

## Abstracts

*An Integrated Experience Approach to Learning.* S.N. Postlethwait, J. Novak, and H. Murray. 1964. 114 pp. Available from Burgess Publishing Company, Minneapolis, Minn. 55415. \$2.40.

The authors provide a detailed description of an audio-tutorial system developed for teaching freshman biology. This book is designed to answer questions, to serve as a blueprint for improving teaching, and to encourage teachers to explore more and better ways for providing students with opportunities for learning.

*Adoption of Educational Innovations.* Richard O. Carlson. 1965. 84 pp. Available from The Center for the Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon 97403. Single copy \$2.00.

Some educational innovations are quickly accepted and widely diffused. Others barely get started. In this monograph the author asks the question, "What characteristics of educational innovations control their fate?" An explanation is sought for varying rates of adoption of new educational practices. Unexpected consequences to a school system of one innovation (programmed instruction) are illustrated by a case study.

*The Dropout: Causes and Cures.* Lucius F. Cervantes. 1965. 244 pp. Available from The University of Michigan Press, Ann Arbor, Mich. \$5.95.

The dropout speaks for himself in this book. His views are compared with high-school graduates with the same I.Q. and similar background. This is accomplished by reporting a study of the social backgrounds and relationships and personality characteristics of 300 young people, half of whom completed at least high school. The other half dropped out. The dropout's family, his family's friends, his school experience, his youth culture, and his psychological tendencies are analyzed. Twenty characteristics commonly found among youth who are potential or actual dropouts are formulated into a "dropout prediction table." The text of the book concludes with proposed solutions.

*Sociology: Rules, Roles, and Relationships.* Everett K. Wilson. 1966. 730 pp. Available from The Dorsey Press, Homewood, Illinois. \$8.00.

In his book, written as a text for introductory courses in sociology, the author discusses (in first person) entering the group, maintaining the

group, and changes in the group. These three main topics are prefaced with "what is sociology?" and concluded with the significance of the sociologist's role and the resistance he encounters in the pursuit of reliable knowledge about man's behavior among men.

*The City Man's Guide to the Farm Problem.* Willard W. Cochrane. 1965. 242 pp. Available from University of Minnesota Press, Minneapolis, Minn. \$4.95.

The author describes his book as not being *for* or *against*, but *about* farmers and their problems. It is addressed to the city man who does not understand the basic problems of agriculture but who, the author says, has the political power and budget incentive to resolve the farm problem. Addressed primarily to farm economics, the contents are organized to deal with (1) the setting of the problem, (2) commercial farm economy, and (3) rural poverty.

*Guidance for Youth.* Bruce Grant, George D. Demos, and Willard Edwards. 1965. 114 pp. Available from Charles C Thomas, Publishers, Springfield, Illinois. \$4.50.

This book was written as a text in educational and vocational guidance for use by youth, primarily of high school age. It deals with such topics as the value of high school education, how to learn, the study of vocations, vocational interests, abilities, and aptitudes (including a discussion of how to determine vocational interests and aptitudes in terms of the groupings used in the Kuder Preference Record).

*The Family and Individual Development.* D. W. Winnicott. 1965. 182 pp. Available from Basic Books, Inc., Publishers, New York, N.Y. \$5.00.

Papers prepared by the author over a period of several years are included in this publication. They focus on attempts to state and restate the theory of the emotional growth of the individual child. Starting with the first year of life, the author deals with development through adolescence and the family, and emotional maturity, the maladjusted, the mentally ill, and the deprived.

Education for Family Living in the Twentieth Century. Eleanore Braun Luckey. *Journal of Home Economics*, XVII (November, 1965), 685-90. Available from the American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009. Single copy \$1.00.

The preparation necessary to live happily in families is the author's concern. The article is directed at family life education, not as part of any curriculum, but as learning that comes about through family and friends. Problems facing the individual today are portrayed. The question "What kind of education?" leads to a discussion of such concerns as: man's need to accept, value, and understand himself; understanding

and accepting others; communication, on a deep level, with others and with self. The author suggests ways of attaining, through family, the personal maturity needed for successful living.

*Organization and Innovation.* Chris Argyris. 1965. 274 pp. Available from Richard D. Irwin, Inc., and The Dorsey Press, Homewood, Illinois. \$6.95.

This book reports preliminary findings of studies on ways in which varying degrees of interpersonal competence among top managers influence their innovativeness and that of the organization. A new system for observing variables related to interpersonal competence is also presented. Studies of three organizations—one involving top management supervisors, engineers, and technicians; another, executive committee members; and a third, board members—are reported and analyzed.

*Behavioral Approaches to Public Administration.* Robert Presthus. 1965. 158 pp. Available from University of Alabama Press, University, Alabama. \$3.95.

This book contains a series of lectures in public administration in which the author argues the utility of behavioral theory in contrast to what he calls "traditional approaches." He utilizes his own research in discussing community power structure and organizational effectiveness.

*Split Roles in Performance Appraisal.* H. H. Meyer, E. Kay, and J. R. P. French, Jr., *Harvard Business Review*, XLIII (January/February, 1965), 123-29. Available from Harvard Business Review, Soldiers Field, Boston, Mass. 02163. Single reprint \$1.00.

Most people think the idea of performance review is good, but operating managers rarely employ it on their own initiative, according to the authors. Their investigations revealed that where traditional performance appraisal programs have been conducted, few employees cite examples of constructive action taken. On the basis of this evidence, the authors conducted an intensive study of the traditional process at a large GE plant and followed up with a new program and an appraisal of it. They discuss their findings and conclusions in this article.

*Reorganizing—More Than Drawing a New Chart.* B. Douglas Stone, Jr. *The Personnel Administrator*, X (July-August, 1965), 38-40. Available from The American Society for Personnel Administration, 52 East Bridge St., Berea, Ohio 44017. Single copy \$1.25.

Reorganizing an existing operation is an organizational problem more likely to be faced by managers than is creating a new organization. On this premise the author identifies and discusses the existing restrictions which must be dealt with in planning for reorganization. These include not only management problems but people problems and economic problems. He maintains that effective reorganization requires a thorough and complete analysis of each of these factors.

*Values in American Education.* Edited by Theodore Brameld and Stanley Elam. 1964. 180 pp. Available from Phi Delta Kappa, Bloomington, Indiana. \$4.95.

Five papers presented at a symposium dealing with "fundamental problems of education at all levels," along with a discussion of each paper, are included in this publication. Authors of papers, from varying academic backgrounds, address themselves to such questions as: How do values originate and how are they changed? Can we consciously adapt our value system to the new reality? What is the school's role in this transition period?

*Innovation in Education.* Edited by Matthew B. Miles. 1964. 690 pp. Available from Bureau of Publications, Teachers College, Columbia University, New York, N.Y. \$8.75.

Papers in this volume are addressed to a concern for the process of change rather than the content, involving such questions as: What causes resistance to change? Why is a particular strategy of innovation so effective? What principles can be used to plan and guide educational change efforts? Case studies from a variety of situations constitute one part of the book; nine studies of research and theory, another part; and the American educational system as a setting for change, a third (including some predictions of the future).

*The New Challenge in Lifelong Learning: Resolutions and Proceedings of a Conference on the Future Role of the University in Relation to Public Service.* Universitywide Academic Senate Committee on University Extension. 1965. 79 pp. Available from Dean of University Extension, University of California, Los Angeles, California 90024.

The conference for which these nine papers were prepared was part of a study of the functions and services which University Extension provides the State of California and of Extension's role within the University. Four topics served as a framework for papers presented and illustrate the focus of the conference: history of University and Agricultural Extension; role of the state university in public service; predictions of changes related to population, income, learning obsolescence, and amount of leisure as these may affect Extension in the next 35 years; projections for population, natural resources, education (including industrial sabbatic leaves for retraining and updating), and demands for regular college and graduate study.

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A SELF-CONFIDENT MAN can do things wrong all his life and never know it. A self-conscious man usually learns how to do things right at an early age. As he learns, his self-consciousness leaves him, but he never ceases to learn because he is always self-conscious in a new situation.

—WILLIAM FEATHER.