THIS BIBLIOGRAPHY IS INTENDED TO PROVIDE RAPID, PRELIMINARY ACCESS FROM SEVERAL BROAD, SOCIAL SCIENTIFIC PERSPECTIVES TO LITERATURE ON EDUCATIONAL INNOVATION. ENTRIES ARE DIVIDED INTO FIVE CATEGORIES--(1) SOCIAL STRUCTURE, SOCIAL PSYCHOLOGY, AND SOCIAL ORGANIZATION, (2) SOCIAL STRUCTURE, SOCIAL PSYCHOLOGY, AND SOCIAL ORGANIZATION IN EDUCATION, (3) INNOVATION AND CHANGE IN SOCIAL STRUCTURE, SOCIAL PSYCHOLOGY, AND SOCIAL ORGANIZATION, (4) INNOVATION AND CHANGE IN EDUCATION, AND (5) BIBLIOGRAPHIES. SOME OF THE CITATIONS ARE ABSTRACTED. THIS DOCUMENT IS ALSO AVAILABLE FROM PUBLICATIONS DEPARTMENT, CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR $0.25, MIMEOGRAPH. (HW)
BIBLIOGRAPHY ON ORGANIZATION AND INNOVATION

by

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BIBLIOGRAPHY ON ORGANIZATION AND INNOVATION

This bibliography on "Innovation" is divided into five main categories:

(A) Social Structure, Social Psychology, and Social Organization.

(B) Social Structure, Social Psychology, and Social Organization in Education.

(C) Innovation and Change in Social Structure, Social Psychology, and Social Organization.

(D) Innovation and Change in Education.

(E) Bibliographies

The purpose of the bibliography is to provide rapid, preliminary access to "the literature" on educational innovation from several broad, social scientific perspectives. Sources for compilation included: (1) Bibliography on Innovation, (Runkel, May 1967); (2) Bibliography on Innovation in Educational Organizations, (ERIC); (3) Selected Bibliography on Succession in Complex Organizations (Thiemann); (4) The American Sociological Review, (Volumes 1 to 32); (5) The American Journal of Sociology (Volumes 1 to 73); (6) Sociological Abstracts (Volumes 12 to 15); and (7) nonsystematic contributions of the bibliographers and other members of the innovations program gleaned from various exposure to the literature.

We wish to emphasize the preliminary nature of this bibliography. We have attempted to handle the citations as uniformly as possible, but many still display the differences that belie their disparate sources. We have not attempted a completely uniform presentation so that the coverage may be made available as quickly as possible.
Some of the citations are abstracted. It is possible to add the abstracts of the other articles in future up-datings of the bibliography. If the members of the innovations program abstract any articles or books (both those included here, or new ones) we request that a copy be made available to the bibliographers. We will continue to get abstracts from ERIC.

The bibliography will be updated periodically. There is a card file in the CASEA library with a special section for the citation of new books, monographs, and papers. If you have something you wish to add to the bibliography, or if you need the latest material refer to this file.

In its present form the bibliography will probably not be a useful tool for a specific research project. It is an attempt to compile literature of interest to all members of the Innovations program. Its application as a research tool will require that the project members decide what literature is of interest to them. After such a decision has been made, the numbers of the needed articles should be given to the bibliographers and a bibliography containing only those citations will be constructed. By utilizing the MT/ST, the process of typing the bibliographies for specific research use will be considerably shortened.

Michael Stuart
Charles Dudley
November 28, 1967

A successful change in top-executive behavior is described in this book. It marks the first time that interpersonal relations theory and laboratory education have been conceptually integrated. It also presents the first known model that attempts to relate interpersonal competence and organizational effectiveness. The model developed is used as a basis for diagnosing organizational effectiveness, for planning the change program, for administering the program, and for evaluating its effectiveness. Contains an independent evaluation by Roger Harrison.


Discusses measures of input (human, economic, and physical), measures of output (physical, service performance, effects on public, effects on members, decision), environmental variables, social structure variables, attitudes, and activities.

Call No.


Summaries of papers by Janet Abu-Lughod, Bennett Berger, Allan Blackman, Daniel Carson, B. L. Driver, Maynard Hufschmidt, Richard Meier. Papers prepared as the basis of a report by the Center for Planning and Development Research at the University of California, Berkeley, to the 1966 annual meeting of the American Institute of Planners, a report sponsored by the U. S. Public Health Service.


An operational definition of universalism-particularism is suggested that distinguishes this pair of concepts from the other pattern variables and pertains to social structures of role relations rather than to personality dispositions or to cultural symbols. Whether universalistic or particularistic standards govern the orientations of a group of people toward one another is inferred from the pattern of distribution of these orientations. The development of such empirical procedures for operationalizing Parsons' abstract concept is a first step in translating his theoretical framework into a substantive theory of social structure.
autonomous work groups, which goes far towards solving the problems of worker motivation, participation, and power equalization.


Laboratory training has roots in the blending of research and action. Application interest took precedence in its early development, and the present need is to advance scientific knowledge of training processes and outcomes. Recent studies toward an empirical foundation for training theory are reviewed. Data are presented from a study of perceived behavior changes one year after participation in training. Participants are seen by co-workers as increasing significantly more than controls in cognitive openness, behavioral skill, and understanding of social processes. Long-range changes are correlated with learning measures at time of training.

The clear evidence for the impact of laboratory methods for some subjects must be followed by further inquiry which will explicate processes and conditions.


A-27 Cohen, A. M. and W. G. Bemis. CONTINUITY OF LEADERSHIP IN

The need for more knowledge and understanding of science is discussed as well as issues connected with it on the part of citizens whose opinions and votes influence local politics, as exemplified by the conflict over fluoridation.


Analyzes critically theories making imitation fundamental process in social organization. (theoretical)


Proposes a model for social change based on accumulation rather than differentiation of functions in a unit. (theoretical)

A-35 Fiedler, Fred E. THE CONTINGENCY MODEL: A THEORY OF LEADERSHIP EFFECTIVENESS. In Harold Proshansky and Bernard Seidenberg
Call No.


A-42 Gouldner, A. W. COSMOPOLITANS AND LOCALS: TOWARD AN ANALYSIS OF LATENT SOCIAL ROLES: II. Administrative Science Quarterly, 1957, 2, 444-480. (b)


A-47 Guetzkow, Harold. CONVERSION BARRIERS IN USING THE SOCIAL
Hamblin, Robert L. LEADERSHIP AND CRISES. Sociometry, 1958, 21, 322-325.

Hall, Jay and Martha S. Williams. THE EFFECTS OF LABORATORY TRAINING AND IMPROVED GROUP PROCESS ON THE DECISION-MAKING PERFORMANCE OF COLLEGE, MANAGEMENT, AND NEUROPSYCHIATRIC GROUPS. Unpub. paper, Southwest Center for Law and the Behavioral Sciences, University of Texas School of Law, Austin, no date (latest reference given in the paper is 1964).

A semi-laboratory study of the effectiveness of group-dynamics training, with a design much better than most.


Describes the ways certain emotional needs of individuals can combine with those of others in groups so as to help or hinder the work of the group.


Hickson finds that dozens of writers on organization structure put a great deal of attention on the specificity of role prescription. Hickson says that Weber, Taylor, and others assert that when roles in an organization show high specificity, confusion is reduced. Likert, McGregor, Argyris, and others claim that lower specificity of role prescription
is more motivating than higher specificity. Bennis, Burns and Stalker, and others believe that lower specificity gives rise to more innovation. Presthus and others find lower specificity producing anxiety, and Crozier, Litwak, and others assert that lower specificity produces power conflicts.

Hickson proposes some hypotheses, including: "...if innovation is associated with low specificity, then the underlying individual creativity must not only survive conditions of anxiety and power conflict but even derive stimulation from them."

Compare Bucklow.


A-62 Katz, Daniel and Robert L. Kahn. THE SOCIAL PSYCHOLOGY OF

This study indicates how research on mass communications has directed the attention of students of urban communication to rural sociology, and the relevance that each field may have for the other.


A sequel to New patterns of management, this book describes more fully the nature of the complex and effective theory of management called "system 4" and analyzes its greater capacity for the achievement of more favorable productivity, costs and earnings.


Intended for persons concerned with the problems of organizing human resources and activity and written especially
Call No.

for those actively engaged in management and supervision. The focus is largely on the problems of business enterprises. The book presents a newer theory of organization based on the management principles and practices of managers who are achieving the best results in American business and government. For review see Chris Argyris in Contemporary Psychology, 1962, 7, 249-250.


An examination of the interpersonal communicative network of farmers in two rural communities is undertaken. Factors were sought that might have influenced transfer of information from sources outside the network to individuals within. Significance of these features for message transfer from various information sources outside of the network was assessed.


Two factor structures show cross-cultural generality: the Carter three-factor structure of individual prominence, aiding group attainment and sociability; and the Leary two-factor formulation of power and affiliation.


A-77 McGregor, Douglas. THE HUMAN SIDE OF ENTERPRISE. New York:
Call No.


Deals with policies and practices in the management of human resources in business and industrial organization, examining them in the light of current social science knowledge about human nature and behavior. Two important suppositions form the basis of this material: Theory X -- The assumptions upon which traditional organizations are based and which appear inadequate for the full utilization of human potentialities. Theory Y -- The assumptions consistent with current research knowledge which could lead to higher motivation and greater realization of both individual and organizational goals.


"McGregor wrote the most original and seminal book (The Human Side of Enterprise) on industrial psychology in the past two decades. The Professional Manager is a major step ahead of that book in linking behavioral concepts to organization behavior and showing how a Theory Y organization may be developed through appropriate managerial intervention and understanding. McGregor's book is unique because it is a personal statement about the nature of managerial leadership and how it can optimize organizational goals to individual needs. No one writing today has the empathy and understanding of psychology and the enterprise as had McGregor." -- Warren Bennis.


This paper is meant as a contribution to the revival and extension of evolutionary thinking in sociology. It begins
with the conception that in the evolution of living systems generally, certain new developments have greatly increased the adaptive capacity of the system, so much that without them further major developmental steps would be blocked, though survival in a "niche" is possible and frequent. For organic evolution the conception is illustrated by the cases of vision and the human hands and brain. The body of the paper is devoted to six cases at the social level. The first two are differentiation on the basis of a scale of stratification and the development of patterns of cultural legitimation independent of the social structure, both of which are important in the transition from primitive social conditions to those of the "archaic" civilizations. The remaining four cases are—in order of treatment—bureaucratic organization, money and markets, a universalistic legal system, and the democratic association in both governmental and private forms. These four, taken together, are fundamental to the structure of the modern type of society, though each is highly complex and subject to a whole series of developmental stages.


An understanding of organization behavior requires close examination of the goals of the organization reflected in operating policies. To reach a first approximation of operative goals, a scheme is proposed which links technology and growth stages to major task areas—capital, legitimation, skills, and coordination—which predict to power structure and thence to limits and range of operative goals. The major illustration of the utility of the scheme is provided by voluntary general hospitals; other voluntary and non-voluntary service organizations are discussed, in these terms, as well as profit-making organizations.


Complex organizations are conceptualized in terms of their technologies, or the work done on raw materials. Two aspects of technology vary independently: the number of exceptions that must be handled, and the degree to which search is an analyzable or unanalyzable procedure. If there is a large number of exceptions and search is not logical and analytic, the technology is described as nonroutine. Few exceptions and analyzable search procedures describe a routine technology. Two other types result from other combinations—craft and engineering technologies. Task structures vary
with the technology utilized, and are analyzed in terms of control and coordination and three levels of management. Social structure in turn is related to technology and task structure. Finally, the variations in the three types of goals are weakly related to the preceding variables in this conceptualization. The perspective provides a basis for comparing organizations which avoids many problems found in other schemes utilizing structure, function or goals as the basis for comparison. Furthermore, it allows one to selectively utilize competing organizational theories once it is understood that their relevance is restricted to organizations with specific kinds of technologies. The scheme makes apparent some errors in present efforts to compare organizations.


A-86 Reissman, L. A STUDY OF ROLE CONCEPTIONS IN BUREAUCRACY. Social Forces, 1949, 27, 305-310.


Tests one form of the hypothesis that being in a densely connected sub-group magnifies the relation between attraction and communication.


A-92 Schein, Edgar H. and Warren G. Bennis. PERSONAL AND ORGANIZATIONAL


"...an analysis of public school teaching staffs as variations of primary groups.... Several dimensions of the primary group were treated as attributes of school staffs in defining crucial tasks of teaching and relating them to peer influence."


This discussion views planning with skepticism, with the main burden of the argument revolving around the ambiguities and dilemmas arising from efforts to make educational policy depend upon non-educational ends.


The usefulness of having an "educational engineer" to bridge the gap between research and practice is discussed, along with something about how he might operate.


B-5  Aubert, V. and Haldorsen, Gerthe, and Tiller. THE ATTITUDES OF TEACHERS TOWARD OCCUPATIONAL ROLES AND EDUCATIONAL PROBLEMS. Norsk Pedagogisk Tidsskrift, 1956, 40, 81-114.

B-6  Aubert, V. and Torgersen, Tangen, Lindbakk, and Polan. ACADEMIC PROFESSIONS IN NORWEGIAN SOCIAL STRUCTURE. Tidsskrift for Samfunnsforskning, 1960, 1, 135-204.


In some ways, an organization like a school offers the same number of opportunities no matter how large it is; for
example, there can be only one president of the senior class. In other ways, the larger organization offers more other people with whom each person might interact. This book examines the effects of these complications on the ways the individual can fit into the life of the organization.


This investigation of the capacity for change on the college level established new findings as well as provided grounds for believing that the research on adaptability of public school systems has analogous application to state teachers colleges, and probably to all institutions of higher learning.


B-16 Bellack, Arno A. and J. R. Davitz in collaboration with H. M.

B-17 Biber, Barbara and Claudia Lewis. AN EXPERIMENTAL STUDY OF WHAT YOUNG SCHOOL CHILDREN EXPECT OF THEIR TEACHERS. Genetic Psychology Monographs, 1949, 40, 3-97.


B-23 Bird, Grace E. PUPILS' ESTIMATES OF TEACHERS. Journal of Educational Psychology, 1917, 8, 35-40.


B-27 Borg, W. R. and J. A. Silvester. PLAYING THE PRINCIPAL'S ROLE.


B-36 Champlin, D. ATTRIBUTES DESIRED IN COLLEGE INSTRUCTORS. School and Society, 1931, 33, 89-90.

B-37 Chansky, N. M. THE ATTITUDES STUDENTS ASSIGN TO THEIR TEACHER. Journal of Educational Psychology, 1958, 49, 13-16.


B-39 Charters, W. W., Jr. SOCIAL CLASS ANALYSIS AND THE CONTROL OF
Call No.


B-43 Clinton, R. J. QUALITIES COLLEGE STUDENTS DESIRE IN COLLEGE INSTRUCTORS. School and Society, 1930, 32, 702.


B-50 Corey, S. M. ATTITUDES TOWARD TEACHING AND PROFESSIONAL TRAINING. Educational Administration and Supervision, 1937, 23,
He studied the relation of various organizational characteristics such as centralization, standardization, complexity, specialization, etc. to amount and kind of conflict. He also measures distribution of influence, esteem, and friendship patterns in the formal structure.


Dahling, Randall: see Wilbur Schramm.


Daw, Robert W. and N. L. Gage. EFFECT OF FEEDBACK FROM TEACHERS TO PRINCIPALS. Journal of Educational Psychology, in press.

Each member of an experimental group of 151 elementary school principals was given feedback concerning his teachers' ratings of their actual and ideal principals on 12 behaviors. These principals were subsequently found to differ significantly, in the direction of the teachers' preferences, from 143 principals in a control group. Initial differences in
ratings were controlled by analysis of covariance. A second, non-pretested control group did not differ from the pretested control group; hence the pretest itself did not produce the effect; the difference between experimental and control groups was attributable to the feedback itself. Two intervals between feedback and second rating, two forms of feedback, the principal's age and experience, and the sequence and direction of the rating-scale items were found to be non-significantly related to the effect of the feedback. The results suggest that feedback of this kind improves the behavior of elementary school principals.


B-67 Fishburn, C. E. TEACHER ROLE PERCEPTION IN THE SECONDARY SCHOOL.
Call No.


B-70 Fraser, Dorothy M. CURRENT CURRICULUM STUDIES IN ACADEMIC SUBJECTS. Washington: National Education Association, 1962.


B-78 Getzels, J. W. and E. G. Guba. THE STRUCTURE OF ROLES AND ROLE
CONFLICT IN THE TEACHING SITUATION. *Journal of Educational Sociology*, 1955, 29, 30-40. (b)


A case study of the introduction and management of change in the Jackson County schools, developed to serve as a case study in the preparation and in-service education of school administrators.


For review, see Ruth E. Hartley in *Contemporary Psychology*, 1958, 3, 170-171.


B-88 Gronlund, N. E. *THE GENERAL ABILITY TO JUDGE SOCIOMETRIC STATUS: ELEMENTARY STUDENT TEACHER'S SOCIOMETRIC PERCEPTIONS OF
CLASSMATES AND PUPILS. Journal of Educational Psychology, 1956, 47, 147-157. (b)

B-89 Gronlund, N. E. GENERALITY OF TEACHERS' SOCIOMETRIC PERCEPTIONS: RELATIVE JUDGMENT ACCURACY ON SEVERAL SOCIOMETRIC CRITERIA. Journal of Educational Psychology, 1956, 47, 25-31. (a)


Explores the problems of consensus on role definition, conformity to expectations, and role conflict resolution -- central problems of role analysis. It represents the first major effort to: develop a family of role concepts that can be used in the several sciences; examine the impact of consensus on role definition on the functioning of social systems; bring role theory to bear upon the study of an occupation; study consensus on role definition empirically; and develop and test a theory of role conflict resolution.


For review, see D. W. Lewit in Contemporary Psychology, 1959, 4, 106-107.

See also: Role conflict and its resolution. In Eleanor

B-93 Grossack, M. M. EFFECTS OF VARIATIONS IN TEACHER ROLE BEHAVIOR ON STUDENT-TEACHER RELATIONSHIP. Journal of Educational Psychology, 1955, 46, 433-436.


B-98 Halpin, Andrew W. and Don B. Croft. THE ORGANIZATIONAL CLIMATE OF SCHOOLS. St. Louis: Washington University, 1962. (USOE Contract No. SAE 543(8639)).


This volume analyzes economic, political, and social development from the perspective of the education, training, and energizing of human resources. The authors present a generalized concept of human resource development, outlining a "logical" strategy for human resource development within the context of prevailing economic and political pressures or imperatives.

B-100 Harrell, Thomas W.: see Wilbur Schramm.


B-112 Joyce, Bruce. STRATEGIES FOR ELEMENTARY SOCIAL SCIENCE EDUCATION.
Call No.  


A program developed to help children in the elementary school designed as "in-betweens" to make a better socio-emotional adjustment in the public school setting.


A model is developed which views the school as an organization where diversification is perpetuated as well as harnessed; this contrasts with traditional models of complex organizations, which tend to emphasize amalgamation processes. Specific spheres of structured autonomy are outlined. They are claimed to be based on functional necessities and are structurally incorporated into sociological positions within the organization.

B-116 Katz, Elihu: see Wilbur Schramm.

B-117 Keighin, Mary A. THORNBURN TEACHERS RATED ON THEIR OWN TERMS. Clearing House, 1948, 23, 82-83.


The book is designed to apprise educational leaders as to what is currently known about policy decision-making process as it exists at the local district level.


B-120 Klemer, Donald. A SCHOOL FOR ADMINISTRATORS. Bulletin of


Analysis is made of reasons for the failure of school district referendums. Based upon interviews with key residents of a number of such districts, it interprets local feelings from an intimate fact-to-face collection of data.

B-131 MacDonald, M. E. STUDENTS' OPINIONS AS REGARDS DESIRABLE AND UNDESIRABLE QUALIFICATIONS AND PRACTICES OF THEIR TEACHERS IN TEACHER-TRAINING INSTITUTIONS. Educational Administration and Supervision, 1931, 17, 139-146.

B-132 McIntyre, K. E. AN EXPERIMENT IN RECRUITING AND SELECTING LEADERS FOR EDUCATION. Austin, Texas: University of Texas, Southwest School Administration Center, 1956.

A good account of a debacle.

B-133 Meierhenry, W. C. A CRITERION PAPER ON PARAMETERS OF EDUCATION. Paper presented for the Conference on Strategies for Educational Change, sponsored by the Ohio State University. Unpub. MS. Lincoln, Nebraska: Teachers College, University of Nebraska, 1965.

Boundaries and limits of the field of educational innovations are defined as well as a number of variables in the spread of innovations in other fields as related to the educational field.


B-138 Manwiller, L. V. EXPECTATIONS REGARDING TEACHERS. Journal


B-149 Phillips, B. N. COMMUNITY CONTROL OF TEACHER BEHAVIOR. Journal


B-158 RESEARCH UTILIZATION COMMITTEE, AMERICAN EDUCATION RESEARCH ASSOCIATION. Unpub. MS. (no date). Washington, D. C.

Working papers distributed by the Committee:

Some propositions on research utilization in education

Roles in research utilization

A comparative analysis of the research utilization process

Training for research utilization -- Matthew B. Miles
B-159  Rice, Arthur H. WHAT SCHOOLMEN FACE: MORE STATUS, LESS SECURITY. 
Nations Schools, 1964, 73, 16.

B-160  Richey, R. W. and W. H. Fox. HOW DO TEACHERS COMPARE WITH OTHER 
COMMUNITY MEMBERS? Educational Research Bulletin, 1948, 
27, 238-241, 247-248.

B-161  Robbins, Florence G. STUDENT REACTIONS TO TEACHER PERSONALITY 
TRAITS. Educational Administration and Supervision, 1944, 
30, 241-246.

B-162  Rogers, Dorothy. IMPLICATIONS OF VIEWS CONCERNING THE "TYPICAL" 
SCHOOL TEACHER. Journal of Educational Sociology, 1950, 
23, 482-487.

B-163  Rogers, Dorothy. A STUDY OF THE REACTIONS OF FORTY MEN TO 
TEACHING IN THE ELEMENTARY SCHOOL. Journal of Educational 
Sociology, 1953, 27, 24-35.

B-164  Rogers, Everett M.: see Wilbur Schramm.

B-165  Rosencrantz, H. A. and B. J. Biddle. THE ROLE APPROACH TO 
TEACHER COMPETENCE EVALUATION. In B. J. Biddle and W. J. 
Ellena (Eds.), Contemporary Research on Teacher Effectiveness. 

B-166  Ryans, D. G. CHARACTERISTICS OF TEACHERS, THEIR DESCRIPTION, 
COMPARISON, AND APPRAISAL: A RESEARCH STUDY. Washington: 

B-167  Ryans, D. G. INVENTORY ESTIMATED TEACHER CHARACTERISTICS AS 
COVARIANTS OF OBSERVER ASSESSED PUPIL BEHAVIOR. Journal 
of Educational Psychology, 1961, 52, 91-97.

B-168  Schramm, Wilbur. PROGRAMMED INSTRUCTION TODAY AND TOMORROW. 

B-169  Schwab, Joseph J. and Paul F. Brandwein. THE TEACHING OF SCIENCE. 
The Inglis and Burton Lectures for 1961. Cambridge, Mass.: 

B-170  Seaga, E. P. G. PARENT-TEACHER RELATIONSHIPS IN A JAMAICAN VILLAGE.
Call No.


B-180 Story, M. L. PUBLIC ATTITUDE IS CHANGING TOWARD THE TEACHER'S


B-188 Twyman, J. Paschal and Bruce J. Biddle. ROLE CONFLICTS FOR PUBLIC SCHOOL TEACHERS. Unpub. MS. Oklahoma State University, 1962. (Technical Report No. 4 of Contract Nonr-2296(02).)


B-191 Ulrich, Robert, Ole Sand, and Derek Morrell. NEW DYNAMICS IN CURRICULUM DEVELOPMENT. Address to the International Curriculum Conference. Toronto, Canada: The Education Center, 1965.

B-192 Uyeki, E. S. THE SERVICE TEACHER IN PROFESSIONAL EDUCATION.


B-199 Wilkening, E. A.: see Wilbur Schramm.


Zimmerman, K. A. and Elizabeth Lewton. TEACHER PERSONALITY IN SCHOOL RELATIONSHIPS. Educational Leadership, 1951, 8, 422-428.


This purports to be the first detailed study of the actual behavior of the top management in research and development organizations. It is also the first study with a new way of diagnosing executive behavior at any level. In addition, Organization and Innovation is one of the few studies reported where the behavior of the board of directors is altered and measurements are presented for fourteen months afterwards. The book provides a model of how innovation will tend to deteriorate in R and D organizations, even though they are well staffed, equipped, and financed.


In an earlier work the author developed a scheme for systematizing reactions to innovations. It conceptualized positive and negative responses to new things, behaviors, and ideas as processes; that is as controlled and limited sets of interrelations between variables in a closed system of events. In the present chapter the author identifies the referents of the discussion, then moves into structuralization, contact, assimilation, projection, values, acceptance and rejection possibilities, and application.


A classical analysis of the processes by which, and the conditions under which, men devise new additions to their culture.
Call No.


A collection of the author's own essays, this book discusses the problem of change through various approaches, all of which focus on the causes and consequences of change on organizational behavior. Part I analyzes certain inescapable trends of organizational evolution, tendencies towards democracy, towards science, and towards more rationalistic and collaborative notions of leadership and influence. Part II shows how organizational evolution can be hastened and appropriately shaped by the application of the behavioral sciences. This section also provides a complete treatment of the uses of T-groups and sensitivity training to improve organizational effectiveness.


Three assumptions underlie this paper: (1) that the proportion of contemporary change that is planned or that issues from deliberate innovation is much higher than in former times; (2) that man's wisdom and mundane behavior are somewhat short of perfection insofar as they regulate the fate and selective adaptation of complex human organization; (3) that behavioral scientists in increasing numbers are called upon to influence organizational functioning and effectiveness. The paper is concerned with the strategic, methodological, and conceptual issues brought about by the emergence of the action role of the behavioral scientist.

C-11 Bennis, Warren G., Kenneth B. Benne, and Robert Chin (Eds.).
In this volume, the editors have brought together some current conceptualizations of different aspects of application and change process, and tied these contributions together with extensive introductions. The four large sections are: (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.

A theory of innovation diffusion focused upon social interrelationships is presented. Interaction of varying kinds and sizes of social units relates individuals to other individuals, groups institutions, or cultures. Innovation may be initiated by any of these four social units and may be directed toward subsequent adoption by any of the units. The theory is called a configurational theory because the emphasis is put on patterns of relationships between innovators and adopters, rather than upon the social units themselves. Specific elements of the theory include the initiator or innovator, the target or adopter, the linkage between the two, and the process of diffusion by which an innovation is incorporated into a configuration. Environmental influence upon innovation diffusion will depend upon whether the environment is persistent and supportive, neutral, or inhibiting. Configurational relationships can be divided into three broad categories—molecular, molar-molecular, and molar—depending generally upon the size of the two social units serving as initiator and adapter and the particular relationship's amenability to control. Communication within social units is distinct from the linkage or communication network between configurations. The probability of diffusion will be affected by the amount of variable resources—material, conceptual skills, personnel, and influence. Eleven hypotheses suggested by the theory are enumerated.

This document is designed to report on the present status of innovation research and theory, and to serve as a basis
for projecting substantive, methodological, and organizational strategies for innovation in education. An extensive bibliography is included.


Collected principally by graduate students in seminars in curriculum development, categories include: collections of research on the change process, the evaluation of change, the change agent and conflict in educational change, communication media and group change, annotated bibliographies concerned with change, and many others.


The writer's overview of the article in the present issue by Herman Peters proposing a change in pupil personnel services. Emphasis is upon an analysis of the reactions to the Peters proposal by a teacher, a parent, a psychologist, a pupil personnel director, and by a superintendent. When change is introduced into a system there is role threat; each person reacts from his own vantage point, not from the perspective of other role positions. The stages of the change process suggested by Clark and Guba are reviewed, which suggests that Peters' ideas are an invention. In terms of Clark and Guba, Peters is a developer, not concerned with the design of the invention, its diffusion, nor its demonstration, which are all problems of adoption. The reactors, on the other hand, tend to be concerned primarily with adoption problems and the need to assess the quality, value, and utility of inventions. Blanke suggests that his analysis shows the need to mediate changes. He points to the need to learn more about resisters and facilitators because they are the ones that tend to determine the adoption or rejection of an innovation.


Functionalist concern with social order is not wholly
understandable as an expression of conservative bias. Interest in the social order is common to both functionalism and evolutionism. This common concern, so far as the problem of change is involved, derives from a shared conviction that processes of change are deducible from an analysis of order or structure. Basically, this conviction arises from a reluctance to accept time and place events as classifiable data for the study of both persistence and change. Theory of social change should be formulated in direct reference to happenings.

C-18 Bogue, Donald J. THE QUANTITATIVE STUDY OF SOCIAL DYNAMICS AND SOCIAL CHANGE. The American Journal of Sociology, 57, 56-68.

This involves use of data referring to behavior or a change in status during an interval of time. (methodological)


Beginning with four recent developments that "signal the dawn of a new era in education," Dr. Booth moves into the problems and issues of political structure of the schools, using the literature of political science. Topics covered include: Who runs our schools? The principal as catalyst of change, politics and pressure groups, role status and alienation, formal and informal influence structures.

C-20 Botsford, Keith. SUCCESION AND IDEOLOGY IN SPAIN AND PORTUGAL. Journal of International Affairs, 1964, 1, 76-85.


Research confirms the hypothesis that persons who evaluate an innovation as congruent with a previous favorably evaluated practice will accept the innovation more rapidly than those who fail to make such an evaluation. Various such factors were measured between an area where farmers had had experience with hybrid corn and an area where they had not. Both had long experience with grain sorghums. Comparisons also were made between adopters and nonadopters within areas. Comparisons were made on such factors as
Call No.
age, education, mobility, income, acres operated, years farmed, percent of acres cultivated, economic importance of various farm enterprises, etc. Ten-year production figures and open-end questions were used to determine economic importance of both corn and sorghums in each area. Only one adopter in the corn area considered sorghums first or second as a source of income; every adopter in the sorghum area named sorghums as first or second in importance as a source of income. Statistically significant differences between adopters in the two areas on factors studied included: economic importance of the crop, .001 level; desert orientation, .001; sprayed to kill weeds sooner, .001, dilling to experiment. Nearly all other factors tested also favored (at levels not considered significantly statistically) the area where sorghums were economically important. All those factors indicated that hybrid sorghums would be accepted most rapidly in the sorghum area. One factor, the idea that hybrid corn was better than old standard corn varieties (different significance at the .001 level) indicated that hybrid sorghums would be accepted most rapidly in the corn area. Congruence, or that hybrid sorghums are like hybrid corn, seemed to account for the rapid acceptance of hybrid sorghums in the area where they were less important economically. It is concluded that researchers who ignore congruence in explaining acceptance of change may incorrectly credit influence of congruence to another factor(s) being investigated.

C-22 Browning, Rufus P. INNOVATION AND NON-INNOVATION DECISION PROCESSES IN GOVERNMENT BUDGETING. Paper read before the Annual Meeting of the American Political Science Association, New York City, 1963.


C-26 Cadwallader, Mervyn L. THE CYBERNETIC ANALYSIS OF CHANGE IN

Argues for utility of cybernetics in analyzing steady states of social organizations. (methodological)


C-28 Carlson, Richard O. EXECUTIVE SUCCESSION AND ORGANIZATIONAL CHANGE. Chicago: Midwest Administration Center, University of Chicago, 1962.


Proposes sequential model for social change: precipitating events or condition; adjustment-dislocation; and readjustment. (theoretical)


From the management point of view, two questions were paramount: (1) Why do people resist change so strongly? and (2) What can be done to overcome this resistance? To tackle these questions, the researchers first devised a preliminary theory to account for the resistance to change, then a field experiment was devised and conducted within
the context of the factory situation.

C-33 Coleman, James, et alia. THE DIFFUSION OF AN INNOVATION. Sociometry, 1957, 20, 253-270.

The study focuses upon the ongoing social processes which finally lead to the widespread adoption of a certain drug by physicians in four cities.


The qualities of change: Time and the physical process. Diseases of science. Reasons for sociocultural change and variably recurrent processes and rhythms.

Small scale change: Toward a conception of the life cycle of groups. Evolution, revolution, reaction.


Modernization: The nation transformed. The nation state as a unit in the comparative study of social change. The rate and costs of political development. Patterns (structures) of modernization and political development.


This rate is related to the median level of education and access to communication media. (survey research, etc.)

C-36 Cuber, John F. THE MEASUREMENT AND SIGNIFICANCE OF INSTITUTIONAL DISORGANIZATION. The American Journal of Sociology, 44,
Views institutional disorganization as process permitting institutions to adapt to new conditions. (theoretical)


C-38  Dodd, Stuart C. TESTING MESSAGE DIFFUSION FROM PERSON TO PERSON. Public Opinion Quarterly, 1952, 16, 247-262.


The assertion that systematic sociological analysis cannot explain specific occurrences and directions of change is critically examined. On the basis of analysis of the social and political structure of traditional centralized Empires and of the development of religions within them, it is argued that the institutionalization of any social system creates possibilities for specific and defined types of change, which develop not randomly but in specific directions to a large extent set by the very process of institutionalization.


This chapter deals with problems of social change through analysis of the processes of change in one specific type of political system—to so-called centralized bureaucratic empire. The theoretical focus of the study is upon investigation of the extent to which problems of change can be
analyzed within the framework of a systematic sociological approach.


This paper attempts to re-evaluate the evolutionary perspective in sociology by analyzing the concept of "stages" of societies or institutional systems as measured by the extent of social differentiation. An evolutionary perspective makes sense only so far as at least some of the changes that are inherent in the very nature of any social system bring about institutionalization of more differentiated cultural and social spheres, and in this way extend the range of a society's environment and its adaptability to it. Recognition of this relation between change and institutionalization is tempered by several systematic considerations. First, not all processes of social change necessarily give rise to changes in overall institutional systems. Second, systematic changes that do increase the scope of differentiation within the major spheres of a society do not necessarily assure the institutionalization of a more differentiated system. Third, even when structural differentiation is institutionalized, each new institutional system evinces different potentialities for further change, for stagnation, breakdown or development.


The study is divided into three sections: (1) summary sketch of folk medical beliefs and practices in the poorer districts of Quito, Ecuador, (2) special situations of change in Quito, (3) theoretical analysis of data.


Innovation (implementation of new ideas) is assumed related to organizational growth. Organizations differ in response to proposed innovations. Ogburn's "cultural lag" theory is often used to explain differences, but has been criticized because it overlooks values in the culture that impede or facilitate change, is difficult to measure, is used loosely to explain too many social evils. It may be more useful at organizational levels which are more amenable to study than a broader society. Organizational lag is a discrepancy
in the rate of implementing administrative changes and technical changes. The former usually lag behind the latter. The slower change tends to retard the faster, possibly because of negative feedback. The greater the lag the slower the organizational growth. Members may become conformist or apathetic or may try to circumvent policies. Circumvention is not as detrimental to organizational purposes as the other adaptations. Resistance to innovations is born of low tolerance for change and functional specialization of departments. Overlap of tolerance among departments and higher ratio of authorized innovating should result in lower organizational lag. Prevailing concepts of trickle-down or-up for administrative vs. technical innovations may produce lag, perhaps need revision.


Differences among innovations are important variables in explaining the diffusion process. Data on rate of adoption of thirty-three modern farm practices and farmers' perceptions of fifteen attributes of those practices are subjected to partial correlation analysis. For this sample of relatively prosperous farmers, innovations perceived as most rewarding and least risky are accepted most rapidly, as expected; high costs do not serve as a brake on adoption; direct contribution of the innovation to a major occupational interest enhances adoption, while complexity and the pervasiveness of consequences following from acceptance have no effect. Further studies with different types of respondents and different innovations should yield a scheme for classifying the item which is being adopted and thus permit better prediction of the diffusion process.


Problems of cultural change induced by sudden technological developments are presented against a broad background of anthropological theory. Deals with cultural, social, and psychological aspects of cultural stability and change.

C-50 Fraser, Thomas M., Jr. SOCIOCULTURAL PARAMETERS IN DIRECTED CHANGE. *Human Organization*, 1963, 22, 95-104.


"Tradition" and "modernity" are widely used as polar opposites in a linear theory of social change. This
theory is examined in the light of Indian and other materials on development. Seven fallacies in this contrast usage are presented. It is incorrect to view traditional societies as static, normatively consistent, or structurally homogeneous. The relations between the traditional and the modern do not necessarily involve displacement, conflict, or exclusiveness. Modernity does not necessarily weaken tradition. Both tradition and modernity form the bases of ideologies and movements in which the polar opposites are converted into aspirations, but traditional forms may supply support for, as well as against, change.

C-60 Hagen, Welles. SUCCESSION AND PERSONALITIES IN INDIA. Journal of International Affairs, 1964, 1, 21-31.


The "stages" that have been presented as a model for describing the adoption process are discussed as well as how the adoption process could influence the approach to extension teaching.

C-64 Heidenheimer, Arnold J. SUCCESSION AND PARTY POLITICS IN WEST GERMANY. Journal of International Affairs, 1964, 1, 32-42.


Time—as an explanatory factor, a causal link between other variables, a quantitative measure of them, and a qualitative measure of their interplay—is central to models of social change. Its use by 11 theorists suggests how time may relate to current research into the what, how, when, and why of change.

C-66 Henry, L. L. PRESIDENTIAL TRANSITIONS. Washington, D. C.:


C-69 Hoffmann, Stanley S. SUCCESSION AND STABILITY IN FRANCE. Journal of International Affairs, 1964, 1, 86-103.

C-70 Hollander, E. P. SOME EFFECTS OF PERCEIVED STATUS ON RESPONSES TO INNOVATIVE BEHAVIOR. Journal of Abnormal and Social Psychology, 1961, 63, 247-250.


The joint Cornell-Peru Experiment was not set up to develop a set of Western values in the Peruvian Indian community of Vicos; rather it selected to change those values and institutions which would foster more change by the Vicosinos themselves, and at the same time would prepare the Vicosinos to work out their own goals.


The Vicos project in Peru, in which a social pattern four centuries old was altered in five years or so to a modern social system. See also J. Collier and Mary Collier, An experiment in applied anthropology. Scientific American, 1957, 196, No. 1, 37-45.
Call No.


C-75 Jackson, Jay M. THE EFFECT OF CHANGING THE LEADERSHIP OF SMALL WORK GROUPS. Human Relations, 1953, 6, 25-44.


Compare studies of achievement orientation and discussed components of it. (data analysis)


The training approach described in this article focuses on one of the activities of the agent of change, most important in the opinion of the authors: the preliminary analysis of the problem and the planning of the strategy to be following in achieving the desired change of behavior in the target community. The concern is with the issue of deciding what to do, rather than with problems of how to do it.


"The sections of the chapter focus on the following aspects of the problem: 1) What are the typical activities of socialization agents and agencies that we would like to see influenced by the utilization of our current and future knowledge resources? 2) What are the components of the socialization system -- and agents and the agencies? 3) What are some of the policy and decision problems faced by the socialization agents? 4) What are the decision and skill problems of the agents? 5) What types of resistance to change do we find in the socialization process? 6) What are the forces supportive of change of the socialization process? 7) What are some illustrations of successful efforts to improve the socialization process? 8) What are some of the major dimensions of the technology of intervention?"
"...the vested interest clusters within the socialization community: 1) The formal education system, public and private. 2) The churches with their programs for children and youth. 3) The leisure time agencies with their recreational, cultural, and character education programs. 4) The social control and protection agencies such as the police, courts, traffic safety agents, etc. 5) The therapeutic, special correction, and resocialization services such as counselors, remedial clinics, programs for the handicapped, and therapeutic services. 6) Employment offices and work supervisors who hire the young and supervise them on their paid jobs. 7) Political leadership who have an interest in the involvement of the young in political activities such as civil rights protests... There are two additional populations of agents: 8) the sub-culture of parents. 9) the sub-culture of like age and older peers. And in addition ... there is the population of agents who control ... the mass media...."
Call No.


C-96 Madigan, Francis C. PREDICTING RECEPTIVITY TO COMMUNITY DEVELOPMENT INNOVATIONS. Current Anthropology, 1962, 3, 207-208.

C-97 Mancall, Mark. SUCCESSION AND MYTH IN TAIWAN. Journal of International Affairs, 1964, 1, 12-20.

C-98 Marrow, Alfred J. MANAGERIAL REVOLUTION IN THE STATE DEPARTMENT. Personnel, 1966 (November-December), 2-12.

"...a managerial revolution has been under way in the U. S. Department of State -- a revolution that is drawing on the experience of private enterprise and the research of behavioral scientists to make major changes...."


Norms and values affect acceptance of innovations. (survey research, etc.)


Mason reviews 4 studies of adoption of an innovation and concludes that only 2 stages, (1) awareness (prior to adoption), and (2) adoption are necessary and sufficient to describe the adoption process. A process of awareness + interest + evaluation + trial + adoption, or variants of it, reviewed is hence rejected; the "extra" stages may or may not occur.
A study of the adoption of certain farming practices, utilizing Guttman scaling, was designed to test a five-stage sequential adoption process model consisting of the stages (1) awareness, (2) interest-information, (3) evaluation, (4) trial, and (5) adoption.

Conclusions:

The necessary and sufficient condition that awareness must occur before adoption was met. In one of 4 farming practices tested, adoption occurred before awareness, but this may have resulted from an ambiguous questionnaire item.

The postulated sequence was not upheld: "It would seem that more than one adoption process is to be found, varying according to practice and the individual farmer." (p. 115.)

Information-seeking, found both before and after adoption, might best be examined via attitude formation and change, eg. Cognitive Dissonance, processes.


Theories of social change suffer from emphasizing the role of personality and forgetting sociological contexts. (theoretical)


The maxim that innovations are welcomed most readily by marginal man is contradicted in this article by findings regarding the adoption of certain new drugs by physicians.

C-103 Menzel, Herbert and Elihu Katz. COMMENT ON CHARLES WINICK: THE DIFFUSION OF AN INNOVATION AMONG PHYSICIANS IN A LARGE CITY. Sociometry, 1963, 26, 125-127.


C-106 Moore, Wilbert E. PREDICTING DISCONTINUITIES IN SOCIAL CHANGE.
For sequential and especially historical prediction the principal components are simple persistence, the continuation of orderly trends, recapitulated experience, and planning. But even in combination, these components are inadequate for predicting changes in the rate of change, changes in direction, and large-scale alterations typified by revolutions. The multiplier effects of innovations, leading to accelerated change and to thresholds of radical transformation, provide a major basis for predicting discontinuous change. Finally, the ubiquity of social tensions is a necessary but quite insufficient condition for revolution; other necessary conditions include a centralized polity, considerable urbanization, and effective internal communications. Polarization, a harbinger of revolution, results from a wide-spread relative or absolute deterioration of economic well-being or political rights, and the failure of elites to make timely concessions.


This study of social change in the field of sociology moves into an area that has been neglected by sociologists whose prime interest has been social organization and social behavior.


C-110 Ogburn, William F. and Abe J. Jaffe. INDEXES OF SOCIAL TRENDS. The American Journal of Sociology, 41, 776-82.

Changes in various economic and social fields are indexed. (data analysis)

C-111 Ogburn, William F. SOCIAL TRENDS. The American Journal of Sociology, 45, 756-69.

Study of social trends is study of historical evolution of institutions or organizations and prediction of future
evolution. (methodological)

C-112 Ohlin, Lloyd and others. CRISIS, SUCCESSION AND ORGANIZATIONAL CHANGE. Unpublished paper.


The simplex, a mathematical model devised by L. Guttman for ordering variables re their interr's, is suggested as a tool for making inferences about social change given data collected at one point in time. Culture lag theories of social change are best adapted to conceptualization re the simplex model. The assumptions necessary for applying the simplex model are elaborated. G. P. Murdock's theory of change in social organizations is shown to fit the assumptions of the simplex. Next, data taken from the study by A. W. Gouldner and R. A. Peterson (See SA A8866), measuring the variables in Murdock's theory are placed in the simplical order predicted by Murdock; residence rules, marriage rules, lineality. However, the mathematical criterion of simplex is approximated much more exactly by the following ordering: marriage rules, residence rules, lineality. The implications of this finding are briefly discussed.


C-118 Powers, T. E. ADMINISTRATIVE BEHAVIOR AND FACTORS RELATED TO


This statement develops a classification system of five adopter categories used in agricultural practices.

C-121 Rogers, Everett M. and George M. Beal. THE IMPORTANCE OF PERSONAL INFLUENCE IN THE ADOPTION OF TECHNOLOGICAL CHANGES. Social Forces, 1958, 36 May, 329-335.

C-122 Ross, Edward A. MOOT POINTS IN SOCIOLOGY. The American Journal of Sociology, 8, 762-78 9, 105-23, 188-207, 349-72, 526-48, 781-97 10, 81-93, 189-207.

Discusses problem areas in sociology in methodology, basic concepts, and study of change.


Change is promoted by rational imitation as concomitant of innovation. (theoretical)


Society persists despite the mortality of its individual members, through processes of demographic metabolism and particularly the annual infusion of birth cohorts. These may pose a threat to stability but they also provide the opportunity for societal transformation. Each birth cohort acquires coherence and continuity from the distinctive development of its constituents and from its own persistent macroanalytic features. Successive cohorts are differentiated by the changing content of formal education, by peer-group socialization, and by idiosyncratic historical experience. Young adults are prominent in war, revolution, immigration, urbanization and technological change. Since cohorts are used to achieve structural transformation and since they manifest its consequences in characteristic ways, it is proposed that research be designed to capitalize on the congruence of social change and cohort identification.


This paper contains a description of the basic population model and a discussion of applications of the model to some problems of common concern to demographers and sociologists. The concept of a population is advocated as a frame of reference in investigations of population composition and process, in the resolution of differences between macroanalysis and microanalysis, and in the design of studies of social change.


Points up dangers of "small theory" by showing difficulties of working with natural systems.


The study broadens the analysis of change to include the total process. This means viewing change as an intimate, integral part of the administrator's task of managing—really stabilizing—a system of human relations. Change is
viewed as part and parcel of the normal administrative process of assessing how the system is operating, determining where significant deviations are occurring, identifying the source of the disturbances, taking administrative actions to eliminate the source of instability, and finally, where the disturbance or deviation is recurring—the introduction of "long-run" change and its implementation and control.

C-132 Sayles, William C. RECURRING REASONS FOR RESISTANCE TO CENTRALIZATION. Albany, New York: The State Education Department, Division of Research, 1960.

This study identified 13 recurring reasons or factors in district resistance to centralization, based upon data from 81 centralization campaigns.


Contains these chapters:

Shannon's information theory: the spread of an idea -- Randall Dahling

Innovation of participation in a management -- Thomas W. Harrell

The social itinerary of technical change: two studies on the diffusion of innovation -- Elihu Katz

An ordinal scale for measuring the adoption process -- Robert Mason. See Mason, Robert.

Characteristics of agricultural innovators and other adopter categories -- Everett M. Rogers

The communication of ideas on innovation in agriculture -- E. A. Wilkening

A scientific convention as source of popular information -- Glynn L. Wood


A five-stage change methodology is described: (1) creating interpersonal openness and a problem-solving climate, (2) organizational diagnosis through an application laboratory, (3) flexibility in implementation and follow-up, (4) intervention in ongoing organizational activities, and (5) creative reorganization.


Distinguishes between social and astronomical time, former being qualitatively differentiated by institutions and culture of the group. (methodological, theoretical)


Discusses the desirability of using social science as an aid to the introduction of technological change as it affects the sponsor innovations and the recipients. Fifteen widely different actual cases are presented in detail, each describing an effort to make a lasting change in some cultural pattern. Some were successful and some not.

C-140 Stewart, R. MANAGEMENT SUCCESSION. The Manager, 1955, 27, 279-582, 676-679.


C-143 Trow, Donald B. EXECUTIVE SUCCESSION IN SMALL COMPANIES. Administrative Science Quarterly, 1961, 6, 225-239.

C-144 Trow, Donald B. MEMBERSHIP SUCCESSION AND TEAM PERFORMANCE. Human Relations, 1960, 13, 259-269.


Contents: Introductory note -- Dorothy Mial; The concept of organization development, or self-renewal, as a form of planned change -- Paul C. Buchanan; Resistance to change -- Goodwin Watson; Some notes on the dynamics of resistance to change: the defender role -- Donald Klein; Concepts for collaborative action-inquiry--Herbert A. Thelen; An exploratory study of knowledge utilization -- Ronald G. Havelock and Kenneth D. Benne; The use of social research to improve social practice -- Ronald Lippitt; Self-renewal in school systems: a strategy for planned change -- Matthew B. Miles and Dale G. Lake.

C-149 Wilkening, E. A. SOME PERSPECTIVES ON CHANGE IN RURAL SOCIETIES. Rural Sociology, 1964, 29, 1-17.
This paper shows that certain societal processes such as specialization, integration, and adaptation provide a common framework for studying change.


Predicts that, like other technological inventions, nuclear technology may meet with resistance. (theoretical)


C-154 Winick, Charles. THE DIFFUSION OF AN INNOVATION AMONG PHYSICIANS IN A LARGE CITY. Sociometry, 1961, 24, 384-396.


C-158 Ziller, Robert C. and others. ASSIMILATION OF THE KNOWLEDGEABLE
NEWCOMER UNDER CONDITIONS OF GROUP SUCCESS AND FAILURE.


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 implication of these forces on the educational institution, (3) the discussing of different aspects of the change process itself. The six papers are:

American Education and Technological Change: A Search for Perspective -- James E. McClellan

Educational Implications of our Changing Occupational Structure -- Walter Buckingham

The Educational Administrator Between Private and Public Responsibility -- Meno Lovenstein

Hierarchical Impediments to Innovation in Educational Organizations -- Max G. Abbott

Education and Innovation: The Organization as Context -- Matthew B. Miles

Politico-Economic Forces and Educational Change in China -- C. T. Hu


Alexander, W. M.: see R. I. Miller.

D-5 Anderson, R. H.: see R. I. Miller.


D-8 Atwood, M. S.: see M. B. Miles, INNOVATION IN EDUCATION.

D-9 Barbe, R. H.: see V. E. Blanke.

D-10 Barton, A. H.: see M. B. Miles, INNOVATION IN EDUCATION.


D-12 Bessent, W.: see R. I. Miller.

D-13 Bhola, H. S.: see V. E. Blanke.


This issue on planning for educational change contains these articles:

The Need for Planned Change in Education -- Harbans Singh Bhola
The Study of change as a Career --
in Cultural Anthropology -- Thomas Rhys Williams
in Rural Sociology -- Daryl J. Hobbs
in Research Utilization -- Charles Jung and Ronald Lippitt
in National Development -- Donald P. Sanders
in Education -- Sidney Eboch
The Effect of Planned Change --
on the Classroom -- Robert B. Ribble
on the Local School -- Paul C. Hayes
on State Departments -- Norman D. Kurland
on National Agencies -- Richard H. Barbe and Roy M. Hall
on the Federal Government -- Richard A. Dershimer
D-15  Brameld, T.: see M. B. Miles, INNOVATION IN EDUCATION.

D-16  Brandes, E.: see Bushnell, Freeman, and Richland.


D-18  Brickell, H. M.: see M. B. Miles, INNOVATION IN EDUCATION, also R. I. Miller, also National Association of Secondary School Principals, also Symposium.


D-20  Broudy, H. S.: see CONFERENCE ON STRATEGIES, etc., also R. R. Leeper (1966).


D-22  Buchanan, P. C.: see also Goodwin Watson (1967b).


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 interdisciplinary 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.
on-going school programs in 15 school districts from four geographic regions of the country. The post-seminar conference contained these addresses as well as various reports by traveling seminar leaders:

The Engineering of Change in Education -- David L. Clark
The Change Process -- Frank Jasinski
The Economic Necessity of Educational Change -- Ely Brandes
New Designs in School Construction -- Kal Porter
The Future Use of the Computer in Education -- Don D. Bushnell


An examination of the role of social structure as it influences the communication about and the adoption of new educational practices. The final chapter is a case study of the adoption of programmed instruction.


D-28 Carlson, R. O.: see also CENTER FOR ADV. STUDY OF EDUC'L ADMIN., also Conference on Strategies, etc., also M. B. Miles, INNOVATION IN EDUCATION.

D-29 Carswell, E.: see R. I. Miller.

D-30 Cass, J. M.: see M. B. Miles, INNOVATION IN EDUCATION.


D-32 CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.

Papers and discussion at a special seminar on change are given in this booklet. These include:

Barriers to Change in Public Schools -- Richard O. Carlson

Planned Change and Organizational Health: Figure and Ground -- Matthew B. Miles

Directed Change in Formal Organization: The School System -- Art Gallaher, Jr.

What are Innovators like? -- Everett M. Rogers

The Place of Research in Planned Change -- Roland J. Pellegrin

Summary of group discussions and summary of seminar.

D-33 CENTER FOR COORDINATED EDUCATION. Institutionalizing change. Santa Barbara, Calif.: University of California, 1966.


D-35 Chadwick, R.: see R. I. Miller.


D-38 Chin, R.: see R. I. Miller, also Symposium.


D-40 Clark, David L. and Egon G. Guba. INNOVATION IN SCHOOL CURRICULA. Paper prepared for a conference on Innovation in Planning

A structure for examining change roles in education is proposed. and analysis of extent and projected change roles is made. A rational for a systematic approach to the research-develop-ment-utilization continuum is presented.

D-41 Clark, D. L.: see also Bushnell, Freeman, and Richland.

D-42 Clee, J. E.: see M. B. Miles, INNOVATION IN EDUCATION.


Using three samples of 400 urban school systems, an investigation was made of the conditions that favor or inhibit change in the public schools. The booklet also analyzes the rate of diffusion and factors which influence them.

D-44 Colvard, R.: see M. B. Miles, INNOVATION IN EDUCATION.

D-45 CONFERENCE ON STRATEGIES FOR EDUCATIONAL CHANGE. Sponsored jointly by USOE and Ohio State University. SEC Newsletter, Ohio State University, 1965, 1 (December), 4.

Papers presented at the conference included:

Criteria for the theoretical adequacy of conceptual framework of planned educational change -- Harry S. Broudy

A criterion paper on parameters of education -- W. C. Meierhenry

Criteria for methodological adequacy for research on educational change -- William J. Gephart

Toward a new model for educational change -- Everett M. Rogers

Strategies for educational change: some needed research on the diffusion of innovations -- Richard O. Carlson

Methodological strategies for educational change -- Egon G. Guba
Organizational strategies for planned change in education -- Jack A. Culbertson


Drawing upon the author's extensive experience as a consultant, this book discusses ways in which educators can work in helping others bring about change.


D-50 Crow, W. J.: see Symposium.


This special issue on educational change contains these articles:

What are innovators like? -- Everett M. Rogers

Barriers to change in educational organizations -- Donald J. Willower

Why do teachers reject change? -- Gerhard C. Eichholz

The principal's role in facilitating innovations -- Mark Chesler, Richard Schmuck, and Ronald Lippitt

The elementary-school principal and change in the school system -- Daniel E. Griffiths

D-52 Culbertson, Jack A. ORGANIZATIONAL STRATEGIES FOR PLANNED CHANGE IN EDUCATION. (Paper prepared for the conference on strategies for educational change. Columbus, Ohio: University
Four strategies for achieving long-range goals in education are outlined and related constraints, controls, and conflicts are evaluated.

Strategy 1--A national education academy designed to provide training for new and creative leadership would recruit gifted personnel for training in a broad understanding of the major traditions of society, with instruction in defining major educational and social problems, field experience, and a year's apprenticeship upon graduation in selected educational organizations which value innovative effort.

Strategy 2--An institute for the study of educational innovation would focus primarily on the creation of new concepts for advancing research and development and would be privately supported, staffed by leading scholars on one-year fellowships, and located near a major university.

Strategy 3--A plan to facilitate state and national policy development would encourage interorganizational and regional educational alliances and would seek to improve state educational legislation, especially that related to the long-range financing of education, by developing a pattern of support based upon a combination of public and private funds.

Strategy 4--The application of operations research to local school district problems would utilize teams of multidisciplinary specialists to define problems, determine their particular dimensions, and develop possible solutions through the application of such research techniques as mathematical models and program evaluation.

D-53 Culbertson, Jack A.: see also Conference on Strategies, etc.

D-54 Davis, R. H. PERSONAL AND ORGANIZATIONAL VARIABLES RELATED TO THE ADOPTION OF EDUCATIONAL INNOVATIONS IN LIBERAL ARTS COLLEGES. Chicago, University of Chicago, 1965. (Cooperative Research Project No. S-104.)

D-55 Dershimer, R. A.: see V. E. Blanke.


D-57 Doll, Ronald C. CURRICULUM IMPROVEMENT: DECISION-MAKING AND

D-59 Eboch, S.: see V. E. Blanke.

D-60 Edling, J. V.: see Symposium.

D-61 Edson, A. R.: see R. I. Miller


D-63 Eichholz, C.: see J. A. Culbertson, also M. B. Miles, INNOVATION IN EDUCATION.


A theory about the process of rejection, comparable to that of acceptance is presented. Five stages are noted: (1) awareness, (2) disinterest, (3) denial, (4) trial, and (5) rejection. Forty-five teachers (known to be "rejectors") from five schools were interviewed regarding their attitudes to audio-visual media. "The five different forms of rejection--ignorance, suspended judgment, situational, personal, and exp' al--are the series of reasons, developed on a continuum, for teacher rejection of an innovation." Ways in which the administrator might cope with each to promote greater and more rapid acceptance of change are presented. The rejector must be viewed as the complement of the acceptor. Rejection is normal and when controlled is a barometer for measuring progress and change.

D-65 Eliot, T. H.: see M. B. Miles, INNOVATION IN EDUCATION.

D-66 Evans, Richard I. and Peter K. Leppmann. THE UNIVERSITY FACULTY
Characteristics associated with innovations in higher education were presented. A case study was conducted at an academic community to determine faculty response to instructional television (ITV). An assessment was made of (1) the degree of sympathy and antipathy expressed toward the innovation, (2) the "general belief system" and "personality organization" of faculty members, and (3) attitudes towards change. Preliminary data were also obtained from nine other universities on other innovations to determine the degree to which the results obtained from the case study could be generalized. Topics discussed in the report included (1) review of innovation theories, (2) the research case history, (3) general attitudes of the faculty, (4) specific attitudes toward ITV, (5) the pro-and anti-ITV professor, (6) study of attitude change, and (7) generalizability of results. Indications were made of the role of the study in stimulating further research into the nature of change processes in the academic community.

D-67  Fischer, J. D.: see M. B. Miles, INNOVATION IN EDUCATION.


Moving from a historical perspective on attitudes toward change, Dr. Fleming discusses the need for rational change in the schools, some basic terminology used to characterize social change, the need for study of the process of change, and various models for change.

D-69  Flesche, D. C.: see M. B. Miles, INNOVATION IN EDUCATION.

D-70  Forsdale, L.: see M. B. Miles, INNOVATION IN EDUCATION.

D-71  Fox, R. S.: see M. B. Miles, INNOVATION IN EDUCATION.

D-72  Gallaher, A., Jr.: see CENTER FOR ADV. STUDY OF EDUC'L ADMIN., also Symposium.

Organizational change studies and factors affecting educational change were discussed. A review of some studies indicated that organizational change is usually seen as acceptance of change by participants within an organization. Five categories of factors affecting the public acceptance of educational change were discussed. Available research from fields other than education suggested that the factors discussed were (1) the public's image on the advocate of change, (2) the public's image of the organization and the ends which it serves, (3) the public's view of the proposed changes, (4) the congruence of the proposed change with generally accepted values and recognized social needs, and (5) situational factors which facilitate or impede the acceptance of change. Conclusions indicated that innovations in education were not always well received by the public. A deciding factor that the change agency needed to recognize was that he was dealing with political problems.


A discussion of the influence of school organization upon the demand for change and of factors which affect the public acceptance of educational change.


D-78 Goldstein, L. S.: see M. B. Miles, INNOVATION IN EDUCATION.

Wolfle, among others, has reasoned that the free academic environment is conducive to scientific innovation, while Ben-David and Gilfillan reason that the academically marginal settings provide greater impetus for innovation. Experts' evaluations of the innovativeness of 245 projects indicated that research conducted in academic social-science departments clearly was less innovative than similar research in marginal institutions. The question remains: How and in what manner do academically marginal settings stimulate innovation? It is hypothesized that the ease with which the consequences of research can be assessed in the marginal institutions accounts for the greater innovation found in the marginal setting. The hypothesis is also advanced that the effect of freedom is reduced when the consequences of research are not visible. These hypotheses were tested by an intra-organizational comparison of visibility of consequences and the extent of administrative influence on research activities. Three times more projects in ideal condition than non-ideal condition were evaluated as highly innovative. (Authors' abstract)

To study the administrative performance of elementary school principals, a simulated administrative situation was devised involving 232 principals each, advised to handle the problems as he would if he were actually functioning as principal. The work of the principals was scored by: (1) the content of the performance, and (2) the style. One of the content scores was examined to determine the extent to which the score introduced or considered introducing change. The scores were read with the characteristics of the principals. The study showed that the elementary school principal seldom initiates changes in the school system. Changes come from the top. The principal administers the changes made by the policy makers.
In 1959, two new colleges were formed as parts of state university systems. They were self-conscious efforts to bring an elite college culture to students who were average in college aptitudes and generally from social levels entering higher education in this generation. The faculty recruited to these colleges displayed two differing career perspectives which governed their recruitment and their orientation to the new college. Pioneer settlers saw their action as a stage in a professional career, acceptable to a reference group of graduate school and specialized discipline. They justified their recruitment by the career benefits conferred by being in a new college rather than an established institution. Pioneer adventurers were more likely to see their jobs in a perspective of immediate gratifications and stressed innovative aspects of the colleges more than did settlers. Settlers were more frequent in one college than in the other, where adventurers were predominant. The adventurers were more likely to be marginal to the professional academic career than were the settlers. The campus cultures of the two colleges reflected these differences in career types recruited.


The social, political, and economic characteristics of the U. S. Public Education System (Grades K-12) will be studied to identify system elements which most readily influence objective appraisal, acceptance, and implementation of educational innovations. Four specific innovations (non-graded classes, programmed instruction, modern mathematics, and pupil personnel services) will be studied in the attempt to analyze acceptance-implementation processes. Consultants will assist in the development of a working model. A sample of approximately 27 public school systems with varying dimensions will be examined. Trends of acceptance, patterns of school behavior, and processes of decision-making will be identified and analyzed. Findings will necessarily be general but should be useful to agencies interested in developing strategies to more effectively move innovations into educational systems.

D-92 Hall, R. M.: see V. E. Blanke.

D-93 Havelock, R. G.: see also Goodwin Watson (1967b).

D-94 Hayes, P. C.: see V. E. Blanke.

D-95 Heathers, G.: see R. I. Miller


A unit designed for in-service teacher education programs, PTAs, and others interested in change. The booklet discusses: the need and the problem, how to encourage and plan change, case studies, and hope for the future.

D-97 Helmer, Olaf. THE USE OF THE DELPHI TECHNIQUE IN PROBLEMS OF
It was pointed out that the primary purpose of the pilot studies reported here was to explore the potentialities of applying Delphi and simulation techniques to such problems as educational planning. Although the author believes that the compilation of a large number of ideas for possible educational innovations has served a useful purpose, not too much weight should be given to substantive findings resulting from these pilot studies. Methodologically the endeavor was found very promising by the participants, who feel encouraged to apply the techniques used to similar problems in a more comprehensive manner in the future.


A compilation of papers from mathematics, engineering, psychology, and education. Using a systems approach, participants examined present and future environments of the educational enterprise and sought ways to evaluate innovations in education to yield a basis for selection.

D-100 Hobbs, D. J.: see V. E. Blanke.


D-102 Howard, Eugene R. HOW TO BE SERIOUS ABOUT INNOVATING. Nation's Schools, April 1967.


D-106 INNOVATION IN PLANNING SCHOOL CURRICULA--APPENDICES. Washington,
Listed and presented in full text are 13 appendixes to Ed D10 314. Topics of the appendixes are (1) a selected bibliography—curriculum theory and the dynamics of planned change, (2) instructional models, (3) conference papers, (4) a list of seminar participants, (5) studies in the rational planning of curriculum and instruction—a design for research, (6) roster map of consultant teams, (7) profiles of school systems, (8) a sample of required research activities, (9) CSI (Center for the Study of Instruction) annual report, (10) a consultant team network, (11) an outline of projected publication, (12) letter to interested schools about the CSI project, and (13) news release.

D-107  Jasinski, F.: see Bushnell, Freeman, and Richland.

D-108  Jennings, F. C.: see M. B. Miles, INNOVATION IN EDUCATION.

D-109  Johnstone, D. W.: see M. B. Miles, INNOVATION IN EDUCATION.


D-111  Jung, C.: see also V. E. Blanke.

D-112  Kendall, P.: see M. B. Miles, INNOVATION IN EDUCATION.


A report of new and experimental programs in Kentucky schools — including innovations, newer instructional media, administrative practices, new and experimental programs, and selected program abstracts.

D-114  Kiger, J. C.: see M. B. Miles, INNOVATION IN EDUCATION.

Moving from a discussion of the nature of power in local school districts, Dr. Kimbrough describes a study of the power structures in three Florida school districts.


D-120 Kurland, N. D.: see also V. E. Blanke.

D-121 Lake, D. G.: see Goodwin Watson (1967b,c).


This booklet contains the following major addresses at the 1966 ASCD Conference, which focused upon educational change:

Direction and redirection for curriculum change -- John I. Goodlad

Needed: a unifying theory of education -- Harry S. Broudy

Preparing the minds of the future: enhancing ego processes through curriculum development -- William G. Hollister

Processes of curriculum change -- Ronald Lippitt

D-123 Leeper, Robert R. (Ed.). STRATEGY FOR CURRICULUM CHANGE. Washington, C. C.: Association for Supervision and

This booklet contains the papers and principal remarks given at the first ADCD seminar on Strategy for Curriculum Change; namely:

Contrasts in strategies of change -- Kimball Wiles

Roles and processes in curriculum development and change -- Ronald Lippitt

Diffusion and innovations in agricultural research and in schools -- Herbert F. Lionberger

Community power structure and curriculum change -- Ralph B. Kimbrough

Proposals of strategies: a summary -- Kimball Wiles


D-125 Lionberger, H. F.: see also R. R. Leeper (1965), also Symposium.

D-126 Lippitt, R.: see also V. E. Blanke, also J. A. Culbertson, also M. B. Miles, INNOVATION IN EDUCATION, also R. I. Miller, also R. R. Leeper (1965), also R. R. Leeper (1966), also Goodwin Watson (1967b).


D-128 Mackenzie, G. N.: see M. B. Miles, INNOVATION IN EDUCATION.

D-129 Marsh, P. E.: see M. B. Miles, INNOVATION IN EDUCATION.

D-130 Masters, N. A.: see M. B. Miles, INNOVATION IN EDUCATION.

D-131 Mayer, M.: see M. B. Miles, INNOVATION IN EDUCATION.

WHAT MECHANISMS FOR INNOVATION MUST THE SCHOOLS HAVE?

The structure of change is developed in the following manner: substance for change, the process of change, and the comprehensive nature of change. Mechanisms for change are structured in this manner: pilot project, cadre approach, experimental subsystem, facilities approach, and the school-college cooperative approach.

MEDIA AND EDUCATIONAL INNOVATION.
Lincoln, Nebraska: The University of Nebraska, 1964.


The difficulties in studying any treatment process are legion: vagueness in outcomes; imprecisely described processes; absent or noncomparable control groups; measures which sensitize the subjects; small numbers of (usually self-selected) subjects; and failure to specify a clear theoretical basis for predictions made.

This study demonstrates some solutions to these problems. A population of 34 elementary school principals was studied intensively before, during, and after a two-week training laboratory, as were two carefully selected control groups. The underlying theory attempted to specify the contributions of personality variables, organizational press, and involvement in training processes during the laboratory to the explanation of obtained on-the-job change.

In general, valid experimental-control differences were
Changes as a result of the training seem primarily associated with active, "unfrozen" participation at the laboratory, and with reception of feedback. Personality factors, such as ego strength, flexibility, and need affiliation, do not affect learner change directly, though they do condition participation during the laboratory. Finally, organizational factors, such as security, autonomy, power, and problem solving adequacy, serve to mediate the use of laboratory-caused learnings to some degree. These generalizations were supported by correlational analysis and by case studies of individual learners. (Author abstract.)


This compilation contains three chapters.

Educational innovation: the nature of the problem -- Matthew B. Miles

Part I - Case Studies

Small-scale administrative change: resistance to the introduction of a high school guidance program -- M. S. Atwood

Collaboration in teaching and learning: an experimental course for engineering students -- Jan E. Clee and James B. Reswick

Utopia and rebellion: the new college experiment -- Goodwin Watson

The colleges and the "Arkansas Purchase" controversy -- Richard Colvard

Title III and the dynamics of educational change in California schools -- Donald W. Johnson

The Illinois school problems commission: an innovation in decision-making at the state level -- Donald C. Fleische, Nicolas A. Masters, and Thomas H. Eliot

8mm motion pictures in education: incipient innovation -- Louis Forsdale

Programmed instruction in the schools: innovation and innovator -- Lassar G. Gotkin and Leo S. Goldstein
Wellsprings of strategy: considerations affecting innovations by the PSSC -- Paul E. Marsh

Part II - Research and Theory

The innovation of classroom mental health practices -- Robert S. Fox and Ronald Lippitt

Resistance to the adoption of audio-visual aids by elementary school teachers: contrasts and similarities to agricultural innovation -- Gerhard Eichholz and Everett M. Rogers

Studies in educational innovation from the Institute of Administrative Research: an overview -- Paul R. Mort

School superintendents and the adoption of modern math: a social structure profile -- Richard O. Carlson

Evaluating an experimental program in medical education -- Patricia Kendall

Research and practice in the teaching of reading: a progress report -- Allen H. Barton and David E. Wilder

Curricular change: participants, power, and processes -- Gordon H. Mackenzie

Administrative theory and change in organizations -- Daniel E. Griffiths

On temporary systems -- Matthew B. Miles

Part III - The American Educational System

State organization for educational change: a case study and a proposal -- Henry M. Brickell

Foundation support of educational innovation by learned societies, councils, and institutes -- Joseph C. Kiger

Mass Media, mass mind, and make-shift: comments on educational innovation and public weal -- Frank C. Jennings

Structural features of American education as basic factors in innovation -- Sloan R. Wayland

Changes in American education in the next decade: some predictions -- James M. Cass, Benjamin C. Willis, John D. Fischer, Martin Meyer, and Theodore Brameld

Innovation in education: some generalizations -- Matthew B. Miles
D-141 Miles, Matthew B.: see also M. G. Abbott and J. T. Lowell, also CENTER FOR ADV. STUDY OF EDUC'L ADMIN., also Research Util. Committee, also Symposium, also Goodwin Watson (1967b).


This volume contains the following chapters:

An overview of educational change -- Richard I. Miller
Influencing change at the elementary level -- Glen Heathers
Influencing change at the secondary level -- J. Lloyd Trump
The local school system and change -- Henry M. Brickell
The effects of outside funds on school districts -- Wailand Bessent and Hollis A. Moore, Jr.

The state department of education and the process of change -- Richard A. Gibboney

The process of change in educational television -- Harold E. Wigren

Summer elementary school for underachievers -- Ann R. Edson and Jack W. Pattyson
Introducing new mathematics in Northside elementary school -- Ruth W. Radcliffe

How Lulu Walker school came about -- Evelyn Carswell

Garden Springs elementary school: a case study of educational innovation -- Raymond A. Wilkie

The school reorganization project in Newton, Massachusetts -- Ruth Chadwick and Robert H. Anderson

The teacher as innovator, seeker and sharer of new practices -- Ronald Lippitt and colleagues

Some ideas on changing -- Robert Chin

The acceleration of curriculum change -- William M. Alexander

Some observations and suggestions -- Richard I. Miller

D-143 More, H. A., Jr.: see R. I. Miller.
D-144 Mort, P. R.: see M. B. Miles, INNOVATION IN EDUCATION.


This issue is devoted to the nature of change, with some examples. Articles on the nature of change are:

The premise of change -- Douglas W. Hunt
The anatomy of change -- B. Othanel Smith
Rx ingredients of change -- J. Lloyd Trump
Dynamics of change -- Henry M. Brickell
The principal's role in change -- Joseph M. Cronin


The theme of this speech follows the purpose of the conference which was to "stimulate Canadian thinking on the need for a total strategy for educational change, and the need to create special structures to implement this strategy." It reviews a number of structures and strategies that are influencing practice in New York State.


The Panel is under the auspices of the President's Science Advisory Committee--a group of scientists and engineers that constitutes an independent source of technical advice to the President. The Panel became interested in how experiment and innovation could play a more prominent role in education. This report focuses upon these dimensions.

D-151 Pattyson, J. W.: see R. I. Miller.


A discussion was presented on existing and potential sources of educational innovation, the conditions under which innovation occurs, and the changes which must be made to tie together knowledge and practice. Certain problems of distinction and definition were noted. Current sources of educational innovation discussed included (1) classroom teachers, (2) school administrators, (3) school boards, (4) the lay public, (5) state departments of education, (6) education faculties of colleges and universities, (7) professional associations, (8) the U. S. Office of Education and other federal agencies, (9) textbook publishers, and (10) scientists, technical specialists, and other experts. Conditions fostering and discouraging innovation were presented by generalizations from the study of change at societal levels. The prevailing conditions in educational settings and ideas for translating knowledge into practice were also discussed.

D-153 Pellegrin, R. J.: see also CENTER FOR ADV. STUDY OF EDUC'L ADMIN.


D-156 Porter, K.: see Bushnell, Freeman, and Richland.

D-157 Queeley, Mary and David Street. INNOVATION IN PUBLIC EDUCATION -- the impact of the 'continuous development' approach.
D-158 Radcliffe, R. W.: see R. I. Miller.

D-159 Reswick, J. B.: see M. B. Miles, INNOVATION IN EDUCATION.


D-161 Ribble, R. B.: see V. E. Blanke.


The preliminary report (by Dr. Bushnell) describes the traveling seminar; this report is a summary of the overall effort. The report concludes that the traveling seminar and follow-up conference concept is a highly effective dissemination method for stimulating and facilitating educational innovation.


This study will investigate the relationship between the administrative style in an adult education organization and its innovativeness in program development. A model of bureaucracy employing five characteristics will be used to measure administrative style. Administrative style according to theorecticians on bureaucracy is dimensional, hence its interpretation as perceived by organizational personnel may be measured and ranked on a continuum between the extreme of rigidity and flexibility. An instrument is to be prepared by the investigator and submitted to a panel of judges who are qualified to rank the 50 state cooperative extension service organizations on their innovativeness in program development. Another instrument, designed by the investigator and appropriately tested for validity and reliability, will be used to measure administrative style as perceived by a random sample of personnel of the same organizations.
The data on administrative style are to be statistically analyzed to determine if there are significant differences and relationships between the perceptions of administrative style in the organizations identified as high and in those identified as low on program innovativeness.

D-164 Rogers, E. M.: see also CENTER FOR ADV. STUDY OF EDUC'L ADMIN., also Conference on Strategies, etc., also J. A. Culbertson, also M. B. Miles, INNOVATION IN EDUCATION.

D-165 Rogers, Everett M. TOWARD A NEW MODEL FOR EDUCATIONAL CHANGE. Paper prepared for the conference on Strategies for Educational Change, sponsored by the Ohio State University. Unpub. MS. East Lansing, Michigan: Department of Communications, Michigan State University, 1965.

This paper points out the increasing rate of change in the United States' educational system and emphasizes the consequences of innovation on instructional quality within school as well as between school diffusion in new ideas.


A source book drawing together the results of more than 150 individual studies related to the question of why and how schools improve.


D-168 Sanders, D. P.: see V. E. Blanke.


D-171 Sizer, Theodore R. CLASSROOM REVOLUTION: REFORM MOVEMENT OR
D-172 Smith, B. O.: see also Nat'l Assoc. Sec. Sch. Princ.


D-174 SYMPOSIUM ON IDENTIFYING TECHNIQUES AND PRINCIPLES FOR GAINING ACCEPTANCE OF RESEARCH RESULTS OF USE OF NEWER MEDIA IN EDUCATION. Media and educational innovation. Lincoln, Nebraska: Teachers College, University of Nebraska, 1964. (Mimeo).

The following papers are included in this report:

Models and ideas about changing -- Robert Chin

The role of the advocate and directed change -- Art Gallaher, Jr.

Novelty and acceptors: a sociological consideration of the acceptance of change -- Paul Meadows

Characteristics of leaders who are able to promote change -- Wayman J. Crow

The diffusion research tradition in rural sociology and its relation to implemented change in public school systems -- Herbert F. Lionberger

Innovations in the air force -- Colonel Gabriel D. Ofiesh

Educational Change and the role of the media -- Truman M. Pierce

Educational innovation: some generalizations -- Matthew B. Miles

State organization for educational means -- Henry M. Brickell

Role of newer media in planned change -- Jack V. Edling


D-176 Trow, Martin. THE SECOND TRANSFORMATION OF AMERICAN SECONDARY
D-177 Trump, J. L.: see also R. I. Miller, also Nat'l Assoc. Sec. Sch. Prin.


Written as a report for the Commission on the Experimental Study of the Utilization of the Staff in Secondary School, Dr. Trump's report focuses upon types of changes needed in secondary education and upon how to organize to make these changes.


D-182 Watson, G.: see also M. B. Miles, INNOVATION IN EDUCATION.


D-184 Wayland, S. R.: see M. B. Miles, INNOVATION IN EDUCATION.

D-185 Wigren, H. E.: see R. I. Miller.

D-186 Wilder, D. E.: see M. B. Miles, INNOVATION IN EDUCATION.
The public school is viewed as a service organization having no control over client selection, and where clients have no choice regarding participation. In such organizations, concern with client control is central. Data from a study of a 1600-pupil Jr. High School support the proposition that resistance to liberalizing changes on the part of many teachers is a function of their preoccupation with pupil control. Older, more conservative teachers were dominant in the informal structure of the school studied, and norms stressed order, firmness and social distance in teacher-student relationships. Pressures were applied to new teachers to conform to these norms. Changes which threatened the status structure, i.e., the domination of the older, more conservative teachers, were resisted.
(E) BIBLIOGRAPHIES

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