Abstracts


This study examines the role of education in altering the personal and social characteristics of disadvantaged adults. The authors are concerned with characteristics of disadvantaged adults, their social interaction, educational programs designed for them, and implications for program development.


Contains German-language publications arranged in three historical periods . . . the period before World War I, the Weimar Republic period, and the years since 1945.


The Articulated Instructional Media (AIM) program of University Extension, The University of Wisconsin, was a four-year experiment to bring a university education to qualified adults who were unable to come to the campus. A variety of approaches were used with special emphasis on radio, television, and telephone. This report assesses AIM according to what it hoped to do, what it accomplished, its impact, the problems encountered, and the experience gained.

This book deals with the determination of the underlying structural order of the community. Valuable guidelines are established for city planners, extension workers, governmental officials, industrial developers, and others involved in the analysis and solution of community problems.


Includes three major subject categories: the community as an object of study, bases of community organization, and the community and the larger world. It's a compilation of findings by many community researchers.


The study reported was concerned with correspondence as a method of instruction—a means of communication between student and teacher. The report covers the origin and development of correspondence instruction, external problems, an analysis of method, and the future task.


A five-volume reference republished in 1968. Includes articles by John Dewey, Henry Suzzalo, Gabriel Compayre, and Wilhelm Munch. Represents the first American effort to collect the latest and best thinking of educators on all aspects of their field.


This is the first time the author has assembled his thoughts about the learning process in education. Theme of the book is learner involvement in selection of goals and ways of reaching them.


Intended as a guide to methods and materials, this book is written primarily for those undertaking research in the educational field for the first time. It includes: (1) an introduction to the nature of research, (2) a guide to tested methods, (3) a manual of style and form for written reports, and (4) bibliographical guides.

Reports on a study of new institutional arrangements and organizational patterns made during 1969 for continuing education in the United States. Two related parts give (1) findings of surveys in 10 middle-sized urban areas in New York state based on a questionnaire and interviews and (2) findings of a national study based on visits, interviews, and the reading of current materials. Developments in national associations of continuing education are sketched, including both trends toward common interests and obstacles to cooperation. Ten recommendations of steps to improve the field of continuing education are made. The conclusion is that continuing education needs a strategy for achieving a cumulative impact.


This book reports a four-year research project that was designed to test the question: Do foremen affect work productivity in an industrial plant? Attention was given to group cohesion (morale) and attitudes of workers toward supervision and various aspects of their jobs. The study involved an important organizational change in an entire department.


This programmed book introduces some of the fundamental aspects of learning and teaching. Work time for each part is indicated, based on work with beginning college students. It covers the meaning of learning, ways in which the organism adapts to its environment, the role of reinforcement in learning, more complex types of learning (for example, chaining, formation of learning sets, concept learning), the learning of principles and problem solving, and the way a teacher may develop an approach to teaching.


This monograph describes a systematic theory of human motivation and explains how it can be applied to the difficult problems facing the managements of business organizations. The concept of organizational climate—the quality of organizational environment subjectively perceived or experienced by the organization’s members—is used.

Abstracts

A discussion of hippiedom with the conclusion that the “new left” is not in revolt, but the beginning of a better form of humanity “... with a different set of values and a different god.”


Explains and interprets what anthropology is about and the significance of anthropology for education.


A report of a four-year study in two suburban high schools. Focus of the study was on adolescents who function within the middle range of adjustment, so-called “normal” teen-agers. Includes interview schedules used.


A textbook that discusses the individual as he strives to understand himself, his relations with others, his future interrelationships in marriage, and the subsequent intra-relationships of his family and society.


Part I is an overview of Asian agricultural development emphasizing the organization, status, and progress of agricultural education, research, and extension in Asian countries from India to Japan. Part II consists of case studies of development projects and programs. Described are some of the most significant rural development programs in Asia.


The authors discuss major ideas about the human communications process. In so doing, they avoid dealing with how to communicate. Materials are divided into three parts: (1) those dealing with the person in isolation, (2) interpersonal communications, and (3) public communication.

Review of research comparing teaching methods. Conclusion of review: there are no differences in effectiveness among different teaching methods used to convey subject content to the student.


This book focuses on the comparative study of theories of motivation. It’s organized into three parts: (1) a conceptual frame of reference, (2) an analysis of 20 theories, and (3) a comparison of these theories. It doesn’t include consideration of what the author refers to as new theories of motivation.


Intended to bridge the gap between theoretical models and empirical research, this book is addressed to (1) the source of a hypothesis to test, (2) the necessary and sufficient characteristics of a theoretical model, (3) the nature of the test of a hypothesis, and (4) the feedback from empirical tests to the model generating the hypothesis.


Written by the former Executive Director of the Adult Education Association of the United States, the book is about concerns and potentials of continuing education. The author says, “The magic in the term ‘continuing education’ does not lie in attempting to blueprint the future through the utilization of science and technology—the magic lies in our belief that continuing education will enable us more effectively to cope with TOMORROW!”


A series of short paperback books written for those with no prior background in social psychology. Titles in the series are:
Interpersonal Attraction—Ellen Berscheid and Elaine Hatfield
The Psychology of Behavior Exchange—Kenneth J. Gergen
Group Performance—James H. Davis
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Conformity—Charles A. Kiesler and Sara B. Kiesler
The Social Psychology of Organizing—Karl E. Weick
Influencing Attitudes and Changing Behavior—Philip G. Zimbardo
and Ebbie B. Ebbesen


In the words of the authors, "...this volume attempts to identify and discuss the basic problems which have to be solved if, in the future, urban education is to fulfill the high hopes of the citizens who reside in the urban complex."

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New Strategies and Curriculum in Social Studies. Frederick R. Smith and

Journal of Extension: Spring 1970


Organizational Climate: Explorations of a Concept. Renato Tagiuri and George H. Litwin, eds. Boston, Massachusetts: Harvard University, Division of Research, Graduate School of Business Administration, 1968. 246 pp. $5.00.


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