Selected and Annotated Bibliography on the Processes of Change.

Over 170 books, booklets, articles, bibliographies, periodicals, and unpublished items on anthropology, sociology, education, industry, and technology, medicine, political science, and psychology are listed in this annotated bibliography on the processes of change. These documents, which treat such subjects as educational change, social and cultural change, diffusion and adoption, group dynamics, power structure, administration, and manpower development in developing nations, stress the dissemination and implementation of new practices rather than the practices themselves.
Selected and Annotated Bibliography

on the

Processes of Change

(1966 Edition)

Compiled by

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Regents of the University (with years when terms expire)

Thad L. Collum, C.E., Vice Chancellor, Syracuse, 1967
Charles W. Millard, Jr., A.B., LL.D., Buffalo, 1973
Joseph T. King, A.B., LL.B., Queens, 1977
Joseph C. Indelicato, M.D., Brooklyn, 1974
Mrs. Helen B. Power, A.B., Litt.D., Rochester, 1976
Francis W. McGinley, B.S., LL.B., Glens Falls, 1979
George D. Weinstein, LL.B., Hempstead, 1981
Max J. Rubin, LL.B., L.H.D., New York, 1980
Kenneth B. Clark, A.B., M.S., Ph.D., New York, 1971

President of the University and Commissioner of Education
James E. Allen, Jr.

Deputy Commissioner of Education
Ewald B. Nyquist

Director, Center on Innovation in Education
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Introduction

This publication is designed to help others interested in the process of change to gain a feel for this area. The bibliography is quite incomplete, yet the paucity of efforts of this nature endow some utility to this effort.

The bibliography is not concerned with the content of change (the what), such as team teaching, etc., but rather it focuses upon the process of change (the how). Innovations become fair game for entry into this publication when the author has focused upon how these innovations are disseminated and implemented.

The bibliography has a multidisciplinary flavor, with educational change as the primary target. (In the next edition, we hope to strengthen substantially other areas.) Educators need to study how other disciplines cope with change in order to move the process ahead in education.

The assistance of Faye Bagley, Willa Hamilton and Marie Dority in selection and preparation of entries and of Shireen Mitchell and Dorothy Cherdack in administrative direction and typing is appreciated; and we are grateful to Dr. Charles Blackman for permission to draw some annotations from his document.

This publication represents a joint effort between a university and a state education department. It is hoped that it will encourage others to undertake similar collaborations.

Norman D. Kurland
Richard I. Miller
CONTENTS

Anthropology

Books and Booklets ............................................. 1
Articles .................................................................. 1

Education

Books and Booklets .................................................. 4
Articles .................................................................. 15
Unpublished Materials ............................................. 17

Industry and Technology

Books and Booklets .................................................. 21
Articles .................................................................. 21

International Development

Books and Booklets .................................................. 24
Articles .................................................................. 25

Medical Science

Articles .................................................................. 27

Political Science

Books and Booklets .................................................. 29
Articles .................................................................. 29

Psychology

Books and Booklets .................................................. 31
Articles .................................................................. 31

Rural Sociology

Books and Booklets .................................................. 32
Articles .................................................................. 33
Unpublished Materials ............................................. 36

Sociology

Books and Booklets .................................................. 37
Articles .................................................................. 37
Periodicals on Change ............................................. 39

Bibliographies ......................................................... 40

General Materials

Books and Booklets .................................................. 41
Articles ................................................................. 41
ANTHROPOLOGY

Books and Booklets


A classical analysis of the processes by which, and the conditions under which, men devise new additions to their culture.


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.


Advances the theory of cultural change by revolution rather than evolution—that rapid change is better than slow change and that many of the ills of the present world come not from too much change but from change that is too little too late. Conclusions are based upon the dramatic construction of a new way of life in twenty-five years by the Manus of New Guinea.


Analyzes how modern technical advances and scientific method, if carefully related to the group's cultural values, can advance the well being of the people in old societies. Demonstrates the importance of the human element in determining the rate of change.

Articles


The results are given of the test of a new hypothesis relating to the personnel introducing cultural change plus suggestions as to how the hypothesis might be restated.

-1-

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.


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.


The entire issue of the magazine, composed of fifteen articles, is a study of the cultural change in the Middle East as viewed by anthropologists.


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.


This study attempts to prove that the Old World is a single diffusion area of aboriginal fish poisons and that the independence between the New World and the Old in this matter is not conclusive.

This article discusses three problems: (1) Where and how did the Coast Salish get potatoes? (2) What is the relation of the sort of cultivation they practiced to precontact practices? (3) What is the relation between food-gathering and cultivation in general?


A brief history of the diffusion of the Shoshone Sun Dance to the Crow Indians in Montana, with a description of the roles and motives of the individuals responsible for the transmission of the ceremonial.


This study indicates that in order to understand the diffusion of culture among the American Indians that a study must be made of the special circumstances of obtaining in the donor society.

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 China -- C. T. Hu


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.


The book consists of a series of selected readings on group development as it pertains to curriculum change, focusing upon an analysis of change. The following phases are discussed: (1) human relations, (2) conceptual tools, (3) groups and group methods in curriculum change, (4) democratic ethics, and (5) management of change. The point that curriculum change means change in people is emphasized.

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.


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 Concept --
  - in Cultural Anthropology -- Thomas Rhys Williams
  - in Rural Sociology -- Daryl J. Hobbs
  - in Research Utilization -- Charles Sung 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


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

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Commissioner's 1961 Catalog of Educational Change.

A survey of changing instructional approaches and descriptions of 2,657 new programs in the public and non-public elementary and secondary schools of New York State.


'S DC 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 in 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.


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.


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 rates of diffusion and factors which influence them.


The Colloquium on the Challenge of Curricular Change was sponsored by the College Entrance Examination Board and the National Association of Secondary-School Principals. Papers included are:

Where Precollege Reform Stands Today -- John I. Goodlad  
The High School's Changing Task -- Lloyd S. Michael  
Three Dimensions of Curricular Change -- Henry Scattergood
Quantity and Quality in Education -- Ellsworth Tompkins
But Are They Mature Enough for College? -- Douglas H. Heath
Breaking the Grade-and-Credit Mold -- William G. Cole
A College Plan Designed for Flexibility -- William L. Kolb
The Care and Feeding of the Liberal Arts Curriculum --
Thomas C. Mendenhall
Effective Teaching, Our First Need -- Robert F. Byrnes
Education's Challenge -- Teaching Children to Structure
Experience -- Sister M. Jacqueline Grennan
The Learning Revolution Outside High School and College --
Harold F. Clark
Training Responsible Citizens: The Unfinished Agendas --
Stephen K. Bailey
A Faculty's Goals for Its Students -- Fillmore H. Sanford
Proposed: A Commission on General Education in School and
College -- Richard Pearson
Evaluation the Rhetoric of Curricular Change -- Stanley J. Idzerda

Corey, Stephen M. Helping Other People Change. Columbus, Ohio: Ohio

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.

Culbertson, Jack (issue editor). "Changing the School," Theory Into

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 Chester,
Richard Schmuck, and Ronald Lippitt
The Elementary-School Principal and Change in the School System --
Daniel E. Griffiths

Fund for the Advancement of Education. Four Case Studies of Programed

Four case studies in programed learning in Manhasset, Long Island;
Denver; Chicago; and Provo, Utah, shows that many problems remain
to be solved both from teacher and pupil viewpoint; however, the
future of programed learning is viewed as promising.

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

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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.

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This volume covers the third annual Phi Delta Kappa Symposium on Educational Research. The chapters are:

- Introductory Remarks -- Keith Goldhammer and Charles R. Foster, Symposium Co-Chairmen
- Problems in the Use of Electronic Data Processing for the Storage and Availability of Research Data -- Allen Kent
- The Role of Private Philanthropy in the Dissemination and Implementation of Educational Research -- John Gange
- The Role of School Study Councils and Local School Districts in the Dissemination and Implementation of Educational Research -- Ronald Campbell
- The Function of the United States Office of Education and the State Departments of Education in the Dissemination and Implementation of Educational Research -- Paul B. Jacobson
- Problems in the Use of Communications Media in the Dissemination and Implementation of Educational Research -- Andrew W. Halpin


Drawn from papers and discussions at the Seminar on Challenge and Change in American Education held at the Harvard University Graduate School of Public Administration in 1961-62, this volume contains the following chapters: (A commentary by Kenneth Deitch concludes each chapter.)

Introduction by Seymour E. Harris

**Part I - Government and Education**

Educational Lobbies and Federal Legislation -- Elliot Richardson, Robert Rosenzweig, Francis Keppel
The Federal Government and University Research -- Charles V. Kidd, Donn K. Price
Education for Manpower Development -- John S. McCauley
The Goals of Education in Underdeveloped Countries -- Montague Yudelman, Adam Curle

Part II - Challenges in Educational Planning
Learning Ability and the Superior Student -- John B. Carroll, John M. Stalnaker
Social Values and Formal Education -- Dan C. Lortie, Theodore Caplow
The Teacher Shortage: Causes and Solutions -- Charles S. Benson, Herbert S. Conrad
State and Local Investment in Education -- Otto Eckstein, Charles S. Benson
Planning Education for Economic Productivity -- Andre Daniere

Part III - Management of Colleges and Universities
Roles and Responsibilities in Management of IHL -- John J. Corson, Glen A. Lloyd
Academic Quality and Financial Aid -- John F. Morse, Eugene S. Wilson, Rexford G. Moon, Jr.
The Role of the Liberal-Arts College -- James S. Coles, John S. Dickey, George R. Waggoner
Graduate Education in the Arts and Sciences -- Bernard R. Berelson, John Chase
Tenure and Academic Freedom -- Clark Byse, Robert W. Merry
The Challenge of Growth for University Management -- Vernon R. Alden


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.

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


A report of 970 new instructional programs initiated in 191 Washington schools between 1958-1961. Part I summarizes the types of instructional improvements, and Part II provides detailed descriptions about 462 specific improvements made by specific school districts. The survey instrument was the same as Dr. Brickell used for New York State.


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


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.


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

This booklet contains the papers and principal remarks given at the Seminar. These were:

- Contrasts in Strategies of Change -- Kimball Wiles
- Roles and Processes in Curriculum Development and Change -- Ronald Lippitt
- Diffusion of 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


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 face-to-face collection of data.


This is a "research report" to the citizens of Michigan appraising, evaluating, and determining the scope of change in the public schools.


This compilation contains these 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. Flesche, Nicholas A. Masters, and Thomas H. Eliot
8mm Motion Pictures in Education: Incipient Innovation -- Louis Forsdale
Programed 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 N. 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 G. 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 H. Fischer, Martin Mayer, and Theodore Brameld
Innovation in Education: Some Generalizations -- Matthew B. Miles


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. Giboney
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

(ed.). A Multidisciplinary Focus on Educational Change.
Vol. 38, No. 2. Lexington, Ky.: Bureau of School Service, College

This bulletin is a report of the 1965 Midwest Regional Conference of
Elementary Principals which focused upon change. The publication
contains these chapters:

Some Current Development in Educational Change -- Richard I. Miller
Change and Human Relations -- Robert Chin
Change and Sociological Perspective: -- C. Milton Coughenour
Change and Early Childhood Education -- Albert J. Lott
Change and Political Realities -- David A. Booth
Needed Research and Development in the Process of Change --
Richard I. Miller

Mort, Paul R. "Studies in Educational Innovation from the Institute of
Administrative Research: An Overview," Institute of Administrative
Research Bulletin. New York: Columbia University, Teachers College,

Record of Mort's investigations in educational innovation, with con-
clusions as to the insights he gained from the work of students and
followers and from his own work, plus an elucidation of the theory
underlying the efforts to realize the "school of 1980."

New York: Bureau of Publications, Teachers College, Columbia
University, 1941. Pp. 528.

An extensive study of nine practices adopted throughout the state
of Pennsylvania and the diffusion pattern involved. Concerned with
administrative, community, sociological, individual, and agency factors
in the adoption process and their effect on diffusion.

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 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.


Deals with existing and potential sources of innovation; the conditions under which innovations can occur; and the changes that must be made in order to tie together knowledge and practice.


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.


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


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

Discussion of innovations to be introduced into the School District of University City for the school year of 1965-66.

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. Pp. 341. (Mimeograph.)

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


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


Research report for the purpose of providing a common ground of understanding between educator and architect in making decisions in the planning of school facilities.

**Articles**


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.


The authors consider forces causing the mathematics revolution, the purpose of the experimentation, the major impetus for continued effort, and the prospects of the movement. A description of five notable projects for the improvement of the teaching of mathematics is given also.


There is a general discussion of the educational reform movement as directly applied to the elementary school, and the need for the elementary principal to be informed about this movement.


Discussion of the development of educational technology in the elementary school and the proper implementation of educational technology within the total program of education.


This booklet is a compilation of six articles taken from Vol. 71 of *The School Executive* about his extensive work on educational adaptability.


Explains the need for change in the elementary social studies field where less change has taken place in comparison with other subject fields.


Analyzes what has been done in the past in language arts on the elementary level, and suggests some needed innovations.


The author discusses innovations in the teaching of science in the elementary school, including descriptions of three notable science projects.
Unpublished Materials

Some papers in this section will be included in forthcoming publications.


A theory is developed to explain the process of innovation diffusion and to predict the success or failure of innovation diffusion plans and projects.


This paper is structured to examine certain aspects of change (mainly the literature on educational change) and to consider implementation of educational innovations as part of a broad spectrum of contiguous or overlapping activities (selecting, implementing, and assessing new educational methods, materials, etc.).


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

Conference on Strategies for Educational Change. Sponsored jointly by USOE and Ohio State University. SEC Newsletter, Ohio State University, Vol. I, No.4; December, 1965.

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
Methodological Strategies for Educational Change -- Egon G. Guba
Organizational Strategies for Planned Change in Education -- Jack A. Culbertson

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.


Three realms of school practice in which innovative behavior is urgently needed are given: the curriculum to cope with problems of setting appropriate expectations for varying individuals; school organization to cope with problems of setting appropriate expectations for varying individuals; and instructional alternatives to cope with problems of assuring individual, self-propelled learning.


An evaluation of today's educational reform movement from two reference points: (1) equipping children with techniques of productive thinking rather than teaching them information, and (2) individualizing instruction with the purpose of meeting each student's learning needs.


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.


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.


This paper discusses the role of research and development in the USA, and particularly the division of labor among the various national programs as they relate to research-dissemination-evaluation-demonstration-dissemination-implementation.

Beginning with a clarification of various terms used in discussing the processes of change, the report moves into a discussion of the relationships between Title III and Title IV (regional educational laboratories) and into some suggestions on how Title III might facilitate better understanding of the processes of change.


The paper contains a general discussion of motivation plus a more detailed discussion of the five strong motives for curriculum change and the need for studying these motives in order to make curriculum change more effectively.


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 the structures and strategies that are influencing practice in New York State.


Teachers cannot become innovators, writes Dr. O'Kane, under conditions found in many schools. Teachers currently are overly-burdened with non-teaching, non-professional tasks which severely interfere with the essentials of the professional tasks. The state level is the most obvious tier at which to coordinate and direct efforts to achieve greater change.

Research Utilization Committee, American Education Research Association 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

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 of new ideas.


Suggests procedures for introduction of change in form and content, and points out pitfalls in approaches and evaluations.
INDUSTRY AND TECHNOLOGY

Books and Booklets


A college textbook representing a panoramic picture of change in all departments of human life, and the place that such dominant forces as technology and applied science have played in causing change in our Western society.


Indicates the process and procedures involved in planning for product development, in this case a Ford automobile.


New perspectives for profit and growth supplant many of today's marketing fallacies. Marketing is considered as a tightly integrated view of the entire business process.


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.

Articles


Three differing views of marketing are discussed. These are: (1) the purchasing agent (marketing is something to be bought as effectively as possible); (2) the investor (marketing is an opportunity to buy earning assets); and (3) the horsetrader (marketing is a form of combat).


Beginning with a distinction between technical and administrative innovations, the author analyzes causes for organizational lag, including psychological and social resistance to innovation.

The article examines what the author believes to be the three most important features of a successful approach to marketing. The three features are: (1) the nature of the marketing problem is fundamentally different from the nature of the production problem; (2) management must recognize the dynamic quality of the marketing problem; and (3) the great need in marketing today is for greater conceptual skill—-the ability to see the enterprise as a whole and to understand how the various functions of the company and its sales organization depend on one another.


Doing business in the midst of fast-changing world economic, technological, and political conditions, says Mr. Hoyt, has placed unique demands on U. S. industry's managerial competence and ingenuity. The management of change becomes even more essential in the future to cope with increasing specialization and rate of change.


Develops the thesis that industry is a customer-satisfying process, not a goods-producing one.


A study of the intrafirm rate of diffusion of the diesel locomotive during the interwar period.


Report of a debate by a group of scholars and specialists on how the technological age is affecting man's attitudes, values, and environment; how man can control technology; can man adapt to technological society; and what controls should be considered.


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.

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.
INTERNATIONAL DEVELOPMENT

Books and Booklets


Papers given at an invitational conference on educational planning constitute this publication:

Theoretical Considerations in Educational Planning -- Mary Jean Bowman and C. Arnold Anderson
Assessing the Educational Needs of a Nation -- Herbert S. Parnes
Organization of Educational Planning -- Kjell Eide
The Implemented Educational Plan -- Beresford Hayward
Manpower Planning in Thailand -- William J. Platt
Educational Planning in Thailand -- Cole S. Brembeck


Divided into four parts, with 17 chapters, the collection demonstrates the complex and subtle interrelationships between education and modernization. Part IV focuses upon "Educational Planning and Political Development."


Examines the worldwide role of education in the development of emerging nations, focusing upon the ambitions of developing nations to be modern and free. Education is treated as a social science capable of helping these nations to achieve that ambition. Attention is given to the philosophy and ethics of change.


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.

-24-

This analysis of the circumstances underlying social conservatism examines four types of variables: economic, ideological, spatial, and structural. A further consideration involves psychic factors.


The study considers the deliberate and conscious manipulation of the senses by certain controlled media of communication, controlled for the purpose of exerting influence. Media considered are: films, the press, radio, and television, with implications of their use for cultural and social change in Morocco.


The purpose of this article is to examine successful cases on planned organizational change in traditional societies, and to isolate, define, and classify strategies and tactics which performed critical roles in the change processes. The objective is to provide some social tools to facilitate organizational change in the modernization process of traditional communities.


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 purpose of this paper is to suggest that there may be an evolutionary sequence for the optimum development of educational systems in the modern or modernizing societies. This conception affords a broad framework within which educational requirements may be interpreted and the progress of development in any national school system assessed.

The means and conditions in which education has been employed in diffusing new cultural concepts and ways in a social order are subjects of research which the writers conducted over a four-year period in Russian Central Asia. The research includes a study of the socio-cultural change process.


Five articles are included in this section which emphasize educational planning:

- Education and Employment in the Newly Developing Economies -- Frederick Harbison and Charles A. Meyers
- Quality of Education and Socio-Economic Development -- Hector Correa
- The Inter-Disciplinary Approach to Educational Planning -- Robert Jacobs
- Manpower Planning: A Case Study from Puerto Rico -- Robert Heifetz
- Educational Planning in Thailand -- Hugh H. Smythe and Nibondh Sasidhorn
- The Village Institutes in Turkey -- Alexandre Vexliard and Kemal Aytac


The concern of this research is with the extended family as a functional rather than residential unit and with its role in cultural change in a small Lebanese rural community.


Changes in the politics and passions of Zionism are analyzed, and modifications are reported as Israel has developed. The author concludes that the decline in ideology and intense partisan commitment and their replacement by practical politics may now help to integrate the nation.
MEDICAL SCIENCE

Articles


The article points out that innovations in medicine were first undertaken in Germany and then in the United States and Russia by practitioners who became involved in research in order to solve practical problems.


This article probes into attitudes and motivations of individual buyers--how they feel, think, and act in relation to the seller's product.


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 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.


The study, made by the National Foundation for Infantile Paralysis, describes the factors that influence the people's reaction to a health program.


The distribution of drugs and an evaluation of two broad classes of detailmen in their relationship with the physician and the pharmacist is analyzed.

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


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.


This investigation focuses upon the diffusion process among doctors of a new drug.


The extent to which sociometric and other interpersonal dimensions appear to be related to the diffusion of an innovation among physicians in a large city is reported in this study.

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.

**Articles**


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.


This chapter deals with problems of social change through analysis of the processes of change in one specific type of political system—the 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.


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

A special task force on Indian Affairs reports on the conditions it found in a study and tour of several Indian reservations as well as a study of the history of the Bureau of Indian Affairs since 1870. Discussions follow the summary report.
Books and Booklets


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 broad view of research and theory in group dynamics. Extensive research is made possible by application of the scientific process.


A study of principles and techniques which answer some fundamental questions about change. Attention is focused on planned change, and its basic principles are induced from a variety of the techniques used to effect change throughout a large part of the social scene.

Articles


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.


This report of experiments on group decision concerns the relation of motivation to action and the effect of a group setting on the individual's readiness to change or to keep certain standards. The experiments also are related to one of the fundamental problems of action-research; namely, how to change group conduct so that it will not slide back to the old level within a short time.
RURAL SOCIOLOGY

Books and Booklets


A study is made of (1) the locus of the legitimation function in decision to adopt farm practices and purchase farm supplies, (2) the extent to which performance of this function varies by the kinds of decisions made, (3) the variation that occurs by characteristics of the farm operator and his operational unit, and (4) the manner in which this function is performed for farm operators who themselves serve as legitimators in the farm practice and supply purchase decisions of other farmers.


The study defines elements in the social structure of a Northeast Missouri farming community which relate to the interpersonal exchange of farm information, and the extent these elements operated in the farm information diffusion-use process.


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.


A textbook designed for introductory rural sociology course emphasizing social change in rural society.

-32-
The major purpose of this publication is to show the process by which ideas become accepted. The diffusion process is discussed from three points of view: (1) the stages through which an individual goes from the time he first learns of an idea until he adopts it, and the media which are most effective at these various stages; (2) some situational and group influences affecting adoption; and (3) some characteristics of farm people as they relate to rate of adoption.

Articles


A study in which research design is synchronized with the teaching project.


This research studies reactions of a group of farmers in Iowa and Ohio, by means of a simple projective stimulus, to men who have changed their way of life and given them new products and practices.


Comparisons of 157 Kansas Cattlemen with 177 Wisconsin dairymen indicates that when similar concepts, measures, and statistical techniques are used, the same variables may be used to explain farm practice adoption behavior in different parts of the country on different types of farms.


This study focuses upon the use of information sources by farmers in the farm practice adoption process and develops a model to account for the differential use of sources in the adoption process.

An examination is made of the relationship of personal and social characteristics of 285 farmers in Washington County, Kentucky, to the adoption of improved practices. The effectiveness of contact with information sources in the adoption practice is examined also.


A research study into the relationship between certain sociocultural variables and rationality in the adoption of recommended farm practices.


This paper examines the relationship between the level of aspiration and the income among low-income farm operators.


The paper probes into variations in adoption of farm practices and tests hypotheses of relationship under controlled conditions.


The data analyzed in this article indicates that some low-income farmers can be expected to respond poorly to education and action programs which emphasize an aggressive commercial approach to agriculture. Subsistence farming may be more meaningful for this group.


This study is based on the general proposition that the farm family as an institution is slow to change.

A critique is made of the personality variables used in diffusion research by rural sociologists, with the suggestion that they should concern themselves with conceptual variables which relate to sociological dimensions capable of being utilized in systematic theories.


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.


This paper reports the relationship between the acceptance of certain health-practice innovations by Indian villagers and certain social background characteristics of the villagers, their contacts with India Village Service, and attitudes.


This article compares two studies—one, a study of how hybrid seed corn gained acceptance in Iowa; and the other is a study of how doctors in four communities responded to the availability of a new "miracle" drug, with respect to four basic elements: (1) a given new practice, (2) time, (3) channels of communication, and (4) social structure.


The question of why some farmers accept improved farming practices while others do not is studied.


This article examines the influence of status factors in the diffusion of farm information from one farmer to another.


The relationship farmers make of information sources in the adoption process is analyzed and an examination is made of the influence of these sources.

Interviews were made of 183 South Dakota farmers to determine how the motivation of social status, net worth, and money invested in livestock and machinery influences the seeking of aid from agricultural agents and the direct learning of agricultural technology.


This research study sought to determine the relationship between twelve value orientations and two scales of practice adoption. One scale involved behavioral adoption of four practices applicable to dairy farming; the other involved knowledge, critical evaluation, and the use of lime.


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


A research study was made using 903 Wisconsin farm operators to test the hypothesis that farm operator technological competence is associated with an "integrative-supportive" wife marital role.


This paper shows that certain societal processes such as specialization, integration, and adaptation provide a common framework for studying change.


Young and Coleman describe results of an inquiry into the effects of neighborhood norms on individual farmers with regard to their adopting new farming techniques.

Unpublished Materials


This examination of diffusion research in agriculture and the rapidly accumulating researches of similar nature in education provides clues for strategies of change in education and for needed research along these lines.
SOCIOLOGY

Books and Booklets


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.


Ogburn advances his well-known hypothesis of "cultural lag" which asserts that technology (material culture) advances at a more rapid rate than other social institutions (non-material culture). The resulting lag between these two components of culture leads to various social problems.

Articles


The chapter focuses upon: (1) a summary of fundamental postulates that define the nature of structural-functionalism, (2) a conceptual framework which provides an initial orientation toward social change, and (3) a set of researchable hypotheses derived from this framework. In addition, fundamental problems in analysis of social change are discussed.


This report analyzes the nature and the direction of diffusion within a society.


This article explains how a student adopts a general frame of reference related to his own knowledge, delimits the field of study, states his problem, locates sources, and chooses a method.

The writer develops the hypothesis that cultural diffusion, one aspect of cultural change, takes place at a rate which may be described by the ogive of the normal frequency distribution.


From the analysis of numerous diffusion series, this study finds that the rate of diffusion is often disturbed by social crisis; however, within a short time after the crisis, adoptions will resume the expected stage and trend.


Three case studies of the diffusion of culture patterns in present-day cultures show, if not a regularity of spread such as Gabriel Tarde outlined, at least an area of trait adoption characterized by a constantly increasing circumference.


The writer, in introducing breadth of perspective as of relevance to social change, presents in this chapter a character type who only infrequently is in an effective position to influence social change directly. This is the man with broad perspective, i.e., capable of redefining situations in radically different ways by alternately changing means, goals, and values and by not being too satisfied with any given formulation for long.
PERIODICALS ON CHANGE

Change. The Center for the Study of Democratic Institutions, Box 4427, Santa Barbara, California, 93103.

This publication, about eight pages and nine times yearly, was started in 1965. Its purpose is to provide a channel for communication between groups -- a channel for discussion of the forces of change.

SEC Newsletter. School of Education, The Ohio State University, Columbus, Ohio, 43210.

The Newsletter has developed in conjunction with a conference on Strategies for Educational Change held by The Ohio State University. It is designed to provide an opportunity for dialogue on change in education among its readers.
BIBLIOGRAPHIES


An extensive multidisciplinary bibliography is included in this volume.


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.


Chapter 7 is on Rural Social Change: the Process and Consequences of Diffusion and Adoption of Innovations; and Chapter 8 is on Organization for Information Transmission: Extension and Information Experience. The listings include publications from many countries.


This bibliography contains 600 citations in the areas of rural sociology, anthropology, medical sociology, education, early sociology, industrial, and others not in these six diffusion research traditions.
GENERAL MATERIALS

Books and Booklets


This book represents a multidisciplinary orientation to innovation and diffusion. It synthesizes and evaluates the research findings and theories of over 500 publications.

Articles


Explains how diffusion models transcend social diffusion and describes simple forms of diffusion in the fields of science.