

Abstracts

Human Relations Research—A Key to Productivity. Yale J. Laitin. *Management of Personnel Quarterly*, III (Spring, 1964), 8-14. Available from Bureau of Industrial Relations, The University of Michigan, Ann Arbor, Mich. \$4.50 per year.

"Whatever receives your personal attention and time is exactly what your subordinates will give you back," explains the author in establishing the idea that "management gets what it inspects." (This idea is related to morale and employee expectations.) Morale is a response to management's own action, intelligence, and judgment—the degree to which attention is given to the right things. Employee expectations are categorized as contentment and drive factors. Morale and motivation studies are appraised as to their applicability to differing situations.

New Ways to Improve Your Decisions. Joseph G. Mason. *Nation's Business*, LII (June, 1964), 58-62. Available from Chamber of Commerce, 1615 H St., N.W., Washington, D.C. 20006.

The concept of "statistical decision-making" is described as involving nothing more than basing decisions on a comparison of significant facts to which definite values have been given. Steps in this process are identified as (1) defining the problem in detail, (2) putting a value on the factors, (3) manipulating the factors to determine relationships, and (4) weighing relationships to determine the decision. The numerical values reflect either desirability or liability. A prime advantage of assigning values, identified by the author, is the opportunity it affords for studying unrelated factors on a common basis—of clarifying relationships. However, the executive still has to decide what action is to be taken.

Who Strays—and Why? Cyril O. Houle. *Adult Education*, XIV (Summer, 1964), 225-33. Available from Adult Education Association, 1225 19th St., N.W., Washington, D.C. 20036. Single copy \$1.25.

The study reported in this article focuses on one probable cause of retention of adults in educational programs. It is suggested that many adults do not know how to learn and that retention is influenced by the ability to apply oneself to the task of learning. Respondents were enrolled from six adult educational institutions.

Among the practical recommendations suggested is that the problem of drop-outs is found in many kinds of adult education other than the rather formal programs involved in this investigation. Even in the informal setting participants may not have adequate skills to undertake successful participation.

Where Do We Go From Here? Roy Pearson. *Think*, XXX (July-August, 1964), 2-5. Available from Think magazine, 590 Madison Ave., New York, N.Y. 10022.

Four major causes of executive failure are identified and discussed based on experience of the author in employing and recommending men for promotion. These causes include (1) lack of drive, (2) deficiency of imagination, (3) lack of common sense, and (4) inability to communicate. The author maintains that "in everything from industry to education we are needlessly destroying the source of potential leadership" by not informing men of why they measure up short. Not only is the individual damaged, but the particular organization he serves and the total social structure.

Sociological Backgrounds of Adult Education. Hobert W. Burns (ed.). 1964. 170 pp. Available from Center for the Study of Liberal Education for Adults, 138 Montfort St., Brookline, Mass. 02146. \$2.00.

The results of a conference to bring together a select group of sociologists and adult educators is reported in this monograph. The purpose of the conference was to explore, in some depth, sociological materials most relevant to adult education. Papers summarize research dealing with five areas of inquiry: (1) demography, (2) social change, (3) adult status and roles, (4) adult value changes, and (5) adult uses of education. Each major paper is discussed by an analyst (an adult educator or a sociologist of education) in terms of how the information can be used in adult education.

The Engineering of Disagreement. David R. Leigh. *Training Directors Journal*, XVIII (June, 1964), 44-46. Available from ASTD Executive Director, 2020 University Ave., Madison, Wis. 53705. Single copy \$1.00.

Real group progress "is seldom the result of people who all think alike or are afraid to say so if they do not," the author asserts. He maintains that disagreement and group cooperation are compatible—depending on the atmosphere created by the leader and group members. He takes issue with the implicit conclusion from much research that resistance to change is always a negative trait and that *change* is always positive, but agrees that most resistance to change is of emotional rather than intellectual origin.

A Treasury of Techniques for Teaching Adults. Virginia B. Warren (ed.). 1964. 50 pp. Available from National Association of Public School Adult Educators, 1201 16th St., N.W., Washington, D.C. 20036. \$1.00.

Designed for use by teachers of adults, this publication explores the areas of concern for such teachers. Ten different topics are covered, including how adults learn, creating a good learning climate, discussion techniques, helping adults study, and group involvement to boost learn-

ing. Content appeared originally as issues of *Techniques for Teachers of Adults*.

The Use of Information Sources in the Process of Adoption. Robert G. Mason. *Rural Sociology*, XXIX (March, 1964), 40-52. Available from Howard M. Sauer, South Dakota State College, Brookings, S.D. \$8.00 per year.

Use farmers make of information sources at various stages of the adoption process and their influence on farmers were the concern of the study reported in this article. It is suggested that "all information sources are used to acquire technical facts prior to adoption and to obtain supporting information for the practice after it has been adopted." Findings of this study are compared with those of previous studies on the topic. Some differences are noted and possible explanations suggested.

A Proposal for Improving Extension and Collegiate Teaching. R. L. Kohls. *Journal of Farm Economics*, XLVI (May, 1964), 341-48. Available from C. Del Mar Kearl, Dept. of Agr. Economics, Cornell University, Ithaca, N.Y. Single copy \$2.00.

The author argues for a conscious effort to restore professional status to teaching and to devise ways of measuring and awarding differences in quality of teaching. Major stumbling blocks to attracting talent to teach (both adults and in college) are identified as (1) second-class status for the teacher in a research-oriented profession, and (2) the structure for awarding excellence which is geared to excellence in research. The author explores why the problem exists and suggests corrective actions that can be taken.

Sources of Educational Aspirations Among Working-Class Youth. Irving Krauss. *American Sociological Review*, XXIX (December, 1964), 867-79. Available from American Sociological Association, Suite 215, 1755 Massachusetts Ave., N. W., Washington, D. C. 20036. Single issue \$2.50.

This article explores the sources of educational aspirations among working-class young people. Based on a comparison of 387 working-class and 267 middle-class high school seniors, two major sources of educational aspirations are identified for working-class youth: primarily, certain conditions in the family (status discrepancies, family members or friends of the family who have gone to college, father's occupational status), and secondarily, the nature of the student's peer associations and his participation in school activities.

TRUE SCHOLARSHIP consists in knowing not what things exist, but what they mean; it is not memory but judgment.

—JAMES RUSSELL LOWELL.