MAJOR WORKS ON CHANGE IN EDUCATION:

AN ANNOTATED BIBLIOGRAPHY

WITH

AUTHOR AND SUBJECT INDICES

Compiled by:
Ronald G. Havelock
Janet C. Huber
Shaindel Zimmerman

CENTER FOR RESEARCH ON UTILIZATION OF
SCIENTIFIC KNOWLEDGE
Institute for Social Research
The University of Michigan
Ann Arbor, Michigan

October, 1969
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INTRODUCTION

This bibliography is designed for easy reference by practitioners, researchers, and instructors who are concerned with planned change, innovation, dissemination, and knowledge utilization. The focus is the field of education, but those concerned with similar processes in other areas of social practice should also find it useful. Subject and author indices are provided to assist the user in identifying relevant works. Work on the bibliography was supported under contract #0EC-0-B-080603-4535(010), U.S. Office of Education, Bureau of Research, as ground work for a handbook for education practitioners on the subjects of change planning and knowledge utilization: A Guide to Innovation in Education (see page 22).

Special credit is due to Norman Kurland and Richard Miller for their Selected and Annotated Bibliography on the Processes of Change (New York State Education Department and the University of Kentucky, 1966) which provided the basic material for some of the earlier citations. Material drawn primarily from this secondary source is credited by the symbol: "[K6M]."

CRITERIA FOR SELECTION

We have selected references for inclusion on the following criteria:

1. general coverage of a range of topics relevant to educational change,
2. in book form, which is
3. published and available in education libraries, book stores, or by ordering from indicated sources.

For the most part we have excluded empirical studies and reports on specific research projects unless they cover a range of relevant topics, offer both research findings and implications for practice, and can be obtained as separate monographs. Hence, journal articles which do not appear in collections are not included. For a more exhaustive listing of approximately 4,000 references in this topic area see Havelock, R.G., Bibliography on Knowledge Utilization and Dissemination, Center for Research on the Utilization of Scientific Knowledge, University of Michigan, Ann Arbor, Michigan, 1968. Other extensive bibliographies are provided by Kurland and Miller, cited above; Rogers, E.M., Bibliography of Research on the Diffusion of Innovations, Department of Communications, Michigan State University, East Lansing, Michigan, 1968; and A Bibliography on the Process of Change, Melbourne, Florida: Institute for Development of Educational Activities, Inc., 1968.

FEEDBACK TO THE COMPILERS

To make this bibliography useful, complete, current, and relevant, we need feedback from users. If you try to use it, let us know how it worked out by tearing off the checklist on the back and mailing it to us.

**Topics**

- American education and technological change
- Implications of a changing occupational structure
- The administrator's private and public responsibilities
- Hierarchical impediments
- The organizational context
- Politico-economic forces in China

**Contributing Authors**

Max G. Abbott
Walter Buckingham
C. T. Hu

Meno Lovenstein
James E. McClellan
Matthew B. Miles

"Six papers are included which were given at a seminar on the change process held at Auburn University. The seminar dealt with: (1) the identifying and defining of basic forces in American society that impinge upon the educational institution, (2) the analyzing of specific implications of these forces on the educational institution, (3) the discussing of different aspects of the change process itself."

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Topics

- conceptual tools for analyzing
- groups and group methods
- democratic ethics
- discipline for leadership

Contributing Authors

George E. Axtelle  Ronald Lippitt
Alex Bavelas  Douglas McGregor
Kenneth D. Benne  Arnold Meler
Leland P. Bradford  Alice Miel
Florence Cleary  Donald Nylen
Alice Davis  R. Bruce Raup
Watson Dickerman  Paul Sheats
Paul Grabbe  B. Othanel Smith
Charles E. Hendry  Herbert A. Thelen
David H. Jenkins  Helen G. Trager
Irving Knickerbocker  Alvin Zander
Kurt Lewin

This early work on the change process in education provides valuable conceptual background on the development of planned change and its application to the field of education. It does not rely heavily on research reports but the presentations are clear and might adequately serve to orient an educator to the basic discussions. Short introductions are provided for each major topic area. There is no bibliography, but an index is provided.

This is the forerunner to Bennis, Benne, and Chin, The Planning of Change. (See numbers 3 and 4.)

Topics

- theories, strategies, and methods
- organizational change
- utilization of scientific knowledge
- application of social science
- helping relationships
- expert role
- consultant role
- defender role
- collaboration
- conflict resolution
- opinion change
- diffusion of innovations
- personal change and growth in adults
- socio-technical systems
- system models
- development models
- laboratory training
- cross-cultural training
- problem solving
- sensitivity training groups
- mental health consultation
- survey feedback
- diagnosis of organizational problems
- the confrontation meeting
- resistance to change
- influence process
- predicting the future
- utopian analysis
- manipulation of human behavior (ethics of)
- ethics in consultation
- values in social science

Contributing Authors

Chris Argyris
Louis B. Barnes
Raymond A. Bauer
Howard S. Becker
Richard Beckhard
Daniel Bell
Kenneth D. Benne
Warren G. Bennis
Max Birnbaum
Robert R. Blake
Raula H. Calder

Daniel M. Callahan
Gerald Caplan
Robert Chin
James W. Clark
Sheldon Davis
Charles K. Ferguson
Alvin W. Gouldner
Roger Harrison
Ronald G. Havelock
Richard Hopkins
Harvey A. Hornstein
Like the first edition (see # 4) this volume is the major general source on the subject of planned change in all areas of social practice, and would serve as a useful text for university courses in this area in social science departments and in various professional schools, e.g., business administration, social work, education, theology, nursing, public health. Nine tenths of the 1969 edition is entirely new material, most of it published in the mid-sixties. There is less emphasis on group dynamics and traditional social psychology, and much more on the emerging social technologies, and on knowledge utilization in planned change. A chapter by Chin and Benne offers an overview analysis of different general strategies in historical perspective.

In general, the text has greater clarity as evidenced by the more explicit topic descriptions and organization. This edition has a more accurate perspective of the current state of the field of planned change. An index is provided.
[Library of Congress Catalogue Number 61-14602] ($8.95/copy)

Topics
- theoretical bases of change
- technologies
- planning
- helping professions
- social science, scientist and policy
- human relations, human engineering
- evaluation
- values, ethics
- consultant role
- change agent role
- trainer role
- social therapy
- models and types of change process
- system linkage
- group dynamics and interpersonal relations
- conflict resolution
- force field analysis applied to school situations
- psychotherapy
- roles
- role conflict
- communities
- organizations
- power
- leadership
- influence
- attitude and opinion change
- training
- role playing
- T-groups
- resistance to change.

Contributing Authors

John Arsenian
Howard Baumgartel
Alex Bavelas
Kenneth D. Benne
Warren G. Bennis
Robert R. Blake
Leland P. Bradford
Dorwin Cartwright
Robert Chin
George S. Count
Watson Dickerman
Ralf Dohrendorf
Cora Dubois
Lawrence K. Frank
John R. P. French, Jr.
Paul Grabbe
George Geiger
Jacob W. Getzels
John C. Glidewell
Alvin W. Gouldner
Ernest Greenwood
William Gruen
Robert G. Gunderson
The authors bring together current concept-realizations of different aspects of application and change process, and tie these contributions together with extensive critical and theoretical introductions in each of the four major sections of the book: 1) the roots of planned change, 2) conceptual tools for the change-agent: social systems and change models, 3) dynamics of the influence process, and 4) programs and technologies of planned change. The problems of various professions of social practice (including teaching) have been taken into account. The information in this text can not be readily absorbed by the unsophisticated practitioner since it is heavily embedded in a social-psychological content. An index is provided.

**Topics**
- the need
- change as a concept—in cultural anthropology, rural sociology, research utilization, national development, and education
- its effects—on the classroom, local school, state departments, national agencies, and the federal government

**Contributing Authors**
- Richard H. Barbe
- Harbans Singh Bhola
- Richard A. Dershimer
- Sidney Eboch
- Roy M. Hall
- Paul C. Hayes
- Caryl J. Hobbs
- Charles Jung
- Norman D. Kurland
- Ronald Lippitt
- Robert B. Ribble
- Donald P. Sanders
- Thomas Rhys Williams

This journal issue, dedicated to planned change, gives good background on its issues and problems. Blanke's introduction lends perspective to the collection. No index or bibliography is listed, though many authors use footnotes and research data to support their arguments. (Each volume of the journal is indexed at the end of the year—by author and title.)

Would be useful to the practitioner on any level and could be used as an introduction to the topic.

Topics

- dynamics of educational change today
- historical context
- process on the local level
- role of outside institutions and organizations
- phases of instructional innovation (design, evaluation, dissemination)

- organizing to improve process of educational change
- statewide coordinated design and evaluation
- regional coordinated dissemination
- roles of existing organizations

"A study of the dynamics of instructional change in the elementary and secondary schools of New York State with recommendations for improved organization. Elicits the background of how and why they change, the dynamics of change today, and suggests solutions pertinent for New York State." [K&M]

This study is popularly cited by researchers as an analysis of the problem and as a model for planning change which might be found useful by anyone concerned with long range planning for change. It is clear and concise, has no bibliography or index.

Topics

- engineering change
- the process
- the economic necessity for change
- new designs in school construction
- the future of the computer

Contributing Authors

Ely Brandes
Don D. Bushnell
David L. Clark

Frank Jasinski
Kai Porter

"The SDC was awarded a U.S. Office of Education contract to conduct a traveling seminar in innovating school districts within various regions of the United States, and to conduct a post-seminar conference devoted to the problems of implementing tested innovations. An inter-disciplinary team of ten SDC educators, psychologists and sociologists conducted a program of on-site visitation for some 150 educators from state departments, colleges and universities, and public school districts. They visited well-established centers of innovative practices in on-going school programs in 15 school districts from four geographic regions in the country."

Topics
- educational innovation
- rate of adoption
- communication of new practices
- predictors of rate of adoption
- characteristics of innovations
- rates of diffusion

"This monograph traces portions of the life cycles of six innovations which have captured the attention of educators. Major attention is focused on the factors which bear on the varying rates of adoption and diffusion of educational innovations as revealed by research conducted among school superintendents in 107 school systems located within two states." There are many illustrative tables and figures. This volume is not readily usable by practitioners since it is embedded in a research framework. There are footnotes but no bibliography. No index."

**Topics**

- barriers
- planned change and organizational health
- directed change
- characteristics of innovators
- the place of research

**Contributing Authors**

Richard O. Carlson  
Art Gallaher, Jr.  
Matthew B. Miles

Roland J. Pellegrin  
Everett M. Rogers

These papers were originally presented at a seminar for school officials and include an emphasis on organizational and systemic factors in the process, the relevance of research to practitioners, and Rogers' description of innovators.

An integrative summary is provided, as are footnotes and references, within the individual papers. There is no master bibliography or index.

A researcher's orientation is definitely the emphasis of these papers. May not be very useful to practitioners with specific problems.

**Topics**

- curriculum, its reform and related issues
- instructional theory-building
- reorganizing the school and classroom
- change roles in education
- strategies for local school systems
- a model for action

**Contributing Authors**

Robert L. Brackenbury
Henry M. Brickell
David L. Clark
John I. Goodlad
Egon G. Guba

- Glen Heathers
- Donald A. Myers
- Ole Sand
- Robert M.W. Travers
- Elizabeth C. Wilson

Most of the essays in this volume are products of a seminar conducted by the Center for the Study of Instruction in 1965. Each of the authors approaches the topic of educational reform and the concept of change in his own particular fashion such that there is a disparity in perspective and terminology. This volume does not make for easy reading for the unsophisticated practitioner. Although there is no index, there is an annotated bibliography and a list of related publications.

**Topica**

- current state of curricular reform  
- changing tasks of the high school  
- three dimensions of curricular change  
- quantity and quality  
- effect on student maturity  
- the value of education for Americans  
- a flexible college plan  
- the liberal arts curriculum  
- teaching; need for effectiveness  
- educating to structure experience  
- the learning revolution outside educational institutions  
- training for responsible citizenry  
- faculty's goals for students  
- a commission on general education

**Contributing Authors**

Stephen K. Bailey  
Robert F. Byrnes  
Harold F. Clark  
William G. Cole  
John I Goodlad  
Sister M. Jacqueline Grennan  
Douglas H. Heath  
Stanley J. Idzerda  
William L. Kolb  
Thomas C. Mendenhall  
Lloyd S. Michael  
Richard Pearson  
Fillmore H. Sanford  
Henry Scattergood  
Gene L. Schwilck  
Sidney Sulkin  
Ellsworth Tompkins

These papers were presented at a colloquium co-sponsored by CEEB and the National Association of Secondary School Principals. They are interesting discussions of the topics listed. However, no index or bibliography is provided, and footnotes are rarely used. A good introduction summarizes the works.

Specific program recommendations are not the purpose of these papers; many of the themes are philosophical. Case material is, however, abundant. The educator may not find this source useful for efficient data retrieval, but many of the authors' ideas are thought-provoking.
The articles in this issue are clear analyses of the aspects of change listed above. Mr. Griffiths article is a report of quantitative research. The others are primarily conceptual, using research evidence in footnote references. There is an introduction.

An index for the year by author and title appears in this issue, as does a list of book reviews—which happens to be a pretty good bibliography of the basic works on planned change and innovation.
This volume deals with seven problems inherent in the application of knowledge to practice. Some of these papers view the problems of applying new knowledge to practice quite generally in the context of the broader society while others focus more sharply on strategies for implementing the utilization of knowledge in the context of educational organizations. No real attempt has been made to integrate the papers into a unified document. The book would be of use primarily to researchers and administrators, rather than to practitioners due to its technical language and its scarcity of case studies. There are many references to informative research findings. There is no general bibliography, but rather specific bibliographies following each chapter. No index.

Topics
- electronic data processing for storage and availability of research data
- role of private philanthropy in dissemination and implementation
- role of school study councils and local school districts
- role of U.S.O.E. and the state departments of education
- use of inter-institutional agencies
- use of the communications media

Contributing Authors
Ronald Campbell
David Clark
Charles R. Foster
John Gauge
Keith Goldhammer
Andrew W. Halpin
Paul B. Jacobson
Allen Kent

These papers are primarily descriptive, some review of research is included for evaluation. Each paper is followed by a transcript of the symposium discussion of the material. The collection has no integrating introduction or summary. No bibliography or index is included.

Its discussion of the roles of education-related agencies may be of particular interest to the educator. The explanation of computer uses in storage and retrieval is technical, but clear.

**Topics**
- institutional settings
- organizing research institutes
- staff recruitment and training
- dissemination
- role in innovation process

**Contributing Authors**

Henry M. Brickell
Thomas D. Clemens
N. L. Gage
Egon G. Guba
John E. Hopkins
John J. Horvat
Sam D. Sieber

This current situation in American educational research, emphasizing problems related to the delegation of research responsibilities, to the focus of much existing work, and to the ever-present shortages in resources. Previous research by the authors and others is cited on occasion, when appropriate to the discussion.

A very good summary by Guba and Horvat projects strategies for closing the gap between educational research and practice. No table of contents or index is included. Bibliography includes 64 items, covering rather thoroughly the basic references on innovation in education.

This publication's concern with the total picture of educational research limits its relevance to practitioners in any but the higher administrative levels.

Topics

- government and education
- state vs. federal power
- lobbies and legislation
- federal government and university research
- manpower development in underdeveloped countries
- planning
- learning ability
- social values
- the teacher shortage
- state and local investment
- economic productivity
- management of higher education
- roles and responsibilities
- academic quality and financial aid
- role of the liberal arts college
- graduate education
- tenure and academic freedom
- the challenge of growth

Contributing Authors

Vernon R. Alden
James E. Allen
Homer D. Babbridge, Jr.
Charles S. Benson
Bernard R. Berelsen
Clark Byse
Theodore Caplow
John B. Carroll
John Chase
James S. Coles
Herbert S. Conrad
John J. Corson
Adam Curle
Andre Daniere
John S. Dickey
Otto Eckstein
Seymour E. Harris
Francis Keppel
Charles V. Kidd
Glen A. Lloyd
Dan C. Lortie
John S. McCauley
Robert W. Merry
Rexford G. Moon
John F. Morse
Donn K. Price
Robert Rosenzweig
Elliot Richardson
John H. Stalmaker
George R. Waggoner
Eugene S. Wilson
Montagne Yudelman

Dealing primarily with issues of educational policy and management, these seminar papers were originally presented at the Harvard University Graduate School of Public Administration.

There is a substantial integrative introduction by Harris which is referenced. However, there is no index or bibliography and most authors do not use footnotes or research data.
Although policy is an issue of general interest to educators, these articles may be found more valuable by those directly involved in policy-making or changing.

Topics
- the emerging discipline, state of the art
- basic concepts and models
- social systems of knowledge transfer
- the individual
- interpersonal linkage
- knowledge flow in organizations
- organizational barriers
- linkage and linking roles
- taxonomy of knowledge flow
  - one-way and two-way media
  - strategies and tactics
- phases in change processes
  - dissemination process
  - utilization process
  - problem solving process

Contributing Authors
Mark Frohman
Alan E. Guskin
Ronald G. Havelock
Mary Havelock
Marjorie Hill
Janet C. Huber

This is a report to the Office of Education on a "comparative survey and theoretical analysis of the literature in several fields," including mental health, agriculture, medicine, public health, law, business management, and technology, and with a special emphasis on the field of education. Concepts for the analysis are drawn from social psychology, sociology, and communications science.

It includes a bibliography with about 4,000 entries. Research evidence is presented as well as theoretical concepts. The final chapter offers a synthesis and draws implications for research, development, practice, and policy related to dissemination and utilization.

Most relevant to researchers or scholars concerned with the change process in the several fields represented.

Author and subject indices are provided.

**Topics**

- establishing the linking relationships
- diagnosing the problem
- retrieving relevant knowledge
- selecting among available alternatives for innovation
- gaining acceptance of the innovation
- stabilizing change and terminating the linking relationship

This handbook is aimed at those educators who find themselves in the position of introducing innovations into school systems, i.e., filling the gap between resource and practice. It is designed to be useful for processing change at any level in education from state system to classroom. The chapter discussions are ordered to present a logical development of the change process from the point of view of the change agent in the educational setting.

There is an Introduction, a selected bibliography, an appendix of sources, and an index. Empirical cases are cited in the form of illustrative examples.

"A study of the effects of Title III of the National Defense Education Act upon the public schools in California."

A shortened version of his findings appears in a chapter by Johnson in Matthew B. Miles (ed.), *Innovation in Education*. (See number 25)

**Topics**
- redirection of change
- need for a unifying theory
- enhancing ego processes
- processes of change

**Contributing Authors**

Harry S. Broudy  
John I. Goodlad  
William G. Hollister  
Ronald Lippitt

**Topics**
- contrasting strategies
- roles and processes
- diffusion of research in agriculture and in education
- relevance of community power structure

**Contributing Authors**

- Ralph B. Kimbrough
- Herbert F. Lionberger
- Ronald Lippitt
- Kimball Wiles

These papers are generally technical analyses of "strategies" from an organizational viewpoint. They do present some case material as well as quantitative research evidence. Bibliographies are provided by Lionberger and Wiles, but none is given for the entire publication. A summary of major issues is presented. There is no index.

Topics
- orientation to planned change
- diagnostic orientations toward:
  - internal relationships
  - external relationships
- motivation of the client system
- role of the change-agent
- phases of planned change
- initiating planned change
- working toward change
- transfer and stabilization of change
- the training of change agents

The fundamental ideas of this volume are centered around such terms as change agent, client system, change forces, resistance forces, phases of change and methods of change. It is a comparative study of the principles and techniques used by various professional agents concerned with change. Though there are no definitive answers, this book is suggested reading for anyone, practitioner as well as researcher, interested in the process of planned change and in the various roles of the change agent. The bibliography is sectioned according to major topic areas. An index is provided.

[Library of Congress Catalogue Number 66-19580]

**Topics**

- models of and ideas about change
- the role of the advocate
- a sociological consideration of acceptance
- leader characteristics for the promotion of change
- diffusion research in rural sociology and its relation to the field of education
- innovations in the air force
- the role of the media
- generalizations about educational change
- the role of new media in state organization
- the role of newer media in planned change

**Contributing Authors**

- Henry Brickell
- Robert Chin
- Wayman Crow
- Jack Edling
- Art Gallagher
- Herbert Lionberger
- Wesley C. Melerhenry
- Matthew B. Miles
- Gabriel Oflesh
- Truman Pierce

**Reactors**

- C. Ray Carpenter
- George Gerbner
- Charles F. Hoban
- Kenneth D. Norberg
- Robert W. Wagner
- Paul Wendt

These symposium papers were presented from several different fields and express viewpoints from both theory and practice. Thus, they are loosely linked by "education" and "media," though the variety of approaches to these topics is interesting.

Use of bibliographic citation varies among the authors proportionately with their concern for research data. A brief introduction explains the rationale of coordination of the presentations. There is no index.

These papers provide interesting information to educators about media, their problems and potentialities, but it is not in a format that facilitates retrieval of specific data.

**Topics**

- summary and critique of existing research
- needed research on utilization
- needed research within educational organizations
- innovative research methods
- implications for practice

**Contributing Authors**

Richard O. Carlson  
Ronald G. Havelock  
Neml Jain  
Nan Lin  
Ronald Lippitt  
Richard I. Miller  
Everett M. Rogers

These papers are primarily conceptual or interpretative summaries with the exception of Nan Lin's contribution on research methods, which is a report of his work. There is an Introduction, but no index. Bibliographies are presented with each paper.

The focus on research evaluation and on research goals suggests this publication's relevance to practitioners involved in planning for change.

Topics

- nature of educational innovation
- small scale administrative change
- collaboration in teaching and learning
- Utopia and rebellion
- Title III and educational change
- Innovation at the state level
- technologies
- programmed instruction
- innovation of classroom mental health practices
- resistance to adoption of audio-visual aids
- educational innovation from the Institute of Administrative Research
- school superintendents and modern math
- experimental program in medical education
- progress report on the teaching of reading
- curricular change
- administrative theory and change in organization
- temporary systems
- support of educational innovation
- educational innovation and the masses
- structural features of American education

Contributing Authors

Part I. Case Studies

M. S. Atwood
Jan E. Clee
Richard Colvard
Thomas H. Elliot
Donald C. Flesche
Louis Forsdale
Leo S. Goldstein
Lassar G. Gotkin
Donald W. Johnson
Paul E. Marsh
Nicholas A. Masters
James B. Reswick

Part II. Research and Theory

Allen H. Barton
Richard O. Carlson
Gerhard Eichholz
Robert S. Fox
Daniel E. Griffiths
Patricia Kendall
Ronald Lippitt
Gordon Mackenzie
Matthew Miles
Paul R. Mort
Everett M. Rogers
David E. Wilder
Miles, M.B., *Innovation in Education*.

**Part III. The American Educational System**

Theodore Brameld  
Henry M. Brickell  
James M. Cass  
John H. Fischer  
Frank G. Jennings  
Joseph C. Kiger  
Martin Mayer  
Matthew B. Miles  
Sloan R. Wayland  
Benjamin C. Willis

"In this volume, change processes are given close study by an assembly of persons—educators, sociologists, psychologists, writers—who have worked in the midst of educational change. They deal with a wide range of questions: what causes resistance to change? Why is a particular strategy of innovation so effective? What principles can be used to plan and guide educational change efforts? The volume begins with a general introduction on the nature of educational innovation. In the book's first section, nine case studies illuminate what happened when specific innovations were introduced. Each case is analyzed to uncover the underlying factors which determined success or failure. A second major part of the book presents nine separate studies of research and theory in educational innovation. A third section is devoted to studies of the American educational system as a setting for change. In conclusion, the generalizations about educational innovation made in the book are reviewed and discussed." This volume would be equally valuable to both researchers and practitioners. Research findings are well referenced with bibliographic information and the index provides easy access to particular areas the reader may wish to investigate.

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Topics

- current developments
- human relations
- sociological perspectives
- early childhood education
- political realities
- needed research and development

Contributing Authors

- David A. Booth
- Robert Chin
- C. Milton Coughenour
- Albert J. Lott
- Richard Miller

These papers presented at a conference for elementary school principals exemplify one valid approach to defining the problem of change in education. No summarizing section is included, but a 23 item selected bibliography is provided as are references from the individual chapters.

Most of the presentations are quite scholarly and would be most useful as resources for the research-oriented educator. No Index is given.

Topics

- background on the Elementary and Secondary Education Act of 1965 (Title III)
- curriculum development
- community participation
- rural schools
- urban and metropolitan schools – civil rights
- role of the state
- individualized instruction
- pupil personnel services
- the gifted and the disadvantaged
- handicapped students
- the arts and cultural enrichment
- the sciences
- educational facilities
- teacher education
- evaluation
- educational technology
- computer technology

Contributing Authors

William H. Alexander
George E. Bair
Paul F. Brandwein
Don D. Bushness
Howard Conant
Don Davies
Elliot W. Eisner
James D. Finn
Harold B. Gores
Egon G. Guba

Glen Heathers
Arthur A. Hitchcock
Samuel A. Kirk
Norman D. Kurland
A. Harry Passow
Thomas F. Pettigrew
Everett M. Rogers
Ira J. Singer
Harold Spears
Hilda Taba

These papers were presented before the U.S. Senate Subcommittee on Education. The first section is the study report of Richard I. Miller's research on ESEA Title III in its first year. The other papers are by consultants in areas which dominated Title III funding to that time. Summaries of the recommendations in both sections are provided.

The analyses are stimulating, quite informative, and not too technical. However, there is no index or bibliography.

**Topics**
- overview of educational change
- change at the elementary level
- change at the secondary level
- role of local school systems in change
- effects of outside funds on school districts
- role of State Education Department in change
- process of change in educational TV
- summer elementary school for underachievers
- new math in elementary school
- case study of educational innovation
- the teacher as innovator
- curriculum change

**Contributing Authors**

William H. Alexander  
Robert H. Anderson  
Walland Bessent  
Henry H. Brickell  
Evelyn Carswell  
Ruth E. Chadwick  
Robert Chin  
Ann R. Edson  
Richard A. Gibboney  
Glen Heathers  
Ronald Lippitt  
Richard I. Miller  
Hollis A. Moore  
Jack W. Pattyson  
Ruth W. Radcliffe  
J. Lloyd Trump  
Harold E. Wigren  
Raymond A. Wilkie

"This book may serve school administrators and state department officials interested in the process of innovating, especially with respect to team teaching and non-gradedness." It should also interest those planning graduate courses in education. Specialists in educational change may find some chapters quite interesting. A balance has been sought between theoretical and research aspects of change and those relating more directly to actual situations through case studies. Miller begins with an overview of educational change and ends with some very lucid observations and suggestions on this topic. There are many figures and diagrams to illustrate concepts discussed in the text. There is an appendix which lists some of the ongoing activities across the United States that are being directed toward educational change. There is no formal bibliography and no index."
The first section of this issue is devoted to conceptual analyses of change in schools. The second contains descriptions of types of changes (e.g., curriculum) or of specific innovations (e.g., flexible scheduling) followed by lists of high schools attempting that change and a description of the program of each.

No summary, index, bibliography or footnotes are provided, but if the innovation is relevant, contact with a school that has already adopted it might be very useful.

Topics
- current picture in the United States
- types of strategies
- R and D Centers in the United States
- curriculum reform (England)
- aspect of social change (Quebec)
- problems and issues in implementing
- relationship to the social sciences
- concepts, structure, and program of OISE

Contributing Authors
- Daniel E. Berlyne
- S.C.T. Clarke
- W. G. Fleming
- George E. Flower
- Burkhardt Holzner
- R.W.B. Jackson
- R. S. MacArthur
- David Muirroe
- Ewald B. Nyquist
- K. V. Parkhurst
- Kenneth F. Preuter
- Sam Sieber
- Philip Taylor

These papers, along with the reactions to them and group discussions, were part of the first anniversary conference of OISE. Authors often use case examples from experience, but no quantitative research is reported. A 17-item bibliography on R and D Centers is provided, but there is no footnoting, index summary, or other bibliography. The description of the Ontario plan is unfortunately, but excusably, vague.

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**Topics**

- Introduction to diffusion of innovations
- Traditions of research on diffusion
- Culture, norms and diffusion
- The adoption process
- Characteristics of the innovation
- Adopter categories
- Innovators as deviants
- Opinion leaders and the flow of ideas
- Role of the change agent
- Predicting innovativeness
- Toward a theory of diffusion and adoption of innovations

The author reviews more than 600 publications principally in sociology, but also in such fields as anthropology, economics, education, speech, industrial engineering and history. The innovations studied range from hybrid corn and 2,4D weed spray among farmers to antibiotic drugs among doctors from land axes among primitives to new manufacturing techniques among industrial firms. Findings in these areas are synthesized into an intelligent discussion on the nature of the spread and adoption of innovations. Rogers begins with a brief introduction on the topic and concludes with some generalizations in the form of one-liner statements and hypothesis on the nature of diffusion. Each section contains a concise summary section. The comprehensive bibliography is subdivided into general and diffusion research studies. An index is provided. Although this book is not aimed at the educational practitioner, it remains an interesting extra curricular piece of reading material in terms of its perspective on the spread of innovation.

Topics

- overview of the elements of diffusion
- emerging diffusion research traditions: the middle range analysis
- the diffusion decision process
- perceived attributes of innovations and their rate of adoption
- adopter categories
- opinion leadership and the multistep flow of ideas
- the change agent
- communication channels
- collective innovation decisions
- authority innovation decisions and organizational change
- consequences of innovations
- generalizations about the diffusion of innovations

This new book is the second edition of Rogers' Diffusion of Innovations. The author's stated theme in this revision is that 'social change is an effect of communication'.

Rogers' approach in this book breaks from traditional diffusion research (including his own) which has always emphasized the individual adopter of innovations. Here his focus is on the informal social group and the formally organized system, assessing their influence on the adoption behavior of their members. In doing so, he achieves the important integrative objective of relating the concepts and theories of diffusion research to those of organizational change.

This edition also contains a substantial bibliography, but does not have a subject index. Nevertheless, because of its focus on relevant organizational issues, Communication of Innovations will probably be more directly valuable to the educational practitioner than the first edition was.

**Topics**

- dynamics of the adaptation process
- factors influencing school system adaptability
- adapter characteristics

This book reviews studies of the adaptation process in school systems from the 1930's through 1957. They were primarily the work of Paul Mort.

"A source book drawing together the results of more than 150 individual studies related to the question of why and how schools improved." [K&M]

**Topics**

- recent and projected technological developments (Instructional media, simulation and games, programmed instruction and teaching machines)
- impact on school systems (economic, social organization, physical plant)
- impact on other aspects of American education (higher education, adult education)
- implications for society

**Contributing Authors**

- Neal Balanoff
- Bruce J. Biddle
- Nelson M. Foote
- Morris Janowitz
- Malcolm S. Knowles
- Charles F. Lehmann
- Henry F. McCusker, Jr.
- H. J. McKeachie
- James A. Robinson
- Peter H. Rossi
- Philip H. Sorensen
- David Street
- Lawrence M. Stoluwow
- Martin Trow

These papers review quantitative research in media usage for the prediction and prescription of the future of educational media. The editors' introduction provides an overview of the topics, and an orientation to the issues involved in the utilization of media for education.

The book would be a useful reference for educators in evaluating media policies or programs. The bibliography, containing approximately 300 items, includes numerous reports of experimental and empirical research on specific media and media usages. An index is provided.
Topics

- value climates and arrangements for research
- recruitment policies, joint arrangements with other departments,
  and substantive areas of research
- research units in schools of education
- research directorship
- relations with service
- career training

This report of a study conducted among administrators of educational research units is lengthy and rather technical. However, it is an interesting analysis of leadership and its influences on educational research in the university setting.

The report contains no index or bibliography and is probably of limited value to educational practitioners in general. It would be most informative to policy makers in educational research or professional training programs.
This contains a number of papers on the current state and issues in equal opportunity in education. Many have provided lists of references. However, there is no index, bibliography, or attempts to summarize.

Many of the papers are thorough reports of case experience in schools and should be informative and helpful to educators. However, the format and level of discussion varies greatly among the presentations and it would be difficult to direct readers to those sections most relevant to their needs.

**Topics**

- the nature of COPED
- schools viewed as systems
- socialization
- organizational development
- orientation and strategy for changing school systems
- the role of the trainer change-agent

**Contributing Authors**

Paul C. Buchanan  
Robert Fox  
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Ronald Lipplitt  
Dorothy Mial  
Matthew B. Miles  
Goodwin Watson

This volume is one of 2 volumes produced by COPED for "the exploratory development of models of planned change in education." The attention is focused on the properties and processes of schools and on strategies intended to test and develop the core ideas of the COPED program. There is no index, yet the bibliography material at the end of many chapters may be quite valuable for the practitioner. There are many useful references to case studies throughout this book. However, the information is presented in a scholarly fashion as opposed to a more practitioner-oriented form.
This book is one of 2 volumes produced by COPED for "the exploratory development of models of planned change in education." It attempts to develop the core ideas about planned change with emphasis on resistance to innovation and strategies for planned change. No index is provided, yet many of the chapters contain bibliographies which may prove helpful. The information in this volume is aimed primarily at the scholar studying the change process rather than the practitioner.

**Topics**

- preparation for change  
- adoption process  
- diffusion process  
- characteristics of innovation  
- personnel administration  
- barriers to change  
- strategy for change

Woods describes the process of planned change from the point of view of the school superintendent. It is presented in a style that is very easy to comprehend, yet despite its simplicity it is a complete description of the change process. There is no index, yet the bibliography is geared specifically to the practitioner. There are many references to quantitative research studies. The concluding chapter consists of a series of one-liners which summarize the points made throughout the monograph, which may be used as a framework for change plans.
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