to an emphasis of 7.6%. Publication emphasis in Family Life content appears to be on the increase.

Continuing Professional Education category rank-ordered number 19 in the first time-frame and tied with Unique Groups for number 13.5 in the second time-frame. Emphasis for both time-frames was fairly consistent with 1.0% emphasis in time-frame one and 1.4% in time-frame two. Even though the difference in rank order over the time-frames was great, emphasis was almost the same for both time-frames with a difference of 0.4%.

The category Unique Groups ranked number 20 in time-frame one, but ranked number 13.5 in time-frame two

along with Continuing Professional Education. Unique Groups was one of the least emphasized categories in time-frame one with a low of 0.9% emphasis. In time-frame two it received 1.4% emphasis.

In-service Training was constant both in rank order and in emphasis. In time-frame one this category rank-ordered number 21 and in time-frame two number 20.5 along with Professional Training. In-service Training received a low of 0.6% emphasis in time-frame one and no emphasis (0.0%) in time-frame two. This indicates little content was concerned with in-service training in adult education in either time-frame.

In view of the amount of changes in content from the first time-frame to the second time-frame, a rank-order correlation was obtained to determine if a relationship between the set of rankings existed. The obtained Rho correlation of 0.23 was not statistically significant which indicated that the content of the textbooks varied considerably from one time-frame to the other. The emphasis in content categories changed in this relatively short period of time.

Findings

Percentages were computed from the raw data. These percentages were used to evaluate the hypothesized statements of this investigation and each of the statements will be discussed chronologically and separately.

Statement 1: There will be less emphasis (page-space) allocated to history content in the selected adult education textbooks published in the second time-frame than in the first time-frame.

This hypothesized statement was not supported by the data. The study revealed a 2.5% emphasis upon History in time-frame one and 20.5% emphasis in time-frame two. This indicates an 18.0% increase of space allocated to History content in the second time-frame and results in the rejection of hypothesized statement 1.

Statement 2: There will be less emphasis (page-space) allocated to adult teacher content in the selected adult education textbooks published in the second time-frame than in the first time-frame.

This hypothesized statement was supported by the data. There was a 6.3% emphasis upon the Adult Teacher in time-frame one and a 2.7% emphasis in time-frame two. This indicates a 3.6% decrease of space allocated to Adult Teacher content in the second time-frame. Hypothesized statement 2 was thus supported by the data.

Statement 3: There will be less emphasis (page-space) allocated to international dimensions content in the selected adult education textbooks published in the second time-frame than in the first time-frame.

This hypothesized statement was supported by the data. There was a 1.2% emphasis upon International Dimensions in time-frame one and a 0.7% emphasis in time-frame two. This indicates a 0.5% decrease of space allocated to International Dimensions content in the second time-frame. Hypothesized statement 3 was thus supported by the data.

Statement 4: There will be less emphasis (page-space) allocated to professional training content in the selected adult education textbooks published in the second time-frame than in the first time-frame.

This hypothesized statement was supported by the data. There was a 2.5% emphasis upon Professional Training in time-frame one and a lack of emphasis (0.0) in time-frame two. This indicates a 2.5% decrease of space allocated to Professional Training content in the second time-frame. Hypothesized statement 4 was thus supported by the data.

Statement 5: There will be more emphasis (page-space) allocated to program development in the selected adult education textbooks published in the second time-frame than in the first time-frame.

This hypothesized statement was not supported by the data. There was a 16.9% emphasis upon Program Development in time-frame one and a 3.7% emphasis in time-frame two. This indicates a 13.2% decrease of space allocated to Program Development content in the second time-frame.

Hypothesized statement 5 was rejected.

Statement 6: There will be more emphasis (page-space) allocated to instructional methods and techniques content in the selected adult education textbooks published in the second time-frame than in the first time-frame.

This hypothesized statement was not supported by the data. There was a 7.6% emphasis upon Instructional Methods and Techniques in time-frame one and a .07% in time-frame two. This indicates a 6.9% decrease of space allocated to Instructional Methods and Techniques content in the second time-frame. Hypothesized statement 6 was rejected.

Statement 7: There will be more emphasis (page-space) allocated to instructional resources content in the selected adult education textbooks published in the second time-frame than in the first time-frame.

This hypothesized statement was not supported by the data. There was a 1.9% emphasis upon Instructional Resources in time-frame one and a 0.2% emphasis in time-frame two. This indicates a 1.7% decrease of space allocated to Instructional Resources content in the second time-frame. Hypothesized statement 7 was rejected.

Statement 8: There will be more emphasis (page-space) allocated to adult learner content in the selected adult education textbooks published in the second time-frame than in the first time-frame.

This hypothesized statement was supported by the by the data. There was a 11.9% emphasis upon the Adult Learner in time-frame one and a 23.9% emphasis in time-frame two. This indicates a 12.0% increase of space allocated to the Adult Learner content in the second time-frame. Thus, hypothesized statement 8 was supported by the data.

Statement 9: There will be more emphasis (page-space) allocated to women in education content in the selected adult education textbooks published in the second time-frame than in the first time-frame.

This hypothesized statement was supported by the data. There was a 1.3% emphasis upon Women in Education in time-frame one and a 3.6% emphasis in time-frame two. This indicates a 2.3% increase of space allocated to Women in Education content in the second time-frame. Thus, hypothesized statement 9 was supported by the data.

Statement 10: There will be more emphasis (page-space) allocated to senior adult learner content in the selected adult education textbooks published in the second time-frame than in the first time-frame.

This hypothesized statement was supported by the data. There was a 2.8% emphasis upon the Senior Adult Learner in time-frame one and a 3.4% emphasis in time-frame two. This indicates a 0.6% increase of space allocated to Senior Adult Learner content in the second time-frame. Thus, hypothesized statement 10 was supported by the data.

Statement 11: There will be more emphasis (page-space) allocated to family life content in the selected adult education textbooks published in the second time-frame than in the first time-frame.

This hypothesized statement was supported by the data. There was a 1.1% emphasis upon Family Life in time-frame one and a 7.6% emphasis in time-frame two. This indicates a 6.5% increase of space allocated to Family Life content in the second time-frame. Thus, hypothesized statement 10 was supported by the data.

Statement 12: There will be more emphasis (page-space) allocated to unique groups content in the selected adult education textbooks published in the second time-frame than in the first time-frame.

This hypothesized statement was supported by the data. There was a 0.9% emphasis upon Unique Groups in time-frame one and a 1.4% emphasis in time-frame two. This indicates a 0.6% increase of space allocated to Unique Groups content. Thus hypothesized statement 12 was supported by the data.

Statement 13: There will be more emphasis (page-space) allocated to in-service training content in the selected adult education textbooks published in the second time frame than in the first time-frame.

This hypothesized statement was not supported by the data. There was a 0.6% emphasis upon In-service Training in time-frame one and a lack of emphasis (0.0) in time-frame two. This indicates a 0.6% decrease of space

allocated to In-service Training content in the second time-frame. Hypothesized statement 13 was rejected.

For an overall clear view of the changes in emphases (page-space), Figure 1 provides a graphic presentation of pages allocated to each content category for time-frame one and time-frame two by rank order. Two content categories, Adult Learner and History show the greatest increases in emphasis (12.0% or more each) from time-frame one to time-frame two. Seven other categories also increased in emphasis in time-frame two as compared to time-frame one. These were Theory, Senior Adult Learner, Administration and Organization, Women in Education, Family Life, Continuing Professional Education, and Unique Groups.

The categories Program Development, Adult Education Programs, Instructional Methods and Techniques, Adult Education, Adult Teacher, Professional Training, Research, Instructional Resources, Learning Environment, International Dimensions, and In-service Training showed a decrease in emphasis in time-frame two as compared to time-frame one. One category, Future Trends, received very little emphasis but remained constant over the two time-frames.

Figure 2 is a graphic presentation of percentages of pages allocated to each content category over the ten-year time-frame of the study. The figure indicates that the category Adult Learner received the most emphasis (35.8%). History was second, Program Development was third, and

GUIDE TO CONTENT CATEGORIES

- 1 PROGRAM DEVELOPMENT
- 2 ADULT LEARNER
- 3 ADULT EDUCATION PROGRAMS
- 4 INSTRUCTIONAL METHODS & TECHNIQUES
- 5 ADULT EDUCATION
- 6 ADULT TEACHER
- 7 THEORY
- 8 SENIOR ADULT LEARNER
- 9 HISTORY
- 10 PROFESSIONAL TRAINING
- 11 RESEARCH
- 12 INSTRUCTIONAL RESOURCES
- 13 LEARNING ENVIRONMENT
- 14 ADMINISTRATION & ORGANIZATION
- 15 FUTURE TRENDS
- 16 WOMEN IN EDUCATION
- 17 INTERNATIONAL DIMENSIONS
- 18 FAMILY LIFE
- 19 CONTINUING PROFESSIONAL EDUCATION
- 20 UNIQUE GROUPS
- 21 IN-SERVICE TRAINING

TIME-FRAME 1
TIME-FRAME 2

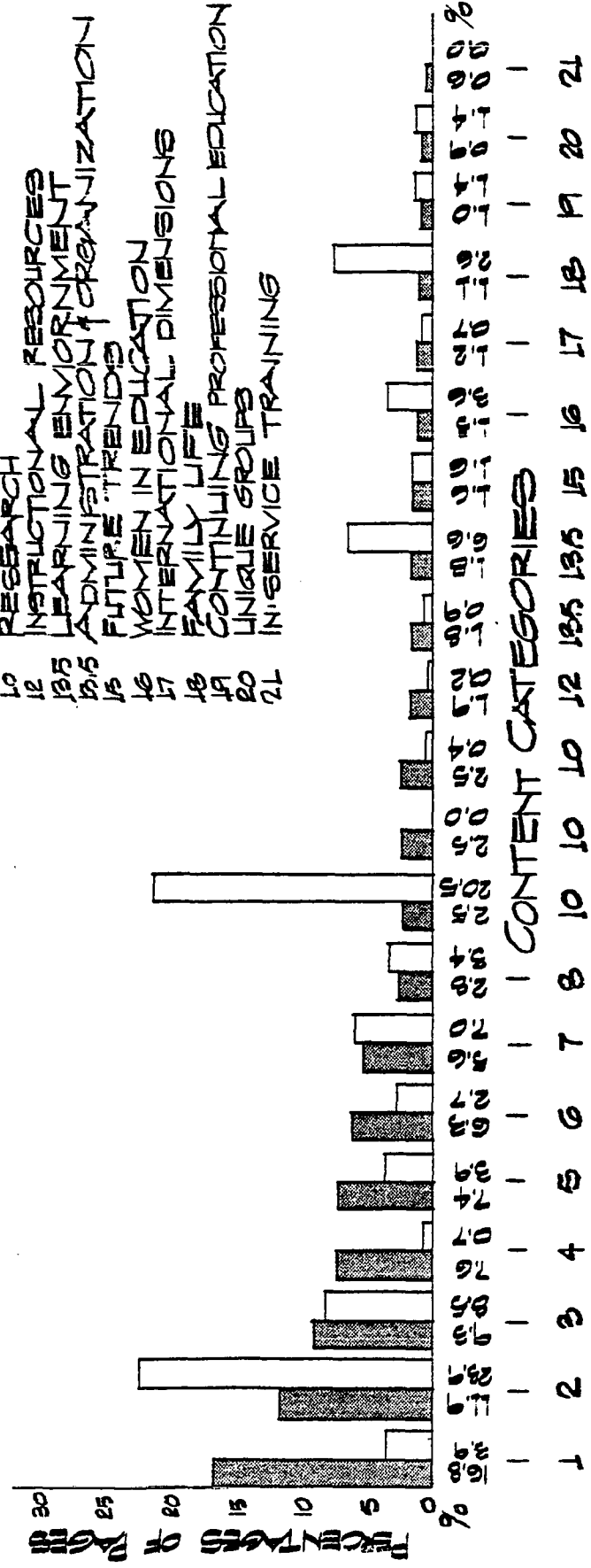


FIGURE 1 GRAPHIC PRESENTATION OF PERCENTAGES OF PAGES ALLOCATED TO EACH CONTENT CATEGORY FOR TIME-FRAME ONE AND TIME-FRAME TWO BY RANK ORDER

GUIDE TO CONTENT CATEGORIES

- 1 ADULT LEARNER
- 2 HISTORY
- 3 PROGRAM DEVELOPMENT
- 4 ADULT EDUCATION PROGRAM
- 5 THEORY
- 6 ADULT EDUCATION
- 7 ADULT TEACHER
- 8 FAMILY LIFE
- 9 ADMINISTRATION & ORGANIZATION
- 10 INSTRUCTIONAL METHODS & TECHNIQUES
- 11 SENIOR ADULT LEARNER
- 12 WOMEN IN EDUCATION
- 13 FUTURE TRENDS
- 14.5 RESEARCH
- 14.5 INTERNATIONAL DIMENSIONS
- 15 LEARNING ENVIRONMENT
- 16 PROFESSIONAL TRAINING
- 17 CONTINUING PROFESSIONAL EDUCATION
- 18 UNIQUE GROUPS
- 19 INSTRUCTIONAL RESOURCES
- 20 IN-SERVICE TRAINING
- 21

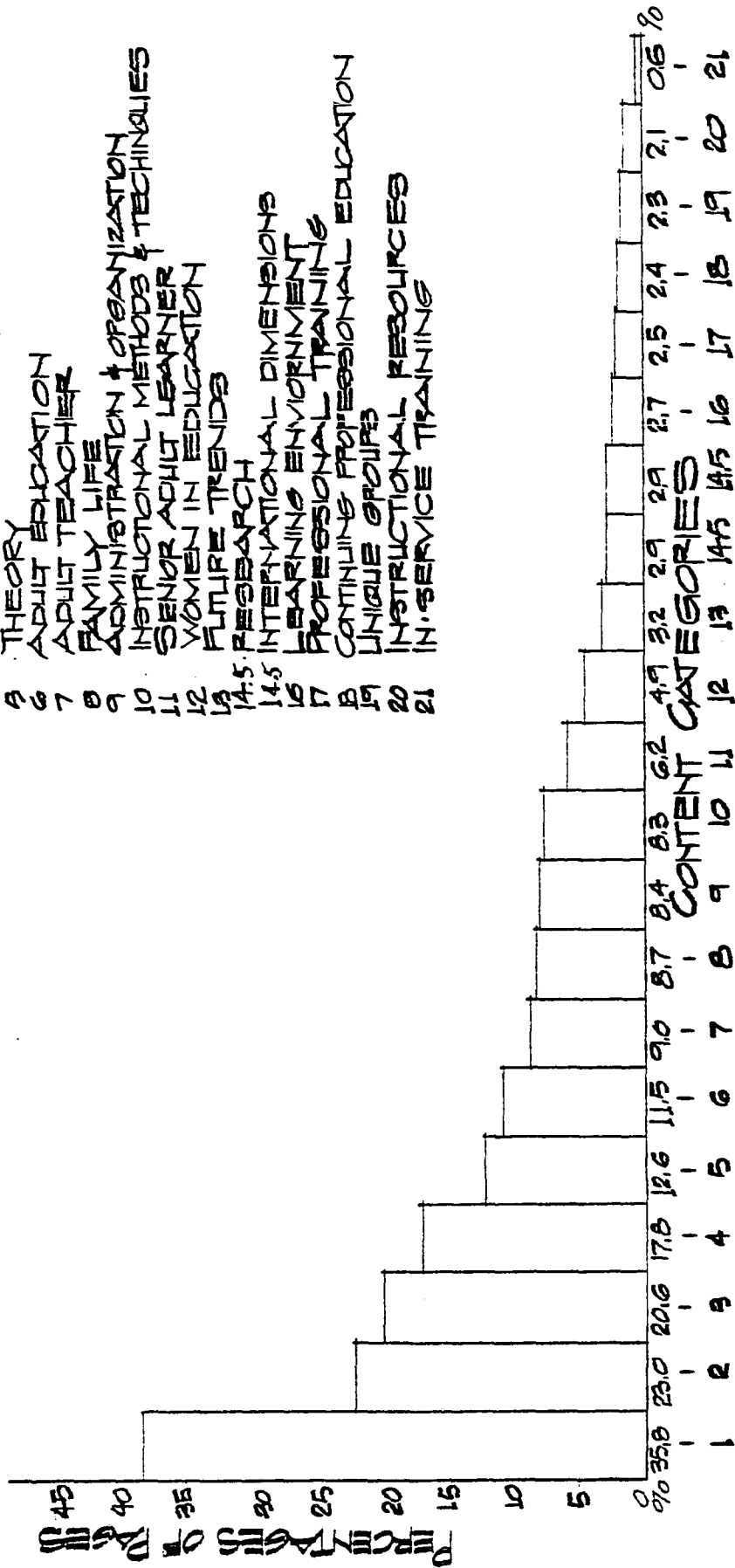


FIGURE 2. GRAPHIC PRESENTATION OF PERCENTAGES OF PAGES ALLOCATED TO EACH CONTENT CATEGORY OVER THE TEN YEAR TIME FRAME OF THE STUDY.

Adult Programs was fourth. Four categories, Adult Teacher, Family Life, Administration and Organization, and Instructional Methods and Techniques, remained very close in emphasis (within 0.7%) throughout the ten-year period.

The eight least emphasized categories received 3.0% or less. In descending order these were: Research, International Dimensions, Learning Environment, Professional Training, Continuing Professional Education, Unique Groups, Instructional Resources, and In-service Training.

In summary, the content category Program Development received the greatest amount of emphasis (page-space) in time-frame one and Adult Learner was second. In time-frame two the most emphasized category was Adult Learner and History was second. These categories, Adult Learner and History, showed the greatest increase in emphasis (page-space) from time-frame one to time-frame two.

Adult Learner remained the highest emphasized content category over the total ten-year time-frame. In-service Training showed the least amount of emphasis throughout the total time-frame of the study.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem undertaken in the current study was a systematic investigation of selected adult education textbooks, objectively and quantitatively, to determine whether or not there was a change of emphasis (page-space) in the content of college adult education textbooks published during the ten-year time-frame from 1969 through 1978.

Ten selected adult education textbooks were used in the study. Content analysis was chosen as the method of research. Publication data determined the organization of the textbooks into two time-frames of five years each, 1969 through 1973 and 1974 through 1978. Time-frame one contained four books and time-frame two contained six books. Twenty-one content categories were derived from an initial review of the ten textbooks. A page count of published content was employed to represent numerically the amount of emphasis devoted to a selected content category. Each book was examined individually and all content was placed under the one most appropriate category of the twenty-one categories. The page counts were translated into percentage, and change

in percentage revealed the amount of change in emphasis (page-space). Data for both time-frames and, ultimately, for the entire ten-year time-frame were collected from all ten books.

The data revealed that changes did occur in emphasis of adult education textbook content across the ten-year time-frame. In addition, the data indicated there was an increase in the amount of publication emphasis in the second half, or time-frame two, of the study.

Two content categories, Adult Learner and History, showed the greatest increases in emphasis in time-frame two as compared to time-frame one. Seven other categories increased in emphasis from time-frame one to time-frame two. These were Theory, Senior Adult Learner, Administration and Organization, Women in Education, Family Life, Continuing Professional Education, and Unique Groups.

Program Development, Adult Education Programs, Instructional Methods and Techniques, Adult Education, Adult Teacher, Professional Training, Research, Instructional Resources, Learning Environment, International Dimensions, and In-service Training decreased in emphasis in time-frame two as compared to time-frame one.

The study disclosed that the category Program Development received the greatest amount of emphasis in time-frame one; Adult Learner was second, and Adult Education Programs third. In time-frame two the most emphasized

category was Adult Learner; History was second, and Adult Education Programs was third.

Results from the study indicate that the category Adult Learner remained the highest emphasized content category over the total ten-year time-frame. In-service Training showed the least amount of emphasis throughout the total span of the study.

Conclusions

The conclusions are related only to this investigation and cannot be generalized beyond the ten selected adult education textbooks included in the study. The changes reflected by the data from this investigation disclose that changes in publication emphasis have occurred in adult education from 1969 through 1978. The research in the study indicates an increase of textbook content in adult education in the past five years over the previous five years.

Publication emphasis on the adult learner category maintained a constant high level of emphasis through both time-frames. This was consistent with Dale's and Rusnell's (1971) as well as Long's and Agyekum's (1974) results from earlier investigations. This high level of constant emphasis on the adult learner would seem to indicate a continuing strong emphasis.

Emphasis on program development was strong in time-frame one but decreased in time-frame two. This decrease was not consistent with both Dale's and Rusnell's

(1971) and Long's and Agyekum's (1974) earlier studies. This might reflect the fact publication emphasis and interest probably have shifted from journals to books or from one kind of publication form to another.

The literature of content analysis studies in adult education was difficult, if not impossible, to locate throughout the study. Verner (1960) points out the problem involved in identification and location of adult education literature in 1960. It is obvious the problem continues to exist, even though a period of eighteen years has lapsed. The lack of a comprehensive classification system for literature in adult education points out an immense need for such systematic organization. If professionals and paraprofessionals in the field are to make use of literature significant to the field of adult education such systems need to be developed.

Issues concerning certain groups, women in education, unique groups, families, senior adult learners were given very little attention in adult education textbooks during time-frame one; however, all four groups increased in page-space or amount of publication content in time-frame two. This probably reflects the rise in prominence given these groups in the past few years.

Lastly, in view of the wide variation existing among textbooks, it appears unwise for teachers and students to rely on a single text. Of the ten books included in this

study, not one textbook covered all the content categories delineated in this study.

Recommendations

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 the official journal of adult education during the same time-frame.
2. Administer the content category definitions in this study to a group of professional adult educators and to a group of para-professionals and ask them to rank the categories as to level of importance. Then compare the responses from the two groups.
3. Replicate this study with textbooks in the other areas of adult education in order to analyze the texts devoted to those content areas.
4. Conduct an analysis study of the ten most important textbooks as rank-ordered by the members of the Commission of Professors of Adult education.

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APPENDIX A

LETTER OF PERMISSION

REGION ONE

EDUCATION SERVICE CENTER

1900 WEST SCHUNIOR - EDINBURG, TEXAS 78539

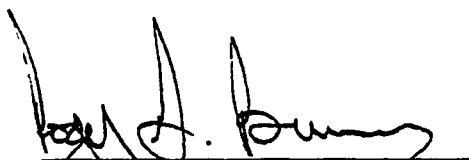
AC 512/383-5611

July 11, 1978

TO: Georgianna Dixon

SUBJECT: Permission to Use Techniques Developed
in Dissertation

This letter authorizes Georgianna Dixon, University of Oklahoma graduate student, to use any of the unique techniques or methodologies developed in my dissertation when she is writing her dissertation.



Roger G. Burns, Ph.D.
Psychologist

APPENDIX B

CONTENT CATEGORIES OF EACH TEXTBOOK
INDICATING NUMBER OF PAGES AND PERCENTAGE

Table A
Raw Data Results of the Content Analysis
of Axford 1969

Content categories	Number of pages allocated to content category	Percent of content pages allocated to category
Administration and Organization		
Adult Education	22	10.7
Adult Learner	26	12.6
Adult Teacher	32	15.6
Continuing Professional Education		
Family Life		
Future Trends		
History	28	13.6
International Dimensions	2	.01
In-service Training		
Adult Education Programs	6	2.9
Instructional Methods and Techniques		
Instructional Resources	2	.01
Learning Environment		
Professional Training	3	1.4
Program Development	65	31.7
Research	11	5.3
Women in Education	4	1.9
Senior Adult Learners	4	1.9
Theory		
Unique Groups		
Total number of pages covering content	205	

Table B
Raw Data Results of the Content Analysis
of Knowles 1970

Content categories	Number of pages allocated to content category	Percent of content pages allocated to category
Administration and Organization	21	8.1
Adult Education	2	.7
Adult Learner	29	11.2
Adult Teacher	16	6.2
Continuing Professional Education		
Family Life		
Future Trends		
History		
International Dimensions		
In-service Training	4	1.5
Adult Education Programs	8	3.1
Instructional Methods and Techniques	43	16.7
Instructional Resources	2	.7
Learning Environment	14	5.4
Professional Training	21	8.1
Program Development	74	28.7
Research	9	3.5
Women in Education	12	4.6
Senior Adult Learners		
Theory	2	.7
Unique Groups		
Total number of pages covering content	257	

Table C

Raw Data Results of the Content Analysis
of Smith, Aker, Kidd 1970

Content categories	Number of pages allocated to content category	Percent of content pages allocated to category
Administration and Organization		
Adult Education	54	12.4
Adult Learner	15	3.4
Adult Teacher	10	2.3
Continuing Professional Education	9	2.
Family Life	13	3.
Future Trends	19	4.3
History		
International Dimensions	11	2.5
In-service Training	3	.6
Adult Education Programs	192	44.3
Instructional Methods and Techniques	19	4.3
Instructional Resources	15	3.4
Learning Environment		
Professional Training	8	1.8
Program Development	43	9.9
Research	10	2.3
Women in Education		
Senior Adult Learners		
Theory	1	.2
Unique Groups	11	
Total number of pages covering content	433	

Table p
 Raw Data Results of the Content Analysis
 of Kidd 1973

Content categories	Number of pages allocated to content category	Percent of content pages allocated to category
Administration and Organization		
Adult Education	9	3.2
Adult Learner	70	25.3
Adult Teacher	16	5.7
Continuing Professional Education	3	1.0
Family Life		
Future Trends		
History	2	.7
International Dimensions	2	.7
In-service Training		
Adult Education Programs	22	7.9
Instructional Methods and Techniques	25	9.0
Instructional Resources	10	3.6
Learning Environment	8	2.8
Professional Training		
Program Development	17	6.1
Research		
Women in Education		
Senior Adult Learners	29	10.5
Theory	63	22.8
Unique Groups		
Total number of pages covering content	276	

Table E
Raw Data Results of the Content Analysis
of Vermilye 1974

Content categories	Number of pages allocated to content category	Percent of content pages allocated to category
Administration and Organization	58	37.1
Adult Education	22	14.1
Adult Learner	30	19.2
Adult Teacher	3	1.9
Continuing Professional Education		
Family Life		
Future Trends		
History		
International Dimensions	7	4.4
In-service Training		
Adult Education Programs	9	5.7
Instructional Methods and Techniques	5	3.2
Instructional Resources	3	1.9
Learning Environment		
Professional Training		
Program Development	19	12.1
Research		
Women in Education		
Senior Adult Learners		
Theory		
Unique Groups		
Total number of pages covering content	156	

Table F

Raw Data Results of the Content Analysis
of Knox 1977

Content categories	Number of pages allocated to content category	Percent of content pages allocated to category
Administration and Organization		
Adult Education	5	.8
Adult Learner	303	52.7
Adult Teacher	29	.5
Continuing Professional Education		
Family Life	108	18.8
Future Trends		
History		
International Dimensions		
In-service Training		
Adult Education Programs		
Instructional Methods and Techniques	6	1.
Instructional Resources		
Learning Environment	4	.6
Professional Training		
Program Development		
Research	6	1.
Women in Education	52	9.
Senior Adult Learners	47	8.1
Theory	10	1.7
Unique Groups	4	.6
Total number of pages covering content	574	

Table G

Raw Data Results of the Content Analysis
of Knowles 1977

Content categories	Number of pages allocated to content category	Percent of content pages allocated to category
Administration and Organization		
Adult Education	20	5.8
Adult Learner		
Adult Teacher		
Continuing Professional Education		
Family Life		
Future Trends	16	4.7
History	269	79.1
International Dimensions	3	.8
In-service Training		
Adult Education Programs	32	9.4
Instructional Methods and Techniques		
Instructional Resources		
Learning Environment		
Professional Training		
Program Development		
Research		
Women in Education		
Senior Adult Learners		
Theory		
Unique Groups		
Total number of pages covering content	340	

Table H

Raw Data Results of the Content Analysis
of Harrington 1977

Content categories	Number of pages allocated to content category	Percent of content pages allocated to category
Administration and Organization	36	17.
Adult Education	9	4.2
Adult Learner		
Adult Teacher		
Continuing Professional Education	21	9.9
Family Life		
Future Trends	7	3.3
History	21	9.9
International Dimensions		
In-service Training		
Adult Education Programs	82	38.8
Instructional Methods and Techniques		
Instructional Resources		
Learning Environment		
Professional Training		
Program Development	17	8.
Research		
Women in Education		
Senior Adult Learners	2	.9
Theory		
Unique Groups	16	7.5
Total number of pages covering content	211	

Table I

Raw Data Results of the Content Analysis
of Knowles 1978

Content categories	Number of pages allocated to content category	Percent of content pages allocated to category
Administration and Organization	5	3.9
Adult Education	7	5.4
Adult Learner		
Adult Teacher		
Continuing Professional Education		
Family Life		
Future Trends		
History		
International Dimensions		
In-service Training		
Adult Education Programs		
Instructional Methods and Techniques		
Instructional Resources		
Learning Environment	9	7.
Professional Training		
Program Development	17	13.2
Research		
Women in Education		
Senior Adult Learners		
Theory	90	70.3
Unique Groups		
Total number of pages covering content	128	

APPENDIX C

CONTENT CATEGORIES ACROSS TIME FRAMES
INDICATING NUMBER OF PAGES
AND PERCENTAGE

Table A
 Raw Data Results for the Content Category
Administration and Organization
 in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	0	
Knowles	1970	257	21	
Smith, Aker, Kidd	1970	433	0	
Kidd	1973	276	0	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	21	1.8
Vermilye	1974	156	58	
Knox	1977	574	0	
Knowles	1977	340	0	
Harrington	1977	211	36	
Knowles	1978	128	0	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	94	6.6
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	115	4.0

Table B
Raw Data Results for the Content Category
Adult Education
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	22	
Knowles	1970	257	2	
Smith, Aker, Kidd	1970	433	54	
Kidd	1973	276	9	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	87	7.4
Vermilye	1974	156	22	
Knox	1977	574	5	
Knowles	1977	340	20	
Harrington	1977	211	9	
Knowles	1978	128	0	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	56	3.9
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	143	5.5

Table C
 Raw Data Results for the Content Category
Adult Learner
 in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	26	
Knowles	1970	257	29	
Smith, Aker, Kidd	1970	433	15	
Kidd	1973	276	70	
<u>Time-frame one</u>				
<u>1969-1973.</u>		1171	140	11.9
Vermilye	1974	156	30	
Knox	1977	574	303	
Knowles	1977	340	0	
Harrington	1977	211	0	
Knowles	1978	128	5	
<u>Time-frame two</u>				
<u>1974-1978</u>		1409	338	23.9
<u>Total overall results</u>				
<u>1969-1978</u>		2580	478	18.5

Table D
 Raw Data Results for the Content Category
Adult Teacher
 in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	32	
Knowles	1970	257	16	
Smith, Aker, Kidd	1970	433	10	
Kidd	1973	276	16	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	74	6.3
Vermilye	1974	156	3	
Knox	1977	574	29	
Knowles	1977	340	0	
Harrington	1977	211	0	
Knowles	1978	128	7	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	39	2.7
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	113	4.3

Table E
Raw Data Results for the Content Category
Continuing Professional Education
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	0	
Knowles	1970	257	0	
Smith, Aker, Kidd	1970	433	9	
Kidd	1973	276	3	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	12	1.0
Vermilye	1974	156	0	
Knox	1977	574	0	
Knowles	1977	340	0	
Harrington	1977	211	21	
Knowles	1978	128	0	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	21	1.4
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	33	1.2

Table F
Raw Data Results for the Content Category
Family Life
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	0	
Knowles	1970	257	0	
Smith, Aker, Kidd	1970	433	13	
Kidd	1973	276	0	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	13	1.1
Vermilye	1974	156	0	
Knox	1977	574	108	
Knowles	1977	340	0	
Harrington	1977	211	0	
Knowles	1978	128	0	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	108	7.6
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	121	4.6

Table G
Raw Data Results for the Content Category
Future Trends
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	0	
Knowles	1970	257	0	
Smith, Aker, Kidd	1970	433	19	
Kidd	1973	276	0	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	19	1.6
Vermilye	1974	156	0	
Knox	1977	574	0	
Knowles	1977	340	16	
Harrington	1977	211	7	
Knowles	1978	128	0	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	23	1.6
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	42	1.6

Table H
Raw Data Results for the Content Category
History
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	28	
Knowles	1970	257	0	
Smith, Aker, Kidd	1970	433	0	
Kidd	1973	276	2	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	30	2.5
Vermilye	1974	156	0	
Knox	1977	574	0	
Knowles	1977	340	269	
Harrington	1977	211	21	
Knowles	1978	128	0	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	290	20.5
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	320	12.4

Table I

Raw Data Results for the Content Category
International Dimensions
 in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	2	
Knowles	1970	257	0	
Smith, Aker, Kidd	1970	433	11	
Kidd	1973	276	2	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	15	1.2
Vermilye	1974	156	7	
Knox	1977	574	0	
Knowles	1977	340	3	
Harrington	1977	211	0	
Knowles	1978	128	0	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	10	.7
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	25	.7

Table J
Raw Data Results for the Content Category
In-service Training
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	0	
Knowles	1970	257	4	
Smith, Aker, Kidd	1970	433	3	
Kidd	1973	276	0	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	7	0.6
Vermilye	1974	156	0	
Knox	1977	574	0	
Knowles	1977	340	0	
Harrington	1977	211	0	
Knowles	1978	128	0	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	0	0.0
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	7	0.2

Table K

Raw Data Results for the Content Category
Adult Education Programs
 in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	6	
Knowles	1970	257	8	
Smith, Aker, Kidd	1970	433	192	
Kidd	1973	276	22	
<u>Time-frame one</u>				
<u>1969-1973</u>		1171	228	9.3
Vermilye	1974	156	9	
Knox	1977	574	0	
Knowles	1977	340	32	
Harrington	1977	211	82	
Knowles	1978	128	0	
<u>Time-frame two</u>				
<u>1974-1978</u>		1409	123	8.5
<u>Total overall results</u>				
<u>1969-1978</u>		2580	351	3.6

Table L
Raw Data Results for the Content Category
Instructional Methods and Techniques
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	0	
Knowles	1970	257	43	
Smith, Aker, Kidd	1970	433	19	
Kidd	1973	276	25	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	87	7.6
Vermilye	1974	156	5	
Knox	1977	574	6	
Knowles	1977	340	0	
Harrington	1977	211	0	
Knowles	1978	128	0	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	11	0.7
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	98	3.6

Table M
Raw Data Results for the Content Category
Instructional Resources
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	2	
Knowles	1970	257	2	
Smith, Aker, Kidd	1970	433	15	
Kidd	1973	276	10	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	29	1.9
Vermilye	1974	156	3	
Knox	1977	574	0	
Knowles	1977	340	0	
Harrington	1977	211	0	
Knowles	1978	128	0	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	3	0.2
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	32	1.2

Table N
Raw Data Results for the Content Category
Learning Environment
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	0	
Knowles	1970	257	14	
Smith, Aker, Kidd	1970	433	0	
Kidd	1973	276	8	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	22	1.8
Vermilye	1974	156	0	
Knox	1977	574	4	
Knowles	1977	340	0	
Harrington	1977	211	0	
Knowles	1978	128	9	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	13	0.9
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	35	1.3

Table Q
Raw Data Results for the Content Category
Professional Training
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	3	
Knowles	1970	257	21	
Smith, Aker, Kidd	1970	433	8	
Kidd	1973	276	0	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	32	2.7
Vermilye	1974	156	0	
Knox	1977	574	0	
Knowles	1977	340	0	
Harrington	1977	211	0	
Knowles	1978	128	0	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	0	0.0
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	32	1.2

Table P
Raw Data Results for the Content Category
Program Development
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	65	
Knowles	1970	257	74	
Smith, Aker, Kidd	1970	433	43	
Kidd	1973	276	17	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	199	16.9
Vermilye	1974	156	19	
Knox	1977	574	0	
Knowles	1977	340	0	
Harrington	1977	211	17	
Knowles	1978	128	17	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	53	3.7
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	252	9.7

Table Q
 Raw Data Results for the Content Category
Research
 in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	11	
Knowles	1970	257	9	
Smith, Aker, Kidd	1970	433	10	
Kidd	1973	276	0	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	30	2.5
Vermilye	1974	156	0	
Knox	1977	574	6	
Knowles	1977	340	0	
Harrington	1977	211	0	
Knowles	1978	128	0	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	6	0.4
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	36	1.3

Table R
Raw Data Results for the Content Category
Women in Education
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	4	
Knowles	1970	257	12	
Smith, Aker, Kidd	1970	433	0	
Kidd	1973	276	0	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	16	1.3
Vermilye	1974	156	0	
Knox	1977	574	52	
Knowles	1977	340	0	
Harrington	1977	211	0	
Knowles	1978	128	0	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	52	3.6
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	78	3.0

Table S
Raw Data Results for the Content Category
Senior Adult Learners
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	4	
Knowles	1970	257	0	
Smith, Aker, Kidd	1970	433	0	
Kidd	1973	276	29	
<u>Time-frame one</u>				
<u>1969-1973</u>		1171	33	2.8
Vermilye	1974	156	0	
Knox	1977	574	47	
Knowles	1977	340	0	
Harrington	1977	211	2	
Knowles	1978	128	0	
<u>Time-frame two</u>				
<u>1974-1978</u>		1409	49	3.4
<u>Total overall results</u>				
<u>1969-1978</u>		2580	82	3.6

Table T
Raw Data Results for the Content Category
Theory
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	0	
Knowles	1970	257	2	
Smith, Aker, Kidd	1970	433	1	
Kidd	1973	276	63	
<u>Time-frame one</u>				
	<u>1969-1973</u>	1171	66	5.6
Vermilye	1974	156	0	
Knox	1977	574	10	
Knowles	1977	340	0	
Harrington	1977	211	0	
Knowles	1978	128	90	
<u>Time-frame two</u>				
	<u>1974-1978</u>	1409	100	7.0
<u>Total overall results</u>				
	<u>1969-1978</u>	2580	166	6.4

Table U
Raw Data Results for the Content Category
Unique Groups
in Books and Time-Frames

Author	Chronology of Publication Dates	Total number of content pages in text	Total number pages of allocated to category	Percent
Axford	1969	205	0	
Knowles	1970	257	0	
Smith, Aker, Kidd	1970	433	11	
Kidd	1973	276	0	
<u>Time-frame one</u>				
<u>1969-1973</u>		1171	11	0.9
Vermilye	1974	156	0	
Knox	1977	574	4	
Knowles	1977	340	0	
Harrington	1977	211	16	
Knowles	1978	128	0	
<u>Time-frame two</u>				
<u>1974-1978</u>		1409	20	1.4
<u>Total overall results</u>				
<u>1969-1978</u>		2580	31	1.2