

Book Reviews

SAMUEL B. MAGILL, Editor

COMMUNICATIONS DICTIONARY

James F. Holmes

John F. Rider Publisher, Inc.
New York, New York

\$1.50 96 pp.

Reviewed by JOHN MARKUS

Transfer from electrical power engineering to telecommunications and data processing was the stimulus that triggered this engineering author into collecting definitions of terms having new or specialized meanings to him. After some six years of note-taking, the author alphabetized his many notes and checked them for conformity with ASA and other glossaries where possible. The result is this inexpensive paperback dictionary containing over 2,500 terms and abbreviations that should be of value as a training aid for personnel just entering these fields. A unique feature is the use of an asterisk at the end of an entry to indicate that it is in essence an ASA-approved definition.

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A UNIVERSITY PRESIDENT SPEAKS OUT: ON CURRENT EDUCATION

Carroll V. Newsom

Harper & Brothers, New York
\$2.95 115 pp.

Reviewed by THOMAS A. MAHONEY
Professor, Industrial Training Center
University of Minnesota

The President of New York University "speaks out" in this book to teachers,

students, parents, and citizens on various problems of current education. This small collection of essays ranges over topics of current interest to all citizens—women's education, liberal versus general education, objective testing, the choice of a college, career guidance and choice, and the financing of education. Education, according to President Newsom, must be personal; the individual must develop his own capacity through thinking and gains little from learning that is handed to him. President Newsom would facilitate this learning process by providing more opportunity and encouragement for self-development through association with other students as well as classroom challenges. Needs for education as well as individual capacities for learning are so diverse that Newsom urges each college to develop distinctive goals and programs to provide a wider choice of opportunities in education.

The author develops a concept of education in his first essay. Later essays concern the implications of this concept with respect to student problems, parents' problems, and the problems of the university and college. Most of the author's thoughts are clear, refreshing approaches to the many problems involved in the development of an educational program for our society. I find myself in agreement with President Newsom on most points and would only single one point out for disagreement in a review. It appears to me that his argument for the separation of the teaching and research functions and faculties of

a university conflicts with the basic concept of education expressed earlier. A teaching faculty must continue their education throughout their careers. And since learning is basically self-development, how can this education be accomplished better than by involving the teaching faculty in continued research?

A series of essays such as this would not achieve the author's purpose if it did not stir some controversy and disagreement, however. The author covers enough topics that he should interest and rouse most readers. The style is quite readable and clear. In general, these essays should be recommended reading for all who are interested in education—students, faculties, parents, every citizen who has a stake in the quality of education in our society.

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HOW TO INSTRUCT SUCCESSFULLY

Thomas F. Staton

McGraw-Hill Book Company

New York City

\$6.50

292 pp.

How many times has a business associate come to you with a question somewhat like this: "I have been asked to give a course for a civic group, and although I know the subject, I am not too sure about how to present it. Do you have any literature that will help me?"

Here is a book which will supply this need quite well. It is simply written, and the chapters are logically arranged. The approach is to the practical business man or civic leader who would be repelled by too sophisticated a book.

The first sentence of the book defines learning as "changed behavior."

The three initial chapters consider the nature of learning and how to achieve it. Later chapters describe the various kinds of instructional methods and where each may be applied. There are also sections on planning a course, using anecdotes, sizing up and adapting to audiences, and measuring results.

The writer was for a time educational adviser to the command and staff college of the USAF University, and is now head of the department of psychology at Huntingdon College. He is the author of the well known book, *Human Relations for Supervisors* and of a number of articles on learning.

S. B. M.

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THE AMERICAN ECONOMY

Betty G. Fishman and Leo Fishman
editorsD. Van Nostrand Company, Inc.
Princeton, N. J.

\$7.95 822 pp.

(A workbook also available)

If one learned economic theory more than a few years ago, the chances are that this book will be an eye-opener. Economics, as the book points out, is basically concerned with people, and is

therefore constantly undergoing change. The ancient prophets of laissez-faire and of supply and demand, are dead. Gone are the Adam Smiths, the Malthusians, and even, heaven help us, the Andrew Mellons, with their quaint beliefs that governmental income should somehow equal expenditures. Even the Keynesians are considered old-fashioned nowadays.

The principal authors of this text, Betty G. and Leo Fishman, have assembled a distinguished group of collaborators to write on special aspects of economics, and the result is a smoothly flowing exposition of a subject which, in lesser hands, can be almost forbiddingly difficult to read and understand.

The 44 chapters are divided into seven major sections: the first one introductory, followed by discussions of prices, fluctuations in economic activity, the effects of the massive power of the federal government regarding controls, taxation, and borrowing, the quest for economic security, and today's concepts regarding capitalism and socialism.

This book is designed as a college text but the subject of which it treats is so important to the business man that it deserves a place on the management bookshelf.

S. B. M.

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STUDY AND SUCCEED

by Lyle Tussig

illustrated by C. Schlerf

John Wiley & Sons, Inc., New York

\$2.95 paper back 157 pp.

This is an ingratiating book, interestingly written yet based on sound scholarship, whose sole intent is to guide the reader over the hurdles of reading,



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speaking, studying, and understanding. It performs this task very well. It is addressed to the college freshman and is intended to help him to do better work, but the material is basic, and will be equally useful for many training situations, such as executive development, sales training, and courses in communications. A great number of lists and

exercises provide opportunities for self-study as well. The pages can be mined again and again for worthwhile program ideas.

An attractive feature is the illustrator's contribution. The weird, potato-shaped creations of Mr. Schlerf are almost all face, and the expressions he has managed to get into them are inexpressibly funny.

The reviewer acknowledges a double debt to this book. First, he has used the material for a course in "How to Study," and, second, he copied some of the figures to enliven a flip-chart presentation for a group of sales managers. It is pleasant to report that both were successful, thanks in large part to the help provided by this book.

* * *

In Memoriam

J. Walker Cunningham

J. Walker Cunningham, a charter member of the New York Metropolitan Chapter, died on September 29, in Bronxville, N. Y. His age was 62.

"Doc," as he was called by countless friends, had been with the Metropolitan Life Insurance Company for thirty-eight years, where he was Manager of Employee Education and Training.

He was active in ASTD affairs. He was General Chairman of the Eastern States Training Conference in May, 1951, President of the New York Chapter in 1953, Chairman of the Board of Directors in 1954, and Regional Vice-President of the Society in 1958-59.

"Doc" always seemed to us a model of what a training director should be. His deep, calm voice was not often heard, but when he spoke it was to question or counsel, never to criticize. Things always seemed to go more smoothly when he was present.

We will miss "Doc" greatly.

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