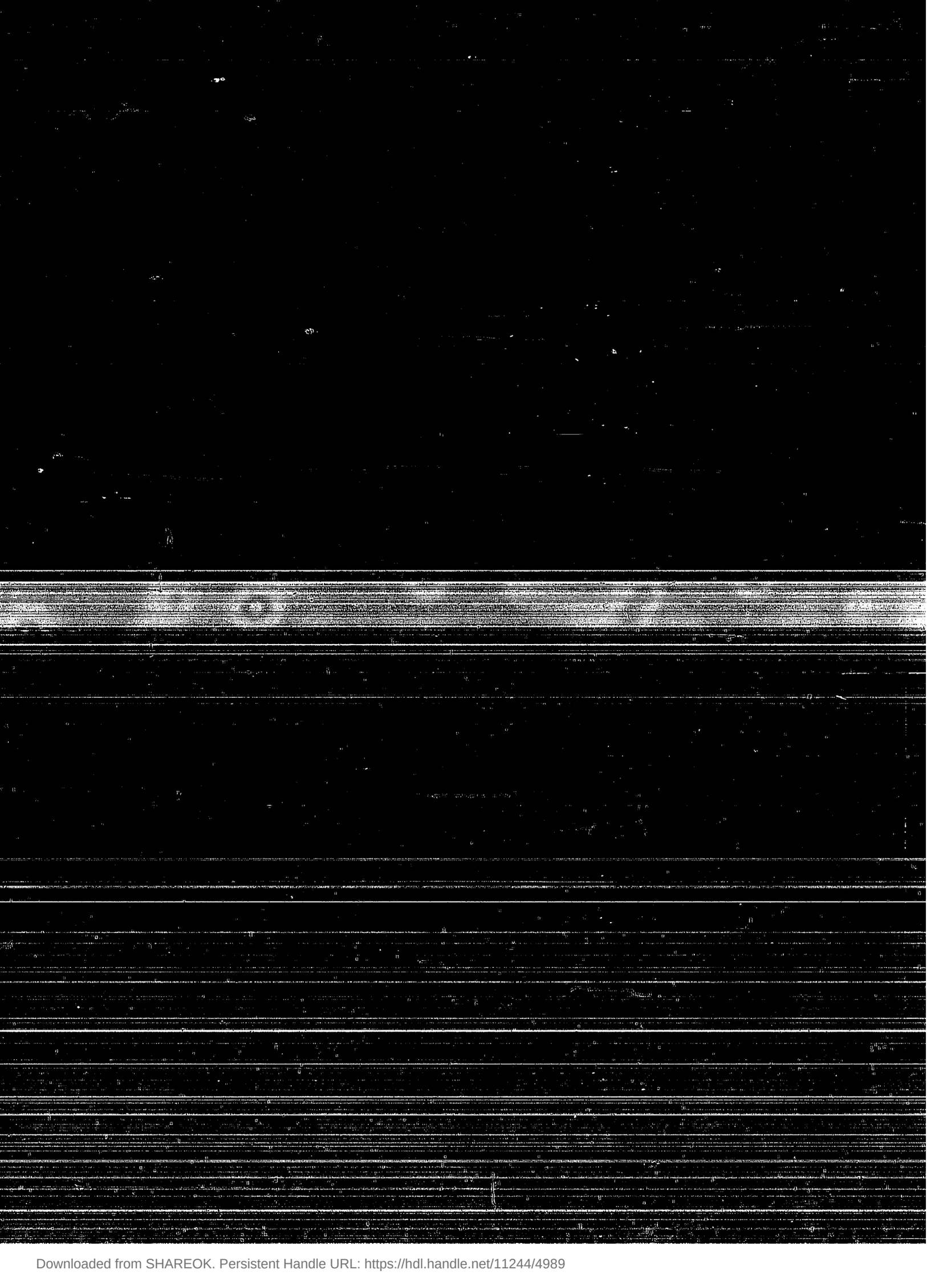

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UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A COMPARATIVE CONTENT ANALYSIS OF ADULT EDUCATION AND THE COMMUNITY EDUCATION JOURNAL FROM 1971 THROUGH 1980

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

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Norman, Oklahoma

1982

A COMPARATIVE CONTENT ANALYSIS OF

ADULT EDUCATION AND THE COMMUNITY EDUCATION JOURNAL

FROM 1971 THROUGH 1980

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ACKNOWLEDGMENTS

Deepest gratitude is expressed to Dr. Donald S. Udell for his guidance and friendship throughout the doctoral program. Special thanks are expressed to the other members of the doctoral committee, Dr. Charles Butler, Dr. Herbert Hengst, Dr. Lloyd Korhonen, and Dr. Stephen Sloan.

Love is expressed to my three "boys," Larry, Marty, and Zack, without whose understanding and support the compilation of this document would not have been possible.

A COMPARATIVE CONTENT ANALYSIS OF ADULT EDUCATION AND THE COMMUNITY EDUCATION JOURNAL FROM 1971 THROUGH 1980

BY: ANNE R. WARD

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The purpose of this research was to examine the content of a representative journal in each of the fields of Adult Education and Community Education to ascertain trends, emphases, sophistication of research, institutional and regional affiliations of authors, and editor influence, and to compare the two journals in terms of these findings to note similarities and differences.

The two journals selected were Adult Education and Community Education Journal. All signed articles published in each between 1971 and 1980 were read and classified according to best fit in fourteen content categories and ten methodological categories.

Data were collected in Standard Inches, and these were converted to percentages within year groups, within periods of editor tenures, and across the entire time frame. These percentages were indicative of degree of emphasis given each category.

Findings revealed that both journals failed to adequately cover all categorical areas, with Adult Education

mainly reporting "learning" articles and relying heavily on "Descriptive Research" while Community Education Journal devoted an overwhelming majority of its content to "Program Planning and Administration" articles of the "Personal Belief" and "New Program Concern" type.

The researcher concluded that there was too little variety in both journals to keep readers sufficiently informed.

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A COMPARATIVE CONTENT ANALYSIS OF ADULT EDUCATION AND THE COMMUNITY EDUCATION JOURNAL FROM 1971 THROUGH 1980

CHAPTER I

INTRODUCTION

The complimentary fields of Adult and Community Education have experienced rapid growth and interest among both educators and the public. This has been demonstrated through expansion of programs and increased emphasis in schools of education.

Because of this phenomenal growth, collation and analyses of published communications in these areas have proven inadequate, and there has been a decided lack of internal analysis of the communications themselves.

Of particular interest to this researcher was the analysis of the content of two professional journals published between January 1971 and December 1980. These journals were: Adult Education, which is perhaps the most recognized of the national journals in Adult Education, and Community Education Journal, which is the only national journal published in Community Education.

The purpose of this research was to examine the content of these journals to ascertain trends, emphases, sophistication of research, institutional and regional affiliations of authors, and editor

influence, and to compare the two journals in terms of these findings to note similarities and differences.

The results of this study should further awareness of existent inadequacies in published content of the journals, so that readers who rely upon them will do so with an informed appreciation. The scope of content should illustrate for educators in other areas the diversity of the fields. The content should serve as a predictor of future trends, and should point up those areas which are considered most important by contributing authors, and by selecting editors.

Statement of the Problem

The problem of this study was determining what similarities exist between the content of signed articles published in Adult Education and Community Education Journal between January 1971 and December 1980.

The questions being investigated were:

1. What categorical areas were being emphasized?
2. What methods of investigation were being emphasized?
3. Did trends in emphasis remain constant during the period under consideration?
4. How often were references cited?
5. What were the institutional affiliations of writers and editors?
6. How did each journal differ under its various editorships?

As to comparison of the two journals, the following hypotheses were proposed:

1. Content in Adult Education will more frequently be research-based.

2. Research in both journals will increasingly rely on experimental procedure throughout the time span.
3. Institutional affiliation of article contributors will more commonly be with institutions in the northeastern section of the United States.
4. Authors in Community Education Journal will less frequently be institutionally affiliated.
5. Each editor will favor with a greater percentage of space a particular content category, methodological category, and location from which articles derive, which will differ from other editors of the same publication.
6. Articles in Adult Education will more frequently cite references.
7. Community Education Journal will give greater space to the "Education of Particular Groups," i.e., women, minorities, the elderly, the handicapped.
8. Content in Adult Education will predominantly be in the areas of "Education as a Field of Study," "Instructional Methods," and "Evaluation."
9. Content in Community Education Journal will predominantly be in the areas of "Program Planning and Administration," "Personnel and Staff," and "Program Areas."
10. Articles in Community Education Journal will show less variety in both content and methodology.

Definition of Terms

Adult Education - According to C. O. Houle:

> "The Process by which men and women (alone, in groups, or in institutional settings) seek to improve themselves or their society by increasing their skill, their knowledge, or their sensitiveness. Any process by which individuals, groups, or institutions try to help men and women improve in these ways." (Houle, 1972)

Community Education - According to D. S. Udell:

> "Community Education is a process of encouraging lifelong learning experiences by involving a defined community in the identification of its needs, wants, and concerns and in the effective utilization and development of all existing human, physical, and financial resources within and outside the community to satisfy these needs, wants, and concerns. Stated another way, it is a continuous and everchanging combination of activities that, through community involvement, documents needs, through community commitment, organizes opportunities to meet these needs, and through community cooperation, causes the benefits derived to be shared by the community." (Udell, 1980)

Need for the Study

A page-by-page search of pertinent categories listed in Dissertation Abstracts International from its inception through 1980, and computer searches of ERIC, CIJE and DATRIX II, revealed that a very limited number of content analyses have been performed on printed material in Adult Education. None was found in the field of Community Education. Of the

former, none dealt with Adult Education during the period to be covered in this study, though an overlapping study by Long and Agyekum covered the period from 1964 through 1973. (Long and Agyekum, 1974) And to the best knowledge of this researcher no correlational study of literature produced in the two journals has ever been done.

Review of Related Literature

Gary Dickinson and Dale Rusnell (1971) analyzed the content of the Adult Education journals published between 1950 and 1970, by devising thirteen categories, originally classified by the detailed subject index used by the ERIC Clearinghouse on Adult Education, (DeCrow and Grabowski, 1969) and one general subject heading, on the "Organization of Adult Education," which was not used in the ERIC Classification system. Their categories were:

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

Dickinson and Rusnell further categorized content by its type, and assigned articles to one of nine type categories. These were:

1. Personal Beliefs or Experience
2. Program Description
3. Empirical Research
4. Formal Philosophy
5. Interpretive Literature Reviews
6. Techniques of Practice
7. Theoretical Formulation
8. History
9. Other

"Empirical Research" articles were analyzed separately as follows:

1. Research Method
    a. Descriptive Survey
    b. Analytical Survey
    c. Experimental
2. Data Collection
    a. Questionnaire
    b. Interview
    c. Other

The authors randomly selected three volumes for joint examination in order to establish a reliable coding system for article types and subject. They then each examined approximately one-half of the remaining volumes, and approximately 10 percent of each half was verified by

the other to insure consistency in the coding system. Data regarding use of space, type and subject of articles, citation practices, authorship and detailed analyses of research articles were itemized and tabulated for each issue and summarized by volume and by five-year interval.

The data from this study revealed that:

1. More articles originated from university-based authors indicating an increasing number of people teaching adult education and an expansion of professional training programs.
2. Articles increased in length while declining in number, with the number of references cited per article increasing from 0.7 percent in the early period to 13.2 percent in the most recent. There was also an increase in the number of co-authored articles.
3. Articles concerned with the education of particular groups declined in number from 4.4 to 1.3 percent, while those dealing with international perspectives increased slightly from 3.2 to 3.8 percent.
4. The number of articles dealing with adult learning characteristics rose from 5.1 to 38.4 percent.
5. Research-based articles grew in number and emphasis and represented 62.9 percent of the total in the latest period. At the same time articles dealing with program description decreased from 36.0 percent to 5.1 percent of the total and those dealing with personal beliefs and experiences declined from 44.3 percent to 12.8 percent.

6. Empirical research gradually showed greater sophistication with empirical studies increasing from 8.2 percent to 43.6 percent, interpretive literature reviews from 3.2 percent to 11.6 percent and historical studies from 0.6 percent to 7.7 percent. While 84.6 percent of research articles in volumes 1-5 used descriptive research, this percentage declined to 14.7 percent in volumes 16-20. Analytic surveys rose from 15.4 percent to 50.0 percent and experimental studies from 0.0 percent to 35.3 percent.

Dickinson and Rusnell's study formed the basis for a later study performed by Huey B. Long and Stephen K. Agyekum (1974) who analyzed Adult Education content published between the years 1964 and 1973. Their study was divided into three-year periods representing the tenures of three different editors. Each article published over the nine year period was read and independently classified by each of the researchers, and any disagreement as to classification was discussed with each explaining his reasoning for assigning a given article to a selected category. Then the article was jointly reviewed until agreement on classification was reached. Their categories, which again were originally classified by the ERIC publication cited earlier, were:

1. Adult Learning
2. Program Planning and Administration
3. Institutional Sponsors
4. Adult Education as a Field of Study
5. Instructional Materials and Methods
6. Philosophy

7. Program Area
8. Personnel and Staff
9. International Perspectives
10. Education of Particular Groups
11. Other

Long and Agyekum further classified articles as to type using these categories:

1. Research
   a. Experimental
   b. Descriptive
   c. Methodological
   d. Historical
2. Formal Philosophy
3. Personal Belief
4. Interpretive Literature Review
5. Theoretical Formulation
6. Techniques of Practice
7. Other (New Program Concerns)

The findings of Long and Agyekum were remarkably similar to those of Dickinson and Rusnell in their earlier study in that:

1. Personal opinion and program description articles declined in number and in terms of total percentage of articles published represented 14.9 percent and 5.6 percent respectively.
2. The overall percentage of research articles increased. While research was most often descriptive (37.8 percent vs. 9.9

percent experimental, 6.2 percent historical and 8.1 percent methodological) it was more often characterized by analytical multi-variate applications.

3. Program planning articles were more frequent in the most recent three-year period and represented the largest category with 21.7 percent of the overall total. Instructional method articles ranked second with 15.5 percent. Adult Education as a field of study accounted for 13.7 percent and learning articles accounted for 13.0 percent of overall content.
4. Articles dealing with the education of particular groups and international perspectives rose somewhat beyond the percentages of the previous study to 6.8 and 5.0 percents respectively.
5. Length of articles, issues and volumes increased during the period.
6. University-based authors continued to dominate in terms of number of articles contributed, while 42.0 percent were contributed by authors from eleven institutions.

Dixon (1978) undertook a content analysis of textbooks in the field of Adult Education. Her study involved ten textbooks selected as meeting two defined criteria: One that each was general in its discussion of the field of Adult Education, and the other that it was published in the United States during a ten-year time frame between 1969 and 1978. Dixon devised twenty-one category headings as follows:

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
21. Women in Education

Content was assigned to each of these categories in terms of total line-space devoted to each. Line-space refers to a full line of content proceeding from the left to the right side of a page. A line-space count was made for every full page of content in each textbook studied. Raw data were collected on master sheets and tabulated, and each category was assigned a percentage of the overall total. Dixon divided the period studied into two five-year time frames--1969 through 1973, and 1974 through 1978.

Among her findings Dixon reported that:

1. Emphasis on the adult learner category remained high, increasing from number-two rank with 11.9 percent of the total in the first time frame to numer-one rank with 23.9 percent in the second.
2. Emphasis on program development decreased from a high of 16.9 percent in the earlier time frame to 3.7 percent in the later.
3. Emphasis devoted to women in education, unique groups, family life and senior adult learners increased in time frame two. Percentages changed from 1.3 percent to 3.6 percent, 0.9 percent to 1.4 percent, 1.1 percent to 7.6 percent and 2.8 percent to 3.4 percent respectively.
4. Emphasis on international dimensions remained low during both time frames, decreasing from 1.2 percent in the earlier to 0.7 percent in the later.
5. The history category was second in showing greatest increase in emphasis over the two time frames, rising from a low of 2.5 percent to a high of 20.5 percent.
6. Content devoted to in-service training showed the least amount of emphasis throughout the total time span of the study, decreasing from 0.6 percent to 0.0 percent.
7. Not one textbook covered all the content categories delineated in the study, indicating that either not all categories were pertinent, or that no single textbook was conclusive.

Limitations of the Study

1. Conclusions generated by this study are related only to this investigation and cannot be generalized beyond the two journals, or the time frame of their publication, which were analyzed herein.
2. No attempt was made by the researcher to determine what factors contributed to the publication of a given article by either journal. A number of variables could have influenced what was actually published, but determining which were responsible was beyond the scope of this study.
3. The nature of some of the sources of information presented in this study precluded the researcher's unequivocally being able to vouch for their accuracy. For example, data regarding institutional affiliation of authors of articles were taken directly from the journals, and could therefore be subject to error.
4. Content analysis is a subjective method of inquiry, but while the researcher attempted to be diligent/consistent in assigning articles to categories of classification, and although reliability tests were performed, there could exist a margin of error.

CHAPTER II

METHOD OF INVESTIGATION

Introduction

This study detailed a project in descriptive research which dealt with the related fields of Adult Education and Community Education. The project used content analysis, which is, as defined by Berelson: (1971) "A research technique for the objective, systematic, and quantitative description of the content of communication."

The purpose of the study was to describe article type, content, and authorship in Adult Education and Community Education Journal as published between January 1971, and December 1980, with a view toward establishing trends and similarities in and between the two journals.

The former date was chosen as that of the first publication of Community Education Journal, and the latter as the most recent date available for inclusion in this study.

Adult Education was chosen as one of the more widely recognized journals in its field, and Community Education Journal was chosen as the only journal published in its field.

During the period covered, Adult Education appeared under three different editorships. From 1971 through 1974, Dwight C. Rhyne of the University of North Carolina was editor. From 1975 through winter 1978, Gordon G. Darkenwald of Columbia and Rutgers Universities edited,

and from spring 1978 through fall 1980, Phyllis M. Cunningham and Robert M. Smith of Northern Illinois University were co-editors.

Adult Education is published four times each year, beginning in fall and ending in summer. Each volume of four issues is organized to include fall of a preceding year with spring, summer and winter of the succeeding year; that is, for example, fall 1979 through summer 1980. But for the purposes of simplification, and to coincide with dates of publication of Community Education Journal, this study examined issues by year of publication; that is, for example, winter 1979 through fall 1979.

Community Education Journal appeared under two different editors during the period studied. From its inception in February 1971 until its temporary demise in 1975, Richard C. Pendell edited, and from July 1978 through October 1980, Paul Tremper edited. Community Education Journal was not published after its November/December 1975 issue until July 1978.

Between 1971 and 1980 inclusive 160 articles were printed in Adult Education and 606 were printed in Community Education Journal. These figures represent only those articles meeting the criteria for inclusion in this study; that is, only signed articles, to the exclusion of book reviews, program notes, editorial comment on content, and conference reports.

Because the two journals differed in relative page and type size, mathematical computations were performed to establish equalization in length, so that comparisons could be made in terms of space devoted to

categories. This was accomplished by measuring the number of inches per page which were devoted to text in each article, (exclusive of abstracts and photographs, but including charts, graphs and line drawings) then counting the number of words on a randomly selected 5 percent of the total pages of content in each journal, and computing the average number of words per inch. Community Education Journal averaged 46.24 words per inch in its first five years of publication. Because of the greater volume of articles in that journal, this average was used as a standard, and one such measured inch with 46.24 words was termed the "Standard Inch." Data were reported in Standard Inches between February 1971 and November/December 1975. In July 1978, when the journal resumed publication, a new two- and three-column format was adopted. Upon inspection through random counting and averaging of the words on 5 percent of the pages published in those remaining three years of the study's concern, it was found that the two-column format contained an average of 44.30 words per inch, while the three-column format contained an average of 33.52 words per inch. Thus the multipliers of .958 and .725 respectively were used to convert these inches to Standard Inches. In Adult Education, there were approximately 54.82 words per inch. The multiplier 1.19 was used to standardize inches of text in that publication. Data are reported for all issues of both journals in Standard Inches--One Standard Inch of text containing 46.24 words.

Category Selection

Each article was categorized as to its content, using those categories established by the ERIC Clearinghouse on Adult Education and

further tested for reliability on Adult Education in the studies done by Dickinson and Rusnell and Long and Agyekum. One additional category though not defined by the ERIC Clearinghouse nor used in the aforementioned studies was devised by the author of this study. That category was "Program Endorsement." There was an exception made in the use of the categories designed by the ERIC Clearinghouse. The word "adult" as used in the ERIC system was deleted. While this did not alter the intent of the categories, it broadened them to include areas of Community Education which deal with non-adults. The complete list of content categories and their definitions as used in this study follows:

1. Learning - characterized by content concerned with theories of learning and psychological, personality and participation dimensions of learners.
2. Program Planning and Administration - characterized by content concerned with directing and maintaining all areas of an educational activity.
3. Institutional Sponsors - characterized by content concerned with organizations involved with sponsoring education, including those both public and private; e.g., higher education, religious groups.
4. Education as a Field of Study - characterized by content concerned with research and other information sources which explore the "discipline of education."
5. Instructional Materials and Methods - characterized by content concerned with techniques and/or systems used for relating the learner to his field of study.

6. Philosophy - characterized by content generally concerned with research-based exploration of the rationale and principles of education.
7. Program Areas - characterized by content concerned with specific courses of study such as Foreign Language.
8. Personnel and Staff - characterized by content concerned with individuals involved in planning, directing, supporting and educational services.
9. International Perspectives - characterized by content concerned with educational endeavors particular to a country outside the United States.
10. Education of Particular Groups - characterized by content concerned with educational needs of specifically designated populations such as the elderly, the handicapped, minorities and women.
11. Learning Environments - characterized by content concerned with physical surroundings which have bearing on the educational process.
12. Labor Education - characterized by content concerned with educational needs and ongoing educational activities in industry.
13. Evaluation - characterized by content concerned with assessment of the strengths, weaknesses and peculiarities of an educational activity.
14. Program Endorsement - characterized by content which typically

includes statements by a well known figure concerning the value of an educational endeavor.

Articles were further classified as to type of presentation or research method used. These categories were also employed by Dickinson and Rusnell (1971) and Long and Agyekum. (1974) Because they are self explanatory and not likely to generate ambiguity, they were not defined in this study. These methodology categories follow:

1. Research
    a. Experimental Research
    b. Descriptive Research
    c. Methodological Research
    d. Historical Research
2. Formal Philosophy
3. Personal Belief
4. Interpretive Literature Reviews
5. Theoretical Formulation
6. Techniques of Practice
7. New Program Concerns

Procedure

Every signed article which was published in Adult Education and Community Education Journal between January 1971 and December 1980, and which met the criteria for inclusion, was read and classified by this researcher. After each article was read and classified, information was entered on a filing card previously prepared with space for entering volume number, issue number, article title, article author,

institutional affiliation of author, content category, article type, research design when applicable, article length and number of references cited. A separate card was prepared for each article in both journals.

A randomly selected ten percent of the total number of articles was then submitted for independent classification using the same system as this researcher to three doctoral candidates in the joint fields. This was done to test for reliability of the researcher's own classifications. Each of these "validators" was furnished with an index card for each of the randomly chosen articles on which was recorded the article's title , its author, and the volume number and date of the issue in which the article appeared. Each was further provided with a list of content and methodological categories with definitions as used by the researcher. With the cards and the category description, a photostatic copy of the researcher's own category assignations was submitted to a third party to insure the integrity of the researcher in comparing her analysis with that of the validators. Results of the three independent classifications were compared with those of the researcher. Mathematical computations showed there to be a 95 percent level of agreement among the four.

All data were then tabulated, tabled and graphed. The tables were included in Chapter III of this manuscript, and in Appendix E; the figures were included in Appendices A through D and F through H. Comparisons of data were made both within and between the two journals, findings were reported, and in the final chapter of the study, conclusions based upon the data were drawn.

CHAPTER III

TREATMENT OF THE DATA

INTRODUCTION

The raw data in this study were reported in Standard Inches, which are inches of text with an average of 46.24 words per inch. Where page or type size differed, the inch was standardized so that all data are comparable both between and among the two journals in the analysis. These Standard Inches were then converted to percentages within each year group, within each category, within the tenures of different editors, and across the entire time frame. Thus, emphasis was indicated by the number or the percentage of Standard Inches of text devoted to a given category during a specified time period.

Data were first recorded on index cards, and then transferred to master tabulation sheets. For each journal, a tabulation sheet was developed for transcribing data regarding content categories, methodological categories, institutional affiliations of authors and publisher tenures, and references cited. These tabulation sheets were included in the body of this chapter. Line graphs were prepared from these master sheets so that trends and emphases were visually apparent. These graphs were included in the Appendix section of the manuscript.

Between 1971 and 1980, 160 articles were published in Adult Education and 606 were published in Community Education Journal. Of these 138.69 of the former, and 271.81 of the latter originated from authors

affiliated with an institution of higher learning, either in the United States or abroad. Because Community Education Journal ceased publication during 1976 and 1977, no data were reported for that journal during that period. Nor could any comparative data be reported between the two journals for those two years.

TABLE 1

Number of Standard Inches and Percent of Total Content Published

	COMMUNITY EDUCATION JOURNAL		ADULT EDUCATION	
	Standard Inches	Percent of Total	Standard Inches	Percent of Total
1971	2012.00	9.53	1353.66	8.84
1972	3480.50	16.49	1753.81	11.46
1973	3829.50	18.14	1694.58	11.07
1974	3912.00	18.53	1757.65	11.48
1975	4152.00	19.67	1195.37	7.81
1976			1775.54	11.60
1977			1434.80	9.37
1978	872.65	4.13	1562.39	10.21
1979	1090.93	5.17	1509.48	9.86
1980	1762.18	8.35	1272.72	8.31
Totals	21,111.76	*100.01	15,310.00	*100.01

*Rounding Error

In Adult Education there were a total of 15,310 Standard Inches of text during the time period, and in Community Education Journal there

were 21,111.76 Standard Inches of text during the time period. Table 1 shows the number and percent of the total of Standard Inches for each journal over the time frame (by year). The data in Table 2 show the rank order of content categories for each journal, while that in Table 3 show the rank order of methodology categories for each journal.

TABLE 2

Ranked Emphasis on Content Categories 1971-1980

	Community Education Journal			Adult Education	
1.	Program Planning and Administration	47.09%	1.	Learning	26.64%
2.	Philosophy	10.42%	2.	Program Planning and Administration	14.28%
3.	Institutional Sponsors	8.66%	3.	Education of Particular Groups	13.33%
4.	Personnel and Staff	6.47%	4.	Instructional Methods	11.38%
5.	Evaluation	4.33%	5.	Education as a Field of Study	9.38%
6.	Program Areas	4.29%	6.	Philosophy	6.45%
7.	Education of Particular Groups	4.27%	7.	Program Areas	5.39%
8.	Instructional Methods	4.10%	8.	Evaluation	4.37%
9.	International Perspective	3.73%	9.	Institutional Sponsors	3.97%
10.	Education as a Field of Study	3.69%	10.	Personnel and Staff	3.05%
11.	Learning Environments	1.78%	11.	International Perspective	1.75%
12.	Program Endorsement	0.71%	12.	Learning Environments	0.00%
13.	Learning	0.27%	13.	Program Endorsement	0.00%
14.	Labor Education	0.19%	14.	Labor Education	0.00%
	Total	100.00%		Total	*99.99%

*Rounding Error

Ranked Emphasis on Content Categories

In both Adult Education and Community Education Journal, one content category was outstanding in its relative percentage of the total number of Standard Inches devoted to content. In Adult Education, the content category with the greatest percentage of the whole was "Learning" with 26.64 percent. In Community Education Journal, "Program Planning and Administration" had the greatest overall percentage with 47.09 percent of the total. Less than one percent of total content in both journals was devoted to the categories of "Program Endorsement" and "Labor Education." "Learning Environments" accounted for 1.78 percent in Community Education Journal and 0.00 percent in Adult Education. While "Learning" was given greatest emphasis in Adult Education with 26.64 percent, it accounted for only 0.27 percent in Community Education Journal. The remaining categories in Adult Education ranged from 1.75 percent for "International Perspective" to 14.28 percent for "Program Planning and Administration," and in Community Education Journal from 3.69 percent for "Education as a Field of Study" to 10.42 percent for "Philosophy." "Program Planning and Administration," while ranked first in Community Education Journal with 47.09 percent of the total content studied, ranked second in Adult Education with 14.28 percent. "Program Areas" ranked sixth in Community Education Journal with 4.29 percent and seventh in Adult Education with 5.39 percent.

The methodological category given greatest emphasis in Community Education Journal was "New Program Concerns" with 45.25 percent of the total, and in Adult Education was "Descriptive Research" with 42.42 percent of the total. "New Program Concerns" ranked second to last in Adult

Education with 0.90 percent of the total, while "Descriptive Research" ranked fifth with 5.81 percent in Community Education Journal. While the latter reported no research of the experimental, methodological or historical type, in Adult Education "Experimental Research" ranked third with 11.89 percent, "Historical Research" ranked fourth with 10.73 percent and "Methodological Research" ranked eighth with 2.23 percent. "Interpretive Literature Reviews" ranked second with 13.23 percent in Adult Education, and seventh with 0.75 percent in Community Education Journal. In Adult Education the remaining categories ranged from 0.51 percent for "Formal Philosophy" to 7.84 percent for "Theoretical Formulation," and in Community Education Journal from 1.16 percent for "Formal Philosophy" to 33.11 percent for "Personal Belief."

TABLE 3

Ranked Emphasis on Methodological Categories 1971-1980

Community Education Journal			Adult Education	
1. New Program Concerns	45.25%	1.	Descriptive Research	42.42%
2. Personal Belief	33.11%	2.	Interpretive Literature Reviews	13.23%
3. Theoretical Formulation	9.97%	3.	Experimental Research	11.89%
4. Descriptive Research	5.81%	4.	Historical Research	10.73%
5. Techniques of Practice	3.95%	5.	Theoretical Formulation	7.84%
6. Formal Philosophy	1.16%	6.	Personal Belief	6.50%
7. Interpretive Literature Reviews	0.75%	7.	Techniques of Practice	3.75%
8. Experimental Research	0.00%	8.	Methodological Research	2.23%
9. Methodological Research	0.00%	9.	New Program Concerns	0.90%
10. Historical Research	0.00%	10.	Formal Philosophy	0.51%
Total	100.00%		Total	*99.99%

*Rounding Error

Ranked Emphasis on Methodological Categories

Discounting the high degree of emphasis on the category "Learning" by Adult Education, and on "Program Planning and Administration" by Community Education Journal, the two journals paralleled one another closely between 1971 and 1980 in giving emphasis to the other content areas in terms of percentages of total content allotted to each. There was greater variation between the two journals in methodology, with the greatest differences noted between "Descriptive Research" 42 .42 percent of Adult Education vs. 5.81 percent in Community Education Journal, "Historical Research" (10.73 percent vs. 0.00 percent), "Personal Belief" (6.50 percent vs. 33.11 percent), "Interpretive Literature Reviews" (13.23 percent vs. 0.75 percent), and "New Program Concerns" (0.90 percent vs. 45.25 percent).

Annual Comparison of Content and Methodological Emphases

As to content categories, in 1971 a clustering effect was noted for all categories except "Learning" which accounted for 52.92 percent of the content of Adult Education compared to 2.78 percent of that of Community Education Journal, and "Program Planning and Administration" with 59.69 percent of Community Education Journal vs. 3.91 percent in Adult Education. Other large discrepancies were noted in the categories "Education as a Field of Study" with 0.00 percent in Community Education Journal vs. 11.69 percent in Adult Education, and "Instructional Methods" with 1.34 percent vs. 10.95 percent. Methodology used in reported articles in Adult Education in 1971 was dominated by "Descriptive Research" with 48.18 percent of the total and "Experimental Research" with 36.09 percent.

In Community Education Journal, the predominant methodology category was "New Program Concerns" with 49.83 percent and "Personal Belief" with 32.80 percent.

In 1972 "Learning" again dominated in Adult Education with 29.72 percent to 0.00 percent in Community Education Journal. "Program Planning and Administration" dominated in Community Education Journal with 50.08 percent, and ranked second in Adult Education with 18.77 percent. Other categories were roughly parallel between the two journals in their shifting increases and decreases in emphasis. "Descriptive Research" was used most frequently by contributors to Adult Education in 1972, accounting for 43.61 percent of the whole, compared to 1.29 percent of the total published content of Community Education Journal for that year. "Experimental Research" was the second most popular technique reported in Adult Education with 15.96 percent vs. 0.00 percent in Community Education Journal. The greatest discrepancy was in "New Program Concerns" which accounted for 62.13 percent of the content of Community Education Journal and 0.00 percent of Adult Education.

In 1973, "Learning" dominated in Adult Education though to a lesser extent than in the previous two years, accounting for 19.35 percent vs. 0.00 percent in Community Education Journal. "Program Planning and Administration" was the largest category in Community Education Journal with 53.57 percent compared to 9.06 percent in Adult Education. Greatest discrepancies were noted in "Instructional Methods"--21.52 percent in Adult Education and 0.00 percent in Community Education Journal, "Education as Field of Study"--13.94 percent in Adult Education vs. 0.00 percent in

Community Education Journal, and "Education of Particular Groups"--14.33 percent in Adult Education and 3.22 percent in Community Education Journal.

Methodology in Adult Education in 1973 was predominantly "Descriptive Research"--36.87 percent vs. 1.59 percent, and "Experimental Research"--24.23 percent vs. 0.00 percent. In Community Education Journal the largest methodology category was "New Program Concerns"--65.67 percent vs. 0.00 percent, and "Personal Belief"--30.06 percent vs. 8.18 percent. Greatest discrepancies occurred in the category "Theoretical Formulation" with 12.08 percent in Adult Education and 0.63 percent in Community Education Journal, and "Historical Research" with 11.73 percent in Adult Education and 0.00 percent in Community Education Journal.

In 1974 "Program Planning and Administration" was the dominant content category in both journals, with 27.73 percent in Adult Education and 42.65 percent in Community Education Journal. Ranked second in Adult Education was "Learning" with 25.32 percent vs. 0.00 percent in Community Education Journal. Ranked second in Community Education Journal was "Philosophy" with 12.95 percent vs. 0.00 percent in Adult Education. Other large discrepancies occurred in "Education of Particular Groups," 20.38 percent in Adult Education vs. 7.21 percent in Community Education Journal, and "Instructional Methods," 13.54 percent in Adult Education vs. 1.24 percent in Community Education Journal.

Methodology in 1974 was largely "Descriptive Research" in Adult Education--56.57 percent vs. 11.67 percent. The largest percentage of content in Community Education Journal in 1974 was concerned with "New Program Concerns"--43.15 percent vs. 0.00 percent, and "Personal Belief"--

39.07 percent vs. 2.00 percent. A large discrepancy was noted in "Interpretive Literature Reviews" with 17.40 percent in Adult Education and 0.00 percent in Community Education Journal.

In 1975 "Learning" was again the first-ranked category in Adult Education with 53.81 percent vs. 0.00 percent in Community Education Journal. "Program Planning and Administration" dominated the latter with 24.74 percent vs. 0.00 percent in Adult Education. The second largest discrepancy occurred in "International Perspectives" with 9.59 percent in Community Education Journal and 0.00 percent in Adult Education. In 1975 the primary method used in Adult Education was that of "Descriptive Research" with 39.17 percent vs. 4.31 percent in Community Education Journal, and "Historical Research" with 21.10 percent vs. 0.00 percent. The greatest percentage of content in Community Education Journal was in the area of "Personal Belief"--34.98 percent vs. 7.96 percent, and "Theoretical Formulation"--26.79 percent vs. 15.63 percent. "Theoretical Formulation," while ranked second in Community Education Journal, ranked third in Adult Education. Third-ranked in Community Education Journal was "New Program Concerns" with 25.06 percent vs. 3.73 percent.

In 1976 the Community Education Journal was not published. There is thus no data available for comparison with Adult Education for that year. The predominant content category in Adult Education in 1976 was "Program Planning and Administration" with 27.24 percent, and "Philosophy" with 14.70 percent. "Evaluation" accounted for 13.76 percent of the total content and "Program Areas" were discussed in 13.31 percent of the content. "Institutional Sponsors" accounted for 11.43 percent of the

content. The previously emphasized category "Learning" dropped to rank seven with 7.19 percent. Methodology in Adult Education in 1976 was largely "Historical Research" with 38.51 percent, and "Descriptive Research" with 21.11 percent. The next largest category was "Personal Belief" with 14.17 percent.

Again in 1977 Community Education Journal was not published, and there is no data for comparisons. In Adult Education the largest content category was again "Learning" with 39.67 percent. "Education of Particular Groups" ranked second with 16.52 percent, "Philosophy" was third with 14.75 percent and "Instructional Methods" ranked fourth with 12.94 percent. Methodology used in 1977 in Adult Education was mostly "Descriptive Research," with 31.43 percent of the total, "Interpretive Literature Reviews," with 29.66 percent, and "Theoretical Formulations," with 19.15 percent.

In 1978 Community Education Journal was published, beginning in July of that year, and its content was primarily in "Program Planning and Administration" with 60.21 percent vs. 13.36 percent in Adult Education. Next were "Instructional Methods" with 11.50 percent vs. 4.64 percent, "Philosophy" with 10.59 percent vs. 0.00 percent, and "Institutional Sponsors" with 10.26 percent vs. 6.22 percent. The major emphasis in Adult Education was on "Education of Particular Groups" with 23.90 percent vs. 0.00 percent, and "Education as a Field of Study" with 23.76 percent vs. 2.45 percent.

Methodology in Adult Education was mainly "Descriptive Research" with 34.01 percent compared to 2.45 percent, "Theoretical Formulation" with 14.94 percent closely paralleling third ranking in Community

Education Journal where it accounted for 17.11 percent of the total content, and "Historical Research" with 14.11 percent in Adult Education compared to 0.00 percent in Community Education Journal. The major methodology used in 1978 in the latter publication was "New Program Concerns" with 54.05 percent compared to 0.00 percent, and "Personal Belief" with 23.22 percent compared to 8.82 percent in Adult Education.

In 1979, the major content emphasis in Adult Education was on "Instructional Methods" with 16.62 percent vs. 3.26 percent, closely followed by "Program Planning and Administration" with 15.51 percent. While this latter category ranked second in Adult Education, it ranked first in Community Education Journal with 47.53 percent of the total content in 1979. The category "Philosophy" was also given similar emphasis in the two journals, accounting for 10.17 percent in Community Education Journal, and ranking fifth, and 10.47 percent in Adult Education in which it ranked fourth. Methodology used in 1979 was predominantly "Descriptive Research" in Adult Education, with 59.70 percent vs. 11.18 percent of the total in Community Education Journal in that year, and "Interpretive Literature Reviews" with 23.87 percent vs. 0.00 percent. In Community Education Journal the major category was "New Program Concerns" with 32.33 percent vs. 0.00 percent, and "Personal Belief" with 29.04 percent vs. 3.31 percent. "Theoretical Formulation" ranked third in Community Education Journal with 18.87 percent of the total content compared to 0.00 percent in Adult Education.

In 1980, the last year considered in this study, the major content categories in Adult Education were "Learning" with 28.05 percent vs. 0.00 percent, and "Instructional Methods" with 21.51 percent vs. 0.00

percent. The number one ranked content category in Community Education Journal was "Program Planning and Administration" with 68.46 percent vs. 8.51 percent. Second ranked in Community Education Journal was "Personnel and Staff" with 8.70 percent vs. 0.00 percent. Third rank for both journals was accorded "Education of Particular Groups" which accounted for 7.06 percent in Community Education Journal and 15.85 percent in Adult Education. Methodology in the latter in 1980 was mainly "Descriptive Research" with 57.55 percent vs. 14.07 percent in Community Education Journal in which it ranked fourth. "Interpretive Literature Reviews" accounted for 15.57 percent of Adult Education in 1980 compared to 0.00 percent in Community Education Journal that year, and "Technique of Practice" was used in 15.38 percent of the content of Adult Education compared to 2.57 percent of that in Community Education Journal. The largest methodology category in Community Education Journal in 1980 was "Personal Belief" with 48.37 percent vs. 6.83 percent in Adult Education. "New Program Concerns" ranked next with 18.21 percent compared to 0.00 percent, and "Theoretical Formulation" was third with 16.79 percent in Community Education Journal and 0.00 percent in Adult Education.

Summary of Categorical Emphases

Throughout the time period 1971-1980, Adult Education was dominated by the content category "Learning" which accounted for 26.64 percent of the total compared to 0.27 percent of the total content in Community Education Journal. The second ranked category in Adult Education was "Program Planning and Administration" with 14.28 percent. This category ranked first in Community Education Journal for the entire period, with

47.09 percent of content devoted to it. Emphases given other categories were roughly similar between the two journals, with the greatest difference occurring in the category "Education of Particular Groups" which accounted for 13.33 percent of the total ten-year content in Adult Education and 4.27 percent of that published in Community Education Journal during the time period. The next largest discrepancy was between "Instructional Methods" with 11.38 percent in Adult Education and 4.10 percent in Community Education Journal. As to methodology, the largest category in Adult Education during the entire period 1971-1980 was "Descriptive Research" with 42.42 percent vs. 5.81 percent in Community Education Journal. Next was "Interpretive Literature Reviews" with 13.23 percent in Adult Education vs. 0.75 percent in Community Education Journal, and "Experimental Research" with 11.89 percent in Adult Education and 0.00 percent in Community Education Journal.

TABLE 4

Results of the Content Analysis
Adult Education and Community Education Journal
in Standard Inches and Percent
1971-1980 Inclusive

Content Categories	Community Education Journal		Adult Education	
	*SI	%	SI	%
Learning	56.00	.27	4078.75	26.64
Program Planning and Administration	9941.34	47.09	2186.83	14.28
Institutional Sponsors	1828.92	8.66	608.01	3.97
Education as a Field of Study	779.95	3.69	1436.52	9.38
Instructional Methods	866.39	4.10	1742.03	11.38
Philosophy	2199.54	10.42	988.09	6.45
Program Areas	906.07	4.29	825.33	5.39
Personnel and Staff	1366.02	6.47	466.21	3.05
International Perspective	787.00	3.73	268.15	1.75
Learning Environments	375.44	1.78	0.00	0.00
Labor Education	39.00	0.19	0.00	0.00
Education of Particular Groups	901.83	4.27	2040.75	13.33
Evaluation	914.76	4.33	668.71	4.37
Program Endorsement	149.50	0.71	0.00	0.00
Totals	21111.76	100.00	15310.00	**99.99

* SI is the abbreviation for Standard Inch
**Rounding Error

TABLE 5

Results of the Methodological Analysis
Adult Education and Community Education Journal
in Standard Inches and Percent
1971-1980 Inclusive

Methodology Categories	Community Education Journal		Adult Education	
	*SI	%	SI	%
Experimental Research	00.00	0.00	1821.02	11.89
Descriptive Research	1225.77	5.81	6495.18	42.42
Methodological Research	00.00	0.00	341.71	2.23
Historical Research	00.00	0.00	1643.14	10.73
Formal Philosophy	245.00	1.16	78.30	0.51
Personal Belief	6989.77	33.11	994.42	6.50
Interpretive Literature Reviews	158.50	0.75	2024.81	13.23
Theoretical Formulation	2105.07	9.97	1200.42	7.84
Technique of Practice	833.89	3.95	573.57	3.75
New Program Concerns	9553.76	45.25	137.43	0.90
Totals	21111.76	100.00	15310.00	100.00

*SI is the abbreviation for Standard Inch

The largest overall methodology category in Community Education Journal was "New Program Concerns" with 45.25 percent compared to 0.90 percent devoted to that category by Adult Education. Second largest methodology category was "personal Belief" with 33.11 percent compared to 6.50 percent and "Theoretical Formulation" with 9.97 percent compared to 7.84 percent.

Fluctuation of Content Category Emphases 1971-1980

Although "Learning" was the number one ranked category in Adult Education in terms of the average percent of content devoted to it during the time span studied, it exhibited considerable fluctuation from year to year. In 1971 it accounted for 52.92 percent of total content, but began declining in 1972 and 1973 when it accounted for 29.72 percent and 19.35 percent respectively. There was a slight increase in 1974 to

25.32 percent, and in 1975 it reached a high of 53.81 percent. In 1976 it took another plunge to 7.19 percent, recovered in 1977 to 39.67 percent, and declined again in 1978 to 11.18 percent. In 1979 it rose to only 13.02 percent and in 1980 rose again sharply to 28.05 percent. During this time span the category accounted for 2.78 percent of Community Education Journal in 1971, but was not represented in any other year, remaining consistently at 0.00 percent.

"Program Planning and Administration" as discussed in Adult Education seemed to gain and lose favor every other year. In 1971 it accounted for 3.91 percent of total content, in 1972, 18.77 percent, in 1973, 9.06 percent, in 1974, 27.73 percent, in 1975, 0.00 percent, in 1976, 27.24 percent, in 1977, 8.99 percent, in 1978, 13.36 percent, in 1979, 15.51 percent and in 1980, 8.51 percent. Although this category ranked first in Community Education Journal over the entire time period, it seemed to decline steadily from 1971 through 1975, from 59.69 percent in 1971 to 24.74 percent in 1975. Upon resumption of publication in 1978, it again accounted for a large portion of content, with 60.21 percent of the total for that year, dropped in 1979 to 47.53 percent and rose again in 1980 to a high of 68.46 percent.

The content category "Institutional Sponsors" experienced a parallel fluctuation in emphasis between the two journals. From 5.74 percent in Community Education Journal and 0.00 percent in Adult Education in 1971, it rose to 12.24 percent and 5.21 percent respectively in 1972, dropped to 6.49 percent and 0.00 percent in 1973, remained fairly constant with 7.80 percent and 0.00 percent in 1974, and rose to 12.02 percent and 10.65 percent in 1975. While there was no publication of

Community Education Journal in 1976 and 1977, the category held steady in Adult Education with 11.43 percent in 1976, then dropped to 0.00 percent in 1977. In 1978, when Community Education Journal resumed publication, the category accounted for 10.26 percent in that journal and 6.22 percent in Adult Education. It dropped in both journals in 1979 to 4.19 percent and 5.91 percent respectively, and in 1980 accounted for 5.66 percent in Community Education Journal and 0.00 percent in Adult Education.

"Education as a Field of Study" received more emphasis in Adult Education from 1971, when it accounted for 11.69 percent, to 1973, when it accounted for 13.94 percent. During this period no content in Community Education Journal dealt with this category. There was similar emphasis in both journals in 1974, 8.94 percent in Adult Education and 10.34 percent in Community Education Journal, and in 1975, 8.76 percent in the former, and 7.96 percent in the latter. While Community Education Journal ceased publication in 1976 and 1977, the category fell to 0.00 percent in Adult Education during those years. It rose sharply in 1978 in Adult Education to 23.76 percent, but declined again in 1979 and 1980 to 9.32 percent and 11.69 percent respectively. In Community Education Journal, the category was discussed in 2.45 percent of the content of 1978, 2.16 percent in 1979, and 0.00 percent in 1980.

The category "Instructional Methods" though ranking fourth in Adult Education, experienced a fluctuating degree of emphasis in that journal. Percentage of content was up in 1971 to 10.95 percent, down in 1972 to 6.70 percent, up again in 1973 to 21.52 percent, steadily downward through 1976 to 0.00 percent, up again in 1977 to 12.94 percent,

down in 1978 to 4.64 percent, up in 1979 to 16.62 percent, and up again in 1980 to 21.51 percent. In Community Education Journal the category remained low in emphasis from 1971 through 1974, accounting for 1.34 percent, 1.55 percent, 0.00 percent and 1.24 percent respectively. In 1975 it rose sharply to 14.47 percent. Upon resumption of publication in 1978 of Community Education Journal the category "Instructional Methods" was discussed in 11.50 percent of the content, but dropped in 1979 to 3.26 percent and in 1980 to 0.00 percent.

"Philosophy" rose and fell similarly in both journals, from 0.00 percent in Adult Education and 5.96 percent in Community Education Journal in 1971 to 12.40 percent and 15.01 percent respectively in 1972. In 1973, it rose slightly in Community Education Journal to 16.29 percent, while dropping in Adult Education to 5.44 percent. It then dropped in both journals in 1974 to 12.95 percent in Community Education Journal and 0.00 percent in Adult Education. In 1975 it accounted for 4.08 percent in Community Education Journal and 0.00 percent in Adult Education. It rose in 1976 and 1977 in Adult Education to 14.70 percent and 14.75 percent, but dropped again to 0.00 percent in 1978 while it comprised 10.59 percent of the total content for that year in Community Education Journal. The last two years of the period studied, 1979 and 1980, showed parallel emphasis given the category by both journals with 10.17 percent and 3.05 percent in Community Education Journal, and 10.47 and 3.74 percents in Adult Education.

Emphasis between the two journals was similar for the category "Program Areas" from 1971 through 1975. In 1976 it rose sharply in Adult Education from 3.48 percent in the previous year to 13.31 percent,

but fell again in 1977 to 0.00 percent. It rose again in Adult Education in 1978 to 2.60 percent, while remaining at 0.00 percent in Community Education Journal. It rose again in 1979 to 7.40 percent in Adult Education and 11.86 percent in Community Education Journal, remained steady in Adult Education in 1980 at 7.57 percent and fell in that year in Community Education Journal to 2.22 percent.

"Personnel and Staff" received little emphasis by either journal until it rose in 1977 to 7.13 percent and again in 1978 to 14.34 percent in Adult Education. Though it dropped to 0.00 percent in Adult Education in 1979 and 1980, it rose to 13.86 percent in Community Education Journal in 1979 and fell slightly in that journal in 1980 to 8.70 percent. "International Perspective" received little relative emphasis by either journal until 1974 when it accounted for 8.51 percent and 1975 for 9.59 percent in Community Education Journal. During these two years it remained at 0.00 percent in Adult Education, but in 1976 it rose in that journal to 8.53 percent. It then fell to 0.00 percent in 1977 and remained there for both journals through 1980. It should be noted, however, that although content was not directly concerned with "International Perspective" a number of contributing authors during the period were affiliated with institutions of higher learning outside the United States. This was true for both journals. (See Appendix).

"Learning Environments" received no emphasis in Adult Education in any of the years studied, and less than 1.00 percent in Community Education Journal in 1972, 1973, 1975 and 1978. Its greatest emphasis

was in 1971 when it accounted for 4.47 percent of total content and 1980 when it accounted for 3.85 percent.

"Labor Education" received no emphasis in Adult Education and less than 1.00 percent in 1975 in Community Education Journal--none in the other years.

"Education of Particular Groups" was a lively category, remaining constant in Adult Education in 1971 and 1972 with 10.46 percent and 8.64 percent, then gradually rising to 20.38 percent in 1974, falling again to 3.84 percent in 1976, rising to 23.90 percent in 1978, falling to 9.37 percent in 1979 and rising again to 15.85 percent in 1980. It remained fairly steady in Community Education Journal between 1971 and 1975, ranging from a low in 1973 of 3.22 percent to a high in 1974 of 7.21 percent. In 1978, no articles dealt with this category, but there was a rise to 4.72 percent in 1979 and 7.06 percent in 1980.

"Evaluation" rose from 0.00 percent in Adult Education in 1971 to 7.73 percent in 1972, fell again to 0.00 percent in 1973 and 1974, then rose to 13.76 percent in 1976, down again in 1977 and 1978 to 0.00 percent, up in 1979 to 12.39 percent, and down in 1980 to 3.09 percent. In Community Education Journal it remained at less than 2.00 percent in 1971 and 1972, rose in 1973 to 5.25 percent, fell in 1974 to 1.70 percent, rose in 1975 to 14.54 percent, and upon resumption of publication it remained at less than 2.00 percent through 1980.

In Community Education Journal, the category "Program Endorsement" though the subject of 4.55 percent of content in 1971, 0.78 percent in 1972, 0.81 percent in 1973, was not discussed in any other year. In Adult Education the category did not figure at all.

TABLE 6

Results of Category Content Analysis of Adult Education (by year)

Content Categories		1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Learning	*SI	716.40	521.29	327.85	445.06	643.20	127.60	569.14	174.73	196.48	357.00
	%	52.92	29.72	19.35	25.32	53.81	7.19	39.67	11.18	13.02	28.05
Program Planning and Administration	SI	52.96	329.15	153.51	487.31	0.00	483.58	129.05	208.80	234.18	108.29
	%	3.91	18.77	9.06	27.73	0.00	27.24	8.99	13.36	15.51	8.51
Institutional Sponsors	SI	0.00	91.35	0.00	0.00	127.33	203.00	0.00	97.15	89.18	0.00
	%	0.00	5.21	0.00	0.00	10.65	11.43	0.00	6.22	5.91	0.00
Education as a Field of Study	SI	158.27	119.63	236.22	157.08	104.72	0.00	0.00	371.20	140.65	148.75
	%	11.69	6.82	13.94	8.94	8.76	0.00	0.00	23.76	9.32	11.69
Instructional Methods	SI	148.16	117.45	364.74	248.00	91.04	0.00	185.60	72.50	250.85	273.71
	%	10.95	6.70	21.52	13.54	7.62	0.00	12.94	4.64	16.62	21.51
Philosophy	SI	0.00	217.50	92.23	0.00	0.00	261.00	211.70	0.00	158.06	47.60
	%	0.00	12.40	5.44	0.00	0.00	14.70	14.75	0.00	10.47	3.74
Program Areas	SI	66.64	0.00	160.65	72.00	41.65	236.35	0.00	40.60	111.65	96.39
	%	4.92	0.00	9.48	4.10	3.48	13.31	0.00	2.60	7.40	7.57
Personnel and Staff	SI	69.62	70.33	0.00	0.00	0.00	0.00	102.23	224.03	0.00	0.00
	%	5.14	4.01	0.00	0.00	0.00	0.00	7.13	14.34	0.00	0.00
International Perspective	SI	0.00	0.00	116.62	0.00	0.00	151.53	0.00	0.00	0.00	0.00
	%	0.00	0.00	6.88	0.00	0.00	8.53	0.00	0.00	0.00	0.00
Learning Environments	SI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Labor Education	SI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education of Particular Groups	SI	141.61	151.53	242.76	158.20	124.95	68.15	237.08	373.38	141.38	201.71
	%	10.46	8.64	14.33	20.38	10.45	3.84	16.52	23.90	9.37	15.85
Evaluation	SI	0.00	135.58	0.00	0.00	62.48	244.33	0.00	0.00	187.05	39.27
	%	0.00	7.73	0.00	0.00	5.23	13.76	0.00	0.00	12.39	3.09
Program Endorsement	SI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Totals	SI	1353.66	1753.81	1694.58	1757.65	1195.37	1775.54	1434.80	1562.39	1509.48	1272.72
	%	**99.99	100.00	100.00	**100.01	100.00	100.00	100.00	100.00	**100.01	**100.01

*SI is the abbreviation for Standard Inch
** Rounding Error

TABLE 7

Results of Category Content Analysis
of the Community Education Journal (by year)

Content Categories		1971	1972	1973	1974	1975	1978	1979	1980
Learning	*SI	56.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	%	2.78	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Program Planning and Administration	SI	1201.00	1743.00	2051.50	1668.50	1027.00	525.40	518.50	1206.44
	%	59.69	50.08	53.57	42.65	24.74	60.21	47.53	68.46
Institutional Sponsors	SI	115.50	426.00	268.50	305.00	499.00	89.55	45.68	99.69
	%	5.74	12.24	6.49	7.80	12.02	10.26	4.19	5.66
Education as a Field of Study	SI	0.00	0.00	0.00	404.50	330.50	21.39	23.56	0.00
	%	0.00	0.00	0.00	10.34	7.96	2.45	2.16	0.00
Instructional Methods	SI	27.00	54.00	0.00	48.50	601.00	100.36	35.53	0.00
	%	1.34	1.55	0.00	1.24	14.47	11.50	3.26	0.00
Philosophy	SI	120.00	522.50	524.00	506.50	169.50	92.45	110.93	53.66
	%	5.96	15.01	16.29	12.95	4.08	10.59	10.17	3.05
Program Areas	SI	102.00	252.50	241.00	98.00	44.00	0.00	129.42	39.15
	%	5.07	7.25	6.29	2.51	1.06	0.00	11.86	2.22
Personnel and Staff	SI	84.00	299.50	253.00	70.00	311.50	43.50	151.18	153.34
	%	4.17	8.61	6.61	1.79	7.50	4.98	13.86	8.70
International Perspective	SI	0.00	0.00	56.00	333.00	398.00	0.00	0.00	0.00
	%	0.00	0.00	1.46	8.51	9.59	0.00	0.00	0.00
Learning Environments	SI	90.00	27.00	0.00	129.50	36.50	0.00	24.65	67.79
	%	4.47	0.78	0.00	3.31	0.88	0.00	2.26	3.85
Labor Education	SI	0.00	0.00	0.00	0.00	39.00	0.00	0.00	0.00
	%	0.00	0.00	0.00	0.00	0.94	0.00	0.00	0.00
Education of Particular Groups	SI	99.00	129.00	123.50	282.00	92.50	0.00	51.48	124.35
	%	4.92	3.71	3.22	7.21	2.23	0.00	4.72	7.06
Evaluation	SI	26.00	0.00	201.00	66.50	603.50	0.00	0.00	17.76
	%	1.29	0.00	5.25	1.70	14.54	0.00	0.00	1.01
Program Endorsement	SI	91.50	27.00	31.00	0.00	0.00	0.00	0.00	0.00
	%	4.55	0.78	0.81	0.00	0.00	0.00	0.00	0.00
Totals	SI	2012.00	3480.50	3829.50	3912.00	4152.00	872.65	1090.93	1762.18
	%	**99.98	**100.01	**99.99	**100.01	**100.01	**99.99	**100.01	**100.01

* SI is the abbreviation for Standard Inch
**Rounding Error

TABLE 8

Results of Content Methodology Analysis of Adult Education (by year)

Methodology Categories		1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Experimental Research	*SI	488.50	279.85	410.55	87.11	148.16	68.15	102.95	72.50	108.75	59.50
	%	36.09	15.96	24.23	4.67	12.39	3.84	7.18	4.64	7.20	4.68
Descriptive Research	SI	652.14	764.90	624.76	994.25	469.27	374.83	450.96	531.43	901.19	732.45
	%	48.18	43.61	36.87	56.57	39.17	21.11	31.43	34.01	59.70	57.55
Methodological Research	SI	95.20	135.58	0.00	0.00	0.00	0.00	110.93	0.00	0.00	0.00
	%	7.03	7.73	0.00	0.00	0.00	0.00	7.73	0.00	0.00	0.00
Historical Research	SI	0.00	146.45	198.73	72.00	252.28	683.68	69.60	220.40	0.00	0.00
	%	0.00	8.35	11.73	4.10	21.10	38.51	4.85	14.11	0.00	0.00
Formal Philosophy	SI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	78.30	0.00	0.00
	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.01	0.00	0.00
Personal Belief	SI	17.26	181.98	138.64	35.11	95.20	251.58	0.00	137.75	50.03	86.87
	%	1.28	10.38	8.18	2.00	7.96	14.17	0.00	8.82	3.31	6.83
Interpretive Literature Reivews	SI	0.00	155.15	117.22	305.83	0.00	174.00	425.58	288.56	360.33	198.14
	%	0.00	8.85	6.92	17.40	0.00	9.80	29.66	18.47	23.87	15.57
Theoretical Formulations	SI	57.72	0.00	204.68	112.46	186.83	130.50	274.78	233.45	0.00	0.00
	%	4.26	0.00	12.08	6.40	15.63	7.35	19.15	14.94	0.00	0.00
Technique of Practice	SI	42.84	89.90	0.00	155.89	0.00	0.00	0.00	0.00	89.18	195.76
	%	3.16	5.13	0.00	8.87	0.00	0.00	0.00	0.00	5.91	15.38
New Program Concerns	SI	0.00	0.00	0.00	0.00	44.63	92.80	0.00	0.00	0.00	0.00
	%	0.00	0.00	0.00	0.00	3.73	5.23	0.00	0.00	0.00	0.00
Totals	SI	1353.66	1753.81	1694.58	1757.65	1195.17	1775.54	1434.80	1562.39	1509.48	1272.72
	%	100.00	**100.01	**100.01	**100.01	**99.98	**100.01	100.00	100.00	**99.99	**100.01

* SI is the abbreviation for Standard Inch
**Rounding Error

TABLE 9

Results of Content Methodology Analysis
of the *Community Education Journal* (by year)

Methodology Categories		1971	1972	1973	1974	1975	1978	1979	1980
Experimental Research	*SI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Descriptive Research	SI	93.00	45.00	61.00	456.50	179.00	21.39	121.93	247.95
	%	4.62	1.29	1.59	11.67	4.31	2.45	11.18	14.07
Methodological Research	SI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Historical Research	SI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Formal Philosophy	SI	110.00	135.00	0.00	0.00	0.00	0.00	0.00	0.00
	%	5.47	3.88	0.00	0.00	0.00	0.00	0.00	0.00
Personal Belief	SI	660.00	826.00	1151.00	1528.50	1452.50	202.66	316.83	852.28
	%	32.80	27.73	30.06	39.07	34.98	23.22	29.04	48.37
Interpretive Literature Reviews	SI	30.00	0.00	0.00	0.00	128.50	0.00	0.00	0.00
	%	1.49	0.00	0.00	0.00	3.09	0.00	0.00	0.00
Theoretical Formulations	SI	44.00	133.50	24.00	140.00	1112.50	149.35	205.91	295.81
	%	2.19	3.84	0.63	3.58	26.79	17.11	18.87	16.79
Technique of Practice	SI	72.50	178.50	78.50	99.00	239.00	27.55	98.53	45.31
	%	3.60	5.13	2.05	2.53	5.76	3.16	8.57	2.57
New Program Concerns	SI	1002.50	2162.50	2515.00	1688.00	1040.50	471.70	152.73	120.83
	%	49.83	62.13	65.67	43.15	25.06	54.05	32.33	18.21
Totals	SI	2012.00	3480.50	3829.50	3912.00	4152.00	872.65	1090.93	1762.18
	%	100.00	100.00	100.00	100.00	**99.99	**99.99	**99.99	**100.01

* SI is the abbreviation for Standard Inch
**Rounding Error

Fluctuations of Methodological Category Emphases - 1971-1980

No journal articles published in Community Education Journal during the entire period used "Experimental Research" as a methodology. In Adult Education "Experimental Research" accounted for a high of 36.09 percent in 1971, but this percentage declined to 15.96 percent in 1972, and except for two notable rises in 1973 to 24.23 percent and 1975 to 12.39 percent, it declined through 1980 to 4.68 percent.

"Descriptive Research" was the number one ranked category in Adult Education, and in 1971 it accounted for 48.18 percent, in 1974, for 56.57 percent, decreased between 1974 and 1976 to 21.11 percent, then gradually rose again to 59.70 percent in 1979 and remained steady at 57.55 percent in 1980. In Community Education Journal the category accounted for less than 5.00 percent of the total content in 1971, 1972, and 1973, rose to 11.67 percent in 1974, and declined in 1975 to 4.31 percent. Although in 1978 it accounted for only 2.45 percent, it rose steadily through 1980 when it accounted for 14.07 percent of content in that year.

"Methodological Research" was not used in Community Education Journal content during any of the years studied. In Adult Education it was used in 7.03 percent of content in 1971, 7.73 percent in 1972, and then remained at 0.00 percent from 1973 through 1976. In 1977 it rose to 7.73 percent but declined in 1978 to 0.00 percent where it remained through 1980.

"Historical Research" was not published in Community Education Journal during the period studied. In Adult Education it rose from 0.00 percent in 1971 to 11.73 percent in 1973, fell in 1974 to 4.10

percent, then rose sharply to 38.51 percent in 1976. It fell again in 1977 to 4.85 percent, rose in 1978 to 14.11 percent, then fell in 1979 to 0.00 percent where it remained through 1980.

"Formal Philosophy" only appeared during one year in Adult Education, when it accounted for 5.01 percent of content in 1978. In Community Education Journal it accounted for 5.47 percent in 1971 and 3.88 percent in 1972, but was not represented in any other year.

"Personal Belief" was the second ranked category in Community Education Journal and remained consistently high in each year of the study. In 1971, 32.80 percent of content was characterized as "Personal Belief." In 1972, it was 23.73 percent, in 1973, 30.06 percent, in 1974, 39.07 percent, and in 1975, 34.98 percent. After the 1976-1977 break in publication, the category again occupied a large percentage of content space or 23.22 percent in 1978, 29.04 percent in 1979, and 48.37 percent in 1980. The category fluctuated in Adult Education from 1.28 percent in 1971 to 10.38 percent in 1972, down to 2.00 percent in 1974, up to 14.17 percent in 1976, down to 0.00 percent in 1977, up to 8.82 percent in 1978, and closed out the time frame with 3.31 percent in 1979 and 6.83 percent in 1980.

"Interpretive Literature Reviews" were only represented in two years in Community Education Journal, in 1971 with 1.49 percent and in 1975 with 3.09 percent. The category rose gradually in Adult Education from a low of 0.00 percent in 1971 to 17.40 percent in 1974, fell to 0.00 percent in 1975, and rose gradually to 29.66 percent in 1977. It dipped in 1978 to 18.47 percent, rose slightly in 1979 to 23.87 percent and closed out the time period at 15.57 percent in 1980.

In Community Education Journal the category "Theoretical Formuloation" remained at less than 5.00 percent through 1974, then it rose to 26.79 percent in 1975. When publication was resumed in 1978, the category accounted for 17.11 percent, and in 1979 and 1980 held steady at 18.87 percent and 16.79 percent. The category fluctuated in Adult Education from less than 5.00 percent in 1971 and 1972, to 12.08 percent in 1973, fell to 6.40 percent in 1974, rose again to 15.63 percent in 1975, fell to 7.35 percent in 1976, rose to 19.15 percent in 1977, fell slightly in 1978 to 14.94 percent and then dipped sharply to 0.00 percent in 1979 where it remained through 1980.

The category "Technique of Practice" was consistently given little emphasis by both journals, with slight trends upward in Adult Education in 1974 to 8.87 percent and in 1980 to 15.38 percent. In Community Education Journal highs were noted in 1975 of 5.76 percent and 1979 of 8.57 percent.

"New Program Concerns" was the number one ranked category in Community Education Journal, accounting for 45.25 percent of the overall total. It rose from 49.83 percent in 1971 to 65.67 percent in 1973, then declined steadily to 25.06 percent in 1975 when publication was temporarily halted. Upon resumption of publication in 1978 the category again accounted for a high percentage of the total content, with 54.05 percent, then it again declined through 1980 when it hit a low for the period of 18.21 percent. In Adult Education the category appeared in only two of the years studied, 1975, when it accounted for 3.73 percent of total content, and 1976, when it accounted for 5.23 percent.

Comparison of Number of References Used

In Adult Education there was an average of one reference for every 4.97 Standard Inches of text. Use of references remained fairly constant during the time period in Adult Education, although there was a gradual increase in their use, from a low of one reference for every 6.67 Standard Inches in 1972 to a high of one reference for every 4.01 Standard Inches in 1980. The actual number of references per article

TABLE 10

Results of Analysis of Number of References Cited in Adult Education and Community Education Journal (by year)

	Adult Education			Community Education Journal		
Year	Av. Num. Refs. Per Article	Av. Num. SI* Per Reference	% of Total	Av. Num. Refs. Per Article	Av. Num. SI* Per Reference	% of Total
1971	14.61	5.15	8.53	0.87	38.69	6.10
1972	13.84	6.47	8.52	0.45	69.61	3.36
1973	17.13	5.59	8.34	0.48	70.92	6.33
1974	19.50	5.01	11.39	0.81	58.39	7.85
1975	15.14	5.64	6.88	2.37	16.34	29.43
1976	21.41	4.88	11.81			
1977	26.31	4.20	11.09			
1978	21.37	4.57	11.09	2.08	17.45	5.36
1979	24.80	4.06	12.07	2.50	12.83	9.96
1980	21.13	4.01	10.28	5.08	7.22	28.60
Total			**100.01			**99.99
Overall Average	19.27	4.97		1.41	24.74	

*SI is the abbreviation for Standard Inch
**Rounding Error

showed an increase from a low of 13.84 average number of references per article in 1972 to a high of 26.31 per article in 1977. In 1980 there were 21.13 references per article and the average for the entire period was 19.27 per article.

In Community Education Journal there was an average of one reference for every 24.75 Standard Inches of text, though there was greater variability in their use, with an apparent increase over the period. In 1971, there was an average of one reference for every 38.69 Standard Inches of text. Percentages remained constant, in 1972, with one for every 69.61 Standard Inches, in 1973, with one for every 70.92 Standard Inches, and in 1974, with one for every 58.39 Standard Inches. There was an increase in 1975 to one for every 16.54 Standard Inches. Upon resumption of publication of Community Education Journal in 1978, references were more commonly included with texts. In that year there was one for every 17.45 Standard Inches, in 1979 one for every 12.83 Standard Inches and in 1980 one for every 7.22 Standard Inches. The average number of references per article ranged from a low in 1972 of 0.45 to a high in 1980 of 5.08. The average for the entire period was 1.41 references per article.

Institutional Affiliations of Authors - Adult Education

Between 1971 and 1980, Adult Education was published under the tenures of three different editors. From 1971 through 1974, Dwight C. Rhyne of the University of North Carolina was editor. In 1975 through winter 1978 Gordon Darkenwald of Columbia and Rutgers Universities edited, and in the spring of 1978 through the end of the period in 1980 Phyllis M. Cunningham and Robert M. Smith, both of Northern Illinois University, were co-editors. Between 1971 and 1980, 138.69 of a total of 160 articles--86.68 percent--originated from authors affiliated with an institution of higher learning. This included articles which were

authored by one, two, three and four individuals. In the case of multi-authored articles, each contributor was considered as having been responsible for one-half, one-third, or one-fourth of that article, or in terms of percentages, fifty percent, thirty-three percent or twenty-five percent.

A total of sixty-nine institutions of higher learning were represented in this figure, fourteen of which were outside the United States. These fourteen represent 20.29 percent, roughly one-fifth of the total number of institutions represented, and include nine from Canada, one from New Zealand, one from Egypt, one from Hong Kong, one from Trinidad, and one from Northern Ireland. Of those in the United States, five were in Illinois, five in New York, three in each of California, Florida, North Carolina, Ohio, Tennessee, Texas, and Virginia. Two were in each of Indiana, Massachusetts, Michigan, New Jersey, and Pennsylvania, and there was one from each of Alabama, Arkansas, Arizona, Connecticut, Delaware, Georgia, Kentucky, Louisiana, Minnesota, Missouri, Nebraska, Utah, Vermont, and Wisconsin. Twenty-eight states in all were represented.

Those institutions contributing two or more articles were the University of Wisconsin with 15.66, the University of British Columbia, with 11.50, Rutgers University with 9.66, the University of Georgia with 8, the University of Illinois with 5.50, the University of Chicago with 5, the University of Missouri with 4, the University of Nebraska with 3.5, Virginia Polytechnic Institute and State University with 3.5, the University of North Carolina with 3.33, Columbia University with 3, Indiana University with 3, the University of Auckland, New Zealand

with 3, the University of Saskatchewan, Canada, with 3, Virginia Commonwealth University with 3, North Carolina State University with 2.66, Ohio State University with 2.66, City University of New York with 2, Northern Illinois University with 2, The Ontario Institute for Studies in Education, Canada, with 2, the University of California with 2, the University of Florida with 2, and the University of Texas with 2. These twenty-three accounted for 101.97 articles or 73.52 percent of the total number of articles from Institutionally-based authors. It should be noted that data were not analyzed by university branch, but rather that a given state university for the purposes of this study included all branches of that university which contributed articles.

As to the location of those institutions of higher learning from which articles originated, the greatest number of articles came from Canada, 21.16, followed by Wisconsin, 15.66, Illinois, 14, New Jersey, 10.66, Georgia, 8, New York, 8, North Carolina, 7, Virginia, 6.83, California, 4, Missouri, 4, Florida, 3.5, Nebraska, 3.5, Texas, 3.5, Indiana, 3.33, Ohio, 3.33, Pennsylvania, 2.66, and Tennessee, 2.5. These seventeen locales contributed 121.63 articles or 87.70 percent of the total number of articles which originiated from authors based at an institution of higher learning.

Those authors contributing the greatest number of articles during the time period included H. B. Long of the University of Georgia, 6, G. Dickinson of the University of British Columbia, Canada, 4.5, R. Boshier of the University of Auckland, New Zealand and the University of British Columbia, Canada, 3.5, R. A. Carlson of the University of Saskatchewan, Canada, 3, L. B. Forest of the University of Wisconsin, 3,

W. S. Griffith of the University of Chicago, 2, A. D. Groteluesche of the University of Illinois, 2, C. A. Londoner of Virginia Commonwealth University, 2, H. W. Stubblefield of Virginia Polytechnic Institute and State University, 2, J. Mezirow of Columbia University, 2, L. McKenzie of Indiana University, 2, and H. W. Beder of Rutgers University, 2. These twelve authors together contributed 34 articles or 24.52 percent, approximately one-fourth, of the content originating from authors based at institutions of higher learning, which was published between 1971 and 1980 in Adult Education, as it met the criteria for inclusion in this study.

Institutional Affiliations of Authors - Community Education Journal

Between 1971 and 1980, Community Education Journal was published under two editorships. Richard C. Pendell was editor when the first issue was published in February 1971, and he continued as such through 1975. Paul Tremper became editor when the journal resumed publication in July 1978, and continued through the latest publication date covered in this study, October 1980. During the entire period 1971 through 1980, discounting 1976 and 1977 when there was no publication, 271.81 articles published originated from authors affiliated with an institution of higher learning. Because a total of 606 articles were published during the period, this fugure represented 44.85 percent of the whole.

There were 103 institutions represented by at least one-half authorship in a co-authored article. Six of these institutions lie outside the United States, four in Australia and two in Canada. These six accounted for 5.83 percent of the total number of institutions

represented. There were twelve institutions represented from the state of Michigan, six from each of New York and California, five from Illinois, four from each of Florida and Ohio, three from each of Connecticut, Georgia, Kentucky, Oregon, Utah, Virginia, and Washington, D. C., two from each of Arizona, Iowa, Massachusetts, Minnesota, New Jersey, North Carolina, Tennessee, Texas, Vermont, and Wisconsin, and one from each of Alaska, Alabama, Colorado, Idaho, Indiana, Kansas, Maine, Maryland, Missouri, Montana, Nebraska, New Mexico, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Washington, West Virginia, and Wyoming.

TABLE 11

Locations of Institutions of Higher Learning
From Which Articles Were Submitted
Adult Education and Community Education Journal
1971-1980

Adult Education		Community Education Journal	
	in the United States		
Illinois	5	Michigan	12
New York	5	California	6
California	3	New York	6
Florida	3	Illinois	5
North Carolina	3	Florida	4
Ohio	3	Ohio	4
Tennessee	3	Connecticut	3
Texas	3	Georgia	3
Virginia	3	Kentucky	3
Indiana	2	Oregon	3
Massachusetts	2	Utah	3
Michigan	2	Virginia	3
New Jersey	2	Washington, D. C.	3
Pennsylvania	2	Arizona	2
Alabama	1	Iowa	2
Arkansas	1	Massachusetts	2
Arizona	1	Minnesota	2
Connecticut	1	New Jersey	2
Delaware	1	North Carolina	2
Georgia	1	Tennessee	2
Kentucky	1	Texas	2
Louisiana	1	Vermont	2
Minnesota	1	Wisconsin	2
Missouri	1	Alaska	1
Nebraska	1	Alabama	1
Utah	1	Colorado	1
Vermont	1	Idaho	1
Wisconsin	1	Indiana	1
		Kansas	1
Outside the United States		Maine	1
Canada	9	Maryland	1
Egypt	1	Missouri	1
Hong Kong	1	Montana	1
New Zealand	1	Nebraska	1
Northern Ireland	1	New Mexico	1
Trinidad	1	Oklahoma	1
Combined Total	69	Pennsylvania	1
		Rhode Island	1
		South Carolina	1
		Washington	1
		West Virginia	1
		Wyoming	1

TABLE 11 (Continued)

Adult Education	Community Education Journal	
	Outside the United States	
	Australia	4
	Canada	2
	Combined Total	103

TABLE 12

Institutions of Higher Learning
From Which Greatest Number of Articles Originated
Adult Education and Community Education Journal
1971-1980

Adult Education		Community Education Journal	
University of Wisconsin	15.66	Western Michigan University	17.00
University of British Columbia, Canada	11.50	Ball State University, Indiana	13.50
Rutgers University	9.66	Eastern Michigan University	12.50
University of Georgia	6.00	Florida Atlantic University	11.50
University of Illinois	5.50	Texas A & M University	10.33
University of Chicago	5.00	University of Connecticut	9.66
University of Missouri	4.00	Michigan State University	9.50
Virginia Polytechnic Institute and State University	3.50	University of Virginia	9.00
University of Nebraska	3.50	Brigham Young University, Utah	7.50
University of North Carolina	3.33	California State University	7.50
University of Auckland, New Zealand	3.00	University of Florida	6.50
Columbia University	3.00	University of Michigan	6.50
Indiana University	3.00	University of Missouri	6.33
University of Saskatchewan, Canada	3.00	Arizona State University	6.00
Virginia Commonwealth University	3.00	University of South Carolina	4.00
North Carolina State University	2.66	University of Vermont	4.00
Ohio State University	2.66	College of St. Thomas, Minnesota	4.00
City University of New York	2.00	Central Michigan University	3.50
Northern Illinois University	2.00	Drake University, Iowa	3.50
The Ontario Institute for Studies in Education	2.00	Kellogg Community College, Michigan	3.00
University of California	2.00	University of Oregon	3.00
University of Florida	2.00	University of Tennessee	3.00
University of Texas	2.00	University of Wisconsin	3.00
		Montclair State College, New Jersey	3.00
		Moorehead State University, Kentucky	3.00
Total	101.97		179.88
Percent of all Institutionally-Based Articles	73.32	Percent of all Institutionally-Based Articles	66.18

TABLE 13

Locations Contributing Two or More
Institutionally-Based Articles
Adult Education and Community Education Journal
1971-1980

Adult Education		Community Education Journal	
Canada	21.16	Michigan	70.00
Wisconsin	15.66	Florida	19.50
Illinois	14.00	Indiana	13.50
New Jersey	10.66	California	12.83
New York	8.00	Connecticut	11.66
Georgia	8.00	Texas	11.33
North Carolina	7.00	Virginia	11.33
Virginia	6.83	Utah	10.50
California	4.00	Arizona	7.00
Missouri	4.00	Missouri	6.33
Florida	3.50	Kentucky	6.00
Texas	3.50	New York	6.00
Nebraska	3.50	Ohio	6.00
Indiana	3.33	Minnesota	5.00
Ohio	3.33	Oregon	5.00
Pennsylvania	2.66	Vermont	5.00
Tennessee	2.50	Illinois	4.50
		Iowa	4.50
		Australia	4.00
		Massachusetts	4.00
		New Jersey	4.00
		South Carolina	4.00
		Tennessee	4.00
		Washington, D. C.	4.00
		Wisconsin	4.00
		Georgia	3.00
		Kansas	2.50
		Alabama	2.00
		Canada	2.00
		Colorado	2.00
		North Carolina	2.00
Total	121.63	Total	257.48
Percent of All Institutionally-Based Articles	87.70	Percent of all Institutionally-Based Articles	94.73

TABLE 14

Institutionally-Based Authors
Who Contributed the Greatest Number of Articles
Adult Education and Community Education Journal
1971-1980

Adult Education		Community Education Journal	
H. B. Long	6.00	M. F. Seay	11.00
G. Dickinson	4.50	J. Minzey	8.00
R. Boshier	3.50	R. G. Frank	5.00
R. A. Carlson	3.00	P. A. Clark	4.50
L. B. Forest	3.00	V. M. Kerensky	4.00
H. W. Beder	2.00	G. S. Wood, Jr.	4.00
W. S. Griffith	2.00	E. E. Nance	3.83
A. D. Grotesluschen	2.00	R. Berridge	3.00
C. A. Londoner	2.00	P. F. DeLargy	3.00
L. McKenzie	2.00	T. L. Fish	3.00
J. Mezirow	2.00	G. Martin	3.00
H. W. Stubblefield	2.00		
Total	34.00	Total	52.33
Percent of All Institutionally-Based Articles	24.52	Percent of All Institutionally-Based Articles	19.25

There were fourteen institutions which singly contributed the greatest number of articles. These fourteen accounted for 142.82 articles or 52.54 percent of the 271.81 articles coming from authors based at institutions of higher learning. Those contributing the greatest number were Western Michigan University, 27, Ball State University, Indiana, 13.50, Eastern Michigan University, 12.50, Florida Atlantic University, 11, Texas A & M University, 10.33, the University of Connecticut, 9.66, Michigan State University, 9.5, the University of Virginia, 9, Brigham Young University, Utah, 7.50, California State University, 7.50, the University of Florida, 6.50, the University of Michigan, 6.50, the University of Missouri, 6.33, and Arizona State University, 6. The reader is again advised that data were not analyzed by university branch, but that a given state university for the purposes of this study includes all branches of that university which may have contributed articles. The fourteen institutions previously mentioned, along with eleven others which submitted more than two articles accounted for 66.18 percent, or approximately two-thirds, of the total contributed by institution-based authors. Those institutions which submitted more than two, other than those mentioned above, were the University of South Carolina, 4, the University of Vermont, 4, the College of St. Thomas, Minnesota, 4, Central Michigan University, 3.50, Drake University, Iowa, 3.50, Kellogg Community College, Michigan, 3, the University of Oregon, 3, the University of Tennessee, 3, the University of Wisconsin, 3, Montclair State College, New Jersey, 3, and Moorehead State University, Kentucky, 3. These contributed a total of 179.88 or 66.18 percent of all institutionally-based articles.

As to location of institutions of higher learning of contributing authors, the greatest number of articles came from Michigan with 70, Florida, 19.50, Indiana, 13.50, California, 12.83, Connecticut, 11.66, Texas, 11.33, Virginia, 11.33, Utah, 10.50, Arizona, 7, Missouri, 6.33, Kentucky, 6, Ohio, 6, New York, 6, Minnesota, 5, Oregon, 5, Vermont, 5, Illinois, 4.50, Iowa, 4.50, Australia, 4, Massachusetts, 4, New Jersey, 4, South Carolina, 4, Tennessee, 4, Washington, D. C., 4, Wisconsin, 4, Georgia, 3, Kansas, 2.50, Alabama, 2, Canada, 2, Colorado, 2, and North Carolina, 2. These thirty-one accounted for 257.48 articles or 94.73 percent of the total.

As to contributing authors, eleven contributed 52.33 or 19.25 percent, approximately one-fifth of the total institution-based articles. They were M. F. Seay of Western Michigan University, 11, J. Minzey of Eastern Michigan University, 8, R. G. Frank of the University of Connecticut, 5, P. A. Clark of the University of Florida, 4.50, G. S. Wood, Jr. of Western Michigan University, 4, V. M. Kerensky of Florida Atlantic University, 4, E. E. Nance of the University of MIssouri, 3.83, T. L. Fish of the College of St. Thomas, Minnesota, 3, R. Berridge of Texas A & M University, 3, P. F. DeLargy of the University of Tennessee, 3, and G. Martin of Western Michigan University, 3.

Institution-Based Contributions by Region
Adult Education and Community Education Journal

In Adult Education the largest percentage of articles overall came from the North East section of the United States. Articles from that region totaled 27.26 percent of the total of institution-based articles. Second was the North Central region with 24.09 percent,

third the South East with 15.86 percent, fourth from Canada with 15.26 percent and fifth from the South Central region with 6.49 percent.

In Community Education Journal the greatest number also came from the North East with 45.56 percent, secondly from the South East with 12.69 percent, thirdly from the South West with 12.26 percent, fourth from New England with 8.34 percent and fifth from the South Central region with 7.42 percent.

TABLE 15

Origins of Institutionally-Based Articles
Adult Education and Community Education Journal

Adult Education			Community Education Journal		
Region	Number	%	Region	Number	%
North East	37.80	27.26	North East	123.83	45.56
North Central	33.41	24.09	South East	34.50	12.69
South East	22.00	15.86	South West	33.33	12.26
Canada	21.16	15.26	New England	22.66	8.34
South Central	9.00	6.49	South Central	20.16	7.42
Foreign	6.50	4.69	North Central	19.00	7.00
South West	6.00	4.33	North West	9.33	3.43
New England	3.33	2.40	Foreign	4.00	1.47
North West	0.00	0.00	Canada	2.00	0.74

In both journals the greatest percentage of articles originating from authors based at institutions of higher learning came from the North East, with 27.26 percent in Adult Education and 45.56 percent in

Community Education Journal. Again these percentages were part of the total number of articles originating from institution-based authors, and not percentages of all the articles published in either journal. Second in Adult Education was the North Central region with 24.09 percent and second in Community Education Journal was the South East with 12.69 percent, third in Adult Education was the South East with 15.86 percent and in Community Education Journal the South West with 12.26 percent, fourth in each was Canada in Adult Education with 15.26 percent and New England in Community Education Journal with 8.34 percent, and fifth in both was the South Central region with 6.49 percent in Adult Education and 7.42 percent in Community Education Journal. Although the South East ranked third in Adult Education, the actual percentage exceeded that devoted to articles from the South East by Community Education Journal, in which the region ranked second.

Adult Education devoted 4.69 percent of its content from institutionally-based authors to articles from foreign nations other than Canada, and Community Education Journal devoted 1.47 percent of institutionally based content to articles from outside the United States and Canada. While Adult Education used 15.26 percent for articles from Canada, Community Education Journal used 0.74 percent for articles from Canada.

Content Analysis by Editor - Adult Education

Of the total content published in Adult Education between 1971 and 1980, Rhyne published 42.85 percent, Darkenwald, 30.81 percent and Cunningham/Smith, 26.34 percent. As regarded content categories

chosen for inclusion by them, the largest discrepancy was found in the category "Learning." Although Rhyne and Darkenwald each devoted 30.65 percent and 30.06 percent respectively of their total content to this category, Cunningham/Smith devoted only 16.12 percent during their tenure. While Cunningham/Smith used 16.38 percent of their space for "Education as a Field of Study," Darkenwald used only 2.22 percent and Rhyne 10.23 percent for this category. Darkenwald devoted approximately twice as much space to "philosophy," 10.02 percent, as did Rhyne, 4.72 percent and Cunningham/Smith, 5.10 percent. While Rhyne and Cunningham/Smith devoted 13.24 percent and 13.01 percent respectively to "Instructional Methods," Darkenwald devoted just 7.40 percent to this category. No articles in the category "International Perspective" were published under Cunningham/Smith, while Darkenwald devoted 3.21 percent of his content to this category, and Rhyne devoted 1.78 percent to the same. None of the editors included any material dealing with the categories "Learning Environments," "Labor Education," or "Program Endorsement."

All three editors favored research, particularly "Descriptive Research" which was used in 53.69 percent of the content of Cunningham/Smith, 46.28 percent of that of Rhyne, and 27.43 percent of that of Darkenwald. While the second ranked methodology category under Rhyne was "Experimental Research" with 19.22 percent, Darkenwald included this type in 8.30 percent of his content, and Cunningham/Smith in 4.17 percent. Darkenwald favored "Historical Research" with 23.87 percent to Rhyne's 6.36 percent and Cunningham/Smith's 2.48 percent. No "Methodological Research" was included during the tenure of Cunningham/Smith, but Rhyne included it 3.52 percent of the time and

Darkenwald 2.35 percent. Cunningham/Smith favored "Interpretive Literature Reviews" with 21.00 percent, Darkenwald with 12.71 percent and Rhyne with 8.81 percent. Darkenwald favored "Theoretical Formulation" with 12.55 percent to Cunningham/Smith's 5.79 percent and Rhyne's 5.71 percent. Darkenwald did not include any articles in the category "Technique of Practice" though Cunningham/Smith devoted 7.07 percent and Rhyne 4.40 percent to this category, and neither Rhyne nor Cunningham/Smith included any in "New Program Concerns," though Darkenwald used 2.91 percent of his space for this category.

Content Analysis by Editor - Community Education Journal

In Community Education Journal, Pendell was responsible for 82.35 percent of the total published content, and Tremper was responsible for 17.65 percent of the same. Neither editor stressed research, although both slightly favored "Descriptive Research" with 4.80 percent and 10.50 percent respectively. "Personal Belief" content was emphasized by Tremper, who used slightly more, 36.82 percent, for this category than did Pendell with 32.31 percent. The first ranked category under Pendell was "New Program Concerns" with 48.36 percent, though Tremper used less space for this category, 30.74 percent. There was some discrepancy in "Theoretical Formulation" between the allotted 17.47 percent under Tremper and the 8.36 percent under Pendell.

As to content categories, both editors favored "Program Planning and Administration." Pendell used 44.24 percent of his space for this category, while Tremper used 60.40 percent of his. There were slight discrepancies in the categories "Philosophy," with Pendell using 11.17

percent and Tremper 6.90 percent, and "Evaluation" to which Pendell devoted 5.16 percent and Tremper 0.48 percent. While Tremper included no content in the area of "International Perspective," Pendell included this category in 4.53 percent of his total space.

TABLE 16

Standard Inches and Percent of His Total Content
Devoted to Content Categories
by Each Editor
Adult Education and Community Education Journal

	Adult Education			Community Education Journal	
Category	R* SI / %	D* SI / %	C/S* SI / %	P* SI / %	T* SI / %
Learning	2010.60/30.65	1418.24/30.06	649.91/16.12	56.00/0.32	0.00/0.00
Program Planning and Administration	1022.93/15.59	612.63/12.99	551.27/13.67	7691.00/44.24	2250.34/60.40
Institutional Sponsors	91.35/ 1.39	330.33/ 7.00	186.33/ 4.62	1594.00/ 9.17	234.92/ 6.31
Education as a Field of Study	671.20/10.23	104.72/ 2.22	660.60/16.38	735.00/ 4.23	44.95/ 1.21
Instructional Methods	868.35/13.24	349.14/ 7.40	524.56/13.01	730.50/ 4.20	135.89/ 3.65
Philosophy	309.73/ 4.72	472.70/10.02	205.66/ 5.10	1942.50/11.17	257.04/ 6.90
Program Areas	299.29/ 4.56	318.60/ 6.75	208.04/ 5.16	737.50/ 4.24	168.57/ 4.52
Personnel and Staff	139.95/ 2.13	102.23/ 2.17	224.03/ 5.56	1018.00/ 5.86	348.02/ 9.34
International Perspective	116.62/ 1.78	151.53/ 3.21	0.00/ 0.00	787.00/ 4.53	0.00/ 0.00
Learning Environments	0.00/ 0.00	0.00/ 0.00	0.00/ 0.00	283.00/ 1.63	92.44/ 2.48
Labor Education	0.00/ 0.00	0.00/ 0.00	0.00/ 0.00	39.00/ 0.22	0.00/ 0.00
Education of Particular Groups	894.10/13.63	550.53/11.67	596.12/14.78	726.00/ 4.18	175.83/ 4.72
Evaluation	135.58/ 2.07	306.81/ 6.50	226.32/ 5.61	897.00/ 5.16	17.76/ 0.48
Program Endorsement	0.00/ 0.00	0.00/ 0.00	0.00/ 0.00	149.50/ 0.86	0.00/ 0.00
Totals	6559.70/99.99**	4717.46/99.99**	4032.84/100.01**	17386./100.01**	3725.76/100.01**
% of Overall Total	42.85	30.81	26.34	82.35	17.65

* R= Rhyne, D=Darkenwald, C/S=Cunningham/Smith, P= Pendell, T=Tremper
** Rounding Error

TABLE 17
Standard Inches and Percent of His Total Content
Devoted to Methodological Categories
by Each Editor
Adult Education and Community Education Journal

	Adult Education			Community Education Journal	
Category	R* SI / %	E* SI / %	C/S* SI / %	P* SI / %	T* SE / %
Experimental Research	1261.01/19.22	391.76/ 8.30	168.25/ 4.17	0.00/ 0.00	0.00/ 0.00
Descriptive Research	3036.05/46.28	1294.06/27.43	2165.07/53.69	834.50/ 4.80	391.27/10.50
Methodological Research	230.78/ 3.52	110.93/ 2.35	0.00/ 0.00	0.00/ 0.00	0.00/ 0.00
Historical Research	417.18/ 6.36	1125.91/23.87	100.05/ 2.48	0.00/ 0.00	0.00/ 0.00
Formal Philosophy	0.00/ 0.00	78.30/ 1.66	0.00/ 0.00	245.00. 1.41	0.00/ 0.00
Personal Belief	372.99/ 5.69	387.38/ 8.21	234.05/ 5.80	5618.00/32.31	1371.77/36.82
Interpretive Literature Reviews	578.20/ 8.81	599.58/12.71	847.03/21.00	158.50/ 0.91	0.00/ 0.00
Theoretical Formulation	374.86/ 5.71	592.11/12.55	233.45/ 5.79	1454.00/ 8.36	651.07/17.47
Technique of Practice	288.63/ 4.40	0.00/ 0.00	284.94/ 7.07	667.50/ 3.84	166.39/ 4.47
New Program Concerns	0.00/ 0.00	137.43/ 2.91	0.00/ 0.00	8408.50/48.36	1145.26/30.74
Totals	6559.70/99.99**	4717.46/99.99**	4032.84/100.00	17386.00/99.99**	3725.76/100.00
% of Overall Total	42.85	30.81	26.34	82.35	17.65

* R=Rhyne, D=Darkenwald, C/S=Cunningham/Smith, P=Pendell, T=Tremper
** Rounding Error

Institutional Affiliation/Location of Authors - Adult Education By Editor

Between 1971 and 1980, 138.69 of the 160 articles published in Adult Education came from authors affiliated with institutions of higher learning. Of these 64.89 or 46.79 percent were published by Rhyne, 39.64 or 28.59 percent by Darkenwald, and 34.15 or 24.62 percent by Cunningham/Smith. Articles submitted from Canada were favored by all three editors, with Rhyne publishing 6 or 9.25 percent of his total, Darkenwald publishing 10.66 or 26.89 percent of his total, and Cunningham/Smith publishing 4.50 or 13.18 percent of their total. The greatest number of articles originating from a single locale which were published while Rhyne was editor came from Wisconsin, with 9 or 13.87 percent of the total, second was North Carolina with 6.50 or 10.02 percent, third was Canada, fourth was Georgia with 5 or 7.71 percent and fifth was Illinois with 4.50 or 6.93 percent. Under Darkenwald most articles from a single location came from Canada, secondly from Illinois with 6.50 or 16.39 percent, third from New York with 6 or 15.13 percent, fourth from New Jersey with 3.50 or 8.83 percent, and fifth from Wisconsin with 2.66 or 6.71 percent. Under Cunningham/Smith most articles from a single location came from New Jersey with 6.16 or 18.04 percent, second from Canada, third from Wisconsin with 4 or 11.71 percent, fourth from Illinois with 3 or 8.78 percent and fifth from foreign nations with 2.50 or 7.32 percent of their overall content from authors affiliated with an institution of higher learning. The base state of all three editors figured in the top five contributors during the tenures of each. North Carolina, New Jersey, and Illinois, respectively. Wisconsin and Illinois figured

in the top five categories under all three editors, as did Canada, and New Jersey figured in the top five categories under both Darkenwald and his successors, Cunningham and Smith. Inclusion of articles from outside the United States and Canada accounted for 4.00 or 6.16 percent of those articles from institutions of higher learning published under Rhyne, ranking it sixth during that period, and 2.50 or 7.32 percent under Cunningham/Smith, ranking it fifth during their editorship. No articles from foreign countries other than Canada were published under Darkenwald.

Institutional Affiliation/Location of Authors
Community Education Journal
By Editor

During the time frame studied, 271.81 articles of the total of 606 published in Community Education Journal originated from institutions of higher learning. Of these 208.66 or 76.77 percent were published by Pendell, and 63.15 or 23.23 percent by Tremper. The state from which most articles derived during Pendell's tenure was Michigan with 66 or 31.63 percent of his total. Second was Florida with 18.50 or 8.87 percent, third was California with 11.50 or 5.51 percent, fourth was Utah with 10 or 4.79 percent and tied for fifth were Connecticut and Indiana with 9 or 4.31 percent each. Under Tremper, most articles from a single state came from Texas with 5 or 7.92 percent of his total, Indiana with 4.50 or 7.13 percent, Virginia with 4.33 or 6.86 percent, tied for fourth were New York, Michigan, and Arizona with 4 or 6.33 percent each, and fifth was Missouri with 3.50 or 5.54 percent. While Michigan figured in the top five categories under both editors, it differed widely in the amount of space allotted by Pendell, 31.63 percent and Tremper, 6.33 percent. Indiana also figured in the top five

categories under both editors with 4.31 percent under Pendell and 7.13 percent under Tremper. Four articles published under Pendell came from outside the United States, three from Australia and one from Canada, accounting for 1.92 percent of his total, while Tremper published only two articles from foreign nations, one from each of Australia and Canada, which accounted for 3.17 percent of his total number of institutionally-based articles.

TABLE 18

Ranking of Top Five Origins
of Institutionally-Based Articles
in Number and Percent
By Editor
Adult Education and Community Education Journal

Adult Education

Rhyne			Darkenwald			Cunningham/Smith		
Location	#	%	Location	#	%	Location	#	%
Wisconsin	9.00/13.87		Canada	10.66/26.89		New Jersey	6.16/18.04	
North Carolina	6.50/10.02		Illinois	6.50/16.39		Canada	4.50/13.18	
Canada	6.00/ 9.25		New York	6.00/15.13		Wisconsin	4.00/11.71	
Georgia	5.00/ 7.71		New Jersey	3.50/ 8.83		Illinois	3.00/ 8.79	
Illinois	4.50/ 6.93		Wisconsin	2.66/ 6.71		Foreign	2.50/ 7.32	

Community Education Journal

Pendell			Tremper		
Location	#	%	Location	#	%
Michigan	66.00/31.63		Texas	5.00/7.92	
Florida	18.50/ 8.87		Indiana	4.50/7.13	
California	11.50/ 5.51		Virginia	4.33/6.86	
Utah	10.00/ 4.79		New York	4.00/6.33	
Connecticut	9.00/ 4.31		Michigan	4.00/6.33	
Indiana	9.00/ 4.31		Arizona	4.00/6.33	
			Missouri	3.50/5.54	

Findings

In an effort to report findings, the researcher computed percentages from the raw data. These percentages were used to evaluate the hypothesized statements described earlier in this study, and each of the statements are discussed separately.

Statement 1: Content in Adult Education will more frequently be research-based.

This hypothesized statement was supported by the data. The study revealed that 67.28 percent of the content in Adult Education relied upon experimental, descriptive, methodological or historical research, as opposed to 5.81 percent of content in Community Education Journal relying upon those research methods.

Statement 2: Research in both journals will increasingly rely upon experimental procedure throughout the time span.

This hypothesized statement was not supported by the data. The study showed that in Community Education Journal no experimental research was reported in any year, and in Adult Education, there was a decline in the use of experimental procedure from 36.09 percent in 1971 to 4.68 percent in 1980.

Statement 3: Institutional affiliation of article contributors will more commonly be with institutions in the northeastern section of the United States.

This statement was supported by the data. In both journals the greatest percentage of articles from institutionally affiliated authors came from the North East, with 27.35 percent of those in Adult

Education from that region and 45.56 percent of those in Community Education Journal from there. The second highest percentage in Adult Education came from the North Central region with 24.09 percent, and in Community Education Journal the second highest percentage came from the South East with 12.69 percent.

Statement 4: Authors in Community Education Journal will less frequently be institutionally affiliated.

This statement was supported by the data. While 44.85 percent of the articles published in Community Education Journal originated from institutionally affiliated authors, 86.68 percent of those articles published in Adult Education were by institutionally affiliated authors.

Statement 5: Each editor will favor with a greater percentage of space a particular content category, methodological category, and location from which articles derive, which will differ from other editors of the same publication.

In terms of supporting of denying this statement, the data were inconclusive. While Rhyne and Darkenwald used approximately the same amount of space for their number-one ranked category, "Learning," 30.65 percent and 30.06 percent, Cunningham/Smith used only 16.12 percent of space for this category. Cunningham/Smith gave "Education as a Field of Study" approximately the same amount of space that they gave "Learning," 16.38 percent. The number-one ranked methodology category for all three was "Descriptive Research," though Rhyne used more than twice as much space for "Experimental Research" as did Darkenwald and Cunningham/Smith. Darkenwald used more than twice as much space for

"Historical Research" as did the others, and Cunningham/Smith used nearly twice as much space for "Interpretive Literature Reviews" as did either Rhyne or Darkenwald. Under Rhyne the greatest percentage of institutionally-based content came from Wisconsin, 13.87 percent. Under Darkenwald the greatest percentage, 26.89 percent, came from Canada, and under Cunningham/Smith the greatest percentage, 18.04 percent, came from New Jersey.

In Community Education Journal the number-one ranked content category under both editors was "Program Planning and Administration." Pendell used 44.24 percent of his space for this category, and Tremper used 60.40 percent of his for the category. The first-ranked methodological category under Pendell was "New Program Concerns" to which he devoted 48.36 percent of his space. For his second-ranked category, "Personal Belief," Pendell used 32.31 percent of his space. Tremper used approximately the same amount of space, 36.82 percent and 30.74 percent, for his two top-ranked methodology categories "Personal Belief" and "New Program Concerns." Under Pendell most institutionally-based content came from Michigan with 31.63 percent, and under Tremper most came from Texas with 7.92 percent.

Statement 6: Articles in Adult Education will more frequently cite references.

This statement was supported by the data. In Adult Education there was an average of one reference for every 4.97 Standard Inches of text, or 19.27 per article. In Community Education Journal, there was an average of one reference for every 24.75 Standard Inches of text, or 1.41 per article.

Statement 7: Community Education Journal will give greater space to the "Education of Particular Groups," i.e., women, minorities, the elderly, the handicapped.

This statement was not supported by the data. While Adult Education devoted 13.33 percent of overall content to this category, Community Education Journal devoted 4.27 percent to it.

Statement 8: Content in Adult Education will predominantly be the areas of "Education as a Field of Study," "Instructional Methods," and "Evaluation."

This statement was not supported by the data. "Education as a Field of Study" accounted for 9.38 percent, "Instructional Methods" for 11.38 percent, and "Evaluation" for 4.37 percent of content space in Adult Education. These categories ranked fifth, fourth and eighth respectively. Content was predominantly in the areas of "Learning," 26.64 percent, "Program Planning and Administration," 14.28 percent, and "Education of Particular Groups," 13.33 percent.

Statement 9: Content in Community Education Journal will predominantly be in the areas of "Program Planning and Administration," "Personnel and Staff," and "Program Areas."

This statement was supported by the data in the first case but not in the two latter cases. While "Program Planning and Administration" with 47.09 percent of total overall content was the number-one ranked category, "Personnel and Staff" with 6.47 percent ranked fourth, and

"Program Areas" with 4.29 percent ranked sixth. The second and third ranked content categories were "Philosophy," with 10.42 percent, and "Institutional Sponsors," with 8.66 percent.

Statement 10: Articles in Community Education Journal will show less variety in both content and methodology.

This statement was supported by the data in the first case but not in the second. Community Education Journal showed slightly less variety in content, concentrating over 10 percent of content in only two categories, "Program Planning and Administration" with 47.09 percent, and "Philosophy" with 10.42 percent, while Adult Education concentrated more than 10 percent of content in four categories, "Learning," with 26.64 percent, "Program Planning and Administration," with 14.28 percent, "Education of Particular Groups," with 13.33 percent, and "Instructional Methods," with 11.38 percent. As to methodology, the two journals showed approximately the same degree of variety, with Community Education Journal emphasizing "Personal Belief" and "New Program Concerns," and Adult Education stressing more formal methodologies associated with scientific research.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study involved a systematic analysis of the content of a representative journal in each of the fields of Adult Education and Community Education. The study dealt with a ten-year time frame which covered the years 1971 through 1980 inclusive. The intent of the investigation was that of determining what similarities or differences exist between published content of the two journals in terms of emphases and variety in content and methodology, sophistication of research, institutional and regional affiliations of authors, and editor influence on content.

The two journals chosen for study were Adult Education and Community Education Journal. Only signed articles were examined, and each of these was read by the researcher and assigned to one of fourteen content categories and ten methodology categories, as designed by the ERIC Clearinghouse on Adult Education. Data were reported in Standard Inches of text devoted to content and methodology categories. These Standard Inches were converted to percentages of the total content published in each year group, during each publisher's tenure, and across the entire time frame. Percentages were used to indicate the amount of emphasis allotted to each category. Ten percent of the articles were submitted for classification to three doctoral students in the fields in order to test for reliability of the researcher's

own classification system. The classifications were then compared, and reliability tests were performed.

The data revealed that differences in emphases did exist between the two journals, with Adult Education consistently devoting the largest percentage of its content space to the content category "Learning," while Community Education Journal used the preponderance of its space for the content category "Program Planning and Administration." This latter category did figure largely in Adult Education, where it ranked second in terms of overall percentage of content space devoted to the category, but "Learning" ranked second to the bottom in Community Education Journal. The other ranked categories in Adult Education, in descending order of emphasis, were "Education of Particular Groups," "Evaluation," "Institutional Sponsors," "Personnel and Staff," and "International Perspective." The other ranked content categories in Community Education Journal, again in descending order, were "Philosophy," "Institutional Sponsors," "Personnel and Staff," "Evaluation," "Program Areas," "Education of Particular Groups," "Instructional Methods," "International Perspective," "Education as a Field of Study," "Learning Environments," "Program Endorsement", and "Labor Education." Content in this latter publication showed less variety in that the greatest percentage was concentrated in two areas, whereas that in the former publication was concentrated in four areas.

In terms of methodology, Adult Education content was dominated by research, and that in Community Education Journal dealt primarily with the categories "Personal Belief" and "New Program Concerns."

While Adult Education published more research articles, they were most frequently "Descriptive Research" and decreasingly of an experimental, methodological or historical nature. In descending order of emphasis, methodology categories stressed by Adult Education after "Descriptive Research" were "Interpretive Literature Reviews," "Experimental Research," "Historical Research," "Theoretical Formulation," "Personal Belief," "Techniques of Practice," "Methodological Research," "New Program Concerns," and "Formal Philosophy." In Community Education Journal, after "New Program Concerns," and "Personal Beliefs," and again in descending order, were "Theoretical Formulation," "Descriptive Research," "Techniques of Practice," "Formal Philosophy," and "Interpretive Literature Reviews." Both journals were equally limited in variety of methodologies published, and that both concentrated on just two of the ten methods.

As regards references and footnotes, and in terms of both number per article and number per Standard Inch of text, Adult Education content was far more often accompanied by such citations.

Authors of articles published in Community Education Journal were far less likely to be affiliated with an institution of higher learning than were those published in Adult Education. In both journals institutions with which authors were affiliated were for the most part located in the northeastern region of the United States. The greatest number of institutions located in that region which contributed content to Community Education Journal were from the state of Michigan, while the largest number of contributors from the region

that published in Adult Education were located in New York. The institution which singly contributed the most articles to Community Education Journal was Western Michigan University, and that contributing the most articles to Adult Education was the University of Wisconsin. The single location from which most articles published in Community Education Journal derived was again Michigan, and for Adult Education it was Canada. The individual who contributed the most articles to Community Education Journal was M. F. Seay of Western Michigan University, and he who contributed the most articles during the time period to Adult Education was H. B. Long of the University of Georgia.

The data did not reveal any large discrepancies in category emphases during the tenures of the various editors. In Adult Education all three editors favored the categories "Learning" and "Descriptive Research," but there was a variation in the amount of space allotted by each to the other research methods. There were differences in the space allotted by each to different institutions and locations. In Community Education Journal, both editors largely favored "Program Planning and Administration," and for methodology "New Program Concerns" and "Personal Belief," though the locations from which institutionally-based articles derived differed.

Conclusions

These conclusions are related only to this investigation and cannot be generalized beyond the two journals which were analyzed in this study. If each was truly representative of its respective field the reader could logically extrapolate the conclusions of this study

to the larger area of endeavor. But whether findings were a function of editorial influence, interest of contributing authors, perceived needs on the part of practitioners, undue submission of subject matter which in the past had regularly seen publication, or to some other external variable, was beyond the scope of this study.

The emphasis on the content category "Learning" by Adult Education between 1971 and 1980, the inclusive dates of this study, was consistent with earlier results of the studies of Dickinson and Rusnell (1971) who analyzed the content of Adult Education which was published between 1950 and 1970, of Long and Agyekum (1974) whose similar study dealt with the period between 1964 and 1973, and of Dixon (1978) who analyzed the content of ten textbooks in Adult Education published between 1969 and 1978. In the first of these studies the category ranked first, in the second it fell to fourth place but still maintained a high percentage of emphasis, and in the last study, which was divided into two five-year time frames the category rose from second to first place. Similarly, in the present study "Program Planning and Administration" ranked second in emphasis and second, first and first/eighth in the previously mentioned studies, respectively. According to these four studies Adult Education's published content concerned itself rather narrowly with "Learning" and "Program Planning" during the past thirty years.

The category "International Perspective" received little emphasis as revealed by the data in both this study and the three which preceded it. Whether this was a function of lack of availability or lack of interest on the part of adult educators is again a matter of conjecture.

Although the previous studies discovered little emphasis on the content category "Education of Particular Groups" this study found a relatively large percentage of content being devoted to that category. This emphasis reflected the growing political viability of these particular groups--women, minorities, the elderly--in the United States during the past ten years, and indicated that Adult Education is sensitive to external political phenomena.

As in this study, both Dickinson and Rusnell and Long and Agyekum found "Descriptive Research" to be the number-one ranked methodology used in articles published in Adult Education. But whereas the latter two reported "Personal Belief" as the second-ranked methodology category, the present study revealed this category to have fallen to sixth place, while "Interpretive Literature Reviews" assumed second rank. While "Experimental Research" consistently maintained third ranking in all three studies, the overall percentage of published studies using this method of investigation stayed constant. The indication is that Adult Education failed to branch out into publication of more sophisticated studies characterized by experimental research. Whether any were being conducted, or whether those being done were submitted for publication was beyond the design of this study.

An overwhelming percentage of Community Education Journal was devoted to "Program Planning and Administration" in content, and "New Program Concerns" and "Personal Belief" in methodology. The researcher deduced from this that the journal was still in the embryonic stage of its development in that it failed to broaden its content to include

more rigorous methodologies or more expansive content areas. There was little research reported and all of it of the descriptive type. There was virtually no change in the abundant emphasis on the aforementioned areas during the ten-year time frame. The content was thus judged by this researcher to be not encompassing enough to meet the needs of the Community Educator. But again whether the content of the journal was representative of events occurring in the field is not known.

The content category "Education of Particular Groups" although receiving extensive press and media coverage during the last ten years received little emphasis in Community Education Journal, indicating that the journal was not responsive to the issues being discussed in the environment, and the low degree of emphasis accorded the content category "International Perspective" was indicative of either a professional ethnocentrism or a lack of availability and/or interest in similar programs outside the United States.

Based upon the above researcher concluded that neither of the two journals studied was adequately diverse in representing the fields of Adult Education and Community Education to educators in other areas, nor was either broad or deep enough to alone meet the needs of readers in those fields. And finally, the researcher concluded that emphases remained static and were not entirely responsive to contemporary society, though of the two in that regard Adult Education was the more reliable.

Recommendations

Pursuant to this study several recommendations are suggested for further research:

1. Conduct a comparative content analysis, using the categories used in this study, or textbooks used in Adult Education and Community Education.
2. Survey Adult and Community Educators nationwide to determine what areas of the fields are considered by them most in need of further research.
3. Gather information which describes Adult and Community Education programs world-wide.
4. Investigate the variables which influence the publication of content in each of the fields.
5. Analyze the content of Journals published by the United States Government for the purpose of educating and training members of its military.

Footnotes

[1]C. O. Houle, The Design of Education, (San Francisco: Jossey-Bass, Inc., 1972), p. 229.

[2]D. S. Udell, Personal Communication, January 15, 1980.

[3]H. B. Long and S. K. Agyekum, "Adult Education 1964-1973: Reflections of a Changing Discipline." Adult Education, (1974, Vol. XXIV, No. 2), pp. 99-120.

[4]G. Dickinson and D. Russell, "A Content Analysis of Adult Education." Adult Education, (1971, Vol. XXXI, No. 3), pp. 177-185.

[5]R. DeCrow and S. M. Grabowski, eds. Research and Investigation in Adult Education: 1969 Annual Register, (Syracuse: ERIC Clearinghouse on Adult Education and Adult Education Association).

[6]H. B. Long and S. K. Agyekum, "Adult Education 1964-1973: Reflections of a Changing Discipline." Adult Education, (1974, Vol. XXIV, No. 2), pp. 99-120.

[7]G. K. Dixon, "A Content Analysis of Selected Adult Education Textbooks from 1969 through 1978," (Doctoral dissertation, University of Oklahoma, 1978).

[8]B. Berelson, Content Analysis in Communication Research. (New York, New York: Hafner Publishing Company, 1971).

[9]G. Dickinson and D. Rusnell. " A Content Analysis of Adult Education." Adult Education, (1971, Vol. XXI, No. 3), pp. 177-185.

[10]H. B. Long and S. K. Agyekum, "Adult Education 1964-1973: Reflections of a Changing Discipline." Adult Education, (1974, Vol. XXIV, No. 2), pp. 99-120.

[11]G. K. Dixon, "A Content Analysis of Selected Adult Education Textbooks from 1969 through 1978, (Doctoral dissertation, University of Oklahoma, 1978).

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APPENDIX A

COMPARISON OF CONTENT CATEGORY EMPHASES

ADULT EDUCATION AND COMMUNITY EDUCATION JOURNAL

FIGURE 1

Annual Comparison of Content Category Emphases
Adult Education and Community Education Journal
1971
(----- Adult Education ------Community Education Journal)

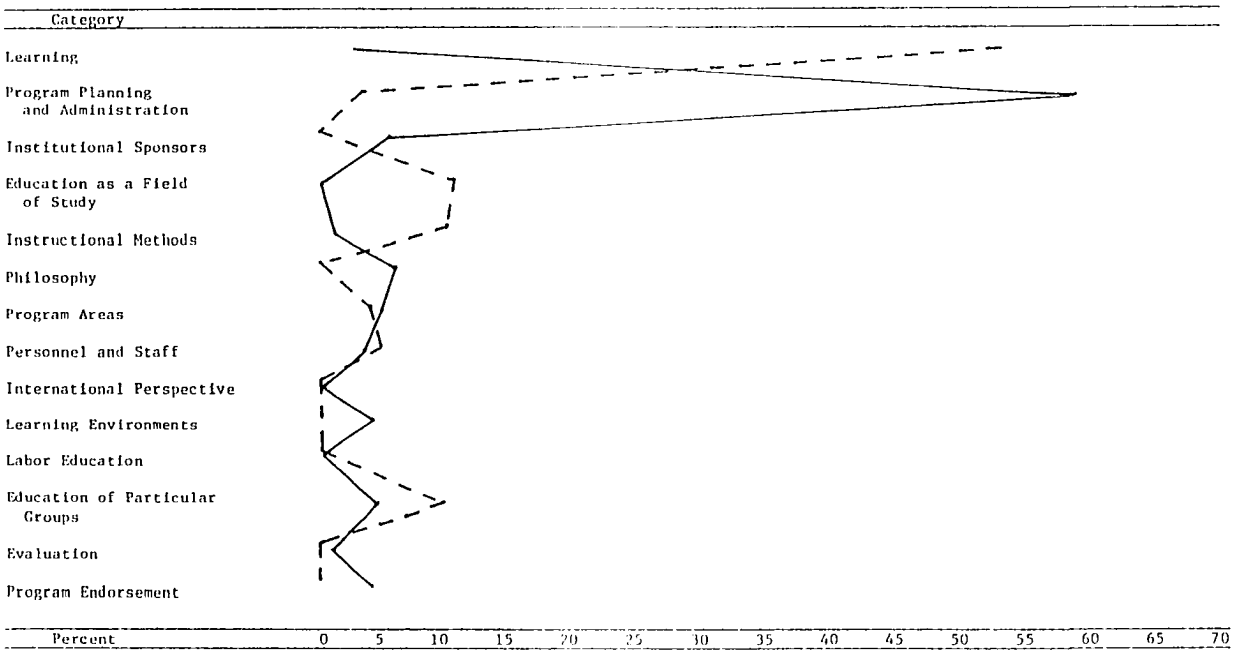


FIGURE 2

Annual Comparison of Content Category Emphases
Adult Education and Community Education Journal
1972

(----- Adult Education ------Community Education Journal)

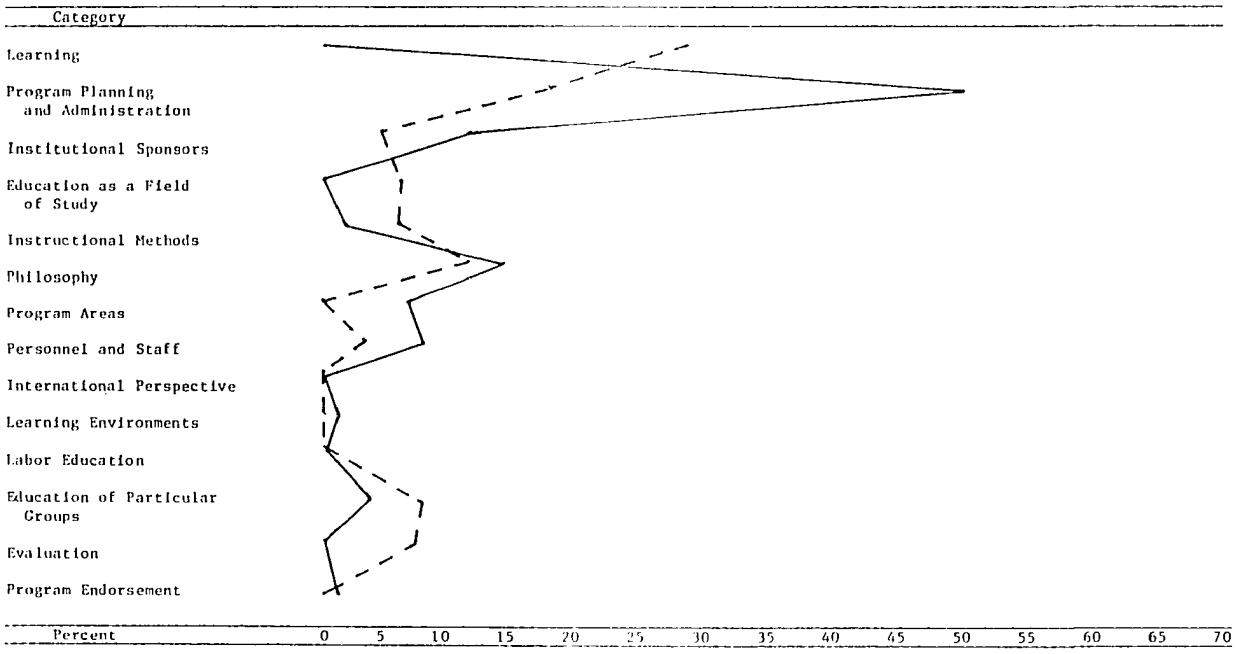


FIGURE 3

Annual Comparison of Content Category Emphases
Adult Education and Community Education Journal
1973

(----- Adult Education ------Community Education Journal)

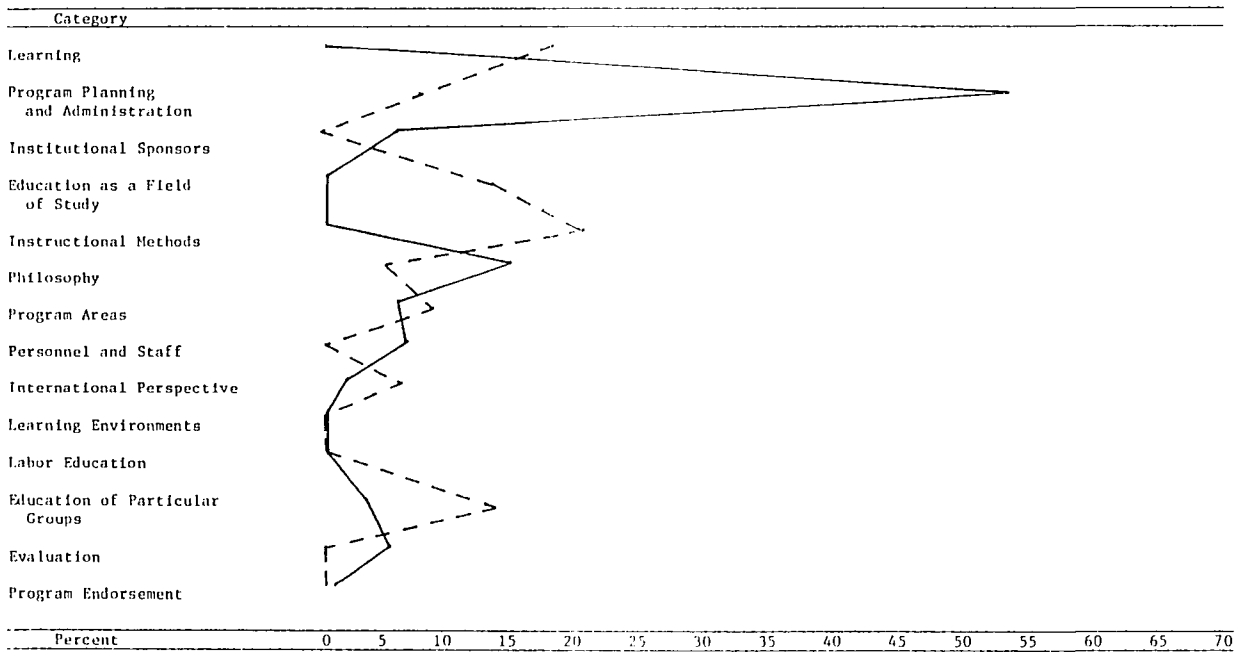


FIGURE 4

Annual Comparison of Content Category Emphases
Adult Education and Community Education Journal
1974
(----- Adult Education ------Community Education Journal)

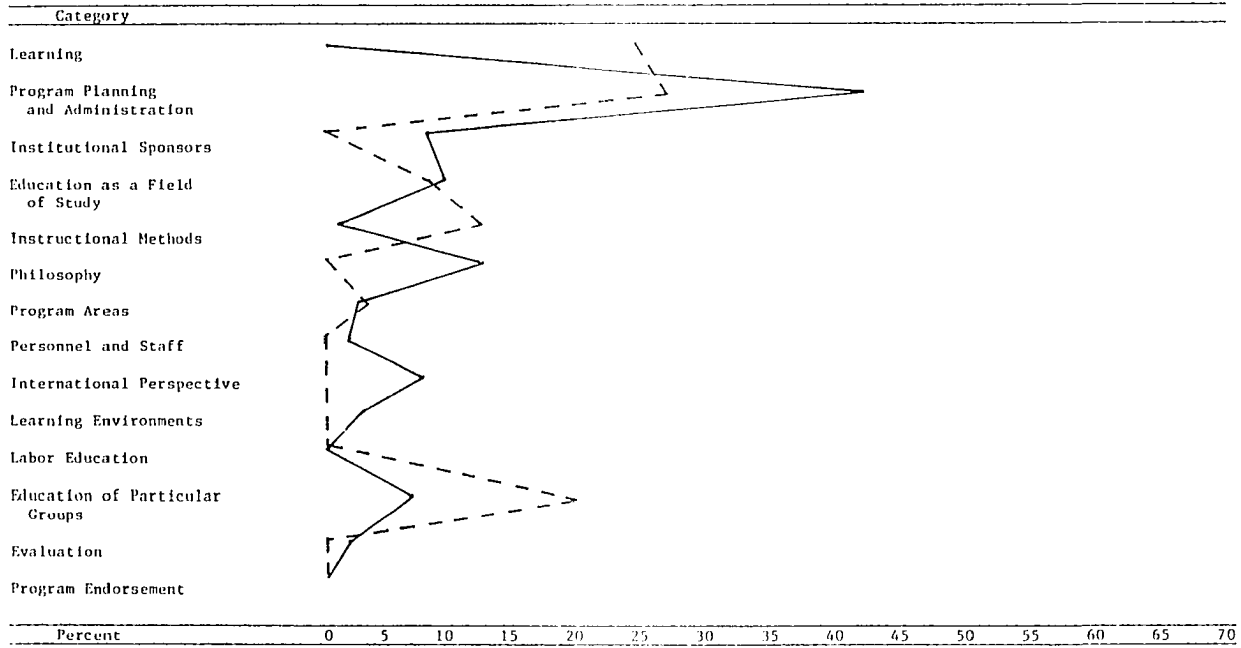


FIGURE 5

Annual Comparison of Content Category Emphases
Adult Education and Community Education Journal
1975

(----- Adult Education ——— Community Education Journal)

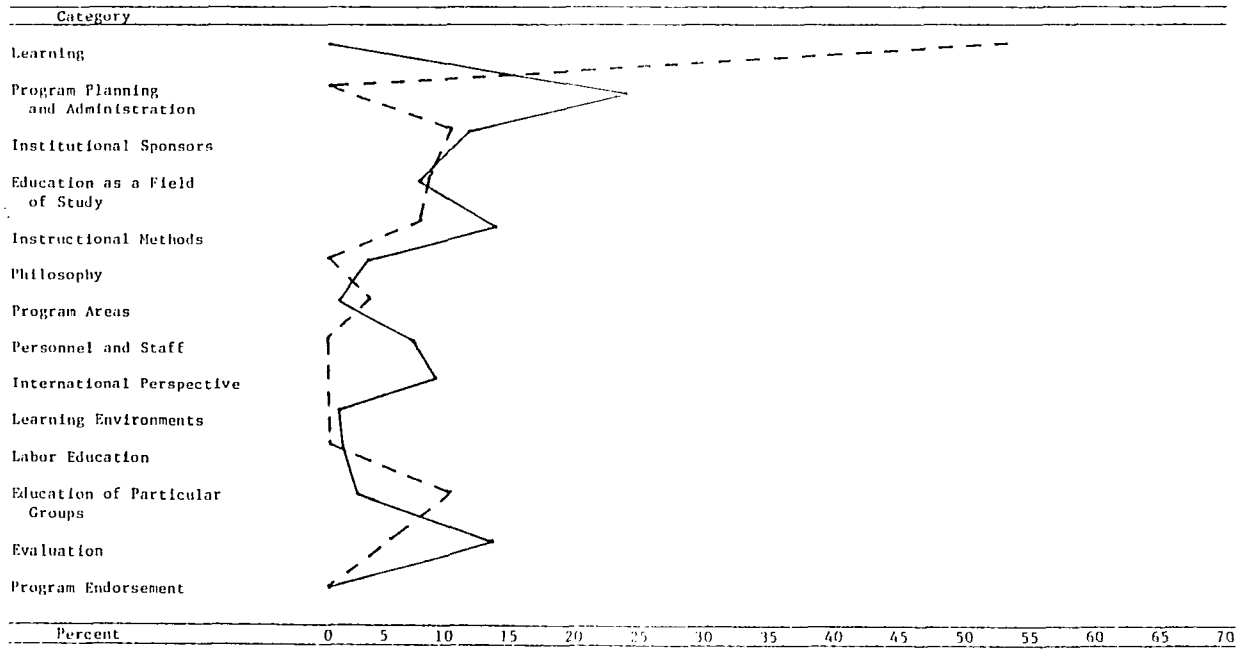


FIGURE 6

Annual Comparison of Content Category Emphases
Adult Education and Community Education Journal
1976
(----- Adult Education ------Community Education Journal)

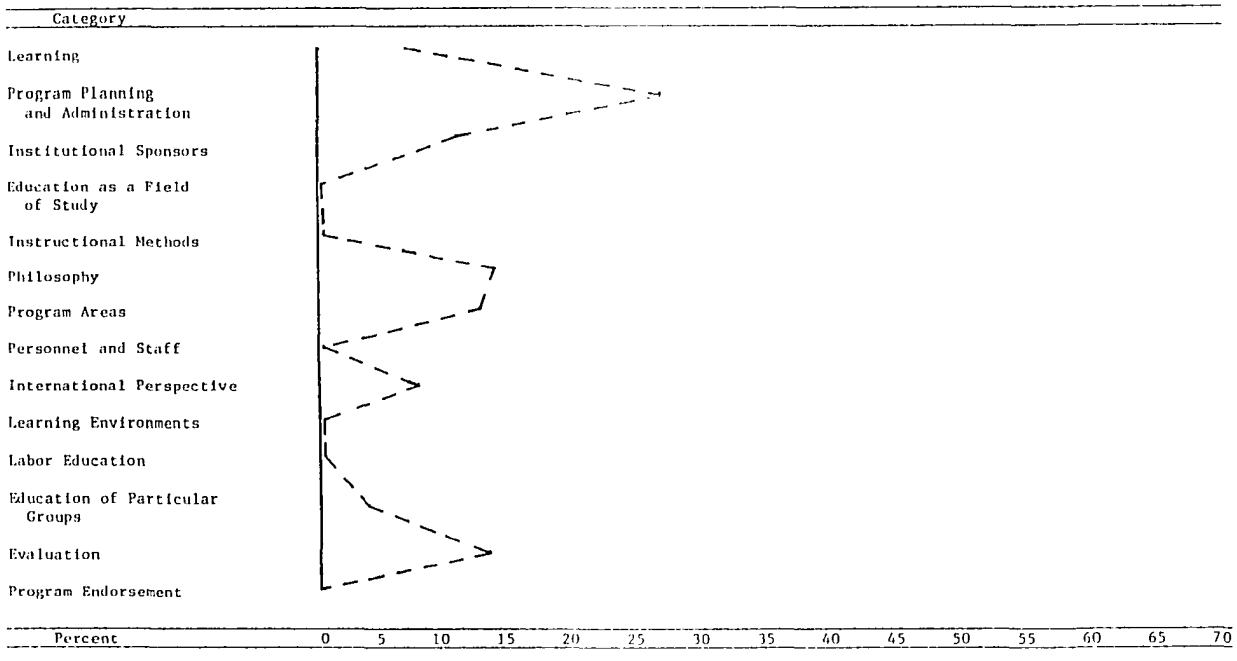


FIGURE 7

Annual Comparison of Content Category Emphases
Adult Education and Community Education Journal
1977
(----- Adult Education ------ Community Education Journal)

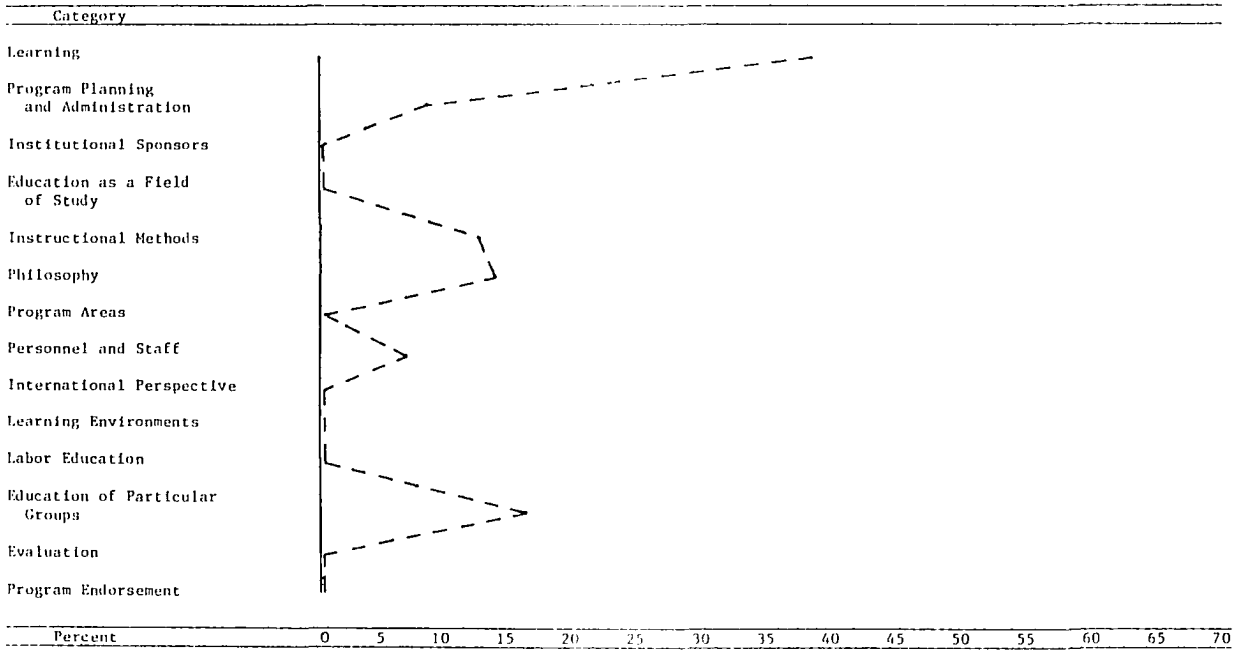


FIGURE 8

Annual Comparison of Content Category Emphases
Adult Education and Community Education Journal
1978

(----- Adult Education ------ Community Education Journal)

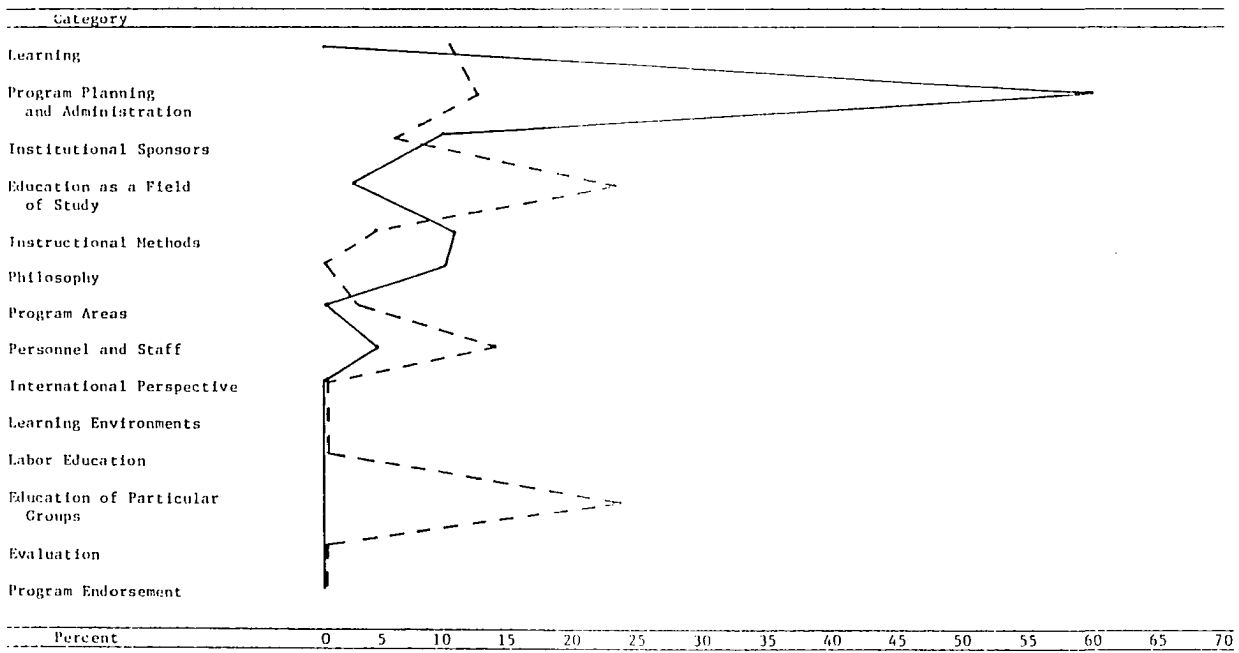


FIGURE 9

Annual Comparison of Content Category Emphases
Adult Education and Community Education Journal
1979
(----- Adult Education ------Community Education Journal)

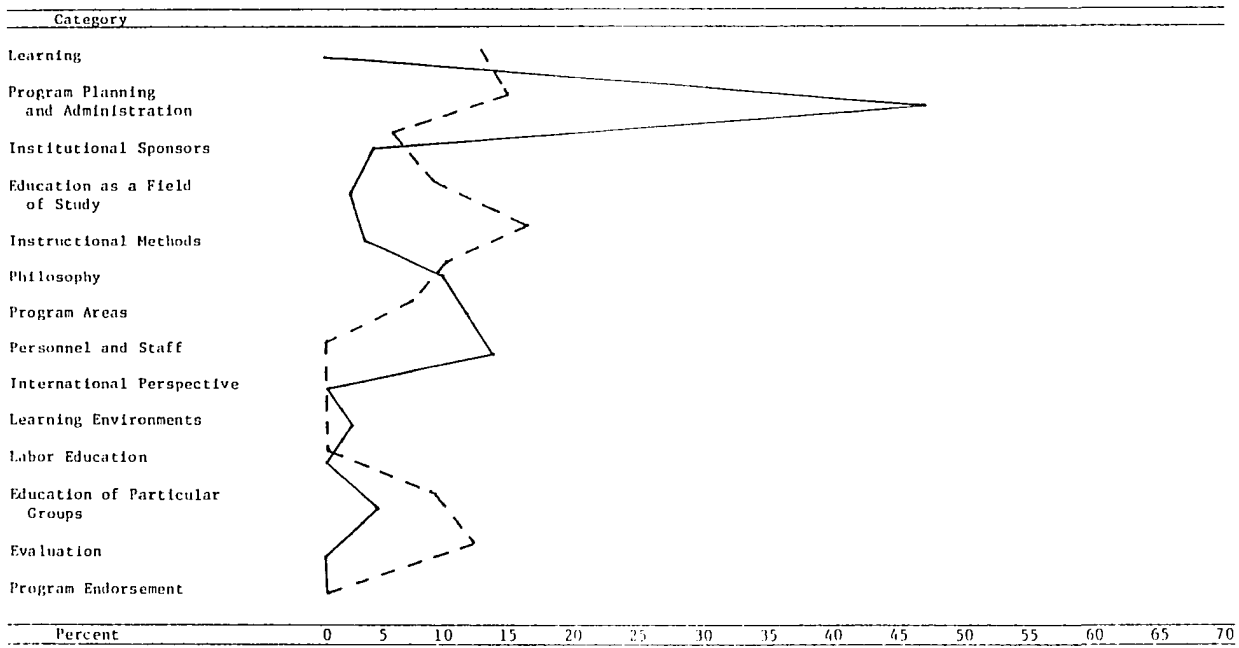


FIGURE 10

Annual Comparison of Content Category Emphases
Adult Education and Community Education Journal
1980
(----- Adult Education ------Community Education Journal)

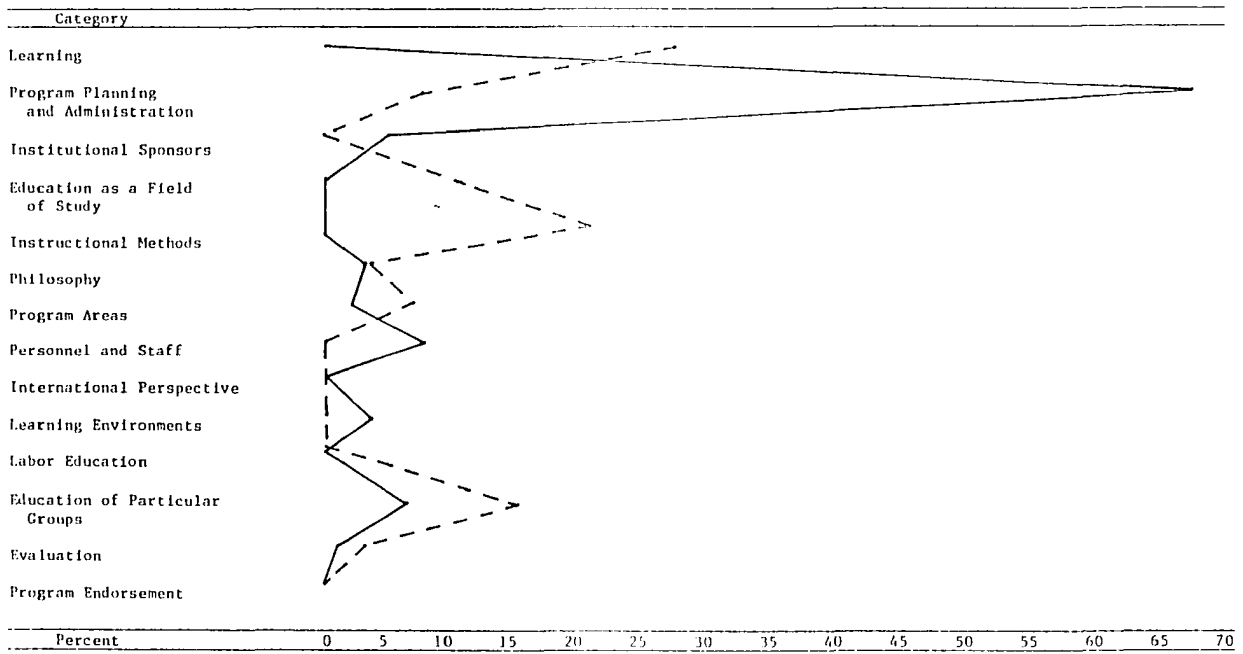
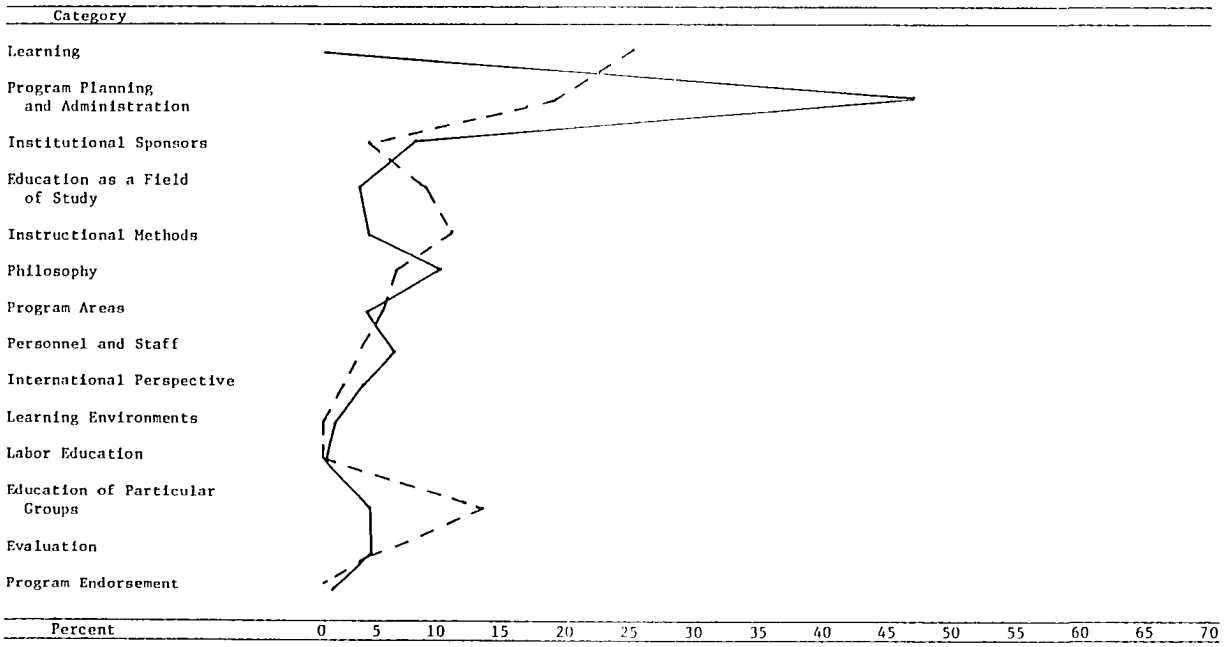


FIGURE 11

Annual Comparison of Content Category Emphases
Adult Education and Community Education Journal
1971-1980 (inclusive)
(----- Adult Education ------Community Education Journal)



APPENDIX B

COMPARISON OF METHODOLOGICAL CATEGORY EMPHASES

ADULT EDUCATION AND COMMUNITY EDUCATION JOURNAL

FIGURE 12

Annual Comparison of Methodological Category Emphases
Adult Education and Community Education Journal
1971

(----- Adult Education ——— Community Education Journal)

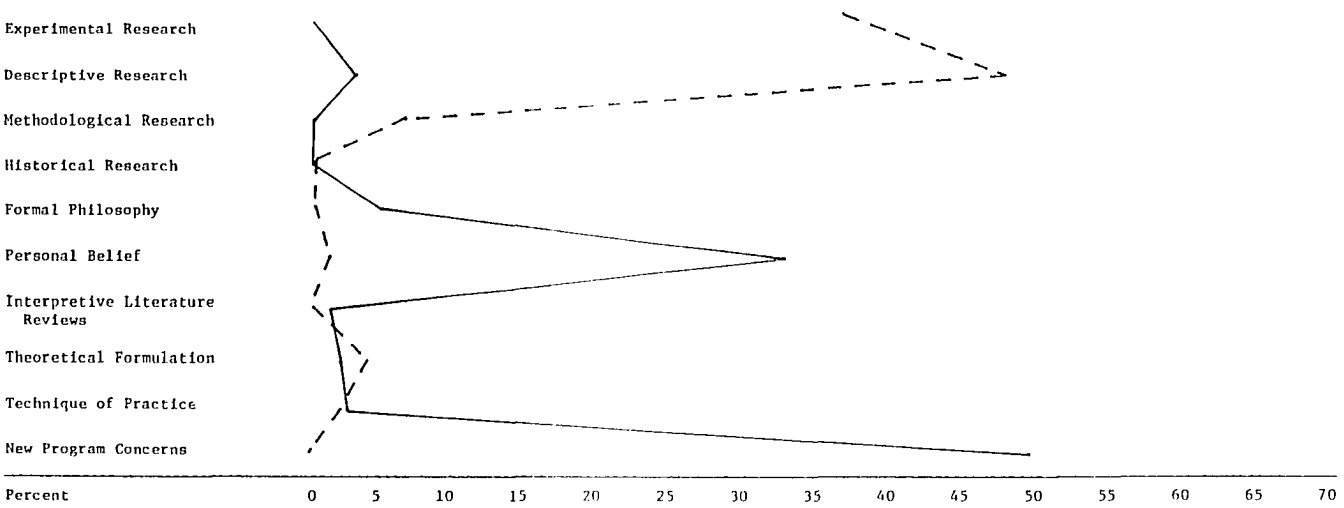


FIGURE 13

Annual Comparison of Methodological Category Emphases
Adult Education and Community Education Journal

1972

(----- Adult Education ——— Community Education Journal)

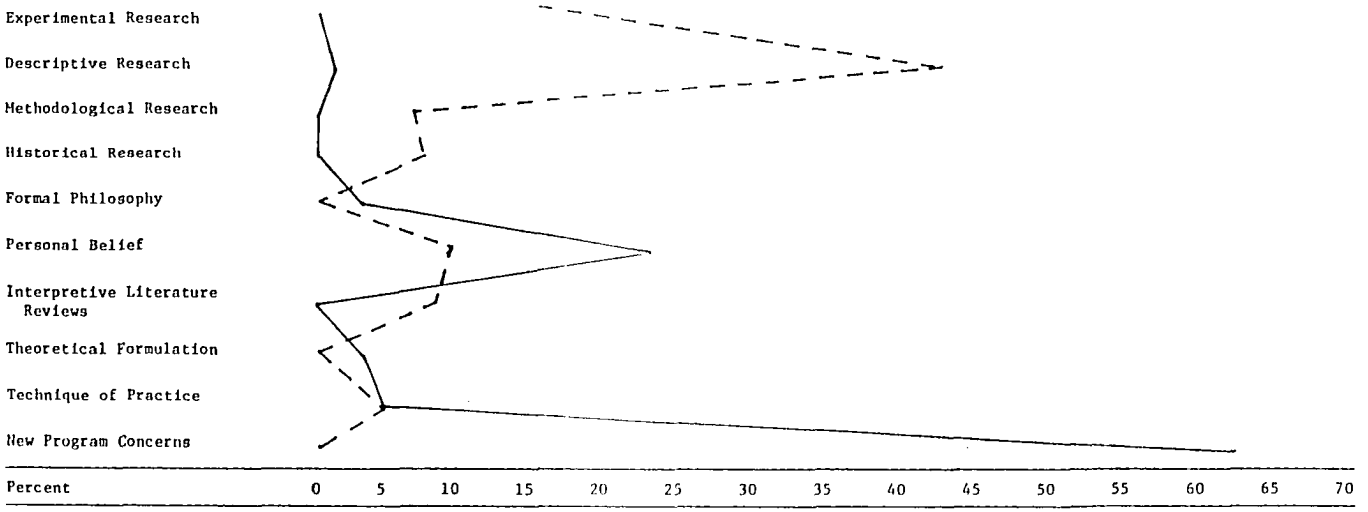


FIGURE 14

Annual Comparison of Methodological Category Emphases
Adult Education and Community Education Journal
1973

(----- Adult Education ------ Community Education Journal)

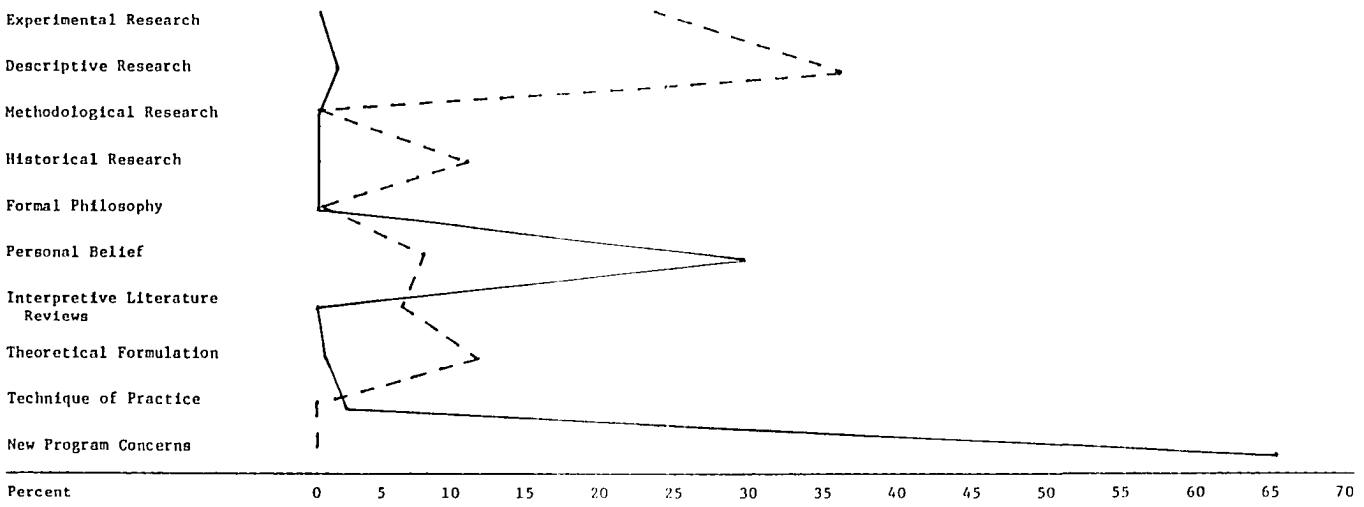


FIGURE 15

Annual Comparison of Methodological Category Emphases
Adult Education and Community Education Journal
1974

(----- Adult Education —— Community Education Journal)

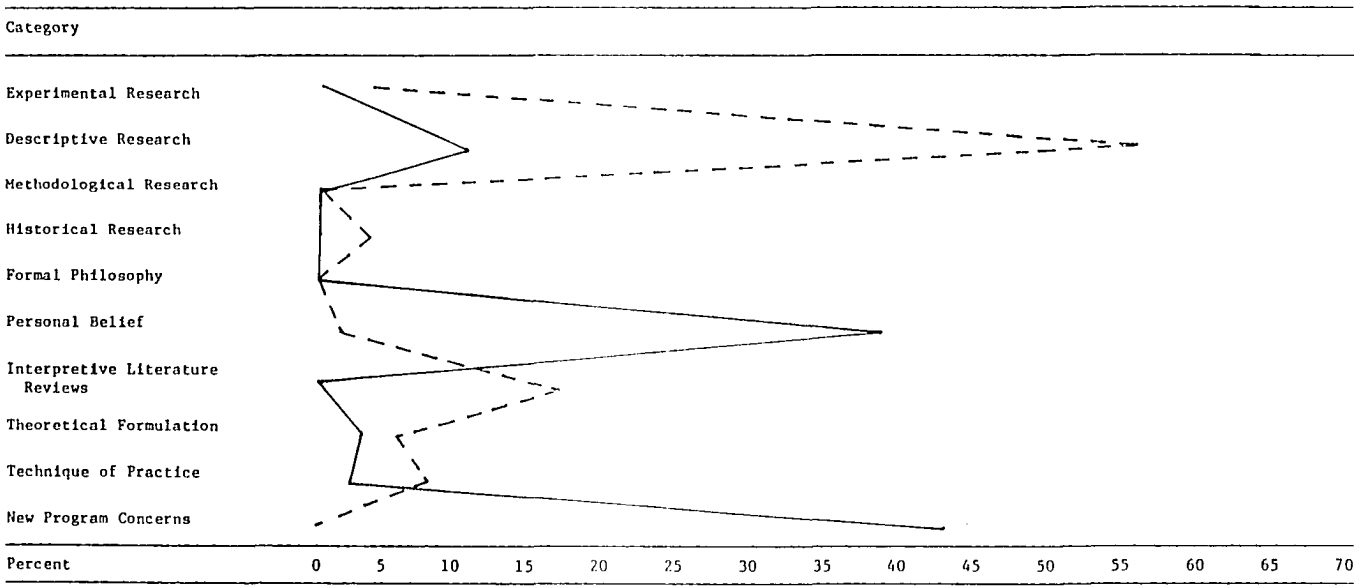


FIGURE 16

Annual Comparison of Methodological Category Emphases
Adult Education and Community Education Journal
1975

(----- Adult Education —— Community Education Journal)

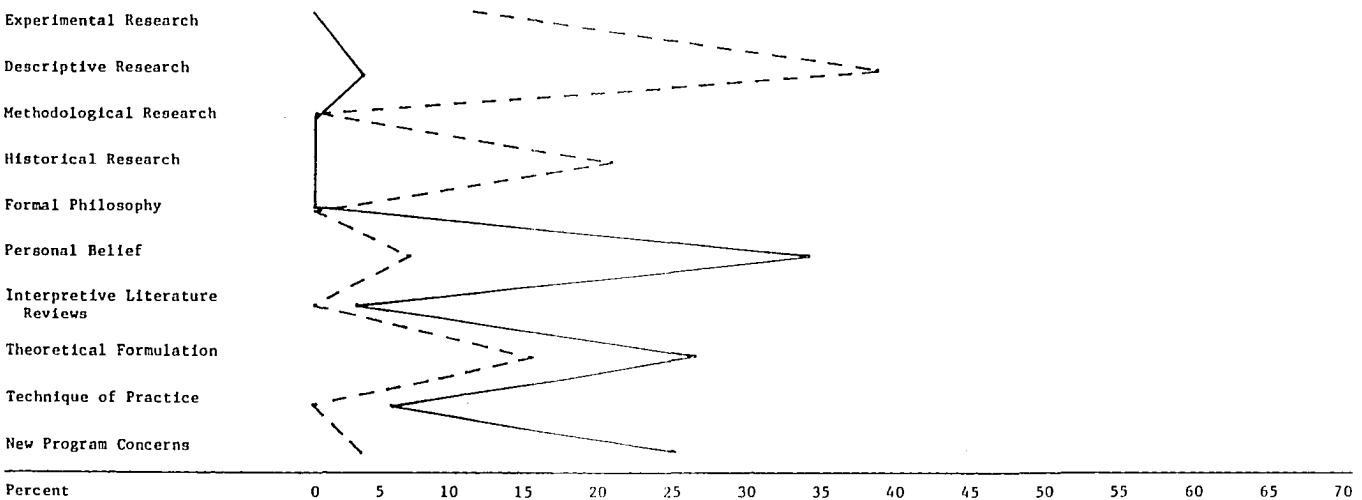


FIGURE 17

Annual Comparison of Methodological Category Emphases
Adult Education and Community Education Journal
1976

(----- Adult Education —— Community Education Journal)

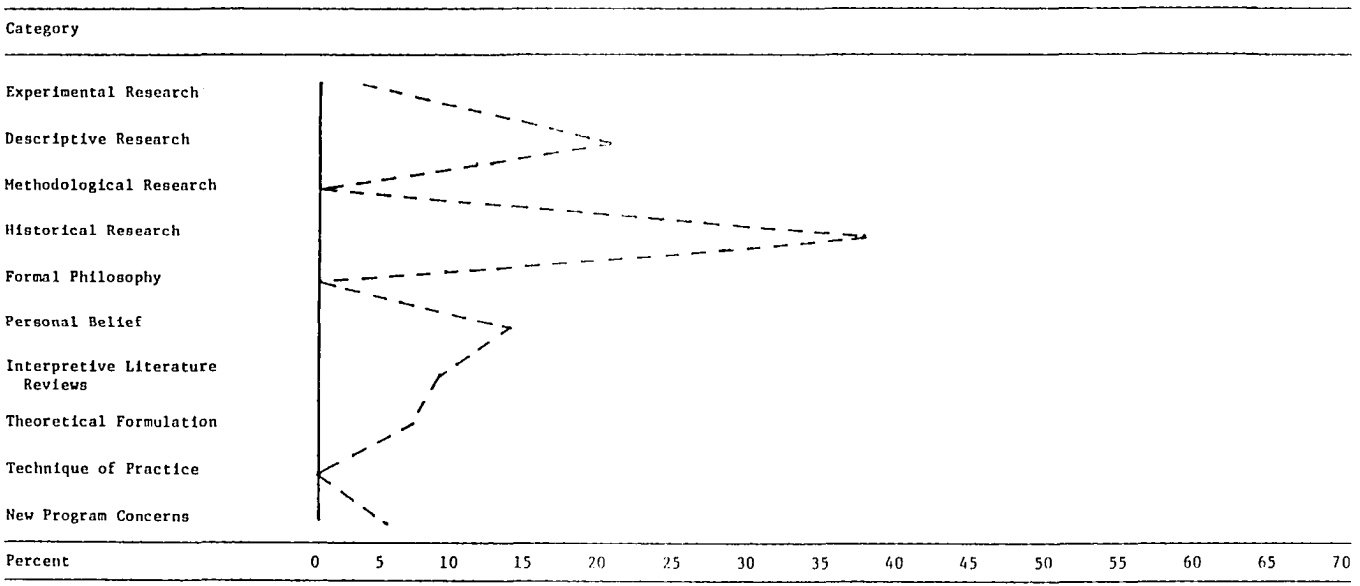


FIGURE 18

Annual Comparison of Methodological Category Emphases
Adult Education and Community Education Journal
1977

(----- Adult Education —— Community Education Journal)

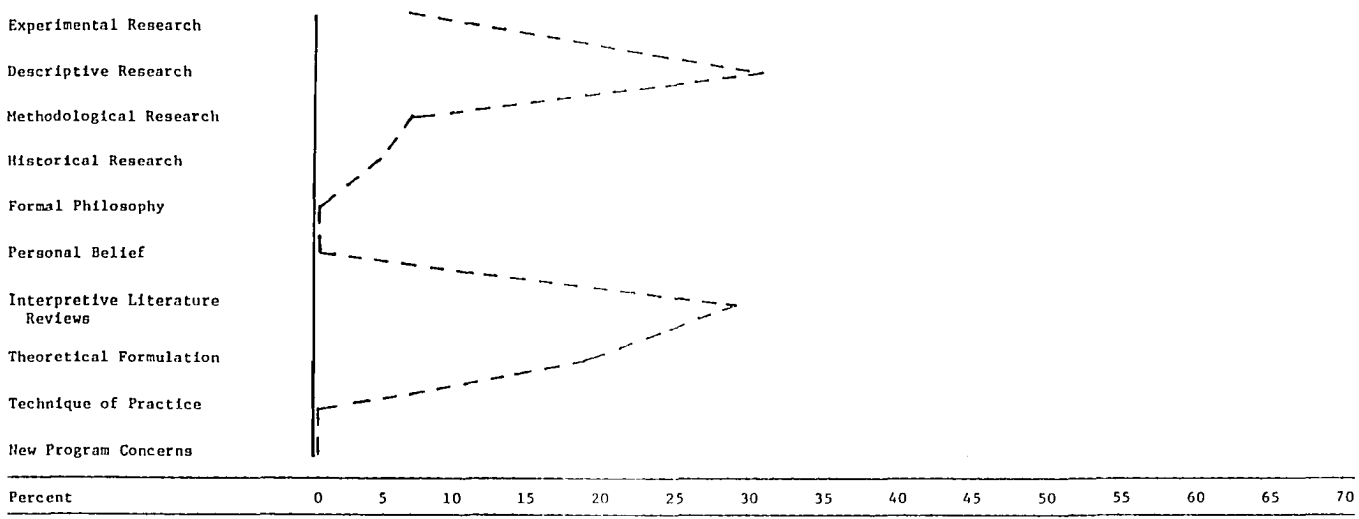


FIGURE 19

Annual Comparison of Methodological Category Emphases
Adult Education and Community Education Journal
1978

(----- Adult Education ——— Community Education Journal)

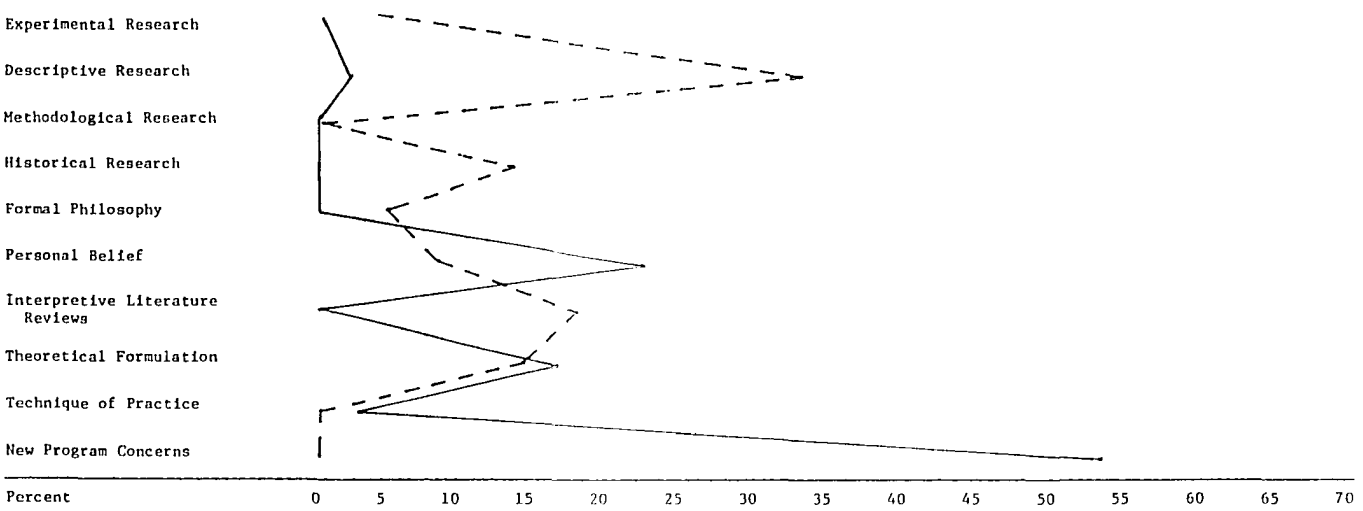


FIGURE 20

Annual Comparison of Methodological Category Emphases
Adult Education and Community Education Journal

1979

(----- Adult Education —— Community Education Journal)

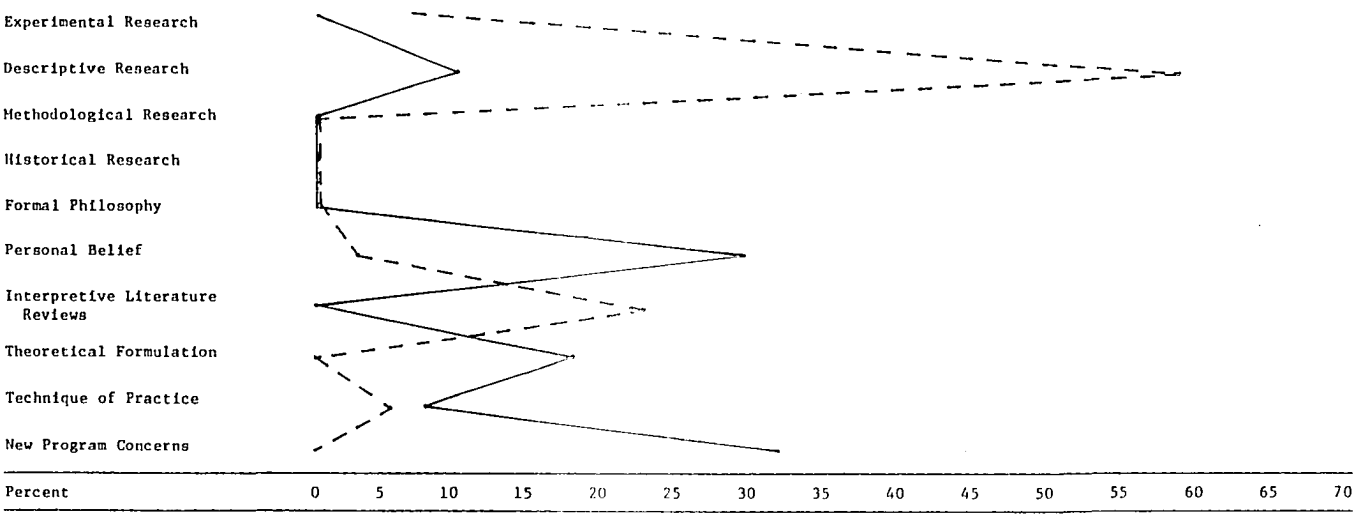


FIGURE 21

Annual Comparison of Methodological Category Emphases
Adult Education and Community Education Journal
1980

(----- Adult Education ——— Community Education Journal)

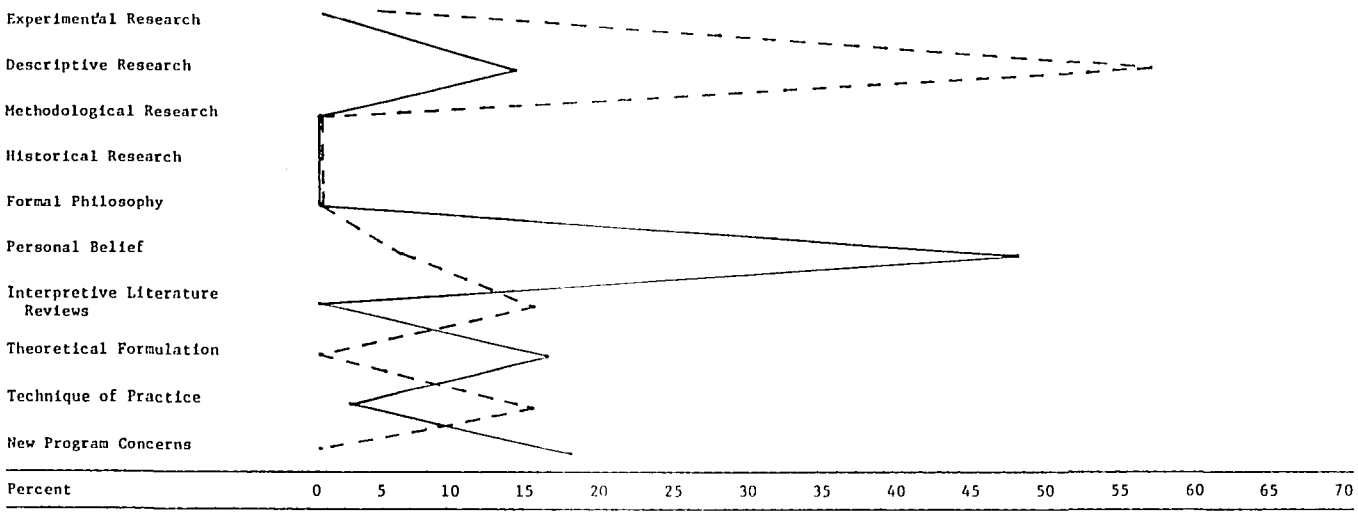
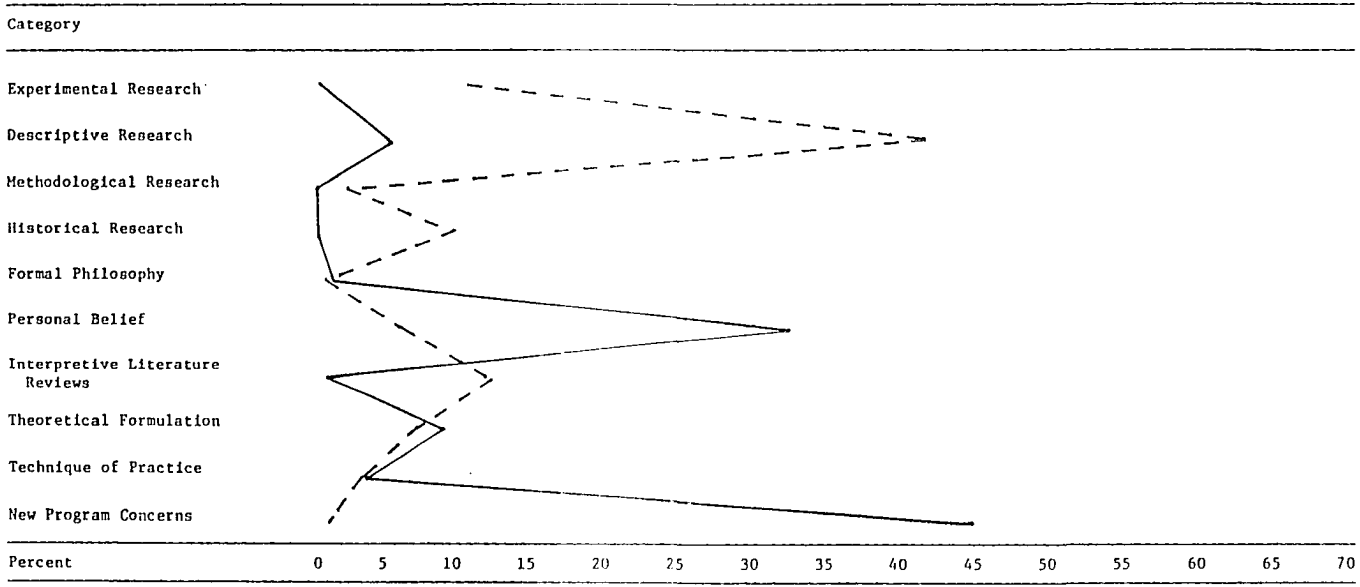


FIGURE 22

Annual Comparison of Methodological Category Emphases
Adult Education and Community Education Journal
1971-1980 (inclusive)

(----- Adult Education —— Community Education Journal)



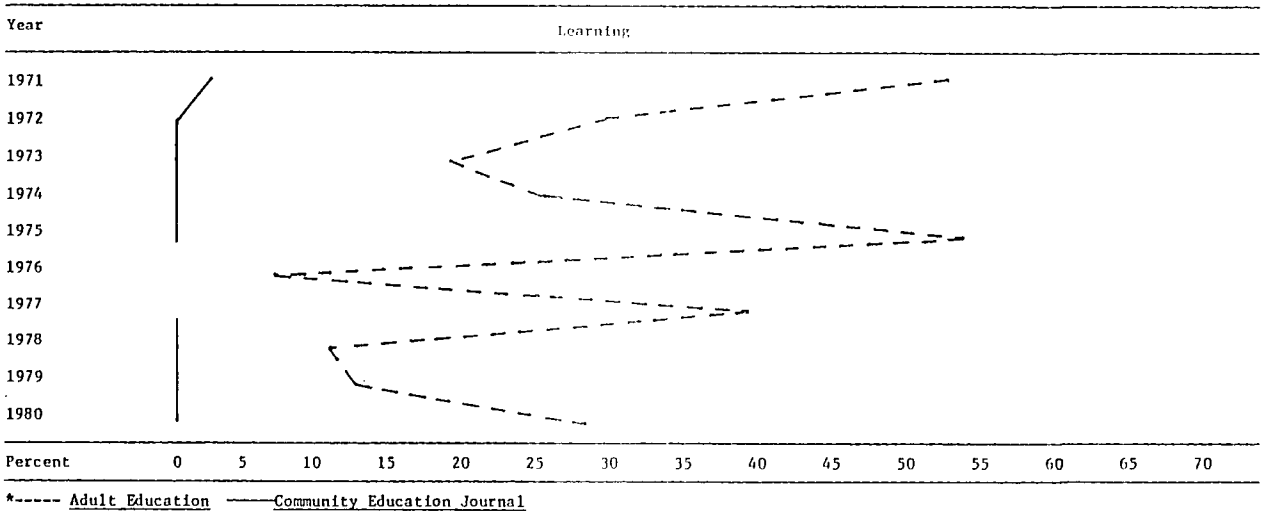
APPENDIX C

COMPARISON OF CONTENT CATEGORY FLUCTUATIONS

ADULT EDUCATION AND COMMUNITY EDUCATION JOURNAL

FIGURE 23

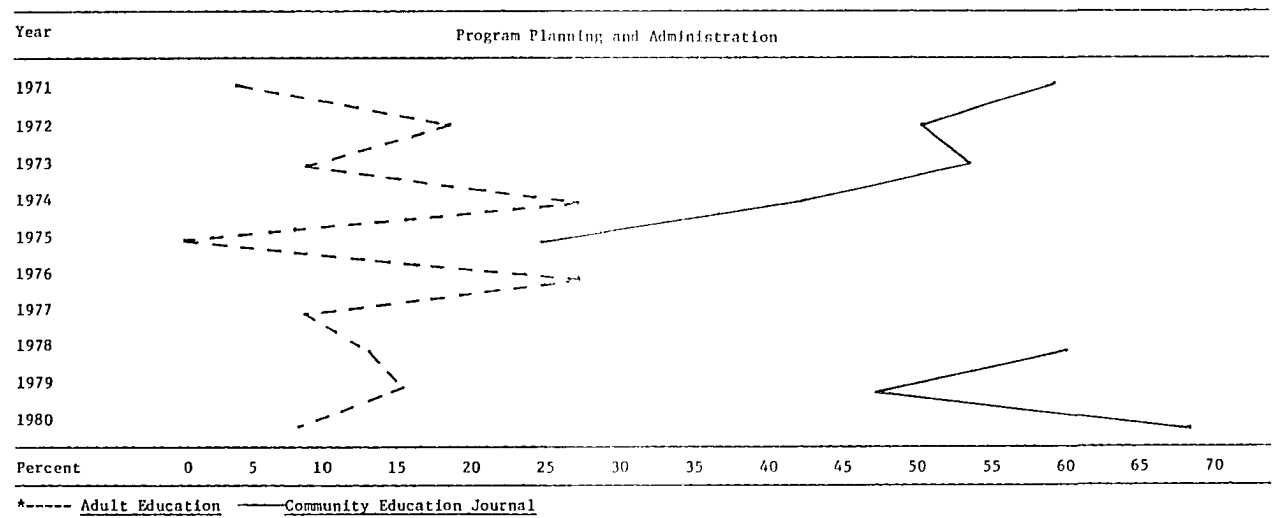
Content Category Fluctuations
Adult Education and Community Education Journal (by year)*
1971-1980



*----- Adult Education ——Community Education Journal

FIGURE 24

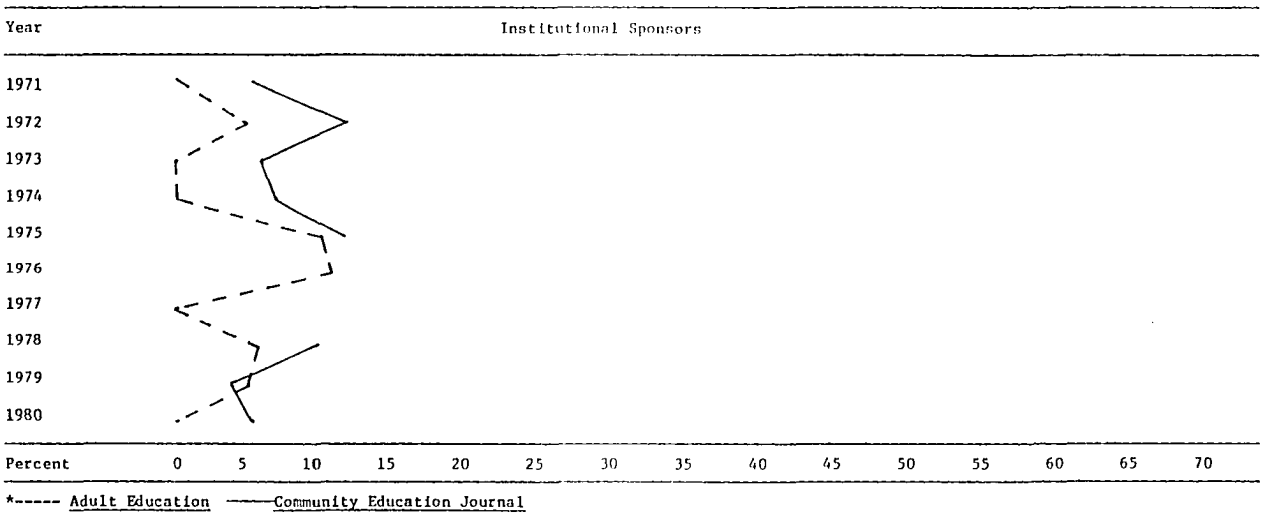
Content Category Fluctuations
Adult Education and Community Education Journal (by year)*
1971-1980



*----- Adult Education ——Community Education Journal

FIGURE 25

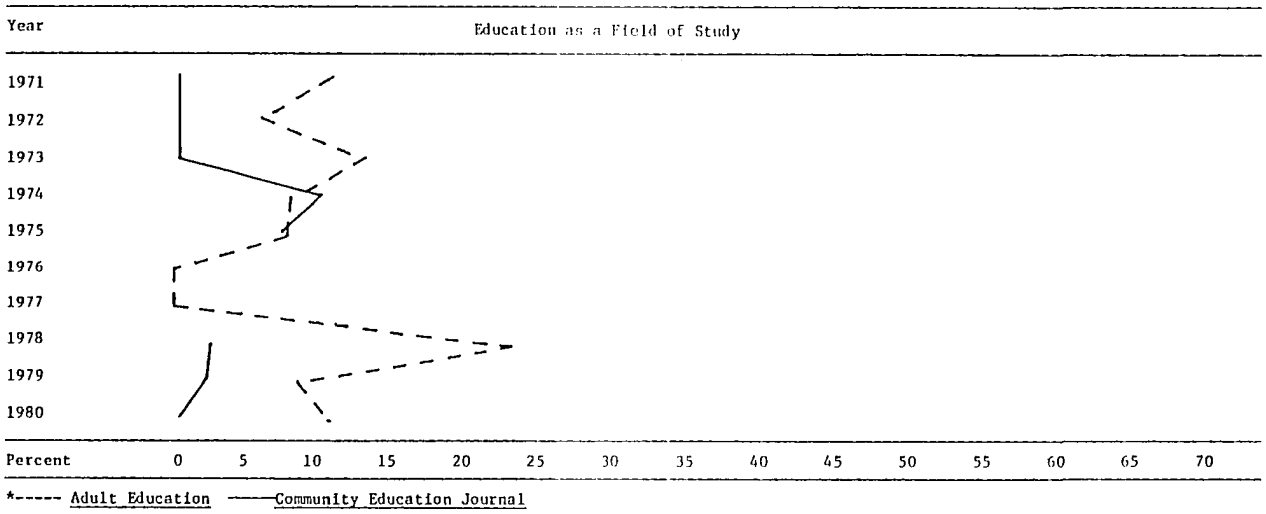
Content Category Fluctuations
Adult Education and *Community Education Journal* (by year)*
1971-1980



*----- *Adult Education* ——*Community Education Journal*

FIGURE 26

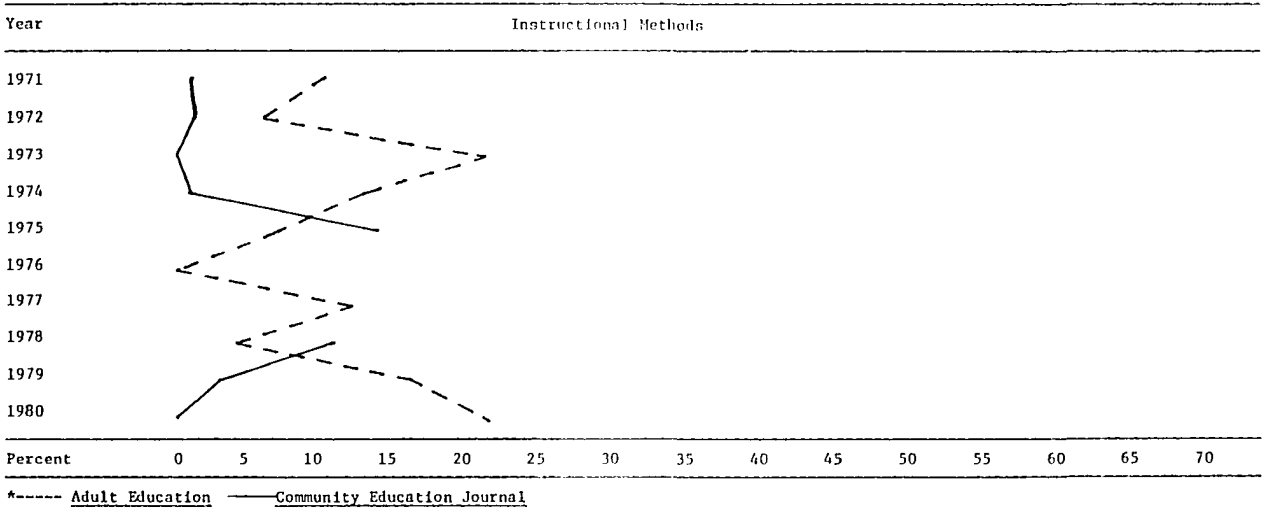
Content Category Fluctuations
Adult Education and Community Education Journal (by year)*
1971-1980



*----- Adult Education ——Community Education Journal

FIGURE 27

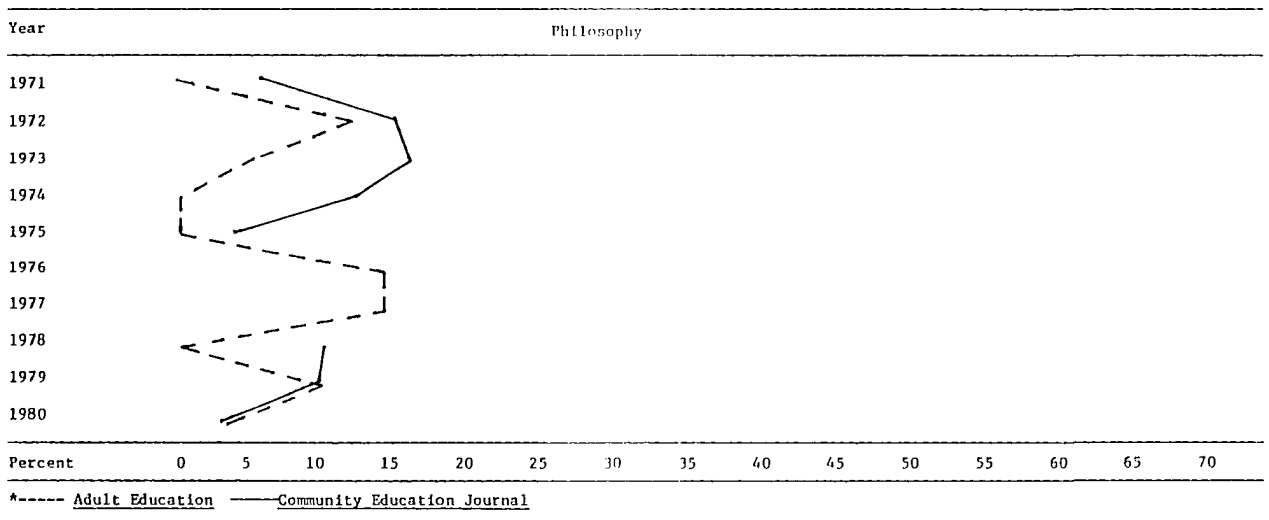
Content Category Fluctuations
Adult Education and Community Education Journal (by year)*
1971-1980



*----- Adult Education ——Community Education Journal

FIGURE 28

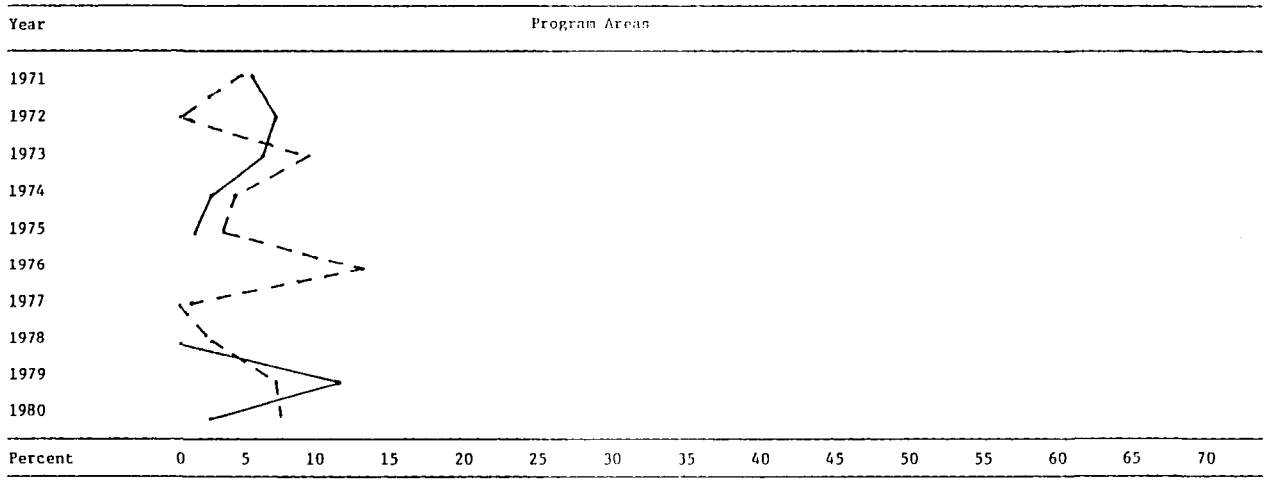
Content Category Fluctuations
Adult Education and *Community Education Journal* (by year)*
1971-1980



*----- *Adult Education* ——*Community Education Journal*

FIGURE 29

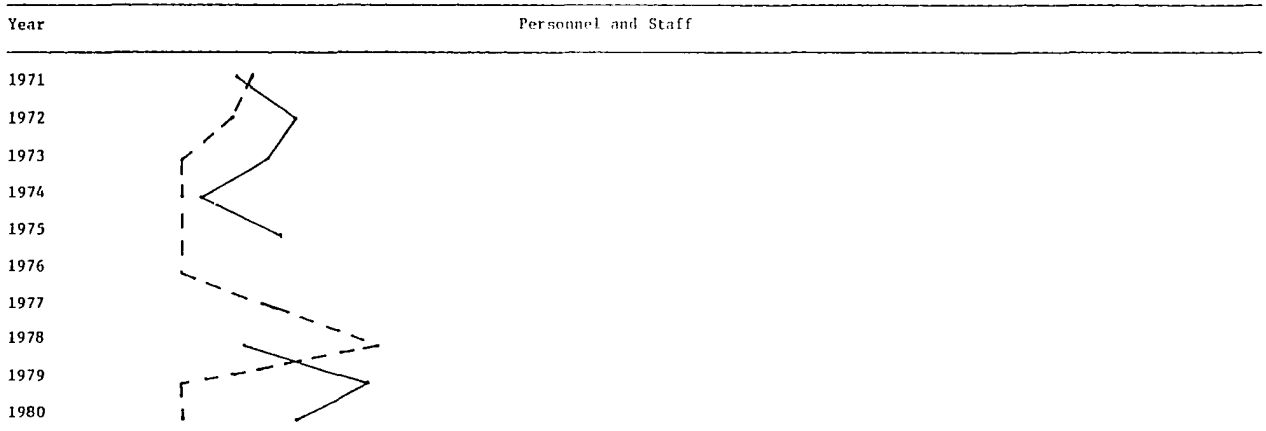
Content Category Fluctuations
Adult Education and Community Education Journal (by year)*
1971-1980



*----- Adult Education ——Community Education Journal

FIGURE 30

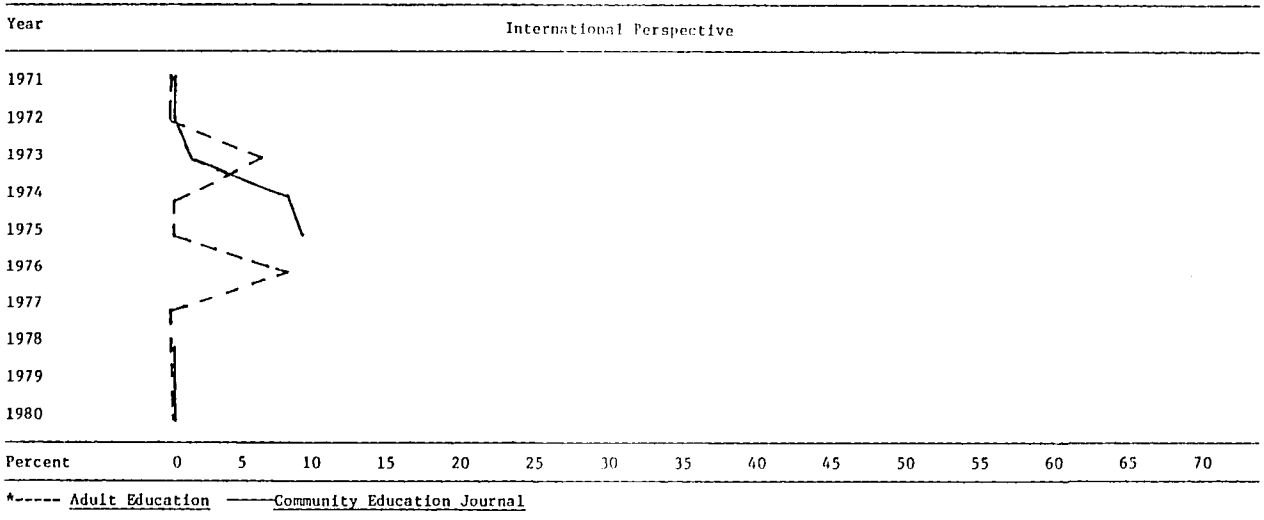
Content Category Fluctuations
Adult Education and Community Education Journal (by year)*
1971-1980



*----- Adult Education ——Community Education Journal

FIGURE 31

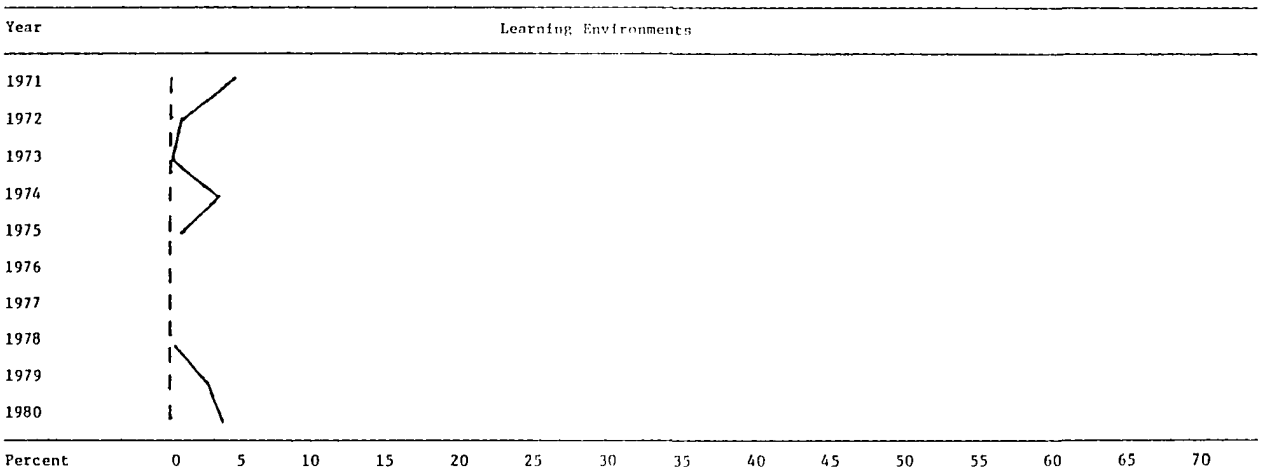
Content Category Fluctuations
Adult Education and Community Education Journal (by year)*
1971-1980



*----- Adult Education ——Community Education Journal

FIGURE 32

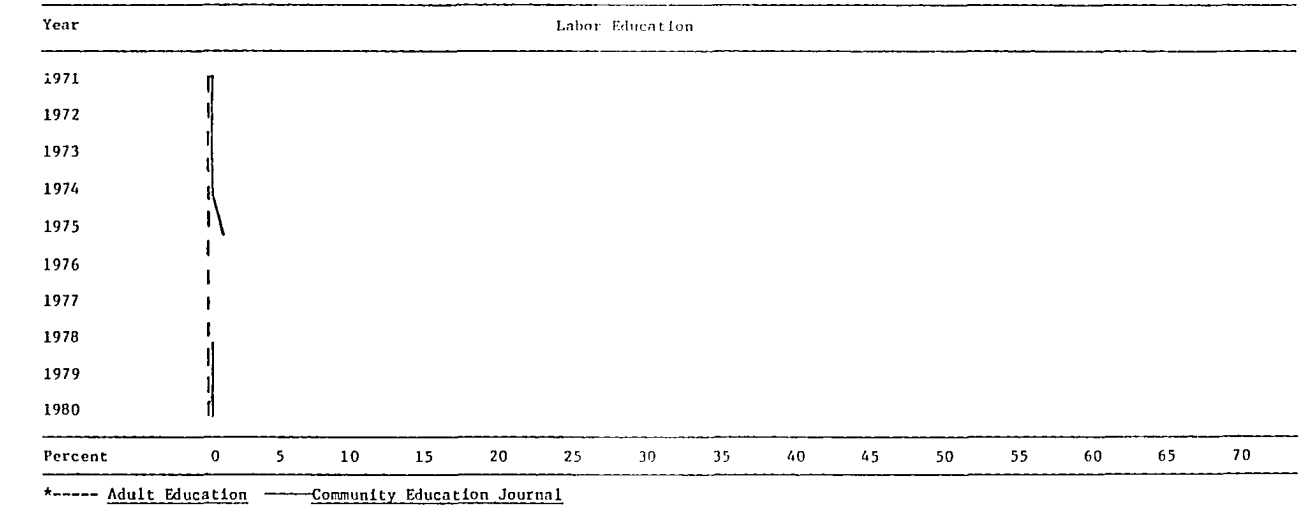
Content Category Fluctuations
Adult Education and Community Education Journal (by year)*
1971-1980



*----- Adult Education ——Community Education Journal

FIGURE 33

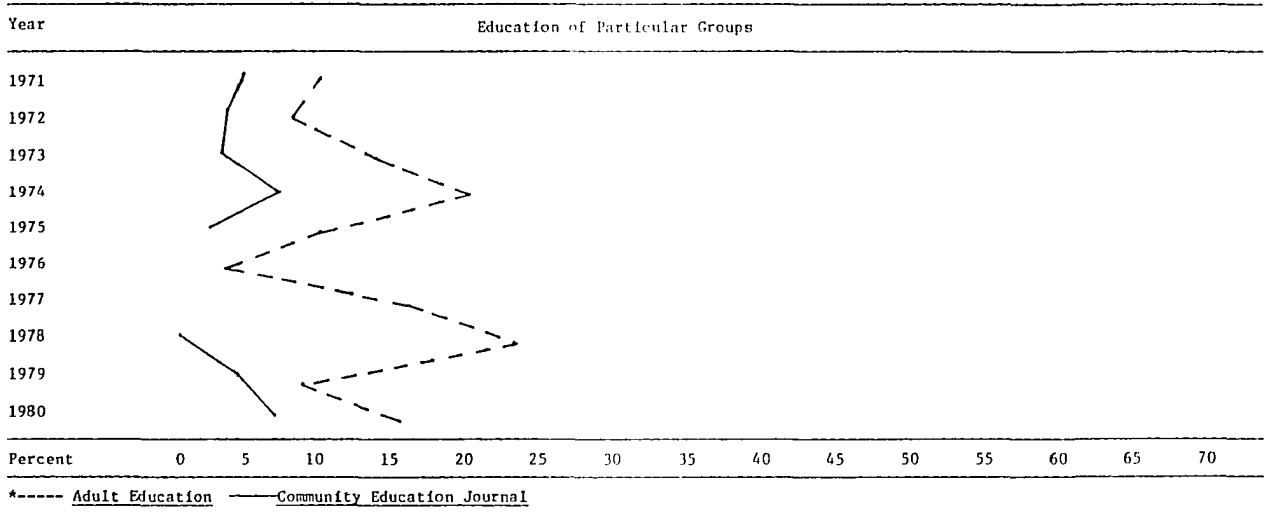
Content Category Fluctuations
Adult Education and Community Education Journal (by year)*
1971-1980



*----- Adult Education ——Community Education Journal

FIGURE 34

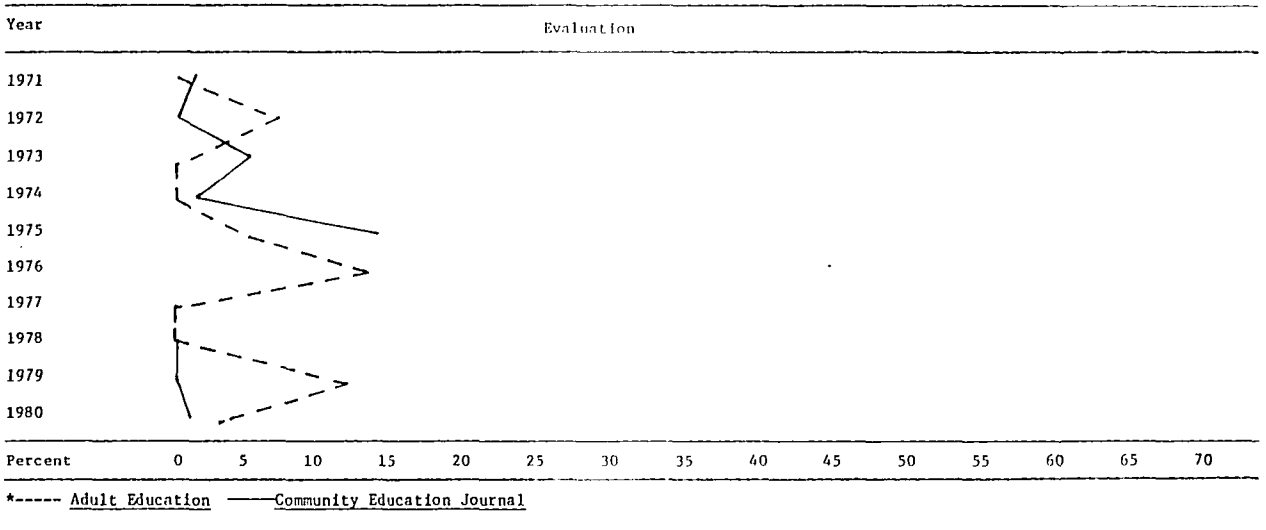
Content Category Fluctuations
Adult Education and Community Education Journal (by year)*
1971-1980



*----- Adult Education ——Community Education Journal

FIGURE 35

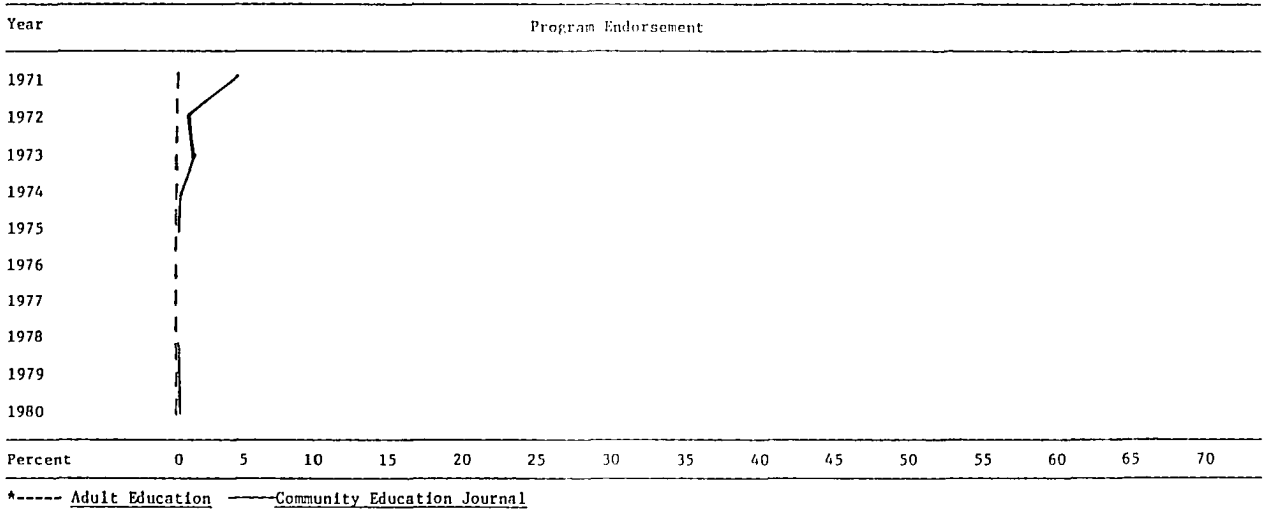
Content Category Fluctuations
Adult Education and Community Education Journal (by year)*
1971-1980



*----- Adult Education ——Community Education Journal

FIGURE 36

Content Category Fluctuations
Adult Education and Community Education Journal (by year)*
1971-1980



*----- Adult Education ——Community Education Journal

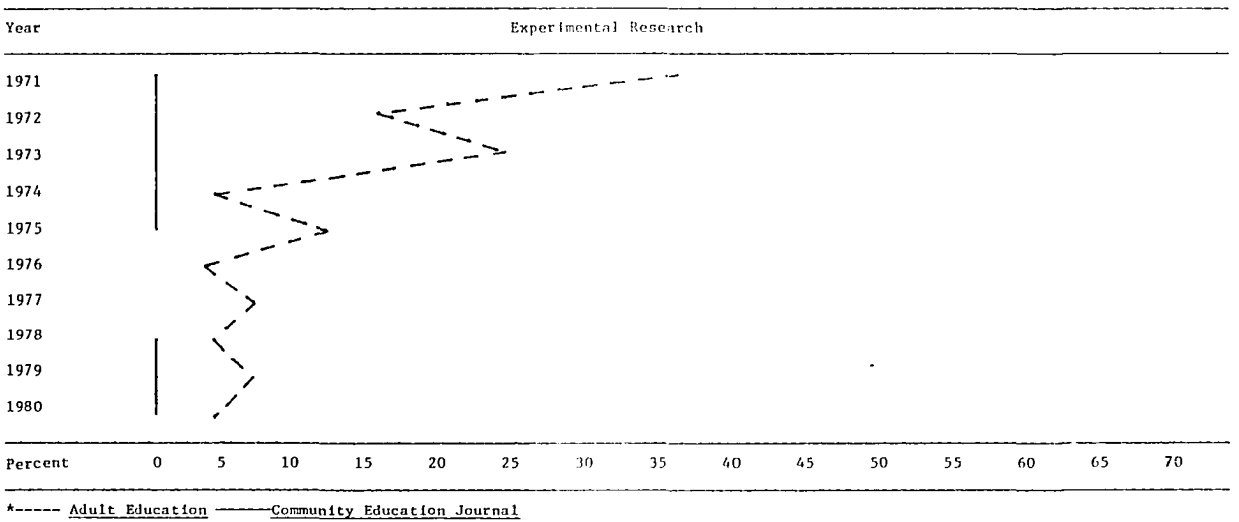
APPENDIX D

COMPARISON OF METHODOLOGICAL CATEGORY FLUCTUATIONS

ADULT EDUCATION AND COMMUNITY EDUCATION JOURNAL

FIGURE 37

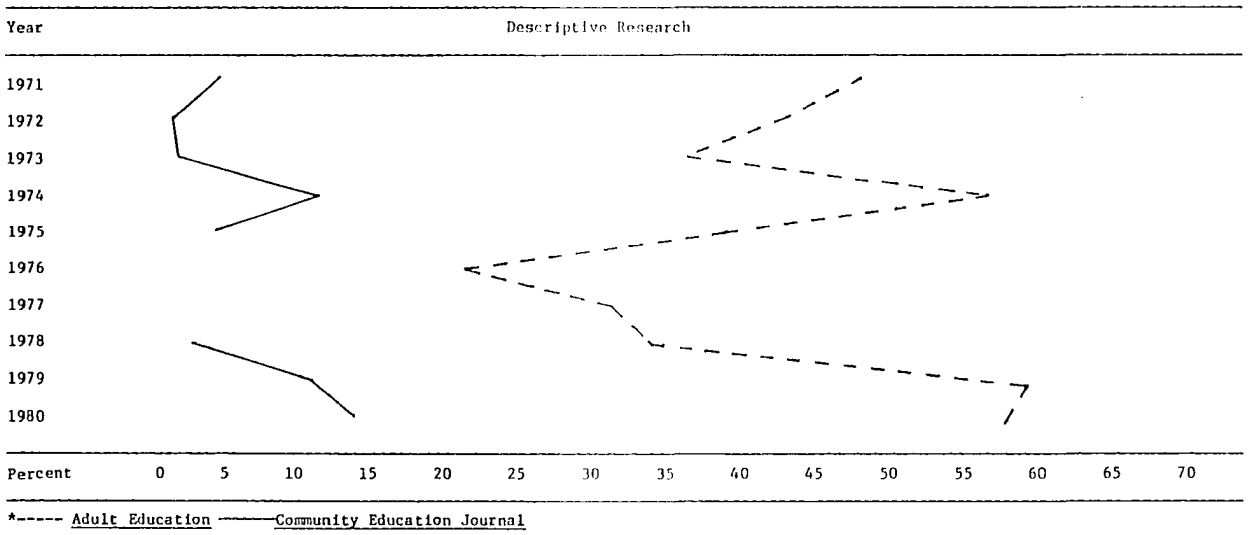
Methodological Category Fluctuations
Adult Education and Community Education Journal (by year)*



*----- Adult Education ——— Community Education Journal

FIGURE 38

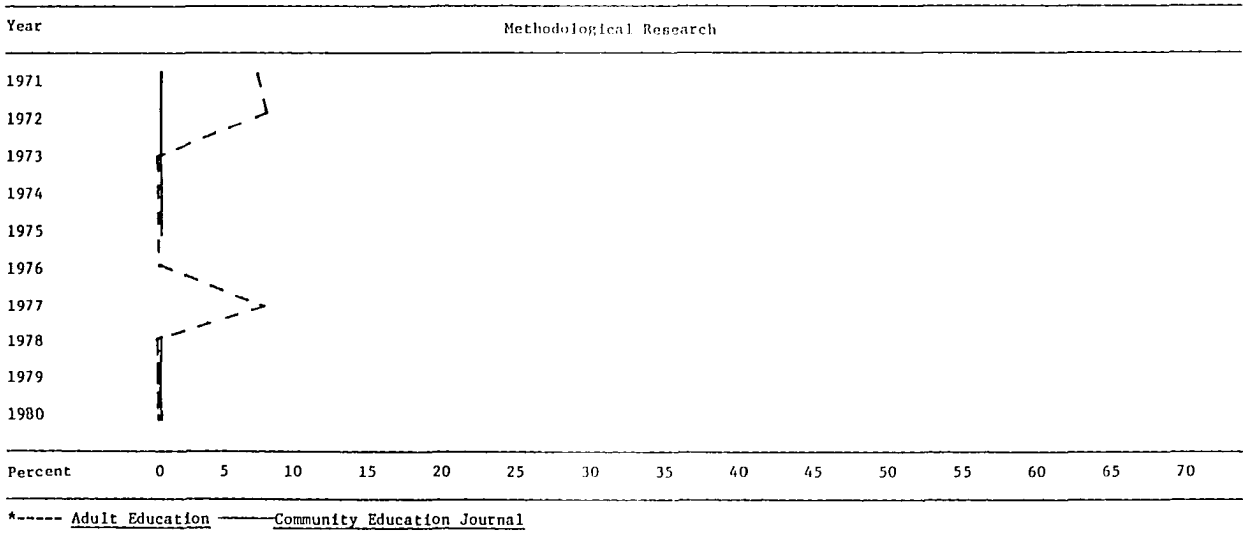
Methodological Category Fluctuations
Adult Education and Community Education Journal (by year)*



*----- Adult Education ——— Community Education Journal

FIGURE 39

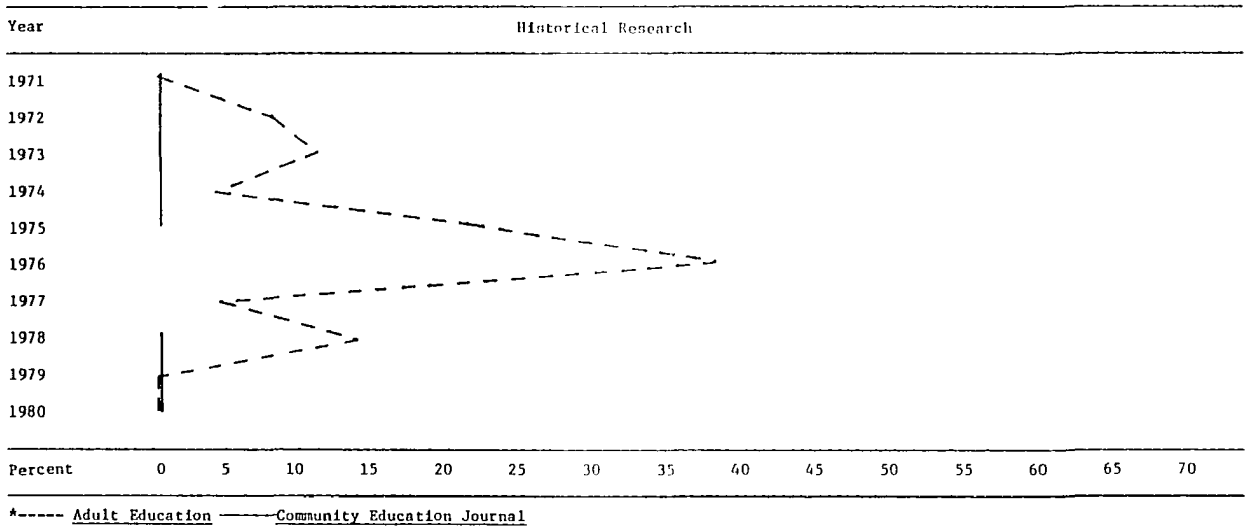
Methodological Category Fluctuations
Adult Education and Community Education Journal (by year)*



*----- Adult Education ——— Community Education Journal

FIGURE 40

Methodological Category Fluctuations
Adult Education and Community Education Journal (by year)*



*----- Adult Education ——— Community Education Journal

FIGURE 41

Methodological Category Fluctuations
Adult Education and Community Education Journal (by year)*

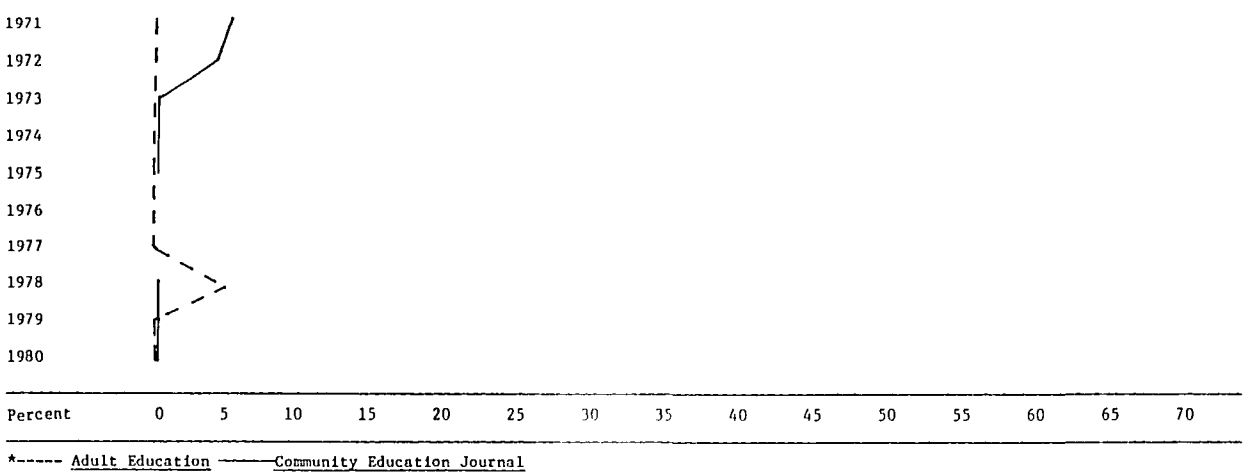


FIGURE 42

Methodological Category Fluctuations
Adult Education and Community Education Journal (by year)*

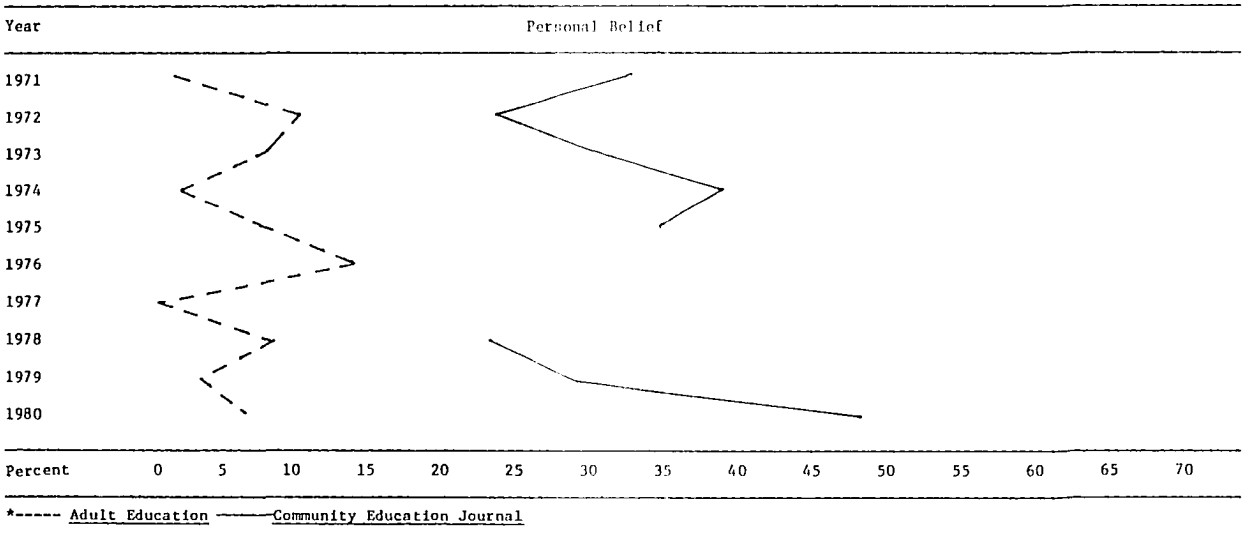
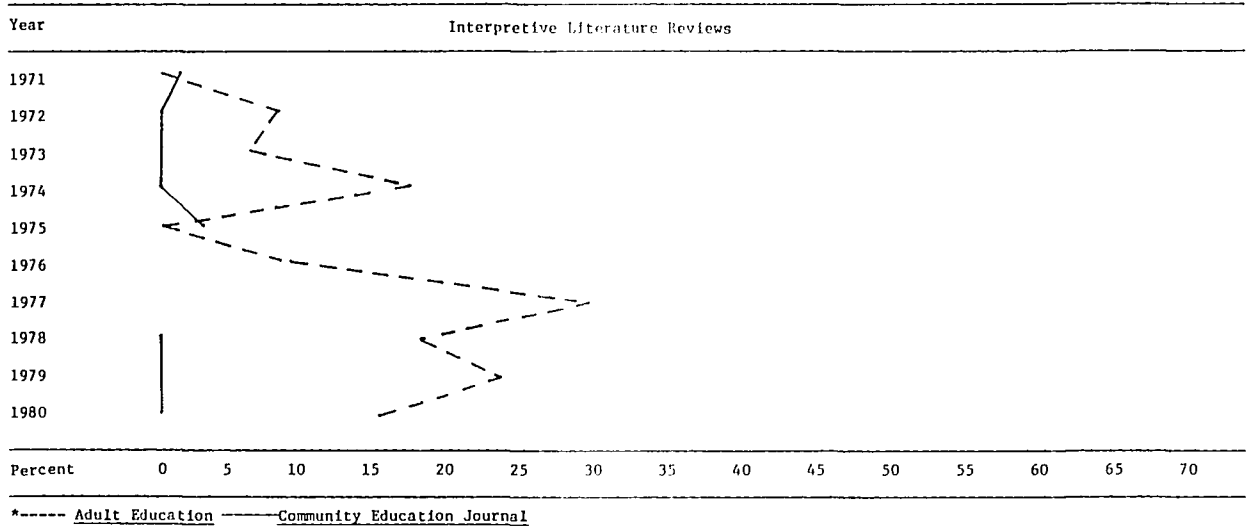


FIGURE 43

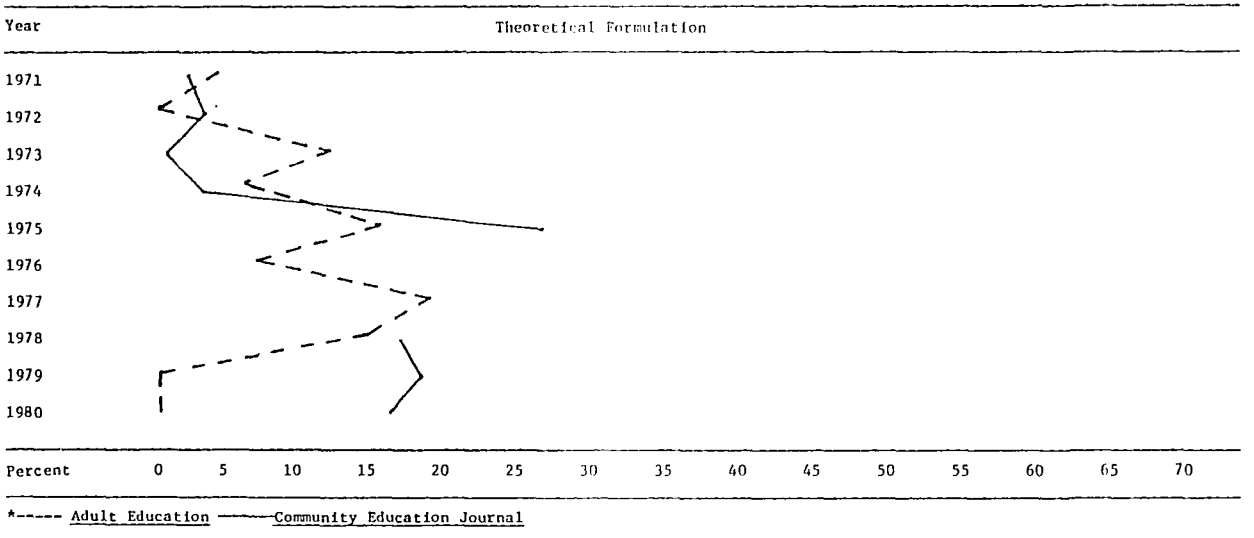
Methodological Category Fluctuations
Adult Education and Community Education Journal (by year)*



*----- Adult Education ——— Community Education Journal

FIGURE 44

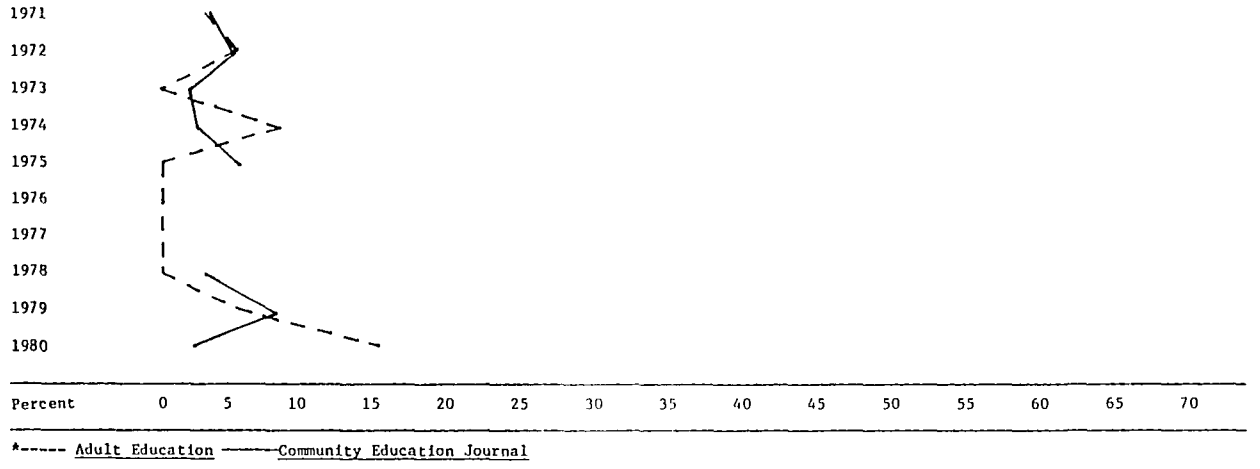
Methodological Category Fluctuations
Adult Education and Community Education Journal (by year)*



*----- Adult Education ——— Community Education Journal

FIGURE 45

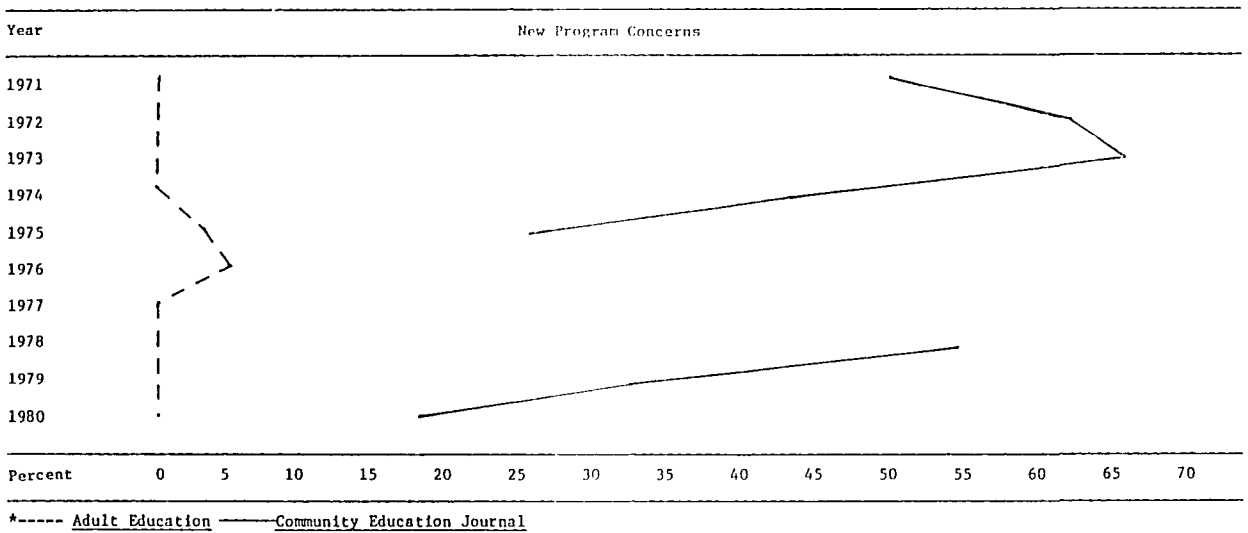
Methodological Category Fluctuations
Adult Education and Community Education Journal (by year)*



*----- Adult Education ———Community Education Journal

FIGURE 46

Methodological Category Fluctuations
Adult Education and Community Education Journal (by year)*



*----- Adult Education ——— Community Education Journal

APPENDIX E

INSTITUTIONS FROM WHICH ARTICLES DERIVED

ADULT EDUCATION AND COMMUNITY EDUCATION JOURNAL

TABLE 19

Institutions From Which Articles Derived
Adult Education
1971-1980
By Editor

Institution	Rhyne					Darkenwald			Cunningham/Smith			
	1971	1972	1973	1974	1975	1976	1977	1978	1978	1979	1980	Total
Arizona State University							1.00		.50			1.50
Armed Forces Staff College, Virginia				.33								.33
Auburn University, Alabama											1.00	1.00
Boston University			1.00									1.00
Brandon University, Canada				.50								.50
Columbia University, New York	1.00						1.00	1.00				3.00
The Chinese University of Hong Kong				.50								.50
City University of New York						2.00						2.00
East Kootenay Community College, Canada					.50							.50
Eastern Caribbean Institute Of Agriculture and Forestry, Trinidad, W. E.		.50										.50
Florida State University			1.00									1.00
Indiana University				1.00			1.00			1.00		3.00
Loyola University, Louisiana										1.00		1.00
Mankato State College, Minnesota	.25											.25
Memphis State University			1.00									1.00
Merced College, California			1.00									1.00
Newark State College, New Jersey	1.00											1.00
North Carolina State University		1.00	.50	.66			.50					2.66
Northern Illinois University							1.00		1.00			2.00
New University of Ulster, Northern Ireland										1.00		1.00
New York University						1.00						1.00
Northeastern University,											.33	.33

TABLE 19 (Continued)

Institution	Rhyne					Darkenwald			Cunningham/Smith			
	1971	1972	1973	1974	1975	1976	1977	1978	1978	1979	1980	Total
Ohio State University	1.00		.33	1.00						.33		2.66
The Ontario Institute for Studies in Education, Canada						1.00			1.00			2.00
Pennsylvania State University			1.00	.66								1.66
Purdue University, Indiana						.33						.33
Rutgers University, New Jersey					1.00	.50	2.00		1.50	2.00	2.66	9.66
Saint Andrews Presbyterian College, North Carolina		1.00										1.00
Saint Xavier College, Illinois									.50			.50
San Fernando State College, California	1.00											1.00
Simon Fraser University, Canada		1.00										1.00
Sinclair Community College, Ohio			.33									.33
Southern Illinois University	1.00											1.00
Staff College, Michigan	1.00											1.00
State University and Community College System of Tennessee				.50								.50
State University of New York								1.00				1.00
Syracuse University, New York				1.00								1.00
Texas A & I University									1.00			1.00
Texas A & M University				.50								.50
Thomas More Institute of Canada for Research and Advanced Library Studies					1.00							1.00
University of Alberta, Canada						1.00						1.00
University of Alexandria, Egypt											1.00	1.00
University of Arkansas				.50								.50
University of Auckland, New Zealand	1.00	1.00	1.00									3.00
University of British Columbia, Canada	2.00		1.00	.50	1.50	1.00			2.00	1.50		11.50
University of California		1.00				1.00						2.00
University of Chicago		2.00			.50	1.00	1.00		.50			5.00
University of Connecticut		1.00										1.00
University of Calgary, Canada								.66				.66

TABLE 19 (Continued)

Institution	Rhyne				Parkenwald				Cunningham/Smith			
	1971	1972	1973	1974	1975	1976	1977	1978	1978	1979	1980	Total
University of Delaware				.50								.50
University of Florida				1.00							1.00	2.00
University of Georgia	1.00	1.50	1.00	1.50	1.00		1.00				1.00	8.00
University of Illinois			1.00	.50	2.00		1.00			1.00		5.50
University of Kentucky											1.00	1.00
University of Michigan						.50						.50
University of Missouri	2.00		1.00			1.00						4.00
University of Nebraska		2.00		.50						1.00		3.50
University of North Carolina	1.00	1.00	1.00	.33								3.33
University of Pittsburgh										1.00		1.00
University of Saskatchewan, Canada		1.00				1.00	1.00					3.00
University of South Florida		.50										.50
University of Tennessee				1.00								1.00
University of Texas						1.00					1.00	2.00
University of Vermont											1.00	1.00
University of Wisconsin	2.50	2.50	2.00	2.00	1.00	1.66			2.00	2.00		15.66
Utah State University	.50											.50
Virginia Commonwealth University		1.00		1.00							1.00	3.00
Virginia Polytechnic Institute and State University				1.50		1.00			1.00			3.50
Youngstown State University, Ohio										.33		.33

TABLE 20

Institutions From Which Articles Derived
Community Education Journal
1971-1980
By Editor

Institution	Pendell					Tremper			
	1971	1972	1973	1974	1975	1978	1979	1980	Total
Alma College, Michigan	1.00								1.00
Arizona State University	1.00				1.00	1.00	2.00	1.00	6.00
Atlanta Institute of Education, Canada								1.00	1.00
Atlanta University, Georgia					1.00	1.00			2.00
Ball University, Indiana	2.00	2.00	2.00	2.00	1.00	1.00	2.50	1.00	13.50
Brigham Young University, Utah		4.00			3.00		.50		7.50
Brookdale Community College, New Jersey	1.00								1.00
California Institute of Asian Studies					1.00				1.00
California State College		1.00							1.00
California State University			3.50		3.00		1.00		7.50
Carteret Technical Institute, North Carolina								1.00	1.00
City University of New York								1.00	1.00
Clackamus Community College, Oregon					1.00				1.00
Central Michigan University			1.00	2.00				.50	3.50
College of St. Thomas, Minnesota			2.00		1.00	1.00			4.00
College of the Mainland, Texas				1.00					1.00
Colorado State University				2.00					2.00
Community College of Vermont							1.00		1.00
C. S. Mott Community College, Michigan					1.00				1.00
Denison University, Ohio		1.00							1.00
Drake University, Iowa	1.50		1.00		1.00				3.50

TABLE 20 - Continued

Institution	Pendell						Tremper		
	1971	1972	1973	1974	1975	1978	1979	1980	Total
Eastern Connecticut State College		1.00							1.00
Eastern Michigan University	3.00	3.00	2.00	2.00	2.00			.50	12.50
Federal City College, Washington, D. C.				1.00					1.00
Ferris State College, Michigan					1.00				1.00
Florida Atlantic University	2.00	3.00	4.00	2.00					11.00
Florida Junior College			1.00						1.00
Friends World College, Georgia		1.00							1.00
Gallaudet College, Washington, D. D.				2.00					2.00
Glendale Community College, California			1.00						1.00
Howard University, Washington, D. C.							1.00		1.00
Idaho State University				1.00					1.00
Kansas State University			1.00						1.00
Kellogg Community College, Michigan				1.00	1.00				2.00
Kent State University, Ohio							1.00	1.00	2.00
Kirkwood Community College, Iowa			1.00						1.00
Macquarie University, Australia				1.00					1.00
Memphis State University, Tennessee			1.00						1.00
Miami University, Ohio			1.00	1.00					2.00
Michigan State University	2.00	2.00	2.00	1.50	1.00		1.00		9.50
Milton College, Wisconsin					1.00				1.00
Mohegan Community College, Connecticut							1.00		1.00
Montana State University							1.33		1.33

TABLE 20 - Continued

Institution	Pendell					Tremper			
	1971	1972	1973	1974	1975	1978	1979	1980	Total
Montclair State College, New Jersey		1.00	1.00	1.00					3.00
Moorehead State University, Kentucky	1.00			2.00					3.00
Mt. Gravett College of Advanced Education, Australia					1.00				1.00
Mt. Hood Community College, Oregon						1.00			1.00
Murdock University, Australia							1.00		1.00
Murray State University, Kentucky						1.00		1.00	2.00
New Mexico State University								1.00	1.00
New York University		1.00							1.00
Northern Institute for Research Development and Training, Alaska								1.00	1.00
Northern Illinois University	1.00								1.00
Northern Michigan University			1.00	1.00					2.00
Oklahoma State University					1.00				1.00
Olivet College, Michigan		1.00							1.00
Pembroke State University North Carolina						1.00			1.00
Providence College, Rhode Island		1.00							1.00
Rochester Institute of Technology, New York								.50	.50
Rockland Community College, New York					1.00				1.00
Roonevelt University, Illinois	1.00								1.00
Saginaw Valley State College, Michigan		1.00							1.00
Shippensburg State College, Pennsylvania							1.00		1.00

TABLE 20 - Continued

Institution	Pendell						Treaper		
	1971	1972	1973	1974	1975	1978	1979	1980	Total
Shippensburg State College, Pennsylvania							1.00		1.00
South West Minnesota State College	1.00								1.00
Stanford University, California		1.00							1.00
State College of Victoria, Australia				1.00					1.00
State Community College, Illinois								.50	.50
Syracuse University, New York							.50	1.00	1.50
Teachers College, Columbia University, New York								1.00	1.00
Texas A & M University	1.00	1.00	1.33		2.00		1.50	3.50	10.33
Triton College, Illinois					1.00				1.00
University of Alabama		1.00					1.00		2.00
University of Arizona		1.00					1.00		2.00
University of California					1.00		.33		1.33
University of Connecticut		1.00		7.00		.66		1.00	9.66
University of Florida			1.00	1.50	3.00	1.00			6.50
University of Kentucky			1.00						1.00
University of Maine					1.00				1.00
University of Maryland								1.00	1.00
University of Massachusetts						1.00		1.00	2.00
University of Michigan	2.00	2.00		1.50	1.00				6.50
University of Missouri			.83	1.00	1.00	1.00		3.50	7.33
University of Nebraska			1.00						1.00
University of Oregon			1.00		2.00				3.00
University of South Carolina				2.00	1.00	1.00			4.00
University of South Florida				1.00					1.00
University of Tennessee				1.00	2.00				3.00
University of Utah	1.00	1.00							2.00
University of Vermont		2.00			2.00				4.00
University of Virginia			1.50	2.50	2.00	1.00		2.00	9.00

TABLE 20 - Continued

Institution	Pendell					Tremper			
	1971	1972	1973	1974	1975	1978	1979	1980	Total
University of Wisconsin					1.00		2.00		3.00
University of Wyoming	1.00								1.00
University of Guelph, Canada					1.00				1.00
Utah State University					1.00				1.00
Virginia Polytechnic Institute and State University					1.00				1.00
Virginia Tech							.33	1.00	1.33
Wayne State University, Michigan							1.00		1.00
Western Michigan University	2.00	2.00	1.00	10.00	11.00	1.00			27.00
West Virginia College of Graduate Studies					1.00				1.00
William Rainy Harper College, Illinois		1.00							1.00
Wright State University, Ohio				1.00	1.00				2.00
Worcester State College, Mass.				1.00	1.00				2.00

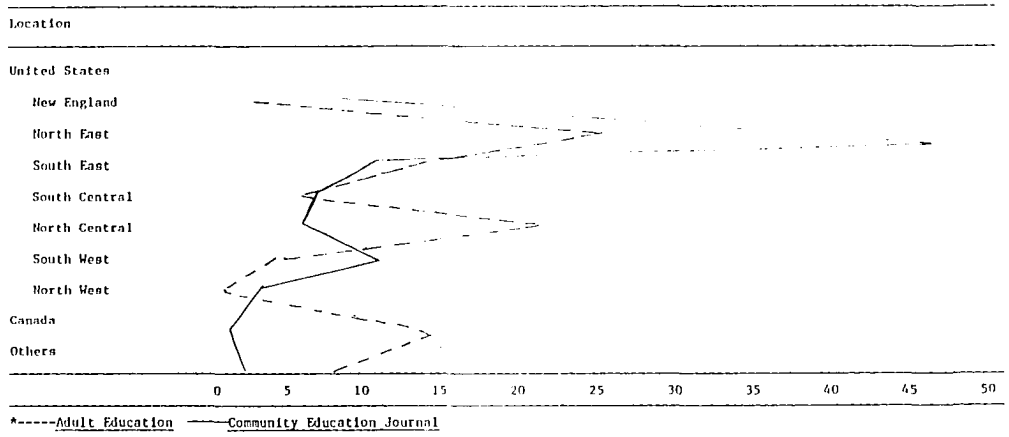
APPENDIX F

REGIONAL DERIVATION OF INSTITUTIONALLY-BASED ARTICLES

ADULT EDUCATION AND COMMUNITY EDUCATION JOURNAL

FIGURE 47

Derivation of Institutionally-Based Articles
Adult Education and Community Education Journal*
1971-1980 (Inclusive)



*-----Adult Education ——Community Education Journal

FIGURE 48

Regional Contributions
of Institutionally-Based Articles
Adult Education

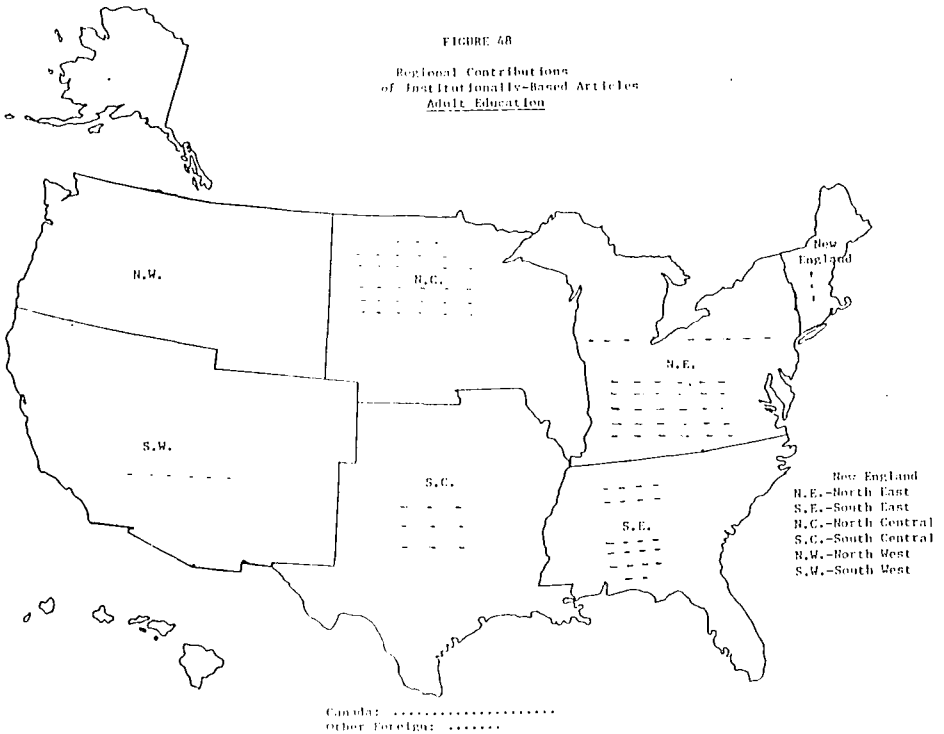
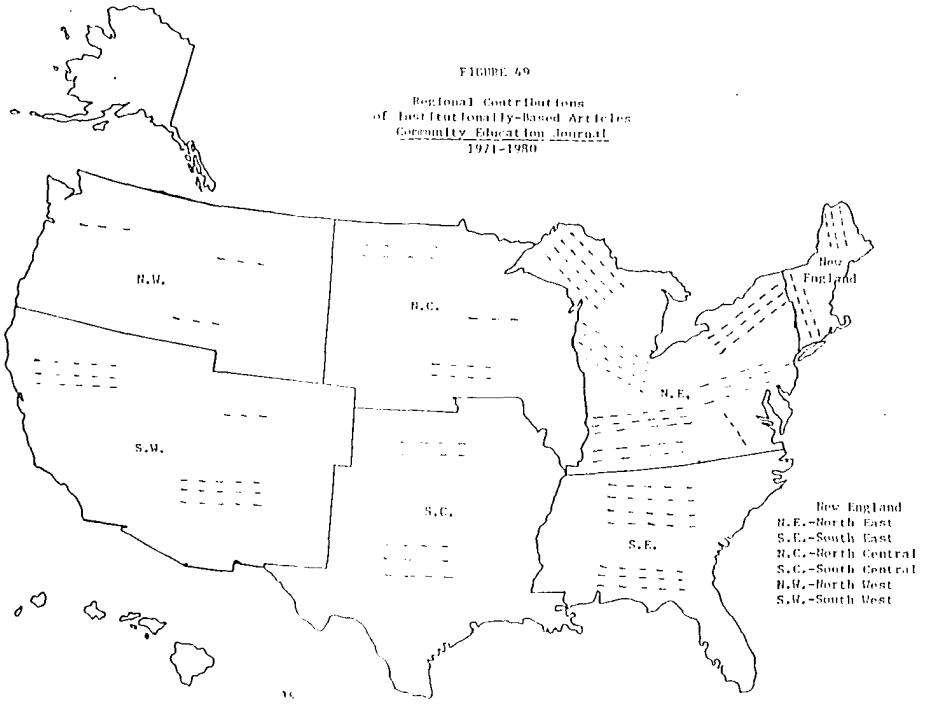


FIGURE 49

Regional Contributions
of Institutionally-Based Articles
Community Education Journal
1971-1980



APPENDIX G

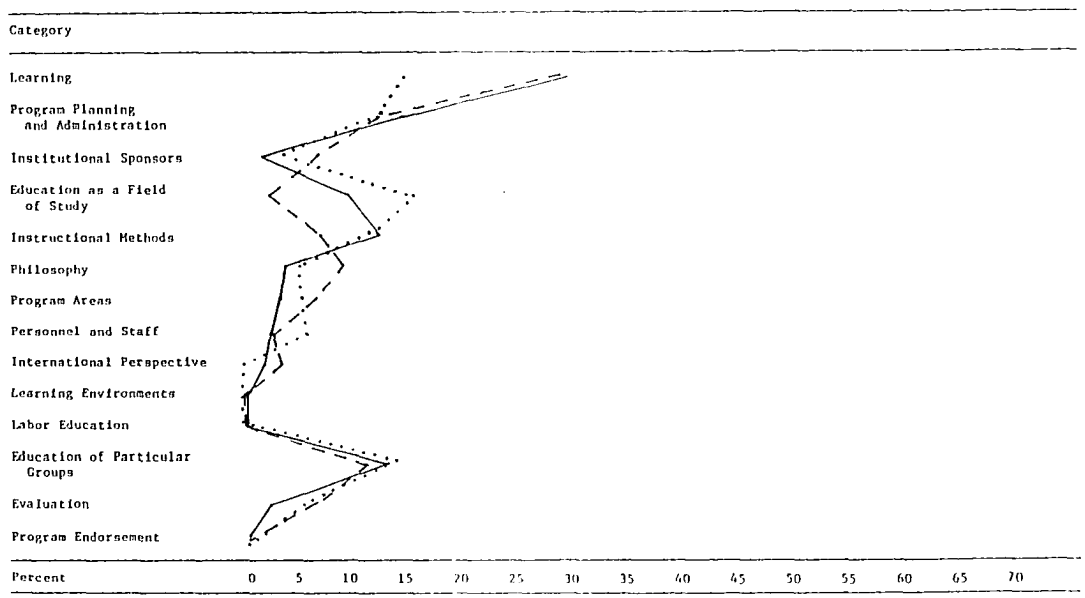
CONTENT CATEGORY ANALYSIS

BY EDITOR

ADULT EDUCATION AND COMMUNITY EDUCATION JOURNAL

FIGURE 50

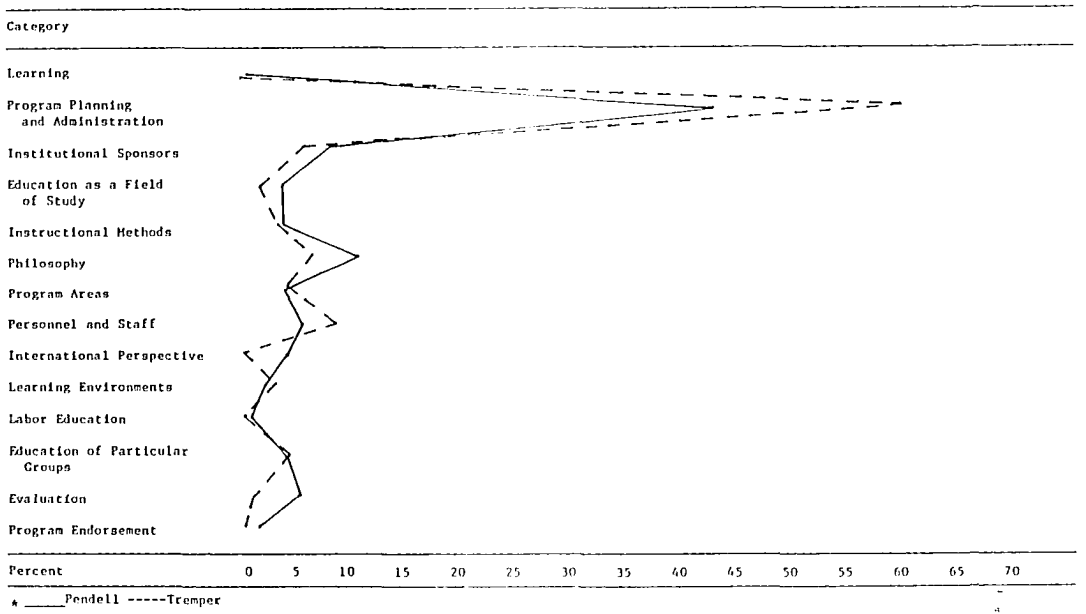
Content Category Analysis
By Editor*
1971-1980 (Inclusive)
Adult Education



*____Rhyne -----Darkenwald .....Cunningham/Smith

FIGURE 51

Content Category Analysis
By Editor*
1971-1980 (inclusive)
Community Education Journal



APPENDIX H

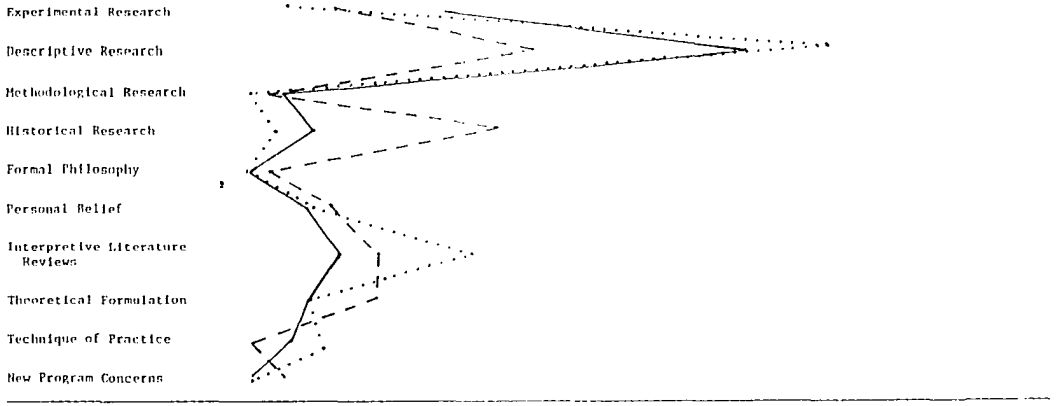
METHODOLOGICAL CATEGORY ANALYSES

BY EDITOR

ADULT EDUCATION AND COMMUNITY EDUCATION JOURNAL

FIGURE 52

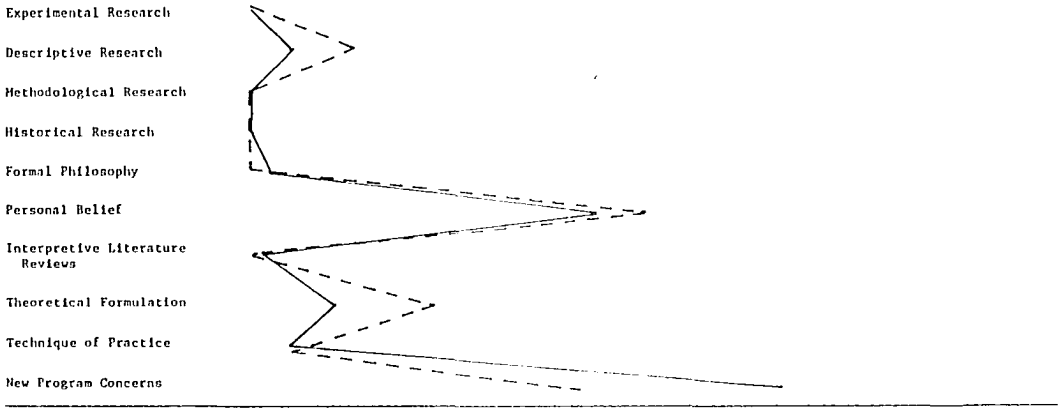
Methodological Category Analysis
By Editor*
1971-1980 (inclusive)
Adult Education



*———Rhyne -----Darkenwald .....Cunningham/Smith

FIGURE 53

Methodological Category Analysis
By Editor*
1971-1980 (Inclusive)
Community Education Journal



*——Pendell -----Tremper