

## **PERSPECTIVES**

---

### **ACCESS TO INFORMATION ON ADULT EDUCATION ABROAD**

Comparative Content Analysis of Selected Adult Education  
Journals

**Jindra Kulich**

University of British Columbia

#### **Abstract**

This study deals with the extent to which adult educators in a number of countries have access to information about adult education in other countries through the pages of their national adult education journals. It is based on a conviction that adult educators in any country can benefit from being informed about developments abroad. The study covers a 15 year period, 1972-1986. Fifteen journals from eleven countries were subject of the analysis. The study revealed that in terms of frequency and volume adult educators in Poland had the most access to information about adult education abroad, while colleagues in New Zealand had the least access, with Canadians being next to last in access.

#### **Résumé**

Cette étude traite de l'accès des éducateurs d'adultes aux travaux de leurs collègues oeuvrant dans d'autres pays. Pour cela, les revues spécialisées en éducation des adultes d'un certain nombre de pays ont été examinées. L'étude s'appuie sur la conviction que les éducateurs d'adultes peuvent tirer profit d'une meilleure connaissance de ce qui se fait ailleurs dans le monde. Elle couvre une période de 15 ans, de 1972 à 1986. Quinze revues spécialisées, publiées dans onze pays, ont été analysées. L'étude révèle qu'en termes de fréquence et de volume d'information, les éducateurs d'adultes polonais ont le meilleur accès à ce qui se fait

à l'étranger; les collègues néo-zélandais ont le plus faible accès et les Canadiens les précèdent de peu.

---

## **Rationale for the Study**

This study deals with the extent to which adult educators in a number of countries have access to information about adult education organization, development, situations and trends outside their own country through the pages of their national journals.

It is based on the author's conviction that the theoretical basis as well as the practice of adult educators in any country can benefit from information and reflection upon adult education theory and practice elsewhere.

Adult educators obtain information about adult education abroad principally from four sources: periodicals; books; conferences; and travel. The number of sessions and themes dealing with adult education abroad in programs of national and regional conferences increased markedly during the last few years, while professional travel abroad by adult educators, both individually and in groups, also is growing steadily. Nevertheless, even a cursory observation of these phenomena shows that only a small number of adult educators obtain their information in these ways. Yearlong observation by the author, and discussions with colleagues in Canada and abroad, indicate that more adult educators (especially the practitioners among them) read periodical articles than read entire books on adult education abroad. With these factors in mind, content analysis of national journals was selected as the best indicator of access to information on adult education abroad.

## **Study Design**

The Third World Conference on Adult Education, held in Tokyo in 1972, underscored the need for international exchange of information and for comparative study of adult education. The year of this conference was chosen as a benchmark for the start of the study and the content analysis was then carried on for the next fifteen years, through 1986.

Western industrialized countries, with widespread distribution of periodicals, were the target of the comparative analysis. The existence of national adult education journal(s), their comparability, and the logistic capabilities of the author largely determined the countries and journals chosen. Fifteen journals

from eleven countries were finally selected. Four of these were published in three countries in Eastern Europe, five in four countries in Western Europe, two each in Canada and the United States (Adult Leadership and its successor Lifelong Learning were considered as one journal for the purposes of this study), and one each in Australia and New Zealand. The list of journals subject to this study are located at the end of the article.

The content analysis dealt with the following: number of pages given to articles dealing with domestic and foreign themes; number of articles on domestic and foreign themes; classification of content of articles on adult education abroad; and number of book reviews dealing with domestic and foreign themes.

Based on their content, the articles were classified into twelve categories:

- (1) philosophy and goals of adult education
- (2) theory of adult education
- (3) research design and techniques
- (4) history of adult education
- (5) comparative and international studies
- (6) legislation and policies on adult education
- (7) financing and economics of adult education
- (8) organization of adult education
- (9) methods and techniques
- (10) content areas
- (11) clientele/participants
- (12) adult educators

All articles dealing with any aspect of adult education in any other country or countries, articles on international themes, and comparative studies were logged in the category of adult education abroad for all journals analyzed. Theoretical articles and research reports by foreign authors were included automatically in this category, except for the four North American journals where such articles were included only if the article dealt specifically with differences in theoretical aspects of adult education in the other country. This decision was based on the author's judgment that in North America there is a very similar approach to research and theoretical writing between Canadian and U.S. authors, and that what differences there are, were not significant for the purposes of this study. Furthermore, since a significant number of articles published in the two U.S. journals are written by Canadian authors, counting all of these articles would have created an artificially inflated high percentage of

articles about adult education abroad in the case of the U.S. journals. Given the much lower frequency of German authors published in Austria and Switzerland, and of Australians published in New Zealand and vice versa, and having taken into consideration the more marked differences in adult education among these countries, the procedure adopted for analysis of North American journals was not deemed necessary in the case of these countries.

### **Analysis of the Number of Pages and Articles**

Only 'substantial' articles were counted, while brief notes, notices, news and reports were not.<sup>1</sup> Results of this analysis are shown in Table 1 and Table 2.

It is interesting to note that although all the fifteen journals analyzed did carry information on adult education abroad, only two of them, Andragogija and Oświata dorosłych, had a regular feature "Adult Education Abroad." Volkshochschule im Westen had a category "International Adult Education" in its annual table of contents for 1972 through 1978, and for 1980 (however, this did include only accounts of international themes and events, and not articles on adult education in individual foreign countries).

Conference reports were not included in this study unless their relative length qualified as 'substantial'. However, it is worth noting that several of the journals analyzed did carry brief reports on international meetings and conferences held in their own country and on meetings and conferences held abroad. The most prolific among the journals in this respect was Adult Education (U.K.), while such conference reports also were located in Andragogija, Erwachsenenbildung in Österreich, Oświata dorosłych and Volkshochschule im Westen.

In terms of the actual number of articles on adult education abroad and on comparative/worldwide themes (see Table 1), the journal which carried the most articles in these areas was Oświata dorosłych (293), while the lowest number appeared in the Canadian Journal of University Continuing Education (12). In between these two poles the journals ranked as follows: Osvetová práca (127), Education permanente (99), Osveta (96), Erwachsenenbildung in Österreich (95), Volkshochschule im Westen (76), Andragogija (73), Adult Education (U.K.) (72), Lifelong Learning (57), Australian Journal of Adult Education (50), New Zealand Journal of Adult Learning (37), Learning (35), Studies in Adult Education (26), Adult Education Quarterly (14).



TABLE 2: Number of Article Pages by Country  
by Journal, 1972 - 1986

Country	Journal	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
AUSTRALIA	Australian Jrl. of Adult Education	8	22	11	23	69	35	18	5	31	20	6	22	13	14	35
	Erwachsenenbildung in Osterreich	187	72	69	115	43	57	86	136	65	4	5	11	0	11	11
CANADA	Canadian Jrl. of Univ. Cont. Ed.	0	149	0	0	0	0	0	21	4	9	0	0	0	31	0
	Learning	4	168	0	37	116	35	57	66	69	83	77	68	152	159	176
CZECHOSLOVAKIA	Osveta	57	27	70	134	182	109	122	11	6	5	0	3	3	14	0
	Osvetová práce	247	253	416	292	303	316	324	57	26	17	0	16	15	2	14
NEW ZEALAND	New Zealand Jrl. of Adult Learning	27	36	37	0	46	23	71	60	82	55	71	68	40	52	59
	Oswiata dorosłych	50	65	50	108	79	99	124	20	344	320	364	344	353	363	350
POLAND	Education permanente	44	87	120	80	86	76	77	49	85	77	0	0	39	34	20
	Adult Education (UK)	344	337	283	311	334	245	287	313	322	346	60	83	85	99	58
SWITZERLAND	Education permanente	16	27	12	22	20	30	36	32	36	37	27	16	35	11	3
	Adult Education (UK)	53	17	0	12	75	24	13	28	14	36	31	21	38	40	36
UNITED KINGDOM	Studies in Adult Education	32	41	0	16	169	130	173	184	195	173	167	170	145	164	156
	Adult Education Quarterly	87	89	143	116	0	133	122	109	80	70	23	11	7	23	30
U.S.A.	Adult Education Quarterly	29	16	0	12	33	0	0	0	21	0	27	16	16	0	15
	Life long Learning	178	197	249	147	188	181	195	195	173	160	184	153	197	169	156
WEST GERMANY	Volkshochschule im Westen	215	14	15	20	11	26	16	30	8	8	15	6	8	0	3
	Andragogija	24	5	6	22	20	9	9	7	29	20	2	20	5	16	8
YUGOSLAVIA	Andragogija	128	137	158	130	106	160	133	193	164	244	195	168	181	190	222
	Andragogija	36	185	31	84	24	12	19	32	8	0	19	31	40	88	10
		556	373	478	445	429	515	330	299	333	482	393	285	227	296	227

A = articles about adult education abroad  
D = articles about domestic adult education



When the relationship between domestic and foreign themes was analyzed, the journal which showed the highest percentage of information about adult education abroad was Education permanente (36.26% articles, 35.89% pages). The two journals with the lowest percentage of content on foreign adult education were Lifelong Learning (5.81% articles, 6.54% pages) and Canadian Journal of University Continuing Education (6.28% articles, 5.43% pages). Three of the journals devoted around one quarter of their articles to foreign themes: Learning (25.36%), Australian Journal of Adult Education (24.75%) and Osveta (24.43%). In terms of space given, the ranking was slightly different: Australian Journal of Adult Education (25.46%), Osveta (24.58%), and Erwachsenenbildung in Österreich (23.27%), with Learning having dropped to fifth place (21.63%). (On the other hand, in terms of articles, Erwachsenenbildung in Österreich was in sixth place with 17.15%.)

For number of articles six journals fell in the 10-20% category: Oświata dorosłych (18.98%), Erwachsenenbildung in Österreich (17.15%), Studies in Adult Education (17.11%), Osvetová práca (16.98%), New Zealand Journal of Adult Learning (15.95%), and Adult Education (U.K.) (13.36%). Again, the configuration was slightly different for number of pages, with five journals falling in the 10-20% category: New Zealand Journal of Adult Learning (19.15%), Oświata dorosłych (18.78%), Studies in Adult Education (16.24%), Adult Education (U.K.) (15.15%), and Osvetová práca (14.80%). Five journals were below 10% in terms of number of articles: Andragogija (8.86%), Volkshochschule im Westen (7.82%), Adult Education Quarterly (6.73%), Canadian Journal of University Continuing Education (6.28%), and Lifelong Learning (5.81%). In terms of number of pages the list changes very slightly to: Andragogija (9.85%), Volkshochschule im Westen (8.66%), Adult Education Quarterly (7.68%), Lifelong Learning (6.54%), and Canadian Journal of University Continuing Education (5.43%).

When the percentages for the article and page counts for the fifteen journals were tabulated by the eleven countries in which the journals were published, the following ranking emerged. For number of articles (see Table 1): Switzerland (36.26%), Australia (24.75%), Czechoslovakia (19.54%), Poland (18.98%), Austria (17.15%), New Zealand (15.95%), Canada (14.29%), United Kingdom (14.18%), Yugoslavia (8.86%), West Germany (7.82%), and U.S.A. (5.97%). For percentage of pages (see Table 2): Switzerland (35.89%), Australia (25.46%), Austria (23.27%), Czechoslovakia (19.39%), New Zealand (19.15%), Poland (18.78%),

United Kingdom (15.58%), Yugoslavia (9.85%), West Germany (8.66%), Canada (8.0%), and U.S.A. (7.05%).

### **Analysis of the Content of Articles on Adult Education Abroad**

The content of the articles on adult education abroad was classified in the twelve categories listed in the Study Design section. The results are shown in Table 3.

Overall, the largest number of articles (299) dealt with the international aspects of adult education or were comparative studies. This was followed closely by articles on the organizational forms of adult education (247). Methods and techniques (178) and theory of adult education (160) were the next two sizeable categories. Philosophy and goals (61) were a distant fifth. Several of the categories were grouped around the 30-40 article mark: research design and techniques (40), content areas (40), adult educators (37), clientele/participants (35), legislation and policies (34), and history of adult education (31). The lowest number of articles (13) dealt with financing and economics of adult education.

However, the overall ranking of the twelve categories is not replicated in the journal to journal analysis.

In Australian Journal of Adult Education, the highest count was in theory of adult education (11), followed very closely by methods and techniques (10). Comparative and international studies (7) and organization of adult education (7) were next. Clientele/participants (4), research design and techniques (3), adult educators (3), legislation and policies (1) and content areas (1) were at the lower end. No articles were classified in the categories of philosophy and goals, history, and financing and economics of adult education.

In Erwachsenenbildung in Österreich, comparative and international studies (49) were far ahead of any other category, with organization of adult education (17) a distant second. At the lower end were methods and techniques (8), theory of adult education (7), legislation and policies (6), adult educators (5), history (4), content areas (3), clientele/participants (2), and philosophy and goals (1). Research design and techniques, and financing and economics of adult education were not represented.

TABLE 3: Number of Articles by Content Category by Journal, 1972 - 1986

Journal \ Category	Philosophy/goals	Theory of AE	Research design/tech.	History of AE	Comparative/internat.	Legislation/policies	Financing/economics	Organization of AE	Methods/techniques	Content areas	Clientele/participants	Adult educators
Australian Journal of Adult Education		11	3		7	1		7	10	1	4	3
Erwachsenenbildung in Osterreich	1	7		4	49	6		17	8	3	2	5
Canadian Journal of University Continuing Educ.					5			2	3	1	1	
Learning	6		2	1	7	1		6				
Osveta	23	20	6	3	11		4	23	4		1	1
Osvetova praca	17	28	5	8	22		5	17	14	8		2
New Zealand Journal of Adult Learning	1	8	2	2	6	2		5	7	1	2	1
Oswiata doroslych	1	30	11	2	74	4	1	105	41	11	9	6
Education permanente		25	4		19	5		7	29	3	4	6
Adult Education (U.K.)	6	8	1	1	7	6	2	15	13	7	4	4
Studies in Adult Education	1	2	3	5	4	1	1		4	1	1	1
Adult Education Quarterly		3	1	2	1	2		2	1		2	
Lifelong Learning	4	7	2		13	4		13	14		2	
Volkshochschule im Westen	1				2	44	2	11	11	3	2	1
Andragogija		11		1	25			17	19	1	1	7
TOTALS	61	160	40	31	299	34	13	247	178	40	35	37

In Canadian Journal of University Continuing Education, more than half of the twelve categories were not represented: philosophy and goals, theory, research design and techniques, history, legislation and policies, financing and economics, and adult educators. Of the categories represented, comparative and international studies (5) was the largest, followed by methods and techniques (3), organization (2), content areas (1), and clientele/participants (1).

Learning also had only half the categories in evidence. Comparative and international studies (7) again was the largest, followed closely by philosophy and goals (6), and organization (6). The lowest were research design and techniques (2), history (1), and legislation and policies (1). Not represented were theory, financing and economics, methods and techniques, content areas, clientele/participants, and adult educators.

The highest number of articles in Osveta was found in philosophy and goals (23) and in organization (23), followed by theory (20). Comparative and international studies (11) was in the middle. At the low end were research design and techniques (6), financing and economics (4), methods and techniques (4), history (3),

clientele/participants (1) and adult educators (1). Missing were legislation and policies, and content areas.

Osvetová práca produced most articles in theory (28), followed by comparative and international studies (22). At the mid-range were philosophy and goals (17), organization (17), and methods and techniques (14). At the low end were history (8), content areas (8), research design and techniques (5), financing and economics (5), and adult educators (2). The two blank categories were legislation and policies, and clientele/participants.

In New Zealand Journal of Adult Learning, theory (8) was the top category, followed by methods and techniques (7), comparative and international studies (6), and organization (5). The remaining few articles were scattered among several categories: research design and techniques (2), history (2), legislation and policies (2), clientele/participants (2), philosophy and goals (1), content areas (1), and adult educators (1). Financing and economics came out blank.

Oświata dorosłych was one of the two journals with articles found in all twelve categories. Organization (105) was by far the strongest, with comparative and international studies (74) next, methods and techniques (41) and theory (30) a distant third and fourth. At the lower end were research design and techniques (11), content areas (11), clientele/participants (9), adult educators (6), legislation and policies (4), history (2), philosophy and goals (1), and finance and economics (1).

The top category in Education permanente was found to be methods and techniques (29), followed closely by theory (25) and by comparative and international studies (19). The low categories were organization (7), adult educators (6), legislation and policies (5), research design and techniques (4), clientele/participants (4), and content areas (3). Not represented were philosophy and goals, history, and financing and economics.

Adult Education (U.K.) was the other journal with articles in all categories. The highest in this journal was organization (15), followed by methods and techniques (13). At the mid-point were theory (8), comparative and international studies (7), content areas (7), philosophy and goals (6), legislation and policies (6), clientele/participants (4), and adult educators (4). The three lowest categories were financing and economics (2), theory (1), and history (1).

In Studies in Adult Education, the top category was history (5), followed by comparative and international studies (4), methods and techniques (4), research design and techniques (3), and theory (2). Half the categories showed only one article each: philosophy and goals; legislation and policies; financing and economics; content areas; clientele/participants; and adult educators. Organization was the only category not represented.

In Adult Education Quarterly, the articles were more evenly spread among the categories: theory (3); history (2); legislation and policies (2); organization (2); clientele/participants (2); research design and techniques (1); comparative and international studies (1); and methods and techniques (1). Not represented were philosophy and goals, financing and economics, content areas and adult educators.

Lifelong Learning had three high categories: methods and techniques (14), comparative and international studies (13), and organization (13). At the mid-point was theory (7). The low categories were philosophy and goals (4), legislation and policies (4), research design and techniques (2), and clientele/participants (2). The blanks were history, financing and economics, content areas, and adult educators.

The comparative and international studies category (44) in Volkshochschule im Westen was out of all proportion to the remaining categories. Next but very distant were organization (11) and methods and techniques (11). At the low end were content areas (3), history (2), legislation and policies (2), clientele/participants (2), philosophy and goals (1), and adult educators (1). Theory, research design and techniques, and financing and economics were not covered.

Finally, in Andragogija, the most represented category was comparative and international studies (25); methods and techniques (19) was next, followed by organization (17), theory (11), and adult educators (7). The lowest were history (1), content areas (1), and clientele/participants (1). No entries were shown for philosophy and goals, research design and techniques, legislation and policies, and financing and economics.

The geographic region coverage is documented in Table 4. In the overall count, adult education in Europe (665) took more than half of all the articles. Comparative and international studies (272) were next, with North America (119) a distant third. In comparison, coverage of the remaining geographic regions was

very low: Australia/New Zealand/South Pacific (46); Africa (38); Latin America (31); and Asia (20).

Not surprisingly, journals published in continental Europe showed by far the largest number of articles about adult education abroad dealing with European countries, with the next category being comparative and international studies. Articles on countries in the other continents were far and few between. The one outstanding exception was the Swiss Education permanente, which showed almost an equal number of articles on North America (38) and on Europe (40).

The two journals published in the United Kingdom differed from their continental counterparts. Adult Education, although it showed the largest number of articles on Europe (21), also showed a large number of articles on North America (17); furthermore, the number of articles on Africa (8) was equal to that on comparative and international studies (8). Studies in Adult Education had the largest number of articles on North America (11), while the number of articles on Europe (5) equalled the number of articles on Australia/New Zealand/South Pacific (5).

TABLE 4: Number of Articles by Geographic Region by Journal, 1972 - 1986

Journal	Geographic Region						
	Comparative/International	Africa	Latin America	North America	Asia	Australia/New Zealand/South Pacific	Europe
Australian Journal of Adult Education	14	4		7	5	8	3
Erwachsenenbildung in Österreich	27	1		3			72
Canadian Journal of University CE	3						9
Learning	13	1	1	1	2	2	4
Osveta	7		1	2			87
Osvetová práca	23		2	2	1	1	96
New Zealand Journal of Adult Learning	10		2	8		7	9
Oświata dorosłych	72	9	4	7	1	2	207
Education permanente	17	1	2	38		4	40
Adult Education (U.K.)	8	8	1	17	3		21
Studies in Adult Education	2	1		11		5	5
Adult Education Quarterly	2		1	3	1	14	8
Lifelong Learning	14	6	3	7	6	2	25
Volkshochschule im Westen	30	1	6	5	1		43
Andragogija	30	6	8	8		1	36
TOTALS	272	38	31	119	20	46	665

There were wide differences among the North American journals. The Canadian Journal of University Continuing Education had articles in only two of the geographic region categories: Europe (9) and comparative and international (3). Learning, on the other hand, showed articles in all the geographic regions, with by far the largest number in the comparative and international category (13). Lifelong Learning also covered all the seven categories, but with the largest number of articles for Europe (25), followed by comparative and international (14). Adult Education Quarterly showed almost half the articles on Australia/New Zealand/South Pacific (14), followed by articles on Europe (8), with the rest sprinkled across the other categories except for Africa.

The Australian Journal of Adult Education had the largest number of articles on comparative and international studies (14), followed by New Zealand/South Pacific (8), with North America (7) close behind; interest in Asia (5) and Africa (4) also was evident, with Europe (3) trailing behind. The New Zealand Journal of Adult Learning also had the largest number of articles in the comparative and international studies category (10), but this was followed closely by Europe (9) and North America (8), with Australia/South Pacific (7) in fourth place, and Latin America (2) far behind in last place.

### **Book Review Analysis**

Following an assumption that book reviews do motivate journal readers to seek out information which is beyond the scope of journal articles, an analysis of book reviews in the fifteen journals also was conducted.

Again, only 'substantive' reviews were included in this analysis. Although many of the journals also carry short book notices, lists of recent publications, and annotated thematic bibliographies, these were not included in this study.

As can be seen from Table 5, there were considerable differences among the fifteen journals with regard to the number of book reviews on adult education abroad. The journal with by far the largest number of such reviews was Erwachsenenbildung in Österreich (275), while the Canadian Journal of University Continuing Education (12) had the lowest. In between, in rank order, were Oświata dorosłych (229), Lifelong Learning (204), Adult Education (U.K.) (188), Australian Journal of Adult Education (90), Osveta (82), Education permanente (78), Studies

TABLE 5: Number of Book Reviews by Country by Journal, 1972 - 1986

Country	Journal	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1972-1986				
		A=N	A=R	D=R	D=N	A=N	A=R	D=R	D=N	A=N	A=R	D=R	D=N	A=N	A=R	D=R	A=N	A=R	D=N		
AUSTRALIA	Australian Jrl. of Adult Education	13	18	18	15	7	3	0	0	0	1	0	0	5	2	11	90	65.70	47	34.30	
		20	23	30	31	27	32	38	7	5	7	6	6	11	7	6	5	275	77.46	80	22.54
AUSTRIA	Erwachsenenbildung in Osterreich	0	0	0	0	0	1	4	1	3	1	1	0	0	0	1	0	12	17.91	55	82.09
		0	0	0	0	2	3	7	8	12	3	3	0	7	2	5	3	39	36.79	67	63.21
CANADA	Canadian Jrl. of Univ. Cont. Ed. Learning	3	12	14	15	11	13	14									82	52.23	75	47.77	
		13	5	13	5	9	6	24													
CZECHOSLOVAKIA	Osveta	2	7	1	2	2	2	2	2	5	4	3	2	3	4	5	38	12.38	269	87.62	
		18	21	17	13	18	23	18	19	14	12	19	11	9	5	2	0	66	66.67	33	33.33
NEW ZEALAND	New Zealand Jrl. of Adult Learning	6	4	6	9	9	8	4	6	5	4	5	0	1	1	2	229	39.01	358	60.99	
		15	8	6	10	6	2	3	4	2	1	0	1	1	1	1	1	78	56.12	61	43.88
POLAND	Oswiata doroslych	2	9	7	4	15	11	12	13	13	19	20	17	10	20	16	186	29.33	453	70.67	
		26	21	19	28	15	28	29	31	24	30	40	34	39	28	31	31	75	37.13	127	62.87
SWITZERLAND	Education permanente	12	9	5	3	6	6	11	5	8	6	8	4	1	4	10	32	21.62	116	78.38	
		15	6	6	10	6	11	5	8	6	6	8	4	10	16	8	8	75	37.13	127	62.87
UNITED KINGDOM	Studies in Adult Education	1	1	4	3	2	6	6	1	1	0	4	0	1	1	1	32	21.62	116	78.38	
		15	15	9	11	11	11	8	7	7	4	4	1	6	5	4	9	204	35.35	373	64.65
U.S.A.	Lifelong Learning Quarterly	12	12	7	11	16	17	18	15	19	22	13	15	8	10	9	37	15.81	197	84.18	
		26	30	38	27	32	28	14	27	22	36	34	22	16	13	8	8	37	15.81	197	84.18
WEST GERMANY	Volkshochschule im Westen	3	3	0	3	1	6	1	3	5	12	21	20	23	42	24	2	2	2	2	
		24	28	11	18	16	1	3	3	5	12	21	20	23	42	24	42	2	2	2	2
YUGOSLAVIA	Andragogija	9	5	0	2	6	4	7	6	8	5	6	11	4	1	1	1	1	1	1	
		6	7	2	6	7	1	6	8	2	5	6	11	4	1	1	3	39	30.95	87	69.05

A = book reviews about adult education abroad  
D = book reviews about domestic adult education

A / D

in Adult Education (75), New Zealand Journal of Adult Learning (66), Andragogija (39), Learning (39), Osvetová pracá (38), Volkshochschule im Westen (37), and Adult Education Quarterly (32).

When book reviews on foreign themes are considered as a percentage of all book reviews published in a journal, this order changes slightly. Erwachsenenbildung in Österreich (77.46%) remains on top, but the lowest place is taken by Osvetová pracá (12.38%). In between are New Zealand Journal of Adult Learning (66.67%), Australian Journal of Adult Education (65.70%), Education permanente (56.12%), Osveta (52.23%), Oświata dorosłych (39.01%), Studies in Adult Education (37.13%), Learning (36.79%), Lifelong Learning (35.35%), Andragogija (30.95%), Adult Education (U.K.) (29.33%), Adult Education Quarterly (21.62%), Canadian Journal of University Continuing Education (17.91%), and Volkshochschule im Westen (15.81%).

The ranking of the eleven countries in which the journals analyzed were published, in terms of book reviews dealing with adult education abroad, is as follows. For number of reviews: Austria (275), United Kingdom (263), U.S.A. (236), Poland (229), Czechoslovakia (120), Australia (90), Switzerland (78), New Zealand (66), Canada (51), Yugoslavia (39), and West Germany (37). For percentage of reviews on foreign themes: Austria (77.46%), New Zealand (66.67%), Australia (65.70%), Switzerland (56.12%), Poland (39.01%), U.S.A. (32.55%), United Kingdom (31.20%), Yugoslavia (30.95%), Canada (29.48%), Czechoslovakia (25.86%), and West Germany (15.81%).

### **Concluding Remarks**

It was assumed for this study that adult educators still learn about adult education abroad mostly from reading their national adult education journals. If this assumption is accepted, it can be deduced from the analysis of the fifteen journals that, in general and for the period 1972-1986, adult educators in Poland had the most access to information about adult education abroad, while adult educators in New Zealand had the least access. The other nine countries, in rank order from most to least were: Czechoslovakia; Switzerland; United Kingdom; Austria; West Germany; Yugoslavia; U.S.A.; Australia and Canada.

It is interesting to note that two of the three East European countries are at the top of the list, which on the face of it may be taken as an indication of a more outward looking attitude in

these countries. However, this is significantly tempered by the fact that many of the articles logged for this study in the Polish, and even more so in the Czechoslovak journals, deal with adult education in the Soviet Union and the other East European countries. On the other hand, the still too evident dearth of information on other countries in the journals published in the United States, Australia, Canada and New Zealand demonstrates the regrettably still too widespread insular attitude in these large countries towards developments elsewhere. The West European countries occupy the middle ground in this respect.<sup>2</sup>

One of the questions which needs to be asked in considering the findings of this study is whether a considerable amount of information, but constrained to certain geographic regions, provides better information than a more limited number of articles, but covering most areas of the world. At this stage in the development of access to information about adult education abroad, the author would still opt for as wide a coverage as possible, even at the expense of depth in coverage. The Canadian Learning and the U.S. Lifelong Learning, interestingly enough, have the most evenly distributed geographical coverage.

The content frequency analysis, shown in Table 3, has borne out some expected but also some surprising results. Articles on international/comparative themes (299) and on organizational aspects (247) were the most frequent, followed by methods/techniques (178) and by theory of adult education (160). However, only very few (31) historical articles were located; this was the case even in the European journals, which was unexpected given the general European proclivity towards historical research and writing. Only one category, financing/economics (13) scored lower; it is noteworthy in this respect that ten of the thirteen articles in this category were published in East Europe while the remaining three were published in the U.K.

This study has dealt only with the frequency, number, ratio and content categorization of articles, and numbers of book reviews on adult education abroad published in the journals examined. It did not deal with an analysis of the depth and quality of the information published. This important second step in the study is yet to be carried out. It is hoped that the publishing of this analysis will spur on interest among Canadian colleagues in the developments in adult education abroad so that we can broaden our horizons and benefit our own work.

## List of Journals Subject to this Study

### Australia

Australian Journal of Adult Education. Published three times per year.

### Austria

Erwachsenenbildung in Österreich. Published twelve times per year through 1979, then changed to quarterly.

### Canada

Canadian Journal of University Continuing Education. Published twice per year since 1973, first under the title Dialogue (1973-74).

Learning. Published since 1976 with varying regularity, most often with one number per year (none published in 1982).

### Czechoslovakia

Osveta. Published six times per year through 1973, then ten times per year through 1978 when it ceased publication.

Osvetová pracá. Published fortnightly. Took over to a considerable extent the function of Osveta.

### New Zealand

New Zealand Journal of Adult Learning. Published twice per year, through 1982 under the title Continuing Education in New Zealand.

### Poland

Oświata dorosłych. Published ten times per year. (No. 10, 1986, was not available at the time the analysis was carried out in April 1987.)

### Switzerland

Education permanente. Published quarterly.

### United Kingdom

Adult Education. Published six times per year through 1980, then changed to quarterly.

Studies in Adult Education. Published twice per year through 1981, once per year 1982-84, and again twice per year since 1985.

### U.S.A.

Adult Education Quarterly. Published quarterly, through 1982 under the title Adult Education.

Lifelong Learning: Omnibus of Practice and Research. (Short title Lifelong Learning used in this paper.) Superseded Adult Leadership in 1977, under the title Lifelong Learning: The Adult Years. Adult Leadership published ten times per year, Lifelong Learning published eight times per year.

### West Germany

Volkshochschule im Westen. Published six times per year.

### Yugoslavia

Andragogija. Published with twelve numbers per year, often in multiple number issues. (Nos. 10-12, 1986, were not available at the time the analysis was carried out in April 1987.)

## Reference Notes

1. This posed some problem as the standard of 'substantial' had to be varied from journal to journal due to varying editorial policies and style. Since the aim of the study was to establish the ratio of domestic and foreign information in any of the journals examined, the internal consistency within the journal was seen as more important than a uniform standard of 'substantial' applied to all the journals.

2. These conclusions might not be totally accurate, especially for Austria and West Germany, as not all of the adult education journals published there were included in the study. This decision was based on an informed judgment that the excluded journals were not sufficiently representative or widespread to be comparable to journals in the other countries included in this study. The same decision was made with respect to the United States.