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JOURNAL CITATIONS:

A METHOD OF EVALUATING INTRODUCTORY PSYCHOLOGY TEXTBOOK CONTENT

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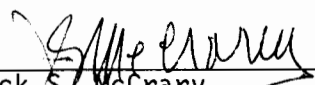
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Abstract

The purpose of this study was to obtain an objective means of evaluating the nature of the content of introductory psychology textbooks by analyzing the reference sections. Graphical statements were prepared for 34 texts showing the percentage of citations from each of 64 journals which had previously been grouped according to their specializations as shown by their statements of policy. The graphs were then grouped according to book reviews found for each text and it was found that there were no apparent trends that distinguished one group from another. Next, a graph was prepared that showed the percentage of texts that cited from each journal; trends were found in this phase that did distinguish one group of texts from the other. Finally, a factor analysis was done to statistically supplement the results of the findings. The major contribution of this procedure was the fact that the groups formed by the five factors were very similar to those formed by the reviews.

JOURNAL CITATIONS:
A METHOD OF EVALUATING
INTRODUCTORY PSYCHOLOGY
TEXTBOOK CONTENT

Textbook selection is a concern of most educators and students. It is imperative that texts be chosen which fulfill the needs of the curriculum. They are chosen on the basis of the author's reputation and his previous publications, the reviews published in professional journals and publications, the publicity provided by the publishers, and personal reviews of the texts, if they are available. The subjective analysis of a text, in the form of a review or a publicity release, is the first contact most text purchasers have with a new text. Sternig (1966) pointed out that publishing company representatives often visit schools to present their material. The impact of the material on the purchaser is only as strong as the ability of the representative to present it. While these people are probably well trained, the question could arise: Do texts of good quality and content go unseen due to a flaw in presentation or because some schools fail to receive the service?

Studies by Varlanian (1962) and Broadbelt (1972) listed some criteria for social studies textbook selection that were felt to be applicable to other subjects as well. Included in the criteria were: content, the degree of independence afforded to the student, readability, vocabulary and glossary, current information, the capacity to foster critical thinking, and supplementary aids. Content was considered from the aspects of organization, chronology, style, and contemporary issues. In an attempt to apply mathematical analysis to these criteria, Broadbelt (1972) set up a point system to evaluate texts. Each criteria was assigned a point value after being weighted to determine its relative value.

Texts were then reviewed and assigned points for each factor; the sum gave the total weight for each text. The strengths and weaknesses for each text were made apparent when comparisons were made with other texts. This system was to serve only as a guide for textbook selection. "Nevertheless, the adoption of a mathematical criteria is a better means than subjective opinion in selecting a textbook." (p.492).

In an attempt to provide an objective tool for text selection, Flesch (1943) developed a statistical formula to measure readability. The formula was so widely used that it was re-examined by Flesch (1948) for shortcomings. It was found that a scale of zero to seven was difficult to get used to and that it took about six minutes to test one 100-word sample. In developing a new formula a comparison test of readability was needed. The comparison used in the original formula was McCall-Crabbs Standard test lessons in reading which gave the average grade level of a child who could answer three-quarters of the questions asked about a given passage. It would have been helpful if a scale was available for adults, but there was none. Two formulas, readability and human interest, were developed to replace the old readability formula. The sequence developed for application of Flesch's new formulas follows: 1.) Select an adequate sample and a uniform scheme of passage selection. 2.) Beginning with the first word in the paragraph, count 100-words and mark it. This is the sample. 3.) Count the syllables within the sample to obtain word length (wl). 4.) Figure the average sentence length (sl) in words. 5.) Count the personal words (pw) in the sample. 6.) Count the number of personal sentences (ps). 7.) Find the reading ease (R.E.) score by substituting the above information into the formula: $R.E. = 206.835 - .846wl - 1.015sl$. 8.) Find the human interest (H.I.) score by substituting the above information into the formula: $H.I. = 3.635pw + .314ps$.

Evaluation of material subjected to these formulas was done on a scale of 1 to 100 as the formulas were designed to result in scores in this range. A

score close to 100 was considered to be very easy reading while scores 50-60 were considered fairly difficult, scores 30-50 were difficult and scores 0-30 were classed as scientific. Human interest scores also fell between 0-100 with 0-10 being dull and 60-100 being dramatic. Interestingly, on this scale, scientific magazines were scored 0-10 for human interest as they have only 2% or less personal words and 0% personal sentences. In view of this, Flesch commented that the human interest scores reflect the ability of the material to attract the reader's attention and to keep it. The reading ease score, however, was a direct indication of word complexity and of sentence complexity.

An application of the Flesch (1948) formulas was done by Gillen (1973) in which 34 introductory psychology textbooks were used. A list was compiled showing the R.E. and H.I. scores for each text. Landgigan and Palladino (1974) criticized the study in three areas: 1) there was no index of variability within the text--that is, no indication of changes of R.E. and H.I. from chapter to chapter, 2) the validity of the scores relative to introductory psychology texts had not been proved, and 3) Flesch's score did not reflect the physical characteristics of the texts. Gillen (1975) again published a list of introductory psychology texts and a reply to the criticisms. The list updated and extended the previous list by using new or revised editions. To the first criticism Gillen replied that the scale was to establish data about the text as a whole; however, while it may be true the R.E. and H.I. vary from chapter to chapter, an instructor must consider the whole text and not just a chapter of it. The second and third criticisms were answered together. Gillen agreed that newer psychology texts make greater use of figures, graphs, and illustrations which were not accounted for in Flesch (1948). However, no new formulas have been developed that consider these features: therefore, in proper perspective, the Flesch scales do serve a purpose in evaluating textbooks.

Another approach to the problem of evaluating introductory psychology texts was done by Quereshi and Zulli (1975). The approach was directed toward analyzing the topics covered by various texts rather than their readability of human interest. This provides important complimentary information since a book could be highly readable and interesting but ignore information which teachers consider essential for their course in introductory psychology. For example, an experimentally oriented psychologist may feel that it is important that a text cover methodological and quantitative topics which a humanistically oriented psychologist may wish to ignore completely. A system which covers only readability and human interest ignores the important consideration of what topics were covered and how much consideration was given to them.

In trying to determine the content of a text, most teachers review the Table of Contents. A subjective sense about the orientation of a book can usually be developed in this manner. Quereshi and Zulli's approach was similar to this; however, a statistical procedure was used to make the approach more objective. Twenty-five texts, written or revised between 1968 and 1972, were used. A list of all of the terms used in the main index headings was formulated. Discarding terms which appeared in only one text, a 25 (text) x 2648 (term) matrix resulted. Using factor analysis, it was determined which terms tended to be used together and which books were similar to each other in the use of certain clusters of terms. Ten principle components were extracted by this technique. The first principle component, factor A, was shown to have substantial loading on six books. In other words, six books were similar to each other in the sense that they all used certain main headings but not others. A number of other books had low loading on factor A. In other words, the profile of main headings in the subject index were quite different from the six books mentioned previously. An examination of the six books having substantial loading on factor A showed that they all had high

ratings on human interest, readability, and application to daily problems as determined by previous studies. Furthermore, the books that had low loading on factor A also had low ratings on these three characteristics. The authors felt that an appropriate label for factor A would be: Human Interest and Application.

The remaining nine loadings were examined in a similar manner. The labels which were assigned to these loadings were: factor B- quantitative psychology, factor C- conventional and eclectic approach, factor D- verbal learning and language, factor E- modern experimental psychology, factor F- conventional human interest material, factor G- subject index to Morgan and King, factor H- subject index to Hilgard, Atkinson, and Atkinson, factor I- behavioral genetics and physiological psychology, and factor J- physiological--developmental terminology.

The practical application of the study might be that someone who is faced with the problem of selecting a text can decide which of the 10 factors are considered to be of importance and select from the texts which are heavily loaded on that factor. This provides a relatively objective means of determining the content of a text. Quereshi et al. (1975) noted one obvious problem with this approach. It assumed that the main headings in the index were accurate reflections of the content of the text. Unfortunately, authors vary in the amount of time they are willing to devote to producing an accurate and complete subject index. Indeed, it is not unheard of for authors to leave this task to editors or graduate students.

The approach in the present paper was similar to the one of Quereshi et al. (1975). However, rather than relying on subject indexes, attention was centered on the reference section. The editorial policies of journals clearly make them similar to some, or quite different from others. By analyzing the particular

profile of citational frequency in various texts it may be possible to differentiate between texts in terms of varying orientations. Of course, reference sections may be misleading in terms of textual content in the same way that subject indexes may be. Nevertheless, authors realize the importance of accurately referencing their facts. The particular pattern of journal usage by an author undoubtedly affects the content of a book. Therefore, the reference section is not merely a convenience to the reader, but a concrete indication of the primary sources underlying the text. For this reason the reference section may be a more accurate indication of the actual content than the subject index. At the very least, it provides another objective method of determining textual content to replace the subjective approaches used in the past.

Journals have been closely scrutinized over the past several years. Generally, the object has been to determine their reputation (standing) among psychologists. For example, Mace and Warner (1973) had graduate department chairmen rank 64 journals on the basis of quality and reputation. Koulack and Keselman (1975) sampled members of various divisions of A.P.A. Berthold (1977) found that journals enjoying good reputations among these groups tended to be cited more frequently in introductory texts than journals with lesser reputations. Berthold noted, however, that this was a purely statistical statement based upon average citations across all 34 texts. Individual texts varied widely in terms of which journals were frequently or infrequently cited. He suggested: "By analyzing the profile of citations in specific texts, it might be possible to categorize the texts according to their general nature" (p.38). The purpose of this study was to follow through on this idea; to determine if texts which drew heavily from journals devoted to specific subfields were oriented in the direction of those subfields, and whether those that sampled more broadly were more encyclopedic in nature. If this were found to be true, it would provide a straightforward

means for characterizing the content of over 100 new and/or revised introductory texts now on the market.

Methods

Procedure. The raw data from the Berthold (1977) study provided the foundation for the present study as a list of 34 introductory psychology texts had been compiled with the number of citations from each of 64 professional journals previously recorded from the reference sections. Once the data was obtained a check was done to insure that the transfer of raw count to percentages was correct for all entries, as is shown in Appendix A.

The study was conducted in several phases which follow:

Phase I. Here an attempt was made to find the information traditionally used for text selections, the reviews. Reviews were sought that indicated the specific nature of the content material found in the text as judged by the reviewers. Reviews came from Contemporary Psychology, Teaching of Psychology, Psychology Teacher's Resource Book, First Book, and Periodically and are shown in Appendixes C-I. An attempt was made to verify the textual content by obtaining reviews for the same text by more than one reviewer. Only four such reviews were found, but those four did support the original review.

After the reviews were analyzed and comparisons made, the texts were divided into categories by the key content words in the reviews. The resulting categories were as follows:

1. Comprehensive--This category included texts that were reviewed as covering the field in sufficient detail, being encyclopedic in nature or being a good overview of the field.
2. Social--This category included texts that were reviewed as being social or biosocial.
3. Experimental--This category included texts that were reviewed as being

strong in learning and sensory experimental and as having a heavy emphasis on experimental areas.

4. Physiological--This category included texts that were reviewed as being strong in physiological or biological areas, or as requiring a competence in anatomy, physiology or biology.
5. Behavior Modification--This category included only one text that was specifically defined as being behavior modification. At a later point this text was combined with the experimental category as behavior modification can be described as a process of experimentation with behaviors.
6. Miscellaneous--This category included three texts that did not fall into any other category. They were reviewed as being essays, humanistic behaviorism, and para-psychology.

The six texts for which no reviews were found were not categorized. They were held for comparison in a later phase.

Phase II. This portion of the study involved classification of the journals into categories. Statements of policy, or instructions to the authors, were obtained for each journal shown in Table 3, with the exception of those marked with an asterisk (*). These statements provided information on the nature of subject matter acceptable for publication. Eight categories were then established using key content words from the statements. The categories were: general, developmental, applied, clinical and psychiatric, social, experimental, physiological, and quantitative. The general classification included those journals that accepted material for publication that was not suited for publication in specialized journals, such as archival material, as well as those journals that accepted any type of subject matter.

Psychologists from various speciality backgrounds, as shown in Table 1, were given the policy statements and eight 3x5 cards with the categories shown on them.

Insert Table 1 about here

The psychologists were then asked to read the statements and place them with the card which best suited its acceptable subject matter. This was a forced choice procedure in that the classifier had to categorize all journals for which statements were available. In the cases where there were no statements, the classifiers were asked to make the category assignment if, and only if, they were very familiar with the particular journal and its policies.

The final assignment of each journal to a category was done on a majority agreement basis, as shown in Appendix B. In cases where there was no clear majority, a ninth category, unclassified, was established. Citations from this category were not used in the analysis of Phase III.

Phase III. This phase was the preparation, analysis and comparison of a graphical statement about the percentage of citations from each of 64 journals in each of 34 texts. The 34 individual graphs were prepared on a 10"x17" clear plastic sheet using 1/4" black tape for each bar. This technique allowed the graphs to be superimposed on each other for comparison. As shown in Appendixes C through I, the journals for each category were grouped together to lend toward presentation of trends from one textbook category to the next.

The graphs were first grouped according to the reviews in order to identify trends within the groups. Next the review information was removed to determine if categories could be established based solely on the graphical representations. An attempt was made to integrate the graphs, for which no reviews were found, into the review based categories as well as the categories found using no reviews.

A final pictorial statement was made for each text showing only whether each journal was cited or not in each text, as shown in Appendix J. This procedure did not take into consideration the percentage of citations from each journal; but,

it did not provide information about what journals were cited by most texts and which were seldom cited.

Phase IV. This phase utilized statistical procedures to supplement the results found in the previous phases. The Williamsport Area Community College terminal was used to feed the citational information into the Penn State University Varmx Computer, which did several factor analyses of the data. Print outs were requested for four, five, six, and seven factors so that the most efficient and strongest groupings could be found. In this phase the major purpose was to find groups of texts that hung together based on the fact that in the 64x34 matrix some texts had journal citational frequencies that were very similar to some texts and quite dissimilar to other texts based on the same criteria.

Results

Phase I. The review categories of the texts were as shown in Table 2. The

Insert Table 2 about here

general, or comprehensive, group consisted of 17 texts or 50% of the sample. The behavior modification text was only 2% of the total; while, the physiological comprised 6%. Social, scientific-experimental, and miscellaneous each had 9% of the texts. The remaining 15% of the texts, or six texts, were not included here as there were no reviews from which to classify.

Phase II. The category assignments of the journals were as shown in Table 3.

Insert Table 3 about here

The general category included 20% of the journals. Next was the experimental category with 13% and at 11% were the developmental, social, and not classified categories. With 9% representation were the clinical and applied categories, while with 8% were physiological and quantitative.

Phase III. The transparent graphs showing the citational representations, as shown in Appendixes C-I, did not present any clear trends from group to group. It was not possible to establish categories, based on the graphical information, as had been done using the reviews.

There were six texts that were left unclassified by the reviews; they were texts 2, 6, 14, 15, 21, and 22, as shown in Appendix I. An effort was made to force these texts into one of the groups established in Phase II. Text 21 (Lindsay & Norman, 1972) was placed in the physiological group because it appeared to cite more frequently from physiological and experimental journals, almost to the exclusion of developmental, social, clinical, quantitative, and applied. This particular text did have a review which, while not as abstract as those in the miscellaneous category, did not actually lend itself to conventional classifications. Text 2 (Vernon, 1972) was classed as an experimental text due to the high frequency of journal citations from the experimental, and to some degree physiological, journals to the exclusion, again, of the other categories. In both of these cases the citational frequency was higher in both experimental and physiological citations than the other areas. Should these two categories for the texts be combined? This question was answered by the factor analysis phase and will be discussed there.

For the remainder of the texts there were no clues as blatant as those found for texts 2 and 21. These remaining texts were then placed in the comprehensive category with the expectation that factor analysis would verify the placement or show a more appropriate placement based on citational frequency.

Another type of graph, as shown in Appendix J, was prepared to show whether or not a journal was cited in each text and then the percentage of texts in each category citing from each journal. The information was again divided into groups, as before. Again, those texts which were not classified were compared to the

established groups to determine if there was substantial information available for classification using this method. Next, all journals on the graph for which there was either 100% representation, or close to 100%, or 100% non-representation across all categories were eliminated. There were no clear trends that allowed for the addition of an unclassified text into a category.

Using the same graph, the percentage of texts in each group citing from each journal was calculated, as shown on Table 4. (Example: There were four social

Insert Table 4 about here

texts but only one cites from journal 15, in the developmental category. So, 25% of the social texts cite from journal 15.) Text 1 was included in the social and physiological categories because of the "Biosocial" reviews given to it. Behavior modification, text 4, was excluded due to the sample size, one text.

There were trends found to support the position that the content of a text is related in some way to the journals chosen for references. Following are the findings by journals:

1. Two developmental journals, Journal of Genetic Psychology and Journal of Experimental Child Psychology were heavily cited by the physiological texts.
2. Three social journals, Journal of Personality and Social Psychology, Journal of Personality, and Journal of Social Psychology were cited heavily in social, experimental and general texts. The Journal of Experimental Social Psychology was cited by more experimental and general texts than by social texts.
3. With the exception of the American Journal of Psychology, which was cited by 75% of the social texts, all other social texts showed that the remainder of the experimental journals were cited by only 50% of the texts. The Journal of Verbal Learning and Canadian Journal of Psychology were cited more often by physiological texts than the experimental texts. In the experimental texts each

journal was represented, but the representation was not as strong as might have been expected. The remaining five journals were cited at 66% frequency for three journals and 33% frequency for two journals.

4. The physiological journals, Journal of Physiology and Journal of Neuro-physiology, were found to be cited more frequently in the physiological texts than in the texts from the other groups.

5. Most of the clinical journals were cited relatively frequently by all types of texts with the exception of the physiological texts which cited from only one journal in this category, Journal of Psychiatry.

6. The quantitative journals had a very poor representation across all of the categories of texts.

7. Only the Journal of Applied Psychology was heavily cited from the category of applied journals. This journal was cited by 100% of the experimental journals.

Phase V. In an effort to insure that nothing was overlooked by arbitrarily choosing a particular number of factors, analyses were run that would find several optimal factors. Four, five, six and seven were the choices. It was found that all gave similar results, in that each had four groups that had four factors in the acceptable range of ± 1.00000 to $\pm .60000$, as shown in Table 5. Four, six

Insert Table 5 about here

and seven factors produced a grouping with only one member, as shown in Appendix K, in the acceptable range and were therefore discarded leaving the five factor analysis which produced four acceptable factors with at least two texts in each group.

Factor I included 15 texts that were reviewed as comprehensive and seven texts that were reviewed as being oriented toward other specific areas. Of these seven texts the following observations were made:

1. Text 33 was reviewed as being done in a social frame of reference so was classed as a social text. The factor analysis showed it to be .93227 in the general category. This would support the portion of the review that indicated that the text did cover most areas but not in a deep way.

2. Text 18 was a book of essays and so was classed as miscellaneous. In factor analysis this text correlated strongly with the general texts at .85948. This could be explained by the possibility that a book of essays may cover a wide area and, therefore, cite from a wide variety of journals as opposed to specialty journals.

3. Text 25 was reviewed as being physiologically oriented, but yet it correlated closely, at .85522, to the encyclopedic texts in citational representation. The same was true for Text 20, with an encyclopedic correlation of .81746, which was reviewed as being socially oriented. In these cases the texts rated very low on the factors that were designated as being oriented in those specialty areas.

4. Text 21 was a text that was not classified by the reviews but was forced into the the physiological category based on the transparent graph showing the percentage of citational representation. Factor analysis showed that the correlation was stronger for classification as a comprehensive text rather than a physiological text.

5. Text 15 was classed as experimental based on the claims made in the text's preface; however, the review stated that there was actually no strong leaning in that direction. The correlation was .70891 with the general texts and only .47798 with the experimental and physiological texts.

6. Text 26 correlated at .66139 which is very close to the cutoff of .60000 and, as such, was the last text to be considered in this category. It was reviewed as humanistic behaviorism and classified as miscellaneous. The correlation in the miscellaneous category was .62308, lower than the Factor I correlation.

Factor I was named Comprehensive based upon the comprehensive texts that showed up automatically in this list, as well as the six of seven texts that could have been classed as comprehensive, given the facts stated above. In this phase 77% of the texts fell in the comprehensive category.

The next factor included 9 texts that were not listed in Factor I. Factor II was called Experimental--Physiological as it included five of the six texts that had been classed as being oriented in these directions. The exceptions to the review categories that appeared here were as follows:

1. Texts 3 and 6 were classed as comprehensive based on the reviews; however, the correlations with the comprehensive texts were less than .3000, the print out cutoff. The correlations with the Factor II texts were .86878 and .62529 which infers that these texts were more like the physiological--experimental than the comprehensive in citational representation.

2. Texts 8 and 5 had the same tendencies in Factor II as texts 3 and 6. These texts did appear in the comprehensive factor but the correlations were .58203 and .40453 respectively.

Interestingly, at this point classification of text 1 was clear. There was ambiguity prior to this due to the "Biosocial" review. The factor analysis showed this text to be strongly physiological--experimental in citational orientation. Here also the classification of text 2 was verified. As previously stated, text 2 was placed in the experimental category based on the graphical presentation. The factor analytic statement also placed this text in the experimental category.

Factor III had two texts above the .60000 level. As these texts were those reviewed as para--psychology at .88529 and humanistic behaviorism at .62308 the factor was named miscellaneous. The other text in this category, based on the review, was text 18, essays.

The final identifiable factor was named social. Texts 7 and 11 were found here.

1. Text 7 was reviewed as encyclopedic and was so originally classified.

The review went further and indicated a strong emphasis on social areas also.

2. Text 11 was reviewed as biosocial and appeared, from the review, to be stronger in social than text 1, with the same type of review, which leaned more toward the physiological.

The final factor of the five was not identifiable. The correlations were below the acceptable limit of $\pm .60000$.

Discussion

As Quereshi and Zulli (1975) tried to provide an objective means of analyzing the content of a text by the index headings, so this study attempted to provide an objective method of finding the content by analyzing the reference section. It was thought that a graphical representation of the citational frequency of journals in a text would provide an unambiguous, objective characterization of the text. Stated differently, it was assumed that the content would reflect its sources, sources which were amenable to objective tabulation.

The reality of the data failed to reach the level of expectation. Citational profiles did differ between texts which had been characterized differently by reviewers, but the similarities and differences were very subtle. It would be quite difficult to accurately categorize new texts by simply reviewing a graph of the frequency with which various journals were cited in the reference section. Given the time that it takes to prepare a graph of this type by counting all of the citations, it is unlikely that such a procedure would be widely utilized by people adopting new texts for introductory psychology courses.

If a reviewer chose to take the time necessary for obtaining, graphing, and analyzing the citational representations, as done in Phases I, II, and III, a content statement could be made about the text's orientation toward a specific subfield if the results showed that all of the citations came from the general

journal category and one other category to the exclusion of the other categories. This would tend to lead the reviewer to the conclusion that the text had its orientation in the direction of the specific journal field that was heavily cited. The problem to consider in arriving at a conclusion in this manner is the content of the general journal category. Found in this category were journals accepting only archival material, which would have little effect on the content of a text, and journals with an open acceptance policy for all subject material. Taking this into consideration, the validity of any conclusion drawn about the content of a text based on the general journals could be questioned. This leads to a question for further study: Assuming a high degree of accuracy in referencing, can the reference section be better studied from a different vantage point? The article titles may be the next step; however, care must be taken here due to the literary license allowed to authors.

Phase IV was done in an attempt to provide a graphical statement, not about the citational frequency but, about which journals were cited and which were not cited in each text. This procedure did not require the timely process of counting the number of citations and computing the percentage values as did the prior phases. With the time saved in this method as well as the fact that trends were found of the journals cited, this may be a more acceptable method for reviewers to use to supplement the tools already being used for textbook evaluation. The types of trends found with this method, for the texts used, were:

1. While the socially reviewed texts cited infrequently from most journal categories, they were found to cite heavily from the social journals and moderately heavy from the experimental journals.

2. The physiologically reviewed texts cited heavily from the physiological and experimental journals, almost to the exclusion of the other, as shown in Table 4. In Appendix J, with the addition of text 1, reviewed as "Biosocial",

These were then citations from the social category.

3. The experimentally oriented texts cited from a number of categories. It was found, however, that most of the citations were from (1) journals that were cited frequently by texts from various categories or (2) journals that did have experimental tendencies, even though classed as something else.

The statistical procedure in Phase V was intended to supplement the results of the previous phases and it did. The five factors found separated the texts into categories very similar to those obtained from the reviews. Because of the subtlety of the finding, new meaning was given to the results:

1. Based on the similarity of citational representation, the reviews were basically accurate in their presentation of the textual content.

2. There were subtle differences between the groups of texts that were not obvious in the graphical preparations of Phase I, but did present themselves in some way to the reviewers. These two points should make text adopters rest easier in the belief that the reviews that they receive are basically accurate representations of the content of the texts.

Thus far it can be said that there are some subtle differences to be found in texts based on the reference sections. But what can be said about the text categories? It was found, based solely on the original review categories, that 50% of the introductory psychology texts studied were comprehensive in nature. Factor analysis of the data raised the percentage to 77, as corroborated by further analysis of the reviews. This supported the original hypothesis of the study; texts of different orientation did have different citational profiles. If approximately 75% of the texts published each year can be said to be comprehensive in nature based on the techniques proposed here to verify orientation, then text purchasers can feel relatively confident that they can find a comprehensive text to satisfy the needs of their particular curriculum. Knowing the orientation of the content of the text, the adopter can then find the specifics required by

the traditional tools of readability, human interest, vocabulary, glossary, current information and supplementary aids (Varlanean, 1962; Broadbelt, 1972). For those who prefer a text with a specific orientation there were about 25% of the texts reviewed that can satisfy that need.

The need to find new ways, or insure the accuracy of traditional techniques, of text analyses in all areas is crucial to the maintenance of quality classroom material. This study accomplished what it originally intended; it provided another tool for the reviewer to use for textbook analyses. The study then went one step further by affirming the credibility of professional review. The problem encountered in this study, relative to the ambiguity of the information in the general journal category, causes concern for the author but offers a challenge to the reader.

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Table I
Identification of
Journal Classifiers

Howard Berthold, Ph.D.

M.A. - University of Iowa - Experimental Child Psychology

Ph.D. - University of Massachusetts - Sensory Experimental Psychology

Edward Costello, D.Ed.

M.S. - 1. Pennsylvania State University - Clinical Psychology

2. Crozer Theological Seminary - Pastoral Education

D.Ed. - Pennsylvania State University - Counseling Education

David Heiney, Ph.D.

M.S. - Bucknell University - Counseling

Ph.D. - Nova University - Behavioral Science

Roberta Marshall

Psychology major - Lycoming College

Thomas McNally, Psychologist

M.S. - 1. University of Pittsburgh - Secondary Education

2. University of Pittsburgh - Counseling (#2 was not awarded due
to school's policy on double M.S.)

State Licensed Psychologist

Karen Salley, Ph.D.

M.S. - University of Arkansas - Experimental Psychology

Ph.D. - University of Arkansas - Experimental Psychology

Table 2
Categorization of Texts
By Professional Reviews

General

3. Mussen, Rosensweig, Aronson, et al.
5. Whittaker
7. Lindgren and Byrne
8. Ruch and Zimbardo
12. Silverman
16. Gilmer
17. Buss
19. Wheeler
23. London
24. Morgan and King
27. Hilgard
28. Kimble, Garnez, and Zigler
29. Gardiner
30. Stagner and Solley
31. Sanford and Wrightsman
32. Dember and Jenkins
34. McKeachie and Doyle

Behavior Modification

4. Munn, Fernald, and Fernald

Social

11. Lazarus
20. Wallace
33. Holland

Table 2 cont.

Physiological

1. Harlow, McGraugh, and Thompson
25. Hebb

Scientific-Experimental

9. Kendler
10. Haber and Runyon

Miscellaneous

13. McNeil
18. Gilgen
26. Belcher

No Reviews

2. Vernon
6. LeFrancois
14. Morris
15. Bugelski
21. Lindsay and Norman
22. Psychology '73-'74

Table 3
Categorization of Journals
By Professionals

I. General

3. Psychological Review
5. Annual Review of Psychology
6. Psychological Bulletin
11. Scientific American
12. American Psychologist
17. British Journal of Psychology
19. Science
26. Psychological Monographs
33. Journal of Psychology
40. Behavioral Science
45. Psychology Today
46. Human Relations
62. Psychological Reports

II. Developmental

7. Developmental Psychology
8. Child Development
15. Journal of Experimental Child Psychology
20. Child Development Monographs
34. Monographs of the Society for Research in Child Development
43. Child Study
52. Journal of Genetic Psychology

III. Social

2. Journal of Personality and Social Psychology

Table 3 cont.

- 23. Journal of Experimental Social Psychology
- 24. Journal of Experimental Research in Personality
- 32. Journal of Personality
- 55. Journal of Human Relations
- 56. Journal of Social Psychology
- 57. Journal of Marriage and the Family

IV. Experimental

- 4. Journal of Experimental Psychology
- 14. Journal of Verbal Learning and Verbal Behavior
- 16. American Journal of Psychology
- 22. Animal Behavior
- 30. Journal of Experimental Analysis of Behavior
- 31. Canadian Journal of Psychology
- 51. Psychonomic Science
- 60. Journal of Educational Psychology

V. Physiological

- 1. Journal of Comparative and Physiological Psychology
- 25. Journal of Physiology
- 36. Journal of Neurophysiology
- 39. Psychophysiology
- 41. Experimental Neurology

VI. Clinical

- 10. Journal of Abnormal Psychology
- 37. American Journal of Psychiatry
- 42. Behavioral Research and Therapy
- 44. Journal of Consulting and Clinical Psychology
- 47. Journal of Clinical Psychology

Table 3 cont.

48. Journal of Academic Child Psychiatry

VII. Quantitative

13. Biometrics

21. Psychometrika

27. Journal of Mathematical Psychology

58. Educational and Psychological Measurement

61. Journal of Educational Measurement

III. Applied

18. Journal of Organizational Behavior and Human Performance

28. Human Factors

29. Journal of Applied Psychology

38. Ergonomics

50. Personnel Psychology

54. Journal of Engineering Psychology

IX. Miscellaneous (not classified)

9. Journal of Forensic Psychology

35. Public Opinion Quarterly

49. Perceptual and Motor Skills

53. Journal of Humanistic Psychology

59. Journal of General Psychology

63. Journal of Educational Research

64. Psychological Record

Table 4
Percentage of Texts Within
Each Category Citing From
Each Journal

	<u>Journals</u>	<u>Text Categories</u>			
		<u>Comp.</u>	<u>Social</u>	<u>Phys.</u>	<u>Exp.</u>
(Dev.)	52	86	50	100	100
	34	73	75	0	33
	20	27	0	0	33
	15	80	25	100	66
	7	33	0	0	56
(Soc.)	2	100	100	0	100
	23	90	25	0	66
	24	53	0	0	33
	32	93	100	0	100
	56	93	100	0	100
	57	26	25	0	0
(Exp.)	14	100	50	100	33
	16	100	75	100	100
	22	33	50	0	33
	30	73	50	0	66
	31	93	50	100	66
	51	80	50	100	100
	60	93	50	0	66

Table 4 cont.

	<u>Journals</u>	<u>Text Categories</u>			
		<u>Comp.</u>	<u>Social</u>	<u>Phys.</u>	<u>Exp.</u>
(Phys.)	25	67	25	100	33
	36	73	50	100	66
	39	40	0	0	0
	41	13	25	50	0
(Clin.)	10	100	75	0	66
	37	93	75	100	100
	42	40	25	0	66
	44	20	50	0	100
	47	46	0	0	33
(Quan.)	21	20	25	0	0
	27	13	25	0	33
	58	46	0	0	0
(App1.)	28	20	0	0	0
	29	60	25	0	100
	38	27	0	0	0
	50	20	0	0	33

Table 5
Factor Analysis Results
for Five Factors

I	II	III
.95359 (31)	-.94878 (1)	-.88529 (13)
.95013 (34)	-.89421 (2)	-.62308 (26)
.94225 (32)	-.86878 (3)	-.36553 (10)
.93227 (33)	-.82209 (9)	-.34799 (11)
.92096 (27)	-.76042 (8)	-.33547 (14)
.91503 (28)	-.74793 (5)	-.33138 (24)
.89702 (23)	-.74568 (4)	-.32906 (6)
.88322 (22)	-.62529 (6)	
.88298 (30)	-.61143 (10)	
.86278 (19)	-.56518 (12)	IV
.85948 (18)	-.54922 (7)	.67335 (7)
.85522 (25)	-.47798 (15)	.63571 (11)
.83137 (24)	-.46442 (14)	.45868 (16)
.81746 (20)	-.44807 (21)	.31263 (20)
.81419 (17)	-.40771 (19)	.31138 (3)
.78185 (21)	-.38576 (17)	
.77029 (29)	-.38313 (11)	
.75693 (16)	-.37454 (30)	V
.74399 (14)	-.34278 (18)	.54209 (29)
.71632 (12)	-.33907 (16)	.48144 (6)
.70891 (15)	-.32319 (25)	.40813 (15)
.66139 (26)	-.31640 (23)	.39859 (4)
.58699 (10)		.31958 (26)
.58203 (8)		
.49709 (9)		
.45451 (11)		
.41900 (7)		
.40453 (5)		
.35506 (4)		

Appendix A :

1. Raw Data from Berthold (1977)
2. Citational Percentage Values

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	152	027	076	114	005	027	0	016	0	005	070	022	0	022	0	033	016	0	196	0	0
2	076	0	049	078	0	0	0	049	0	0	049	049	0	0	016	016	0	0	164	0	0
3	104	050	077	054	004	027	004	073	0	009	068	045	0	004	009	018	0	0	150	0	0
4	87	024	099	074	004	026	0	020	0	004	067	047	0	020	0	040	004	0	007	008	0
5	075	077	054	092	0	050	0	025	0	012	067	058	0	004	0	017	004	0	008	0	0
6	091	012	059	049	0	025	0	071	0	012	176	082	0	0	012	024	024	0	118	0	0
7	022	041	039	027	015	044	002	024	0	010	034	113	0	008	002	032	0	0	147	0	0
8	110	043	039	026	0	035	0	041	0	022	058	043	0	002	006	037	009	0	113	0	0
9	084	021	073	174	005	027	009	025	0	007	044	055	0	025	011	046	005	0	217	0	0
10	047	051	049	088	0	029	007	029	0	022	096	044	0	0	017	027	0	0	190	0	0
11	009	008	054	009	0	009	0	009	0	009	144	153	0	0	009	0	0	0	162	0	0
12	092	021	051	153	0	021	0	021	0	013	076	030	0	014	058	047	004	0	106	0	0
13	0	025	0	008	0	033	017	033	0	041	041	132	0	0	0	017	008	0	058	0	0
14	044	044	074	007	0	0	0	052	0	0	059	054	0	004	0	007	107	0	133	0	0
15	050	007	126	214	0	029	0	007	0	0	100	071	0	0	0	086	007	0	057	0	0
16	023	086	078	116	071	049	004	075	0	008	045	139	0	004	0	011	008	0	058	0	0
17	051	129	131	090	017	041	0	054	0	041	061	039	0	012	005	049	067	0	164	0	0
18	095	085	04	075	010	075	0	020	0	0	015	085	0	070	035	020	005	0	070	0	0
19	284	039	074	102	004	042	0	042	0	011	083	046	0	025	004	039	004	0	105	004	007
20	070	070	088	035	0	173	0	0	0	0	053	088	0	0	0	035	0	0	035	0	018
21	063	0	117	063	045	027	0	009	0	018	135	036	0	027	0	045	018	0	207	0	0
22	039	076	054	078	0	010	005	064	0	010	059	069	0	015	010	034	005	0	123	0	0
23	066	075	023	075	047	057	0	019	0	019	075	028	0	028	019	019	0	0	123	0	0
24	076	076	002	064	011	032	007	014	0	011	170	060	0	025	014	035	0	0	110	0	0
25	048	0	113	005	0	081	0	076	0	0	113	032	0	016	016	081	016	0	161	0	0
26	047	041	025	070	0	0	0	0	0	0	277	047	0	0	0	023	0	0	070	0	0
27	047	119	076	059	008	034	004	042	0	021	055	072	0	008	008	017	0	0	102	0	004
28	015	041	066	041	036	056	005	076	0	036	081	081	0	020	005	036	040	0	102	005	0
29	0	0	298	149	0	0	0	0	0	0	277	043	0	0	0	106	0	0	021	0	0
30	014	029	008	122	04	014	0	014	0	007	108	036	0	014	0	040	044	0	205	004	0
31	082	046	015	132	016	048	0	030	0	005	032	052	0	009	002	021	002	0	073	0	0
32	149	033	122	135	004	045	0	008	0	012	061	053	0	037	008	041	009	0	078	0	004
33	036	051	041	046	005	056	0	026	0	005	031	061	0	010	0	040	010	0	102	0	0
34	083	076	060	132	003	046	0	043	0	003	070	073	0	010	0	026	013	0	070	0	0

Case	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	1	2	2	3	1	6	9	0	3	2	2	0	3	2	1	2	0	3	3	3	3
2	5	5	5	4	4	4	6	0	7	9	4	4	0	7	6	7	0	9	3	0	0
3	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
4	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
5	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
6	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
7	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
8	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
9	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
10	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
11	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
12	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
13	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
14	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
15	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
16	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
17	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
18	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
19	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
20	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0
21	1	4	5	4	5	5	0	0	1	5	2	8	0	8	5	5	0	6	0	0	0

24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46			
01	016	016	0	0	005	0	005	005	005	016	0	022	0	0	0	005	005	0	005	002	01				
0	0	016	0	0	0	0	031	016	0	016	0	0	022	0	0	0	0	0	0	0	0	028	0		
010	0	001	026	0	0	0	027	0	018	023	023	014	0	008	0	004	009	0	0	0	0	004	01		
012	0	0	051	0	0	004	004	016	016	050	016	004	0	022	0	0	004	004	004	0	0	0	01		
0	0	008	012	0	0	025	012	003	008	058	0	012	008	021	004	0	0	0	008	0	0	004	01		
0	0	0	012	0	0	0	012	012	004	017	0	0	0	0	012	012	0	0	0	0	012	035	0		
010	010	005	020	02	0	044	0	007	034	024	012	002	002	005	0	0	0	0	0	0	0	002	01		
030	0	0	024	0	003	003	023	009	020	014	014	003	003	011	0	003	003	003	001	0	0	006	01		
007	002	002	025	002	0	002	009	007	005	018	0	002	002	001	0	0	0	0	002	0	0	007	0		
001	0	0	037	0	0	007	015	0	005	015	015	007	0	031	0	0	0	0	012	0	0	006	01		
0	0	0	015	0	0	009	0	081	036	0	015	0	021	0	0	0	0	0	009	0	0	058	01		
0	008	009	025	0	004	021	017	004	035	055	004	0	013	008	004	004	004	0	004	0	004	0	01		
0	0	0	0	0	0	0	0	017	0	0	0	0	0	050	0	0	0	0	0	0	0	011	00		
030	0	007	027	0	0	018	007	015	030	030	022	0	007	015	0	0	0	0	0	0	0	030	00		
0	02	0	008	0	0	007	0	021	007	021	0	0	007	007	0	0	0	0	0	0	0	0	007	0	
008	0	0	015	0	0	015	0	004	020	004	0	004	0	0	0	0	0	0	0	0	0	0	034	01	
019	002	002	018	0	0	005	007	005	017	065	007	005	0	005	0	012	0	0	002	0	005	015	01		
05	00	008	016	0	0	0	040	015	065	0	005	005	005	0	0	005	0	020	0	0	0	0	0		
05	0	0	035	0	0	004	011	004	014	011	0	004	007	011	0	007	007	004	0	0	004	025	01		
0	0	0	035	0	0	0	0	0	070	018	018	005	0	018	0	0	0	0	0	0	0	0	070	01	
0	0	018	018	018	0	0	009	009	009	0	0	0	015	009	0	0	009	009	0	0	0	0	009	01	
00	010	010	034	0	0	005	005	020	034	009	010	005	0	025	0	010	005	005	0	0	020	020	01		
0	0	0	028	0	0	0	009	009	028	0	0	0	009	019	0	0	0	0	0	0	0	0	009	0	
04	0	011	028	0	0	0	0	011	004	011	007	004	007	007	0	0	011	0	0	0	0	0	081	01	
0	0	016	015	0	0	0	0	0	0113	0	0	0	016	016	0	0	0	0	0	0	0	0	0	0	
023	0	0	0	0	0	0	0	0	0	0	047	023	0	0	0	0	0	0	0	0	0	0	0256	01	
04	0	0	013	0	0	0	004	004	017	025	017	0	008	038	0	021	008	0	0	0	0	0	017	01	
010	005	036	0	0	0	0	005	005	005	005	036	005	005	041	0	0	005	0	010	0	0	0	010	01	
0	0	028	0	0	0	0	0	0	0	0	021	0	0	0	0	0	0	0	0	0	0	0	013	01	
011	007	029	0	004	0	007	014	007	022	0	0	0	004	0	0	0	0	0	004	0	0	0	0	0	
002	0	034	002	0	023	005	007	016	032	014	005	011	009	0	0	002	0	0	0	0	0	0	025	01	
004	008	057	0	0	008	0	020	0	016	006	0	0	008	0	0	008	0	004	0	0	0	0	004	01	
0	0	026	0	0	020	010	031	020	026	020	005	010	077	0	0	0	0	0	0	0	0	0	010	061	01
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Appendix B :
Individual Journal Classifications
as Done by the Classifiers

(table cont.)

Journal	1	2	3	4	5	6	Category
24	III	III	III	III	III	III	III
25	V	V	V	V	V	V	V
26	I	I	IV	IV	I	I	I
27	VII	VII	VII	IV	VII	VII	VII
28	VIII	VIII		V	VIII	VIII	VIII
29	VIII	VIII	VIII	VIII	VIII	VIII	VIII
30	IV	IV	IV	V	IV	I	IV
31	IV	IV	I	IV	IV	IV	IV
32	III	III	III	III	III	III	III
33	I	I	I	VIII	I	I	I
34	II	II	II	IV	II	II	II
35	I	VIII		VIII	I	III	Misc.
36	V	V	V	V	V	V	V
37	VI	VI	VI	VI	VI	VI	VI
38	VIII	VIII		VII	VIII	VIII	VIII
39	V	V	V	V	V	V	V
40	I	I	I	VIII	I	I	I
41	V	V	V	V	IV	V	V
42	VI	VI	VI	IV	VIII	VI	VI
43	II	II	II	II	II	II	II
44	VI	VI	VI	VIII	VI	VI	VI
45	I	I	I	I	I	I	I
46	I	I		VII	I	I	I
47	VI	VI	VI	VI	I	VI	VI

(table cont.)

Journal	1	2	3	4	5	6	Category
48	VI	VI	VI	VI	VI	VI	VI
49	IV	IV	VIII	II		IV	Misc.
50	VIII	VIII	VIII	VIII	VIII	VIII	VIII
51	I	IV	IV	V	IV	IV	IV
52	II	II		V	II	II	II
53	III	III	I	VIII	VIII	III	Misc.
54	VIII	VIII		VIII	VIII	VIII	VIII
55	III	III	III	III	VIII	III	III
56	III	III	III	III	III	III	III
57	III	III	III	III	VIII	III	III
58	VII	VII	VII	V	VII	VII	VII
59	V	IV	I	V	IV	I	Misc.
60	IV	IV	VIII	IV	II	IV	IV
61	VII	VII	VII	VIII	VII	VII	VII
62	I	I	I	I	I	I	I
63	IV	VIII	VIII	IV	VII	VIII	Misc.
64	IV	I	I	V	IV	IV	Misc.

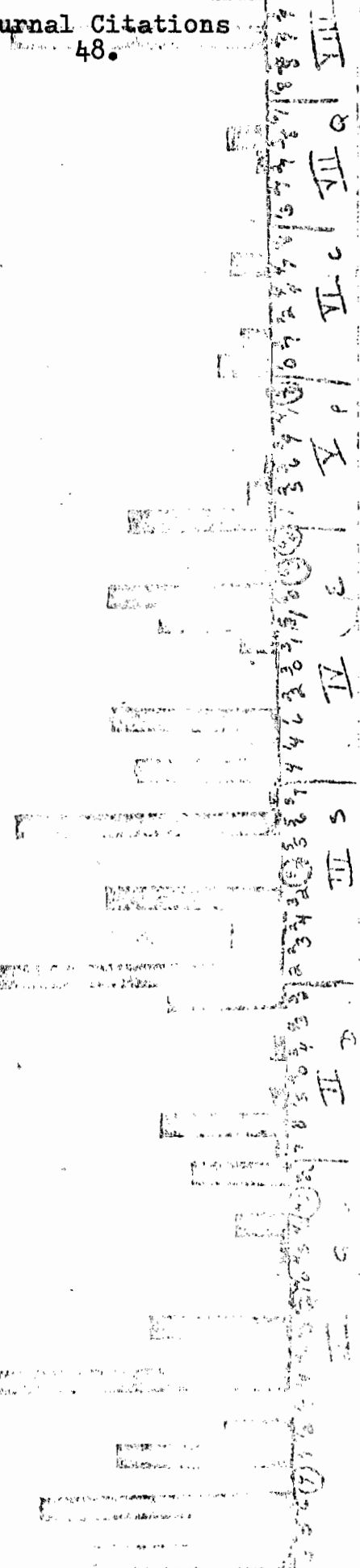
Appendix C :
Graphs from the Comprehensive Category

"encyclopedic approach" BUT "...the book is strongest in its treatment of social and personality areas" (Forgus, 1972, 270-273).

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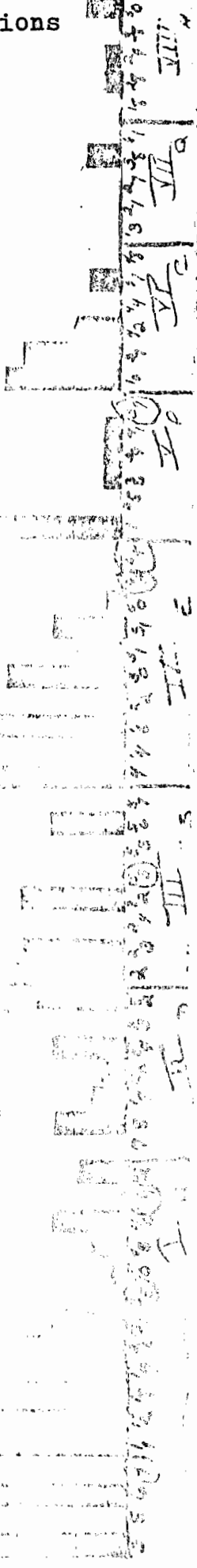


"It seems that there is at least a little something about almost everything." Basic principles are treated more extensively..." (VanKrevelin, 1973, 173-176).

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"...very broad coverage..." "...encyclopedic approach..."
(Forgus, 1972, 270-273).

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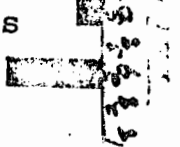
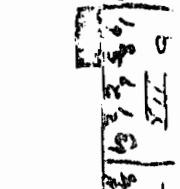
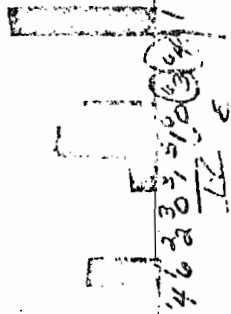
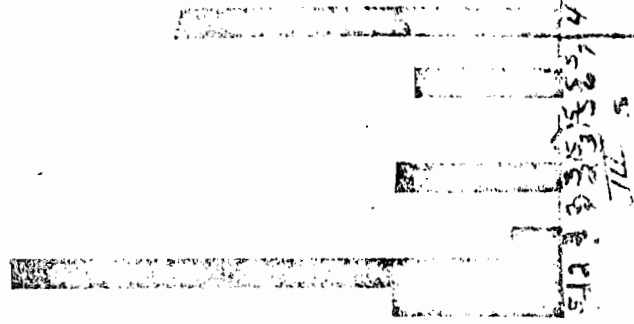
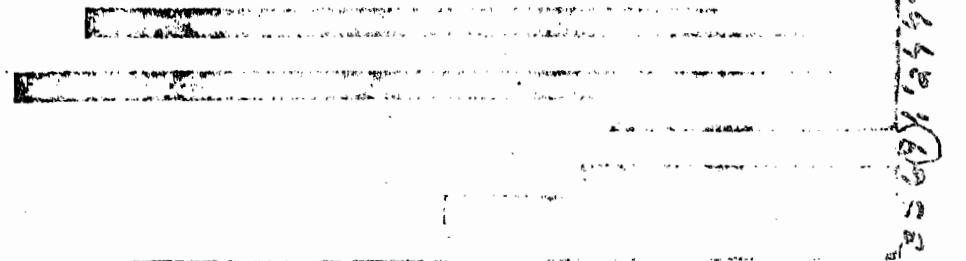
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"Coverage is broad..." "...encyclopedia in the number of topics" (Brown, Collins, Gladstone, Jaynes, McHale, Miller, Ray, Sandvold, & Scott, 1971, 1-5).

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"Coverage is sufficiently comprehensive that little supplementary reading would be required..." (Turner, 1974, 142-144).

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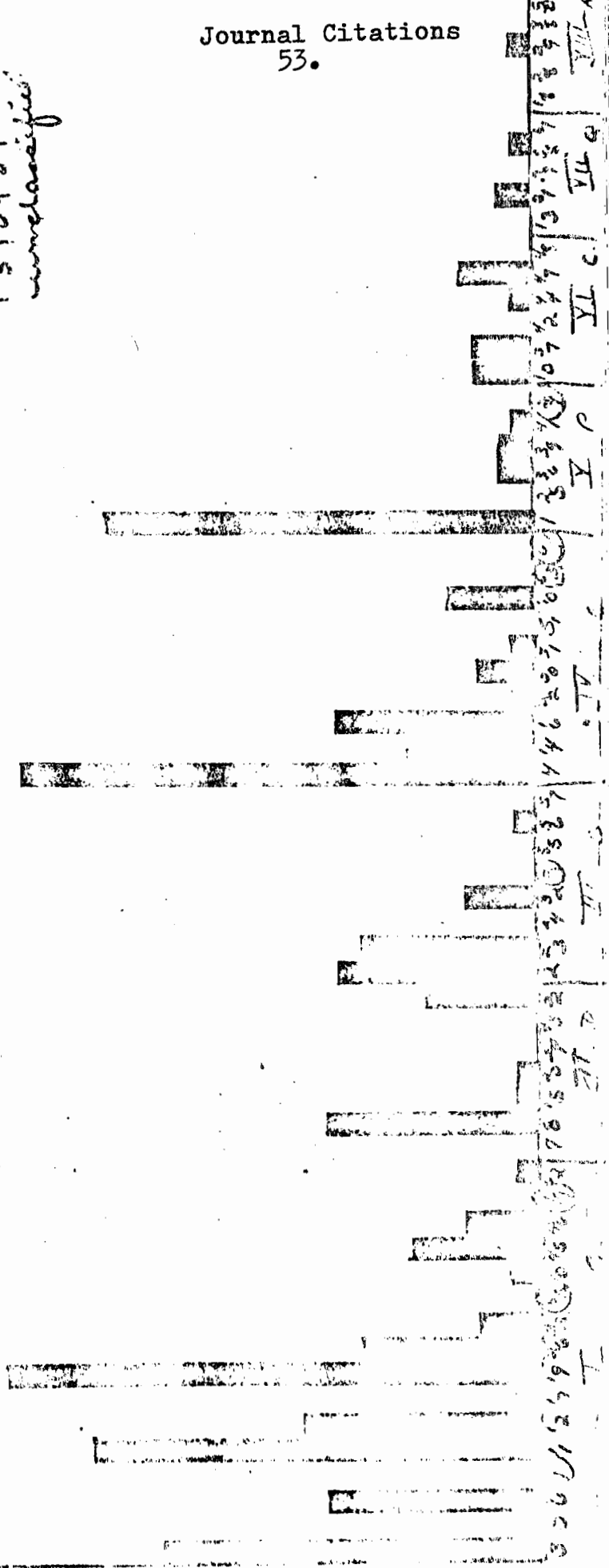
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"...adequate coverage of basic principles of the discipline." "I thought there was an overemphasis on social psychology, the area being treated extensively in four charters, some of which seemed more appropriate to a specialized social psychology text" (Cafferty, 1975, 91-92).

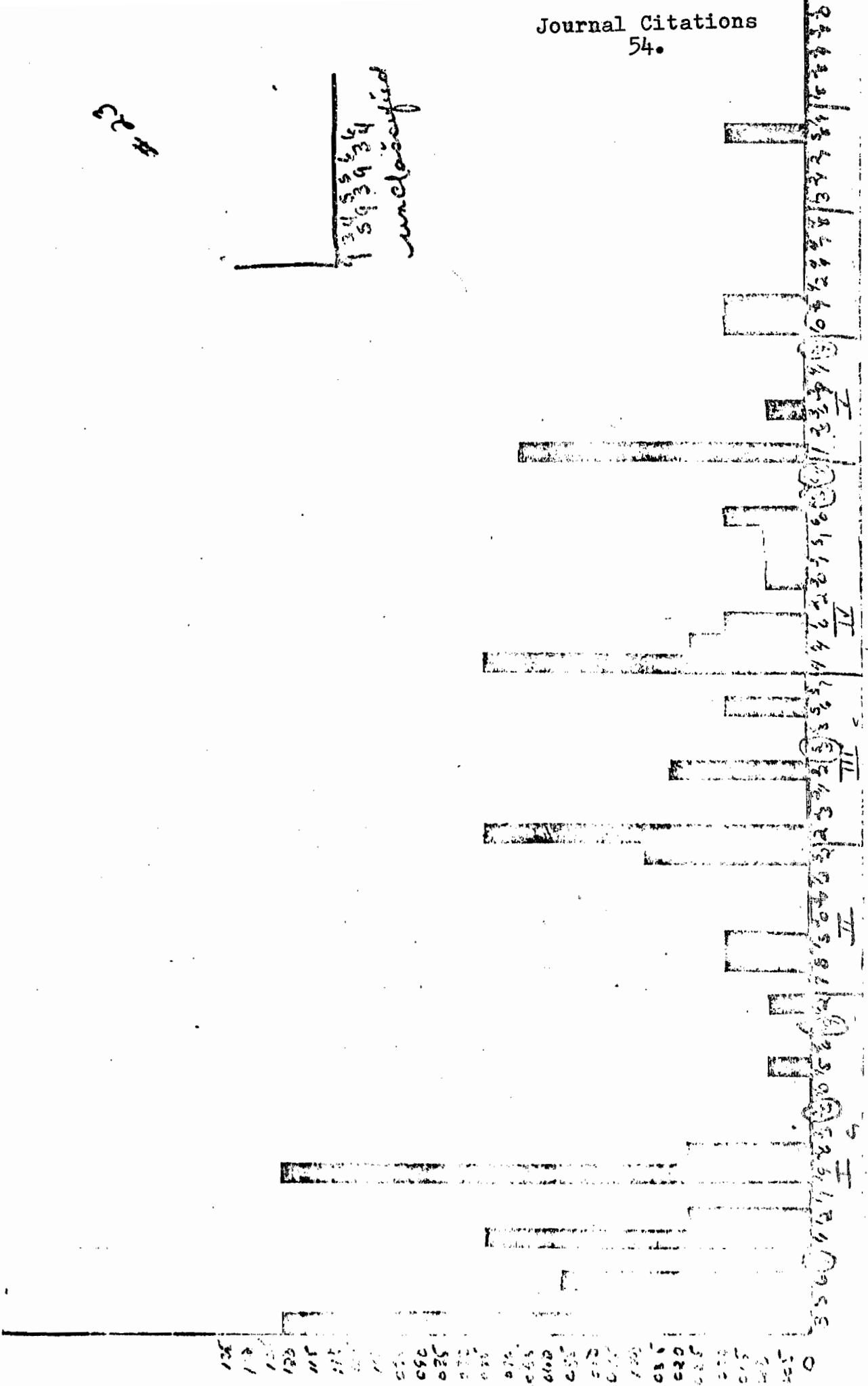
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"...covers the area with clarity and precision." "This is a good textbook" (Vogel, 1976, 642-644).

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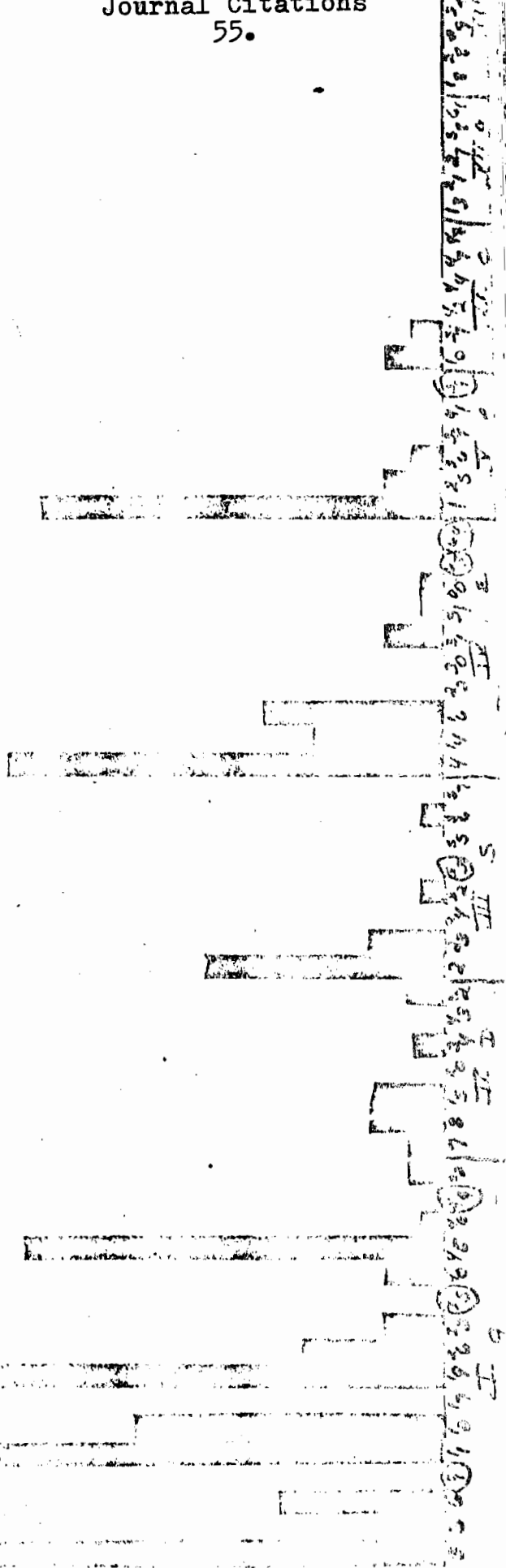


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Reviewer lists the chapters. "...Appears to be a good overview text with all areas covered" (Turner, 1975, 915).

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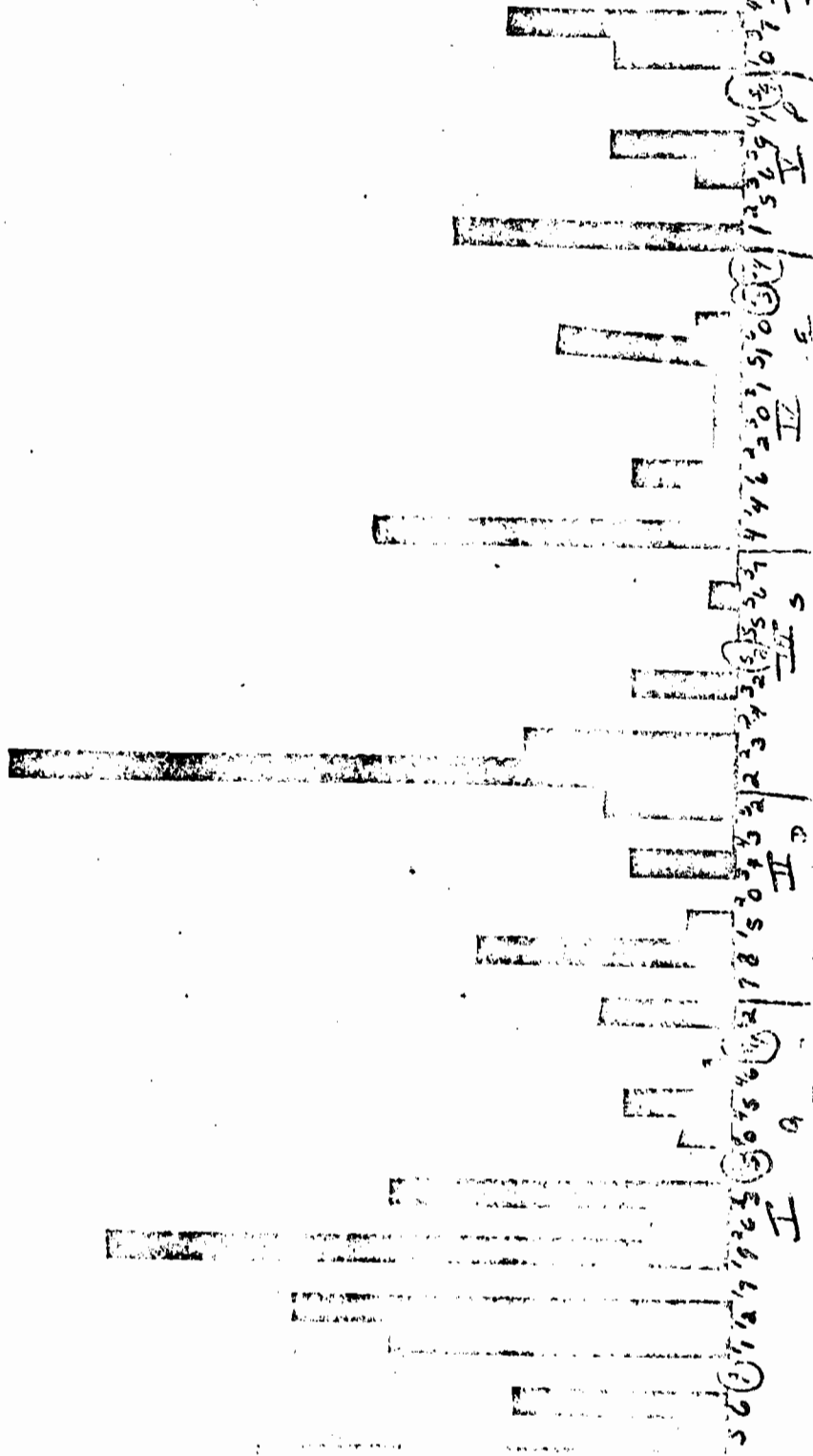
"...a well written comprehensive text..." (Melvin, 1975, 92-93).

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"Although it deals with major areas of psychology, it stresses approaches used in the understanding of behavior and makes no pretense of being a catalogue of findings" (Turner, 1971, 434-435).

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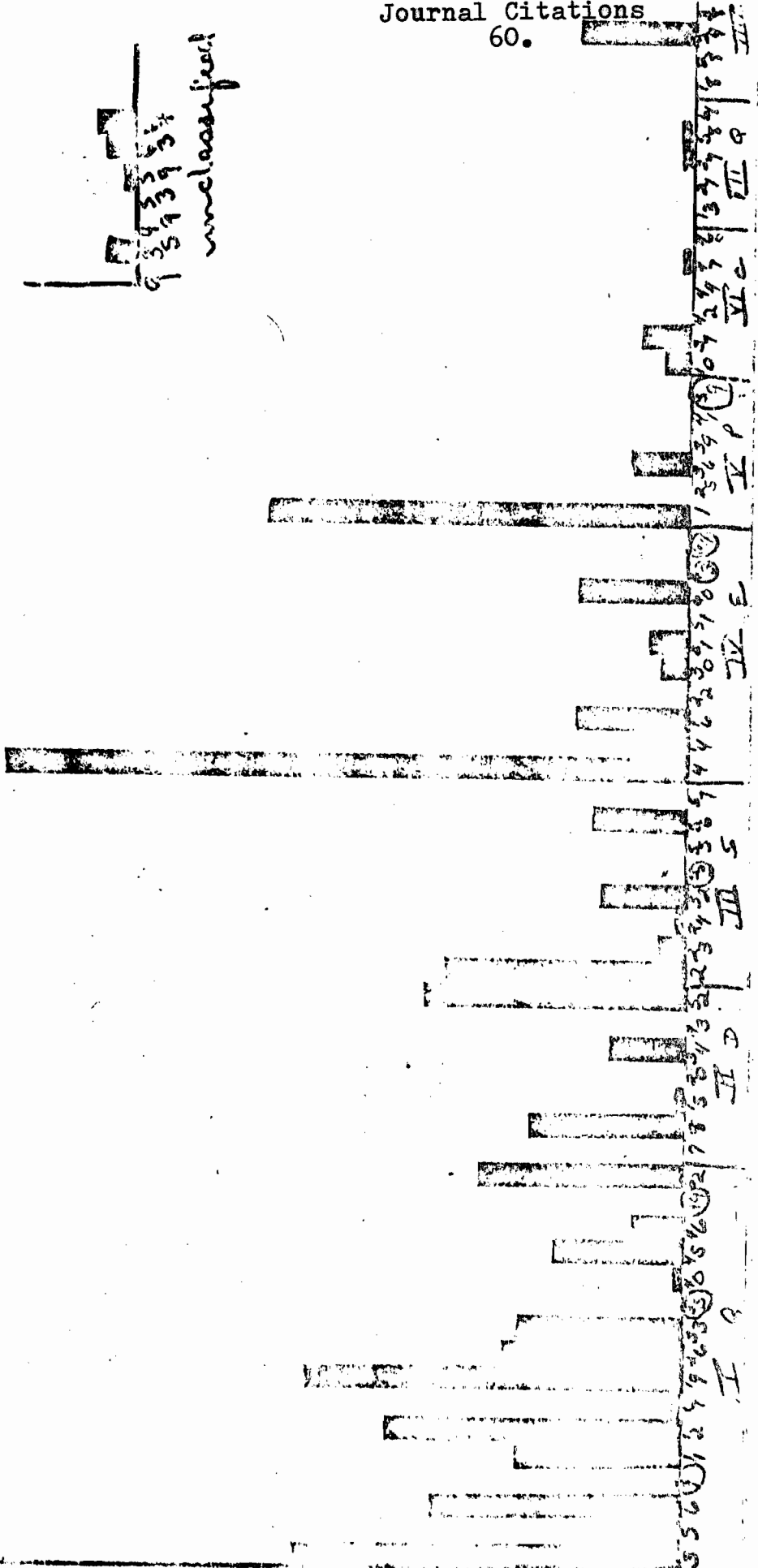
"...over all a good, balanced book for a variety of students" (Brown et al., 1971, 1-5)..

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Journal Citations
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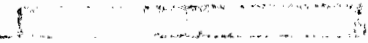
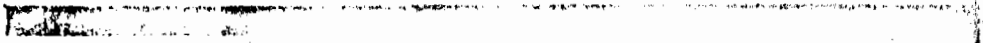
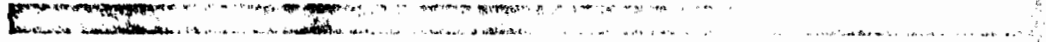


Appendix D :
Graphs from the Behavior Modification Category

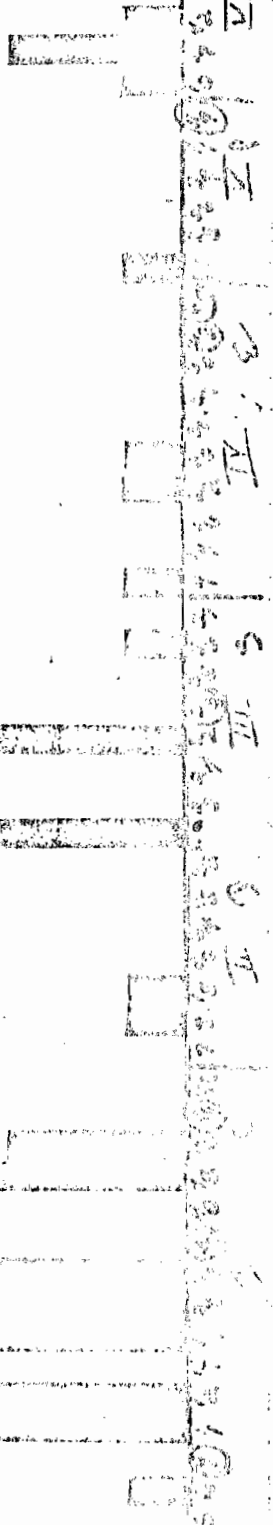
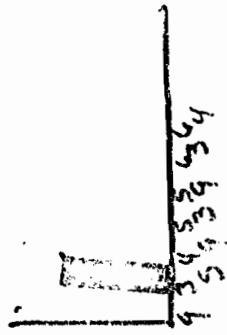
Appendix E :
Graphs from the Social Category

"The approach is biosocial and adaptational." "...perception, learning, and physiological psychology are presented only in connection with man's attempts to cope with larger problems. (Turner, 1974, 568-569).

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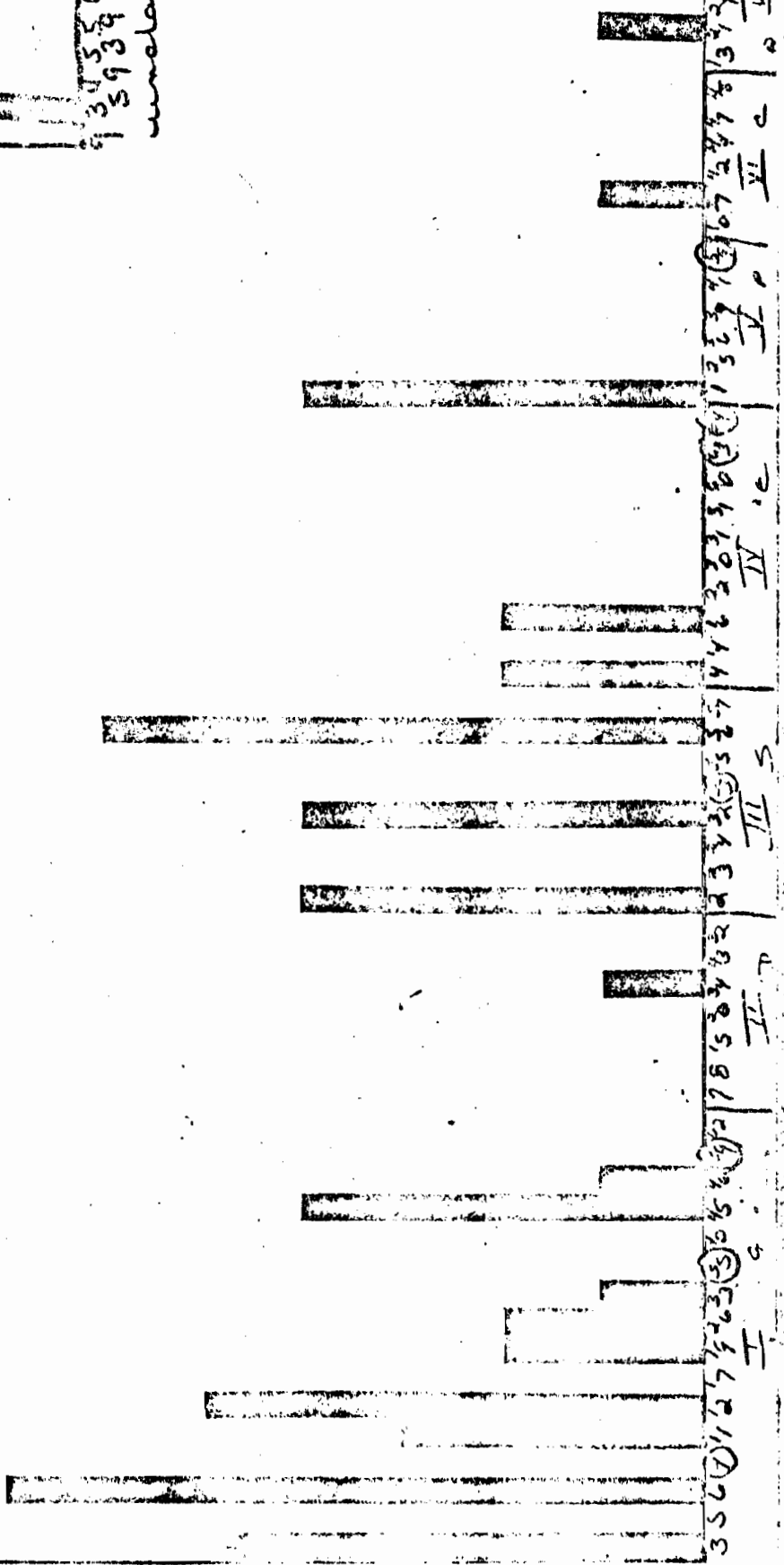
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"His work is not a survey, but, rather, is attempts to show the student how the inquisitive psychologist inquires into the nature of social thought and behavior" (Forgus, 1972, 270-273).

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"...many ingredients of a regular introductory text but in a framework of personal and social problems." "...done in a shallow way." "...basically a primer and it does not furnish sufficiently extensive knowledge for future work" (Popplestone, 1975, 711-717).

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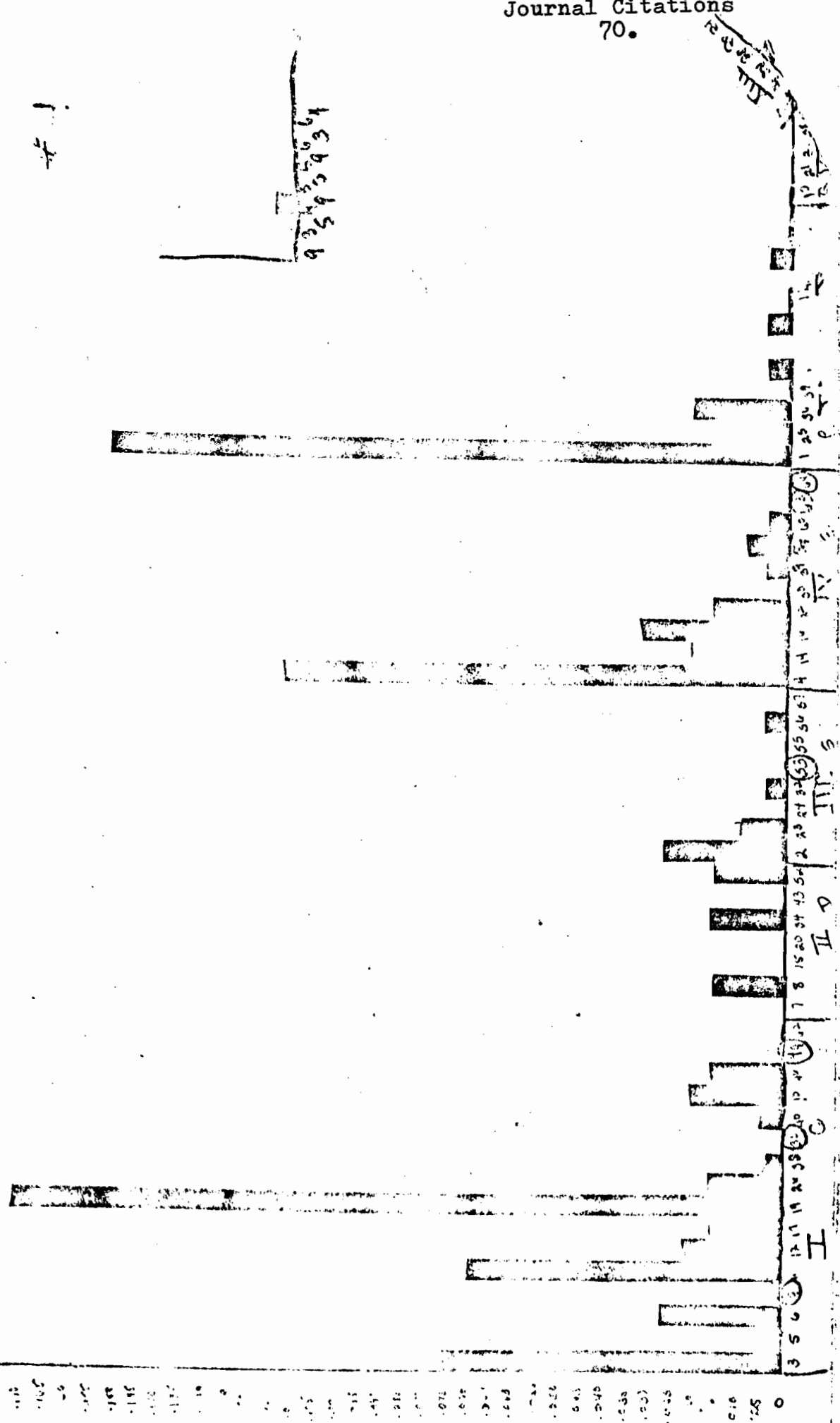
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Appendix F :
Graphs from the Physiological Category

"...about 480 (of 481) pages espousing a biosocial approach to understanding such motivational phenomena as love and aggression."
"Major emphasis seems to be on how social stimulation...brings out innate determining mechanisms" (Forgus, 1972, 270-273).

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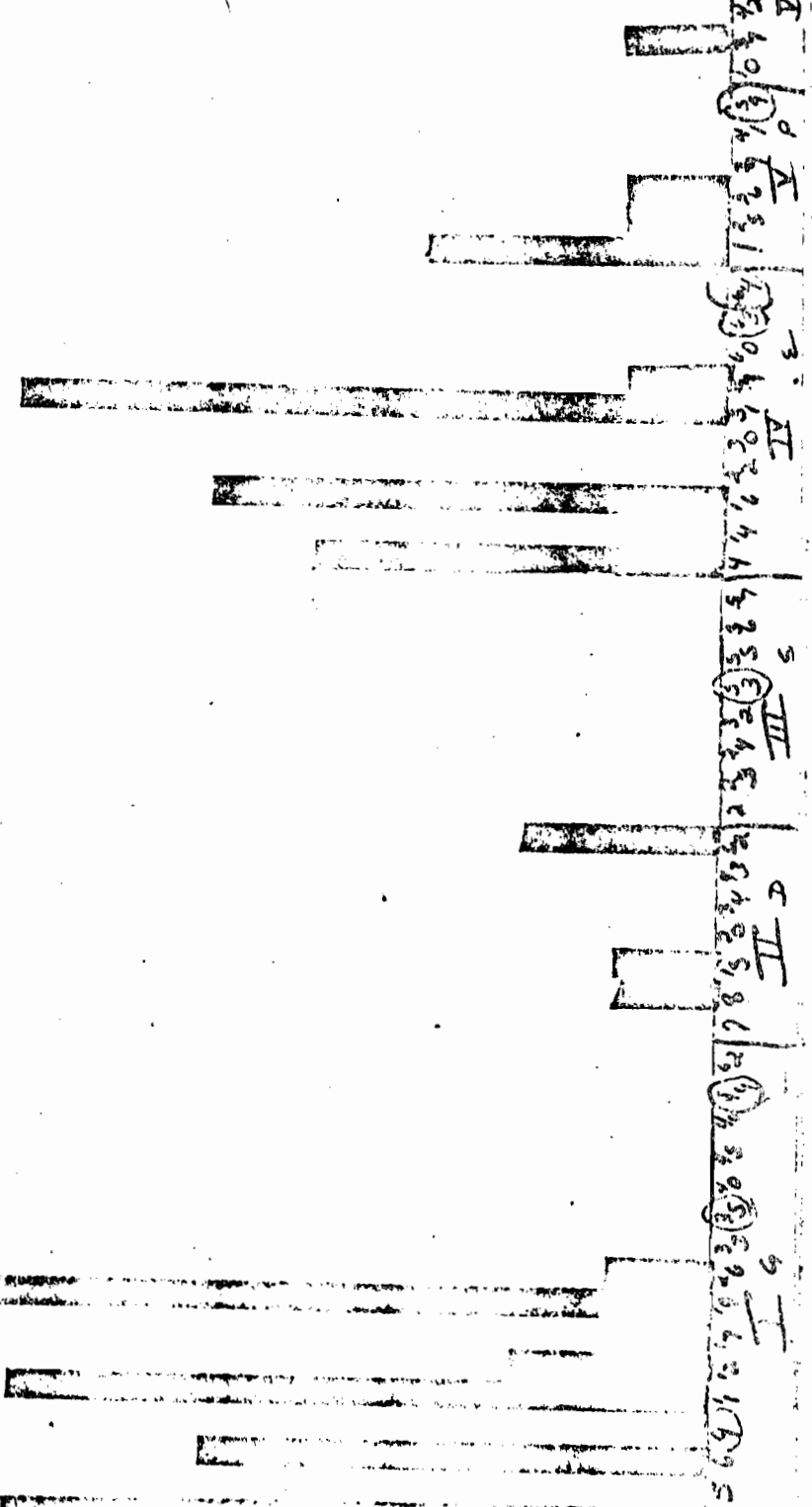
"...necessitates that the student assume an anatomical, physiological frame of reference to read and comprehend the material." "...lack of emphasis on social psychology and personality" (Kasschau, 1973, 617-623).

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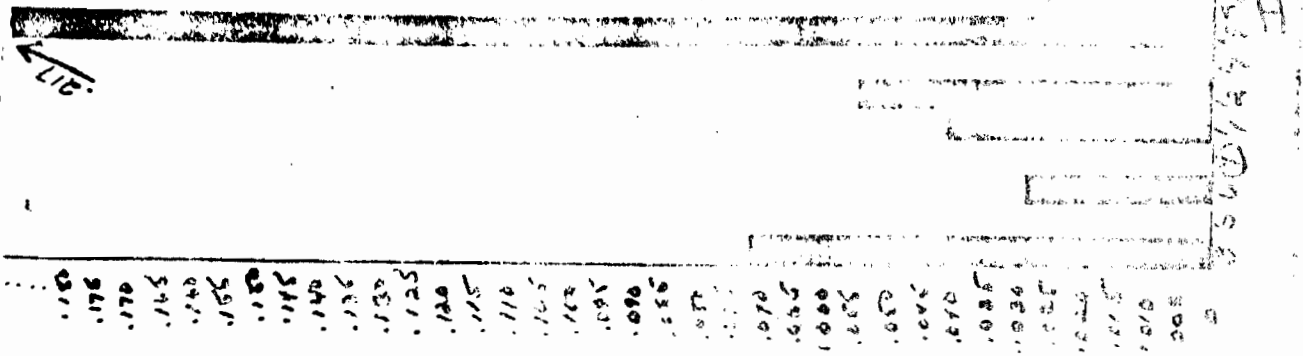
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Appendix G :
Graphs from the Experimental Category

"...67% of the content covers history, scientific method, learning and motivation, and sensation and perception" (Cone, 1976, 544-548).

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Appendix H :
Graphs from the Miscellaneous Category

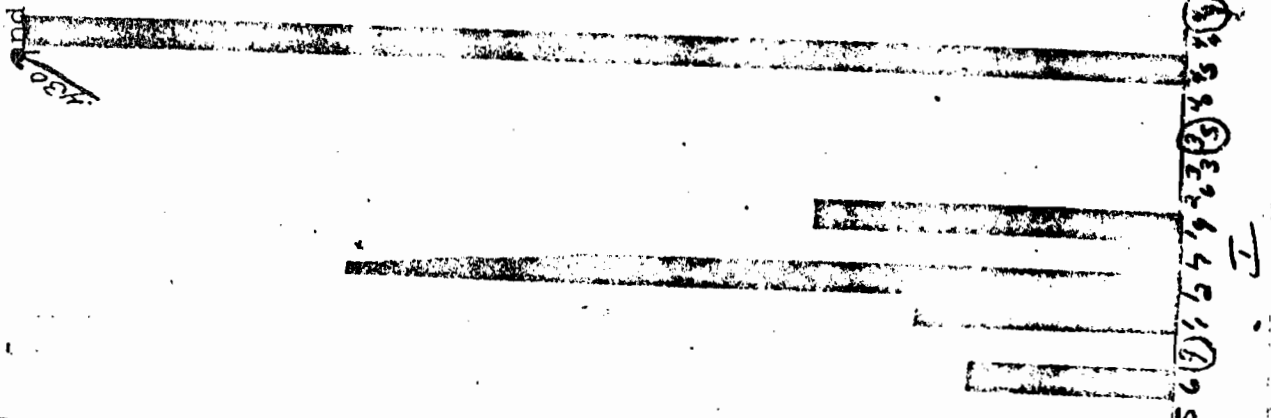
"...focuses upon human concerns and the quest for meaning..."
"...chapters deal with parascience, parapsychology, hypnosis, education, drugs, race, poverty, ecology, violence, death, male and female sexual revolution, marriage and family, identity, eutopia, communes, encounter groups, behavioral controls, quality of life, and psychology tomorrow" (Turner, 1974, 142-144).

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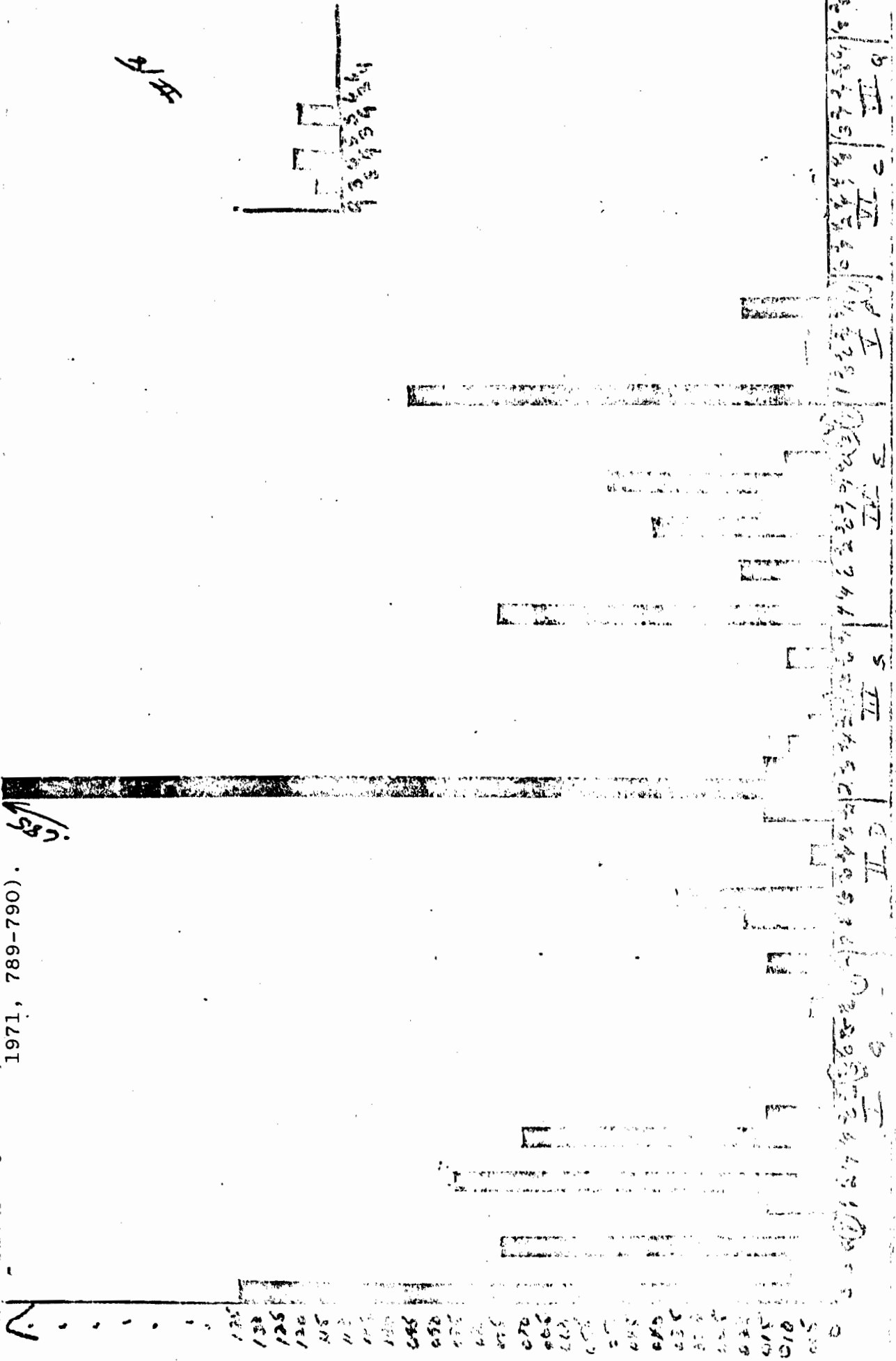
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"Essays provide an overview of research in several different fields, but does not appear to be an introductory book" (Fincher, 1971, 789-790).



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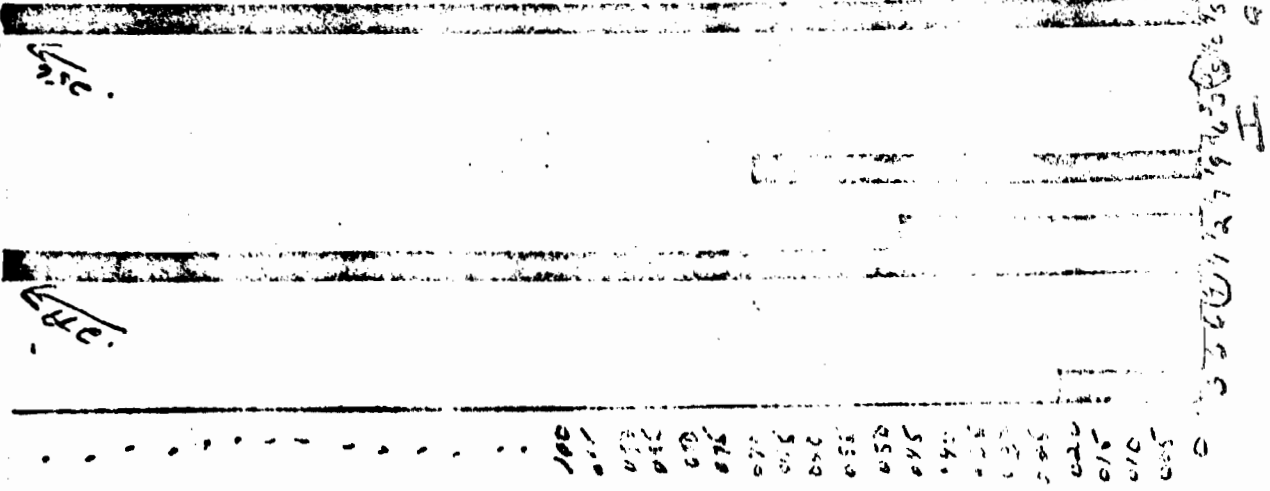
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"The orientation is humanistic behaviorism." "Experimental method and design, physiology, sensation, and statistics are omitted altogether" (Turner, 1974, 142-144).

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misc.

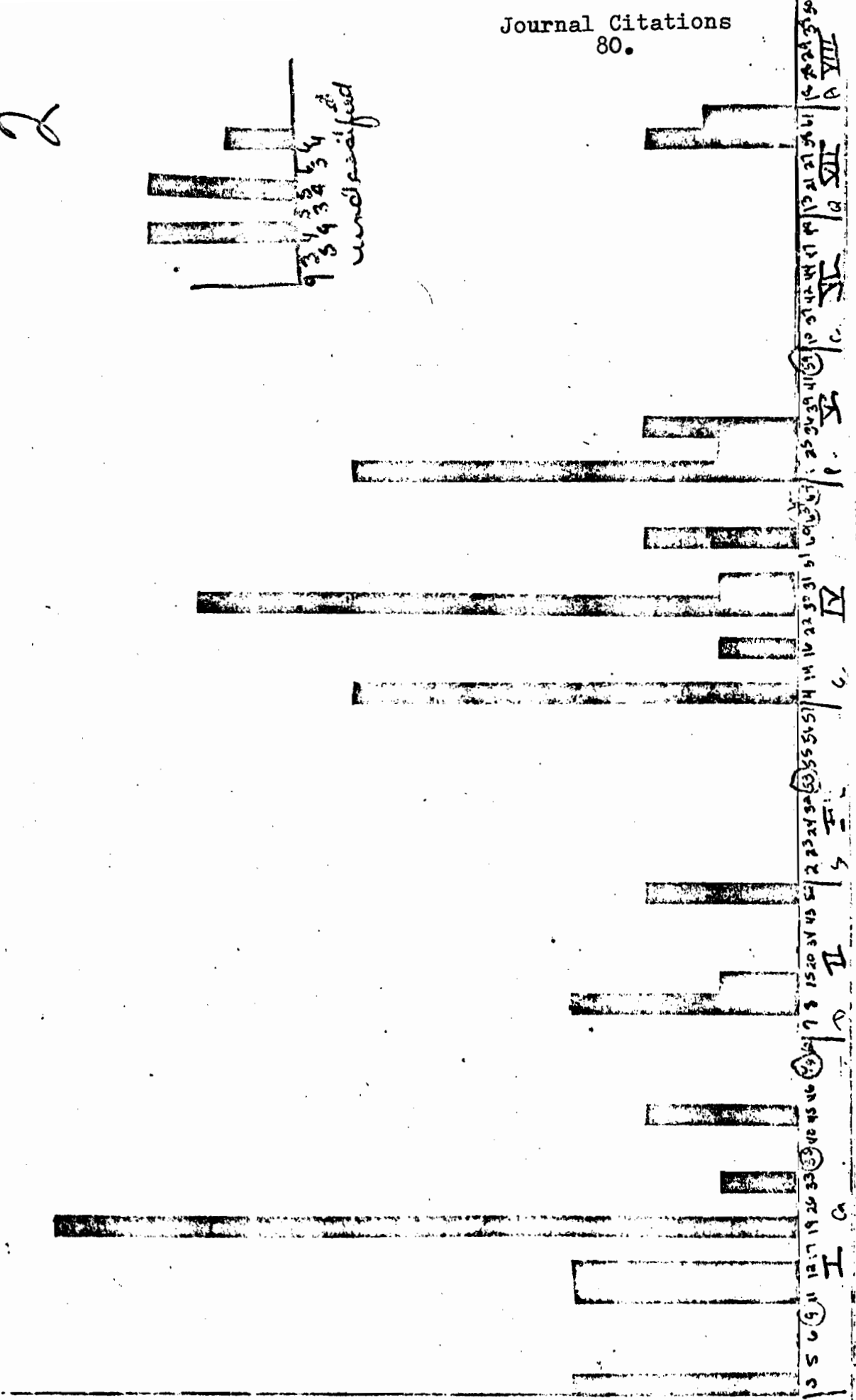
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Appendix I :
Gaphs from the No Review Category

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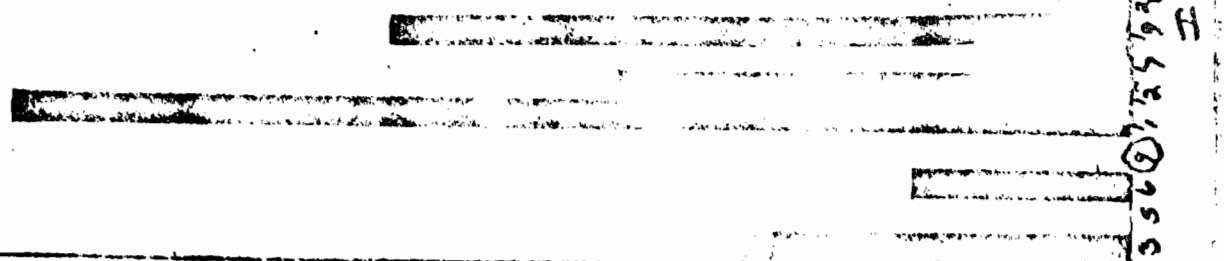
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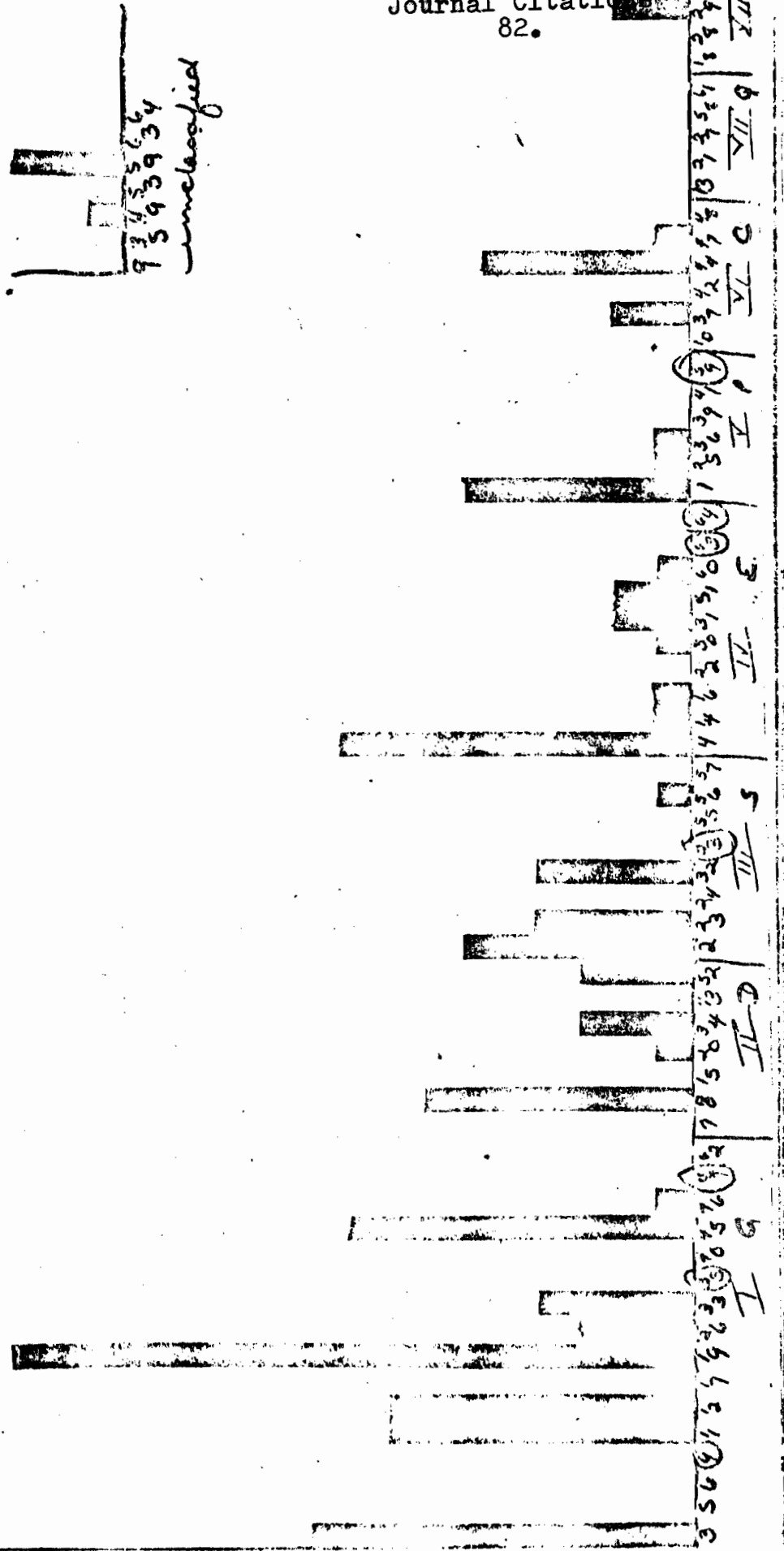
Journal Citations 81. (repeated vertically on the right margin)

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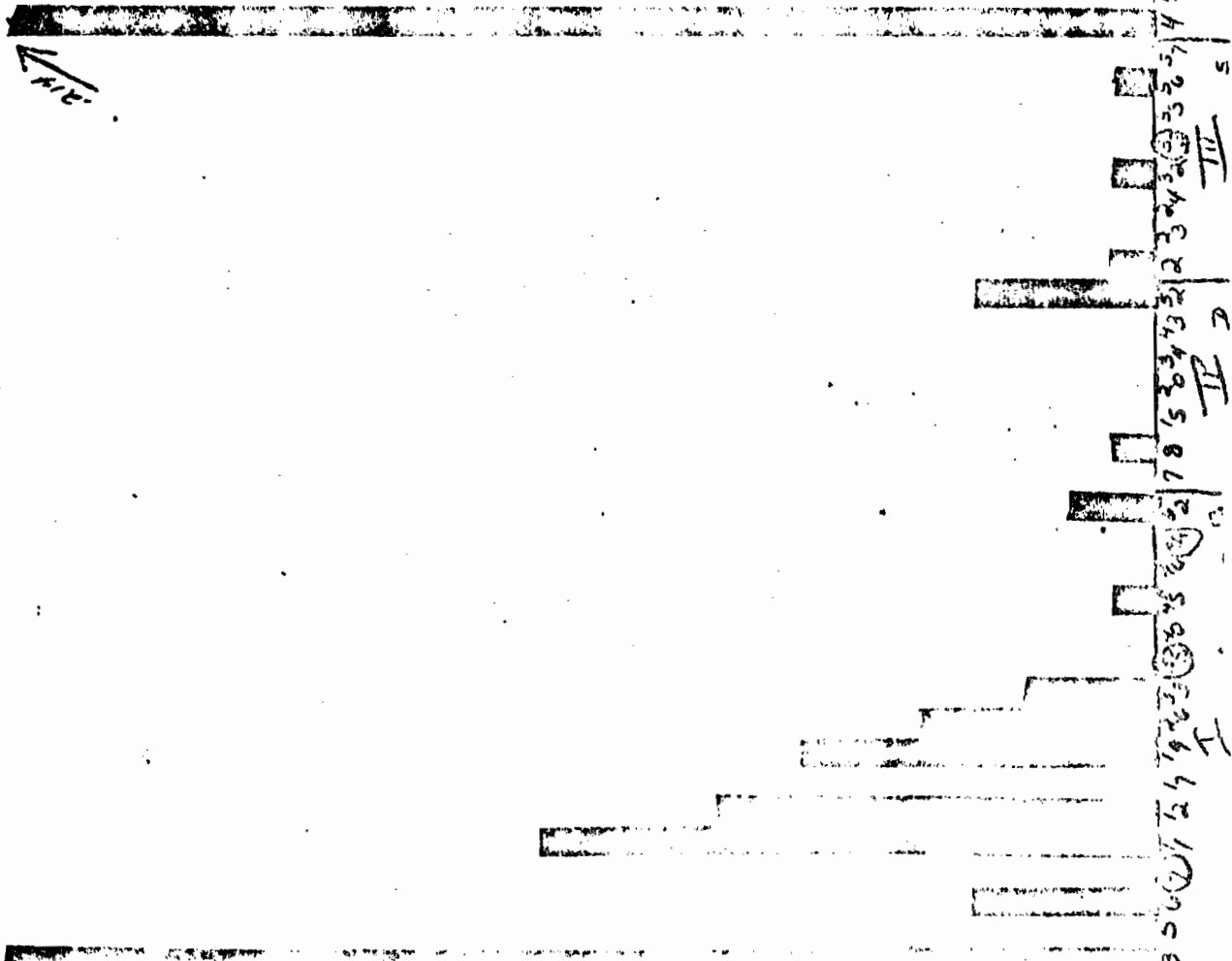
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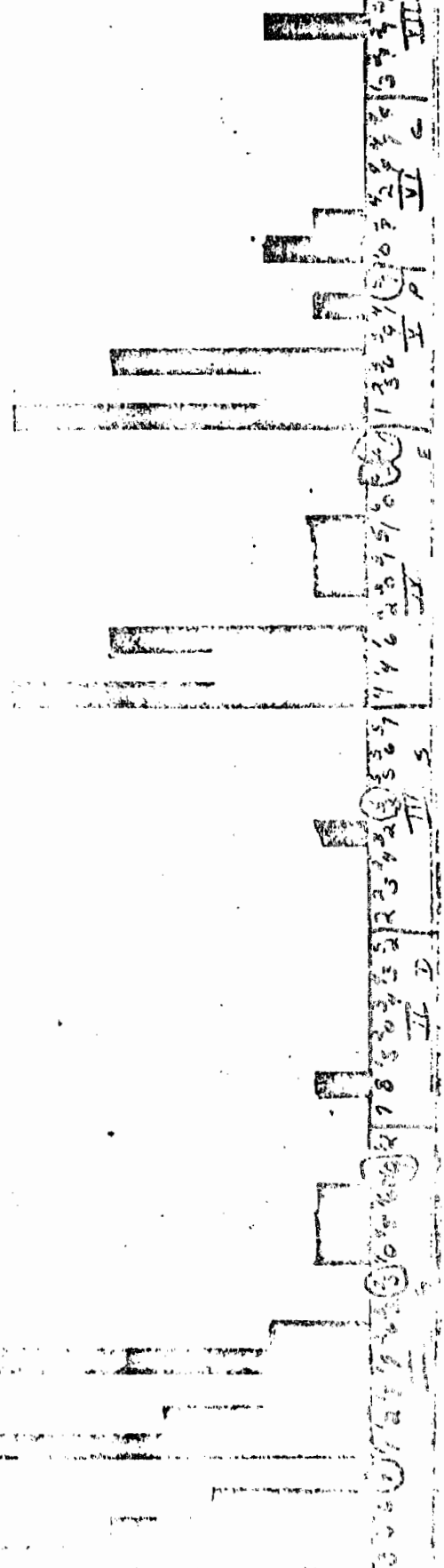
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Appendix J :

Graphs Showing Whether or Not a Journal was Referenced

Appendix K :
Correlational Values for Analyses at Four, Six and Seven Factors
with the Textbook Numbers in Parentheses

Four Factor Analysis

I		II		III	
.94836	(34)	-.94152	(1)	-.85516	(13)
.94831	(31)	-.89603	(3)	-.67720	(26)
.94237	(32)	-.84380	(2)	-.48357	(11)
.92249	(33)	-.82018	(4)	-.45925	(6)
.92028	(28)	-.80952	(9)	-.41234	(10)
.91989	(27)	-.79224	(5)	-.39270	(24)
.90191	(23)	-.76104	(8)	-.36120	(14)
.88103	(22)	-.71210	(6)		
.87879	(30)	-.63928	(10)		
.86594	(19)	-.58803	(7)	IV	
.86272	(25)	-.58337	(12)	.61367	(7)
.85934	(18)	-.52950	(15)	.42326	(11)
.84307	(24)	-.47633	(14)	.37915	(16)
.82884	(20)	-.47402	(21)		
.82291	(17)	-.46213	(11)		
.81109	(29)	-.42688	(19)		
.78803	(21)	-.41947	(17)		
.76112	(16)	-.37970	(30)		
.73839	(14)	-.37488	(16)		
.73593	(15)	-.35622	(18)		
.72183	(12)	-.34836	(25)		
.67186	(26)	-.34036	(23)		
.58955	(10)	-.33214	(24)		
.57495	(8)	-.30144	(22)		
.48406	(9)				
.47715	(11)				
.42094	(7)				
.38930	(4)				
.32198	(6)				

Six Factor Analysis

I		II		III	
.95114	(34)	-.94673	(1)	-.93065	(13)
.94834	(31)	-.90186	(2)	-.54007	(26)
.93927	(32)	-.86323	(3)	-.32884	(10)
.93626	(33)	-.81882	(9)		
.92517	(27)	-.75354	(8)		
.92471	(28)	-.73041	(5)	IV	
.89951	(23)	-.72357	(4)	.68606	(7)
.89613	(30)	-.61399	(6)	.61980	(11)
.89162	(22)	-.60558	(10)	.46517	(16)
.86738	(25)	-.55578	(12)	.31677	(20)
.86720	(19)	-.54081	(7)	.31102	(3)
.84673	(24)	-.46208	(14)		
.84452	(18)	-.45859	(15)		
.81255	(17)	-.44492	(21)	V	
.80430	(21)	-.40130	(19)	-.57830	(6)
.79989	(20)	-.37620	(17)	-.42458	(29)
.77453	(29)	-.37371	(11)	-.41601	(26)
.75448	(14)	-.37277	(30)	-.34066	(11)
.75085	(16)	-.33331	(18)	-.30350	(24)
.71163	(12)	-.32997	(16)		
.68887	(15)	-.31775	(25)		
.68452	(26)	-.30928	(23)	VI	
.59529	(10)			.47846	(15)
.57361	(8)			.45680	(4)
.49520	(9)			.39665	(5)
.47122	(11)			.35367	(29)
.41326	(7)				
.38137	(5)				
.33605	(4)				
.31346	(6)				

Seven Factor Analysis

I		II		III	
.94851	(34)	-.95312	(1)	-.93321	(13)
.94567	(31)	-.89868	(2)	-.53585	(26)
.94021	(32)	-.87410	(3)	-.31656	(10)
.93350	(33)	-.80328	(9)		
.92663	(27)	-.75824	(8)		
.92359	(28)	-.70892	(4)		
.90212	(23)	-.70233	(5)		
.89307	(30)	-.60613	(6)	IV	
.89081	(22)	-.58921	(10)	.71167	(7)
.86740	(19)	-.52415	(7)	.62783	(11)
.86723	(25)	-.52312	(12)	.47569	(16)
.85176	(18)	-.45661	(14)		
.84870	(24)	-.44292	(15)	V	
.81925	(17)	-.44010	(21)	.57989	(6)
.80535	(21)	-.39416	(19)	.42606	(29)
.80384	(20)	-.38226	(17)	.41284	(26)
.77619	(29)	-.36319	(11)	.34377	(11)
.75527	(14)	-.36056	(30)	.30286	(24)
.75004	(16)	-.34137	(18)		
.70028	(12)	-.31823	(16)		
.68658	(15)	-.31069	(25)	VI	
.68466	(26)	-.30738	(23)	.49752	(15)
.59225	(10)			.46898	(4)
.57957	(8)			.44774	(5)
.49114	(9)			.35041	(29)
.47218	(11)				
.41066	(7)				
.37404	(5)			VII	
.33575	(4)			None	
.31565	(6)				