

Book Reviews

Toward a Theory of Instruction. By Jerome S. Bruner, 1966. Available from Harvard University Press, Cambridge, Massachusetts. 176 pp. \$3.95.

Bruner does not present a theory of instruction. Instead, he expertly states principles of instruction and bases from which theory can be built. Even though he states no well-rounded, all-inclusive theory, many useful guides to improved instruction are given.

Adult educators will be disappointed if they expect to find examples and case studies based on research with adult learners. Practically all situations deal with subjects under 16 years of age. However, this does not greatly detract from the usefulness of the principles and hypotheses presented. In reading the book, one has little difficulty in transferring the information to adult learning situations.

The major themes are: "how children learn" and "how growth and development are assisted by devised means." The factors which contribute to or interfere with learning are discussed in depth.

Bruner says the nature of intellectual growth depends on and is characterized by an increasing independence of response; the ability to predict beyond internalized information; ability to communicate by words and symbols; a systematic and contingent interaction between tutor and learner; use of language to bring order into the environment; and ability to deal with several alternatives simultaneously.

Considerable attention is given to the matter of representation—how people translate experience into a model of the world. Three ways are given: to physically act out (imitating, role copying, habituation, response learning); to draw or make a picture (perceptual organization of visual and sensory stimuli); and to tell (words, language). Intellectual development moves from physically acting out, through drawing or making pictures, to use of language.

Throughout the book, Bruner stresses his philosophy toward education, using such statements and phrases as "the will to learn is an intrinsic motive," "implant in the individual a predisposition toward learning," and "arrange environments to optimize learning."

The need for reasoning and intrinsic problem-solving skills rather than rote learning is reiterated. The distinction between intellectual coping (coming to grips with problems) and the considerably different process of defending (avoiding or escaping from problems) is given

thorough treatment. Demonstrated is the value of "showing in context" as opposed to "telling out of context." There is a great need to replace the intellectual blandness of education with powerful expressions, such as with drama, theater, the mythic, tragic, or comic.

The closing chapter on evaluation is the high point of the book. Extension workers will have no trouble seeing value in the guidelines.

The eight essays, five years in the writing, are nicely balanced with freshness and redundancy. The book is not particularly easy to read. However, this should not deter the interested reader. All in all, this has to be rated as an enlightening book.

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Learning and Human Abilities (second edition). By Herbert J. Klausmeier and William Goodwin, 1966. Available from Harper & Row, Publishers, 49 E. 33rd St., New York, N.Y. 10016. 720 pp. \$8.95.

This book deals with learning in educational settings—from the stating of educational objectives, through measuring and evaluating the results of instruction. According to the authors, "the main variables affecting efficiency of learning in the classroom or in other group settings are treated in detail as are the conditions essential to efficient learning."

For the Extension worker who is seriously interested in becoming a more effective "teacher," this book would be a valuable reference. As a second edition of a college educational psychology textbook, it has been rewritten and updated to incorporate recent research findings and references.

The authors set forth a functional theory of purposeful learning. This theory provides a practical framework for studying and analyzing the teaching-learning situation. It attempts to explain learning in terms of functional relationships among independent variables in school settings—teacher characteristics, teacher actions and interaction with students, instructional materials and media, subject matter, characteristics of the learner, characteristics of the group, and outside forces. The dependent variable is efficiency of learning which, in turn, is dependent upon the educational objectives. The intervening processes include cognition, memory, convergent thinking, divergent thinking, evaluation, and others. These processes are set forth as a sequence in purposeful learning: setting a goal, appraising the situation, trying to attain a goal through productive thinking and physical activity, confirming or rejecting responses, reaching or not reaching a goal, and experiencing feelings of success or failure.

The authors formulate nine models of instruction, "each dealing with

these more specific learning outcomes and phenomena: factual information, concepts, problem solving, creativity, psychomotor abilities and skills, attitudes and values, personality integration, motivation, retention and transfer." Each model contains generalization derived from empirical research and theory, and instructional principles related to them. These models provide an Extension worker with excellent guidelines to use in planning and conducting more efficient educational programs.

The book is fairly easy to read, although some sections may prove difficult for the person without some background in educational psychology. In the introductory chapter, the authors discuss the scope of educational psychology and provide the foundation for the rest of the book. Each chapter includes a rather comprehensive introduction and ends with a concise summary. As with any book that covers a broad subject, many topics are treated briefly. For the Extension worker who wishes more extensive information, the references at the end of each chapter will be helpful.

Although the book is written in terms of teaching and learning of youth in a school setting, much of the content has application for Extension educational activities for both youth and adults.

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Changing Organizations. By Warren G. Bennis, 1966. Available from McGraw-Hill Book Company, 330 West 42nd St., New York, N.Y. 10036. 211 pp. \$8.25 (text edition \$6.95).

Those concerned with the causes and consequences of organizational change will find this book interesting reading. Two major sources of change are considered. In Part I, the author treats changes which are due to natural evolutionary trends in organizational development. In Part II, he discusses the application of the behavioral sciences in planning and controlling organizational change.

As an example, one of the natural trends causing organizational change is the transition from bureaucracies to more adaptable organizations that place greater emphasis on individual goals. This trend, the author predicts, will lead to the eventual demise of bureaucracy. Some of the consequences of this trend will be an organizational environment featuring interdependence rather than competition, turbulence rather than stability, and large rather than small enterprises. People will be more intellectually committed to their jobs and will do more shifting from job to job. Personnel will not be differentiated vertically according to rank and role, but flexibly according to skill and professional training.

The author maintains that an increase in democracy is inevitable to

allow organizations to become flexible and adaptable and to permit men to become more professional. The processes for coping with problems and the ability to adapt to change will replace performance and satisfaction as measures of organizational effectiveness and health. Organizations will move toward "truly" scientific management in the sense that the scientific "spirit of inquiry" will be encouraged among personnel. Patterns of leadership will continue to shift from traditional scientific management toward the human relations approach. Although not specifically mentioned, the elaboration of the foregoing trends and their consequences explains some of the "whys" for changes occurring in Extension as an organization.

"Change agent" and "planned change" are not new concepts to Extension. The relationship between these concepts and the behavioral sciences is stressed in Part II. Change agents are referred to as "behavioral scientists." *Planned change* is described as a process whereby the *change agent*, in collaboration with the *client system*, attempts to apply *valid knowledge* to the clients' problems in an effort to bring about change. The behavioral sciences are sources of the valid knowledge required. In the author's words, "Planned change aims to relate to the basic disciplines of the behavioral sciences as engineering does to the physical sciences or as medicine does to the biological sciences."

Although the book is not Extension oriented, it supports the increasing emphasis being placed on the behavioral sciences by Extension. It contains useful information for Extension as an organization, and helpful ideas for strengthening the role of change agents. Each chapter contains a bibliography of related readings.

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Socialization after Childhood: Two Essays. By Orville G. Brim, Jr. and Stanton Wheeler, 1966. Available from John Wiley & Sons, Inc., 605 Third Ave., New York, N.Y. 10016. 116 pp. \$4.95; paperback, \$2.25.

A considerable amount of study has been devoted to socialization, the process by which "persons acquire the knowledge, skills, and dispositions that make them more or less able members of society." A disproportionate share of this attention, however, has been devoted to childhood socialization. It is upon the later period in the life cycle that the two essays in this volume are focused. Their emphasis is on the impact of social forces and processes on personal development, but the two are designed for somewhat different purposes.

In the first essay, Brim provides a broad overview of the topic of socialization through the life cycle. He discusses both the need for social-

zation after childhood and the limits of later-life socialization, possible changes in the content of socialization as one moves through the life cycle, the effect of differing relationships between the socializing agent and the person being socialized, and some problems posed by the failure of socialization and the development of deviant behavior.

In the second essay, Wheeler examines the large-scale bureaucratic organization, an increasingly important setting within which socialization occurs. After clarifying the general properties of organizations that process people, the author discusses three categories of variables which differentiate among socializing organizations and which are likely to lead to different socialization outcomes. These categories are organizational goals and social structure, patterns of movement of recruits through the structure, and the relation between the organization and the broader society. The concrete focus is on the organizational qualities of schools, prisons, mental hospitals, and other organizations whose products are human beings.

A background in the social sciences, specifically in the concepts of socialization and organizational analysis, would be helpful to readers of this volume. Extension personnel with such a background may find the essays of help in understanding clientele and the organizations which help shape them. As one reads the Wheeler essay, he is tempted to speculate on the extent to which Extension may be considered a socializing organization, and how the settings it structures affect its recruits. Little light is shed on the question, however. There seems to be little resemblance between the settings provided by Extension and those provided by the organizations to which Wheeler addresses himself.

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THE WORTH OF A STATE, in the long run, is the worth of the individuals composing it; and a State which postpones the interests of *their* mental expansion and elevation, to a little more of administrative skill, or of that semblance of it which practice gives, in the details of business; a State which dwarfs its men, in order that they may be more docile instruments in its hands even for beneficial purposes—will find that with small men no great thing can really be accomplished; and that the perfection of machinery to which it has sacrificed everything, will in the end avail it nothing, for want of the vital power which, in order that the machine might work more smoothly, it has preferred to banish.

—JOHN STUART MILL