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Trends of Topics in Articles about Education in Selected Popular Periodicals 1971-1975 and in Selected Professional Education Journals 1970-1974

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TRENDS OF TOPICS IN ARTICLES
ABOUT EDUCATION
IN SELECTED POPULAR PERIODICALS
1971-1975
AND IN SELECTED PROFESSIONAL EDUCATIONAL JOURNALS
1970-1974

A Research Paper
Presented to the
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ABSTRACT

Each issue of eleven selected popular periodicals from 1971-1975 was examined to determine if the same topic in education was written about in over 50% of the magazine titles in a given year thus constituting a trend. Twelve broad topics were defined. From two to five trends were present each year, with seven different topics appearing as trends. Each issue of five selected professional education journals from 1970-1974 was then examined to determine if the same trends were present a year earlier in these publications. Each topic constituted a trend each year in these journals.

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Chapter I
INTRODUCTION

Magazines have a long history. The first publications considered to be magazines appeared in France in the seventeenth century. They were basically catalogs from French booksellers. Daniel DeFoe published the Review in 1704 in London. This publication was a cross between a newspaper and a magazine. The Tatler and Spectator were started by Richard Steele and Joseph Addison five years after the Review. The first publication called a magazine was the Gentleman's Magazine which was first published in 1731 in England. Magazine, meaning a storehouse or repository, described that publication because it contained a variety of materials.¹

The first magazines appeared in America in January, 1741. Benjamin Franklin conceived the idea, but his assistant took the idea to Andrew Bradford who got his publication on sale three days earlier than did Franklin. Both ventures failed after six months.²

After this beginning, the publication industry flourished in the United States until in 1972, Roland Wolseley reported there were sixty-five U.S. periodicals with one

¹Roland E. Wolseley, The Magazine World, (New York: Prentice-Hall, 1951), pp. 9-12.

²Ibid.

million or more circulation. His sources for this information were the Ayer Directory, 1972, Standard Rate and Data Service, 1972, and publishers' reports.³

Mr. Wolseley also reported:

Readers of magazines in the United States form a large group. Eighty-nine per cent of all men and women eighteen years of age or older read such publications, according to a 1972 report of W. R. Simmons, the media research firm. About 116 million adults each read an average of eight different issues a month, or, as the Magazine Publishers Association puts it, "Nearly everyone reads magazines."⁴

One of the topics of interest to these 116 million readers of magazines is education. What are the types of information the general public is receiving about education through general magazines? Will a survey of selected general periodicals indicate there is a trend in the topics of the articles published about education? Is there a "bandwagon" syndrome present? Will there be articles in most of the periodicals in one year about "Why Johnny Can't Read?" Will the "new math" be discussed in most of the periodicals the next year? Will school discipline or the lack thereof be a dominant topic another year? Will the same general topics in education be discussed in representative professional journals and will these topics be discussed earlier than in the general periodicals?

³Roland E. Wolseley, The Changing Magazine, (New York: Hastings House, 1973), p. 141.

⁴Ibid. p. xi.

Hypotheses

The purpose of this study is to determine if there does exist a trend in the topics of the articles about education published in selected general periodicals. If the same general topics are discussed in selected professional education journals, are they discussed earlier?

The hypotheses to be tested are:

1.) A survey of selected popular periodicals of the years 1971-1975 will reveal that the same general topics relating to education will be discussed during the same year in over fifty percent of the periodicals surveyed.

2.) The topics of the articles about education discussed in the general periodicals will also be discussed in fifty percent of the selected education journals of the years 1970-1974.

3.) If the trends are identified in both the general periodicals and the professional education journals, they will be apparent one year earlier in the professional journals.

Definition of Terms

For the purposes of this study, popular periodicals are defined as those periodicals which are written for the general public, having a mass circulation, and being of a general nature in content. The terms magazine and periodical will be used synonymously.

Professional educational journals are defined as those periodicals written for and distributed to those either employed in the field of education or engaged in that field of study.

The list of selected general and professional periodicals and the criteria for their selection are included in the chapter in which the methodology is described. The topics in education are also defined in that chapter.

Significance of the Study

If the hypotheses of this study are confirmed, an educator, after reading professional journals, can predict what types of information or attitudes about education the general public will be exposed to the following year. The educator can then possibly predict the areas of education which may be of interest to the general public and the questions he or she may be asked.

Excerpts from two sources support the assumption that educators should be and are concerned with how the public views education. Leslie Hart discussed what he called the "New Breed of School Critic" and contended:

On one side of the chasm are those who manage and operate the schools. On the other are those who send their children and pay the taxes--and who are becoming more and more concerned about the competence of educators to provide acceptable education. The gap between the⁵two is dismayingly wide and potentially explosive.

⁵Leslie A. Hart, "The New Breed of School Critic," Educational Leadership, 26, (April, 1969), 671.

He continued:

Few are the administrators today who do not realize times have changed. Barrage after barrage of criticism, much of it from highly placed sources, as well as shocking events have reduced to tatters the mantle of all-knowingness.

Each year for the last eight years, the Gallup Poll, sponsored by the Kettering Foundation, has conducted a survey to determine "The Public's Attitudes Toward Public Schools." These surveys are published annually in the Phi Delta Kappan and the compilation of the first five polls has been published in paperback form by the Phi Delta Kappa.

The following excerpt from this publication explained why these polls are conducted and published.

The raison d'etre of these annual surveys sponsored by CFK Ltd. is to help guide the decisions of educators. Progress is only possible when the people are properly informed and when they are ready, through their tax dollars to bear the costs of progress. For these reasons, these surveys are directed chiefly toward appraising the state of public knowledge and ascertaining public attitudes toward present practices, readiness to accept new programs, and ideas for meeting educational costs. In the performance of this work, we too, sincerely hope that we are making a contribution to the field of education.

⁶ Ibid., p. 672.

⁷ Stanley Elam, ed., The Gallup Polls of Attitudes Toward Education 1969-1973, (Bloomington, Indiana: Phi Delta Kappa, 1973), p. 1.

Assumptions

There has been much discussion over the years whether the mass media in general, and periodicals specifically, model or form public opinion, mirror public opinion, or really make no difference at all. Various theories of the relationship between public opinion and treatment of various subjects have been presented by authors of studies in which popular periodicals were studied. The studies are described more fully in the second section of the literature review. The following quotations indicate their conclusions.

Arnold Linsky asserted:

It is assumed that the positions expressed in these magazines are broadly consistent with or at most slightly in advance of beliefs held by their readership in keeping with the need of such magazines for wide reader acceptance.⁸

Viktor Gecas stated:

Commercial mass media are especially susceptible to audience desires and are under pressure to reflect audience tastes, in order to carry on a profitable operation.⁹

Joseph Scott and Jack L. Franklin believed:

Our findings fail to confirm the assertion that the mass media (in this case, the more widely circulated periodicals) are responsible for liberalizing sexual values during the last two decades. Although the number of references to sex has increased during each decade since 1950, it appears reasonable to interpret these

⁸Arnold S. Linsky, "Theories of Behavior and the Image of the Alcoholic in Popular Magazines 1900-1966," Public Opinion Quarterly, 34 (Winter, 1970-1971), 574.

⁹Viktor Gecas, "Motives and Aggressive Acts in Popular Fiction: Sex and Class Differences," American Journal of Sociology, 77 (January, 1972), 681.

increases as a simple reflection of the fact that there has been a gradually increasing acceptance of the subject. There is a modest but consistent increase. If the mass media were in the vanguard there would have been substantial increases.¹⁰

For the purposes of this study, the assumption made by Virginia Kidd will be used.

Popular magazines, reaching vast numbers of readers, are an important element in the furthering of rhetorical visions. They can be presumed both to reflect and to inspire attitudes in their readers, and while an examination of the rhetorical visions of popular journals is not a verification of the beliefs of the readers, it is an indication of popular mood.¹¹

Limitations

There are several limitations of this study, concerning both the underlying assumptions and the methodology.

Limitations concerning the philosophical assumptions are:

1.) The researcher will not try to assess the role of public opinion in education -- merely indicate it is considered to be important.

2.) The researcher will make no definite assertions concerning the role of periodicals in the formation of public opinion due to the limited and contradictory

¹⁰Joseph Scott and Jack L. Franklin, "The Changing Nature of Sex References in Mass Circulation Magazines," Public Opinion Quarterly, 36 (Spring, 1972), 86.

¹¹Virginia Kidd, "Happily Ever After and Other Relationships; Advice on Interpersonal Relationships in Popular Magazines, 1951-1973," Quarterly Journal of Speech, 61 (February, 1975), 31.

studies of this phenomena.

3.) The researcher will make no attempt to determine the influence of professional journals upon educators.

Methodological limitations include:

1.) A five year time span may not be sufficient to determine if trends of topics concerning education in popular periodicals exist. It may be possible that cycles of interest are of a longer duration.

2.) The samples of general periodicals and professional journals may not be truly representative of the entire universe of those two types of publications.

3.) Subjective influences may be present in the assignment of articles to categories.

4.) The decision to use no subcategories in the areas of higher education or preschool education was made because the primary focus is concerns in the public schools, grades K-12. Articles dealing with day care will not be tabulated.

5.) Letters to the Editor and book reviews will not be tabulated.

Chapter 2

LITERATURE REVIEW

The first part of the literature review pertaining to the proposed study is concerned with the need for study of the mass media and the role magazines as part of mass media play in the formation of public opinion. Studies dealing with mass media in general which did not have any part, or a very minor part, devoted to the nature of periodicals were not considered. This section of the literature review is included to indicate the divergence of opinion concerning the model or mirror theory. In addition, a discussion of the Gallup Polls of Attitudes Toward Education 1969-1973 will be included.

The idea of examining popular periodicals to determine if there are trends present in the treatment of various aspects of life is not original with this researcher. In Part II of this review five studies are examined. Although these studies do not deal with education, they do merit examination due to their hypotheses that trends do exist in the treatment of various subjects in popular periodicals and due to the varied methodology utilized.

Literature Review Part I

In the book, The Changing Magazine, Roland E. Wolseley included a chapter, Power and Influence. He made certain generalizations about what he believed to be the influence of magazines and listed examples of changes in society which he believed have been brought about by magazines.¹²

The generalizations which he made, or conclusions, as he called these statements were: "1.) Readers change their minds slowly. They tend to prefer to read over and over what they already know or believe, therefore the large circulations of conventional magazines." "2.) Magazines exert influences of some sort, even though slight, merely by existing." and "3.) Magazines exert influence over the short and long ranges, usually both."¹³

Among the examples of the influence of magazines he discussed were the muckraking articles of Ida M. Tarbell, Ray Stannard Baker, and Lincoln Steffens published in McClures and other magazines at the turn of the century. In 1912 participants in a Survey symposium suggested a Commission of Industrial Relations after a bombing case. Within two months President Taft had established such a commission. According to Mr. Wolseley, the classic example of the influence of a magazine articles was that of "---And Sudden Death" published in a 1935 Reader's Digest. This

¹²Roland E. Wolseley, The Changing Magazine, (New York: Hastings House, 1973), pp. 108-114.

¹³Ibid., p. 112.

article, which emphasized the bloody details of highway accidents, inspired a syndicated comic strip and a movie and within three months of publication 4 million requests for reprints had been made. More recently, he cited the part National Review played in the nomination of Senator Barry Goldwater for the office of President of the United States in 1964. The most recent example he cited was the article "Dirty Kitchens of New York" published in Scanlon's. Following the publication of this article which exposed conditions in certain restaurant kitchens of New York, the Health Service Administration established an investigating team which not only published the names of the offending restaurants but later published the names of those which improved.¹⁴

The Effects of Mass Communication by Joseph T. Klapper attempted to "collate and integrate the findings of published research and some provocative conjecture regarding certain social and psychological effects of mass communication."¹⁵ Mr. Klapper identified and investigated over 1000 studies, essays and reports. He cited over 270 of these resources which contributed to the volume.¹⁶

The first part of the book was a "discussion of mass communication as an agent of persuasion and attempts

¹⁴ Ibid., pp. 108-114.

¹⁵ Joseph T. Klapper, The Effects of Mass Communication, (New York: The Free Press, 1960), p. vii.

¹⁶ Ibid., p. viii.

to cite its known capabilities and limitations in that regard."¹⁷ He proposed five generalizations of which he found confirmation for the first four and contended the fifth needed refinement as it was found to be of limited organizational and theoretical helpfulness. The generalizations were:

1.) Mass communication ordinarily does not serve as a necessary and sufficient cause of audience effects, but rather functions among and through a nexus of mediating factors and influences.

2.) These mediating factors are such that they typically render mass communication a contributory agent, but not the sole cause, in a process of reinforcing the existing conditions. Regardless of the condition in question . . . the media are more likely to reinforce than to change.

3.) On such occasions as mass communication does function in the service of change, one of two conditions is likely to exist. Either
a. the mediating factors will be found to be inoperative and the effect of the media will be found to be direct; or
b. the mediating factors, which normally favor reinforcement will be found to be themselves impelling toward change.

4.) There are certain residual situations in which mass communication seems to produce direct effects, or directly and of itself to serve certain psycho-physical functions.

5.) The efficacy of media communication, either as a contributory agent or as an agent of direct effect, is affected by various aspects of the media and communications themselves or of the communication

¹⁷Ibid., p. vii.

themselves or of the communications situation (including, for example, aspects of textual organization, the nature of the source and medium, the existing climate of public opinion and the like.)¹⁸

The second part of the book was a discussion of the Effects of Crime and Violence in the Media, Effects of Escapist Media Material, Effects of Adult TV Fare on Child Audiences, and Media Attendance and Audience Passivity.¹⁹

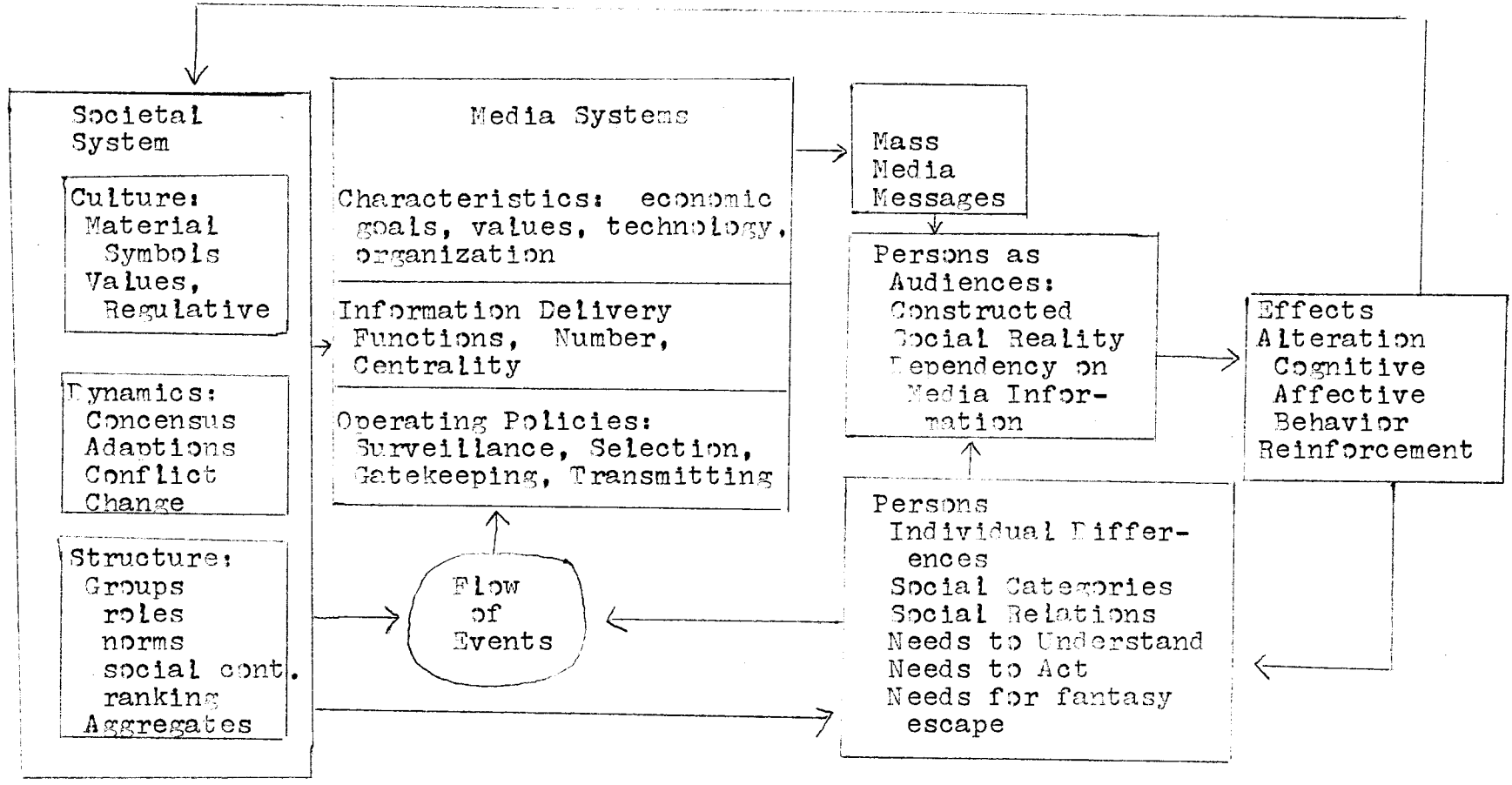
The intent of the 1975 edition of Theories of Mass Communication was "to see the mass media within the context of society with a special focus on American media and American Society."²⁰ The author preferred an integrated theory of the relationship of society, the media system and the people who compose media audiences. He preferred this theory which is diagrammed in Figure 1 because there is feedback in the sense "that the effects of media messages on the audience about ongoing events may themselves set into motion another chain of events."²¹ He believed this integrated theory model avoided either the theories of a great deal of influence upon society by the media or no influence at all. He further contended: "It allows us to specify in a limited way when and why media messages will or will not have significant effects upon how audiences think, feel and behave."²²

¹⁸Ibid., p. 8. ¹⁹Ibid., pp. 134-257.

²⁰Melvin L. De Fleur and Sandra Ball-Rokeach, Theories of Mass Communication, New York: David McKay Co., 1975), p. xi.

²¹Ibid., p. 276. ²²Ibid., p. 278.

Figure 1



²³Ibid. p. 23

The need for the study of mass media was discussed by Herbert J. Gans in an article published in the January, 1972 issue of American Journal of Sociology. He first presented what he believed to be needed in mass communications research and then commented upon studies by three other authors.²⁴

After indicating the three major and interrelated areas of study: the institutions themselves, the content, and the audience, he considered the reasons for the scarcity of mass communications research. He believed some of these reasons to be: the difficulty and costliness of the needed studies, the complicated methods, and the lack of funds for larger studies. He further indicated that sociologists have believed they wouldn't be allowed into editorial rooms and studios, so they haven't tried; the important media institutions are geographically out of reach to most researchers, and few sociologists have taken the opportunity to study local media.²⁵

The author had several ideas about research in each of the three areas. He was not very encouraging about most of content analyses. He believed it to be "tedious and often unproductive; a lot of work frequently only quantifies

²⁴Herbert J. Gans, "The Famine in American Mass-Communications Research: Comments on Hirsch, Tuchman, and Gecas," American Journal of Sociology, 77 (January, 1972), 697-705.

²⁵Ibid., p. 698.

findings that can be derived from simple inspection.²⁶ He was not sure whether it really is worth doing because "no one has yet developed effective methods of determining the impact of mass media as a whole, either in the long run or the short run."²⁷

After a discussion of why funds are lacking for the type of research Mr. Gans would like to see done, he indicated some of the built in reasons why sociologists don't study media. He believed:

Many sociologists--like educators generally--are hostile toward them, partly because they are often successful competitors for their students' time and interest. Also they cater largely to an audience of lower status--and sociologists are not often inclined to study groups of lower status unless they are defined as social problems.²⁸

He also indicated a belief that mass media content is aimed at a lower status audience, so sociologists don't watch television or keep up with other media and consequently don't know what there is to be researched. Conversely, he indicated there is a group of sociologists who use media content to supplement their textbooks and consequently are too involved with media to use it as research material.²⁹

The following studies are typical of those concerned with the role mass media play in forming or reflecting public opinion. Since none of them is definitive enough for application to this proposed study, and since for the purposes of this study the assumption has been made that neither theory has been established, they will be discussed only

²⁶Ibid., p. 698. ²⁷Ibid., p. 699. ²⁸Ibid., p. 700.
²⁹Ibid..

briefly and only to indicate the types of research which have been done.

Hazel Erskine tried to determine which of the news media conveyed more credibility by comparing polls from various organizations conducted during five selected years from 1959-1968. She reported statistics concerning respondents' answers in each year of the polls but concluded there was no firm evidence of opinion and trends because the questions differed in wording from year to year.³⁰

Another study attempted, among other objectives, to determine if three newsmagazines reflected public opinion during the years 1960-1970. The researchers counted the number of listings a public issue received in Reader's Guide to Periodical Literature and compared the resulting rankings with the responses to the Gallup Poll question, "What do you consider the most important problem facing America?" The author, G. R. Funkhouser, did find an apparent correlation between the amount of coverage and the general importance of an issue in the public's estimation. There was no examination of the content or length of the articles, just the number of listings.³¹

³⁰ Hazel Erskine, "The Polls Opinion of the News Media," Public Opinion Quarterly, 34 (Winter, 1970-1971), 630-634.

³¹ G. R. Funkhouser, "Issues of the Sixties, An Exploratory Study in the Dynamics of Public Opinion," Public Opinion Quarterly, 37 (Spring, 1973), 62-75.

The objective of a study, "How Does the Medium Affect the Message," was to compare four mass media--television, motion pictures, radio, and print, as to their effectiveness and their influence upon audience perception of the presentation and the communicator.³²

University students randomly assigned to four groups received a message that "education should be aimed primarily at intellectual discipline."³³ Each group received the message through one of the four mediums. The subjects were then tested for 1.) ratings of the communicator, 2.) ratings of the presentation, 3.) retention of message content, and 4.) degree of agreement with the points of view advocated in the communication.³⁴

The researchers found little consistency among each of the four groups in the personality ratings of the communicators. The communicator was rated less "strong" by television viewers than by the other three groups but "lighter" by those who read the message than by any of the other groups.³⁵ The print medium stood out as unique among the four media forms in terms of evaluation and potency ratings.³⁶ In terms of opinion change, print was second only to the sound audience in effectiveness. Print was superior, but not significantly so, to the other forms of mass media in the retention of the message by the experimental group.³⁷

³²William T. Dommermuth, "How Does the Medium Affect the Message," Journalism Quarterly, 51 (Autumn, 1974), 442.

³³Ibid., p. 443. ³⁴Ibid. ³⁵Ibid., p. 444.

³⁶Ibid., p. 445. ³⁷Ibid., p. 446.

The specific purpose of a study by D. C. Williams, J. Paul and J. C. Oglivie was to compare the efficiency of television, radio, and the printed page in imparting information and to compare the effects of these three forms of media in both immediate learning and retention over several months.³⁸

The same 23 minute lecture was presented to four groups, one for each of the three media and a lecture. The subjects, 108 second year undergraduate students enrolled in anthropology at the University of Toronto, were assigned to a specific group on the bases of certain academic variables.³⁹

Immediately after the presentation, the groups wrote a thirty minute examination, both objective and essay. The authors concluded:

Application of the t-test to the differences between individual media groups showed the mean score of the TV audience ~~was~~ significantly better than that of the radio group whose score was significantly better than that of the reading group. No significant difference was found between ~~the~~ reading group and the studio (lecture) group.⁴⁰

Eight months later the multiple choice section of the test was administered to the available 74 members of the original group. The rankings at this time were:

- 1.) television,
- 2.) studio-lecture presentation,
- 3.) radio,
- and 4.) reading or print.⁴¹

³⁸D. C. Williams, J. Paul and J. C. Oglivie, "Mass Media, Learning and Retention," Canadian Journal of Psychology, 2 (September, 1957), 157-163.

³⁹Ibid., p. 158. ⁴⁰Ibid., p. 160. ⁴¹Ibid., p. 162.

The relation of different patterns of information seeking to different levels of public knowledge in three areas--public affairs, science, and health, was reported in the Summer, 1969 Public Opinion Quarterly.⁴²

The data came from secondary analysis of national sample surveys and were obtained as by-products of a broad study of public knowledge in the United States. Four national surveys were analyzed. These included: The Survey Research Center, University of Michigan 1952, 1956, 1960, and 1964 surveys of information sources in presidential elections; the Survey Research Center survey of 1957 originally intended to assess the size of the science audience in the mass media and the 1958 survey to determine what changes had taken place after Sputnik. Also included was the National Opinion Research Center, University of Chicago survey of 1958 intended to identify the patterns of utilizing medical care and the factors that affect reception of health communication in the United States.⁴³

The summary of the findings of these studies included:

- 1.) All population groups use television regularly for information during a national election campaign, but education and life style determine what people make regular use of print for that purpose.

⁴²Serena Wade and Wilbur Schramm, "Mass Media As Sources of Public Affairs, Science, and Health Knowledge," Public Opinion Quarterly, 33 (Summer, 1969), 197-209.

⁴³Ibid.

2.) Television has increasingly come to be the source of information most depended upon for information during national election campaigns.

3.) Newspapers and magazines are used more than television as sources of public knowledge of science.

4.) Better educated persons and persons with high income are more likely to seek science information from more than one source.

5.) Print is more likely than television to be used as a source of public knowledge about health.

6.) Whether print or television is the major source of information appears to make a difference in the amount and accuracy of knowledge.⁴⁴

The purpose of the first annual Gallup Poll of Educational Attitudes of 1969 was to measure and record the attitudes of the American public toward the public schools in that year. This national survey was sponsored by CFK Ltd. and the results were presented by that foundation's Institute for Development of Educational Activities, Inc. in its I.D.E.A. The results of the succeeding polls have been included in the Phi Delta Kappan and in a volume of the first five years.⁴⁵

The sample of the first poll was 1,505 adults, a modified probability sample of the nation. Three hundred twenty seven interviewers conducted the survey in all types of randomly selected communities. Many pretests of the questionnaire were conducted in the Interviewing Center of

⁴⁴Ibid., p. 206.

⁴⁵Stanley Elam, ed., The Gallup Polls of Attitudes Toward Education 1969-1973, (Bloomington, Indiana: Phi Delta Kappa, 1973).

the Gallup organizations and a pilot study was conducted in 27 areas of the country. In later years samples of educators and students were included. Because the designers of the study believed attitudes and knowledge were closely related, there were many questions to measure the kind and amount of information representative citizens have about the schools.⁴⁶

In all but one year discipline was the chief concern of the American public concerning their schools as revealed by this poll. Dr. Gallup believed that the first poll revealed that the public "is only fairly well-informed about the local schools and very poorly informed about education itself."⁴⁷ In a series of questions designed to test knowledge of the schools 56% of those surveyed knew the name of their local superintendent of schools and 26% knew the name of the president of the school board. When asked how to judge a good school the respondents ranked: 1.) qualified teachers, but revealed little understanding of what a qualified teacher is, 2.) discipline, 3.) physical equipment. (Four per cent mentioned a "good library.")⁴⁸

The report of the results of the poll also presented the design of the sample, sampling tolerances, and other aspects of the methodology of the study. In addition, the editors presented the process a local district can use to determine local public opinion about schools and education.⁴⁹

⁴⁶Ibid., p. 10. ⁴⁷Ibid. ⁴⁸Ibid., p. 12. ⁴⁹Ibid., p. 184-189.

Literature Review Part II

Arnold S. Linsky studied popular magazines from 1900-1966 to determine the theories of behavior and the image of the alcoholic in these magazines.⁵⁰

The universe for this study consisted of articles on the subject of alcoholism and alcohol problems listed in Reader's Guide to Periodical Literature from 1900-1966. Random samples of thirty articles were drawn from each of the six decades from 1900-1959, and sixty articles were drawn for the seven year period of 1960-1966. Each article was rated independently on several dimensions by at least two judges.⁵¹

The selected articles were rated on a scale of one to five on both locational (causes of alcoholism within the individual or external causes) and moral (evaluation of causal agent) dimensions. Through the use of this rating scale, the author did support his hypotheses that trends were present in popular periodicals concerning causal factors and methods of treatment of the alcoholic. He also confirmed the hypotheses that trends were present in popular periodicals concerning causal factors and methods of treatment of the alcoholic. The hypotheses that the trend

⁵⁰Arnold S. Linsky, "Theories of Behavior and the Image of the Alcoholic in Popular Magazines 1900-1966," *Public Opinion Quarterly*, 34 (Winter, 1970-1971), 573-581.

⁵¹*Ibid.*, p. 574.

was from a moralistic, free will view of human nature toward a more naturalistic view, at least as concerns alcoholism, was also confirmed.⁵²

Viktor Gecas examined fiction in popular periodicals to determine if there were sex and social class differences for the motives and aggressive acts portrayed in the selected periodicals. He did establish that differences were present.⁵³

Four periodicals, Argosy, Esquire, True Confessions, and McCalls, were selected on the basis of their fictional content and the inferred sex and social class of their reading public. The sample consisted of two issues per year for each of the four magazines, 1925-1965. A standard list of random numbers decided which issue was examined and a detailed coding instrument was devised. One story per issue was analyzed which resulted in a total of 311 stories read and coded.⁵⁴

"The Changing Nature of Sex References in Mass Circulation Magazines" was the title of a study conducted by Joseph Scott and Jack L. Franklin. The purpose of this study was to ascertain general cultural changes with respect

⁵²Ibid., p. 581.

⁵³Viktor Gecas, "Motives and Aggressive Acts in Popular Fiction: Sex and Class Differences," American Journal of Sociology, 77 (January, 1972), 680-695.

⁵⁴Ibid., p. 682.

to sex as portrayed in periodicals written for the general public between 1950, 1960, and 1970.⁵⁵

The authors selected periodicals with the highest circulation, written for the most part for the general public. It was felt that the most widely read periodicals would best reflect the most widely shared cultural patterns. Four of the seven periodicals selected were the highest circulation periodicals in the United States in 1970 as reported in the World Almanac and Book of Facts. One selected had the highest circulation in 1950 and 1960, and another two selected were not among those with the highest circulation, but were believed to be more oriented to the general public than some which were among that group.⁵⁶

Each issue of each periodical for the first four months of each of the three years, 1950, 1960, and 1970 was analyzed for specific references to sex. Each (sentence) reference to sex was classified according to the type of sex activity and as liberal: permissive, accepting, or positive; conservative: restrictive, rejecting, or negative; or neutral.⁵⁷

Ten coders conducted the analyses. The authors of the article indicated these coders were taught proper procedures of content analyses, were not informed of the hypoth-

⁵⁵Joseph Scott and Jack L. Franklin, "The Changing Nature of Sex References in Mass Circulation Magazines," Public Opinion Quarterly, 36 (Spring, 1972), 80-86.

⁵⁶Ibid., p. 81.

⁵⁷Ibid., p. 82.

eses, and each was given an equal number of periodicals from each year. Three additional coders were employed as a check.⁵⁸

The hypotheses were supported. The number of references to sex increased each decade with the greatest increase in the 1950's. The number of liberal references to sex increased with each decade, but not with the strength and intensity expected.⁵⁹

Virginia Kidd examined issues of twenty-six periodicals to determine if the type of advice being given in those magazines concerning interpersonal relationships changed during the years 1959-1973. The criteria for a periodical to be selected was inclusion in Readers' Guide to Periodical Literature and a circulation of over 1,000,000. A random selection of ten percent of all articles dealing with human relations in these journals for two year periods between 1951 and 1973 was analyzed.⁶⁰ The author did not explain the methodology to any greater extent.

Two rhetorical visions describing interpersonal relationships were discovered. Vision I, characterized by a standard of normality of behavior, a dramatized bipolar continuum of right to wrong and behavior being acclaimed or condemned, was found in the 1950's and early 1960's and to a certain extent in the 1970's. Vision II, characterized by

⁵⁸ Ibid. ⁵⁹ Ibid., p. 86.

⁶⁰ Virginia Kidd, "Happily Ever After and Other Relationships: Advice on Interpersonal Relationships in Popular Magazines 1951-1973," Quarterly Journal of Speech, 61 (February, 1975), 31-39.

a belief that life is everchanging, as are relationships and meaning, was discovered to be newer, appearing sporadically in the early 1960's and occupying a major position in the later years of the study.⁶¹

"Family Articles in Popular Magazines" was the title of a study by Paul C. Rosenblatt and Robert A. Phillips, Jr. These authors "considered 96 articles on the family published in popular magazines from January, 1971, through January, 1974."⁶² Five periodicals were represented in this study.⁶³

The authors identified several, to them, commendable aspects of these articles: they did encourage people to deal with problems, to identify problems, and the availability of personal help. They found negative aspects such as: threats to relationships, over-simplification of problem sources, and the general lack of scholarship which included undocumented studies and generalizations.⁶⁴

⁶¹Ibid., p. 32.

⁶²Paul C. Rosenblatt and Robert A. Phillips, Jr., "Family Articles in Popular Magazines," Family Coordinator, 24 (July, 1975), 267.

⁶³Ibid.

⁶⁴Ibid.

Chapter 3

DESIGN OF THE STUDY

The first step in the research process was to select the popular periodicals to be examined. William Katz, in Magazines for Libraries, identified the 85 most popular magazines by their 1970 circulation.⁶⁵ The following criteria for the selection of the sample from this list was established.

1.) They must have been published continuously from 1971-1975, the time span of the study. Several magazines, such as Life, Look, and Saturday Evening Post either discontinued or resumed publication during this period and their inclusion could not be for the entire time span. Saturday Review underwent several transitions in format and title during this interval, but remained basically the same publication, hence, its inclusion.

2.) The periodicals selected must have included articles about education in the 1973 issues. This year was selected because it is the midpoint of the selected time span. The first step in selecting the sample for this study was to read the descriptions of the 85 most popular periodicals as listed by Katz in Magazines for Libraries. If there was no indication they would include articles about education because they were written for a particular interest group, ie. Sports Illustrated or Successful Farming,

⁶⁵Wm. Katz and Berry Gargol, Magazines for Libraries, (New York: R. R. Bowker Co., 1972), p. 365.

they were eliminated. The researcher then examined 1973 issues of the remaining periodicals to determine if they did include articles about education.

3.) The periodicals selected must be part of the collection of the University of Northern Iowa Library to facilitate research. This eliminated only two periodicals, Woman's Day and Family Circle.

The 11 periodicals meeting the above criteria are listed in Appendix A.

The education journals selected fell into two categories, general and research as defined by William Katz in Magazines for Libraries.

The following criteria for selection of the general journals was established.

1.) They must be considered journals, not newsletters.

2.) They must emphasize education in general, not some specific aspect such as a curricular area or age level, or be written for a particular segment of the educational community such as administrators or business agents. Four journals, American School Board Journal, Education Digest, Phi Delta Kappan, and Today's Education met that criterion by their description in Magazines for Libraries.

3.) The journals selected must be part of the collection of the University of Northern Iowa Library to facilitate research. One volume of Education Digest, Sept. 1972-May, 1973, was not available in either the University

of Northern Iowa Library or the Wartburg College Library collection. This did affect the total number of articles read and tabulated, but enough articles for each year were available to establish trends.

The research journals were selected from those listed by Katz and met the following criteria.

1.) Their emphasis must be research directed at the public school, grades K-12, because that was the primary focus of this project. Eight journals met this criterion.

2.) They must have a circulation of over 10,000 in 1970. The rationale of this study was that an educator, after reading professional journals, can anticipate the types of topics about education the general public will be reading and about which he may be asked. Those journals with low circulation do not reach enough educators to influence their thinking and knowledge of current research. Three journals, Changing Education, NEA Research Bulletin, and Harvard Review of Education met this standard.

3.) They must be part of the collection of the UNI Library to facilitate research. No research journals were eliminated by this criterion.

The criterion of continuous publication was established for the selection of popular periodicals, but through an oversight had not been established as a criterion for selection of the professional journals.

According to the records of the UNI Library, the

quarterly publication Changing Education ceased publication in 1970 and was continued as a bimonthly insert in American Teacher from 1973-1974. However, inspection of both bound volumes and microfilm copies of both publications revealed only one issue of Changing Education available in 1970, four in 1971, four in 1973, one of which was Winter 1973/Spring 1974, and no additional issues in 1974. The NEA Research Bulletin ceased publication in 1972 according to the records of the UNI Library and the publication which superseded it was not available. Since the inclusion of these two journals could not be for the entire time span, 1970-1974, they were eliminated from consideration.

Each issue of each popular magazine was examined to locate articles about education. Each of the 1,750 articles thus located was then read and a notation including title and a brief annotation was made. No attempt was made to weight the articles according to length. Many of the articles in the newsmagazines were found in sections other than education. Articles concerning court rulings on integration, taxation, and teacher strikes were often found in either the news, legal, or business sections. The women's magazines such as Good Housekeeping often included short articles about education in sections such as "The Better Way." Articles in the sports sections were not noted.

A topic had to appear at least four times per calendar year in Time, Newsweek and U.S. News and World Report to be considered to compensate for the fact that those

publications appear four times as often as the monthly publications, hence a topic would have a four times greater chance of appearing. This was not an issue in the consideration of Saturday Review because articles about education only appear in one issue per month.

All articles appearing in Reader's Digest were tabulated regardless of their source. Due to the circulation of that magazine (17 million in the year 1970)⁶⁶ it can be assumed that many readers of that publication do not read other publications. The same procedure was followed for Education Digest.

A preliminary data gathering chart had been devised following examination of the 1974 issues of Better Homes and Gardens and examination of random 1973 issues of the other periodicals. This preliminary investigation had indicated that only a few very specific concepts would be the dominant theme of the articles in the popular magazines. However, examination of the annotations revealed that over 60 very limited, specific concepts had been discussed. It then became necessary to assign these specific concepts on the basis of their relationship to each other to broader topics. The following twelve topics resulted from this grouping.

Curriculum

This topic included articles which discussed either the need for teaching particular subjects, how these subjects

⁶⁶Katz, p. 365.

are or should be taught, or materials used in teaching these subjects. The subjects included: vocational/career education, sports/physical education, reading, language arts, social studies, science, sex education, the creation theory, economics, consumer education, boys in home economics, and other new areas. Articles about curriculum in general and not a specific subject were believed to be more closely related to theories of education and were included with that topic.

Students

While anything written about education ultimately focuses upon students, many articles were written about students themselves. Student rights, including open records, due process and student demands concerning their education were among topics of articles published during the indicated time span. Other articles were about special students, i.e., retarded, physically handicapped, gifted, emotionally disturbed, hyperactive, students with learning disabilities. Other specific concepts included were student services such as guidance and counseling, home influences upon the academic life of students, the need for bilingual education for migrant, refugee, and black students, drug and alcohol problems of students, and dropouts. Grading was included in this topic rather than I.Q./Tests/Testing because the focus of articles about grading seemed to be that it is a subjective process and often is not valid in terms of educational objectives. (One article described the influence upon a teacher of a student's given name. Brad's got higher grades on an essay than did Percy's.)

Teachers

The topic Teachers included teaching as a profession, men as elementary teachers, Teacher of the Year awards, general teacher training, substituting, differential staffing and teacher salaries. Also included were articles about teacher rights, teacher militancy, tenure, and National Education Association and American Federation of Teachers and their activities.

Post High School

The topic Post High School was defined as any education beyond the 12th grade. It included vocational schools, their worth, growth, and how to select; personalities in higher education, cost of higher education, sexism, enrollment, job possibilities for graduates, scholarships, work study programs, and campus unrest. Articles about college athletics were not included if they were in the sports sections of the various magazines.

Preschool

The articles about preschool were about formal, organized preschools and their value. Day care was not included because most day care described, or proposed, was just that, not intended to be educational.

Public Awareness

Public awareness was a many faceted topic. The several concepts making up this topic were usually discussed in the same article. These concepts included assessment of educational processes with no attempt at judgement--or what

is happening in education in general, how to rate a local school, who is to control the schools and how, public relations, and accountability. This also included some of the power struggles in individual schools such as Washington, D.C. and Houston, Texas. Performance contracting was included in this topic since it is an attempt to make someone, in this case a private firm or foundation, accountable for the results of the educational process.

Reform/Theory/Innovation

As in the case of public awareness, many specific concepts of education composed this topic. It was a rather large, inclusive category because most of the more specific concepts were not discussed as a single concept. A typical article would describe what the author thought education should or could be, the problems in a particular school, theories to solve the problems and the particular innovative practices employed to solve the problem. Some of these articles were written almost exclusively about a particular theory such as the Piaget theory of development, the philosophy of an individual educator, or what education can or can't, should or shouldn't hope to accomplish such as the Coleman Report. Some of the specific concepts written about were: humanism in the schools, the need for reform, alternative schools, open classrooms, mini courses, teacher training for experimental education, permissiveness, the voucher plan, experimental schools, year around school, starting school at age four--or six or seven--the need for a National Institute of Education,

foundations leading innovations, behavior modification, behavioral objectives, systems theory and back to basics.

General Problems

Finance and Integration/Busing received enough attention in the popular periodicals to be considered as individual topics. Teacher militancy was included in the topic Teachers. If articles were about two or more problems such as integration, busing, finance, teacher militancy and/or another problem without emphasis on one particular problem, they were considered in this topic. Other problems discovered were: discipline, violence, vandalism in the schools, over crowding or declining enrollment, the energy crisis as it affects schools, prayer in the public schools, objections to materials on sexist, racist, religious or moral grounds, sexism in the schools, or urban problems in general.

Finance

The broad topic finance included articles about inflation, taxing, equalization of financing for schools, and court rulings concerning the financing of schools. Articles about teacher demands for higher wages were included with the topic Teachers because these demands were usually tied in with militant action or with other teacher demands. School lunch programs were included in this broader topic because they almost without exception concerned financing of these programs.

Integration/Busing

This topic included articles about court rulings

concerning integration, community acceptance of forced integration, or resulting violence, and integration plans that apparently worked. Also included were articles in which political leaders gave their opinions about busing during election campaigns.

I.Q./Testing

These two concepts seemed to be inseparable as standardized tests were written about with discussions of I.Q. Among the concepts included in this topic were: what I.Q. is, the validity and reliability of the tests, how I.Q. tests discriminate against non WASP children, and college entrance tests. The decline in SAT scores was written about but usually in terms of what the test tests and how these tests do not measure what is actually being taught in the schools, i.e., how to think. If the outcome of an article about tests was a call for back to basics, that article was noted with the topic Reform/Theory/Innovation. Also included were proposals to have students pass standardized tests as a requirement for graduation from high school.

Other

Some concepts written about in the popular periodicals did not fit the definitions of the previously identified topics. These included, among others: the use of paraprofessionals and volunteers, facility design and use, school safety, private schools, and foreign schools. Because of the presence of these concepts, it became necessary to add the topic Other.

The professional journals were analyzed after the popular. Since both very short and lengthy articles had been included in the analyses of the popular journals, both were included in the final analyses of the professional journals. However, they were kept separate in the preliminary tally. They are indicated on the tables as being "In Columns" as most of these were separate short articles in such columns as "Washington Briefs," "NewsNotes," "Research Clues," or "After the Fact." The 5,422 articles examined in the professional journals were not annotated since the topics had been defined and trends established. These articles were read and assigned to the previously defined appropriate topic according to the dominant theme of the article.

Chapter 4

ANALYSIS OF DATA

The results of this study are presented in narrative and tabular form. Appendix B, Tables 1-10 is a yearly compilation of the topics discovered showing their frequency in each selected popular periodical and journal. The information on these tables confirms the hypotheses:

1.) A survey of selected popular periodicals of the years 1971-1975 will reveal that the same general topics relating to education will be discussed during the same year in over fifty percent of the periodicals surveyed.

2.) The topics of the articles about education discussed in the general periodicals will also be discussed in fifty percent of the selected education journals of the years 1970-1974.

3.) If the trends are identified in both the general periodicals and the professional education journals, they will be apparent one year earlier in the professional journals.

The following trends were established in the popular periodicals.

1971

Post High School--10 popular periodicals
 Students--8 popular periodicals
 Curriculum--7 popular periodicals
 Theory/Reform/Innovation--7 popular periodicals
 Integration/Busing--7 popular periodicals

1972

Post High School--9 popular periodicals
 Students--9 popular periodicals
 Theories/Reform/Innovation--7 popular periodicals
 Curriculum--6 popular periodicals
 Integration/Busing--6 popular periodicals

1973

Post High School--8 popular periodicals
 Curriculum--7 popular periodicals

1974

Post High School--10 popular periodicals
 Curriculum--8 popular periodicals
 Students--7 popular periodicals

1975

Post High School--8 popular periodicals
 Students--6 popular periodicals
 Curriculum--6 popular periodicals
 General Problems--6 popular periodicals
 I.Q./Testing--6 popular periodicals

Post high school was the leading topic in all years. Curriculum was the only other topic which consistently emerges as a trend. People did read about students in four of the five years. Theory/Reform/Innovation and Integration/Busing were trends in 1971 and 1972. In 1975 two new topics emerged General Problems and I.Q./Testing. The pattern of the data, seven different topics emerging, suggests that possibly long term trends are present as well.

These same trends were present in the professional journals a year earlier. Since all topics constituted a trend in the professional journals in each year of the study, it is possible that the relationship between the popular periodicals and the professional journals does not have the significance previously assumed.

Other tables are presented in Appendix C which show other relationships among the data collected from the popular periodicals. Although compilation of the data in these forms was not necessary to confirm or reject the hypotheses, these tables do present the data in terms of total number of articles about each topic published, disregarding the weighting factor of the newsmagazines.

The data is arranged by year on table 11. This shows the number of times each topic appears in print in each year. No attempt is being made to correlate this data with the arrangement in Tables 1-10. However, a cursory comparison reveals that except for 1975 those topics appearing in over 50% of the popular periodicals were also written about the most times.

Table 12 shows each topic and the number of articles written about it in each year. These tables do indicate that post high school is by far the most widely written about topic--38.4% of the total number of articles.

Table 13 lists each popular periodical and ranks the number of times a given topic is written about in the five year span.

Similar tables were not constructed for the professional journals because of the missing volume of Education Digest. The totals in terms of frequency would not be reliable because of the lack of complete data.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

This study was designed to collect data about what popular periodicals were printing about education in 1971-1975 and from that data to determine if trends were present. Eleven popular periodicals were examined with a total of 1,750 articles about education being discovered. Twelve topics were defined and the hypothesis that trends do exist was confirmed. From three to five trends were present in each of the five years and another was present in four of the five years which suggests that the trends may be present for longer than a one year duration. Five professional education journals with 5,422 articles were examined to confirm the second and third hypotheses. The same trends were evident in these journals a year earlier. Since these trends were broadly defined, each was present in each year which tends to decrease the significance of the second and third hypotheses.

Recommendations

There were a variety of ways this topic could have been studied, a variety of conclusions that could have been drawn from the data, and a variety of related projects that suggest themselves.

The topics could have been defined differently and undoubtedly different researchers would do so. The assess-

ment of each article and the subsequent assignment of it to a topic was admittedly a subjective process influenced by the background of the researcher.

The raw data could have been handled on a more sophisticated statistical basis. The correlation between the number of times a topic appears in print and the number of publications in which it appears could have been developed. Other statistical procedures could have been employed to distinguish between longer and shorter articles. Shorter articles were included in the analyses because the researcher believed they may have as much impact as the longer articles. These short articles usually make a point quickly and emphatically, usually present an issue as black or white, and thus may be as influential as longer articles.

Several questions result from this study. They arise from impressions made upon the researcher and cannot be verified from the data.

1.) Why is there more printed proportionately about integration in the popular periodicals than in the professional journals?

2.) Why are there more articles about post high school education than any other topic?

3.) Do colleges really lead in defining the issues? It seemed as though articles about militant teachers in colleges, sexism, work-study, cooperative work programs and finance appeared earlier than those about the same issues in the public schools.

4.) Do most of the popular periodicals have an education editor who writes all the education articles? It seemed as though very few different names emerged as authors.

5.) Could an analyses of each magazine and journal be made from the data? For example, U.S. News and World Report seems to be written more for businessmen and consequently has more articles about finance and militant teachers as part of the labor force than do the other newsmagazines. American School Board Journal has more articles about facilities and finance which would seem to be of interest to school board members, very few articles about specific curricular areas, and more about how to control the school-- how to hire a superintendent, or fire one--, also more about public relations than do some of the other education journals.

6.) How do other events in the world influence the number of articles published about education? For example, did the events of Watergate in 1973 and 1974 relate to the fact that there were fewer trends about topics in education in those years?

7.) Could the treatment of education be related to the treatment of other topics in a particular magazine?

Appendix A

I. General Periodicals

Better Homes and Gardens

Good Housekeeping

Ladies' Home Journal

McCalls

Newsweek

Parents

Reader's Digest

Redbook

Saturday Review

Time

U.S. News and World Report

II. Professional Journals

American School Board Journal

Education Digest

Harvard Review of Education

Phi Delta Kappan

Today's Education

Appendix B

Tables 1-10

Topics Appearing in General Periodicals--1971

Table 1

1971	Curric.	Students	Teachers	Post H.S.	Preschool	Public Awareness	Theories/ Ref. Inno.	Gen. Prob.	Finance	Integ./ Busing	I.Q./ Testing	Other	Total
Better Homes & Gardens	1	1	0	1	0	1	1	0	1	0	0	0	6
Good Housekeeping	4	3	0	1	1	0	1	0	0	0	1	0	11
Ladies Home Journal	0	4	1	0	0	1	0	0	0	0	0	0	6
McCalls	2	2	0	1	0	0	0	1	0	1	0	0	7
Newsweek	3	0	3	54	1	1	10	1	3	14	1	10	101
Parents Reader's Digest	6	3	1	1	1	0	7	2	0	2	1	1	25
	3	3	0	5	0	1	0	0	0	1	0	1	14
Redbook	0	0	1	1	0	0	2	1	0	0	0	0	5
Saturday Review	4	7	0	24	0	2	10	4	5	4	1	8	69
Time	6	6	2	48	0	1	7	3	4	8	1	9	95
U.S. News & World Report	1	0	6	36	0	3	3	4	10	17	0	6	86
Trends 6 or more	7*	8*	4	10*	2	4	7*	4	4	7*	3	6*	
No. Articles	30	29	14	172	3	10	41	16	23	47	5	35	425

Topics Appearing in General Periodicals--1972

Table 2

1972	Curric.	Students	Teachers	Post H.S.	Preschool	Public Awareness	Theories/ Ref./Inno.	Gen. Prob.	Finance	Integ./ Busing	I.Q./ Testing	Other	Total
Better Homes & Gardens	1	0	0	1	1	1	1	0	1	0	0	1	7
Good Housekeeping	0	2	0	1	0	0	1	1	0	0	0	1	6
Ladies Home Journal	0	3	0	0	0	0	0	0	0	0	0	0	3
McCalls	4	3	0	4	1	0	0	1	0	0	1	1	15
Newsweek	2	4	1	30	2	4	6	3	2	16	0	11	81
Parents	3	4	0	2	2	2	2	1	1	2	0	3	22
Reader's Digest	1	1	0	4	0	0	2	0	0	5	1	0	14
Redbook Saturday Review	0	1	0	0	0	1	0	0	0	0	0	0	2
	4	5	1	19	1	2	17	3	0	5	1	13	71
Time	6	5	1	41	1	2	9	4	2	13	3	6	93
U.S. News & Wrd. Report	1	1	3	41	0	1	1	3	6	22	0	5	84
Trends 6 or more	6*	9*	2	9*	4	5	7*	5	3	6*	3	8*	
No. Articles	22	29	6	143	8	13	39	16	12	63	6	41	398

Topics Appearing in General Periodicals--1973

Table 3

1973	Curric.	Students	Teachers	Post H.S.	Preschool	Public Awareness	Theories/ Ref. Inno.	Gen. Prob.	Finance	Integ./ Busing	I.Q./ Testing	Other	Total
Better Homes & Gardens	1	0	0	3	0	0	1	0	0	0	0	2	7
Good Housekeeping	1	0	0	1	0	0	0	0	0	0	0	1	3
Ladies Home Journal	0	1	1	0	0	0	0	1	0	0	0	0	3
McCalls	0	2	0	7	0	0	2	0	0	0	1	1	13
Newsweek	13	1	2	27	0	0	9	6	1	5	0	6	70
Parents	6	3	0	0	0	2	0	2	1	1	0	3	18
Reader's Digest	0	1	0	2	0	0	0	0	0	0	0	1	4
Redbook	1	0	0	0	0	0	0	0	1	0	1	0	3
Saturday Review	19	10	4	44	0	2	16	3	4	0	1	19	122
Time	4	1	3	39	0	1	3	4	5	3	2	9	74
U.S. News & Wrd. Report	0	1	7	32	0	0	2	3	4	7	2	6	64
Trends 6 or more	7*	5	3	8*	0	2	4	5	5	3	3	9*	
No. Articles	45	20	17	155	0	5	33	19	16	16	7	48	381

Topics Appearing in General Periodicals--1974

1974	1974												
	Curric.	Students	Teachers	Post H.S.	Preschool	Public Awareness	Theories/ Ref.Inno.	Gen.Prob.	Finance	Integ./ Busing	I.Q./ Testing	Other	Total
Better Homes & Gardens	1	2	0	1	1	0	0	0	0	0	0	0	5
Good Housekeeping	0	2	0	1	0	1	0	0	1	0	0	0	5
Ladies Home Journal	1	0	1	0	0	1	0	0	0	0	0	0	3
McCalls	1	4	0	4	0	0	2	1	0	0	0	3	15
Newsweek	8	3	0	23	0	0	2	3	1	2	1	3	46
Parents	4	7	0	2	0	0	1	1	0	0	0	0	15
Reader's Digest	5	0	0	6	0	0	1	0	0	1	0	1	14
Redbook	0	0	0	1	0	0	0	0	0	0	0	0	1
Saturday Review	3	2	1	16	0	1	7	0	1	0	4	1	36
Time	4	5	1	28	0	2	0	7	0	7	2	3	59
U.S. News & Wrd. Report	1	4	5	25	0	0	4	4	3	7	1	1	55
Trends 6 or more	8*	7*	4	10*	1	5	5	4	2	3	1	3	
No. Articles	28	29	8	107	1	5	17	16	6	17	8	12	254

Table 4

Topics Appearing in General Periodicals--1975

Table 5

1975	Curric.	Students	Teachers	Post H.S.	Preschool	Public Awareness	Theories/ Ref./Inn.	Gen.Prob.	Finance	Integ/ Busing	I.Q./ Testing	Other	Total
Better Homes & Gardens	0	0	0	1	1	1	0	0	0	0	0	0	4
Good Housekeeping	0	0	0	2	0	0	0	0	0	0	0	0	2
Ladies Home Journal	0	1	0	0	0	0	0	0	0	0	1	0	2
McCalls	1	1	0	5	0	0	1	1	0	0	1	0	10
Newsweek	5	1	1	13	1	1	2	6	0	8	4	14	56
Parents	6	1	0	0	2	1	3	0	0	0	1	0	14
Reader's Digest	1	0	1	4	0	1	2	1	0	1	1	1	13
Redbook	0	1	0	0	0	0	0	0	0	1	0	0	2
Saturday Review	2	4	0	13	0	1	5	1	0	0	0	3	29
Time	2	0	5	33	0	2	2	7	2	15	2	13	83
U.S. News & World Report	5	6	6	24	0	4	5	9	3	10	4	1	77
Trends 6 or more	6*	6*	3	8*	2	5	5	6*	0	5	6*	0	
No. Articles	22	15	13	95	4	11	20	25	5	35	14	33	292

Topics Appearing in Professional Education Journals--1970

Table 6

1970	Education Digest		Harvard Review		Americ. Sch. Brd.		Phi Delta Kappan		Today's Educ.		Total Articles	Total Columns	Grand Total	Trends 3 or more
	Articles	In Columns	Articles	In Columns	Articles	In Columns	Articles	In Columns	Articles	In Columns				
Curric.	43	12	5	0	3	7	14	19	33	16	98	54	152	5*
Students	18	1	2	0	8	27	20	16	26	29	74	73	147	5*
Teachers	5	5	0	0	6	17	20	36	40	16	71	74	145	4*
Post H.S.	6	7	5	0	0	0	8	22	8	16	27	45	72	4*
Preschool	2	1	3	0	0	1	0	5	5	1	10	8	18	3*
Public Awareness	5	6	0	0	18	11	21	4	3	3	47	24	71	4*
Theories/Ref. Innov.	21	18	6	0	8	9	40	26	17	4	92	57	149	5*
Gen. Prob.	3	3	0	0	0	14	4	4	5	6	12	27	39	3*
Finance Integ./ Busing	0	19	0	0	3	19	4	19	2	6	9	63	72	3*
I.Q./ Testing	4	5	0	0	1	12	3	8	0	3	8	28	36	4*
	4	1	0	0	0	0	0	1	0	3	4	5	9	3*
Other	9	17	0	0	29	28	35	43	28	26	101	114	215	4*
Total	120	95	21	0	76	145	169	203	167	129	553	572	1125	
Grand Total	215		21		221		372		269					

Topics Appearing Yearly in Professional Education Journals--1971

Table 7

1971	Educ. Digest		Harvard Review		American Sch. Brd.		Phi D. Kappan		Today's Educ.		Total Articles	Total Columns	Grand Total	Trends 3 or more
	Articles	In Columns	Articles	In Columns	Articles	In Columns	Articles	In Columns	Articles	In Columns				
Curric.	36	6	3	0	2	8	17	22	27	8	85	44	129	5*
Students	21	7	0	0	11	17	13	19	28	19	73	62	135	4*
Teachers	11	9	0	0	11	20	19	27	29	12	70	68	138	4*
Post H.S.	13	12	0	0	0	1	26	40	7	22	46	75	121	
Preschool	4	0	1	0	1	1	3	6	1	5	10	12	22	5*
Public Awareness	6	4	0	0	11	14	16	11	6	5	39	34	73	
Theories/Ref./Innov.	38	13	5	0	4	11	63	22	24	6	134	52	186	5*
Gen. Prob.	1	2	0	0	5	5	11	4	6	5	23	16	39	
Finance Integ./ Busing	1	19	1	0	5	13	4	21	2	5	13	58	71	5*
I.Q./ Testing	2	3	0	0	3	6	2	7	0	0	7	16	23	3*
Other	1	2	0	0	0	0	0	3	0	2	1	7	8	3*
	17	28	2	0	31	19	41	32	25	13	116	92	208	5*
Total	151	105	12	0	84	115	215	214	155	102	617	536		
Grand Total	256		12		199		429		257				1153	

Topics Appearing in Professional Education Journals--1972

Table 8

1972	Educ. Digest ¹		Harvard Review		American Sch. Brd.		Phi D. Kappan		Today's Educs.		Total Articles	Total Columns	Grand Total	Trends 3 or more
	Articles	In Columns	Articles	In Columns	Articles	In Columns	Articles	In Columns	Articles	In Columns				
Curric.	14	5	1	0	4	7	13	26	33	6	65	44	109	5*
Students	7	4	1	0	2	12	6	25	18	6	34	47	81	5*
Teachers	5	5	0	0	11	16	26	47	28	11	70	79	149	4*
Post H.S.	2	1	1	0	0	1	17	48	11	12	31	62	93	4*
Preschool Public	2	0	1	0	0	0	4	4	0	1	7	5	12	3*
Awareness	8	2	0	0	22	8	16	9	2	2	48	21	69	4*
Theories/Ref./Innov.	27	4	8	0	8	10	64	41	29	8	136	63	199	5*
Gen.Prob.	0	0	0	0	5	4	5	5	13	4	23	13	36	3*
Finance Integ./Busing	5	13	0	0	11	22	4	31	1	5	21	71	92	4*
I.Q./Testing	2	2	0	0	1	8	11	17	0	1	14	28	42	3*
Other	1	0	1	0	0	1	10	7	4	2	16	10	26	4*
Total	9	17	0	0	24	13	15	56	18	14	66	100	166	4*
Grand Total	82	53	13	0	88	102	191	316	157	72	531	543	1074	

¹Sept.-Dec. issues not available

Topics Appearing in Professional Education Journals--1973

Table 9

1973	Educ. Digest ¹		Harvard Review		American Sch. Brd.		Phi D. Kappan		Today's Educ.		Total Articles	Total Columns	Grand Total	Trends 3 or more
	Articles	In Columns	Articles	In Columns	Articles	In Columns	Articles	In Columns	Articles	In Columns				
Curric.	21	2	0	0	10	4	11	9	20	9	62	24	86	4*
Students	2	0	5	0	12	7	15	10	24	10	58	27	85	5*
Teachers	6	4	0	0	9	9	28	20	29	8	72	41	113	4*
Post H.S.	3	5	0	0	0	0	18	39	4	15	25	59	84	3*
Preschool	1	1	0	0	0	0	4	5	1	0	6	6	12	3*
Public														
Awareness	6	0	0	0	13	13	16	16	8	3	43	32	75	4*
Theories/ Ref./Innov.	20	8	12	0	6	11	72	21	23	7	133	47	180	5*
Gen. Prob.	3	3	1	0	14	5	16	13	4	2	38	23	61	5*
Finance	2	7	0	0	5	19	6	28	6	4	19	58	77	4*
Integ./ Busing	1	0	1	0	0	7	3	12	2	2	7	21	28	4*
I.Q./ Testing	0	1	0	0	0	1	4	11	1	3	5	16	21	4*
Other	10	17	3	0	29	17	27	32	14	12	83	78	161	5*
Total	75	48	22	0	98	93	220	216	136	75	551	432		
Grand Total	123		22		191		436		211				983	

¹Jan.-May issues not available

Topics Appearing in Professional Education Journals--1974

Table 10

1974	Educ. Digest		Harvard Rev.		American Sch. Brd. J.		Phi Delta Kappan		Today's Educ.		Total Articles	Total Col.	Grand Total	Trends 3 or more
	Articles	In Columns	Articles	In Columns	Articles	In Columns	Articles	In Columns	Articles	In Columns				
Curric.	36	4	0	0	15	2	15	11	11	6	77	23	100	4*
Students	11	7	5	0	8	7	33	28	22	15	79	57	136	5*
Teachers	11	7	0	0	19	9	46	19	15	8	91	43	134	4*
Post H.S.	17	17	1	0	1	0	11	24	4	12	34	53	87	5*
Preschool Public	4	0	0	0	0	0	1	3	0	2	5	5	10	3*
Awareness	13	0	1	0	26	7	12	11	0	2	52	20	72	5*
Theories/Ref./Innov.	38	9	1	0	6	2	51	18	15	9	111	38	149	5*
Gen. Prob.	11	5	1	0	25	9	15	16	7	5	59	35	94	5*
Finance	4	14	0	0	5	9	3	12	1	0	13	35	48	4*
Integ./Busing	0	4	0	0	6	1	1	4	1	1	8	10	18	3*
I.Q./Testing	2	3	3	0	0	3	8	6	4	4	17	16	33	4*
Other	20	33	5	0	31	7	40	43	15	12	111	95	206	5*
Total	167	103	17	0	142	56	236	195	95	76	637	430		
Grand Total	270		17		198		431		171				1087	

Appendix C

Tables 11-13

Popular Periodicals
Numerical Ranking of Number of Articles
In Each Topic

<u>1971</u>		<u>1972</u>		<u>1973</u>	
172	Post H.S.	143	Post H.S.	155	Post H.S.
47	Int./Bus.	63	Int./Bus.	48	Other
41	Theories, etc.	41	Other	45	Curric.
35	Other	39	Theories/	33	Theories
30	Curric.	29	Students	20	Students
29	Students	22	Curric.	19	Gen. Prob.
23	Finance	16	Gen.Prob.	17	Teachers
16	Gen.Prob.	13	Pub. Aware.	16	Finance
14	Teachers	12	Finance	16	Integ./Bus
10	Pub. Aware.	8	Preschool	7	I.Q./Test.
5	I.Q./Test.	6	Teachers	5	Public
3	Preschool	6	I.Q./Test.	0	Preschool
<u>1974</u>		<u>1975</u>		<u>Cummulative Total</u>	
107	Post H.S.	95	Post H.S.	672	Post H.S.
29	Students	35	Integ./Bus.	178	Integ./Bus.
28	Curric.	33	Other	169	Other
17	Integ./Bus.	25	Gen.Prob.	150	Theory, etc.
17	Theories	22	Curric.	147	Curric.
16	Gen. Prob.	20	Theories	122	Students
12	Other	15	Students	92	Gen. Prob.
8	Teachers	14	I.Q./Test.	62	Finance
8	I.Q./Test.	13	Teachers	58	Teachers
6	Finance	11	Pub.Aware.	44	Public
5	Public Aware	5	Finance	40	I.Q./Test.
1	Preschool	4	Preschool	16	Preschool

Table 12

Popular Periodicals
Yearly Totals of Topics

	<u>Curr.</u>	<u>Stud.</u>	<u>Teach.</u>	<u>Post H.S.</u>	<u>Presch.</u>	<u>Pub.Aware.</u>
1971	30	29	14	172	3	10
1972	22	29	6	143	8	13
1973	45	20	17	155	0	5
1974	28	29	8	107	1	5
1975	22	15	13	95	4	11
	<u>147</u>	<u>122</u>	<u>58</u>	<u>672</u>	<u>16</u>	<u>44</u>

	<u>Theo.</u>	<u>Gen.Pr.</u>	<u>Fin.</u>	<u>Integ.Bus.</u>	<u>I.Q.Test</u>	<u>Other</u>
1971	41	16	23	47	5	35
1972	39	16	12	63	6	41
1973	33	19	16	16	7	48
1974	17	16	6	17	8	12
1975	20	25	5	35	14	33
	<u>150</u>	<u>92</u>	<u>62</u>	<u>178</u>	<u>40</u>	<u>169</u>

Table 13

Popular Periodicals
Cumulative Total of Topics
In Each Periodical

<u>Better H.&G</u>	<u>Good Hsk.</u>	<u>Ladies H.J.</u>	<u>McCalls</u>
7 Post H.S.	7 Stud.	9 Stud.	21 PostH.S.
4 Curr.	6 PostH.S.	3 Teach.	12 Stud.
4 Other	5 Curr.	2 Pub.Aw.	8 Curr.
3 Stud.	2 Theo.	1 Curr.	5 Theory
3 Presch.	2 Other	<u>1 I.Q.</u>	5 Other
3 Pub.Aw.	1 Presch.	17	4 Gen.Prob.
3 Theo.	1 Pub.Aw.		3 I.Q.Test.
<u>2 Fin.</u>	1 Gen.Pr.		1 Preschool
29	1 Fin.		<u>1 Integ.Bus</u>
	<u>1 I.Q. Test</u>		60
	27		
<u>Newsweek</u>	<u>Parents</u>	<u>Rd.Dig.</u>	<u>Redbook</u>
147 Post H.S.	25 Curr.	21 PostH.S.	2 Students
45 Integ.	18 Stud.	10 Curr.	2 Post H.S.
44 Other	13 Theo.	8 Integ.	2 Theo.
31 Curr.	7 Other	5 Stud.	1 Curr.
29 Theory	6 Gen.Pr.	5 Theory	1 Teachers
19 Gen.Pr.	5 Post H.S.	4 Other	1 Pub.Aware.
9 Stud.	5 Presch.	2 Pub.Aw.	1 Gen.Prob.
7 Teach.	5 Pub.Aw.	2 I.Q.Test.	1 Finance
7 Fin.	5 Integ.	1 Teach.	1 Integ.Bus.
6 Pub.Aw.	2 Fin.	<u>1 Gen.Pr.</u>	<u>1 I.Q.Test.</u>
6 I.Q.Test.	2 I.Q.Test	59	13
4 Presch.	1 Teach.		
354	94		
<u>Sat.Rev.</u>	<u>Time</u>	<u>U.S.News</u>	
116 Post H.S.	189 Post H.S.	158 Post H.S.	
55 Theory	46 Integ.Bus.	63 Int.Bus.	
44 Other	40 Other	27 Teach.	
32 Curr.	25 Gen.Pr.	26 Fin.	
28 Stud.	22 Curr.	23 Gen.Pr.	
11 Prob.	21 Theor.	19 Other	
10 Fin.	17 Stud.	15 Theory, etc.	
9 Integ.	13 Fin.	12 Students	
8 Pub.Aw.	12 Teach.	8 Curr.	
7 I.Q.Test.	10 I.Q.	8 Presch.	
6 Teach.	8 Pub.Aw.	<u>7 I.Q. Test.</u>	
<u>1 Presch.</u>	1 Presch.	366	
327	404		

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