Abstracts


The collection of readings is designed as an introductory course in measurement and evaluation in education and does not require a background in statistics. Among other things, it deals with the measurement and evaluation process, constructing tests, interpreting scores, and using the results of measurement.


This publication was prepared specifically to assist in organizing and administering a professional library for school teachers. It consists mainly of an annotated list of books, pamphlets, films, filmstrips, and journals on a variety of educational subjects. Among the categories of material included are methods of teaching, education, social sciences, pure science, and audiovisual teaching aids and methods.


In this publication the author discusses poverty in Kentucky in relation to several areas of life—such as income, education, and social participation. He gives several definitions of the term "poverty," then indicates some objective measures of poverty (income, education, employment, housing, health, and social participation). In his discussion of the needy in Kentucky, Ramsey compares whites and nonwhites, old and young, migrants and the immobile, and refers also to rural-farm residents. His concluding chapter gives some implications for action programs. Included are recommendations of members of the National Com-
mittee for Economic Development as stated in their nine-point program of action concerning education and training.


“Meaningful education must make contact with cultural values, social functions, and individual lives,” the authors assert. To do less makes it irrelevant. In dealing with this theme they present a historical perspective, a discussion of education in relation to changing circumstances, and the school in American society.


A wide range of subjects concerned with education and the social setting are presented in 25 chapters. Topics range from demographic and economic aspects of education to the family, the teacher, the school, the community, and to the nature and ability of the learner.


“The purpose of this book,” says the author, “is to discuss the general outlines of a theory of self-actualization, in which education is the self-actualization activity of the individual person and administration is the self-actualization activity of the organized human group.” This purpose is developed by discussing the work of administration and education, planning and problem solving, control and freedom, leadership, statesmanship, the environmental subsystem, and the application of the theory.


The central theme of this study is the activation of the learner as contrasted to passive learning. The theme is developed by focusing on what the teacher does as the basis for activating the learner. Teacher behaviors with the following orientations were studied and reported: (1) that directed to repetition as the basis for learning; (2) that directed to thinking; and (3) that directed to creative thinking. Special attention is given to the disadvantaged.


The author deals with two major themes: process and social organization. He defines process in terms of the continual ongoing activity of becoming. Social organization is considered to encompass all processes
and instances of organized social life—not "formal associations." He deals with such topics as the setting and creation of social organization; the types, participation in, and preservation of social organization; the process of social interaction, power, stratification, and evolution; and social planning.


This programmed text is intended as an overview of those areas of psychology relevant to education, according to the author. It is suggested as a review for those who have taken courses in psychology, or for those who have had no psychology, as a means of gaining a basic minimum understanding. It deals with materials concerned with research tools, growth and development, thinking and understanding, the learning process, problem behavior, and evaluation.


Results of a study in one metropolitan community (Syracuse, New York) were concerned with three questions: (1) What is a community leader? (2) To what degree is leadership concentrated? (3) What factors affect differential rates of leadership by various segments of the population? Leadership is defined as the process by which a relatively small number of individuals effect (or prevent) significant change in the lives of a large number of individuals. Significant change is concerned with allocation of resources and facilities.


This collection of resource papers, commentaries on the resource papers, and implications for teaching are classified into four categories: (1) intelligence and its development, (2) motivation, personality, and productive thinking, (3) assessment of productive thinking, and (4) education for productive thinking. It includes contributions from a number of recognized authorities in psychology, educational psychology, and curriculum development.


The purpose of the project reported in this volume was to develop guidelines and standards designed to increase the probability of obtaining positive results for those utilizing sensitivity training in the YMCA. It is a case study of organizational self-analysis. External and internal
evaluations are reported along with criticisms of sensitivity training. Applications of findings (designing a laboratory and providing guidelines for its use) are also discussed.


This is a handbook which "summarizes a training sequence designed to provide community-level workers with a simple and systematic guide to the many approaches which can and have been used to bring about development." It deals with a variety of "strategies" for development—through resources, technology, knowledge and beliefs, goals and felt needs, and others. Worksheets and suggested further readings are included.


The intent of this volume, as stated by the authors, is to explore ways of thinking about the problems of administration. It deals with the social-psychological aspects of human behavior in what is called a social process model—the internal dynamics of organization. The book is founded on work done at the Midwest Administration Center of the University of Chicago. Theoretical ideas are examined in relation to practice in educational administration as well as to research.


Readings in this collection are intended to broaden the understanding of "our life in others" both from a scientific perspective and from an intent to improve the quality and nature of interpersonal relationships. The book is organized into five parts: (1) relationships formed for the purpose of fulfilling "itself"; (2) relationships formed for establishing social realities, both personal and external; (3) relationships formed for the purpose of change or influence; (4) relationships formed to produce or create some goal or task outside the relationship itself. The fifth section deals with visions of ideal human relations (values, ideas, ethics) and how to attain them.


Organization and bureaucracy are examined from three theoretical orientations that have evolved: (1) the impact of large-scale bureaucracy
on the power structure from a broad societal perspective, (2) the scientific management movement with its focus on the individual worker, and (3) recent attempts to converge the bureaucratic and managerial points of view.

\ldots other current titles


*Farm Programs for the 1970’s.* Leo V. Mayer, Earl O. Heady, and Howard C. Madsen. CAED Report No. 32 (October, 1968), Center for Agricultural and Economic Development, Iowa State University, Ames, Iowa.

*Relationship Between Home Background, School Success, and Adolescent Attitudes.* Forest I. Harrison. *Merrill-Palmer Quarterly,* XIV (October, 1968), 331-44.


