

CONTENT ANALYSIS OF THE READING TEACHER - 1948-1977

by

CATHERINE COLETTE TOLSMA

B.B.A., University of Iowa, 1962

A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS

in the Department

of

READING EDUCATION  
FACULTY OF EDUCATION

We accept this thesis as conforming  
to the required standard

Thesis  
Supervisor

Advisor

UNIVERSITY OF BRITISH COLUMBIA

September, 1977

© Catherine Colette Tolsma

In presenting this thesis in partial fulfillment of the requirements for an advanced degree at the University of British Columbia, I agree that the Library shall make it freely available for reference and study. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by the Head of my Department or by his representatives. It is understood that copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Department of Reading Education

The University of British Columbia  
2075 Wesbrook Place  
Vancouver, Canada  
V6T 1W5

September, 1977

## ABSTRACT

The results from a content analysis of an elementary reading education journal, The Reading Teacher, are reported in this study. Retrospective bibliometric analysis of the journal focussed on three dimensions: subjective classification of articles published in Volumes 21 through 30, determination of selected content trends and demographic characteristics of articles published in Volumes 1 through 30, and analysis of referenced journals in Volumes 21 through 30.

The 20 Year Annotated Index to The Reading Teacher, containing 18 major categories and 31 sub-categories, was used as a base for the subjective classification. Empirical classification of the 844 articles contained in Volumes 21-through 30 resulted in the addition of five additional sub-categories.

Demographic characteristics of the articles were determined using eight variables: topical trends, multiple authorship, sex of author, author occupation, geographic location of author, citations per volume, type of publication cited, and age of cited material. Data were presented in frequency counts and percentages, and collapsed into three ten-year time periods to detect trends and shifts in emphases over the thirty volume years. With articles classified according to subject matter, two areas received the greatest emphasis: Reading Instruction and Skill Development. Major categories remained quite stable over the three time periods, with shifts occurring among the sub-categories. The majority of articles were single authored

(82.6%); authorship was approximately equally divided between men and women over the thirty volume years, with a noticeable increase in male authors in recent years. The most productive contributors were affiliated with colleges and universities and resided in the eastern sections of the United States. The number of publications cited showed a steady increase across the thirty volume period, with an increase observed in the number and percentage of books cited and a slight decrease in journal citation. Relatively high median ages were found for cited material with a trend toward citation of newer material and cited material representing archival and near archival ages in comparison with similar results from science disciplines.

The third section of the study investigated the core and support literature structure of elementary reading based on the frequency with which different journals were cited by authors publishing in Volumes 21 through 30 of The Reading Teacher. It was found that the Pareto characteristic identified in previous research held for this literature collection with eight titles accounting for 51.14 percent of the cited journals. These eight titles could be considered the core elementary reading journals, and include three reading journals, two general elementary journals, two educational research journals, and one English journal. A wide variety of support journal literature was identified suggesting that elementary reading interacts with a broad interdisciplinary base representative of education and other academic fields.

## TABLE OF CONTENTS

CHAPTER	PAGE
I INTRODUCTION AND STATEMENT OF THE PROBLEM . . . . .	1
Background . . . . .	2
Statement of the Problem . . . . .	3
Significance of the Study . . . . .	4
Limitations . . . . .	5
Definition of Terms . . . . .	6
Overview . . . . .	6
II REVIEW OF THE LITERATURE AND CONCEPTUAL BASE . . . . .	7
Content Analysis . . . . .	8
Subjective Classification . . . . .	9
Topical Trend Analysis . . . . .	10
Multiple Authorship . . . . .	13
Sex of Author . . . . .	14
Author Occupation . . . . .	15
Geographic Location of Author . . . . .	16
Citations per Volume . . . . .	17
Type of Publication Cited . . . . .	19
Age of Cited Material . . . . .	21
Core and Support Journal Literature . . . . .	22
Summary . . . . .	25
III DESIGN AND METHODOLOGY . . . . .	27
Publication of <u>The Reading Teacher</u> . . . . .	27
Subjective Classification of Articles . . . . .	28
Demographic Characteristics . . . . .	31
Topical Trend Analysis . . . . .	32

## TABLE OF CONTENTS

CHAPTER		PAGE
	Multiple Authorship . . . . .	32
	Sex of Author . . . . .	33
	Author Occupation . . . . .	33
	Geographic Location of Author . . . . .	33
	Citations per Volume . . . . .	34
	Type of Publication Cited . . . . .	34
	Age of Cited Material . . . . .	35
	Core and Support Journal Literature . . . . .	35
	Summary . . . . .	36
IV	RESULTS OF THE STUDY . . . . .	37
	Subjective Classification of Articles . . . . .	37
	Demographic Characteristics . . . . .	40
	Topical Trend Analysis . . . . .	40
	Multiple Authorship . . . . .	48
	Sex of Author . . . . .	51
	Author Occupation . . . . .	51
	Geographic Location of Author . . . . .	54
	Citations per Volume . . . . .	54
	Type of Publication Cited . . . . .	56
	Age of Cited Material . . . . .	58
	Core and Support Journal Literature . . . . .	58
V	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY . . . . .	70
	Summary . . . . .	70
	Subjective Classification of Articles . . . . .	70

## TABLE OF CONTENTS

CHAPTER	PAGE
Demographic Characteristics . . . . .	71
Core and Support Journal Literature . . . . .	73
Conclusions . . . . .	74
Recommendations . . . . .	77
BIBLIOGRAPHY . . . . .	79
APPENDICES . . . . .	83

## LIST OF TABLES

TABLE		PAGE
I	ARTICLES BY MAJOR CATEGORIES ACROSS THREE TIME PERIODS . . . . .	41
II	ARTICLES CLASSIFIED WITHIN READING INSTRUCTION ACROSS THREE TIME PERIODS . . . . .	43
III	ARTICLES CLASSIFIED WITHIN DEVELOPMENT OF READING SKILLS ACROSS THREE TIME PERIODS . . . . .	45
IV	ARTICLES CLASSIFIED WITHIN INSTRUCTIONAL MATERIALS ACROSS THREE TIME PERIODS . . . . .	46
V	ARTICLES CLASSIFIED WITHIN READING PERSONNEL ACROSS THREE TIME PERIODS . . . . .	47
VI	ARTICLES CLASSIFIED WITHIN READING PROBLEMS ACROSS THREE TIME PERIODS . . . . .	49
VII	MULTIPLE AUTHORSHIP ACROSS THREE TIME PERIODS . . . . .	50
VIII	SEX OF AUTHOR ACROSS THREE TIME PERIODS . . . . .	52
IX	AUTHOR OCCUPATION ACROSS THREE TIME PERIODS . . . . .	53
X	GEOGRAPHIC LOCATION OF AUTHOR ACROSS THREE TIME PERIODS . . . . .	55
XI	TYPE OF PUBLICATION CITED ACROSS THREE TIME PERIODS . . . . .	57
XII	AGE OF CITED MATERIAL BY PUBLICATION TYPE ACROSS THREE TIME PERIODS . . . . .	59
XIII	ARCHIVAL MATERIAL CITED BY TYPE OF PUBLICATION ACROSS THREE TIME PERIODS . . . . .	60
XIV	JOURNALS BY NUMBER OF CITATIONS RECEIVED FROM <u>THE</u> <u>READING TEACHER</u> IN VOLUMES 21 THROUGH 25 . . . . .	62
XV	JOURNALS BY NUMBER OF CITATIONS RECEIVED FROM <u>THE</u> <u>READING TEACHER</u> IN VOLUMES 26 THROUGH 30 . . . . .	63
XVI	JOURNALS BY NUMBER OF CITATIONS RECEIVED FROM <u>THE</u> <u>READING TEACHER</u> IN VOLUMES 21 THROUGH 30 . . . . .	66



LIST OF FIGURES

FIGURE		PAGE
1	JOURNALS CITED IN <u>THE READING TEACHER</u> , VOLUMES 21-25 . . . . .	64
2	JOURNALS CITED IN <u>THE READING TEACHER</u> , VOLUMES 26-30 . . . . .	65
3	JOURNALS CITED IN <u>THE READING TEACHER</u> , VOLUMES 21-30 . . . . .	69

## LIST OF APPENDICES

	PAGE
APPENDIX A DATA CODING SYSTEM . . . . .	84
APPENDIX B TABLES XVII THROUGH XXVII . . . . .	86
TABLE	
XVII ARTICLE FREQUENCY BY MAJOR AND SUB- CATEGORIES ACROSS 30 VOLUME YEARS . . . . .	86
XVIII MULTIPLE AUTHORSHIP BY VOLUME . . . . .	92
XIX SEX OF AUTHOR BY VOLUME . . . . .	93
XX AUTHOR OCCUPATION BY VOLUME . . . . .	94
XXI GEOGRAPHIC LOCATION OF AUTHOR BY VOLUME . . . . .	95
XXII CITATIONS BY VOLUME AND TYPE OF PUBLICATION . . . . .	97
XXIII AGE OF CITED MATERIAL BY VOLUME AND TYPE OF PUBLICATION . . . . .	99
XXIV ARCHIVAL MATERIAL CITED BY VOLUME AND TYPE OF PUBLICATION . . . . .	105
XXV JOURNALS BY NUMBER OF CITATIONS RECEIVED FROM <u>THE READING TEACHER</u> IN VOLUMES 21 <u>THROUGH 25</u> . . . . .	111
XXVI JOURNALS BY NUMBER OF CITATIONS RECEIVED FROM <u>THE READING TEACHER</u> IN VOLUMES 26 <u>THROUGH 30</u> . . . . .	116
XXVII JOURNALS BY NUMBER OF CITATIONS RECEIVED FROM <u>THE READING TEACHER</u> IN VOLUMES 21 <u>THROUGH 30</u> . . . . .	122

## ACKNOWLEDGMENTS

I wish to express my appreciation to Dr. Edward G. Summers, my thesis advisor, for his assistance and advice throughout all stages of the study.

Gratitude is expressed to Dr. Robert D. Chester, my advisor, for his cooperation and encouragement.

To my children, Valerie, Melissa, Gerrit, and Jeremy, I thank you for your conscientious assistance in tabulating data whenever possible; I also thank you for your tolerance when you were unable to help.

## CHAPTER I

### INTRODUCTION AND STATEMENT OF THE PROBLEM

The Reading Teacher has grown from its infancy at Temple University in 1948 to a mature, highly respected journal. It enjoys a world audience, its published articles are widely cited, and it is recognized as a strong force in the development of reading as a distinct and separate field within education.

Herschman (1970) suggests that the function of a professional journal is basically threefold: to record information, disseminate information, and convey prestige and recognition. Borko and Bernier (1975) elaborated on these three functions.

1. It disseminates information among members of a scientific [professional] community who have similar or overlapping interests and who need to maintain a current awareness by keeping up with developments in their fields of interest.
2. It links producers and users of information by a record of achievements that can be used for retrospective searching. The journal provides a public record, prepared with quality control through the editor-referee system, a means for establishing priority, and an orderly basis for transforming data into information and for relating new knowledge to prior knowledge so as to form a corpus. It packages results of research and development.
3. It performs an important social function, for it conveys prestige and recognition upon its authors. (pp. 147-148)

The relative importance of these three functions has shifted over the years. The current awareness role has lessened: research reports are now presented at conventions and meetings, with the journal article reporting the research following the

initial presentation. Literature expansion in virtually every discipline has made it impossible for the researcher or practitioner to be "currently aware" of all primary journal articles relevant in his field.

Because of publication lag and the sheer volume of material being printed, the current awareness function of the journal has decreased in importance. Thus, the use of the journal as an archival resource has increased. It becomes increasingly important that good retrospective bibliographies be developed to provide access to the large quantities of information now available on specific topics. The journal literature becomes an educational and historical resource of accumulated knowledge. Journals remain of primary importance today, as noted by Kuney (1968), who emphasized that "as a medium for the publication and distribution of scientific knowledge it [the journal] remains the most widely used tool offered by the present system of information transfer."

### Background

A journal published and distributed by a professional society has a significant impact on the growth and development of that field. The Reading Teacher, as the primary elementary publication of the International Reading Association (IRA) for the past three decades, has played a vital role in the dissemination of information and research about the teaching of reading and the reading process. Kline, in an editorial published in the journal in 1972, commented on difficulties encountered in the melding of research, classroom, and journal.

A professional journal's role is to try to accommodate a unity within the profession--in this instance, a unity between researcher and practitioner. Unfortunately, the detached observation and analysis of uncontaminated data that are so crucial to excellence in formal research appear to preclude the synthesis, creativity, and occasional warm fuzziness that are among the sorest needs in a teacher, and vice versa. (p. 724)

### Statement of the Problem

This investigation uses content analysis as a bibliometric research tool to determine characteristics and identify trends and developments in The Reading Teacher across its thirty volume years. The analysis focuses on three dimensions of the professional reading journal.

1. Articles published in Volumes 21 through 30 of The Reading Teacher are classified into a modified version of the empirically developed classification scheme used in the 20 Year Annotated Index to The Reading Teacher (Summers, 1969).
2. Demographic characteristics of the thirty published volumes of The Reading Teacher are determined, including a topical trend analysis with data presented in three time periods to afford comparisons; four author characteristics including number of authors per article, sex, geographic location, and occupation; and citation analyses based on the number of citations per volume, type of publication cited, and age of cited materials.
3. Journal titles from articles referenced in the most recent (1967-1977) ten volumes are tabulated and

ranked to illustrate the core and support journal literature structure of elementary reading.

### Significance of the Study

By objectively and systematically analyzing the thirty volume years of The Reading Teacher retrospectively, characteristics of the journal articles can be determined. Since the total population of journal articles is used, all differences observed will be significant. More specifically, the three dimensions of content analysis will provide the following:

1. Classification of articles in the ten most recent volumes, combined with notation of categories to which articles in the first twenty volumes were assigned, provides data which can be further analyzed to determine substantive emphases and trends in elementary reading. The classification also serves as the first step in updating the 20 Year Annotated Index to The Reading Teacher and improving access to the total thirty year content of the journal.
2. The demographic characteristics of the articles can be determined directly from attributes of content; the historical record of the professional journal emerges, and trends and shifts of emphases can be noted. As Summers (1969) pointed out, "In a sense, the history of the IRA is also the history of The Reading Teacher."
3. By examining the core and support journal literature

structure the interactions between elementary reading and other fields of education can be observed. The core journals (titles most heavily cited) define the central nucleus of literature related to elementary reading while the support journals (those less heavily cited) indicate broader interdisciplinary interactions.

### Limitations

Several limitations are inherent in a content analysis of this type. First, the extension of the classification system is based on subjective judgment. Although an attempt was made to objectively assign articles to categories according to their substantive content, the background and bias of the classifier are influential in the final judgment as to the inclusion of an article in a specific category.

Secondly, a proliferation of publications exist on the topic of elementary reading. This study is limited to only those articles published from 1948 to 1977 in thirty volume years of The Reading Teacher. As an official organ of a professional reading association, it was felt that the contents of the journal provide a valid data base which can be used to generalize developments and trends in the field.

A third limitation of the study involves the citation analysis. It is assumed that authors are citing materials directly relevant to their work and not for prestige or frivolous purposes. Thus, a direct relationship can be assumed to exist between the citing and cited documents, so that further analyses



of these communication linkages are accurate and relevant.

### Definition of Terms

The following definitions are applicable in this study:

1. Content analysis      A bibliometric research technique which provides descriptive data as to the characteristics of a population of journal articles.
2. Subjective classification      The descriptor(s) assigned to a group of articles with similar substantive content.
3. Citation      Any material an author references in an article, in either reference lists or footnotes.
4. Core and support journals      Groups of journal titles cited by The Reading Teacher authors which are ranked and clustered according to frequency of citation.

### Overview

The present study is a content analysis of The Reading Teacher, involving the three dimensions discussed previously. Chapter II reviews literature relating to the problem and synthesizes previous research to provide the conceptual framework. In Chapter III the methodology is outlined, along with the mechanics involved in collecting and analyzing the data and preparing portions of it for computer analysis. The results of the study are presented in Chapter IV. The study is summarized in Chapter V, and conclusions and recommendations for further research complete the report.

## CHAPTER II

### REVIEW OF THE LITERATURE AND CONCEPTUAL BASE

Contents of professional journals reflect the interests, trends, and developments within a discipline. This organized body of knowledge can be systematically examined in numerous ways. Formal analytic and predictive techniques have been developed in the field of information science to aid the researcher in the study of subject literatures. As a group, these techniques are referred to as bibliometrics. Fairthorne (1969) defined bibliometrics as "the quantitative treatment of the properties of recorded discourse and behaviour appertaining to it." According to Buckland (1974), it is an area that is likely to become more important for two reasons:

- (1) it is unavoidable if the new emphasis on measures of performance [in library and information systems] is here to stay; and
- (2) analyses of growth, epidemics, scattering, obsolescence, and the like take on new significance when seen . . . as the means of exploring the production, distribution, and utilization of intellectual products. (p. 364)

Literature analyses can contribute both understanding and insight to a professional field, and can focus on numerous areas, including:

- (1) the history of the field,
- (2) the problems toward which it is or was oriented,
- (3) the contents of accumulated knowledge,
- (4) the communication means and channels,

- (5) substantive trends and developments, and
- (6) the people in the field.

This chapter reviews bibliometric studies from various disciplines, representing both scientific fields and the social sciences, to provide a conceptual base for the content analysis of The Reading Teacher. A brief section characterizing subjective classification is included. Nine aspects of content analysis research are investigated: (1) topical trend analysis, (2) multiple authorship, (3) sex of author, (4) author occupation, (5) geographic location of author, (6) citations per volume, (7) type of publication cited, (8) age of cited material, and (9) core and support journals.

### Content Analysis

According to Holsti (1969) content analysis is "a multi-purpose research method developed specifically for investigating a broad spectrum of problems in which the content of communication serves as the basis of inference." The design of a content analysis study is dependent upon the questions addressed. Scientific analysis of communication content requires objectivity, system, and generality.

To have objectivity, the analysis must be carried out on the basis of explicitly formulated rules which will enable two or more persons to obtain the same results from the same documents. In a systematic analysis the inclusion and exclusion of content or categories is done according to consistently applied criteria of selection; this requirement eliminates analyses in which only materials supporting the investigator's hypotheses are examined. By generality we mean that the findings must have theoretical relevance; purely descriptive information about content, unrelated to other attributes of content or to the characteristics of the sender or recipient

of the message, is of little scientific value. These three requirements are not unique to content analysis, but are necessary conditions for all scientific inquiry. (p. 598)

Data in content analysis are presented in frequency counts and percentages. The resultant quantitative data derive meaning when used as bases for comparisons and meaningful inferences.

### Subjective Classification

Categories in the 20 Year Annotated Index to The Reading Teacher were empirically derived. Lancaster (1972) defines the process of empirically generating a controlled vocabulary for indexing. In this approach:

. . . the initial vocabulary is derived by means of the free indexing of a sample of documents. The candidate terms resulting from this procedure are then reviewed, grouped, and structured into a useful organization. (p. 27)

Any further updating of an index should maintain the existing categories and follow the original classification scheme in developing new categories. As Holsti (1969) points out:

The advantage of standardization are the same as in any area of scholarship: results may be compared across studies and findings will tend to become cumulative. (p. 101)

Based on an extensive evaluation of the literature related to indexing and classification, Dartnell (1977) strongly emphasized the desirability of an empirical approach to development of categories and sub-categories rather than an approach based on preconceived categories generated by a single investigator or a committee of authorities in the field. Such an approach insures that the resultant classification schedule reflects the actual substantive content of the document

collection and avoids artificiality induced through committee bias or oversight. The validity of the empirical approach was recently supported in a study by Jeroski (1977) wherein an extensive collection of dissertation research in secondary reading was successfully classified through analysis of document content.

### Topical Trend Analysis

Delineation of substantive trends in various social science and education areas have been reported based on analysis of published journal literature. Sewell (1965) examined the types, magnitudes, and adequacy of research interests in the field of rural sociology as illustrated by articles published in Rural Sociology during the period 1936-1965. Data were presented by ten-year periods, with articles classified according to major areas and topics. It was concluded that a number of trends in rural sociological research with a rather firm empirical base were identified. A number of less well-documented impressions were also discussed.

Dickinson and Rusnell (1971) analyzed twenty volumes of Adult Education published between 1950 and 1970 to ascertain trends and patterns in the development of the discipline of adult education. Variables were examined by five-year periods. Several distinct trends were noted, which were characteristic of developments generally in the study and practice of adult education. Long and Agyekum (1974) used this study as a base and extended their analysis to examine the circumstances that contributed to the increasing number of research-based articles

and the relationship of different editors to certain findings. Nine complete volumes of Adult Education spanning the years 1964 to 1973 were analyzed. The authors concluded that Adult Education reflected changes and trends in the discipline during the period examined in their study.

A study conducted by Foreman (1966) used content analysis to identify publication trends in counseling journals. Articles published in six counseling related journals from 1954 through 1965 were classified according to basis of financial support and approach to a problem (theoretical-speculative or empirical). Evidence presented by Foreman indicated that journals in counseling psychology were moving on several dimensions in the direction of growing similarity to the more traditional psychology journals.

Also in the discipline of counseling, Munley (1974) reported a content analysis of the first 19 volumes of the Journal of Counseling Psychology. Articles were classified into seventeen content categories and three methodological characteristics were recorded: (1) subject population studied, (2) sex composition of sample, and (3) number of subjects. Munley concluded that his general content analysis provided a view of counseling psychology identity in terms of research publications.

Three decades of Social Education were studied by Chapin and Gross (1970). A sample of 600 articles published during the time periods 1937-38, 1947-48, 1957-58, and 1967-68 provided the data base. Articles were classified into subject areas and shifts in emphases were noted. The authors interpreted their findings to indicate that Social Education had reflected changes

in the discipline, but felt that the journal had not always been "on the cutting edge of change."

A content analysis of the IRA secondary publication, the Journal of Reading, was reported in a recent study by Dartnell (1977). An empirically based classification system was developed, and the 984 articles published in 19 volume years were classified into 13 major categories and 41 sub-categories. Over-all trends in categories and sub-categories were investigated as to major substantive groupings of published articles and shifts in topical emphases. Analysis of the 13 categories revealed that they remained relatively stable over time, although shifts did occur within the sub-categories. One of the sub-category shifts was related to a change in editorial policy.

In the Journal of Reading articles, the most evident change due to the three shifts in editorial policy across the time span was the increase in secondary, remedial program descriptions. Until Volume 8, the journal did not accept articles on remedial or corrective reading. Thus, to make a judgment on the relative importance of this sub-category over time, based on a comparison between the number of articles in the first time period and the third, would be misleading. (pp. 168-169)

Current literature in the field of science education was analyzed by Ayers (1974). Nine journals were chosen to represent the current literature of science education, and the 2,093 articles published in the journals between January 1970 and December 1971 served as the data base. Trends were determined in both type and scope of articles. From this information the author was able to determine gaps in the science education literature and make recommendations regarding areas for future research and dissemination of information.

## Multiple Authorship

Authorship patterns can represent the extent of collaborative research and effort in a field. Earlier studies in chemistry (Price, 1963), behavioral sciences (Parker, Paisley and Garrett, 1967), and sociology (Lin and Nelson, 1969) suggested that co-authorship is generally increasing.

Several recent studies have also reported an increase in co-authorship. Dickinson and Rusnell (1971), in their content analysis of twenty volume years of Adult Education, found an increase in mean authors per article, from 1.13 in Volumes 1-5 to 1.41 in Volumes 16-20.

Barnett (1976) examined a collection of reading research journal literature and reported a steady decline in the single-authored document: only 55 percent of articles published in the late 1960's were single authored, compared with 75 percent in the early 1940's. These results suggested:

. . . a trend in reading to more collaborative work, and may indicate that financial support of project-type activity in reading research is becoming more characteristic of the field. (pp. 125-126)

Single versus multiple authorship in the Journal of Reading was examined by Dartnell (1977). Authorship data were tabulated for each article in one of four categories: one, two, three, and four or more authors. Percentages of articles in the latter two categories remained relatively consistent over the nineteen-year period. An increase in dual authorship was noted, which corresponded with a change in editorship of the journal.



### Sex of Author

The proportion of male and female authors appears to be of minimal interest to researchers. This seems surprising in view of the women's movement during the last decade; perhaps it would be considered discriminatory to include author sex as a variable in content analysis. An analysis by sex would seem an important variable in education with its large percentage of female professionals. A recent report by Waters (1975) suggests significant sex differences in written composition on variables such as subject matter, word choice, tone, metaphor, and perspective. Content analysis by sex could illuminate some interesting differences in professional writing.

Changes were found in percentages of male and female authors in Social Education (Chapin and Gross, 1970). The highest percentage (28%) of women authors was observed in the earliest period of the journal's publication, in 1937-38. During the most recent period, 1967-68, only 14 percent of the articles were written by females. The authors speculated as to the cause of the shifting percentages.

These changes may reflect the actual ratio changes that have occurred in the field of social studies, which parallel a total increase in the percentage of male teachers in elementary and secondary education in the last half-century. There are probably fewer women, proportionately, in social studies in higher education and in the secondary school as compared to the 1937-38 period. It is difficult to speculate whether the downward trend will continue.  
(p. 794)

In a follow-up to the analysis of the 20 volume years of the Journal of Reading, Dartnell (1977a) found approximately two-thirds of 984 articles authored by males and one-third by

females. Male authorship has declined over the twenty years from a figure of three-fourths to two-thirds.

### Author Occupation

The role focus of professionals writing in a field has been examined in content analysis research using journal collections. Dickinson and Rusnell (1971), Ayers (1974), Chapin and Gross (1970), and Dartnell (1977) reported that the majority of journal articles in their respective studies were authored by educators affiliated with colleges or universities. Percentages of authors employed in higher education in the four studies ranged from 60.7 to 77.2 percent.

This sub-section of university based authors was further analyzed by Goodstein (1963) who categorized each of 351 major articles that appeared in the first eight volumes of the Journal of Counseling Psychology according to the institutional identification of author(s). The analysis was to provide some understanding of the influences shaping the development of the journal and identify centers of counseling research and scholarship.

Goodstein's study was later replicated and extended by Bohn, Jr. (1966). Institutional sources of articles in Volumes 9 through 12 of the Journal of Counseling Psychology were tabulated and comparisons were made with Goodstein's tabulation for Volumes 1 through 8. Changes in the specific institutions leading in production of articles were noted.

Graduate school origins of Journal of Counseling Psychology authors were reviewed by Walsh, Feeney, and Resnick (1969). The

fourteen-year period from 1954 to 1967 was analyzed, with the data divided into two seven-year periods. Comparisons were made between high ranking graduate school origins and high ranking institutional producers as identified by Goodstein (1963) and Bohn, Jr. (1966), with a consistency noted. The analysis suggested that no one institution seemed to dominate publishing in the journal and that changes in rank from the first to second time period were not significant.

Long and Agyekum extended their analysis of author affiliation to identifying individual contributors to Adult Education. They were surprised to discover that "the productive contributors . . . [were] not generally the reputational leaders in adult education." The authors concluded that there appeared to be a relationship between the editor and institutional affiliation of contributors.

For example, contributions from Chicago graduates were highest when White, a graduate of that institution, was editor. Similarly, the percent and aggregate number of articles published by Wisconsin graduates were highest during Boyd's tenure. Boyd is on the faculty at Wisconsin. (p. 114)

#### Geographic Location of Author

Inherent in identification of an author's institutional affiliation is his geographic location. Meaningful comparisons of author productivity can also be made by designating geographic regions and tabulating where articles originated.

Authors of Social Education were tabulated by geographic area within five designated regions in the United States (Chapin and Gross, 1970). The greatest majority of authors were from

the East; however, this percentage declined over the years, and the Far West representation steadily increased. The remaining three regions provided relatively stable numbers of articles over the thirty-year time period.

Five United States geographic areas were also used by Ayers (1974) to examine the origins of 2,093 journal articles published in science education literature. Again, the majority of authors resided in the eastern half of the United States. The author speculated that this could be attributed to the high population concentration in that section of the country.

Dartnell's (1977a) analysis of twenty volumes of the Journal of Reading revealed a similar pattern of geographic spread with Eastern authors accounting for over 32 percent of total articles. A heavy concentration in the Great Lakes was also noted (22.3%) with the Southeastern region increasing considerably in recent years and accounting for 14.9 percent of total articles for the twenty years.

#### Citations per Volume

Citations in articles indicate the extent to which the author is writing idiosyncratically or interacting with the literature of the field. It has also often been stated, with appropriate reservations, that extent of citations can indicate the relative "scholarliness" of publications. In an attempt to describe the total world network of scientific papers, Price (1965) reported an average of about 15 references cited in each published journal article, of which 12 were to other serial publications. He further discussed the incidence of references:

. . . about 10 percent of the papers contain no references at all; this notwithstanding, 50 percent of the references come from the 85 percent of the papers that are of the "normal" research type and contain 25 or fewer references apiece. (p. 145)

In their study of eight social science journals in psychology and sociology, Parker, Paisley and Garrett (1967) reported an average of 8.4 citations per article in 1950, 9.4 in 1955, 15.2 in 1960 and 15.2, again, in 1965.

Barnett (1976), surveying developmental characteristics of a reading research journal literature collection, noted a steady increase in average number of citations per article. This figure increased from 6.89 citations per article in 1959 to 12.61 citations per article in 1972, suggesting a considerable increase in literature interaction in reading research over the 13 year period of the study.

Citations per volume were examined by Dartnell (1977) to provide a rough index of the interaction between authors and the extant information base in secondary reading. The number of citations, excluding those from reviews and bibliographies, were tabulated for each of nineteen volumes of the Journal of Reading. Data were presented in three time periods, and a steady increase in citations per volume was observed when all articles were considered: the average rose from 2.44 citations in the first time period to 4.25 citations in the most recent time period. Adjusting the data to include only those articles carrying citations underscored this increase; average citations per article increased from 4.75 in Volumes 1-7 to 6.26 in Volumes 15-19.

Uneven citation patterns were reported for Social Education

(Chapin and Gross, 1970). Bibliographic citations were classified into three categories: books; periodicals; and monographs, letters, bulletins, newspapers, documents, etc. There were no consistent patterns observed in the three categories by volume. Articles containing no bibliographic citations were further examined; again an uneven pattern emerged.

In 1937-38, 40% of the articles had no bibliographic citations. In 1947-48, 46% of the articles had no bibliographic citations while in 1957-58 the figure rose to 78%. Then there was a statistically significant change from 1957-58 to 1967-68; only 48% of all articles in 1967-68 contained no bibliographic citations. (p. 791)

#### Type of Publication Cited

Type of publication cited can reveal the degree to which a field interacts with the more "cutting edge" journal literature as compared to book and monograph sources. Generally, those fields with heavier research paradigms lean to journal rather than book citation in their journal literature. As discussed earlier, Price (1965) concluded that the majority of authors of scientific journal articles cite other serial publications (12 of the average 15 references were to other journal articles). In reading research literature, Barnett (1976) found that journal articles accounted for a relatively steady 50 percent of the citations, with books contributing another 35 percent. Somewhat different results were reported for the documents cited by authors of the Journal of Reading: over-all percentages revealed 37.4 percent of citations to books and 37.1 percent to journals (Dartnell, 1977), reflecting less of a research emphasis in the professional journal as compared to other

journal research sources in reading.

References cited by authors in the 1965 volume of the American Sociological Review were analyzed by Broadus (1967). Of the total 1,448 bibliographic citations, 558 (38.54%) were to serials and 890 (61.46%) were to non-serials. Citations in these two groupings were further classified by subject area (using Library of Congress Classifications), age in years, and language represented. Broadus concluded that if the sample studied represented the field as a whole, sociologists use books more than periodicals as research sources, subject scope is narrowing slightly, and the materials cited are fairly recent and heavily favor the English language.

Cotton and Anderson (1973) analyzed citations in five volumes of the Journal of Counseling Psychology to identify changing patterns. Citations from the years 1954, 1958, 1962, 1966, and 1970 were recorded, counted, and tabulated by source and by author. The study revealed that sources of citations remained relatively stable over the years, but authors cited changed significantly during the time period.

Citation patterns within the field of information science were examined by Fenichel (1969). A "same-channel" tendency was revealed, with journal articles citing journal articles and reports citing reports.

Myers and DeLevie (1966) surveyed five years (1960-1964) of four journals in the field of counseling psychology to identify authors and publications most frequently cited. Eleven "most eminent" counseling psychologists and the seven most cited

publications (six books and one test manual) were listed.

### Age of Cited Material

Bibliographic citations can serve as unobtrusive measures of scientific communication. Much scientific research is cumulative, with each study building upon one or more (usually quite recent) previous studies. Price (1975) described the interconnections of scientific papers as follows:

When one analyzes the citation patterns, one sees that there is a very close-knit structure here. Scientific papers are assembled by a process rather like knitting or the way in which pieces of a jigsaw puzzle are held together by interlocking with their neighbors. Each scientific paper seems to build onto about a dozen previous papers. Another way of looking at it is to say that, roughly speaking, it is like a human family, except that instead of it taking two parents to make a child it takes about a dozen assorted parents--and they move around like a very free society, enjoying such a deliciously complicated setup as a dozen for a quorum, with each combination producing about a child a year. (pp. 125-126)

Citation patterns of a pool of 300 articles from cardiovascular serial literature were analyzed by McMurtray and Ginski (1972) to determine the length of time necessary for citation of the literature. In this study journal citation reached a peak the third year after publication. However, some articles were cited during the same year they were published, which may indicate that authors consulted an information source other than a published journal.

In information science literature studied by Fenichel (1969) 80 percent of the citations were less than five years old, with journal articles citing literature that was, on the average, less than two years old.



In analyzing reading research literature, Barnett (1976) found a steady decline in the cited documents 10 years or older in age with, however, only 21 percent of cited materials being 0-4 years in age. Price (1965) estimated that with only 22 percent of documents cited less than five years old the field tended to be archival without an observable research front.

Cited material was divided into two categories, archival (cited material which exceeded twenty-five years in age) and more recent, and analyzed in a study of Journal of Reading articles (Dartnell, 1977). Of the more recent materials, the median age of books cited in the nineteen volumes was 7.1 years. Journal articles were more recent; the median age of articles cited was 5.9 years.

#### Core and Support Journal Literature

Samuel Clement Bradford, a British librarian and documentalist, discovered an empirical law describing a regularity found in many scientific literatures. He found that a relation existed between the quantity of journals and the number of articles of interest in a subject area. Bradford first published his law in an article in 1934 and restated it in his book Documentation (1948). The classic statement of his discovery has been quoted by information scientists in recent years (Donohue, 1973; Saracevic and Perk, 1973) and is as follows:

. . . if scientific journals are arranged in order of decreasing productivity of articles on a given subject, they may be divided into a nucleus of periodicals more particularly devoted to the subject and several groups or zones containing the same number of articles as the

nucleus, where the number of periodicals in the nucleus and succeeding zones will be as  $1 : N : n^2 : n^3 \dots$  (Saracevic and Perk, 1973, p. 121)

Underlying probabilistic theory for the Bradford Law was presented by Price (1976). A Cumulative Advantage Distribution was proposed which was a statistical model for the "success-breeds-success" phenomena. In core journal analyses, the essential nucleus of most cited journals is found by calculating the square root of the total number of journals cited. In previous research (Price, 1963) this has been labelled the "Pareto characteristic."

The sub-set of citations to journal titles in a literature can be used to define groups of highly cited core and less cited support journals. Sengupta (1974) ranked periodicals in the field of microbiology to identify a core of journals which effectively covered the significant literature in the field. Three volumes of the Annual Review of Microbiology were used as source journals for citation counting and preparing a ranking table. An index of the scientific value of papers published in a journal was computed and corrected for the bulk of material published in a year. Titles were then reranked. The author suggested that this final ranking of ten journals could be used as a priority list for acquisition of journals in the field.

Core journal titles were identified in three ways by Barnett (1976) to provide descriptive data on a collection of reading research journal literature.

- (1) On the basis of the number of articles published in the Annual Summary of Reading Research, 9 of

the 108 referencing journals accounted for approximately 50 percent of the total number of articles.

- (2) The referencing journals generated 7,642 references. When rank ordered on the basis of reference productivity, the top 12 journals contributed approximately 50 percent of the references.
- (3) Core journals were then designated on the basis of number of citations received. Nineteen of the 448 journals cited were responsible for approximately 50 percent of the total citations.

The cores for the three lists followed the expected Pareto distribution, demonstrating the predominance of a small number of journals as primary nodes in the reading information network and the existence of a wide array of support journal literature related to reading research.

Garfield (1972) ranked journals by frequency and impact of citations (ratio of number of articles produced to times the journal was cited) in one of the largest citation studies conducted in recent years. A three-month sample was extracted from the Science Citation Index data base and analyzed in an attempt to map the network of journal information transfer. Three listings were produced: journal citation frequencies, statistics on cited journals, and statistics on citing journals. The data demonstrated a small group of journals predominating in each listing.

Dartnell's (1977a) recent study reported that for the

secondary level Journal of Reading authors cited 212 journals over the 20 year history of the journal. The 14 core journals accounted for slightly more than 50 percent of the total citations. Although some shifts occurred, the core journals remained relatively stable over time. A wide array of educational fields and areas related to education were represented in the 198 remaining journal titles suggesting a rich interaction between secondary reading and its support literature as represented by the journals authors are citing in their Journal of Reading articles.

### Summary

Methodology from studies reviewed in previous sections of this chapter provides a sound conceptual base for a content analysis of The Reading Teacher. The following summary groups the studies according to the three dimensions of this investigation.

1. Indexing techniques developed in the field of information science can be used to subjectively classify the 844 articles contained in Volumes 21 through 30 of The Reading Teacher within the classification scheme developed for the 840 articles published in Volumes 1 through 20.
2. The topical trend analysis can be conducted in a manner comparable to similar studies conducted by Sewell (1965), Dickinson and Rusnell (1971), Long and Agyekum (1974), Foreman (1966), Munley (1974), Chapin and Gross (1970), Dartnell (1977),

and Ayers (1974). The four authorship variables--multiple authorship, sex of author, author occupation, and geographic location of author--were investigated in one or more of the previously listed studies or by an analysis of reading research journal literature conducted by Barnett (1976) and secondary reading journal literature reported by Dartnell (1977a). The conceptual base for the citation analysis is derived from the studies reported in the natural sciences as well as social sciences.

3. Methodology for analyzing the relationships and productivity of journals in a subject area has been developed in the field of information science. Three studies (Sengupta, 1974; Barnett, 1976; Dartnell, 1977a) were reviewed in which an analysis of journal literature cited by authors was used to rank (by frequency of citation) and identify the highly cited core journals and less highly cited support journals in a field. The rankings can also illuminate the extent of the interdisciplinary interaction of elementary reading with its immediate intellectual neighbors and with the family of educational disciplines and disciplines in other academic fields.

## CHAPTER III

## DESIGN AND METHODOLOGY

The content analysis of The Reading Teacher consisted of three major parts. First the articles in Volumes 21 through 30 were classified according to the categories developed by Summers (1969) in the 20 Year Annotated Index to The Reading Teacher. Then articles from the entire thirty-year collection were analyzed according to a number of demographic characteristics. The third section identified the core and support journal literature related to elementary reading based on the journal titles cited by authors publishing in The Reading Teacher.

Publication of The Reading Teacher

Examination of volumes of The Reading Teacher, the previous twenty year index developed by Summers (1969), and the recently published history of the International Reading Association (Jerrolds, 1977) provides historical information on the birth and growth of The Reading Teacher.

Volume 1 Number 1 of the International Council for the Improvement of Reading Instruction Bulletin was issued on November 15, 1948 as the official organ of the International Council for the Improvement of Reading Instruction (ICIRI). Volumes 1 and 2 each contained four issues and were mimeographed at Temple University. Volume 2 Number 4 was dated June 1, 1950, after which Nancy Larrick assumed editorship of the Journal. The next issue was published in October, 1950 and was labeled

Volume 4 Number 1, which was apparently an error which resulted in the omission of Volume 3.

During the first decade of publication the journal underwent a number of changes. Volumes 1 through 5 were produced on 8½ by 11 inch paper; the smaller page size and the inclusion of advertising was adopted with Volume 6. In 1951 the name of the journal was changed to The Reading Teacher. The February 1956 issue announced the merger of ICIRI and the National Association of Remedial Teaching (NART) into the International Reading Association.

The number of issues printed per year has fluctuated: four issues in Volumes 1, 2, and 4; then five issues in Volumes 5 and 6; followed by Volume 7 through 13 which each contained four issues. With Volume 14 issues were increased to five, then to six in Volumes 15 and 16. Volume 17 contained eight issues, and that pattern has continued to the present.

There was a corresponding increase in the number of articles per volume over the three decades. Volumes 1 through 10 contained a total of 250 articles, or an average of 28 articles per volume. During the second ten years the total increased to 590 articles, averaging 59 articles per volume. An average of 84 articles appeared in each of the ten most recent volumes, for a total of 844 articles published in Volumes 21 through 30.

#### Subjective Classification of Articles

An annotated index of the articles contained in Volumes 1 through 20 of The Reading Teacher was published in 1969, which

classified the articles into 18 major categories and 31 sub-categories. The first objective of this study was to classify the 844 articles which appeared in Volumes 21-30 within the categories developed for the 20 Year Annotated Index (Summers, 1969). The major categories and sub-categories of the classification scheme were as follows.

I. Research Analyses and Reviews

II. Reading Instruction

General

Pre-school, Early Reading, Readiness

Primary

General

Basal Reading

Individualized Reading

Linguistics and Reading

Comparisons of Instructional Programs

Intermediate

Junior and Senior High School

College and Adult

Reading in Other Countries

III. Development of Reading Skills

Word Recognition, Phonics, and Vocabulary

Comprehension, Interpretation, and Creative

Reading

Critical Reading, Concept Development, and

Thinking

Study Skills



Rate and Flexibility

Reading Tastes, Habits, and Interests

IV. Instructional Materials

Readability and Legibility

Children's Literature

Workbooks

A-V Materials

Programmed Instruction

T.V. and Reading

V. Reading Personnel

Pre-Service and In-Service Training

Necessary Skills and Qualifications

Certification Requirements

Reading Supervisors, Specialists, and

Consultants

Reading Tastes and Habits

VI. Grouping and Organizational Plans

VII. Testing and Evaluation

VIII. Reading and the Content Fields

IX. Reading Instruction and the Gifted

X. The Culturally Different

XI. Guidance and Reading

XII. The Library and Reading

XIII. Parental Help and Influences

XIV. Sociology of Reading

XV. Auditory Discrimination

XVI. Visual Discrimination

## XVII. Personality

## XVIII. Reading Problems

Factors Related to Reading Disability

Diagnosis of Reading Problems

Treatment of Reading Problems

Reading Clinics

A card containing the complete bibliographic citation was typed for each article contained in Volumes 21 through 30. Excluded from the study were editorials, book reviews, and regular department features. The articles were then read, and if the title did not provide an accurate indication of the article's content, a brief annotated extract was added to the card. Each article was then assigned to a major subjective category and checked against those already classified to maintain consistency. Additional sub-categories were empirically developed when necessary and some existing sub-categories were modified to more accurately reflect the articles classified within them. When new sub-categories were assigned, articles previously included in that major category were reviewed and also placed in the new classification if it was more appropriate.

The classification scheme was renumbered from Roman Numerals to an open-ended Arabic system. Category titles were shortened whenever possible.

Demographic Characteristics

Detailed content analyses were performed to delineate trends over the three decades of publication of The Reading Teacher. Selected information was coded from each of the 1,684

articles (see coding system in Appendix A) and then keypunched and verified for computer analysis using the Statistical Package for the Social Sciences (SPSS) program. Eight demographic variables were investigated, including topical trend analysis, multiple authorship, sex of author, author occupation, geographic location of author, citations per volume, type of publication cited, and age of cited material. Data for each variable were examined by volume and then collapsed into three time periods-- Volumes 1 through 10, Volumes 11 through 20, and Volumes 21 through 30--to identify changing trends and emphases in the historical record of the journal.

#### Topical Trend Analysis

To determine the distribution of articles by subject matter the SPSS Subprogram Crosstabs was used to generate tables classifying all articles into their assigned major categories and sub-categories. Sub-categories were then collapsed within major headings and across the three time periods and percentages were calculated for comparison purposes.

#### Multiple Authorship

Consistent upward trends in the average number of authors per article have been noted in a number of studies similar to this one. The number of authors associated with each article was recorded and tabulated to ascertain whether this trend was present in The Reading Teacher.

### Sex of Author

Male versus female representation of authors in the journal was of interest; a tabulation was made of this variable. In some instances authors chose to use only their first initials, and it was necessary to include a "no sex" category.

### Author Occupation

Five categories were used to describe author occupation: school based, district/county/state/provincial, college/university, other, and unknown. Most articles included a descriptive note about the author(s) which provided this information. If this was not available the author occupation was coded as "unknown."

### Geographic Location of Author

The fourth authorship variable investigated was geographic location of author to determine the dispersion of article production. The four regions of Canada and seven regions of the United States delineated by the International Reading Association were incorporated into the thirteen categories. The number of authors located in each of the areas which follow was tabulated.

- (1) Far West (United States)
- (2) Rocky Mountains (United States)
- (3) Southwest (United States)
- (4) East (United States)
- (5) Plains (United States)
- (6) Great Lakes (United States)

- (7) Southeast (United States)
- (8) Transmountain (Canada)
- (9) Rupertsland (Canada)
- (10) Laurentian (Canada)
- (11) Atlantic (Canada)
- (12) Outside North America
- (13) Unknown

Again, this information was derived from the descriptive notations concerning the authors which usually accompanied each article.

#### Citations per Volume

The total number of references listed at the end of each article was tabulated. The earlier volumes used footnotes rather than reference lists; these were included as citations. Articles classified in the Research Analyses and Reviews category were excluded from all citation analyses so as not to inflate the average percentages.

#### Type of Publication Cited

Six categories developed by Dartnell (1977) in a content analysis of the Journal of Reading were used to classify each of the citations: book, conference proceeding or yearbook, journal, unpublished source, instructional material or test, or other source. The type of publication cited was tabulated by article, volume, and across the three time periods.

### Age of Cited Material

Again, the system devised by Dartnell (1977) was used to analyze the age of cited material. Citations were divided into two groups: (1) cited material which had been published within twenty-five years of citation, or "more recent" materials; and (2) cited materials whose publication date exceeded twenty-five years, or "archival" materials.

The median age of the more recent materials was calculated for each type of publication, and frequency of archival materials was tabulated for each type of publication. Range in years was tabulated for both recent and archival materials.

### Core and Support Journal Literature

Journal titles cited by authors in Volumes 21 through 30 were tabulated to identify the core and support journals for the third decade of The Reading Teacher. In this analysis of the literature it was expected that a small group of journals would account for a large percentage of the citations and that a wide array of disciplinary support journals related to elementary reading would emerge.

Each journal title cited was typed into a computer file and identified by volume for each of the articles in Volumes 21 through 30. The listing was then sorted alphabetically by title. A Fortran program was written to obtain a frequency count for each title and rank the journal titles from most cited to least cited for each of the ten volumes. For comparison purposes, the ten volumes were divided into two five-year blocks, ranked by ascending order of frequency, and cumulative

percentages were calculated. The entire data base was then collapsed into one listing representing the total ten-year period. The UBC PLOT (Subroutine ALGRAf) program was used to graphically represent the Pareto characteristics of the three listings and illustrate the demarcation of the core and support journal literature.

### Summary

The study was designed to be completed in three steps.

(1) Articles published in Volumes 21-30 of The Reading Teacher were classified by subject to update the 20 Year Annotated Index to The Reading Teacher. (2) Data were generated on selected demographic characteristics in a content analysis of the thirty volume collection. (3) Journal titles cited in the last ten volumes, spanning 1967-1977, were analyzed to define the core and support journal literature for elementary reading as represented by authors publishing articles in The Reading Teacher.

## CHAPTER IV

### RESULTS OF THE STUDY

The organization of this chapter parallels the three main divisions of the study: (1) subjective classification of articles contained in Volumes 21 through 30 of The Reading Teacher, (2) content analysis of Volumes 1 through 30 of the journal, and (3) identification of core and support journals for Volumes 21 through 30.

#### Subjective Classification of Articles

Five sub-categories were added to the classification scheme developed for the 20 Year Annotated Index to The Reading Teacher. Empirical examination and classification of articles in Volumes 21 through 30 necessitated the addition of the following sub-headings:

- 2.35 Language Experience/i.t.a.
- 4.7 Student/Teacher Prepared Materials
- 4.8 Content Analysis
- 5.4 Professional Development
- 5.5 Paraprofessionals

Content descriptors were modified for eight of the existing major headings and sub-headings. The final subjective classification system contained 18 major categories and 38 sub-categories and was as follows.

- 01 Research Analyses and Reviews
- 02 Reading Instruction



- 02.1 General
- 02.2 Pre-school/Early Reading/Readiness
- 02.3 Primary
  - 02.31 general
  - 02.32 basal reading
  - 02.33 individualized reading
  - 02.34 linguistics/psycholinguistics
  - 02.35 language experience/i.t.a.
  - 02.36 comparisons of instructional programs
- 02.4 Intermediate
- 02.5 Junior/Senior High School
- 02.6 College/Adult
- 02.7 Reading in Other Countries
- 03 Development of Reading Skills
  - 03.1 Word Recognition/Phonics/Vocabulary
  - 03.2 Comprehension/Interpretation/Creative Reading/  
Listening
  - 03.3 Critical Reading/Concept Development/Thinking/  
Questioning
  - 03.4 Study Skills
  - 03.5 Flexibility
  - 03.6 Reading Tastes/Habits/Interests/Attitudes
- 04 Instructional Materials
  - 04.1 Readability/Legibility
  - 04.2 Children's Literature
  - 04.3 Workbooks
  - 04.4 A.V. Materials/Games

- 04.5 Programmed Instruction
- 04.6 T.V. and Reading
- 04.7 Student/Teacher Prepared Materials
- 04.8 Content Analysis
- 05 Reading Personnel
  - 05.1 Pre-Service/In-Service Training
    - 05.11 necessary skills/qualifications
    - 05.12 certification requirements
  - 05.2 Reading Supervisors/Specialists/Consultants
  - 05.3 Reading Tastes/Habits
  - 05.4 Professional Development
  - 05.5 Paraprofessionals
- 06 Grouping/Organizational Plans
- 07 Testing/Evaluation/Accountability
- 08 Reading and the Content Fields
- 09 Reading Instruction and the Gifted
- 10 The Culturally Different
- 11 Guidance and Reading
- 12 The Library and Reading
- 13 Parental Help and Influences
- 14 Sociology of Reading
- 15 Auditory Discrimination
- 16 Visual Discrimination
- 17 Personality
- 18 Reading Problems
  - 18.1 Factors Related to Reading Disability
  - 18.2 Diagnosis of Reading Problems

### 18.3 Treatment of Reading Problems

### 18.4 Reading Clinics

#### Demographic Characteristics

Results are presented from the analysis of demographic characteristics in Volumes 1 through 30 of The Reading Teacher in the following areas: topical trend analysis; four authorship variables, including multiple authorship, sex of author, author occupation, and geographic location of author; and three citation analyses, including citations per volume, type of publication cited, and age of cited material.

#### Topical Trend Analysis

Main categories. Table I presents a breakdown of articles into subject areas across the three time periods. (Tabulations for the 18 major categories and 38 sub-categories across the thirty volumes are included in Table XVII in the Appendix.)

---

INSERT TABLE I ABOUT HERE

---

Articles relating to Reading Instruction have been the most dominant throughout the history of the journal, with an average of 28.1 percent of all articles in Volumes 1 through 30 classified in that category. The group of articles concerned with Skill Development was consistently ranked second in each of the three time periods, for an overall average of 17.5 percent. A number of changes in interests and emphases are also indicated. Three categories exhibited growth across each of the three time

TABLE I

Articles by Major Categories Across Three Time Periods

Major Category	Volumes 1-10		Volumes 11-20		Volumes 21-30		Total	
	n	%	n	%	n	%	n	%
Research Analyses and Reviews	3	1.2	20	3.4	7	.8	30	1.8
Reading Instruction	72	28.8	181	30.8	220	26.1	473	28.1
Skill Development	47	18.8	97	16.4	150	17.8	294	17.5
Instructional Materials	14	5.6	52	8.8	84	10.0	150	8.9
Reading Personnel	7	2.8	58	9.8	83	9.8	148	8.8
Classroom Organization	17	6.8	12	2.0	16	1.9	45	2.7
Testing/Evaluation	11	4.4	19	3.2	73	8.6	103	6.1
Reading and the Content Fields	22	8.8	16	2.7	12	1.4	50	3.0
Reading Instruction and the Gifted	9	3.6	8	1.4	2	.2	19	1.1
The Culturally Different	0	0	19	3.2	46	5.5	65	3.9
Guidance and Reading	1	.4	2	.3	6	.7	9	.5
The Library and Reading	5	2.0	14	2.4	5	.6	24	1.4
Parental Help and Influence	14	5.6	7	1.2	22	2.6	43	2.6
Sociology of Reading	0	0	5	.8	3	.4	8	.4
Auditory Discrimination	0	0	7	1.2	5	.6	12	.7
Visual Discrimination	2	.8	11	1.9	8	.9	21	1.2
Personality	4	1.6	4	.7	17	2.0	25	1.5
Reading Problems	22	8.8	58	9.8	85	10.1	165	9.8
Total	250		590		844		1684	

periods: Instructional Materials, The Culturally Different, and Reading Problems. Slight declines were consistently evident in Classroom Organization, Reading and the Content Fields, Reading Instruction and the Gifted, and The Library and Reading.

Sub-categories. Articles classified within the five largest main categories were further examined to determine whether shifts had occurred within these subject areas.

Table II contains a breakdown of articles classified within Reading Instruction. Although the number of articles concerned with Pre-School/Readiness increased over each of the three time periods, the percentage of the total declined. Two of the sub-categories in Primary show evidence of increased concern over

---

INSERT TABLE II ABOUT HERE

---

the years: Linguistics/Psycholinguistics and Language Experience/i.t.a. The single largest category both in number and percentage of articles was Comparison of Instructional Programs in the second time period, Volumes 11 through 20. This can be explained by the presentation and follow-up of the First Grade Studies which took place during that period.

A decline in three categories--Intermediate, Junior/Senior High School, and College/Adult--is apparent. This decline corresponds with the inauguration of a second IRA journal, the Journal of Reading, which concentrates on the teaching of reading above the elementary level.

Article emphasis in Development of Reading Skills has

TABLE II  
Articles Classified Within Reading Instruction  
Across Three Time Periods

Sub-Category	Volumes 1-10		Volumes 11-20		Volumes 21-30		Total	
	n	%	n	%	n	%	n	%
General	24	33.3	20	11.0	66	30.1	109	23.1
Pre-school/Readiness	12	16.8	24	13.2	33	15.0	69	14.6
Primary								
General	3	4.2	8	4.4	24	11.0	36	7.6
Basal Reading	3	4.2	2	1.1	3	1.4	8	1.7
Individualized Reading	1	1.4	15	8.3	13	5.9	29	6.2
Linguistics/ Psycholinguistics	1	1.4	7	3.9	19	8.7	27	5.7
Language Experience/ i.t.a.	1	1.4	3	1.7	23	10.5	27	5.7
Comparisons of Instructional Programs	1	1.4	32	17.7	12	5.5	45	9.5
Intermediate	3	4.2	11	6.1	4	1.8	18	3.8
Junior/Senior High School	14	19.4	17	9.4	1	.5	32	6.8
College/Adult	6	8.3	17	9.4	1	.5	24	5.1
Reading in Other Countries	3	4.2	25	13.8	20	9.1	48	10.2
Total	72		181		219		472	

remained relatively stable. Word Recognition/Phonics/Vocabulary has continued to receive the greatest emphasis. Interest in

---

INSERT TABLE III ABOUT HERE

---

two sub-categories appears to have declined: Study Skills and Flexibility.

Table IV presents articles classified within Instructional Materials across the three time periods. The majority of the articles (30%) relate to Children's Literature. The original

---

INSERT TABLE IV ABOUT HERE

---

high percentage (28.6%) of articles focused on T.V. and Reading has steadily declined, with only 2.4 percent of articles in Volumes 21 through 30 classified in that category. The number of articles directed toward Workbooks has declined to nil. Student/Teacher Prepared Materials and Content Analysis, the two categories added in this study, accounted for a combined total of 38.1 percent of articles classified within Instructional Materials in the third time period.

Over half of the total articles dealing with Reading Personnel dealt with Necessary Skills/Effective Teaching. Two

---

INSERT TABLE V ABOUT HERE

---

TABLE III

Articles Classified Within Development of Reading Skills  
Across Three Time Periods

Sub-Category	Volumes 1-10		Volumes 11-20		Volumes 21-30		Total	
	n	%	n	%	n	%	n	%
Word Recognition/Phonics/ Vocabulary	22	46.8	32	33.0	61	40.7	115	39.1
Comprehension/ Interpretation/ Creative Reading/ Listening	7	14.9	21	21.6	31	20.7	59	20.1
Critical Reading/ Concept Development/ Thinking/Questioning	2	4.3	19	19.6	20	13.3	41	14.0
Study Skills	0	0	5	5.2	3	2.0	8	2.7
Flexibility	2	4.3	7	7.2	2	1.3	11	3.7
Reading Tastes/Habits/ Interests/Attitudes	14	29.7	13	13.4	33	22.0	60	20.4
Total	47		97		150		294	



TABLE IV  
Articles Classified Within Instructional Materials  
Across Three Time Periods

Sub-Category	Volumes 1-10		Volumes 11-20		Volumes 21-30		Total	
	n	%	n	%	n	%	n	%
Readability/Legibility	0	0	7	13.4	13	15.5	20	13.3
Children's Literature	6	42.9	17	32.7	22	26.2	45	30.0
Workbooks	1	7.1	3	5.8	0	0	4	2.7
AV Materials/Games	3	21.4	9	17.3	10	11.9	22	14.7
Programmed Instruction	0	0	4	7.7	5	5.9	9	6.0
TV and Reading	4	28.6	8	15.4	2	2.4	14	9.3
Student/Teacher Prepared Materials	0	0	0	0	11	13.1	11	7.3
Content Analysis	0	0	4	7.7	21	25.0	25	16.7
Total	14		52		84		150	

TABLE V

Articles Classified Within Reading Personnel  
Across Three Time Periods

Sub-Category	Volumes 1-10		Volumes 11-20		Volumes 21-30		Total	
	n	%	n	%	n	%	n	%
Pre-Service/In-Service								
Necessary Skills/ Effective Teaching	6	85.7	27	46.6	46	55.4	79	53.4
Certification Requirements	0	0	5	8.6	3	3.6	8	5.4
Reading Supervisors/ Specialists/Consultants	1	14.3	20	34.5	11	13.3	32	21.6
Reading Tastes/Habits	0	0	4	6.9	3	3.6	7	4.7
Professional Development	0	0	2	3.4	13	15.7	15	10.2
Paraprofessionals	0	0	0	0	7	8.4	7	4.7
Total	7		58		83		148	

recent trends appear in Volumes 21 through 30: articles concerning Professional Development and Paraprofessionals were published in The Reading Teacher.

In the area of Reading Problems, article emphasis has remained relatively stable. The number of articles focussed on the largest category, Treatment of Reading Problems, increased

---

INSERT TABLE VI ABOUT HERE

---

over the three time periods although the percentage of articles decreased slightly. Factors related to reading disability consistently ranked second in emphasis across the three time periods.

#### Multiple Authorship

As evidenced in Table VII, the overwhelming majority (82.6%) of articles in The Reading Teacher are single authored. The percentage of single authored articles has declined over the

---

INSERT TABLE VII ABOUT HERE

---

three time periods, however, from 96.0 percent in Volumes 1 through 10 to 77.1 percent in the last ten volumes. A trend toward multiple authorship is evident, with the two author category representing 18.9 percent of the articles published in Volumes 21 through 30. (Multiple authorship is tabulated by Volume in Table XVIII in the Appendix.)

TABLE VI  
Articles Classified Within Reading Problems  
Across Three Time Periods

Sub-Category	Volumes 1-10		Volumes 11-20		Volumes 21-30		Total	
	n	%	n	%	n	%	n	%
Factors Related to Reading Disability	5	22.7	16	27.6	29	34.1	50	30.3
Diagnosis of Reading Problems	3	13.6	6	10.3	12	14.1	21	12.7
Treatment of Reading Problems	14	63.7	28	48.3	34	40.0	76	46.1
Reading Clinics	0	0	8	13.8	10	11.8	18	10.9
Total	22		58		85		165	

TABLE VII

## Multiple Authorship Across Three Time Periods

Number of Authors	Volumes 1-10		Volumes 11-20		Volumes 21-30		Total	
	n	%	n	%	n	%	n	%
1	241	96.0	500	84.7	650	77.1	1391	82.6
2	8	3.2	72	12.2	159	18.9	239	14.1
3	1	.4	13	2.2	24	2.8	38	2.3
4 or more	1	.4	5	.9	10	1.2	16	1.0
Total	251		590		843		1684	

### Sex of Author

Females published more frequently in Volumes 1 through 10; in the other two time periods male authored articles were more predominant. The total figures in Table VIII indicate that authorship is approximately equally divided between men and women over the thirty volume years, but the trend is toward a

---

INSERT TABLE VIII ABOUT HERE

---

greater number of male-authored articles. (Complete data for sex of author by volume is included in Table XIX in the Appendix.)

### Author Occupation

An examination of author occupation revealed that the most productive contributors were overwhelmingly affiliated with colleges and universities; 63 percent of the total authors were employed at that educational level. School-based authors were ranked second in Volumes 1 through 10, but dropped to third in

---

INSERT TABLE IX ABOUT HERE

---

the next two time periods. Authors holding administrative positions at the district, county, state, or provincial levels peaked during the second time period and then declined slightly; this category ranked second in the total figures. (Complete data for author occupation by volumes appears in Table XX in the Appendix.)

TABLE VIII

## Sex of Author Across Three Time Periods

Sex of Author	Volumes 1-10		Volumes 11-20		Volumes 21-30		Total	
	n	%	n	%	n	%	n	%
Male	92	34.7	390	55.1	601	55.6	1083	52.7
Female	172	64.9	314	44.4	477	44.1	963	46.9
No Identification	1	.4	4	.5	3	.3	8	.4
Total	265		708		1081		2054	

TABLE IX

## Author Occupation Across Three Time Periods

Author Occupation	Volumes 1-10		Volumes 11-20		Volumes 21-30		Total	
	n	%	n	%	n	%	n	%
School Based	51	19.2	63	8.9	125	11.6	239	11.6
College or University	140	52.8	438	61.9	715	66.1	1293	63.0
District, County, State, Provincial	40	15.1	150	21.2	141	13.0	331	16.1
Other	26	9.8	47	6.6	80	7.4	153	7.4
Unknown	8	3.1	10	1.4	20	1.9	38	1.9
Total	265		708		1081		2054	



### Geographic Location of Author

The Reading Teacher originated at Temple University in Philadelphia, Pennsylvania, and authors from the Eastern United States have produced the largest percentage (41.3%) of articles since its inception. (Examination of Geographic Location of Author by Volume data contained in Table XXI of the Appendix shows that in only one of the thirty volumes were there more authors located in a geographic area other than the Eastern United States region: in Volume 27 the Great Lakes region out-ranked the East.) Contributors from the Great Lakes have consistently ranked second, and account for 19.3 percent of the

---

INSERT TABLE X ABOUT HERE

---

total articles. Four other United States regions have shown increases over each of the three time periods, including the Far West, Rocky Mountains, Southwest, and Southeast. Canadian representation is negligible; only 1.5 percent of the total authors were located in Canada.

### Citations per Volume

The number of publications cited showed a steady increase across the thirty volume period. In Volumes 1 through 10 the articles containing one or more citation comprised 35.9 percent of the total article population; this percentage increased to 48.8 in Volumes 11 through 20; 72.2 percent of articles published in Volumes 21 through 30 included one or more citations. Looking only at those articles containing citations and computing

TABLE X  
Geographic Location of Author Across Three Time Periods

Geographic Location of Author	Volumes 1-10		Volumes 11-20		Volumes 21-30		Total	
	n	%	n	%	n	%	n	%
Far West (United States)	21	7.9	61	8.6	103	9.5	185	9.0
Rocky Mountain (U.S.)	2	.8	8	1.1	27	2.5	37	1.8
Southwest (U.S.)	4	1.6	20	2.8	76	7.0	100	4.9
Plains (U.S.)	11	4.2	44	6.2	58	5.4	113	5.5
Great Lakes (U.S.)	63	23.8	130	18.4	203	18.8	396	19.3
Southeast (U.S.)	12	4.5	46	6.5	150	13.9	208	10.1
East (U.S.)	136	51.3	349	49.3	363	33.6	848	41.3
Transmountain (Canada)	0	0	4	.6	10	.9	14	.7
Rupert'sland (Canada)	3	1.1	1	.1	8	.7	12	.6
Laurentian (Canada)	0	0	0	0	2	.2	2	.1
Atlantic (Canada)	0	0	1	.1	1	.1	2	.1
Outside North America	0	0	18	2.5	43	4.0	61	3.0
Unknown	13	4.8	26	3.8	37	3.4	76	3.6
Total	265		708		1081		2054	

the average number of citations per article revealed little change over the three time periods: there were an average of 8.9 citations in Volumes 1 through 10, 9.7 in the second time period, and 9.1 in the most recent ten volumes. (A tabulation of citations per volume is included in Table XXII in the Appendix.)

#### Type of Publication Cited

Articles across the thirty volume publication span of The Reading Teacher generated a total of 8,973 citations. Each citation was categorized, and this tabulation was collapsed into the three time periods in Table XI. Citations classified in the

---

INSERT TABLE XI ABOUT HERE

---

"other" category were to items such as newspapers and magazines, speeches, personal communication, computer programs, films, and bulletins.

The majority of the citations (69.9% of the total) referred to books or journals. A steady increase in the number and percentage of books cited was observed across the three time periods, and a corresponding decrease in the number of journals cited. Over-all percentages, however, reveal a larger proportion, 37.5 percent, of journals cited than books, at 32.4 percent. Citations to unpublished materials (theses and dissertations) ranked third in the over-all totals. (A tabulation of type of publication cited by volume is included in Table XXII in the Appendix.)

TABLE XI

Type of Publication Cited Across Three Time Periods

Type of Publication	Volumes 1-10		Volumes 11-20		Volumes 21-30		Total	
	n	%	n	%	n	%	n	%
Book	213	26.8	755	28.1	1940	35.3	2908	32.4
Journal	355	44.8	1145	42.6	1868	34.0	3368	37.5
Conference Proceeding, Yearbook	35	4.4	103	3.8	125	2.3	263	2.9
Unpublished Material	61	7.7	188	7.0	658	11.9	907	10.1
Instructional Material or Test	25	3.1	197	7.3	564	10.3	786	8.8
Other	105	13.2	300	11.2	336	6.2	741	8.3
Total	794		2688		5491		8973	

### Age of Cited Material

Tables XII and XIII present age of cited materials for the two categories, recent and archival (published 25 years or more before the citation) materials.

---

INSERT TABLES XII AND XIII ABOUT HERE

---

From Table XII it can be seen that the median age of books is 6.7 years; fifty percent of books cited were published less than 6.7 years before the citation date. Journals were slightly more recent: the median age was 5.9 years with a range of 46 years. Medians across the three time periods did not exhibit consistent trends. Over-all medians for Conference Proceeding, Yearbook and Unpublished Material were lowest at 5.1 years. Fifty percent of all instructional materials and tests were 7.7 years of age or older.

Table XI tabulates citations to materials classified as archival, which comprise 7.8 percent of the total citations which were analyzed. Approximately three-fourths of these citations were to books or journals. (See Tables XXIII and XXIV in the Appendix for complete data on cited materials in each of the two categories.)

### Core and Support Journal Literature

The third objective of the study was to analyze journal citations in Volumes 21 through 30 in an attempt to define the core and support journals and illustrate the disciplinary interaction of elementary reading with other areas. Data were

TABLE XII  
Age of Cited Material by Publication Type  
Across Three Time Periods

Type of Publication	Volume 1-10	Volume 11-20	Volume 21-30	Total
<u>Books</u>				
median	6.0 (185)	6.2 (685)	7.0 (1798)	6.7 (2668)
range in years	31 (1926-57)	31 (1936-67)	32 (1944-76)	50 (1926-76)
<u>Journals</u>				
median	6.0 (333)	4.8 (1011)	6.3 (1780)	5.9 (3124)
range in years	25 (1931-56)	30 (1936-66)	32 (1945-77)	46 (1931-77)
<u>Conference Proceeding, Yearbook</u>				
median	6.2 (35)	4.5 (86)	5.5 (127)	5.1 (248)
range in years	19 (1936-55)	27 (1937-64)	27 (1947-74)	38 (1936-74)
<u>Unpublished Material</u>				
median	5.2 (49)	4.5 (176)	5.2 (627)	5.1 (852)
range in years	25 (1931-56)	26 (1941-67)	25 (1951-76)	45 (1931-76)
<u>Instructional Material or Test</u>				
median	8.5 (14)	5.6 (147)	8.2 (488)	7.7 (649)
range in years	21 (1932-56)	27 (1939-66)	32 (1945-77)	42 (1932-77)
<u>Other</u>				
median	6.1 (73)	4.3 (230)	5.7 (306)	5.2 (609)
range in years	25 (1930-56)	28 (1938-66)	29 (1947-76)	46 (1930-76)

TABLE XIII

Archival Material Cited by Type of Publication  
Across Three Time Periods

Type of Publication	Volume 1-10	Volume 11-20	Volume 21-30	Total
Book	8	71	157	236
Journal	13	82	144	239
Conference Proceeding or Yearbook	1	3	6	10
Unpublished Material	1	4	7	12
Instructional Material or Test	1	24	46	71
Other	4	27	33	64
Total	28	211	393	632

tabulated separately for each of the ten volumes and then combined for analysis.

Conflation of citations from Volumes 21 through 25 and 26 through 30 are presented in Tables XIV and XV. In both time

---

INSERT TABLES XIV AND XV ABOUT HERE

---

periods citations to approximately seven to eight journals account for 50 percent of total citations and 31 to 35 journals make up 75 percent of the total citations. Complete listings are included in Tables XXV through XXVII in the Appendix.

Figures 1 and 2 are graphical representations of the complete listings, with demarcation of the 50 percent and 75 percent core journals indicated.

---

INSERT FIGURES 1 AND 2 ABOUT HERE

---

When the citations from the entire ten-year period are collapsed, eight journals account for approximately 50 percent of total citations and thirty-seven journal titles account for 75.09 percent of the total citations. A total of 265 different

---

INSERT TABLE XVI ABOUT HERE

---

journals were cited during the ten-year period analyzed. Following Price's Paerto statistic, the square root of the total demarcates the core journals in a set of literature. It would



TABLE XIV

Journals by Number of Citations Received from  
The Reading Teacher in Volumes 21 through 25

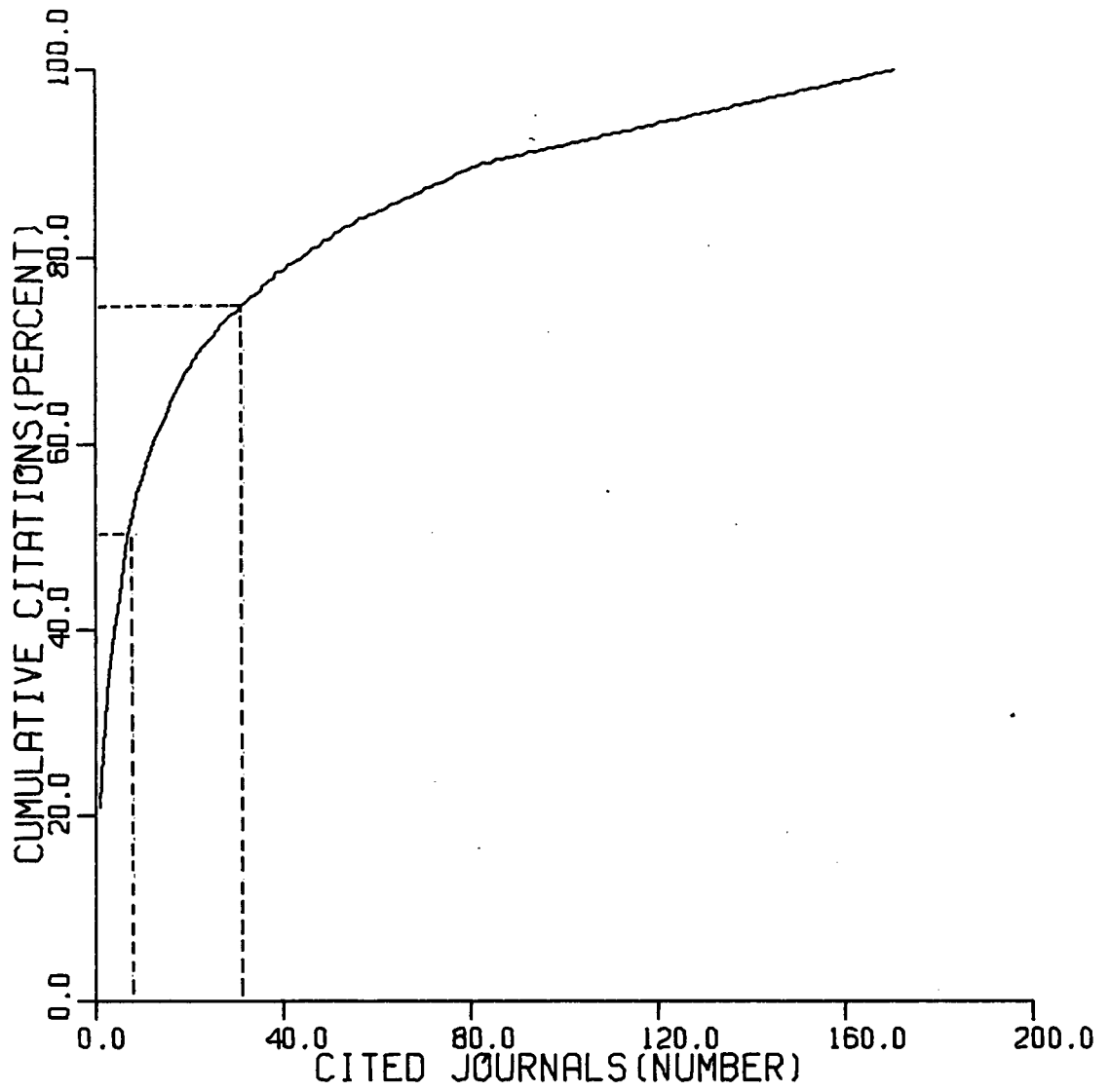
Journal	Number of Citations	Cumulative Percentage
The Reading Teacher	184	20.98
Elementary English	79	29.99
Elementary School Journal	58	36.60
Journal of Educational Research	46	41.85
Reading Research Quarterly	32	45.50
Journal of Educational Psychology	31	49.03
Child Development	28	52.22
Journal of Reading	20	54.50
American Educational Research Journal	16	56.32
Exceptional Children	15	58.03
Education	13	59.51
Journal of Experimental Education	11	60.76
American Journal of Orthopsychiatry	11	62.01
Elementary English Review	11	63.26
Perceptual and Motor Skills	10	64.40
Harvard Educational Review	9	65.43
Merrill-Palmer Quarterly	8	66.46
Childhood Education	8	67.37
Journal of Genetic Psychology	8	68.28
School Review	7	69.08
Journal of Verbal Learning and Verbal Behavior	6	69.76
Educational and Psychological Measurement	6	70.44
Journal of Abnormal and Social Psychology	5	71.01
Review of Educational Research	5	71.58
Psychological Review	5	72.15
Journal of Psychology	5	72.72
Journalism Quarterly	5	73.29
California Journal of Educational Research	4	73.75
Journal of Communication	4	74.21
American Psychologist	4	74.68
Ontario Journal of Educational Research	4	75.13

TABLE XV

Journals by Number of Citations Received from  
The Reading Teacher in Volumes 26 through 30

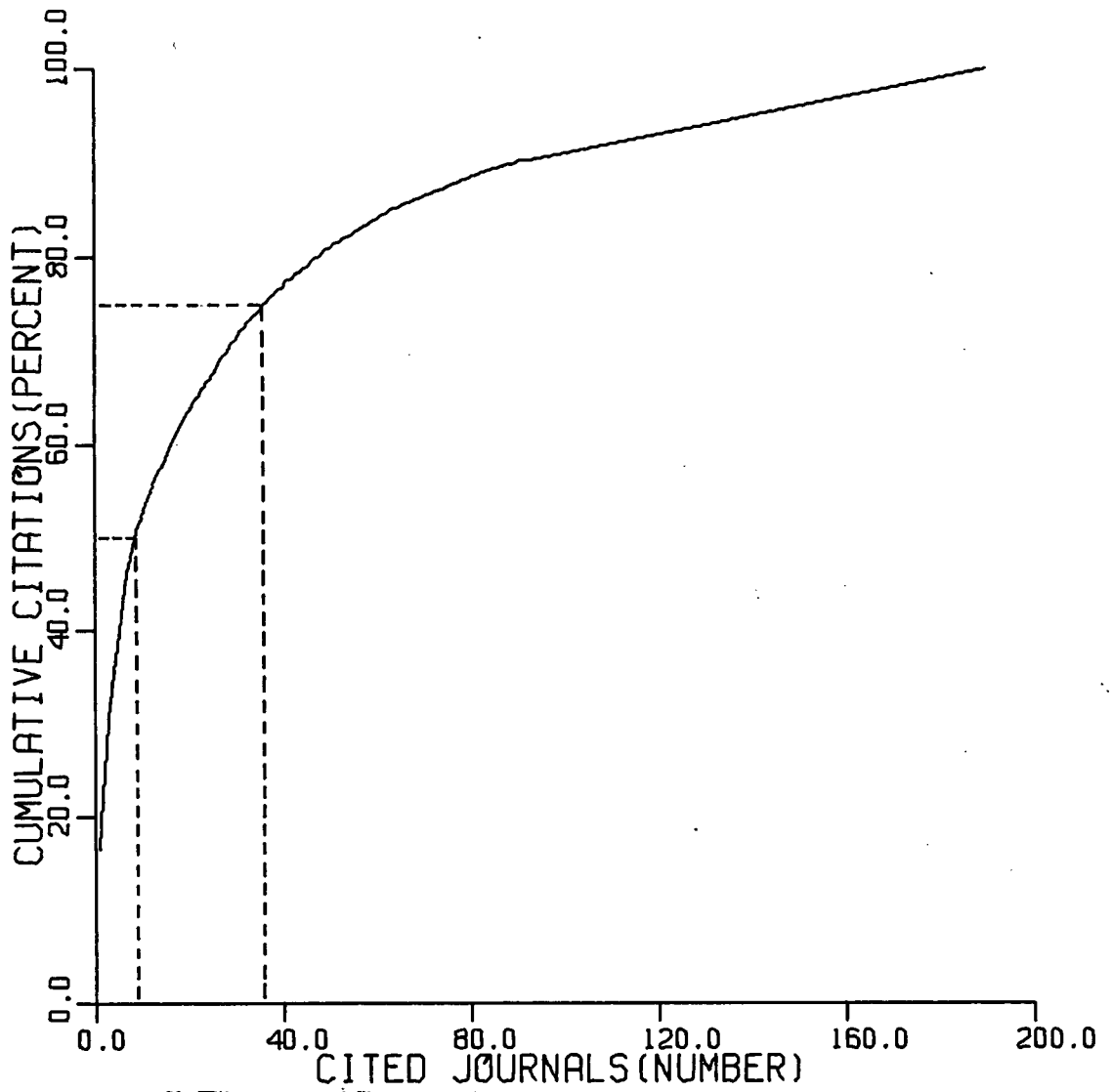
Journal	Number of Citations	Cumulative Percentage
The Reading Teacher	168	16.67
Elementary English	81	24.71
Elementary School Journal	66	31.26
Reading Research Quarterly	57	36.91
Journal of Educational Psychology	42	41.08
Journal of Learning Disabilities	35	44.55
Journal of Reading	29	47.43
Journal of Educational Research	28	50.21
Exceptional Children	19	52.09
Journal of Verbal Learning and Verbal Behavior	15	53.58
Child Development	15	55.07
Perceptual and Motor Skills	13	56.36
Harvard Educational Review	11	57.45
Phi Delta Kappan	11	58.55
Education	10	59.54
Psychological Review	10	60.53
American Educational Research Journal	10	61.53
Psychology in the Schools	10	62.52
Childhood Education	10	63.51
Journal of Applied Psychology	9	64.40
National Elementary Principal	9	65.30
American Psychologist	8	66.09
Journal of Reading Behavior	8	66.89
English Journal	8	67.68
Psychological Reports	8	68.47
Review of Educational Research	7	69.16
Journal of Experimental Education	7	69.86
British Journal of Educational Psychology	7	70.55
Library Journal	7	71.25
American Journal of Mental Deficiency	7	71.94
Educational and Psychological Measurement	6	72.54
Young Children	6	73.13
College English	6	73.73
American Journal of Orthopsychiatry	6	74.32
Educational Leadership	6	74.92
Journal of Abnormal and Social Psychology	5	75.42

Figure 1



Journals Cited in The Reading Teacher, Volumes 21-25

Figure 2



Journals Cited in The Reading Teacher, Volumes 26-30

TABLE XVI

Journals by Number of Citations Received from  
The Reading Teacher in Volumes 21 through 30

Journal	Number of Citations	Cumulative Percentage
The Reading Teacher	352	18.67
Elementary English	160	27.16
Elementary School Journal	124	33.74
Reading Research Quarterly	89	38.46
Journal of Educational Research	74	42.39
Journal of Educational Psychology	73	46.26
Journal of Reading	49	48.86
Child Development	43	51.14
Journal of Learning Disabilities	37	53.10
Exceptional Children	34	54.90
American Educational Research Journal	26	56.28
Perceptual and Motor Skills	23	57.50
Education	23	58.72
Journal of Verbal Learning and Verbal Behavior	21	59.83
Harvard Educational Review	20	60.89
Childhood Education	18	61.84
Journal of Experimental Education	18	62.79
American Journal of Orthopsychiatry	17	63.69
Psychological Review	15	64.49
Phi Delta Kappan	14	65.23
Elementary English Review	13	65.92
National Elementary Principal	13	66.61
Review of Educational Research	12	67.25
Journal of Genetic Psychology	12	67.88
Educational and Psychological Measurement	12	68.52
Psychological Reports	12	69.16
American Psychologist	12	69.79
Merrill-Palmer Quarterly	11	70.37
School Review	11	70.96
Psychology in the Schools	11	71.54
English Journal	10	72.07
Journal of Applied Psychology	10	72.60
American Journal of Mental Deficiency	10	73.13
Journal of Abnormal and Social Psychology	10	73.66
Educational Leadership	9	74.14
Journal of Reading Behavior	9	74.61
Journal of Education	9	75.09

be expected, then, that 16 (square root of 265) journals would account for fifty percent of the citations. In the sample studied 61.84 percent of the citations were from the top sixteen journals, which follow.

The Reading Teacher  
 Elementary English  
 Elementary School Journal  
 Reading Research Quarterly  
 Journal of Educational Research  
 Journal of Educational Psychology  
 Journal of Reading  
 Child Development  
 Journal of Learning Disabilities  
 Exceptional Children  
 American Educational Research Journal  
 Perceptual and Motor Skills  
 Education  
 Journal of Verbal Learning and Verbal Behavior  
 Harvard Educational Review  
 Childhood Education

The first eight titles account for about half (51.14%) of the total citations. The top journal in the rankings was The Reading Teacher; 352 of the 1,885 total citations (18.67%) were self-citations. The eight journals in this core listing include three reading journals, two general elementary journals, two educational research journals, and one English journal. The curve plotted in Figure 3 illustrates the predominance of a core

---

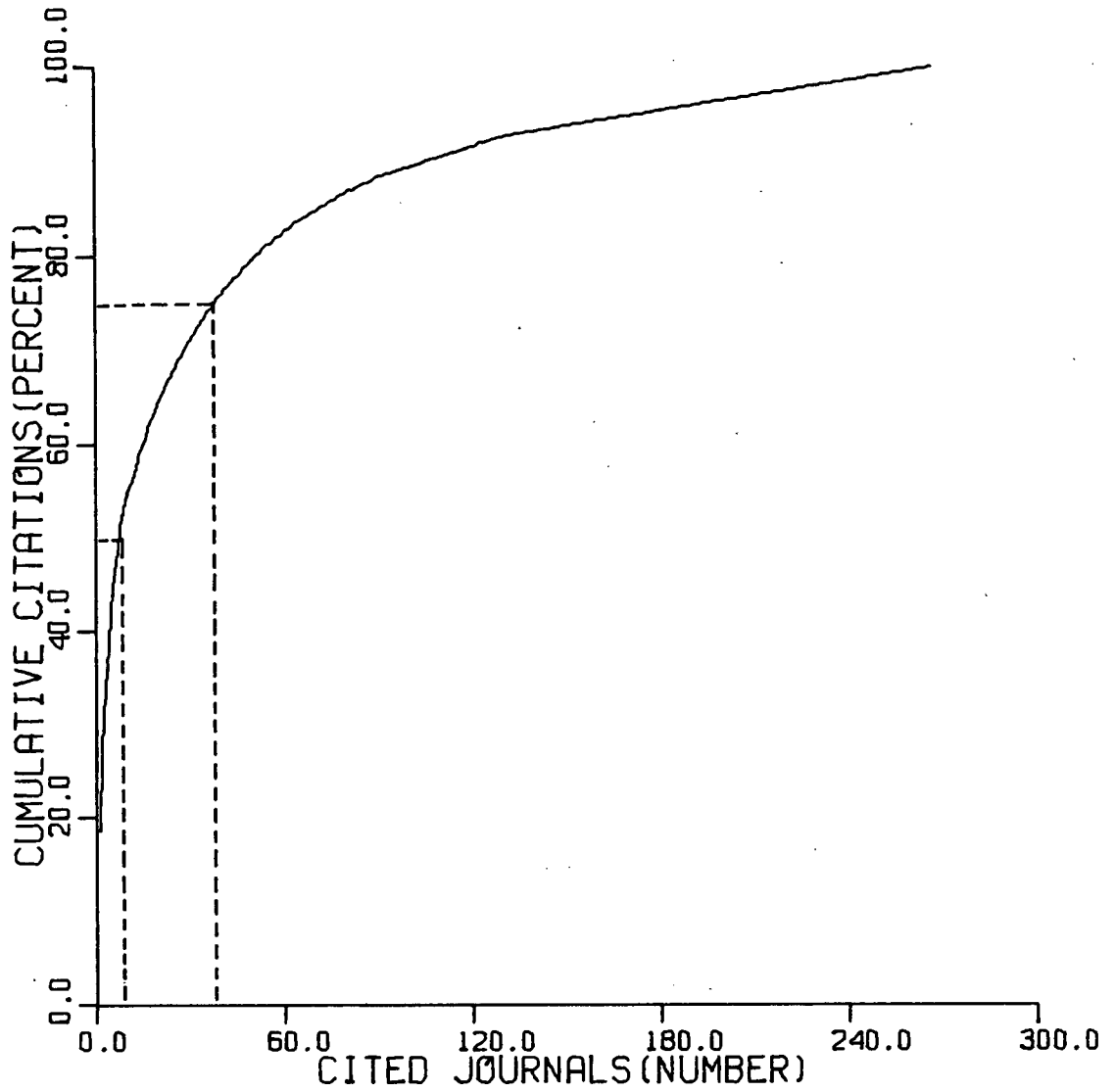
INSERT FIGURE 3 ABOUT HERE

---

of highly cited journals in The Reading Teacher, with the 50 percent and 75 percent demarcation points indicated.

In examining the journals listed for the two five-year periods and for the total ten volume years, it is obvious that authors of reading articles have consistently, over the years, interacted with a highly cited set of core journals in reading, elementary education, educational research, and English. In addition, they have also referred to a wide array of support literature consisting of 25% journal titles representing disciplines in education and disciplines in other academic areas.

Figure 3



Journals Cited in The Reading Teacher, Volumes 21-30



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

#### Summary

The purpose of this study was to examine the thirty volume years (1948-1977) of an elementary reading journal, The Reading Teacher, using a content analysis research design. The retrospective bibliometric study was conducted in three parts; summaries of those three sections follow.

#### Subjective Classification of Articles

In 1969 the 20 Year Annotated Index to The Reading Teacher was published. Articles were empirically classified (they were allowed to "index themselves" according to substantive content) and organized into 18 major categories and 31 sub-categories. The first objective of this study was to categorize the articles published in Volumes 21 through 30 of the journal in the existing classification scheme, adding or modifying headings when necessary. After empirical examination and classification of the 844 articles contained in the last ten volumes, the 18 major headings were retained; descriptors were modified in some cases to more accurately reflect the inclusion of the later articles. Five additional sub-categories were added: one under reading instruction, two in instructional materials, and two in the reading personnel category.

## Demographic Characteristics

Topical trend analysis. Tabulations were made of articles contained in each major heading and sub-heading for each of the thirty volumes. The data were collapsed into three ten-year time periods for analysis. Nearly half of the articles (45.6%) related to Reading Instruction and Skill Development. Consistently greater emphasis was placed on Instructional Materials, The Culturally Different, and Reading Problems. Publications declined in the areas of Classroom Organization, Reading and the Content Fields, Reading Instruction and the Gifted, and The Library and Reading. Sub-categories in the five major areas (Reading Instruction, Reading Skills, Instructional Materials, Reading Personnel, and Reading Problems) were further discussed in terms of changing emphases across the three time periods.

Multiple authorship. Growth in multiple authorship was present across each time period. The over-all majority of articles (82.6%), however, were single authored.

Sex of author. Over the total thirty volume years the proportion of male (52.7%) and female (46.9%) authored articles is nearly equal. When these data are grouped into the three time periods distinct trends are noted: the proportion of male authors has consistently increased; the opposite holds true for females. Further, the shift occurred most dramatically between the first two time periods, with only minimal changes between the second and third time periods. The author sex variable may have stabilized at this point, so that approximately six out of ten Reading Teacher authors are male. It is interesting to note

that male authorship is increasing in The Reading Teacher but decreasing in the Journal of Reading (Dartnell, 1977a).

Author occupation. Throughout the thirty volume years the greatest percentage (63.0%) of authors have been college or university based. The second largest category, representing employment at the district, county, state, or provincial levels, represented 16.1 percent of the total authors. Only 11.6 percent of authors were school based and could therefore be considered as disseminating first-hand information from the classroom.

Geographic location of author. Author location was tabulated for each of twelve geographic areas, which corresponded to regions defined by the International Reading Association. Consistent with findings previously reported by other researchers (Ayers, 1974; Chapin and Gross, 1970; Dartnell, 1977a), the largest percentage (41.3%) of authors resided in the East. If the United States regions are collapsed into two sections, East and West, an overwhelming 70.7 percent of articles originate in the eastern half of the United States. Only 30 of the 2,054 authors (1.5%) were from Canada.

Citations per volume. Authors cited an average of 5.3 documents per article (excluding reviews and bibliographies) across the thirty volume years. If only those articles containing citations are examined (683 articles contained no citations), this percentage increases to 9.2 citations per article, still considerably less than the average of 15 references for each scientific paper reported by Price (1965) for sciences. The total number of citations per volume increased dramatically from

794 in Volumes 1 through 10 to 5,491 in Volumes 21 through 30.

Type of publication cited. The total 8,973 documents cited by authors across the thirty volume years were classified according to five publication types: book, journal, conference proceeding or yearbook, unpublished material or test, or other. The two largest categories, books (32.4%) and journals (37.5%), accounted for a combined total of 6,276 of the citations, or 69.9 percent.

Age of cited material. Cited materials were first divided into two broad categories, recent (published less than 25 years before citation) and archival (published 25 years or more prior to the citation) and then analyzed separately. Median age was computed for the recent materials and range of publication date was noted. Journals cited were slightly more recent (median age of 5.9 years) than books (median 6.7). Archival materials, which represented only 7.8 percent of the total citations, were tabulated by frequency for each publication type.

#### Core and Support Journal Literature

The third section of the study investigated the frequency with which different journals were cited by authors publishing in Volumes 21 through 30 of The Reading Teacher. It was found that eight titles accounted for 51.14 percent of the cited journals; these eight titles could be considered as the core journals, and are as follows:

The Reading Teacher

Elementary English

Elementary School Journal

Reading Research Quarterly  
Journal of Educational Research  
Journal of Educational Psychology  
Journal of Reading  
Child Development

A wide array of journals representing disciplines within education and outside education were identified as the support literature which interacts with elementary reading as indicated by titles cited in the works of authors publishing in The Reading Teacher.

### Conclusions

The main objective of this study has been to retrospectively examine thirty volume years of The Reading Teacher. Statistical information has been presented describing selected variables related to the 1,684 articles published from 1948 to 1977. As reported in Chapter II, a similar study was recently completed by Dartnell (1977, 1977a) analyzing the nineteen year published record of the Journal of Reading. Both the Journal of Reading and The Reading Teacher are official publications of the International Reading Association, with The Reading Teacher aimed toward the elementary sector of reading education and the Journal of Reading containing literature pertaining to secondary, college, and adult reading. Meaningful conclusions can be drawn by making comparisons between the two projects in a number of areas.

In both journals, when articles were empirically classified according to subject matter, the bulk of articles were in the

same two categories. A total of 41 percent of Journal of Reading articles dealt with Reading Programs and Reading Skills. A comparable 45.6 percent of The Reading Teacher articles were related to Reading Instruction and Skill Development. Both studies reported that broad categories remained quite stable over time, with shifts occurring among the sub-categories. This is predictable, as a good classification system will define the major categorical areas in a field with the sub-categories designed to allow for shifts and entry of new substantive emphases and content in the literature over time.

A greater proportion of articles in The Reading Teacher were single authored, 82.6 percent as opposed to 76.42 percent in the Journal of Reading. However, The Reading Teacher began publication ten years prior to the Journal of Reading. If only the last twenty volumes of The Reading Teacher are used in the comparison, results are very similar: 75.9 percent of articles published during the last twenty years were single authored. Both studies reported a steady increase in dual authorship, reflecting the trend toward greater collaboration present in many disciplines today. The authorship data reflect about equal sex representation over time with a trend in recent years to greater male participation in The Reading Teacher.

Approximately the same percentage of authors in both journals were affiliated with colleges or universities, 63.0 percent in The Reading Teacher and 67.5 percent in the Journal of Reading, suggesting that the major contributing group remains college/university oriented. There is no indication that

school-based authorship may be increasing in more recent volumes of the journal.

Citation analyses comparisons point out similarities in the age and types of publications cited in the two journals. In both cases reference citation has increased and age of cited materials has decreased over time, suggesting a move toward citing of more recent materials. However, median ages of cited materials are still high in comparison with other disciplines and substantial material cited is still archival or near archival in nature. This trend is supported by the finding that book citation over time has increased while the trend is toward a decrease in journal literature citation. The relative proportion of book versus journal citation, however, still places elementary reading as a "typical" social science field when comparing the results with other social science research such as that reported by Broadus (1967).

In general, topics addressed, authors, and citation practices in the two reading journals are quite similar.

The third section of the analysis, delineating the core and support journal literature for the last decade of The Reading Teacher, identified eight titles accounting for approximately half of the citations. Interestingly, when these eight titles are compared with a recent listing (Axelrod, 1975) of most widely read reading-related journals, five of these titles appear on both lists: The Reading Teacher, Elementary English, Reading Research Quarterly, Journal of Educational Research, and Journal of Reading.

A wide variety of support journal literature was identified with which authors interact in writing and conducting research in elementary reading. The core and support journal literature characteristics for elementary reading are similar to those reported for other disciplines in science and social science and for reading in particular as reported in studies using reading research articles (Barnett, 1976) and articles from a secondary reading journal (Dartnell, 1977, 1977a). The core concept is indeed ubiquitous, with a key set of journals being consistently used and a wide array of interdisciplinary titles being turned to as support literature in elementary reading.

#### Recommendations

Several recommendations can be made concerning related investigations and extensions of this study.

1. Greater access to the collection would be provided by updating the 20 Year Annotated Index to The Reading Teacher. This could be accomplished in three steps:

- a. Informative annotations must be written for each of the 844 articles appearing in Volumes 21 through 30 of the journal.
- b. The published index classified each article in the one most appropriate subjective category; if an article was strongly related to additional categories it was cross-indexed via a "see-also" listing. In this study, each article was assigned to only the major classification. It



would be necessary to review the articles and cross-reference them when warranted.

- c. A Keyword in Context Index (KWIC), based on substantive vocabulary contained in the titles of articles, would provide another useful point of access in utilizing an annotated bibliography.
2. No attempt was made in this study to identify and analyze those articles which were reporting research. An analysis could be made of the quantitative research articles, tabulating and comparing the research method used, means of collecting data, statistics employed in presenting the results, and the substantive conclusions of the studies and how they relate to the state-of-the-art in elementary reading.
3. Core journals were identified in this study which were consistently cited by authors publishing in elementary reading. An interesting study would be to take the core journals identified, select a representative sample of recent articles, and determine the extent to which these journals cite The Reading Teacher. Is the interaction of elementary reading with other disciplines idiosyncratic or is it a two-way phenomenon with other disciplines showing similar interaction with reading in their publications?

## BIBLIOGRAPHY

- Axelrod, J. The most widely-read reading-related journals. Elementary English, 1975, 52, 356-360, 366.
- Ayers, J. E. Analysis of the current literature of science education. School Science and Mathematics, 1974, 4, 309-314.
- Barnett, D. J. Bibliometric analysis of reading research journal literature. Unpublished master's thesis, University of British Columbia, 1976.
- Bohn, M. J., Jr. Institutional sources of articles in this Journal of Counseling Psychology--four years later. Journal of Counseling Psychology, 1966, 13, 489-490.
- Borko, H., & Bernier, C. I. Abstracting concepts and methods. New York: Academic Press, 1975.
- Bradford, S. C. Documentation. London, England: Crosby, Lockwood and Son, Ltd., 1948.
- Broadus, R. N. A citation study for sociology. American Sociologist, 1967, 2, 19-20.
- Buckland, M. K. The management of libraries and information centers. In C. A. Cuadra, A. W. Luke & J. L. Harris (Eds.), Annual Review of Information Science and Technology (Vol. 9). Washington, D.C.: The American Society for Information Science, 1974.
- Chapin, J. R., & Gross, R. E. A barometer of the social studies: three decades of Social Education. Social Education, 1970, 34, 788-795.
- Cotton, M. C., & Anderson, W. P. Citation changes in the Journal of Counseling Psychology. Journal of Counseling Psychology, 1973, 20, 272-274.
- Dartnell, D. J. Content analysis of the Journal of Reading--1957-1976 with annotated bibliography, keyword in context (KWIC) and author indexes. Unpublished master's thesis, University of British Columbia, 1977.
- Dartnell, D. J. Personal correspondence, September, 1977(a).
- Dickinson, G., & Rusnell, G. A content analysis of Adult Education. Adult Education, 1971, 21, 177-185.

- Donohue, J. C. Understanding scientific literature: a bibliometric approach. Cambridge, Massachusetts: MIT Press, 1973.
- Fairthorne, R. A. Empirical hyperbolic distributions (Bradford-Zipf-Mandelbrot) for bibliometric description and prediction. Journal of Documentation, 1969, 25, 319-343.
- Fenichel, C. J. Citation patterns in information science. Unpublished master's thesis, 1969. (ERIC Document Reproduction Service No. ED 048 864)
- Foreman, M. E. Publication trends in counseling journals. Journal of Counseling Psychology, 1966, 13, 481-485.
- Garfield, E. Citation analysis as a tool in journal evaluation. Science, 1972, 178, 471-479.
- Goodstein, L. D. The institutional sources of articles in the Journal of Counseling Psychology. Journal of Counseling Psychology, 1963, 10, 94-95.
- Herschman, A. The primary journal: past, present, and future. Journal of Chemical Documentation, 1970, 10, 37-42.
- Holsi, O. Content analysis. In G. Lindzey, L. Gardner, & E. Aronson (Eds.), The Handbook of Social Psychology (Vol. 2). Reading, Massachusetts: Addison Wesley, 1968.
- Holsti, O. Content analysis for the social sciences and humanities. Menlo Park, California: Addison Wesley Co., 1969.
- Jeroski, S. F. The dissertation research requirement in secondary reading. Unpublished master's thesis, University of British Columbia, 1977.
- Jerrolds, B. W. Reading reflections: the history of the International Reading Association. Newark, Delaware: International Reading Association, 1977.
- Kline, L. W. Research, classroom and journal. The Reading Teacher, 1972, 25, 724-726.
- Kuney, J. H. Publication and distribution of information. In C. Cuadra (Ed.), Annual Review of Information Science and Technology (Vol. 3). Chicago: Encyclopedia Britannica Inc., 1968.
- Lancaster, F. W. Vocabulary control for information retrieval. Washington, D.C.: Information Resources Press, 1972.

- Lin, N., & Nelson, C. E. Bibliographic reference patterns in core sociological journals. The American Sociologist, 1969, 4, 47-50.
- Long, H. B., & Agyekum, S. K. Adult education 1964-1973: reflections of a changing discipline. Adult Education, 1974, 24, 99-120.
- McMurtray, F., & Ginski, J. M. Citation patterns of the cardiovascular serial literature. Journal of the American Society for Information Science, 1972, 23, 172-175.
- Munley, P. H. A content analysis of the Journal of Counseling Psychology. Journal of Counseling Psychology, 1974, 21, 305-310.
- Myers, R. A., & DeLevie, A. S. Frequency of citation as a criterion of eminence. Journal of Counseling Psychology, 1966, 13, 245-246.
- Parker, E. B., Paisley, W. J., & Garrett, R. Bibliographic citations as unobtrusive measures of scientific communication. Institute for Communication Research, Stanford University, 1967.
- Price, D. J. de S. Little science, big science. New York: Columbia University Press, 1963.
- Price, D. J. de S. Networks of scientific papers. Science, 1965, 149, 510-515.
- Price, D. de S. Science since Babylon. New Haven: Yale University Press, 1975.
- Price, D. J. de S. A general theory of bibliometric and other cumulative advantage processes. Journal of the American Society for Information Science, 1976, 27, 292-306.
- Saracevic, T., & Perk, L. J. Ascertaining activities in a subject area through bibliometric analysis. Journal of the American Society for Information Science, 1973, 27, 120-134.
- Sengupta, I. N. The literature of microbiology. International Library Review, 1974, 6, 353-369.
- Sewell, W. H. Rural sociological research, 1936-1965. Rural Research, 1965, 30, 428-451.
- Summers, E. G. (Ed.). 20 year annotated index to The Reading Teacher. Newark, Delaware: International Reading Association, 1969.

Walsh, W. B., Feeney, D., & Resnick, H. Graduate school origins of Journal of Counseling Psychology authors. Journal of Counseling Psychology, 1969, 16, 375-376.

Waters, B. L. She writes like a woman. Paper presented at the Southeast Conference on Linguistics, Atlanta, November 1975. (ERIC Document Reproduction Service No. ED 115 113)

## APPENDICES

APPENDIX A: DATA CODING SYSTEM

APPENDIX B: TABLES XVII THROUGH XXVII

## DATA CODING SYSTEM

Columns

- 1-6        Six digit identification number:  
              columns 1-2 = volume number  
              "        3 = issue number  
              "        4-6 = first page number
- 8-11       Four digit subjective classification
- 13         Number of authors
- 14-16      Sex of author(s)  
              column 14 = number of males  
              "        15 = number of females  
              "        16 = number unknown
- 17-21      Occupation of author(s)  
              column 17 = school based  
              "        18 = college/university  
              "        19 = district/county/state/provincial  
              "        20 = other  
              "        21 = unknown
- 22-34      Geographic location of author(s)  
              column 22 = Far West  
                      23 = Rocky Mountains  
                      24 = Southwest  
                      25 = Plains  
                      26 = Great Lakes  
                      27 = Southeast  
                      28 = East  
                      29 = Transmountain  
                      30 = Rupertsland  
                      31 = Laurentian  
                      32 = Atlantic  
                      33 = Outside North America  
                      34 = Unknown
- 37-39      Total number of citations
- 40-57      Type of publication cited  
              columns 40-41 = books  
                      42-43 = journals  
                      44-45 = conference proceedings/yearbooks  
                      46-47 = unpublished documents  
                      48-49 = tests  
                      50-51 = instructional materials  
                      52-53 = other  
                      54-55 = monographs  
                      56-57 = bulletins

Columns

59-60 .. Number of self-citations

Data tabulated in columns 40-57 were combined and recoded by computer into the following categories:

Books/Monographs (columns 40-41 and 54-55)

Journals (columns 42-43)

Unpublished Materials (columns 46-47)

Instructional Materials/Tests (columns 48-49 and 50-51)

Yearbooks/Conference Proceedings (columns 44-45)

Other/Bulletins (columns 52-53 and 56-57)



TABLE XVII

Article Frequency by Major and Sub-Categories

Across 30 Volume Years

[illegible]

TABLE XVII continued

Categories and Sub-Categories	Volume										Total
	11	12	13	14	15	16	17	18	19	20	
01 Research Analyses and Reviews	1	7	1	1	2	3	1	2	2	0	20
02 Reading Instruction											
02.10	2	1	1	0	2	4	0	3	3	4	20
02.20	0	0	0	1	1	1	2	6	10	3	24
02.30											
02.31	0	0	0	0	0	0	1	5	0	2	8
02.32	0	0	0	0	1	0	1	0	0	0	2
02.33	3	0	2	4	1	3	0	1	0	1	15
02.34	0	0	0	0	0	1	2	4	0	0	7
02.35	0	0	0	0	0	1	0	1	1	0	3
02.36	0	0	1	0	0	0	1	0	15	15	32
02.40	2	0	0	2	3	1	0	0	2	1	11
02.50	1	0	1	4	3	4	4	0	0	0	17
02.60	2	2	2	2	2	1	2	0	4	0	17
02.70	0	3	3	2	1	7	1	2	5	1	25
03 Development of Reading Skills											
03.10	1	0	2	6	2	3	2	4	5	7	32
03.20	3	3	3	0	3	1	1	3	2	2	21
03.30	0	3	7	1	4	0	1	0	2	1	19
03.40	0	0	0	0	1	1	1	1	0	1	5
03.50	1	0	0	1	2	2	1	0	0	0	7
03.60	0	3	2	1	2	1	2	1	1	0	13
04 Instructional Materials											
04.10	0	0	1	1	0	2	0	1	0	2	7
04.20	0	3	1	3	0	1	4	0	3	2	17
04.30	0	0	0	0	1	0	2	0	0	0	3
04.40	1	0	2	0	1	0	1	1	0	3	9
04.50	0	0	0	0	1	1	2	0	0	0	4
04.60	5	0	1	0	0	1	0	1	0	0	8
04.70	0	0	0	0	0	0	0	0	0	0	0
04.80	0	0	0	0	0	0	0	0	0	4	4
05 Reading Personnel											
05.10											
05.11	0	0	0	7	3	1	2	3	8	3	27
05.12	0	0	2	2	0	0	0	0	0	1	5

TABLE XVII continued

Categories and Sub-Categories	Volume										Total
	21	22	23	24	25	26	27	28	29	30	
01 Research Analyses and Reviews	1	3	2	0	0	0	0	0	1	0	7
02 Reading Instruction											
02.10	5	6	6	15	5	5	8	6	7	3	66
02.20	5	7	5	3	1	1	3	3	0	5	33
02.30											
02.31	3	5	4	0	2	2	2	2	3	2	25
02.32	0	0	0	0	1	0	1	0	1	0	3
02.33	0	0	0	6	0	1	3	1	1	1	13
02.34	4	1	4	1	0	2	1	2	2	2	19
02.35	3	6	5	0	1	2	2	0	2	2	23
02.36	3	6	1	0	0	0	0	2	0	0	12
02.40	0	0	1	1	0	0	1	0	0	1	4
02.50	0	0	0	0	1	0	0	0	0	0	1
02.60	0	0	0	0	1	0	0	0	0	0	1
02.70	2	2	3	0	1	2	2	2	3	3	20
03 Development of Reading Skills											
03.10	7	4	8	3	3	4	11	6	7	8	61
03.20	1	7	5	3	2	2	0	4	3	4	31
03.30	3	5	3	2	1	1	2	1	0	2	20
03.40	0	0	0	1	1	0	0	1	0	0	3
03.50	2	0	0	0	0	0	0	0	0	0	2
03.60	4	4	3	4	2	2	5	4	1	4	33
04 Instructional Materials											
04.10	1	2	0	0	0	2	1	3	3	1	13
04.20	0	1	1	2	2	3	2	3	1	7	22
04.30	0	0	0	0	0	0	0	0	0	0	0
04.40	1	2	0	1	0	0	1	1	2	2	10
04.50	1	0	1	0	1	0	0	2	0	0	5
04.60	0	0	0	0	0	1	1	0	0	0	2
04.70	0	3	1	1	0	0	0	1	2	3	11
04.80	1	3	2	0	1	1	3	1	7	2	21
05 Reading Personnel											
05.10											
05.11	0	4	7	4	9	4	6	2	4	6	46
05.12	1	0	0	0	2	0	0	0	0	0	3

TABLE XVII continued

Categories and Sub-Categories	Volume										Total
	1	2	3	4	5	6	7	8	9	10	
05.20	0	0	0	0	0	0	1	0	0	0	1
05.30	0	0	0	0	0	0	0	0	0	0	0
05.40	0	0	0	0	0	0	0	0	0	0	0
05.50	0	0	0	0	0	0	0	0	0	0	0
06 Grouping	1	7	0	1	3	1	3	0	0	1	17
07 Testing	0	0	0	0	2	1	3	2	1	2	11
08 Reading and Content Fields	0	1	0	0	2	2	3	6	2	6	22
09 Reading and the Gifted	0	0	0	0	0	1	1	0	7	0	9
10 The Culturally Different	0	0	0	0	0	0	0	0	0	0	0
11 Guidance & Reading	0	0	0	0	0	0	0	0	0	1	1
12 Library & Reading	0	0	0	0	0	0	2	1	2	0	5
13 Parental Help and Influence	0	0	0	0	1	2	6	1	0	4	14
14 Sociology of Reading	0	0	0	0	0	0	0	0	0	0	0
15 Auditory Discrimination	0	0	0	0	0	0	0	0	0	0	0
16 Visual Discrimination	0	0	0	0	0	0	1	1	0	0	2
17 Personality	0	0	0	0	0	0	2	1	1	0	4
18 Reading Problems											
18.10	0	0	0	0	0	2	0	1	1	1	5
18.20	0	0	0	0	1	1	0	0	0	1	3
18.30	0	0	0	0	2	2	2	1	3	4	14
18.40	0	0	0	0	0	0	0	0	0	0	0
Total	1	13	10	21	33	33	44	39	31	35	250

TABLE XVII continued

Categories and Sub-Categories	Volume										Total
	11	12	13	14	15	16	17	18	19	20	
05.20	0	1	1	1	0	2	1	2	2	10	20
05.30	1	1	1	0	0	0	1	0	0	0	4
05.40	0	0	0	0	0	0	1	1	0	0	2
05.50	0	0	0	0	0	0	0	0	0	0	0
06 Grouping	4	1	1	0	1	0	0	1	1	3	12
07 Testing	1	1	2	2	4	1	1	2	3	2	19
08 Reading and Content Fields	4	1	0	1	0	1	2	5	1	1	16
09 Reading and the Gifted	0	0	0	1	1	5	0	1	0	0	8
10 The Culturally Different	0	0	0	1	1	0	0	7	3	7	19
11 Guidance & Reading	0	0	0	0	1	0	0	0	1	0	2
12 Library & Reading	1	1	0	2	0	2	7	1	0	0	14
13 Parental Help and Influence	0	0	0	0	0	0	0	5	0	2	7
14 Sociology of Reading	0	1	0	0	0	0	2	0	1	1	5
15 Auditory Discrimination	0	0	0	1	1	0	2	1	1	1	7
16 Visual Discrimination	0	0	2	1	0	1	1	2	1	3	11
17 Personality	0	1	0	0	0	1	1	1	0	0	4
18 Reading Problems											
18.10	0	2	0	0	1	2	3	1	4	3	16
18.20	0	0	0	1	2	1	2	0	0	0	6
18.30	1	0	1	1	4	2	5	4	8	2	28
18.40	0	2	0	2	1	0	0	2	0	1	8
Total	34	37	40	52	53	58	63	75	89	89	590

TABLE XVII continued

Categories and Sub-Categories	Volume										Total
	21	22	23	24	25	26	27	28	29	30	
05.20	0	3	1	0	1	1	0	2	2	1	11
05.30	2	0	0	0	0	0	0	0	0	1	3
05.40	0	1	0	0	5	5	1	0	0	1	13
05.50	0	0	1	1	1	2	0	2	0	0	7
06 Grouping	3	0	1	1	1	1	4	3	1	1	16
07 Testing	4	4	1	17	8	13	9	5	6	6	73
08 Reading and Content Fields	1	0	0	2	0	1	2	0	1	5	12
09 Reading and the Gifted	0	0	0	0	1	0	0	0	0	1	2
10 The Culturally Different	5	5	3	11	4	3	2	3	3	7	46
11 Guidance & Reading	2	0	2	0	1	1	0	0	0	0	6
12 Library & Reading	0	0	0	2	1	0	1	0	1	0	5
13 Parental Help and Influence	2	1	9	1	2	1	1	2	1	2	22
14 Sociology of Reading	1	2	0	0	0	0	0	0	0	0	3
15 Auditory Discrimination	0	2	0	0	0	0	2	1	0	0	5
16 Visual Discrimination	2	2	0	0	0	0	2	1	0	1	8
17 Personality	3	2	1	1	2	1	0	4	3	0	17
18 Reading Problems											
18.10	4	5	6	3	1	2	4	0	3	1	29
18.20	1	1	1	1	2	1	1	1	1	2	12
18.30	9	3	6	6	3	0	2	2	3	0	34
18.40	4	1	1	3	0	0	1	0	0	0	10
Total	91	103	95	96	70	67	87	73	75	87	844

TABLE XVIII

## Multiple Authorship by Volume

Number of Authors	Volume															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	1	13		21	33	33	44	36	29	31	30	34	36	41	45	50
2							1	2	1	4	4	3	2	8	8	8
3								1					2	2		
4 or more									1					1		
Total Articles	1	13		21	33	33	45	39	31	35	34	37	40	52	53	58

Number of Authors	Volume															Total
	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	56	68	68	72	69	82	85	74	53	56	61	51	58	61	1391	
2	6	6	14	13	18	18	9	19	14	10	18	20	12	21	239	
3	1	1	3	4	3	2	1	2	1	1	6		4	4	38	
4 or more			4		1	1		1	2		1	2	1	1	16	
Total Articles	63	75	89	89	91	103	95	96	70	67	86	73	75	87	1684	

TABLE XIX

## Sex of Author by Volume

Sex of Authors	Volume															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Male		2		5	9	17	9	20	18	12	25	21	28	36	31	37
Female	1	11		16	24	16	36	23	18	27	13	19	17	34	29	29
No Identification							1						1		1	

Sex of Authors	Volume														Total
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Male	26	47	66	73	80	78	58	86	59	48	53	51	41	47	1083
Female	45	36	57	35	38	50	48	37	32	31	66	48	56	71	963
No Identification				2					1				1	1	8



TABLE XX

## Author Occupation by Volume

Author Occupation	Volume															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
School Based		5		3	8	2	9	9	11	4	4	3	7	8	5	6
College/University	1	7		10	12	24	20	30	23	13	27	30	30	43	38	37
District/State/Provincial				8	5	6	8	2	11		6	4	3	13	12	17
Other					8	1	8	2		7	1	2	5	3	6	4
No Identification		1					1		2	4		1	1	3		2

Author Occupation	Volume															Total
	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
School Based	9	4	13	4	16	14	12	10	8	2	18	19	13	13	239	
College/University	39	45	76	73	75	89	75	84	44	56	78	59	68	87	1293	
District/State/Provincial	14	26	27	28	17	22	13	19	12	13	9	14	9	13	331	
Other	8	7	6	5	10	3	6	9	17	8	7	6	8	6	153	
No Identification	1	1	1					1	11		7	1			38	

TABLE XXI

## Geographic Location of Author by Volume

Geographic Location	Volume															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Far West				1		1	8		7	4	6	1	7	4	9	4
Rocky Mtns.					1					1					1	
Southwest					1		1	1	1		1			2		1
Plains				1	1	1		7		1	3	3	4	3	2	2
Great Lakes				5	4	9	14	14	9	8	3	4	8	18	15	15
Southeast		1			1	1	2	2	4	1	4	1	1	2	6	6
East	1	7		14	22	21	19	19	13	20	21	25	21	36	27	29
Transmountain			3													
Rupertsland		2														
Laurentian																
Atlantic																
Outside N.A.												2	3			7
Unknown		2		1	3		2		2	4		1	2	5	1	2

TABLE XXI continued

Geographic Location	Volume														Total
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Far West	6	8	3	13	13	12	10	13	11	8	6	11	13	6	185
Rocky Mtns.		1	2	4	6	5	3	4	3	2	2	1	1		37
Southwest		1	3	12	5	8	4	7	4	3	12	5	10	18	100
Plains	3	3	14	7	4	8	5	7	1	5	8	7	8	5	113
Great Lakes	13	11	19	24	26	32	19	20	13	12	20	28	21	12	396
Southeast	2	2	13	9	10	17	8	15	15	13	20	17	11	24	208
East	43	50	59	38	38	35	47	54	33	25	40	26	24	41	848
Transmountain			1			3	2		1	1			3		14
Rupertsland			1				2	1		3				2	12
Laurentian					1	1									2
Atlantic		1						1							2
Outside N.A.		2	2	2	2	7	5		3	5	4	3	4	10	61
Unknown	4	4	6	1	13		1	1	8	2	7	1	3	1	76

TABLE XXII

## Citations by Volume and Type of Publication

Type of Publication	Volume															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Book		20			2	59	59	17	40	16	13	30	81	22	91	68
Journal		6		14	23	96	60	42	63	51	28	15	139	97	108	113
Conference Proceeding, Yearbook		12		2		6	2	4	6	3	4	4	5	8	16	17
Unpublished Material		3			2	17	16	10	7	6	4	9	10	16	9	18
Instructional Material or Test		2				5	7		4	7	6	2	9	16	6	6
Other		6		2	1	23	31	8	26	8	9	9	28	24	34	39
Total		49		18	28	206	175	81	146	91	64	69	272	183	264	261

TABLE XXII continued

Type of Publication	Volume														Total
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Book	96	91	116	147	194	189	177	148	151	182	231	201	237	230	2908
Journal	142	195	126	182	201	240	211	147	96	153	211	169	237	203	3368
Conference Proceeding, Yearbook	16	15	8	10	38	16	19	14	5	5	7	8	7	6	263
Unpublished Material	49	19	16	38	61	65	59	77	15	42	81	81	78	99	907
Instructional Material or Test	75	14	46	17	40	22	22	59	16	92	60	45	40	168	786
Other	34	45	37	41	20	31	26	36	17	33	61	33	43	36	741
Total	412	379	349	435	554	563	514	481	300	507	651	537	642	742	8973

TABLE XXIII

Age of Cited Material by Volume and Type of Publication

Type of Publication	Volume				
	1	2	3	4	5
<u>Books</u>					
median		8.00 (13)			10.00 (2)
range in years		21 (1926-1947)			6 (1940-1946)
<u>Journals</u>					
median		3.50 (7)		3.00 (23)	16.30 (22)
range in years		5 (1945-1950)		1 (1950-1951)	10 (1933-1943)
<u>Conference Proceeding, Yearbook</u>					
median		9.00 (12)		3.00 (2)	
range in years		12 (1936-1948)		0 (1950)	
<u>Unpublished Material</u>					
median		10.50 (4)			
range in years		13 (1934-1947)			
<u>Instructional Material or Test</u>					
median					
range in years					
<u>Other</u>					
median		10.00 (3)		14.00 (2)	14.00 (1)
range in years		13 (1936-1949)		0 (1938)	0 (1939)

TABLE XXIII continued

Type of Publication	Volume				
	6	7	8	9	10
<u>Books</u>					
median	4.50 (58)	6.00 (45)	5.50 (14)	6.00 (34)	8.83 (19)
range in years	23 (1929-1952)	23 (1930-1953)	23 (1931-1954)	21 (1934-1955)	21 (1936-1957)
<u>Journals</u>					
median	5.50 (94)	7.50 (38)	5.50 (36)	6.13 (63)	7.75 (50)
range in years	21 (1931-1952)	21 (1932-1953)	20 (1935-1955)	21 (1934-1955)	22 (1934-1956)
<u>Conference Proceeding,</u>					
<u>Yearbook</u>					
median	6.00 (6)	5.00 (1)	7.50 (4)	4.50 (7)	9.00 (3)
range in years	4 (1946-1950)	0 (1950)	3 (1948-1951)	13 (1942-1955)	15 (1940-1955)
<u>Unpublished Material</u>					
median	12.50 (13)	5.00 (14)	3.38 (10)	5.00 (5)	2.50 (3)
range in years	21 (1931-1952)	18 (1935-1953)	13 (1941-1954)	15 (1940-1955)	11 (1945-1956)
<u>Instructional Material or Test</u>					
median	17.00 (3)	13.00 (3)		7.50 (6)	10.00 (2)
range in years	12 (1935-1947)	14 (1939-1953)		21 (1932-1953)	16 (1940-1956)
<u>Other</u>					
median	8.00 (21)	4.33 (18)	7.00 (9)	3.50 (14)	6.00 (5)
range in years	22 (1930-1952)	8 (1945-1953)	19 (1933-1952)	15 (1940-1955)	16 (1940-1956)

TABLE XXIII continued

Type of Publication	Volume				
	11	12	13	14	15
<u>Books</u>					
median	5.00 (12)	4.50 (31)	8.33 (75)	5.50 (22)	7.05 (88)
range in years	12 (1945-1957)	22 (1936-1958)	22 (1937-1959)	21 (1939-1960)	23 (1938-1961)
<u>Journals</u>					
median	5.80 (28)	5.50 (13)	5.60 (125)	4.43 (89)	6.07 (93)
range in years	11 (1946-1957)	20 (1937-1957)	23 (1936-1959)	20 (1940-1960)	23 (1938-1961)
<u>Conference Proceeding, Yearbook</u>					
median	4.50 (2)	9.00 (3)	5.00 (5)	3.33 (8)	4.38 (14)
range in years	3 (1953-1956)	19 (1937-1956)	21 (1938-1959)	21 (1940-1961)	20 (1941-1961)
<u>Unpublished Material</u>					
median	2.50 (2)	4.50 (8)	5.25 (12)	7.00 (7)	11.13 (8)
range in years	1 (1956-1957)	8 (1950-1958)	6 (1952-1958)	11 (1949-1960)	20 (1941-1961)
<u>Instructional Material or Test</u>					
median	3.00 (1)		8.00 (9)	5.50 (5)	8.00 (5)
range in years	0 (1956)		15 (1943-1958)	3 (1955-1958)	22 (1939-1961)
<u>Other</u>					
median	7.00 (9)	9.00 (8)	6.50 (18)	4.50 (21)	5.50 (23)
range in years	9 (1948-1957)	20 (1938-1958)	22 (1938-1960)	13 (1947-1960)	21 (1940-1961)



TABLE XXIII continued

Type of Publication	Volume				
	16	17	18	19	20
<u>Books</u>					
median	7.75 (57)	5.75 (90)	5.32 (83)	5.92 (96)	6.50 (131)
range in years	22	21	23	24	24
	(1940-1962)	(1942-1963)	(1941-1964)	(1942-1966)	(1943-1967)
<u>Journals</u>					
median	4.11 (90)	4.21 (107)	4.53 (181)	4.75 <sup>✓</sup> (112)	5.75 (173)
range in years	24	24	23	20	23
	(1939-1963)	(1940-1964)	(1942-1965)	(1946-1966)	(1943-1966)
<u>Conference Proceeding,</u>					
<u>Yearbook</u>					
median	3.50 (12)	3.40 (14)	5.17 (13)	5.00 (7)	5.38 (8)
range in years	5	10	17	4	15
	(1957-1962)	(1953-1963)	(1947-1964)	(1960-1964)	(1949-1964)
<u>Unpublished Material</u>					
median	4.30 (19)	4.39 (45)	4.42 (18)	6.00 (19)	3.15 (38)
range in years	15	17	13	16	22
	(1947-1962)	(1947-1964)	(1951-1964)	(1949-1965)	(1945-1967)
<u>Instructional Material or Test</u>					
median	3.00 (3)	3.92 (66)	3.50 (3)	8.88 (46)	5.50 (9)
range in years	9	23	4	21	21
	(1953-1962)	(1941-1964)	(1959-1963)	(1944-1965)	(1945-1966)
<u>Other</u>					
median	3.83 (33)	3.90 (23)	2.67 (39)	4.50 (29)	6.00 (27)
range in years	23	14	22	20	23
	(1939-1962)	(1949-1963)	(1943-1965)	(1945-1965)	(1943-1966)

TABLE XXIII continued

Type of Publication	Volume				
	21	22	23	24	25
<u>Books</u>					
median	7.25 (160)	6.83 (163)	7.30 (180)	7.50 (131)	6.73 (142)
range in years	23	23	24	23	22
	(1944-1967)	(1945-1968)	(1946-1970)	(1947-1970)	(1950-1972)
<u>Journals</u>					
median	6.13 (170)	6.13 (218)	6.03 (196)	6.10 (145)	5.60 (89)
range in years	22	24	24	24	24
	(1945-1967)	(1945-1969)	(1946-1970)	(1947-1971)	(1948-1972)
<u>Conference Proceeding, Yearbook</u>					
median	4.50 (35)	5.31 (14)	4.42 (22)	5.00 (15)	4.25 (4)
range in years	20	7	10	22	21
	(1947-1967)	(1961-1968)	(1959-1969)	(1947-1969)	(1949-1970)
<u>Unpublished Material</u>					
median	4.38 (59)	4.35 (67)	4.00 (60)	5.19 (70)	5.00 (15)
range in years	17	18	12	18	18
	(1951-1968)	(1951-1969)	(1957-1969)	(1952-1970)	(1953-1971)
<u>Instructional Material or Test</u>					
median	9.00 (34)	7.00 (24)	8.40 (20)	9.50 (49)	7.50 (15)
range in years	21	16	17	19	19
	(1945-1966)	(1951-1967)	(1951-1968)	(1950-1969)	(1950-1969)
<u>Other</u>					
median	7.00 (21)	7.00 (28)	6.00 (33)	5.63 (43)	4.08 (16)
range in years	14	7	15	23	12
	(1954-1968)	(1961-1968)	(1954-1969)	(1947-1970)	(1960-1972)

TABLE XXIII continued

Type of Publication	Volume				
	26	27	28	29	30
<u>Books</u>					
median	6.85 (165)	6.10 (236)	6.68 (183)	7.12 (224)	8.26 (214)
range in years	23	24	21	22	22
	(1950-1973)	(1950-1974)	(1954-1975)	(1954-1976)	(1954-1976)
<u>Journals</u>					
median	5.91 (145)	6.59 (237)	6.30 (164)	7.19 (219)	7.42 (197)
range in years	23	21	23	22	24
	(1949-1972)	(1953-1974)	(1952-1975)	(1953-1975)	(1953-1977)
<u>Conference Proceeding, Yearbook</u>					
median	6.50 (7)	6.00 (9)	12.00 (8)	7.00 (6)	8.00 (7)
range in years	17	10	12	17	7
	(1955-1972)	(1962-1972)	(1956-1968)	(1956-1973)	(1967-1974)
<u>Unpublished Material</u>					
median	4.00 (41)	6.39 (73)	5.29 (74)	5.33 (72)	7.50 (96)
range in years	13	21	23	23	22
	(1960-1973)	(1952-1973)	(1951-1974)	(1952-1975)	(1954-1976)
<u>Instructional Material or Test</u>					
median	8.06 (83)	6.00 (50)	8.00 (29)	9.40 (40)	8.63 (144)
range in years	23	15	18	14	24
	(1949-1972)	(1958-1973)	(1955-1973)	(1959-1973)	(1953-1977)
<u>Other</u>					
median	6.14 (28)	5.83 (51)	8.83 (19)	3.50 (37)	6.50 (30)
range in years	19	15	20	15	20
	(1952-1971)	(1958-1973)	(1954-1974)	(1960-1975)	(1956-1976)

TABLE XXIV

## Archival Material Cited by Volume and Type of Publication

Type of Publication	Volume				
	1	2	3	4	5
<u>Books</u>					
frequency					
range in years					
<u>Journals</u>					
frequency					1
range in years					1923
<u>Conference</u>					
<u>Proceeding,</u>					
<u>Yearbook</u>					
frequency		1			
range in years		1925			
<u>Unpublished</u>					
<u>Material</u>					
frequency					
range in years					
<u>Instructional</u>					
<u>Material</u>					
<u>or Test</u>					
frequency					
range in years					
<u>Other</u>					
frequency					
range in years					

TABLE XXIV continued

Type of Publication	Volume				
	6	7	8	9	10
<u>Books</u>					
frequency		1	3	3	1
range in years		1926	1922-1928	1900-1922	1916
<u>Journals</u>					
frequency	1	2	5	2	2
range in years	1923	1925-1928	1912-1930	1917-1931	1931-1932
<u>Conference</u>					
<u>Proceeding,</u>					
<u>Yearbook</u>					
frequency					
range in years					
<u>Unpublished</u>					
<u>Material</u>					
frequency	1				
range in years	1927				
<u>Instructional</u>					
<u>Material</u>					
<u>or Test</u>					
frequency					1
range in years					1925
<u>Other</u>					
frequency	2	1			1
range in years	1925-1926	1927			1930

TABLE XXIV continued

Type of Publication	Volume				
	11	12	13	14	15
<u>Books</u>					
frequency	1	1	6		10
range in years	1927	1910	1910-1933		1908-1937
<u>Journals</u>					
frequency		1	14	6	9
range in years		1934	1911-1935	1885-1935	1929-1936
<u>Conference</u>					
<u>Proceeding,</u>					
<u>Yearbook</u>					
frequency					
range in years					
<u>Unpublished</u>					
<u>Material</u>					
frequency	1				1
range in years	1926				1935
<u>Instructional</u>					
<u>Material</u>					
<u>or Test</u>					
frequency	1				
range in years	1925				
<u>Other</u>					
frequency		1	3		3
range in years		1930	1930-1935		1907-1930

TABLE XXIV continued

Type of Publication	Volume				
	16	17	18	19	20
<u>Books</u>					
frequency	17	8	10	7	11
range in years	1868-1938	1929-1939	1893-1940	1913-1938	1909-1942
<u>Journals</u>					
frequency	13	8	10	11	10
range in years	1900-1938	1923-1939	1907-1940	1894-1940	1926-1939
<u>Conference Proceeding, Yearbook</u>					
frequency	1		1		1
range in years	1925		1925		1933
<u>Unpublished Material</u>					
frequency	1	1			
range in years	1934	1935			
<u>Instructional Material or Test</u>					
frequency	3	8	1	11	
range in years	1900-1934	1867-1939	1940	1898-1936	
<u>Other</u>					
frequency	5	4	1	3	7
range in years	1909-1938	1935-1938	1933	1930-1941	1922-1939

TABLE XXIV continued

Type of Publication	Volume				
	21	22	23	24	25
<u>Books</u>					
frequency	28	14	5	15	6
range in years	1890-1943	1911-1943	1910-1940	1910-1946	1928-1947
<u>Journals</u>					
frequency	28	21	7	9	9
range in years	1910-1942	1918-1943	1917-1945	1857-1943	1917-1946
<u>Conference</u>					
<u>Proceeding,</u>					
<u>Yearbook</u>					
frequency	1	1			1
range in years	1917	1942			1925
<u>Unpublished</u>					
<u>Material</u>					
frequency	2			1	
range in years	1925-1937			1942	
<u>Instructional</u>					
<u>Material</u>					
<u>or Test</u>					
frequency	5	2	1	5	1
range in years	1916-1943	1938-1939	1938	1840-1942	1943
<u>Other</u>					
frequency	4	9			
range in years	1907-1943	1926-1942			



TABLE XXIV continued

Type of Publication	Volume				
	26	27	28	29	30
<u>Books</u>					
frequency	6	14	23	33	13
range in years	1885-1945	1922-1946	1908-1950	1908-1951	1926-1952
<u>Journals</u>					
frequency	10	14	15	21	10
range in years	1901-1948	1923-1948	1921-1944	1913-1951	1936-1951
<u>Conference</u>					
<u>Proceeding,</u>					
<u>Yearbook</u>					
frequency				3	
range in years				1937-1938	
<u>Unpublished</u>					
<u>Material</u>					
frequency		1	2	1	
range in years		1942	1925-1942	1947	
<u>Instructional</u>					
<u>Material</u>					
<u>or Test</u>					
frequency	9	7	3	2	11
range in years	1879-1948	1932-1940	1940-1943	1939-1945	1932-1952
<u>Other</u>					
frequency	5	3	5	3	4
range in years	1905-1948	1925-1948	1921-1948	1870-1948	1948-1950

TABLE XXV

Journals by Number of Citations Received from  
The Reading Teacher in Volumes 21 through 25

Journal	Number of Citations	Cumulative Percentage
The Reading Teacher	184	20.98
Elementary English	79	29.99
Elementary School Journal	58	36.60
Journal of Educational Research	46	41.85
Reading Research Quarterly	32	45.50
Journal of Educational Psychology	31	49.03
Child Development	28	52.22
Journal of Reading	20	54.50
American Educational Research Journal	16	56.32
Exceptional Children	15	58.03
Education	13	59.51
Journal of Experimental Education	11	60.76
American Journal of Orthopsychiatry	11	62.01
Elementary English Review	11	63.26
Perceptual and Motor Skills	10	64.40
Harvard Educational Review	9	65.43
Merrill-Palmer Quarterly	8	66.46
Childhood Education	8	67.37
Journal of Genetic Psychology	8	68.28
School Review	7	69.08
Journal of Verbal Learning and Verbal Behavior	6	69.76
Educational and Psychological Measurement	6	70.44
Journal of Abnormal and Social Psychology	5	71.01
Review of Educational Research	5	71.58
Psychological Review	5	72.15
Journal of Psychology	5	72.72
Journalism Quarterly	5	73.29
California Journal of Educational Research	4	73.75
Journal of Communication	4	74.21
American Psychologist	4	74.68
Ontario Journal of Educational Research	4	75.13
Sight-Saving Review	4	75.59
Instructor	4	76.05
Teachers College Record	4	76.50
National Education Association Journal	4	76.96

TABLE XXV continued

Journal	Number of Citations	Cumulative Percentage
Journal of Education	4	77.41
Psychological Reports	4	77.87
National Elementary Principal	4	78.33
Educational Administration and Supervision	3	78.67
Journal of Experimental Psychology	3	79.01
American Journal of Mental Deficiency	3	79.36
Phi Delta Kappan	3	79.70
Educational Leadership	3	80.04
Journal of Consulting Psychology	3	80.38
Research in the Teaching of English	3	80.72
Journal of Special Education	3	81.07
American Journal of Optometry	3	81.41
Journal of Educational Measurement	3	81.75
Peabody Journal of Education	3	82.09
Journal of Developmental Reading	3	82.43
Modern Language Journal	3	82.78
Journal of the Reading Specialist	3	83.12
Journal of Teacher Education	3	83.46
Journal of the American Medical Association	3	83.80
Archives of Neurology and Psychiatry	2	84.03
Journal of School Psychology	2	84.26
Today's Education	2	84.49
Reading Newsreport	2	84.71
English Journal	2	84.94
Illinois School Research	2	85.17
American Journal of Psychiatry	2	85.40
Nations Schools	2	85.62
Behavioral Science	2	85.85
Journal of Learning Disabilities	2	86.08
Soviet Education	2	86.31
Perceptual Motor Skills	2	86.54
Boston University Journal of Education	2	86.76
American Sociological Review	2	86.99
Language	2	87.22
School and Society	2	87.45

TABLE XXV continued

Journal	Number of Citations	Cumulative Percentage
Journal of Programmed Reading	2	87.68
American Journal of Psychology	2	87.90
Progressive Education	2	88.13
The Clearing House	2	88.36
Journal of Speech and Hearing Disorders	2	88.59
Rehabilitation Literature	2	88.82
Psychometrika	2	89.05
Teachers College Journal	2	89.27
Journal of Typographic Research	2	89.50
Science	2	89.73
School Library Journal	2	89.96
Journal of Clinical and Experimental Psychology and Quarterly Review of Psychiatry and Neurology	1	90.07
Developmental Medicine and Child Neurology	1	90.19
Pediatrics	1	90.30
Academic Therapy Quarterly	1	90.42
Journal of Home Economics	1	90.53
Contemporary Psychology	1	90.64
Library Quarterly	1	90.76
Vocational Guidance Quarterly	1	90.87
Journal of Counseling Psychology	1	90.99
Foreign Language Annals	1	91.10
Reading and Inquiry	1	91.21
American Anthropologist	1	91.33
Journal of Reading Behavior	1	91.44
Annual Review of Psychology	1	91.55
Teachers World	1	91.67
Genetic Psychology Monographs	1	91.79
Educational Research	1	91.90
Pittsburgh Schools	1	92.02
American Journal of Optometry and Archives of American Academy of Optometry	1	92.13
Journal of Neurosurgery	1	92.24
Canadian Journal of Psychology	1	92.36
National Education Association Elementary Principal	1	92.47
The Florida Reporter	1	92.59
Journal of Applied Psychology	1	92.70

TABLE XXV continued

Journal	Number of Citations	Cumulative Percentage
Electroencephalography and Clinical Neurophysiology	1	92.81
Project Literacy Reports	1	92.93
American Statistical Association Journal	1	93.04
Journal of Psychosomatic Research	1	93.16
ASHA: Journal of the American Speech and Hearing Association	1	93.27
Language and Speech	1	93.38
Association for Research in Nervous and Mental Disease	1	93.50
International Review of Education	1	93.61
Education Digest	1	93.73
Perception and Psychophysics	1	93.84
American Journal of Disorders in Children	1	93.95
Journal of Experimental Child Psychology	1	94.07
College English	1	94.18
Mental Hygiene	1	94.30
The Urban Review	1	94.41
Journal of Comparative and Physiological Psychology	1	94.53
Experimental Neurology	1	94.64
Psychology in the Schools	1	94.75
American Journal of Public Health	1	94.87
Journal of Social Psychology	1	94.98
Archives of Ophthalmology	1	95.10
Journal of the National Education Association	1	95.21
Sociology of Education	1	95.32
IDEA Reporter	1	95.44
Educational Review	1	95.55
Personnel and Guidance Journal	1	95.67
American Journal of Diseases of Children	1	95.78
Journal of Neurology, Neurosurgery, and Psychiatry	1	95.89
British Medical Journal	1	96.01
New Zealand Journal of Educational Studies	1	96.12
The Nervous Child	1	96.24
Grade Teacher	1	96.35
Elementary English Journal	1	96.46
Programmed Instruction	1	96.58

TABLE XXV continued

Journal	Number of Citations	Cumulative Percentage
Annals of Otology, Rhinology, and Laryngology	1	96.69
Journal of Personality	1	96.81
Barnard's Journal of Education	1	96.92
Modern Educational Problems	1	97.03
School Science and Mathematics	1	97.15
Illinois Education	1	97.26
Educational Researcher	1	97.38
Psychoanalytic Study of the Child	1	97.49
American Education	1	97.60
Journal of General Psychology	1	97.72
Denver Public Schools Instruction News	1	97.83
Journal of Rehabilitation	1	97.95
UNESCO, Educational Studies and Documents	1	98.06
Journal of Pediatrics	1	98.17
General Linguistics	1	98.29
Journal of Research and Development in Education	1	98.40
Science Education	1	98.52
Journal of Negro Education	1	98.63
Archives of Disease in Childhood	1	98.74
Journal of Orthopsychiatry	1	98.86
The High School Journal	1	98.97
Catholic Educational Review	1	99.09
Review of Applied Psychology	1	99.20
Audio Visual Communication Review	1	99.31
The Record	1	99.43
Comprehensive Psychiatry	1	99.54
School and Community	1	99.66
Archives of General Psychology	1	99.77
Carnegie Quarterly	1	99.88
British Journal of Educational Psychology	1	100.00

TABLE XXVI

Journals by Number of Citations Received from  
The Reading Teacher in Volumes 26 through 30

Journal	Number of Citations	Cumulative Percentage
The Reading Teacher	168	16.67
Elementary English	81	24.71
Elementary School Journal	66	31.26
Reading Research Quarterly	57	36.91
Journal of Educational Psychology	42	41.08
Journal of Learning Disabilities	35	44.55
Journal of Reading	29	47.43
Journal of Educational Research	28	50.21
Exceptional Children	19	52.09
Journal of Verbal Learning and Verbal Behavior	15	53.58
Child Development	15	55.07
Perceptual and Motor Skills	13	56.36
Harvard Educational Review	11	57.45
Phi Delta Kappan	11	58.55
Education	10	59.54
Psychological Review	10	60.53
American Educational Research Journal	10	61.53
Psychology in the Schools	10	62.52
Childhood Education	10	63.51
Journal of Applied Psychology	9	64.40
National Elementary Principal	9	65.30
American Psychologist	8	66.09
Journal of Reading Behavior	8	66.89
English Journal	8	67.68
Psychological Reports	8	68.47
Review of Educational Research	7	69.16
Journal of Experimental Education	7	69.86
British Journal of Educational Psychology	7	70.55
Library Journal	7	71.25
American Journal of Mental Deficiency	7	71.94
Educational and Psychological Measurement	6	72.54
Young Children	6	73.13
College English	6	73.73
American Journal of Orthopsychiatry	6	74.32
Educational Leadership	6	74.92

TABLE XXVI continued

Journal	Number of Citations	Cumulative Percentage
Journal of Abnormal and Social Psychology	5	75.42
School and Society	5	75.91
Journal of Developmental Reading	5	76.41
Developmental Psychology	5	76.90
Grade Teacher	5	77.40
Journal of Education	5	77.90
Speech Teacher	4	78.30
Psychometrika	4	78.69
Educational Administration and Supervision	4	79.09
Journal of Genetic Psychology	4	79.49
School Review	4	79.88
Journal of the Reading Specialist	4	80.28
Education Digest	4	80.68
Teachers College Record	4	81.07
Human Relations	3	81.37
Academic Therapy Quarterly	3	81.67
Peabody Journal of Education	3	81.96
Journal of School Psychology	3	82.26
Journalism Quarterly	3	82.56
Journal of Comparative and Physiological Psychology	3	82.86
Psychonomic Science	3	83.15
Journal of Experimental Psychology	3	83.45
Journal of Special Education	3	83.75
Journal of Experimental Child Psychology	3	84.05
Perceptual Motor Skills	3	84.35
Journal of Speech and Hearing Disorders	3	84.65
Public Opinion Quarterly	3	84.94
Arithmetic Teacher	2	85.14
International Journal of Psychology	2	85.34
Today's Education	2	85.54
Merrill-Palmer Quarterly	2	85.73
Florida Reading Quarterly	2	85.93
Journal of Personality	2	86.13
American Journal of Sociology	2	86.33
Reading Improvement	2	86.53



TABLE XXVI continued

Journal	Number of Citations	Cumulative Percentage
Boston University Journal of Education	2	86.73
Journal of Educational Measurement	2	86.92
Rehabilitation Literature	2	87.12
Reading Newsreport	2	87.32
Elementary English Review	2	87.52
Journal of Nervous and Mental Disease	2	87.72
Academic Therapy	2	87.92
Improving Human Performance	2	88.11
Evaluation Comment	2	88.31
Journal of Social Psychology	2	88.51
Word	2	88.71
Journal of Psychology	2	88.91
Social Education	2	89.11
Science and Children	2	89.30
Teachers College Journal	2	89.50
Research in the Teaching of English	2	89.70
Language and Speech	1	89.80
British Journal of Psychology	1	89.90
Journal of American Indian Education	1	90.00
American Education	1	90.10
Pediatric Clinics of North America	1	90.20
Educational Research	1	90.30
Journal of Human Resource	1	90.39
The Journal of Nursery Education	1	90.49
National Education Association Journal	1	90.59
Appalachia	1	90.69
Journal for Special Educators of the Mentally Retarded	1	90.79
Advancement of Science	1	90.89
Psychoanalytic Study of the Child	1	90.99
Elementary School Guidance and Counseling	1	91.09
Journal of Reading Disabilities	1	91.19
The Chronicle of Higher Education	1	91.29
Journal of the American Medical Association	1	91.39
Contemporary Psychology	1	91.49
Journal of Consulting and Clinical Psychology	1	91.58

TABLE XXVI continued

Journal	Number of Citations	Cumulative Percentage
American Sociological Review	1	91.68
Physical Therapy	1	91.78
Der Spiegel	1	91.88
Journal of Pediatric Ophthalmology	1	91.98
University of California Publications in Education	1	92.08
Library Trends	1	92.18
Audio-Visual Instructor	1	92.28
Illinois School Research	1	92.38
American Journal of Diseases of Children	1	92.48
Reading	1	92.58
Focus on Exceptional Children	1	92.68
Journal of Physiology	1	92.78
School Libraries	1	92.87
Journal of the Royal Society of Arts	1	92.97
Canadian Education and Research Digest	1	93.07
Journal of Child Psychology and Psychiatry and Allied Disciplines	1	93.17
American Journal of Psychiatry	1	93.27
Ohio Schools	1	93.37
Educational Horizons	1	93.47
Journal of Florida Medical Association	1	93.57
The Research Quarterly	1	93.67
New Zealand Journal of Educational Studies	1	93.77
Archives of General Psychiatry	1	93.87
International Journal of the Sociology of Language	1	93.97
American Journal of Public Health	1	94.07
Reading Forum	1	94.16
Elementary English Journal	1	94.26
Journal of Research in Science Teaching	1	94.36
Science Education	1	94.46
Journal of Speech and Hearing Research	1	94.56
Cognitive Psychology	1	94.66
Journal of American Speech and Hearing Association	1	94.76
American Journal of Psychology	1	94.86
Personnel Journal	1	94.96
Education (New Zealand)	1	95.06

TABLE XXVI continued

Journal	Number of Citations	Cumulative Percentage
Journal of Negro Education	1	95.16
Zeitschrift fur Kinderpsychiatrie	1	95.26
Mathematics in Michigan	1	95.35
Behavioral Science	1	95.45
Journal of American Folklore	1	95.55
Scandinavian Journal of Psychology	1	95.65
Perception and Psychophysics	1	95.75
Exceptional Child	1	95.85
Journal of Psychiatric Research	1	95.95
The Mathematics Teacher	1	96.05
Language Arts	1	96.15
Daedalus	1	96.25
Journal of Communication	1	96.35
Teaching Exceptional Children	1	96.45
Philosophical Studies	1	96.55
Educational Technology	1	96.64
Journal of General Psychology	1	96.74
Vocational Aspect of Education	1	96.84
Ohio Reading Teacher	1	96.94
Audiovisual Instruction	1	97.04
Journal of Applied Behavioral Analysis	1	97.14
Science	1	97.24
Paedagogisch Forum	1	97.34
English Record	1	97.44
Journal of Social Issues	1	97.54
Transaction	1	97.64
Journal of the American Optometric Association	1	97.74
Current Medical Digest	1	97.83
Journal of Pediatrics	1	97.93
Special Education	1	98.03
Personnel and Guidance Journal	1	98.13
Duke University Research Studies in Education	1	98.23
Journal of Personality and Social Psychology	1	98.33
Viewpoints	1	98.43
Learning	1	98.53

TABLE XXVI continued

Journal	Number of Citations	Cumulative Percentage
Educational Record	1	98.63
Personnel Psychology	1	98.73
Reading World	1	98.83
Language Learning	1	98.93
Developmental Medicine and Child Neurology	1	99.03
Measurement in Education	1	99.12
The Journal of Psychiatry	1	99.22
Journal of Teacher Education	1	99.32
Educational Researcher	1	99.42
The Elementary English Review	1	99.52
The School Librarian and School Library Review	1	99.62
Research in Education	1	99.72
Today's Speech	1	99.82
Tennessee Education	1	99.92
The Scholastic Teacher	1	100.00

TABLE XXVII

Journals by Number of Citations Received from  
The Reading Teacher in Volumes 21 through 30

Journal	Number of Citations	Cumulative Percentage
The Reading Teacher	352	18.67
Elementary English	160	27.16
Elementary School Journal	124	33.74
Reading Research Quarterly	89	38.46
Journal of Educational Research	74	42.39
Journal of Educational Psychology	73	46.26
Journal of Reading	49	48.86
Child Development	43	51.14
Journal of Learning Disabilities	37	53.10
Exceptional Children	34	54.90
American Educational Research Journal	26	56.28
Perceptual and Motor Skills	23	57.50
Education	23	58.72
Journal of Verbal Learning and Verbal Behavior	21	59.83
Harvard Educational Review	20	60.89
Childhood Education	18	61.84
Journal of Experimental Education	18	62.79
American Journal of Orthopsychiatry	17	63.69
Psychological Review	15	64.49
Phi Delta Kappan	14	65.23
Elementary English Review	13	65.92
National Elementary Principal	13	66.61
Review of Educational Research	12	67.25
Journal of Genetic Psychology	12	67.88
Educational and Psychological Measurement	12	68.52
Psychological Reports	12	69.16
American Psychologist	12	69.79
Merrill-Palmer Quarterly	11	70.37
School Review	11	70.96
Psychology in the Schools	11	71.54
English Journal	10	72.07
Journal of Applied Psychology	10	72.60
American Journal of Mental Deficiency	10	73.13
Journal of Abnormal and Social Psychology	10	73.66
Educational Leadership	9	74.14

TABLE XXVII continued

Journal	Number of Citations	Cumulative Percentage
Journal of Reading Behavior	9	74.61
Journal of Education	9	75.09
Teachers College Record	8	75.51
Journalism Quarterly	8	75.94
British Journal of Educational Psychology	8	76.36
Journal of Developmental Reading	8	76.79
School and Society	7	77.16
Library Journal	7	77.53
Educational Administration and Supervision	7	77.90
Journal of Psychology	7	78.28
College English	7	78.65
Journal of the Reading Specialist	7	79.02
Young Children	6	79.34
Grade Teacher	6	79.66
Peabody Journal of Education	6	79.97
Journal of Experimental Psychology	6	80.29
Journal of Special Education	6	80.61
Psychometrika	6	80.93
Developmental Psychology	5	81.20
Journal of Communication	5	81.46
Research in the Teaching of English	5	81.73
National Education Association Journal	5	81.99
Education Digest	5	82.26
Journal of School Psychology	5	82.52
Perceptual Motor Skills	5	82.79
Journal of Educational Measurement	5	83.05
Journal of Speech and Hearing Disorders	5	83.32
Academic Therapy Quarterly	4	83.53
Journal of Experimental Child Psychology	4	83.74
Boston University Journal of Education	4	83.96
Reading Newsreport	4	84.17
Today's Education	4	84.38
Instructor	4	84.59
California Journal of Educational Research	4	84.81
Journal of Teacher Education	4	85.02

TABLE XXVII continued

Journal	Number of Citations	Cumulative Percentage
Sight-Saving Review	4	85.23
Journal of Comparative and Physiological Psychology	4	85.44
Rehabilitation Literature	4	85.65
Ontario Journal of Educational Research	4	85.87
Speech Teacher	4	86.08
Teachers College Journal	4	86.29
Journal of the American Medical Association	4	86.50
Journal of Personality	3	86.66
Behavioral Science	3	86.82
Modern Language Journal	3	86.98
American Journal of Psychiatry	3	87.14
Illinois School Research	3	87.30
Science	3	87.45
Psychonomic Science	3	87.61
American Journal of Optometry	3	87.77
Journal of Social Psychology	3	87.93
American Sociological Review	3	88.09
Public Opinion Quarterly	3	88.25
American Journal of Psychology	3	88.41
Journal of Consulting Psychology	3	88.57
Human Relations	3	88.73
Florida Reading Quarterly	2	88.84
Language	2	88.94
Word	2	89.05
Journal of Pediatrics	2	89.15
Contemporary Psychology	2	89.26
Personnel and Guidance Journal	2	89.37
Academic Therapy	2	89.47
Educational Research	2	89.58
New Zealand Journal of Educational Studies	2	89.68
The Clearing House	2	89.79
Journal of Programmed Reading	2	89.90
Archives of Neurology and Psychiatry	2	90.00
Progressive Education	2	90.10
American Education	2	90.22

TABLE XXVII continued

Journal	Number of Citations	Cumulative Percentage
International Journal of Psychology	2	90.32
Elementary English Journal	2	90.43
School Library Journal	2	90.54
Journal of General Psychology	2	90.64
Arithmetic Teacher	2	90.75
Perception and Psychophysics	2	90.85
American Journal of Public Health	2	90.96
Improving Human Performance	2	91.07
Developmental Medicine and Child Neurology	2	91.17
Nations Schools	2	91.28
Social Education	2	91.38
Journal of Nervous and Mental Disease	2	91.49
Evaluation Comment	2	91.60
Reading Improvement	2	91.70
American Journal of Diseases of Children	2	91.81
Journal of Negro Education	2	91.92
Educational Researcher	2	92.02
Journal of Typographic Research	2	92.13
Science and Children	2	92.23
Psychoanalytic Study of the Child	2	92.34
American Journal of Sociology	2	92.45
Language and Speech	2	92.55
Soviet Education	2	92.66
Science Education	2	92.76
Journal of Counseling Psychology	1	92.81
Canadian Journal of Psychology	1	92.87
Physical Therapy	1	92.92
Advancement of Science	1	92.97
Journal of Rehabilitation	1	93.03
Elementary School Guidance and Counseling	1	93.08
Mathematics in Michigan	1	93.13
The Florida Reporter	1	93.18
Journal of Clinical and Experimental Psychology and Quarterly Review of Psychiatry and Neurology	1	93.24
ASHA: Journal of the American Speech and Hearing Association	1	93.29
Reading	1	93.34



TABLE XXVII continued

Journal	Number of Citations	Cumulative Percentage
American Journal of Disorders in Children	1	93.40
Journal of Florida Medical Association	1	93.45
Education (New Zealand)	1	93.50
Journal of Speech and Hearing Research	1	93.56
Association for Research in Nervous and Mental Disease	1	93.61
Journal of Child Psychology and Psychiatry and Allied Disciplines	1	93.66
Cognitive Psychology	1	93.71
Paedagogisch Forum	1	93.77
American Journal of Optometry and Archives of American Academy of Optometry	1	93.82
Journal of Psychosomatic Research	1	93.87
Foreign Language Annals	1	93.93
National Education Association Elementary Principal	1	93.98
University of California Publications in Education	1	94.03
Genetic Psychology Monographs	1	94.09
Annual Review of Psychology	1	94.14
Programmed Instruction	1	94.19
American Statistical Association Journal	1	94.25
Journal of Neurosurgery	1	94.30
Educational Horizons	1	94.35
Journal of the Royal Society of Arts	1	94.40
Teaching Exceptional Children	1	94.46
Journal of Consulting and Clinical Psychology	1	94.51
British Journal of Psychology	1	94.56
Personnel Journal	1	94.62
American Anthropologist	1	94.67
Journal of Research in Science Teaching	1	94.72
Electroencephalography and Clinical Neurophysiology	1	94.78
Library Quarterly	1	94.83
The Research Quarterly	1	94.88
International Journal of the Sociology of Language	1	94.94

TABLE XXVII continued

Journal	Number of Citations	Cumulative Percentage
Barnard's Journal of Education	1	94.99
Reading Forum	1	95.04
Annals of Otology, Rhinology, and Laryngology	1	95.09
Journal of Home Economics	1	95.15
Duke University Research Studies in Education	1	95.20
Journal of the National Education Association	1	95.25
School and Community	1	95.31
Journal of American Speech and Hearing Association	1	95.36
Daedalus	1	95.41
Pediatric Clinics of North America	1	95.47
Zeitschrift Fur Kinderpsychiatrie	1	95.52
Journal of Personality and Social Psychology	1	95.58
Experimental Neurology	1	95.62
Ohio Reading Teacher	1	95.68
Special Education	1	95.73
IDEA Reporter	1	95.78
Archives of General Psychology	1	95.84
Project Literacy Reports	1	95.89
The Mathematics Teacher	1	95.94
Journal of Neurology, Neurosurgery, and Psychiatry	1	96.00
Educational Review	1	96.05
Language Arts	1	96.10
Research in Education	1	96.16
Journal of American Indian Education	1	96.21
Catholic Educational Review	1	96.26
Philosophical Studies	1	96.31
Vocational Aspect of Education	1	96.37
Journal of Reading Disabilities	1	96.42
English Record	1	96.47
Mental Hygiene	1	96.53
The Elementary English Review	1	96.58
Journal of American Folklore	1	96.63
Audiovisual Instruction	1	96.69
Reading and Inquiry	1	96.74
Transaction	1	96.79

TABLE XXVII continued

Journal	Number of Citations	Cumulative Percentage
Journal of Human Resource	1	96.84
Der Spiegel	1	96.90
Journal of the American Optometric Association	1	96.95
School Science and Mathematics	1	97.00
Journal of Applied Behavioral Analysis	1	97.06
Comprehensive Psychiatry	1	97.11
Ohio Schools	1	97.16
Viewpoints	1	97.22
Journal of Psychiatric Research	1	97.27
Focus on Exceptional Children	1	97.32
Modern Educational Problems	1	97.38
Sociology of Education	1	97.43
Illinois Education	1	97.48
Archives of Disease in Childhood	1	97.53
Personnel Psychology	1	97.59
The Journal of Nursery Education	1	97.64
Journal of Pediatric Ophthalmology	1	97.69
Educational Record	1	97.75
Language Learning	1	97.80
Scandinavian Journal of Psychology	1	97.85
International Review of Education	1	97.91
Canadian Education and Research Digest	1	97.96
Pediatrics	1	98.01
Vocational Guidance Quarterly	1	98.07
Journal of Social Issues	1	98.12
Exceptional Child	1	98.17
Learning	1	98.22
Teachers World	1	98.28
Journal for Special Educators of the Mentally Retarded	1	98.33
Audio-Visual Instructor	1	98.38
Pittsburgh Schools	1	98.44
The School Librarian and School Library Review	1	98.49
Journal of Orthopsychiatry	1	98.54
Educational Technology	1	98.60
Measurement in Education	1	98.65

TABLE XXVII continued

Journal	Number of Citations	Cumulative Percentage
School Libraries	1	98.70
Journal of Physiology	1	98.75
Current Medical Digest	1	98.81
Library Trends	1	98.86
The Record	1	98.91
Journal of Research and Development in Education	1	98.97
General Linguistics	1	99.02
The Chronicle of Higher Education	1	99.07
Archives of Ophthalmology	1	99.13
Today's Speech	1	99.18
Carnegie Quarterly	1	99.23
Reading World	1	99.29
Audio Visual Communication Review	1	99.34
The High School Journal	1	99.39
Denver Public Schools Instruction News	1	99.44
Tennessee Education	1	99.50
Appalachia	1	99.55
The Scholastic Teacher	1	99.60
British Medical Journal	1	99.66
Review of Applied Psychology	1	99.71
Archives of General Psychiatry	1	99.76
The Nervous Child	1	99.82
UNESCO, Educational Studies and Documents	1	99.87
The Journal of Psychiatry	1	99.92
The Urban Review	1	100.00