

Abstracts

On Behalf of Adult Education: A Historical Examination of the Supporting Literature. Webster E. Cotton. 1968. 82 pp. Available from the Center for the Study of Liberal Education for Adults, 138 Mountfort St., Brookline, Massachusetts 02146. \$1.75.

This survey of literature concerning the need for adult education has two dominant features: unity and diversity. Unifying themes, according to the author, revolve around (1) the dynamic nature of society, (2) the crisis in society, (3) requirements of a free society, and (4) the nature of the educational process. Diversity is revealed in various rationales used by authors. These differences relate to (1) the audience, (2) purpose, (3) approach, and (4) the extent to which the need for adult education is perceived.

Teacher Education in Agriculture. Edited by V. R. Cardozier. 1967. 376 pp. Available from The Interstate Printers & Publishers, Inc., Danville, Illinois 61832. \$4.00.

This book deals with historical orientation, present thinking, and the future in agricultural teacher education—but primarily covers the present and recent past, according to the editor. Topics discussed include curriculum, recruiting and selecting teachers, the job of the teacher, inservice education, graduate study, and evaluation. A different author has prepared each of the 12 chapters.

Across the Tracks: Mexican-Americans in a Texas City. Arthur J. Rubel. 1966. 266 pp. Available from University of Texas Press, Austin, Texas 78712. \$6.50.

A two-year anthropological field study of Americans of Mexican descent is reported in this volume. An account is given of their social life, the characteristics of their social and belief systems which impede full utilization of available health services, and the prominence of anxiety and dissatisfaction among them. Reasons behind the attitudes and behaviors of these people are explored. Particular attention is given to intergroup relations between Mexican-Americans and Anglo-Americans.

Youth Education: Problems/Perspectives/Promises. Edited by Raymond H. Muessig. 1968. 144 pp. Available from Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036. \$5.50.

Major problems of adolescence are identified as those concerned with (1) self understanding, (2) new ways of relating to others, (3) teacher-

student relationships, and (4) the teaching-learning situation. Youth education is examined in terms of social-philosophical, psychophysical, literary, curricular, and organizational-methodological perspectives. The concern is for "the boy in the back of the room," rather than the school system's own needs and prerogatives.

Personality in Culture. John J. Honigmann. 1967. 496 pp. Available from Harper & Row, Publishers, New York, N.Y. 10016. \$11.50.

The book's central theme, according to the author, is "to promote understanding of culture by showing how, figuratively speaking, it deeply and conclusively etches its mark on persons." He deals with such topics as the individual in culture, personality, the social structure, socialization from within and without, and topics related to mental health.

Methods of Organizational Research. Edited by Victor H. Vroom. 1967. 212 pp. Available from University of Pittsburgh Press, Pittsburgh, Pennsylvania 15213. \$3.95.

Four approaches to organizational research are discussed in separate essays: (1) adaptation of the laboratory experiment, (2) experimental study in ongoing (field) settings, (3) use of observational field methods to measure attributes of the total organization, and (4) computer simulation.

The Teaching-Learning Process. James L. Kuethe. 1968. 162 pp. Available from Scott, Foresman and Company, Glenview, Illinois 60025. \$4.25 (\$2.25 paperback).

Teaching is defined by Kuethe as "causing people to learn." Working definitions of other terms commonly used by educators are presented and characterized as the basic language of education. The discussion is organized under such headings as the process, theoretical considerations, structuring a discipline, transfer, motivation, and methods.

Evaluation in Education. Ray C. Phillips. 1968. 122 pp. Available from Charles E. Merrill Books, Inc., Columbus, Ohio 43216. \$1.75.

The stated intent of this book is to present in capsule form some of the basic concepts related to evaluation. The subject is discussed in the context of classroom teaching, with emphasis on testing.

Perspectives in Developmental Change. Edited by Art Gallaher, Jr. 1968. 264 pp. Available from University of Kentucky Press, Lexington, Kentucky 40506. \$8.50.

"Developmental change is a meeting ground for the social scientist and the scholar of a profession or a technology," according to one of the contributors to this collection of essays. These essays are the product of efforts of the Center for Developmental Change at the University of Kentucky to define some of the problems of developmental change. Contributors are from the disciplines of anthropology, sociology, psy-

chology, economics, and political science. They deal with concerns such as the nature of man, education, population growth, economics, politics, and cultural integration—all in the context of developmental change.

Meeting Management. Henry L. Ewbank, Jr. 1968. 110 pp. Available from Wm. C. Brown Company Publishers, Dubuque, Iowa 52001. \$1.50.

Meeting procedures, says the author, should vary according to size of the group, the extent to which members do or do not agree, their knowledge of traditional forms and formalities, and the goal or purpose of the meeting. Meetings will accomplish the most, he says, when individuals (1) maintain respect for the rights of each individual, (2) agree to abide by the will of the majority, and (3) focus on one idea at a time. In this framework various meeting situations are illustrated. The following topics are discussed: when to hold a meeting, meeting participation, serving as leader, parliamentary practice in committees and business meetings, and strategy in (and learning about) meeting management.

Creative Teaching of Science in the Elementary School. Albert Piltz and Robert Sund. 1968. 218 pp. Available from Allyn and Bacon, Boston, Massachusetts 02111. \$5.30.

"The single most important characteristic of a creative science program is a creative teacher," according to the authors. They make suggestions and propose techniques for developing and nurturing children's creative potential. They outline modifications of standard teaching methods and give examples of experiments, demonstrations, and other devices for stimulating inquiry.

It's Happening—A Portrait of the Youth Scene Today. J. L. Simmons and Barry Winograd. 1967. 174 pp. Available from Marc-Laird Publications, 3933 Maricopa Drive, Santa Barbara, California 93105. \$1.95.

The spirit and environment of the younger generation are sympathetically discussed by the authors. They deal with the hang-loose ethic, tripping, psychedelics, sex, the new politics, education, and new music sounds. Included is a glossary of terms used in the "happening world."

Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development. 1967. 63 pp. Available from American Home Economics Association, 1600 Twentieth St., N.W., Washington, D.C. 20009. \$2.00.

This booklet designates as important for secondary schools concepts and generalizations in five home economics subject areas. These are human development and the family, home management and family economics, foods and nutrition, textiles and clothing, and housing. Suggestions are included also on ways to use the outlines of concepts and generalizations in home economics curriculum development. The publi-

tion resulted from a national project of the U.S. Department of Education to aid in home economics curriculum development.

Making Dependable Use of Published Research: A Proposed Check List. J. M. Stephens. *The Journal of Educational Research*, LXI (November, 1967), 99-104. Available from Dembar Educational Research Services, Inc., Box 1605, Madison, Wisconsin 53701. Single copy \$1.00.

By using this check list a reader of research reports should be able to decide whether or not the conclusions stated in a study are dependable, suggests the author. He believes that using the check list helps answer the question, "Has the researcher provided acceptable evidence that a change in *X* plays some part in producing changes in *Y*?" The author says that use of the check list reduces the likelihood of erroneously accepting a conclusion when such a conclusion has not been established by the data. He says it should also help the reader avoid needlessly discarding a conclusion that the data *have* established.

Processes of Personal Developing in Adolescence. Herman J. Peters. *Adolescence*, II (Winter, 1967/68), 435-44. Available from Libra Publishers, Inc., 1133 Broadway, New York, N.Y. 10010. Single copy \$3.00.

Adolescents develop behavioral patterns, Peters says, through eight processes: looking, listening, thinking, feeling, searching for meaning, valuing, focusing, choosing. As these processes interact he believes the person develops, becoming (ideally) the best person that he can possibly become. The author suggests seven procedure guides for teachers, counselors, or others working with young people, such as: (1) Assist them to do more than they have to do; (2) help them to perceive the enchantment of learning; (3) assist them in learning limits of behavior.

Methods of Research in Education. John E. Wise, Robert B. Nordberg, and Donald J. Reitz. 1967. 216 pp. Available from D. C. Heath and Company, Boston, Massachusetts 02116. \$3.50.

To provide graduate students "with an uncomplicated, accurate and helpful description of methods appropriate to educational research" was the authors' stated intention in writing this book. Topics discussed include: development of hypotheses; review of literature; historical, survey, case study, and experimental methods; statistics in research; philosophical method; and format.

Theory into Practice, VI (April, 1967). 100 pp. Available from 245 Arps Hall, 1945 High St., Columbus, Ohio 43210. Single copy \$1.00.

Educational research is the theme of this issue. Topics discussed are: the trend to relatively small expenditures for basic research, change taking place in the research concept, educational experimentation, field studies in education, development, the dissemination of research findings.

via the Educational Resources Information Center of the U.S. Office of Education, curriculum change through research, institutions related to research, and the responsibility of school personnel for research.

Interaction Among Generations. Bernice Milburn Moore. *Journal of Home Economics*, LIX (October, 1967), 621-28. Available from the American Home Economics Association, 1600 Twentieth St., N.W., Washington, D.C. 20009. Single copy \$1.00.

Moore discusses the fright of today's oldsters and the rebellious anger of youth as generations interact, and suggests possible reasons for this conflict. The author tells also of experiments in interaction between various groups, such as aged and young, or children and youth. She describes attempts to stimulate interaction between generations, and gives insight into some of the behavior exhibited by dissenting youth. The article stresses the importance of keeping communication open between generations.

Elementary School Science: A Guide to Current Research. Maxine Dunfee. 1967. 78 pp. Available from the Association for Supervision and Curriculum Development, NEA, Washington, D.C. 20036. \$2.25.

Planned for teachers and curriculum workers, this booklet deals with objectives for science education, children's science learning, teaching and evaluating elementary science, improving materials of instruction, and improving teacher education.

Participation of Adults in Education: A Force-Field Analysis. Harry L. Miller. 1967. 32 pp. Available from the Center for the Study of Liberal Education for Adults, 138 Mountfort St., Brookline, Massachusetts 02146. \$0.75.

In this paper the author attempts to answer the question of what motivations lead people into voluntary adult education programs. The presentation is based on the hierarchy of needs theory of Maslow, the dynamic theory of force-field (Kurt Lewin), and the social class theories of W. L. Warner and Herbert Gans. Diagrams in the article summarize, for four major areas of adult education activity, forces influencing participation for four social class levels.

Program Planning for Adults as Learners. Malcolm S. Knowles. *Adult Leadership*, XV (February, 1967), 267-68 +. Available from Adult Education Association of the U.S.A., 1225 Nineteenth St., N.W., Washington, D.C. 20036. \$7.50 per year domestic.

Knowles lists four unique characteristics of adult learners (self-concept, accumulated experience, readiness to learn, and time perspective), and suggests some implications of each characteristic for adult education. He then translates these implications into a program-planning process involving seven steps. These steps range from "creation of a structure for mutual planning," through "the planning of

evaluation." The author indicates as possible coming developments in adult program planning: evolvement of a new technology of adult education into a delineated body of theory and practice, more widely understood and followed; benefits resulting to adult education from the research of social psychology "change theorists"; and a change in the definition of the clientele of adult education away from a focus mainly on individuals toward concern also with larger social systems and with improving the educative quality of total environments.

Bibliography on the Diffusion of Innovations. Everett M. Rogers. July, 1967. 144 pp. Available as "Diffusion of Innovations Research Report No. 6" from Department of Communication, Michigan State University, East Lansing, Michigan 48823.

This bibliography contains 1243 titles dealing with the diffusion of innovations over time. Items are classified as (1) diffusion research publications reporting empirical results, and (2) diffusion research publications such as bibliographies, summaries of findings, and theoretical writings. Of the 22 categories included, most of the items come from the field of rural sociology (40 per cent) or from the fields of communication, anthropology, general sociology, medical sociology, extension education, and education.

Nebraska Symposium on Motivation. Edited by David Levine. 1966. 210 pp. Available from University of Nebraska Press, Lincoln, Nebraska. \$5.95 (\$2.75 paperback).

This is the fourteenth volume in a series on theory and research in motivation. The six contributions to this volume are largely unrelated papers which include discussions on such topics as the use of the Rorschach test as a means of measuring motives, the relation of motivation theory to psychiatric practice, and a critical examination of the impact of the experimenter on motivation studies.

Change in the Small Community. Edited by William J. Gore and Leroy C. Hodapp. 1967. 222 pp. Available from Friendship Press, New York, N.Y. 10027. \$2.50.

Social scientists deal with their respective disciplines in attempting to develop an understanding of change in the small community. They discuss the little community, social power, a new synthesis of urban and rural society, political change, and churches. The book is addressed to practical church and community concerns.

In Common Predicament. Muzafer Sherif. 1966. 192 pp. Available from Houghton Mifflin Co., 110 Tremont St., Boston, Massachusetts 02108. \$4.95.

Focusing on intergroup relations, the author contends that intergroup hostility is created by all who compose a given group rather than by a few disaffected persons. The argument advanced and analyzed is that

norms that support the dignity of man, the right of people to self-determination, and equality of opportunity lead to reduction of intergroup hostility and conflict; norms that support self-concepts of superiority and nurture group awareness of inferiority lead to intergroup hostility.

The Achieving Society. David C. McClelland. Paperback edition, 1967. 512 pp. Available from The Free Press, 60 Fifth Ave., New York, N.Y. \$2.95.

The author, a psychologist, reports his efforts to isolate certain psychological factors and to demonstrate rigorously that these factors are generally important in economic development. In the context of economic growth, he explores the achievement motive, achieving societies (present and past), other psychological factors in economic growth, characteristics of entrepreneurs, and sources of achievement.

Studies in Cognitive Growth. Jerome S. Bruner *et al.* 1966, 343 pp. Available from John Wiley & Sons, 605 Third Ave., New York, N.Y. 10016. \$7.95.

This is a collection of papers dealing with cognitive growth—the outcome of research conducted by Professor Bruner at Harvard University and his students. Various contributions to the book deal with particular aspects of cognitive growth: growth of classification, of information seeking, of perceptual recognition. Three central themes are identified as having given coherence to the research reported: (1) the means by which growing human beings represent their experiences of the world and how they organize for future use; (2) the impact of culture in nurturing and shaping growth; and (3) the relationship of man's growth to evolutionary history. Evidence was collected by observations made of children.

Psychological Concepts in Education. Edited by B. Paul Komisar and C.B.J. Macmillan. 1967. 264 pp. Available from Rand McNally & Co., Chicago, Illinois. \$6.00 (\$3.95 paperback).

The 16 essays included deal with psychological concepts according to the way they are used in education. Among those discussed are overachievement and underachievement, readiness, adjustment, critical thinking, learning, and teaching, acting, behaving.

Teaching Power. Calvin E. Harbin. 1967. 182 pp. Available from Philosophical Library, Inc., 15 East 40th St., New York, N.Y. 10016. \$4.95.

Teaching is like learning to cook, the author says; it cannot be done by simply studying a recipe book. The idea of "teaching power" is used to refer to the effect a teacher has on those being taught. He examines such topics as indicators and ingredients of teaching power, how it can be measured, and how the influence of the teacher can be enhanced. According to the author, the notion of teaching power goes beyond teaching competence, effectiveness, ability, and aptitude.