

THE SUPERVISOR AS AN INSTRUCTOR

By M. M. Broadwell

Addison-Wesley, Reading, Mass. 01867

175-page softback

\$4.95

A revised edition, this version has two new chapters. Questions and discussion exercises have been added to the end of each chapter.

The book gives the hows and whys of preparing and using objectives, visuals, lesson plans and testing. It answers questions such as: How can I get participation? How can I hold interest? When do I test?

Trainers who teach supervisors to train their own subordinates can use this book as supplemental reading in almost any course. It is broad enough to cover the essentials of good instruction, but tightly written enough to be read and not stuck on a shelf.

Eighteen chapters cover: The Instructor, the Teaching Process, Learning Process, Student, Communication, Task Analysis, Student Objectives, Student Motivation, Getting Interest, Getting Involvement, Visuals, Testing, Speaking, Classroom Technique, Learning Theory, Use of Programmed Instruction, Planning, Evaluation.

EDUCATION AND JOBS: THE GREAT TRAINING ROBBERY

By Ivar Berg

Praeger Press, 111 4th Ave., New York, N.Y. 10003

200-page hardback

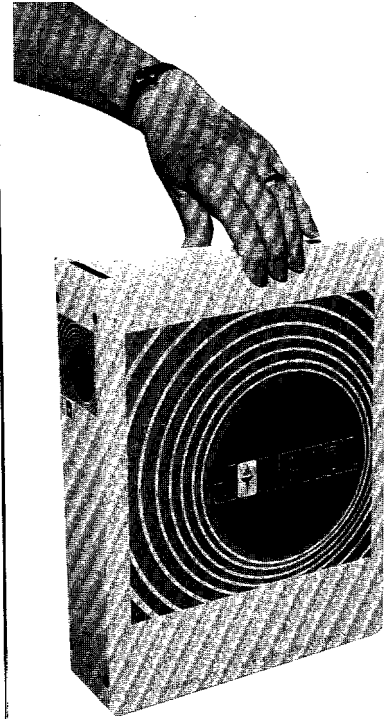
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Are high educational standards in recruiting an unproductive luxury similar to a manager's preference for a pretty secretary even if she can't spell? Ivar Berg, professor of sociology at Columbia's Graduate School of Business, thinks so. He argues that workers with less schooling are often more productive and promotable than more educated ones. Much of the argument is from statistical studies. I found the data about the Federal Aviation Administration success with less-educated employees fascinating (pp. 167-174).

We suffer, according to Professor Berg, from "education craze," a malady with two major symptoms. The first symptom is frustration of highly-educated workers who find their jobs boring and unrewarding when compared to the expectations stimulated by publicity campaigns telling students to stay in school and get better jobs. The second, and more severe, symptom is the resentment of less-educated minorities at their *de facto* exclusion from high-paying jobs.

By his own admission, Professor Berg's data is sketchy and sometimes subject to interpretations diametrically opposed to those he gives. Even so, this book raises important questions and makes a fine contribution to the fields of training and education.

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