

## Abstracts

*Group Process Applied to the Teaching of Adults: A Guide.* James G. Cooper and Dan E. Ficek. 1966. 21 pp. (mimeographed). Available from College of Education, University of New Mexico, Albuquerque, New Mexico.

Two psychological motivations underlie the use of group processes, according to the authors: the need to have friends and the need to help others. These powerful motives make it important to use group processes in adult education, they say. Several methods suitable for use with adult groups are discussed, along with dividing the group, group discussion, role playing, and other techniques. A bibliography is included.

*An Introduction to the Foundations of Education.* Edited by Edward J. Nussel and Charles W. Sprandel. 1966. 306 pp. Available from Wm. C. Brown Co. Publishers, Dubuque, Iowa. \$5.00.

Designed for those considering careers in education, this collection of readings is intended to offer opportunities to explore and consider the many dimensions in the study of education. Philosophic foundations, historical foundations, sociological foundations, and psychological foundations of American education are discussed, as well as teaching as a profession.

*Adult Drop-Outs.* W. E. Mann. *Continuous Learning*, V (March-April, 1966), 55-65, and V (May-June, 1966), 127-43. Available from the Canadian Association for Adult Education, Sultan Street 21-23, Toronto 5, Canada. Single copy \$0.60.

A number of studies have been made on the high school dropout problem; this article reports one of the few pieces of research on adult dropouts. Object of the study was an adult retraining school in which 59 per cent of the total enrollment withdrew. An important aspect of the problem appeared to be the poor communication between trainees and teacher. Seven hypotheses as to variables that might be related to some of the socioeconomic correlates of dropout patterns were tested. The author summarizes some of the literature about dropouts, and makes suggestions for improvement of the situation.

*The Social Psychology of Organizations.* Daniel Katz and Robert L. Kahn. 1966. 498 pp. Available from John Wiley & Sons, Inc., 605 Third Ave., New York, N.Y. 10016. \$8.50.

Authors of this work have attempted to expand the description and explanation of organizational processes. To do this, they have shifted

from an earlier emphasis on traditional concepts of individual psychology and interpersonal relations to systems construct. They describe the open-system approach as beginning with the identification and mapping of repeated cycles of input, transformation, output, and renewed input, which they say comprises the organizational pattern. This is in contrast to traditional organizational theory which is characterized as viewing human organization as a closed system. Such topics as structure, organizational effectiveness, power and authority, communications, decision making, leadership, and organizational change are treated.

*Poverty Programs and Social Mobility.* Harold F. Kaufman, Kenneth P. Wilkinson, and Lucy W. Cole. 1966. 61 pp. Available as Preliminary Report No. 13 from Social Science Research Center, Mississippi State University, State College, Mississippi. No charge.

This publication about poverty is concerned with such questions as: (1) Who are the poor? (2) What can be done? (3) What of past efforts? (4) How can the poor participate? The analysis presented is oriented largely to concepts utilized in social stratification.

*Questionnaire Design and Attitude Measurement.* A. N. Oppenheim. 1966. 298 pp. Available from Basic Books, Publishers, New York, N.Y. 10016. \$5.95.

This book was written for those concerned with designing questionnaires and surveys and with developing techniques for measuring attitudes. It deals with factual and attitudinal question writing, with attitude scaling, and with projective technique. Appendices include scales of occupational prestige and statistical tests.

*The Speaker Will Answer Questions.* David S. Brown. *Adult Leadership*, XV (June, 1966), 39-40+. Available from Adult Education Association of the U.S.A., 1225 19th Street, N. W., Washington, D.C. 20036. \$7.50 per year domestic.

Public speakers are sometimes embarrassed by long silences during the question period. The author explains how this and other difficulties encountered during questioning may be avoided. Numerous ways are suggested of encouraging audience participation, both during and following a presentation.

*Time to Teach: Action Report.* Department of Classroom Teachers, National Education Association. 1966. 276 pp. Available from National Education Association, Washington, D.C. 20036. \$3.00 (paper).

The strategy and samples of work materials from an action project concerned with innovation in the educational system are discussed in this work. The project resulted from a plea of teachers for action on a problem identified as "time-to-teach." It was intended to help local groups of teachers turn their initiative, knowledge, and experience toward identifying and solving their professionally oppressive problems. The project

procedures, instruments and materials, and outcomes (including case studies of participating schools) are discussed.

Contributions of a Framework of Home Management to the Teaching of Family Relationships. Beatrice Paolucci. *Journal of Marriage and the Family*, XXVIII (August, 1966), 338-42. Available from The National Council on Family Relations, 1219 University Ave., S.E., Minneapolis, Minnesota 55414. Single copy \$3.00.

A conceptual framework of management is presented in the first section of this paper. Three processes are said to make up the framework: (1) formulating and selecting home-centered goals; (2) recognizing within the situation the presence of an opportunity or problem; and (3) achieving a goal by specifying and analyzing feasible alternative means, choosing this means, and guiding the action toward the goal. Contributions of the framework to the teaching of family living are summarized in the second section. Examples of guides are given (i.e., consciously formulating a set of family-living goals, looking for possibilities for improving family living, using deliberate methods for deciding). Home managers who use the suggested guides are said to be more likely to achieve desired goals. The belief that environment can and must be managed so that human ends are attained is emphasized.

*Curriculum Improvement and Innovation*. Edited by W. T. Martin and Dan C. Pinck. 1966. 292 pp. Available from Robert Bentley, Inc., 872 Massachusetts Ave., Cambridge, Massachusetts 02139. \$8.95.

Authors of these materials are concerned with curriculum reform, especially as it relates to elementary, high school, and college teaching. Their concern includes both the physical and social sciences. Attention is given to the organization of material for teaching, as well as to methods of teaching (i.e., learning by teaching) and curriculum development. These materials have resulted from work undertaken initially at the Massachusetts Institute of Technology.

*The Development of Human Resources*. Eli Ginzberg. 1966. 299 pp. Available from McGraw-Hill Book Company, 330 West 42nd St., New York, N.Y. 10036. \$3.95 (paper).

The emergence of a new discipline—human resources—is demonstrated by considering: (1) the origins and development of economics from the vantage point of assessing the place of human resources in its evolution; (2) developments in psychology and its influence on contemporary views about the potentialities of education and training; (3) certain characteristics of advanced technological societies (i.e., the proliferation of the professions and the growth of a large number of technical and skilled jobs requiring schooling or technical institutional preparation); and (4) the evolution of democratic thought and action. The discipline of human resources is considered relatively new, dating from about

World War II. This collection of previously published works is an attempt to outline the scope of the discipline, dealing with work and freedom, career plans, personality and performance, waste of human resources, and human potentiality and American democracy.

*Six Mistaken Meanings of Democratic Administration.* Francis Griffith. *Phi Delta Kappan*, XLVIII (October, 1966), 59-61. Available from Phi Delta Kappa, Eighth St. and Union Ave., Bloomington, Indiana 47401. Single copy \$0.60.

"Democracy is the most misunderstood term in educational administration," the author believes. He lists six statements, each of which attaches a mistaken meaning to democratic administration, and then presents corrected meanings. His statements have to do with ideas of administration related to: laissez-faire procedure, guiding others to accept the administrators' viewpoint, firm use of authority, majority rule, avoiding unpleasant decisions, and the absence of formality in administration. Griffith underscores the need for administrators to distinguish between democracy's trappings (voting, committee procedure, and informality) and democracy's essence (a respect for every individual).

*Curriculum Change: Direction and Process.* Edited by Robert R. Leeper. 1966. 60 pp. Available from Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036. \$2.00.

Four papers included in this publication are addressed to the topic "strategy for curriculum change." They are concerned with both process and direction, and are presented in the context of formal education.

*Growing Up in River City.* Robert J. Havighurst *et al.* 1966. 190 pp. Available from John Wiley & Sons, Inc., 605 Third Ave., New York, N.Y. 10016. \$1.45.

"The principal purpose of this book is to show in what way the social backgrounds and personal characteristics of boys and girls determine how well they perform their tasks of growing up" in the kind of community in which this study was conducted. The author reports a study of the young people in a Midwestern city of 45,000 between 1951 and 1960. The study began with sixth-grade students (most were 11 years old) and ended when they were about 20 years of age. The question is asked: If we know certain facts about sixth graders, can we predict their performance in high school or after they graduate from high school? The conditions under which boys and girls grow up into competent or incompetent young adults are examined. The discussion centers around (1) childhood, (2) adolescence, and (3) early adulthood.

*Graduate Research in Adult Education at Florida State University, 1950-1966.* Compiled by W. L. Carpenter and Sudarshan Kapoor under the direction of George F. Aker. 1966. 80 pp. Available from

Department of Adult and Continuing Education, Florida State University, Tallahassee, Florida.

Included in this publication are the results of 78 doctoral dissertations and masters' theses in adult education and closely related fields. They are analyzed on the basis of the disciplines, academic departments, and professional schools which contribute to the theory and practice of adult education.

Developmental Tasks and Adult Education. David Smith. *Continuous Learning*, V (July-August, 1966), 179-82. Available from Canadian Association for Adult Education, Sultan Street 21-23, Toronto 5, Canada. Single copy \$0.60.

The author takes issue with Havighurst's ideas concerning developmental tasks, contending that growth is seen in terms of the person's adjustment to his environment rather than in terms of development within, as it should be. He fears that disastrous effects could result from using the Havighurst theory, with its emphasis on norms and categories that "may well be irrelevant" to the pupil's or the teacher's situation. He asserts that training of adult educators should be such that they are prompted to be alert to the multitude of differences (of needs, ambitions, fears, capacities, and interests) found in any adult group. The author concludes that it is a sad commentary on the state of educational theory that so many have accepted this set of ideas as a contribution to the thinking in adult education.

Competencies Needed by Training Directors. Blake S. Root and R. Ray Roberts. *Training and Development Journal*, XX (June, 1966), 2-13. Available from ASTD Executive Director, 313 Price Place, P.O. Box 5307, Madison, Wisconsin 53705. Single copy \$1.00.

Answers are given in this research report to three questions concerning training and training directors. Do training directors in government need the same competencies as do those in private industry? Does the size of an organization (government or nongovernment) have a significant effect on the competencies needed by the head of the training function? Is it possible to develop a list of competencies which encompass the basic knowledges and skills needed by all training directors? The Professional Standards Committee of the American Society for Training and Development used a questionnaire to obtain the answers. Respondents evaluated 30 competencies and 32 abilities.

Women Moving Ahead. Alice Y. Scates. *American Education*, II (March, 1966), 1-4. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. \$4.50 per year, domestic.

University programs described in this article indicate a growing interest in the mature woman who wants to improve her employability by returning to undergraduate or graduate studies. The author samples types

of offerings available. Courses are pointed out which attempt to develop women's potentialities, give them information on available opportunities, and encourage them to plan for the second half of their lives.

*Language for Teaching.* Hunter Diack. 1966. 184 pp. Available from Philosophical Library, Inc., 15 East 40th St., New York, N.Y. 10016. \$4.75.

"Discussions about language and the nature of human communication are an intrinsic part of training for teaching." On this premise, the author has developed what is described as the essentials of language theory in the context of teaching. Among other topics, this book deals with the acquisition of meaning, the dynamics of communication, the language of science, and the role of language in thinking.

*Professionalization.* Edited by Howard M. Vollmer and Donald L. Mills. 1966. 365 pp. Available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey. \$7.50.

"This is a book with a point of view," according to the editors. Materials included have been selected and interpreted to stress the dynamics of occupational change rather than structural differences between occupations. Attention is focused on characteristics, antecedents, and social consequences of the process of professionalization. Subjects dealt with include the concept of professionalization, its social context, professional controls, relations among occupational groups, and professionals and complex organization.

*Perspectives on the American Community: A Book of Readings.* Edited by Roland L. Warren. 1966. 618 pp. Available from Rand McNally & Co., Chicago, Illinois. \$6.50 (paperback).

Prepared as a companion to the editor's previous work, *The Community in America*, this collection contains some of the more important attempts to conceptualize what is meant by "community" and some of the most systematic analyses which purport to be generalizable. Materials are organized under (1) basic approaches to community; (2) metropolis, city, and village; (3) the community's vertical and horizontal patterns; (4) planned community change; (5) citizen participation in community activities; and (6) varied aspects of community life. Contributions of the wide array of authors point to the problem of attempting to identify the community by geographic boundaries.

*Introduction to Education: Fundamental Principles and Modern Practices.* Lester D. Crow and Alice Crow. 1966 (second edition). 566 pp. Available from American Book Company, 55 Fifth Ave., New York, N.Y. 10003. \$6.25.

Desiring to present an overall view of education, the authors concern themselves with its philosophy, function, and techniques. The book is intended for prospective teachers and others interested in education.