



Book Reviews

Breakthrough: Women into Management. Rosalind Loring and Theodora Wells. New York, New York: Van Nostrand Reinhold Company, 1972. 202 pp. \$7.95.

This may well serve as a handbook for those who are either actively campaigning for, or responding to pressures of, equal opportunity for women at the management level. It presents in rather practical terms the various aspects of recruitment, training, and promotion of women into the management levels of education, government, business, and industry.

For those in the field of adult education, the book can serve as a useful resource in planning conferences, seminars, workshops, and other educational programs in the field of equal rights for women.

With the passage of recent legislation mandating the equal treatment of women in employment practices, ample justification exists for pursuing on a vastly enlarged scale the issue of women in management. In addition, the problems that exist in education vis-à-vis the elevation of women to executive posts are really no different from those existing in other enterprises requiring managerial personnel. For these, the book provides a very practical approach in analyzing those problems to be overcome as well as indicating a step-by-step procedure by which the goals of equal employment can be achieved.

Certain materials selected from Chapters 3 and 8 provide some indication of the very practical way the authors went at their task. Chapter 3 describes some guidelines for bringing about equal employment opportunities for women at managerial levels. They're interesting for many reasons—one of which is that they appear to be parallel to those already used for blacks.

There's a step-by-step delineation of a program for launching affirmative action for women, whether in government or other organizations. The plan encompasses forming and announcing the top policy statement

on affirmative action, selecting the affirmative action officer, surveying the status of women in the organization, recruiting women to fill new positions, and evaluating women's affirmative action plan. Special emphasis is placed on the development of awareness training by which the reduction of barriers to using women's potential for management occurs.

Chapter 8 entitled "Won't Women . . .?" provides the answers to a number of questions presumed to have been or to be asked by those engaged in the undertaking. Answers are given to questions such as: Won't women take things too personally to be managers? Won't women lose their femininity if they become managers? At what point can an organization no longer be charged with tokenism? Obviously, these are only a few of the questions to which answers are provided. I assume that the questions so far have piqued the curiosity of the reader sufficiently that he'd wish to pursue the answers of these and other questions more directly.

My principal criticisms of the book derive from the disorganized and less than calm and objective treatment of its subject. Surely, something less frantic and defensive in tone would be vastly more persuasive. It's very difficult to escape the thought that the book results unduly from the interaction of the discontented with those similarly discontented. They're largely uninfluenced by those who could have perhaps engendered more reason and less passion. In addition, the book has some unevenness in quality and flow from one chapter to the next that's a little disconcerting.

However, these criticisms shouldn't deter adult educators from using this book as a resource for program planning in the equal opportunity area. It can be very helpful.

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How To Plan Meetings Like a Professional. Coleman Finkel. Philadelphia, Pennsylvania: SM/Sales Meetings Magazine, 1972. 109 pp. \$5.00 (paper).

For five years the author of this book wrote a column for *SM/Sales Meetings* magazine dealing with the various aspects of planning, developing, organizing, and operating meetings. He had been chosen for this assignment on the basis of his successful experience in all facets of conference planning, 10 years of which he gained with the American Man-

agement Association. Readers of his column frequently sent in questions about the phases of conference planning and recounted problems they'd had.

This book is a collection of the questions and problems submitted by his readers, together with the answers the author has given. It's a fascinating compendium of practical and helpful information on how to plan meetings. The unique question-and-answer format should make it both interesting and useful as a ready handbook for the new as well as the experienced conference planners.

The questions and answers that constitute the content of this book have been topically arranged into 20 groups, each under a chapter heading that represents a phase or element of conference planning. Typical headings are: "The Role of the Meeting Planner," "Audience Participation Techniques," "Program Content and Design," and "Selection and Instruction of Participants" (speakers, panelists, etc.).

Although heavily oriented to meetings of "business" people, the concepts, principles, and processes enunciated are generally applicable to other meetings as well. I find the material presented to be quite relevant to the job of a university conference coordinator. And it covers virtually all elements, from site selection to evaluation and follow-up. On specific tasks of the conference planner, the author frequently lists both the things *to* do—and the things *not* to do—and why. His suggestions for the selection and prior instruction of speakers, panelists, and other resource people are particularly good.

The author's general and consistent use of the word "men" in referring to conferees perhaps indicates the extent to which men have dominated the leadership roles (and meetings) in the business world. But, such a practice for those of us in university continuing education would "heat the water" pretty fast. Just last month my colleagues and I at FSU were involved in a rather large and interesting conference called, "Women in Management."

Finkel takes the firm positions that: (1) no amount of familiarity with the subject matter can make for good conference planning, (2) a committee simply can't plan a good meeting, and (3) the professional conference planner "can organize and develop a more useful, stimulating, and interesting conference in any field—engineering, medicine, politics, business—than the men who have spent their entire careers in these areas."

Most of us will probably agree with him on these points, but here again those of us in university continuing education who depend so heavily for program resources on the faculty of our own institutions' academic departments will no doubt continue to find it necessary to make certain compromises on these positions.

Finkel's work argues well for the further strengthening and professionalization of the field of conference planning.

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Leadership Development for Public Service. Barry A. Passett. Houston, Texas: Gulf Publishing Company, 1971. 135 pp. \$7.95.

This book is the third in a series of books edited by Dr. Leonard Nadler for the American Society for Training and Development. The author, thus, addresses himself directly to those engaged in adult education.

Passett discusses the leadership gap that exists in the performance of public service programs in the United States. The thesis of the publication is that training and related human development efforts can aid significantly in improving performance.

He proposes a leadership development program (management development program) that will help the executives in the public sector achieve broader societal responsibility, serve as a member of the administrative team, be flexible in achieving governmental roles, and develop managerial skills. To this end, the author says it will be necessary for the executive in public service to undergo a continual process of training and evaluation.

The author suggests that most university programs for public service careers turn out staff members for leaders rather than leaders themselves. He proposes that a new system of training be developed that will address itself directly to the use of power in the public system.

Passett reviews current factors in the public service environment that create the need for better training and better educated executives. Some of the critical pressures in the environment are generated by ethnic groups, women, and youth. He reports a number of private, university, and governmental initiated innovative projects developed over the last decade addressed to human resource development.

The book stresses the need for human relations training for executives in the public service. Passett doesn't espouse "sensitivity training" as a panacea to cure the ills of executive leadership in the public service. He does point out that

. . . learning to listen, how to give constructive feed back, how to deal with communication problems, how to keep job tensions from building up, how feelings influence behavior, how situations influence feeling, how human relation skills are learned, how the microculture of an organiza-

tions builds its own norms—all are critical to a government executive in his role as negotiator, mediator and program salesman.

Careful planning in the curriculum-building process, the author says, can usually assure that an appropriate mix between the less-structured human relations and more-structured skills approaches will result.

The author points out that training for the public service should be a component of all personnel service appropriations. He proposes that a minimum of 10 percent of the personnel services budget of every civilian federal agency, and its grantees, should be designated for training. The need for human resource development in the public service has existed for the past 20 years, he states. However, there has been no coherent or consistent effort that will speak to the human development needs of people in government.

Passett is optimistic about the educational opportunities that may be developed under the Intergovernmental Personnel Act.

The concerns and concepts set forth in this book are extremely important ones for everyone in the field of adult education. Clearly, the need for additional training and education for modern management in the public service is an urgent one today. There are opportunities for adult educators in many areas to perform a valuable service for public service and the public in general.

This book will be most valuable as a reference for university adult educators and I strongly urge Extension personnel to read it.

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Parent Education. Evelyn Pickarts and Jean Fargo. New York, New York: Appleton-Century-Crofts, 1971. 311 pp. No price given.

The concept of parent education as expressed in this book is said by the authors to embrace all family patterns at all levels within all subcultures. Such an orientation places responsibility on the parent to be knowledgeable about the world, have perception to manage the knowledge, and to discover effective solutions to problems faced. Adults must search out the universals, the common dimensions of growth that *all* children, whatever their origin, require if they're to find meaning and values in their lives.

Under this philosophy, the parent becomes the mediator for the child in regard to the child's discovery of basic scientific concepts (for example, evaporation, balance, absorption, etc.) as well as concepts of

self-esteem, social values, skills, and attitudes. The premise that learning happens best when it's guided and clarified is an important concept of this philosophy of parent education.

The authors take the stance that learnings don't happen without guidance. They believe the parents have a prime role in the development of learnings—specifically: attention learning, perceptual-motor learning, cognitive learning, language learning, learning about self and others, and learning to value. They suggest that “if being a parent does not automatically confer the knowledge and skills for perceptive guidance of children's growth, then education and mental health agencies must accept responsibility for organizing this knowledge and making it readily available on an on-going basis and within a workable structure” (p. 26).

The authors make two points in the preface of the book that relate to parents. The first is that parent refers to both mother and father. The second is that the subtitle of the book, “Toward Parental Competence,” was chosen explicitly to indicate that the reader should conceive of the educative process described in the book as the process of becoming. This becoming relates to growth in the competence of the parent and his capacity to nurture the competent becoming of his child.

Chapter One centers on the impact of change in the family. This leads to the stated need for autonomous individuals in our society who have ability to master skills and, furthermore, are adaptable and able to make decisions.

The Pickarts and Fargo book relates to Brim's *Education for Child Rearing*. The authors have a chapter on “The Decision-Making Process: A Workable Methodology.” It covers adult learning, characteristics of the adult learner, information on the discussion methods, group structure, use of questions, and other teaching techniques, including audio-visuals. The section on the educational curriculum for parent educators and the section on supervision and in-service training for parent educators seems timely.

One area of the book pertains to historical perspective. Later, specific programs are presented: California Parent Education Program, Parent Education for Low-Income Communities, and a series of six television programs developed for Head Start with accompanying parental discussion guides. The Los Angeles Parent Pre-School Child Program is outlined as to rationale, program design, community development, recruitment, sustaining attendance, teachers, teachers' aides, advisory committees, children's and parents' programs, and progress.

The final chapter is entitled “Development of New Forms and Solutions of Old Problems.” The book's bibliography is extensive (26 pages). It's organized under subheadings (for example, The Socialization Process, etc.). Most readers would find it useful.

The main focus of the authors is on parents as prime teachers. It's reported as common knowledge that parents are models for their children and transmitters of the culture, but what the authors claim as new is the understanding of the importance of the way the parent teaches. His approach has a major effect not just on *what* children learn, but also on *how* children learn to view their experience and to use it.

Pickarts and Fargo discuss value systems and note that adult values are often essentially incompatible, so adults often have to compromise between what they say they believe and how they act. Our values relate to our decision making and thus our youngsters' decision making. Parents need to have this realization.

In summary, parental competence may be viewed as a measure of the parent's conscious awareness and acceptance of the teaching role he plays in the life of his offspring, and the desire to increase his skill in guiding their growth. This increase in competence, according to the authors, deepens the levels of relationship between parents and child.

I recommend the book. Some of the ideas remind me of those of John Amos Comenius (c. 1600) who advocated the idea of the home being the first school. He promoted the concept that parents know something about the management of children, and he believed that they might be able to lay the foundations on which the teachers were to build. The early years of the child were to be used in preparation for school, and he termed the home school "Information for Mothers, or School of Infancy."

I question the authors' concentrated emphasis on the parent as a consciously aware prime teacher. I agree that parents have a role in and responsibility for interpreting the world to their children, but they have other just as significant roles quite unrelated to achievement. Emphasizing the parent role as teacher in guiding children, especially in regard to school subjects such as mathematics and reading, may or may not be wise. It depends on many factors. Parent and teacher roles do overlap, but some chief roles of the parents are quite different and separate from the teacher's prime role. Each reader will have to obtain the autonomy suggested in the book to resolve this issue.

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The People Dynamic: Changing Self and Society Through Growth Groups. Howard J. Clinebell, Jr. New York, New York: Harper & Row, 1972. 176 pp. \$4.95.

Howard Clinebell, Jr., the author of this volume, is a very enthusiastic fellow. He's highly in favor of growth groups and optimistic about

what they can do to change individuals and society. Having experienced the euphoric feeling of "awakening" in a growth group, I can share his enthusiasm. However, to me, the present volume does little to move the reader toward such groups, even less toward organizing such groups.

Clinebell never really defines the growth group. He seems to include most groups in this category. Part of the time he talks about intense personal growth experiences. At other points, he uses as illustration current events discussion groups. While some personal growth is possible in all groups, the objectives, methods, dimensions of growth, and likelihood of change are much different as you move from an intense personal encounter group to the task-oriented discussion group. To lump them all together may be neat, but it's not very productive.

One problem that Clinebell has, and he shares this with other authors writing about growth groups, is that it's difficult to talk about these groups and get your meaning across to the audience. It's almost as if you must experience a growth group before you can get much meaning from reading about them. I found myself nodding agreement with Clinebell, but then wondering if the passage would have the same meaning to others.

To me, Clinebell tried to do too much in this short volume. Too many different groups are discussed. Perhaps if the author had talked about one real group, rather than trying to be all-inclusive, the results might have been more focused and useful.

This review reads rather negatively, more so than I wish. Faith is necessary for an understanding of growth groups—faith in the potential of people. Howard Clinebell, Jr., is such a faith man. I guess I am also, for I agree with Clinebell that it's through the efforts of people that change toward the "human" life can take place. Growth groups are the best educational vehicle we have for developing the people dynamic necessary to realize that life.

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