

Abstracts

Is the Conference Method Your Method? Edward P. Coffey, *Training Directors Journal*, XVIII (February, 1964), 36-41. Available from ASTD Executive Director, 2020 University Ave., Madison, Wisconsin 53705. Single copy \$1.00.

Although the conference method holds much promise, most programs designed to teach it are doomed to failure, according to the author. A conference can be highly explosive, he says, because ideas and deep feelings are freely expressed. Conference leaders revert to their true selves when confronted with a frustrating situation, and no amount of "technique" training will change this.

Being a successful conference leader is much more a matter of how the individual performs in his role of leadership; therefore, time might well be spent in leadership programs focusing on the way the leader actually reacts to conference participants. The author includes in the article a self-analysis check list, which he uses in conducting such training, and describes how he uses the check list as a basis for discussion. Its purpose is to have the leader-trainee recognize the extent to which his reactions to conference participants influence his effectiveness in leading conferences.

Readings in Learning and Human Abilities: Educational Psychology. Richard E. Ripple (ed.). 1964. 596 pp. Available from Harper & Row, Publishers, New York, N.Y. \$4.95.

In this collection of 49 readings from 23 different journals the emphasis is on empirical research studies. However, some theoretical articles and some that review research are included. Readings are presented under these headings: (1) psychology and educational psychology: an introduction; (2) learner abilities and characteristics; (3) teacher characteristics and classroom interactions; (4) learning: cognitive abilities and processes; (5) learning: affective characteristics and psychomotor abilities; (6) learning: motivation, retention, and transfer; (7) recent innovations in teaching-learning; and (8) measurement and evaluation.

Leadership and Productivity: Some Facts of Industrial Life. Robert Dubin *et al.* 1965. 138 pp. Available from Chandler Publishing Company, San Francisco, California 94105. \$1.75 (paperback).

This book is addressed to the question: "What are the social systems in which supervisors and workers interact to produce the goods and services of society?" In the framework of the formal organization, it deals with supervisory influences on productivity as well as other conse-

quences of supervisory practices. An effort is made, according to the authors, to advance knowledge about the human-relations dimensions of supervision by showing some of the subtle and sophisticated linkage between leaders and followers.

Techniques of Leadership. J. Kenneth Wishart. 1965. 108 pp. Available from Vantage Press, Inc., New York, N.Y. \$3.00.

This study is concerned with (1) the types of leadership experienced in groups where leaders are elected or appointed by the group and (2) the type of leadership demonstrated by those selected because of superior ability to guide in achieving the group's goals. It is based on the premise that leaders are not born but made—that leadership develops through growth. The following are among topics that are discussed: what is meant by leadership; how to recognize and use leadership techniques; how to develop leadership skills; how to lead others; how to develop leaders; and how to become a creative leader.

Farmers' Institutes—a Selected Bibliography. Compiled by Thomas L. Riley. December, 1964. Available from William S. Griffith, Department of Education, The University of Chicago, Chicago, Ill. No charge.

During the past fifty years historians and educators have given little research attention to the farmers' institutes, a rural agency of adult education of vast significance during the three decades prior to passage of the Smith-Lever Act. Because farmers' institutes provided the organizational framework for the Agricultural Extension Service, further research on this topic might well provide a more complete understanding of the beginnings of Agricultural Extension. As an aid in beginning such research, a selected and briefly annotated bibliography has been compiled. More than fifty references to published and unpublished materials are listed.

Psychological Characteristics Affecting Adult Learning. Jean B. Fay. *Adult Leadership*, XIII (December, 1964), 172, 190. Available from Adult Education Association of the U. S. A., 1225 19th St., N. W., Washington, D. C. 20036. \$5.00 per year domestic.

"In order to recognize and understand the differences between learning in childhood and in adulthood, it is helpful to identify some of the psychological characteristics of adults and see how each relates to the learning situation," the author says. The characteristics identified and briefly discussed include concept of self, need fulfillment, a combination of conformity and inhibition, specialized interests, and adult anxiety. The author concludes that the basic ingredient common to teaching at any level is understanding and the desire to teach.

The Meaning of Learning and the Learning of Meaning. Edward C. Weir. *Phi Delta Kappan*, XLVI (February, 1965), 280-84. Available

from Phi Delta Kappan, Eighth Street and Union Avenue, Bloomington, Indiana. Single copy 60 cents.

The author states: "Knowledge exists in someone knowing. Concepts exist in someone conceptualizing. Meaning is not objectively in the universe; it exists in a particular individual *person's* awareness as he perceives his own identity and relatedness." To teach, he says, a person must know the structure of his subject but must also be able to relate personally to his students in such a way that they become psychologically free to create. Learning becomes a self-incorporation of meaning into the subjectivity of the learner. He maintains that teaching/learning involves both objectivity and subjectivity.

Dealing with Controversial Issues. Mario L. Conde-Thillett. *Adult Leadership*, XIII (January, 1965), 207, 236. Available from Adult Education Association of the U. S. A., 1225 19th Street, N. W., Washington, D. C. 20036. \$5.00 per year domestic.

When group members adopt a passive attitude and conform to whatever they get, the group degenerates. On the other hand, violent conflict can destroy both the group and the leader, the author asserts. However, he maintains that conflict can lead to constructive action—improvement and desirable results to a group or community. He discusses what he considers the educator's or leader's role in dealing with controversy.

A Philosophical View of Community Development as an Adult Education Function. Bertis L. Jones. *Adult Leadership*, XIII (February, 1965), 240-42, 263. Available from Adult Education Association of the U. S. A., 1225 19th Street, N. W., Washington, D. C. 20036. \$5.00 per year domestic.

Basic view of community development objectives are examined, along with a review of the aims of adult education as they relate to a community focus and the relationship of the two. It is concluded that adult education and community development are of common origin, that community development is part of the field of adult education, and that it is important that community development be considered as an adult education function.

Reference Checking—Objectives and Techniques. Richard H. Magee. *Personnel Journal*, XLIII (November, 1964), 551-55. Available from Personnel Journal, 100 Park Ave., Swarthmore, Pa. Single copy 75 cents.

Information obtained by a thorough check of references can help prevent the disappointment and frustration that can result from improper placement, according to the author. The type of work and its importance to the organization will determine how much effort can justifiably be spent in investigating past history. He identifies important things that can be achieved through a good reference check and discusses how to conduct a telephone interview—one of the ways of checking references.

The "Effective" Executive: What Makes the Difference? George E. Spaulding, Jr. *Management Review*, LIII (November, 1964), 4-15. Available from American Management Association, 135 W. 50th St., New York, N. Y. 10020. Single copy \$1.25.

The "mental set" of the executive is used as the basis for describing management effectiveness. The author identifies the one common denominator as "willingness to risk failure"—willingness to break with the past, to recognize the road to success means following the unblazed trail, and to rise above environment and force their will upon it. To clarify, he distinguishes between what he considers blind conformity and blind rebellion.

Why Promotions Cause Trouble—and How to Avoid It. Jacobo A. Varela. *Personnel*, XLI (November/December, 1964), 17-21. Available from American Management Association, 135 W. 50th St., New York, N. Y. 10020. Single copy \$1.75.

The added incentive a promotion gives one man may be offset by its negative impact on half-a-dozen previously satisfactory employees, the author asserts. He discusses the theory of cognitive dissonance not only for its usefulness in avoiding such negative reactions but also in designing programs that will forestall them. To follow the suggested plan requires careful planning and sometimes hard work, he says, but the efforts entailed are nothing compared to troublesome repercussions of the customary manner of handling promotions.

Work and Motivation. Victor H. Vroom. 1964. 332 pp. Available from John Wiley & Sons, Inc., Publishers, New York, N. Y. \$6.95.

Research by psychologists, economists, and sociologists is drawn upon to integrate existing knowledge of motivational determinants of occupational choice, job satisfaction, and job performance. The work focuses on the explanation of individual work behavior which affects or is relevant to the work people perform. Over five hundred research investigations are cited.

Youth and the Social Order. F. Musgrove. 1964. 168 pp. Available from Indiana University Press, Bloomington, Indiana. \$5.00.

The central concern of this book is described as "the status of youth, its determinants and consequences." Four assumptions commonly made about youth in modern society are analyzed: (1) that the status of youth tends to improve when young people are extensively excluded from the nation's economic life; (2) that young people have widely rejected the standards, guidance, and authority of their elders and even united in hostility against them; (3) that the importance of youth to a society lies in its vigorous inventiveness, and its willingness to experiment and consider new views; and (4) that our educational system selects a "privileged" or highly-favored minority and leaves the great bulk of young people with a sense of failure, rejection, and resentment. As presented, the study is inter-disciplinary.

Modern Public Administration. Felix A. Nigro. 1965. 532 pp. Available from Harper & Row, Publishers, New York, N.Y. \$6.75.

Written for those who seek "an introduction to the essential principles, qualities, and problems of public administration," this book deals with the subject at every level of government. The broad areas covered include (1) nature and scope of the field, (2) administrative organization, (3) basic problems of management, (4) personnel and financial administration, (5) administrative responsibility, and (6) international administration. The author indicates an inclination toward the "modern, humanistic approach to administration as opposed to the traditional approach."

Audiovisual Instruction. Robert E. de Kieffer. 1965. 118 pp. Available from The Center for Applied Research in Education, Inc., New York, N.Y. \$ 3.95 plus postage.

Audiovisual materials are treated as experiences or devices used in teaching situations employing the use of sight and/or sound. These experiences or devices are categorized into non-projected, projected, and audio materials and equipment. In addition to dealing with these categories of materials, chapters are devoted to school design for use of such material, a research approach to using audiovisual materials, and administering audiovisual programs.

Needs of Adolescent Youth. Merle T. Strom (ed.). 1963. 146 pp. Available from The Interstate Printers and Publishers, Inc., Danville, Ill. 61834. \$3.00.

Written in response to a request that materials relative to the needs of adolescent youth be developed, this collection of papers by six different authors deals with such needs on a personal and social basis. Special reference is made to young people of junior high school age; however, the bulk of the content is focused on understanding young people rather than moving from concept to practice. A final chapter is concerned with helping translate "broader understanding into practice."

Structural Changes in Commercial Agriculture. CAED Report 24. 1965. 262 pp. Available from The Center for Agricultural and Economic Development, Iowa State University, Ames, Iowa. \$2.75.

This is a report of the proceedings of a conference held in 1965. It consists of four "foundation papers" and related discussion papers. The "foundation papers" deal with agriculture as of now, what may be expected in 1980, and implications for the organizations, staffing, and operation of organizations represented by participants. Discussion papers are concerned with implications of anticipated adjustments in such areas as education, research, development, farm organizations, services, and farm related firms.