

tools of the trade

Willaim Schneeflock, "TT" editor
University of California-Berkeley

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Each year the American Association for Higher Education publishes a series of monographs, many of which are useful to Extension professionals. From their 1978 series, the following issue is particularly recommended:

The Adult Learner, 1978, \$2.00 (paper), which includes the following articles: "The Adult Learner" by K. Patricia Cross, "Major Learning Efforts: Recent Research and Future Directions" by Allen Tough, and "Life States and Learning Interests" by Rita Weathersby.

Cross says that "It is quite possible that lifelong learning now outranks motherhood, apple pie, and the flag as a universal good." Her article focuses on the adult education versus adult learning debate, the need for planning, and characteristics of adult learners and potential learners. She concludes, "The challenge of the future, as I see it, is to be both practical and creative in designing a learning society that will offer adults from all walks of life the opportunity to become self-directed lifelong learners."

Tough introduces his article by noting that the typical adult spends 500 hours each year on major learning efforts. He provides a summary of basic surveys conducted on adult learning efforts, including comments on Extension agents. He concludes with specific comments on future directions and what each of us who are involved in fostering adult learning can do.

Weathersby's article explores the ways in which, across the life cycle, people's choices lead to their growth and development. Her paper describes some general principles underlying this imperative for growth and relates it to research on adult life stages.

From the 1979 series, recommended is:

Perspectives on Leadership, 1979, \$2.00 (paper), including the articles: "Changing the Shape of Work" by Rosabeth Moss Kanter, "Changing Values: Implications for Major Social Institutions" by Morton Darrow, and "Leadership Needs of the 1980s" by Michael Maccoby.

Kanter contrasts prosperous versus less prosperous times for institutions and emphasizes that in the latter, we must pay attention to quality as an organization. She explores "The Opportunity Structure" and "The Power Structure," with discussions of career tracks in administration, the opportunity problem, the moving and the stuck, the organization of jobs, political alliances, and the powerful and the powerless. She provides practical suggestions for creating more opportunity and power so organizations can "unglue the stuck" and "empower the powerless."

Darrow reviews historical developments including attacks on major institutions, social causes of institutional unrest, coping with fragmentation, and problems facing institutional leaders. He stresses that "We must learn to live with situations in which our performance, no matter how meritorious, is outraced by the expectations of the publics with whom we deal. We must learn to lead in situations in which our control is limited, in which efforts to control will be found counter-productive."

Maccoby says that there's a crisis of authority because neither the functions of leadership nor the image of the leader fit the needs of large organizations in an age of rights, limits, and new values. He reviews three different types of ideal social character in America and how leaders have modeled these images: the independent craftsman, the empire builder, and the gamesman. He notes that none of these fits the social and character changes in America today. He concludes with a discussion of new concerns for leaders and new models of leadership.