

## **Deuxième partie**

### **La formation des adultes dans quelques pays occidentaux d'après les principales études récentes**

- 6 — Le Canada (sauf le Québec)
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## Chapitre 6

### Le Canada (sauf le Québec)

#### 600. ADAMS, R.E.

*DACUM : Approach to Curriculum, Learning, and Evaluation in Occupational Training.* 2<sup>e</sup> éd., Ottawa, Department of Regional Economic Expansion, août 1973. 261 p.

“ Because Nova Scotia NewStart was established to ‘develop, through research and experimentation, methods and programs which can be implemented on a widespread basis to prepare unemployed and underemployed adults for stable and rewarding employment,’ the Corporation became interested in producing a curriculum and learning model that would overcome some of the problems in occupational training. These problems are analyzed in Part I of this report. Part II gives an overview of the DACUM system and discusses its potential for overcoming or reducing current problems. Parts III through VIII are designed to serve as a manual for persons interested in developing and installing a DACUM program. Part IV describes program development procedures and considerations. Part V tells how to initiate the learner into the DACUM system. Part VI describes the way in which learning takes place, and Part VII describes the way in which evaluation takes place and also includes a rationale for this unique approach. The appendices contain copies of the graphic Learning-Evaluation Model and Program Development Model, with supporting materials, as well as copies of DACUM charts. ” (Introduction) (CADRE : 5168).

#### 601. ADAMS, Roy J. et autres.

*L'éducation et le travailleur canadien ; rapport de la Commission d'enquête sur le congé-éducation et la productivité.* Ottawa, ministère des Approvisionnements et Services, 1979. 383 p.

Le premier chapitre du rapport est consacré à l'étude du congé-éducation dans cinq pays d'Europe : la France, la Belgique, l'Allemagne de l'Ouest, la Suède, la Grande-Bretagne. La Commission d'enquête désirait savoir pourquoi ces pays avaient trouvé souhaitable d'offrir des congés-éducation, quels résultats ils avaient obtenus, quels problèmes ils avaient rencontrés, quels avantages justifiaient les coûts des programmes de congé-éducation. Le deuxième chapitre étudie la politique du congé-éducation comme solution aux problèmes de la formation professionnelle, de l'analphabétisme et de la formation syndicale des travailleurs. Le troisième chapitre livre les résultats d'une enquête de

Travail Canada sur la pratique canadienne du congé-éducation et fait état des programmes d'éducation et de formation qui utilisent le congé-éducation. Dans le dernier chapitre du rapport, la Commission présente ses recommandations. (CADRE : 8758)

#### 602. ADAMS, Roy J.

“ Towards a More Competent Labour Force, ” dans *Relations industrielles*, vol. 34, n° 3, 1980, pp. 422-438.

« Une des principales recommandations de la Commission sur le congé-éducation et la productivité consiste à imposer à l'industrie canadienne un prélèvement égal à un demi de un pour cent de la liste de paie annuelle. Toute entreprise qui ne consacrerait pas cette somme à la formation professionnelle en remettrait la différence au gouvernement. Par ailleurs, les entreprises qui l'utiliseraient à cette fin bénéficieraient d'un abattement d'impôt supérieur à l'argent ainsi dépensé. C'est la politique du bâton et de la carotte : on pénalise les entreprises qui n'assument pas leurs responsabilités ; on récompense celles qui les acceptent.

Pourquoi une telle mesure ? Comment peut-elle fonctionner ? Quel en est le coût ? Que peut-elle accomplir ? » (Résumé)

Sur le rapport de cette Commission, voir Adams, Roy J. et autres, *L'éducation et le travailleur canadien ; rapport de la Commission d'enquête sur le congé-éducation et la productivité.* Ottawa, ministère des Approvisionnements et Services, 1979.

#### 603. AITKEN, Mary Elizabeth.

*The Future for Adult Education in British Columbia : a Delphi forecast.* Vancouver, the University of British Columbia, juillet 1975. 163 p. (Thèses canadiennes sur microfiche, n° 25773)

The purpose of this study is to examine, through the medium of a panel expert in the field of adult education, potential events foreseen as affecting the future of adult education over the next decade and thus to suggest potential goals or avenues for change. The first chapter deals with the rationale, background, scope and plan of the thesis. In the second chapter, the author discusses the Delphi method and examines current Delphi studies with particular reference to the limited number undertaken in the field of adult education. The third chapter describes in detail the methodology chosen and the three in-

struments constructed and distributed through the Delphi sequence. The fourth chapter describes and interprets the data received and their implications in terms of, for example, projected manpower needs, expansion of facilities, anticipated participation patterns and forecast socio-economic shifts. The fifth and final chapter discusses the trends identified through the data analysis and thus the specific goals for adult education which may be considered as a result of the implications of that data. (CADRE : 10005)

**604.** Alberta. Commission on Educational Planning. *A Future of Choices ; a Choice of Futures*. Edmonton, Queen's Printer for the Province of Alberta, 1972. 325 p.

" The object of this report goes beyond a discussion of ideals. Its aim is to guide and assist the restructuring of Alberta's educational system to meet changing needs. The report seeks to accomplish this through encouraging the cultivation of four ideals which the Commission has come to regard as fundamental to the success of future education in the province. These are : a futures-perspective, lifelong learning, participatory planning, and autonomous individuals. Through the diligent pursuit of these ideals, the Commission believes that education could be transformed on two levels simultaneously : a level of short-run adaptation and revision, and a longer-range concern that ends in the transformation of the system. " (p. 41)

**605.** Alberta Vocational Centre. *Adult Basic Education Outreach Project. Final Report (executive summary)*. Calgary, avril 1979. 20 p.

" An executive report summarizes the Alberta Vocational Centre's development of a portable individualized, competency-based learning system for use in an adult basic education program in a non-institutional community location. The report deals with the project's rationale, development (including management, curricular development, budget, and site selection), and implementation. Also reviewed are the advantages and disadvantages of the outreach process and recommendations for project development, program structure, staff selection, student recruitment, and the outreach process. " (ED 170 580) (CADRE : 9308)

**606.** Alberta Vocational Centre. *Adult Basic Education Outreach Project. Final Report*. Calgary, avril 1979. 233 p.

" The Alberta Vocational Center (AVC) developed a portable competency-based learning system for use in non-institutional adult basic education community programs. The system addresses needs identified by the 1971 census which found 28% of Alberta's residents (over fifteen and out of school) had less than a ninth grade education. Administered through an adult learning center in a library, the program offers reading, writing, and arithmetic to the ninth grade level. It provides free tuition and learning materials, flexible attendance, drop-in registration,

continuous entry/exit, and individualized progress. Thirty-nine students are currently enrolled. The program, utilizing a team approach, was developed in four stages : reconnaissance, development, implementation, and dissemination. The project appraiser and project director evaluated the project's outreach process, center components and activities, academic gains, employment related issues, further education issues, and life style issues. For example, it was found that AVC referrals, pre- and post-tested at AVC, advanced at least two grade levels in reading and math after outreach program involvement. Following evaluation, recommendations were made for various program components. " (ED 170 581) (CADRE : 9309)

**607. ANDERSON, Darrel V.**

*The adoption of recommended administrative practices by directors of public school adult education in the province of British Columbia*. Vancouver, University of British Columbia, 1975. 278 p. (Thèses canadiennes sur microfiche, n° 25094)

" The purpose of this study is to investigate the behavior of directors of public school adult education in British Columbia, as adopting agents within a structured social system. Specifically, the study analyzes personal characteristics of individual directors as well as situational factors affecting their role performance and structural features of the system in which such directors operate. Particular attention is focused on the role of the director in the adoption of certain recommended administrative practices and his sources of information. " (Introduction) (CADRE : 10006)

**608. Applied Research Associates.**

*Professional Education, A Policy Option*. Toronto, Commission on Post-Secondary Education in Ontario, novembre 1971. 160 p.

" The key issue in professional education is a lack of correlation between the need of the community for a certain kind of professional service and the system of education and product of that system the community presently possesses. The power given to professionals through knowledge and State permission to use that knowledge is being exercised often in a self-seeking, protectionist, illiberal and sometimes anti-intellectual fashion. Professional associations, representing a monopoly, have exercised a huge influence over professional education, an influence which has been generally retrogressive. Reapportionment of the time division between university and apprenticeship training may be necessary. New admission criteria are desirable, new entry and exit points to professional education should be created. A system of midcareer education tied to relicensing is necessary. Through the development of the paraprofessional class, greater opportunities for both professional education and professional services must be provided to disadvantaged groups. Extensive data on program costs and the competitive ability of graduates of professional programs should be continuously monitored. " (Résumé des conclusions de l'étude) (CADRE : 570)

**609. ARMSTRONG, Anne Kathleen.**

*Masters of their Own Destiny : a Comparison of the Thought of Coady and Freire.* Vancouver, The University of British Columbia, Centre for Continuing Education, janvier 1977. 26 p. (Occasional Papers in Continuing Education, n° 13)

“ This paper provides a very interesting comparative analysis of the ideas of Father Coady and Paulo Freire. It points out well both the many similarities and the differences in thought and action between the forceful Nova Scotian shaking the fishermen out of their lethargy and the sensitive and intellectualizing Brazilian striving to help the peasants through conscientization. The analysis contributes to our better understanding of the processes of education for self-realization and self-reliance. It also reminds us of the Canadian contribution to these processes as early as the 1920's. Freire's work a quarter of a century later, in another continent, in its own way underscores Coady's ideas and actions. ” (Introduction) (CADRE : 9503)

**610. Association canadienne de la formation professionnelle.**

*Formation professionnelle, éducateurs, employeurs.* Ottawa, 1971. 187 p.

Compte rendu du huitième congrès de l'Association canadienne de la formation professionnelle, tenu à Montréal les 2, 3 et 4 juin 1971. Il contient les textes anglais ou français des conférences et les rapports des groupes de travail. Thèmes d'étude : la formation professionnelle et les critères d'emploi, l'apport des écoles et de l'industrie au développement de la formation professionnelle, l'orientation de l'étudiant vers l'enseignement professionnel, la participation du monde des affaires et de l'industrie à la formation professionnelle, la formation professionnelle et le développement de la personnalité. (CADRE : 439)

**611. AZZI, Corry F.**

*Equity and Efficiency Effects from Manpower Programs.* Toronto, D.C. Heath and Co., 1973. 97 p.

« Contrairement à ce que peut laisser croire son titre, ce livre ne traite pas des programmes de main-d'œuvre, mais plutôt exclusivement de programmes de formation professionnelle en cours d'emploi. Ce qui n'est pas la même chose. En fait, cette étude empirique vise à examiner si des programmes de formation en cours d'emploi ont changé les décisions de recrutement et promotion de deux établissements en faveur des gradués de programmes de formation. L'auteur cherche à vérifier l'hypothèse suivante : plusieurs programmes de main-d'œuvre bénéficient surtout à la firme et aux actionnaires, et les bénéfices aux désavantagés peuvent ne pas excéder les coûts imposés aux payeurs de taxes. De plus, on cherche à déterminer si les programmes examinés ont plus bénéficié aux individus ou à la firme. En fait, c'est un retour à Becker, Thurow, etc.

L'auteur cherche à atteindre son objectif par une enquête dans deux établissements sur les coûts et bénéfices de programmes de main-d'œuvre ; des deux établissements, l'un est un chantier naval,

l'autre une manufacture de pièces électroniques. » (J. Sexton)

Ce livre est recensé dans *Relations industrielles*, vol. 29, n° 4, 1974, pp. 895, 896.

**612. BARBEAU, Maurice.**

« Orientation des universités canadiennes en matière d'éducation permanente », dans *La revue de l'A.U.P.E.L.F.*, vol. 12, n° 1, printemps 1974, pp. 42-50.

Il serait téméraire, selon l'auteur, de vouloir préciser l'orientation des universités canadiennes en matière d'éducation permanente. Aussi se limite-t-il à donner une vue rapide de quelques modalités de leurs engagements, qui laisse néanmoins entrevoir leur orientation. Au Canada, on perçoit aisément l'éducation permanente comme un thème qui perce dans les rapports des diverses commissions provinciales chargées de proposer des plans de réforme des systèmes d'éducation, que ce soit le Rapport Parent au Québec, le Rapport Wright en Ontario, le rapport de la Commission d'étude sur l'éducation postsecondaire au Manitoba, ou enfin l'étude de la Commission sur la planification de l'éducation en Alberta, présidée par M. Walter H. Worth. Au Québec, les prises de position du Conseil des Universités et de la Conférence des recteurs et des principaux des universités du Québec, ainsi que les options qui ont été faites par les Universités de Montréal, de Sherbrooke, et Laval, laissent présager que l'éducation permanente peut être conçue comme principe d'organisation des systèmes d'éducation et des institutions d'enseignement supérieur.

**613. BARBEAU, Maurice et autres.**

*The role of the university with respect to enrollments and career opportunities, admission policies, continuing education and community colleges.* Ottawa, Association of Universities and Colleges of Canada, 1977. 110 p. (Study No. 1)

“ The economic situation which calls into question the value of the high cost postsecondary system with its uncertain economic benefits, the changed nature of the secondary school curriculum, and the decline in the traditional university age population are the issues with which this report deals. It focuses on the four aspects of postsecondary education : admission policies, the relationship between university programs and career opportunities, continuing education, and the relative roles of universities and community colleges. What we are concerned with is the nature and purpose of the university. Since the questions of admission policies, and the relationship between programs and career opportunities are different for different subdivisions of the university we will discuss first the nature and purpose of universities with respect to the liberal arts and sciences, then with respect to professional schools and finally with respect to graduate education. We will then consider continuing education, what it is, and whether it is a responsibility of the universities or the community colleges, and finally we will examine the role of the community colleges in relation to the universities. ” (A.) (CADRE : 8407)

**614. BETCHERMAN, Gordon.**

*Les pénuries de travailleurs qualifiés. Résumé des conclusions de l'enquête sur les ressources humaines.* Ottawa, Conseil économique du Canada, 1980. 32 p.

« Au cours des dernières années, les pénuries de certaines catégories de travailleurs qualifiés sont devenues de plus en plus évidentes au Canada. En dépit de l'attention qu'on porte maintenant à ces déséquilibres, on sait en réalité bien peu de choses des secteurs les plus touchés et des solutions possibles au problème. Pour combler ces lacunes, le Conseil économique du Canada a effectué une enquête à l'échelle nationale, centrée sur les problèmes de main-d'œuvre et les programmes mis au point par les employeurs. Dans le cadre de cette enquête sur les ressources humaines, on a recueilli des données auprès d'environ 1 400 établissements, englobant virtuellement toutes les industries, pour établir de quelle façon on parvenait à répondre aux besoins en travailleurs qualifiés. Tout en délimitant l'ampleur du problème, notre enquête a aussi porté sur les stratégies de recrutement auxquelles les personnes interrogées ont recours pour s'assurer les ressources humaines dont elles ont besoin. Nous avons cherché plus particulièrement à connaître leurs programmes de formation professionnelle en cours d'emploi. » (Introduction) (CADRE : 9924)

**615. " Beyond the Textbook...," dans *Education Nova Scotia*, vol. X, n° 10, 1980. 16 p.**

Document d'information sur les ressources éducatives qu'offrent les services suivants de la Nouvelle-Écosse : the Nova Scotia Provincial Library, the Education Media Services, the Nova Scotia Museum.

**616. BLENKINSOP, Padraig J.**

*A History of Adult Education on the Prairies : Learning to Live in Agrarian Saskatchewan, 1870-1944.* Toronto, University of Toronto, 1979. 550 p. (Thèses canadiennes sur microfiche, n° 40881)

**617. BLUNT, Adrian et James E. Thornton.**

*Participation in an Indian Adult Education Program.* Vancouver, British Columbia University, Adult Education Research Centre, 1974. 52 p.

« Differences between participants and non-participants in an onreserve Indian adult education program in British Columbia were identified by interviewing 22.5 percent of the adult population in a random sample. Eight of 17 socioeconomic variables and 5 of 13 sociopsychological variables differentiated between the 42 participants and 44 nonparticipants. Social participation, trust, integration with relatives, number of children, and total annual income explained 30.81 percent of the variation in participation, but alienation was found to be the single most important predictor of nonparticipation. Because (1) participants had lower incomes than nonparticipants, and (2) the program is free, few socioeconomic barriers to participation were identified. Participants were likely to be female, so a

need was indicated for more vocational and employment-oriented programs. Participants were more independent of relatives, a factor leading to consideration of informal classes for extended family groups. Overall, program planning for Indians requires analysis of the community, inclusion of community persons in planning, interagency cooperation, and evaluation. Statistical data throughout the report are tabulated and discussed in the text. Appendixes are a bibliography ; adult education courses held on the reservation 1968-71 ; and product moment correlation coefficients for 19 variables. » (ED 105 947)

**618. BOSHIER, Roger, comp.**

*Towards a Learning Society. New Zealand Adult Education in Transition.* Vancouver, Learningpress Ltd., 1980. 284 p.

« Continuing education is one component of lifelong education and a learning society. This book is structured to reflect the anticipated transition. Part One introduces the terminology of adult and continuing education and discusses fundamental concepts which distinguish adult and pre-adult education and outstanding issues that must be settled before transition can proceed. It also describes applications of adult education in New Zealand, the roles occupied by adult and continuing educators and the need to create graduate adult education programs in the universities. Part Two contains seven chapters describing aspects of the field in New Zealand. Part Three anticipates developments associated with the next steps of New Zealand's transition towards a learning society. The book ends with the presentation of scenarios describing possible future roles of adult education. The scenarios are designed to reveal developments congruent with the learning society, provide an 'early warning' of perils that lie ahead and to reinforce the fact that learning can occur in a broad array of settings. The scenarios begin in September, 1982 and end ten years later on the 23rd of November, 1992. » (Introduction) (Cadre : 9534)

**619. British Columbia. Department of Education.**

*VAST (Vocational Adult Secondary Training) Development Project ; Phase 1, Final Report.* Victoria, 1973. 1255 p.

« This final four-part report describes and evaluates the Vocational Adult Secondary Training Project (VAST) whose goals were to revise and develop adult basic education curriculum in the areas of mathematics, communications, and science ; individualized instruction with clearly defined objectives ; a methodology for pretesting and selection of programs suited to the needs of students ; the integration of life skills training in the oral communication program ; and practice in group projects. Part A describes the program in which a comparison was run between two demonstration classes (implementing the revised curriculum) and regular classes. From pretesting and the final evaluation, based on a Test of Adult Basic Education (TABE), it was found that the demonstration classes

progressed in less time than the regular classes. Enumerated conclusions and recommendations focus on the mechanics of the program. The student and instructor manuals ; student opinion and learning resource surveys ; sample units in mathematics, science, and communications ; a list of required commercial learning resources ; and statistical data are appended. Part B, C and D offer respectively the mathematics, communications, and science curriculum guide included contain individual lessons complete with objectives, procedures, suggested resources, and pretesting and testing forms." (ED 105 111)

**620.** British Columbia. Department of Education. *Towards the Learning Community : Report of the Task Force on the Community College in British Columbia*. Victoria, 1974.

" In this report of the Task Force on the Community College in British Columbia, recommendations for college development in British Columbia are made. The sections of the report are as follows : Recommendation Highlights ; Task Force (Terms of Reference, Membership, Glossary, and the Public Process) ; 1) Previous Development ; 2) Nature and Functions of Community Colleges in British Columbia ; 3) Recommendations (Priority ; Regions ; Finance ; Terms ; College Governance ; Liaison among the Department of Education, Colleges, British Columbia Institute of Technology, Provincial Vocational Schools, and Universities ; and Provincial Manpower Policy) ; 4) Special Areas of Concern (New College Development, College Role in Media-Communications, Continuing Education, Community Educational Development Services, Student Services, Student/College Relations, Special Services, Admissions Policy, Fee Structure, Worker Educational Leave-Onsite Study, Professional Development, College Associations, College Hiring Policy, Bargaining Relationships, Transfer of Public Service Employees, and Summary) ; 5) Summary of Recommendations ; and 6) Appendixes (Map and Table of Present and Proposed College Regions and Lists of Schools Districts, Sites of May Hearings and Lists of Briefs and Letters Received Regarding the Working Paper)." (ED 097 047)

**621.** British Columbia. Department of Education. *Report of the Commission on Vocational, Technical and Trades Training in British Columbia*. Victoria, 1977. 65 p.

**622.** British Columbia. Department of Education. *Report of the Committee on Adult Basic Education. Discussion Paper 01/79*. Victoria, janvier 1979. 36 p.

" Existing programs and needs for adult basic education (ABE) in British Columbia were assessed. A research committee examined adults' educational opportunities up to and beyond literacy levels. ABE was found, in general, to be an area of neglect and low priority. Adult needs remain high ; for instance, census data reveals that nearly half a million adults have not gone beyond grade 8. Many family and

psychological problems are associated with illiteracy. Nevertheless, present educational practices, such as inequitable tuition policies, inhibit adults' efforts to return to learning. Social and economic costs incurred through the educationally disadvantaged individuals' unemployment and welfare status are high. The Ministry of Education plays a minimal role in ABE services provision. The federal Department of Manpower has influenced educational practices throughout the provinces, but provisions have tended to be spasmodic. Each year ABE involves approximately 6 000 students and 500 instructors throughout the province. The main prerequisite for closing the gap between needs and ABE provisions is an integrated and systematic approach. Although many goals and recommendations have been formulated, the principal recommendation is to regard ABE as an integrated system to aid in the amelioration of provincial problems in such areas as unemployment and social welfare." (ED 167 825)

**623.** British Columbia University. Adult Education Research Centre.

*Adult Education in British Columbia*. Vancouver, 1973. 54 p.

" The report of adult education in British Columbia is a preliminary survey of a sample of educational programs for adults in the Province. The report discusses three varieties of adult self-education (casual contacts, structured events, and self-directed learning) and concludes that the hidden costs and deficiencies of such learning are enormous and frequently discourage many adults from desiring to learn. Based on a concluded necessity and expediency of providing organized and directed educational programs for adults, the report surveys various institutions' involvement in adult education : Department of Education ; other Provincial Government Departments ; Federal Government ; business, industry, and labor ; community recreational centers ; religious groups ; voluntary agencies ; proprietary schools ; cultural institutions ; and professional associations. The report also summarizes the results of recent research into the nature of individual participation on adult education with respect to : personal characteristics ; socioeconomic characteristics ; residence factors ; attitudes ; attendance and dropout ; and learning needs. The report agrees with earlier recommendations for the creation of a Direction of Adult Education and a Council of Adult Education in the Provincial Department of Education, and favorably mentions studies made in Ontario, Saskatchewan, and Alberta suggesting the extension of educational opportunities to the total population." (ED 106 626)

**624.** British Columbia University. Adult Education Research Centre.

*Proceeding of the Annual Adult Education Research Conference (21st, Vancouver, British Columbia, May 7-9, 1980)*. Vancouver, 1980. 285 p.

" These proceedings contain forty-three to seven-page papers presented at an adult education research conference as well as two alternate papers, a

background paper for a poster session, and abstracts and background papers of six symposia. Focus of the reports is on research needs, tools, and methods as they pertain to adult education. Issues addressed in the papers include the following : a framework for the analysis of current extra-institutional adult education practices ; the judging process in adult education ; dimensions of control and project work outcomes ; development and assessment of an action research paradigm implemented with adult learners ; utilization of oral history interviews and archival materials as primary sources of data for adult education research ; theory, method, and appropriateness in adult education research ; models of motivation for participation in adult education ; ascription of needs in adult education ; a conceptual representation of learning from the learner's point of view ; and theoretical constructs applied to the adult educator as an adult learner. Symposia topics include research on distance learning, the California Adult Competency Survey, continuing professional education and the professional learning environment, research in interpersonal adult education, and adult education and allocation policy in Sweden. " (ED 197 205)

**625. BROOKE, W. Michael.**

*Adult Basic Education.* Toronto, New Press, 1972.

Discusses acquisition of basic skills for illiterate adults in Canada and elsewhere. Adult education programs should include remedial instruction in functional literacy to eliminate the cycle illiteracy leading to poverty, so that disadvantaged groups can contribute towards development and growth of social environment.

**626. BRUNDAGE, Donald H. et D. Mackeracher.**  
*Adult Learning Principles and their Application to Program Planning.* Toronto, Ministry of Education, février 1980. 130 p.

This report dealt with the development of a set of thirty-six adult learning principles derived from the characteristics of the learning situation in general, and adult learners in particular. These principles were then applied to the planning of adult learning programs, with special emphasis on the retraining and professional development of teachers.

**627. CALLANAN, John Charles et John D. Hopkins.**

*The Community Learning Centre Project of Newfoundland and Labrador. A Descriptive Report 1974-1977.* St. John's, Memorial University of Newfoundland, juin 1977. 254 p.

" This report represents the first attempt to incorporate information about all the Learning Centres in one document and should serve to provide the reader with the opportunity to assess how the Community Learning Centre concept was interpreted in various parts of the Province of Newfoundland and Labrador. The report describes the events that took place in the Province of Newfoundland and Labrador in connection with the Community Learning Centre Project from the fall of 1974 to the spring

of 1977. It comprises six chapters : 1) Background ; 2) The concept ; 3) Implementation and historical outline ; 4) Case histories of Learning Centres. Information for this chapter was gathered from visits to all the Learning Centres between the month of October 1976 and March 1977 ; 5) Solicited feedback. This chapter contains a breakdown of some fifty interviews conducted with representatives of different groups ; 6) Trends and recommendations. " (CADRE : 9818)

**628. CAMPBELL, Duncan D.**

*Adult Education as a Field of Study and Practice. Strategies for Development.* Vancouver, University of British Columbia, Centre for Continuing Education, 1977. 230 p. (Comparative and area studies in adult education)

" Which is the purpose of this study : to examine the matter of leadership for adult education and to develop strategies for its advance. Though its immediate focus is a Canadian province, Alberta, much of the opinion and data adduced has relevance to a wider constituency. Noting the paucity of Canadian studies in this field, a subsidiary purpose is the organization of material drawn from the literature in such a fashion as to serve administrators who may themselves organize training, government which may foot part of the bill for it and students who may wish to evaluate the training offered them. " (CADRE : 9220)

**629. Canada. Comité sénatorial permanent des finances nationales.**

*Rapport du comité sénatorial permanent des Finances nationales sur Main-d'œuvre Canada. Examen de la division de la Main-d'œuvre du ministère de la Main-d'œuvre et de l'Immigration, 1975.* Ottawa, août 1976. 150 p.

Le présent rapport contient les recommandations et les commentaires formulés par le Comité sénatorial permanent des finances nationales à la suite de son examen des prévisions budgétaires d'un organisme important, Main-d'œuvre Canada, c'est-à-dire de la division de la Main-d'œuvre du ministère de la Main-d'œuvre et de l'Immigration pour l'année financière se terminant le 31 mars 1975. Quel but poursuivait le Comité en effectuant cet examen ? On peut résumer la question en se demandant si, compte tenu de la somme des cinq cent cinquante millions de dollars requise par les activités de la division de la Main-d'œuvre pour l'année visée par l'examen, les contribuables canadiens en ont pour leur argent. Le Comité sénatorial, en faisant l'examen approfondi de Main-d'œuvre Canada, a essayé de répondre à cette question par une analyse en profondeur de la politique de main-d'œuvre, en évaluant à la fois le bien-fondé de cette politique et son application par la Division. Le rapport comprend cinq parties : 1) politique et problème de main-d'œuvre du Canada ; 2) le placement : assortir le client et le poste ; 3) programme de formation de Main-d'œuvre Canada ; 4) création d'emplois ; 5) évaluation de la politique de main-d'œuvre. (CADRE : 8360)

**630.** Canada. Commission de l'emploi et de l'immigration et Québec (Province). Ministère du Travail et de la Main-d'oeuvre.

*Accord Canada-Québec en matière de formation professionnelle des adultes pour les années 1978-1979, 1979-1980, 1980-1981.* s.l., février 1979. n.p.

Cet accord comprend six sections : 1) postulats et dispositions générales ; 2) le comité mixte Canada-Québec sur les besoins en main-d'oeuvre ; 3) formation en institution ; 4) formation industrielle ; 5) amélioration de la formation ; 6) sélection des stagiaires pour la formation en institution. En conclusion sont précisés les mécanismes de sélection.

**631.** Canada. Commission d'enquête sur le congé-éducation et la productivité.

*Congé-éducation ; document de travail.* Hamilton, Ontario, août 1978. 11 p.

Ce premier document de la Commission d'enquête sur le congé-éducation et la productivité a été rédigé dans le but d'aider les parties intéressées à préparer la présentation de leurs mémoires. Il propose l'étude des questions suivantes : Comment introduit-on ou pourrait-on introduire un régime de congé-éducation ? Quel doit être le but d'un congé-éducation ? Quelle doit être la durée d'un congé-éducation ? Le congé-éducation est-il un droit de l'employé ? Qui doit être admissible à un congé-éducation ? Qui devrait payer le congé-éducation ? Quelles sont les conséquences du congé-éducation ? (Le Conseil supérieur de l'éducation a reproduit ce document dans sa collection « Document d'information », le 7 novembre 1978) (CADRE : 7932)

**632.** Canada. Ministère de la Main-d'oeuvre et de l'Immigration.

*Plus qu'une seconde chance.* Ottawa, juillet 1973. 20 p.

« Cette brochure bilingue donne un aperçu du contexte dans lequel est mise en oeuvre une nouvelle politique souple adoptée par le gouvernement sur la durée des possibilités de formation, dans le cadre du programme canadien de formation de la main-d'oeuvre. L'adoption du concept d' « éducation récurrente » remplace la formation considérée comme une préparation de la seconde chance à un emploi, donnée une fois pour toutes par une formation vue comme une activité virtuellement récurrente dans la carrière d'un travailleur. Il y est dit que les alternances de formation et de travail ne doivent pas nécessairement être des éléments distincts ; une personne peut parfaire son éducation par le moyen d'une formation à temps partiel ou accroître ses compétences grâce à une formation en cours d'emploi sans pour autant cesser de faire partie de la population active. » (*Documentation et information pédagogiques*, n° 198-199, p. 64)

**633.** Canada. Ministère de la Main-d'oeuvre et de l'Immigration.

*Training for Higher Level Skills under the Canada*

*Manpower Training Program : a Pilot Study.* Ottawa, mai 1974. 60 p.

**634.** Canada. Ministère de la Main-d'oeuvre et de l'Immigration.

*Programme de formation de la main-d'oeuvre du Canada, Enquête continue de contrôle.* Rapport sur les résultats de la formation pour la période se terminant en mars 1975. (Diplômés entre le 1<sup>er</sup> avril 1973 et le 30 septembre 1974) Ottawa, Division de la recherche et de la planification stratégique (juin 1975).

6 vol. 1. *Canada 2. Région de l'Atlantique 3. Région du Québec 4. Région de l'Ontario 5. Région des Prairies 6. Région du Pacifique.*

**635.** Canada. Ministère de la Main-d'oeuvre et de l'Immigration.

*Training in Relation to the Present Socio-economic Environment.* Ottawa, 7 février 1975. 54 p. (Training Review Task Force)

**636.** Canada. Ministère de la Main-d'oeuvre et de l'Immigration.

*Le Programme de formation de la main-d'oeuvre du Canada au cœur des années 70.* Ottawa, mai 1975. 33 p.

Description du programme fédéral de formation de la main-d'oeuvre : sa nature, ses clientèles, son évolution depuis sa création en 1967. (CADRE : 5695)

**637.** Canada. Ministère de la Main-d'oeuvre et de l'Immigration.

*The Educational Sciences : their Relevance to Adult Training in Canada — Les sciences pédagogiques : leur contribution à la formation des adultes au Canada.* Ottawa, mars 1976. (Série « Innovations en formation », n° 1) 308 p.

Ce numéro spécial de *Formation des adultes* contient les études suivantes : In search of a conceptual framework for a profession ; Les sciences pédagogiques ; Arriving at individualization and personalization : a set of elements ; Les programmes d'études personnalisés ; Some perspectives on individualized instruction ; Cognitive style mapping : implications for utilization ; Le profil d'apprentissage, instrument privilégié pour l'individualisation et la personnalisation du processus éducatif ; Application of cognitive style mapping ; Designing instruction for accounting students using the techniques of cognitive mapping ; Le projet de détermination du style d'apprentissage au cégep André-Laurendeau ; Contribution of educational cognitive style analysis to bilingual instruction ; le style d'apprentissage au service de la sélection ; Career mobility through personalized occupational education ; Project Aristote ; Humanizing the faculty advisory role through cognitive style mapping. (CADRE : 5870)

**638.** Canada. Ministère de la Main-d'oeuvre et de l'Immigration.

*Habiletés génériques, clés du rendement professionnel.* Ottawa, 1977. 19 p.

Ensemble de tableaux sur les habiletés génériques en matière de communication, de mathématiques, de sciences, de raisonnement, pour les familles professionnelles suivantes : personnel administratif, techniciens-spécialistes en sciences et en ingénierie, personnel médical et techniciens de la santé, travailleurs spécialisés dans les services, usineurs, travailleurs spécialisés dans la fabrication, le montage et la réparation, personnel d'exploitation des transports, exploitants agricoles, contremaîtres et surveillants. (CADRE : 7989)

**639.** Canada. Ministère de la Main-d'œuvre et de l'Immigration.

*Computerized Heuristic Occupational Information and Career Exploration System.* Ottawa, 1978. 21 p.

« Part of a comprehensive career guidance system in Canada, Computerized Heuristic Occupational Information and Career Exploration System (CHOICES) is an interactive computerized career information system in both French and English that allows people to interrogate and explore two data bases : one, a comprehensive, up-to-date file of occupations organized by Canadian province, and the second, a file of all postsecondary educational/training institutions in Canada. By using its files, people can examine the ways in which their own interests, abilities, expectations, education, and other personal characteristics influence the range of opportunities available to them. The Occupational Titles route has a unique capability : besides giving specific information about the 650 occupations covered by the data base, it can compare three occupations at a time and can generate lists of related occupations. For optimum benefit, the system should be used in conjunction with a career counselor who can preplan the interaction and evaluate the output. By providing career information in an unbiased and systematic manner, it shows all of an individual's occupational choices, and by allowing one to interact directly with the system, it increases an individual's level of participation in the counseling process and, in general, facilitates more meaningful client-counselor communication. » (ED 155 305)

**640.** Canada. Ministère de l'Emploi et de l'Immigration.

*Le programme de formation de la main-d'œuvre du Canada : revues des politiques.* Ottawa, septembre 1977. 26 p. et appendices.

« À la suite d'une évaluation générale des programmes de formation de la main-d'œuvre, de nouvelles lignes directrices ont été définies et étudiées par le gouvernement fédéral. L'objet du présent document de travail est d'exposer les principales conclusions tirées en ce qui concerne l'efficacité de nos programmes de formation et de préciser les mesures qu'en-tend prendre le gouvernement fédéral pour modifier l'orientation de ces derniers et adopter les lignes directrices qui permettront au cours des prochaines années, de donner suite aux recommandations faites.

Ce document servira de base aux consultations fédérales-provinciales préliminaires aux négociations et à la conclusion d'une nouvelle série de contrats de formation pour une période de trois ans, commençant le 1<sup>er</sup> avril 1978. » (Introduction)

**641.** Canada. Ministère de l'Emploi et de l'Immigration.

*Bulletin statistique annuel. Programme de formation de la main-d'œuvre du Canada 1978-1979.* Ottawa, août 1979.

« Le Bulletin statistique, programme de formation de la main-d'œuvre du Canada 1978-1979 présente un sommaire de l'ensemble des activités entreprises au cours de l'année financière 1978-1979. Le Bulletin statistique est publié annuellement et vise à faciliter la gestion des programmes et à fournir des données statistiques essentielles aux analyses ou aux études. Dans cette troisième édition, certaines informations ont été modifiées et d'autres, enrichies, compte tenu des suggestions et des besoins des utilisateurs. Cette publication donne en introduction un aperçu général de la loi sur la formation professionnelle des adultes ; on y trouve en outre une brève description des deux approches de la formation, un glossaire, des données statistiques globales et des tableaux statistiques détaillés sur tous les programmes de formation. » (Avant-propos)

**642.** Canada. Ministère de l'Emploi et de l'Immigration.

*Rapport annuel 1978-1979.* Ottawa, 1979. 84 p. (Texte anglais tête-bêche sous la même couverture)

Ce rapport annuel présente les activités de la Commission de l'emploi et de l'immigration du Canada et du ministère de l'Emploi et de l'Immigration pour l'année financière 1978-1979. Le rapport est divisé en trois sections principales : 1) programmes et services du marché du travail ; 2) politique de l'immigration et de la démographie ; 3) assurance-chômage. De nombreux tableaux sont donnés en appendice.

**643.** Canada. Ministère de l'Emploi et de l'Immigration. Division de la formation industrielle.

*Initiative visant à former des femmes dans des professions non traditionnelles. Directives et lignes directrices pour la mise en oeuvre.* Ottawa, juillet 1980. 15 p.

Ce document présente quelques lignes directrices pour inciter les employeurs à surmonter leur répugnance à embaucher et à former des femmes dans des professions non traditionnelles et les aider à combler leur pénurie de main-d'œuvre qualifiée en accroissant le nombre des femmes qui reçoivent une formation dans des professions non traditionnelles.

**644.** Canada. Ministère du Travail. Bureau de la main-d'œuvre féminine.

*Les femmes dans la population active.* Ottawa, 1971. 75 p.

« La participation des femmes à la population active attire de plus en plus d'attention. Cette publication du ministère fédéral du Travail en est un témoignage

éloquent. *Les femmes dans la population active* est essentiellement descriptif de la situation de la main-d'œuvre féminine au Canada et dans ses diverses régions et des changements majeurs qu'elle a connus depuis 1960. Cet ouvrage présente d'abord dix caractéristiques de la main-d'œuvre féminine canadienne. Cette synthèse est sûrement très utile et soulève à elle seule plusieurs sujets de recherche. Le reste de cette publication présente trente-trois tableaux regroupés à l'intérieur de quatre catégories : les enquêtes mensuelles, employées et personnes à leur compte, gains et emploi en général et dans les industries relevant de l'autorité fédérale.

C'est sûrement un recueil de statistiques utile et bien fait. Cependant, cette publication ne comble pas le besoin d'analyse en ce domaine. Ce n'est qu'un outil de travail. » (Jean Sexton)

**645. Canada. Ministère du Travail. Bureau de la main-d'œuvre féminine.**

*Les femmes dans la population active, 1978-1979. Partie I : participation.* Ottawa, 1980. 85 p. (Texte bilingue)

Après une introduction fort bien rédigée, et une présentation des points saillants pour 1978, ce document fournit des statistiques sur le taux d'activité, le travail et le chômage des femmes en 1978.

**646. Canadian Association for Adult Education.**

*Canadian Association for Adult Education. Annual Report. 1974-75.* Toronto, 1975. 16 p.

“ The Canadian Association for Adult Education (CAAE) celebrated its fortieth anniversary during the 1974-75 year, which the document reviews. Program accomplishments and objectives are discussed, as well as staff changes, currently sponsored work shops, seminars and programs, learning resources kit, new publications, CAAE budget and auditors report, and president's message. The association works in close cooperation with its Francophone counterpart, l'Institut canadien d'éducation des adultes (I.C.E.A.). ” (ED 117 423)

**647. Canadian Association for Adult Education et Institut canadien d'éducation des adultes.**

*Manpower Training at the Crossroads.* Toronto, 1976. 124 p.

“ The document presents, in English and French, a collection of studies of discussing future options for occupational adult education in Canada, prepared for the conference, 'Manpower Training at the Crossroads,' by the Canadian Association for Adult Education (CAAE) and l'Institut canadien d'éducation des adultes (I.C.E.A.). The studies include : (1) 'The Development of Canadian Policy in Occupational adult Education and Manpower', Pierre Paquet, presenting National policy and legislation from 1910-1974 ; (2) 'The Canadian Manpower Training Program : Critical Questions,' Pierre Paquet, examining and evaluating the program ; (3) 'Evaluation of Government Supported Training in Canada,' Morley Gunderson, questioning the objectivity of internal evaluation of the Manpower Training Program ; (4) 'The Present Situation :

Current Operation of the Canada Manpower Training', Pierre Paquet, discussing at length the range and diversity of current adult training ; (5) " Future Environment for Occupational adult Education in Canada," Morley Gunderson, projecting demographic, economic, and labor force changes ; (6) " Paid Educational Leave," Paul Bélanger, discussing aspects, international bodies, current experience, and role ; (7) " Canadian Post-Secondary Education : Some Trends and Issues," Ian Morrison, reviewing manpower training ; (8) " The Future of Manpower Training : What is at Stake ?" Pierre Paquet, discussing objectives and priorities, target population, contents and educational strategy. A bibliography is included. (ED 122 034)

**648. Canadian Association for Adult Education et Institut canadien d'éducation des adultes.**

*The Adult Learner and the Future of Adult Education in Québec. La Sapinière Adult Education Conference ; Summary Report ; May 14-15, 1980.* s.l.n.d. 53 p.

Ce rapport est divisé en trois parties. La première partie reproduit les quatre conférences qui ont été prononcées en session plénière. La seconde partie présente, sous deux titres, les principales recommandations issues des groupes de discussion. Le discours de clôture de M. Walter Pitman, président de la CAAE, apparaît en troisième partie.

**649. Canadian Council on social development.**

*Submission to the Standing Committee on National Finance (Manpower Programs).* Ottawa, 10 avril 1975. 82 p.

**650. CANT, Malcolm John.**

*Individualized Instructional Programs for Learning Disabled Adults.* Vancouver Educational Research Institute of B.C., 1979. 14 p. (Report No. 70:35)

“ The study surveyed 80 young adults (50 male, 30 female) referred through I.E.P.A. (Individualized Educational Program for Adults) for students with learning problems who wish to acquire preemployment skills and/or to improve their vocational status by upgrading their educational level. The pre- and postassessment was conducted in the areas of word reading, oral reading, mathematics, spelling, and written expression. Results included that males made greater improvement than females per month in oral reading-passages, reading comprehension-passages, and spelling ; while females' improvement per month exceeded males' in oral reading-single word, mathematics, and expressive language-written. ” (ED 181 616)

**651. CANT, Malcolm et autres.**

*The Individualized Educational Program for Learning Disabled Adults.* Vancouver, Community College, mai 1980. 37 p.

“ The paper describes King Edward Campus's (Nova Scotia) Individualized Educational Program for Adults (I.E.P.A.) for learning disabled adults. Sections address the following : program divisions,

development of the I.E.P.A., components of the I.E.P.A. committee, the referral process, learning diagnostic services, the learning diagnostician's role, implementation of the individual program, inservice training, and goals of the I.E.P.A. Statistical data on 80 students enrolled in the program are presented. Sample forms and an article on the I.E.P.A. are also given. " (ED 192 491)

**652. CARROTHERS, A.W.R. et autres.**

*Rapport de la Commission d'enquête sur les excédents de main-d'oeuvre et les mises à pied.* Ottawa, ministère du Travail, mars 1979. 285 p.

Dans le but d'atténuer les effets négatifs des réductions de personnel et des mises à pied en ce qui concerne les industries qui relèvent de la compétence fédérale, le 9 mars 1978, le ministre du Travail du gouvernement fédéral institua une Commission d'enquête industrielle chargée d'étudier divers points touchant les procédures de réduction de personnel et de mise à pied. Dans son rapport, divisé en sept chapitres, la Commission va étudier le problème des cessations d'emploi permanent et de mises à pied provoquées par les excédents de main-d'oeuvre. Chapitres : 1) introduction ; 2) contexte et perspective ; 3) le marché du travail ; 4) problèmes fondamentaux ; 5) principes politiques et programmes (domestiques et étrangers) ; 6) évaluation ; 7) conclusions et recommandations.

**653. COLDEWAY, Dan O.**

*Research and Evaluation of Distance Education for the Adult Learner. A Brief Explanation of Project REDEAL.* Edmonton, Athabasca University, novembre 1979. 7 p. (REDEAL Technical Report No. 2)

" Rigorous research and evaluation efforts in distance education have grown steadily over the years. In many areas of distance education practitioners enjoy a much greater empirical base from which to operate. However, nagging problems of attrition, learner management, information dissemination, etc., still plague both old and newly developed distance educational institutions. In many cases, institutional concerns over 'getting the job done' still overshadow concerns over 'how to do the job better, more efficiently, or for that matter, differently.' The opportunity for an institution to stand back and examine its practices in detail is a rare one. One such opportunity exists, and this paper will briefly describe a project being conducted at Athabasca University in Edmonton, Alberta, Canada, with just such a goal in mind. " (Introduction) (CADRE : 9819)

**654. COLDEWAY, DAN O., Robert Spencer et Muriel Stringer.**

*Factors Effecting Learner Motivation in Distance Education : the Interacting Between Learner Attributes and Learner Course Performance.* Edmonton, Athabasca University, octobre 1980. 40 p. (REDEAL Research Report No. 9)

" The interaction between learner attributes and instructional treatments has gained considerable in-

terest in the educational literature. The present investigation attempted to capitalize upon the learner-attribute-by-learner-performance interaction concept in exploring the factors which impact learner motivation in distance education. Four courses being delivered at Athabasca University were selected and the student information system used to provide data on individual learner performance and learner attributes. Data was collected and analyzed in relationship to 19 hypotheses relating learner attributes to learner performance. A discussion of the results relevant to each hypothesis is presented along with a general discussion of the importance of this type of analysis for the development of distance education. " (Résumé) (CADRE : 9821)

**655. COLDEWAY, Dan O.**

*Project REDEAL. Final Report to Advanced Education and Manpower.* Edmonton, Athabasca University, octobre 1980. 113 p. (REDEAL Technical Report No. 3)

" This final report is actually a series of reports. It provides a brief summary of all REDEAL projects. The first section of the summary of REDEAL projects presents a brief description of the projects in the background information area. The second part of the summary of REDEAL projects presents brief summaries of all REDEAL individual projects. Following the summary of REDEAL projects is a description of the REDEAL implementation plan. Part I of the Evaluation of REDEAL follows the implementation plan. Part II of the REDEAL Evaluation is not yet available (December 1980). The next section of the report discusses the adult learner motivational model presented by REDEAL at the interim project review phase. An attempt to identify the relative contributions of each component of the model to the overall picture of adult learner motivation is also presented. The appendix of this report is comprised of the complete project reports, and additional research and technical reports completed during the 22 months of research and evaluation effort. All appendices are bound under separate cover. " (REDEAL : Research and evaluation of Distance Education for the Adult Learner) (CADRE : 9820)

**656. COLDEWAY, Dan O., Kathy MacRury et Robert Spencer.**

*Distance Education from the Learner's Perspective : the Results of Individual Learner Tracking at Athabasca University.* Edmonton, Athabasca University, octobre 1980. 50 p. (REDEAL Research Report No. 10)

" In an effort to form baseline data and information on the activity of learners participating in courses offered by Athabasca University, an individual learner tracking study was initiated. A random selection of learners submitted weekly forms indicating their level of activity in courses, their motivational level, and the amount of contact they had with the institution during the week. The results indicate that course completers studied more hours and were more highly motivated than non-completers. Motivation rating dropped for both completers and non-completers as

the course progressed but showed increases both during the examination process and when contact with tutors was made. A discussion regarding the results of several hypotheses is included along with a general discussion of the implications these results included along with a general discussion of the implications these results have for improving distance education delivery systems. " (Résumé) (CADRE : 9822)

**657.** Colombie britannique. Department of Education. Research and Development Division.

*Towards the Learning Community ; Report of the Task Force on the Community College in British Columbia.* Victoria, août 1974. 52 p.

" In November of 1973 the Minister of Education authorized the creation of a Task Force on the Community College to operate within established terms of reference : to recommend changes in legislation leading to the creation of Community College Act ; to examine existing college-government relationships and to recommend any needed changes ; to prepare a statement on the role of community colleges in British Columbia ; to recommend a form of governance which is representative of a region and which reflects a balanced regional and provincial concern ; to recommend the steps by which college services can be extended to all areas of the Province. In addition the Task Force will examine the problems of college financing and college-university relations. " (A.) (CADRE : 3977)

**658.** Conseil consultatif canadien de l'action volontaire.

*Gens d'action ; rapport du Conseil consultatif canadien de l'action volontaire au gouvernement du Canada.* Ottawa, Secrétariat d'État, septembre 1977. 464 p.

Le rapport cherche à situer dans son ensemble l'état du bénévolat et des associations bénévoles au Canada et à faire l'examen des rapports avec le gouvernement du Canada, tant du point de vue financier que non financier. Le rapport aborde les questions suivantes : la nature et la diversité de l'action volontaire au Canada ; le rôle et l'importance de l'action volontaire dans la société canadienne ; l'action volontaire et son environnement ; le climat interne de l'action volontaire ; le financement de l'action volontaire ; la diversité et le rôle des associations bénévoles nationales ; le rôle et la responsabilité du gouvernement fédéral vis-à-vis de l'action volontaire et des associations bénévoles : aide financière directe et aide non financière. (CADRE : 6547)

**659.** Conseil des ministres de l'éducation, Canada.

*Revue des politiques de l'éducation au Canada.* Toronto, 1975.

« La revue des politiques de l'éducation au Canada, effectuée à la demande de l'organisation de coopération et de développement économiques, se compose d'une introduction qui donne un aperçu général du cadre constitutionnel, des aspects statistiques, du fonctionnement et de l'organisation des systèmes d'enseignement, de quatre rapports régionaux —

Rapport du Québec ; Ontario Report ; Western Region Report ; Atlantic Region Report — qui décrivent les méthodes et les politiques de l'éducation des provinces ; enfin, d'un rapport qui rend compte du champ d'activité du gouvernement fédéral en matière d'éducation. Globalement, ces six rapports présentent une revue de la situation actuelle de l'éducation au Canada » (Avant-propos) (CADRE : 4757)

**660.** Conseil économique du Canada.

*L'État et la prise des décisions ; application aux politiques de développement des ressources humaines.* Ottawa, septembre 1971. 281 p. (Huitième exposé annuel)

Sommaire : le rôle croissant de l'État ; la prise des décisions : développements récents ; la rationalisation des choix budgétaires aux États-Unis et au Canada ; le cadre général des décisions publiques ; la politique canadienne de main-d'oeuvre : formation et mobilité de la main-d'oeuvre ; l'évolution dans le domaine de l'éducation. (CADRE : 6806)

**661.** Conseil économique du Canada.

*Des travailleurs et des emplois.* Ottawa, 1976. 289 p.

« Le rapport *Des travailleurs et des emplois* constitue un des tours d'horizon les plus complets du marché du travail canadien qui nous ait été présenté au cours des 10 ou 15 dernières années. Il s'agit là d'une mise à jour, dans un cadre cohérent, des principales connaissances acquises sur le marché du travail canadien. Il s'agit aussi d'une base d'information sur la réalité du marché du travail qui, mise en relation avec les principaux programmes qui touchent directement ou indirectement au marché du travail, pose de très sérieuses questions sur la nature et les modalités des interventions gouvernementales dans le domaine du travail. Soulignons encore le double objectif par rapport auquel on a situé l'exercice soit un marché du travail efficace et humain. » (Émilien Landry)

Ce livre est recensé dans *Relations industrielles*, vol. 31, n° 4, 1976, pp. 687-689.

**662.** DAVIE, Lynn et autres.

*Educational Needs and Learning Conditions of Adult Learners.* Toronto, Commission on Declining School Enrollments in Ontario, juin 1978. 98 p.

« A review of research in the past ten years documents adult learners' perceptions of their educational needs and their patterns of participation in adult educational activities. The populations studied include older adults, women, immigrants, native Canadians, undereducated adults, and handicapped adults. Each population is studied separately with inclusion of appropriate summaries and recommendations. Profiles of the participants and nonparticipants in adult educational programs are drawn from the studies utilized and reveal that nonparticipants exhibit a higher rate of functional illiteracy, lower educational achievement, less mobility, and less willingness to give spare time to learning,

and participants enjoy more job training and a higher occupational prestige and are active in more community organizations." (ED 197 451)

**663.** DEVLIN, Laurence E. et Ronald R. Jeffels. *Partners in Promise: a Perspective on Continuing Education in British Columbia*. Victoria, British Columbia Department of Education, 1975. 27 p.

"An examination of Canadian continuing education in general and in British Columbia, specifically, is presented. The motives of learning, classification of adult learner orientations, and social influences on adults are discussed. A state of the art review analyzes Canadian university populations, emphasizing the fact that the proclivity for participation in adult education is related to the level of formal education attained, with more participation by those who have reached higher levels of education. Institutional limitations in British Columbia are discussed in terms of : course offering patterns, geared to full-time day students ; location, making access to postsecondary education facilities difficult ; finance, limiting course offerings and scholarship or funding programs ; and non-credit offerings, attended by the greatest proportion of adult students. Professional leadership and two-year community college development in major pools of population throughout British Columbia are discussed, with a list of college roles and functions. It is suggested that the enormous growth of Canadian adult education might be met through strengthening existing institutions' commitment, and developing specialized institutions or agencies to conduct adult education programs." (ED 118 843)

**664.** DICKINSON, Gary. *Teaching Adults. A Handbook for Instructors*. Don Mills, Ontario, General Publishing Co. Limited, 1979. 108 p.

Ce livre a été conçu pour aider les éducateurs d'adultes à préparer leurs cours, surtout ceux qui commencent à enseigner ou enseignent à temps partiel. Les cinq chapitres de ce guide de l'enseignant traitent : 1) de la nature de l'apprentissage chez les adultes ; 2) des caractéristiques de l'adulte qui influencent son apprentissage ; 3) de la façon de planifier un cours ; 4) des principes et des techniques de l'enseignement ; 5) de l'évaluation de l'apprentissage chez l'adulte. Des exercices placés au commencement ou à la fin des chapitres permettent au lecteur d'évaluer ses faiblesses ou ses progrès. (CADRE : 9823)

**665.** DICKINSON, Gary. *Contributions to a Discipline of Adult Education. A Review and Analysis of the Publications of Coolie Verner. (Occasional Papers in Continuing Education. No. 18)*, February 1979. Vancouver, British Columbia University, février 1979. 57 p.

"To examine Coolie Verner's contributions to the study of adult education as a systematic discipline, the author of this paper reviews and analyzes Verner's publications from 1950-1975. The first of

five sections describes this as a period of rapid growth for the adult education field. Verner is depicted as a leader in developing a substantive body of knowledge for adult education and in diffusing that knowledge through graduate programs and publications. Section 2 identifies Verner publications by year field of interest, formal, and content. Content is categorized as transitory (personal beliefs/experiences, practice techniques, program descriptions, and book reviews) or substantive (empirical research, interpretative literature, reviews/bibliographies, theoretical formulations, and historical). Section 3 addresses qualitative aspects of Verner's work by examining the author's attempts to encourage consistency and precision in defining terms and classifying processes. Section 4 analyzes the impetus and implications of four major themes apparent in Verner's work : diffusion and adoption, history of the field, participation, and the under-educated adult. The final section reviews Verner's efforts to define and describe a discipline of adult education and to examine the process whereby it should develop. A concluding bibliography is grouped into four parts : Verner's publications 1944-1975, theses/dissertations directed by Verner, review of Verner's publications, and general references." (ED 167 790)

**666.** DOBSON, John R.A. *A Taxonomy of Voluntary Associations in Atlantic Canada*. Antigonish, Nova Scotia, Saint Francis Xavier University, 1980. 43 p.

"A study isolated and examined the words most frequently used by voluntary organizations in Atlantic Canada to describe their goals (what), learning objectives and activities (how), and conditions (who/for whom). Research methodology involved (1) administering a questionnaire for identification of goals, learning objectives and activities, and conditions to 3 040 organizations (628 responses), (2) tabulating and ordering eighty descriptive words which were prepared as a checklist, and (3) distributing this questionnaire to 2 050 organizations (953 responses) for similar tabulation of responses. While not definitive, an interesting correlation between each or three pairs of goal categories — recreation and culture, human resources and economic development, and social welfare and health — was indicated. Each was chosen as the second goal of the other. There was also a degree of commonality in each pair's objectives, activities, and conditions. The placement of groupings within the who/whom condition suggests that voluntary associations carry out beneficial activities for not only their membership but also other dissimilar people. Voluntary organizations appeared to identify with their nonformal learning role and were actively pursuing their goals through the planning, coordinating, and evaluating of learning experiences and short courses. (Tables and questionnaires are appended)" (ED 186 632)

**667.** L.W. Downey Research Associates Ltd. *Toward a System of Post-secondary and Adult Education for Northwestern Alberta and North-*

*eastern British Columbia ; a Report to the Governments of Alberta and British Columbia.* Edmonton, Alberta, février 1974. 96 p.

“ In this policy paper our task is to move from these bases of reasonably precise background information to the more imprecise and speculative realm of policy creation and recommendation. In this activity, we proceed through five sequential steps : 1) a recapitulation of the ‘givens’ of the situation ; 2) an ordering of the issues at stake ; 3) the establishment of principles and guidelines ; 4) the identification and analysis of plausible alternatives ; 5) the adoption of policy recommendations. Appendix A is an economic and demographic analysis of the territory and a summation of anticipated future educational needs. Appendix B is an analysis of existing institutions and an assessment of the viability of this set of institutions as they presently function. ” (A.) (CADRE : 4074)

**668. DRAPER, James A.**

*Adult Education and Community Development in Canada ; a Survey of Postsecondary Courses and Programmes.* Toronto, Ontario Institute for Studies in Education, 1974. 33 p.

“ The report provides data describing degree, certificate, and diploma programs in adult continuing education or community development in 30 Canadian postsecondary institutions. Through the use of questionnaires, information was gathered on the institutions, programs, courses, staff members, and theses in adult education since 1970. A summary offers comments on a predicted increase in the number of programs and on a predicted increase in practicum opportunities on the graduate level. Also predicted are an expansion of programs to off-campus locations and less formally structured programs with more interrelationship among instruction, research, and development. The second half of the publication is devoted to listing and briefly describing the programs, with course titles and names of persons to whom inquiries should be directed. There is also a short bibliography. ” (ED 107 902)

**669. DRAPER, James A. et H. Alden.**

*The Continuing Education of Employees : a Review of Selected Policies in Ontario.* Toronto, Ontario Institute for Studies in Education, 1978. 55 p. (Informal Series, n° 8)

“ Étude où est examinée la politique qui régit les programmes d'aide à l'éducation pour les employés payés à l'heure et au mois dans un certain nombre d'organismes privés de l'Ontario. Dans le premier des cinq chapitres, l'auteur définit l'aide à l'éducation comme consistant en plans de participation aux frais d'études et de congé payé/non payé qui aident les employés à fréquenter les établissements et les organisations éducatives ne relevant pas du système scolaire. Les deuxième et troisième chapitres résument un certain nombre de faits concernant l'aide aux travailleurs dans quelques pays d'Europe occidentale et au Canada, en tant que cadre pour l'analyse de l'éducation telle

qu'elle est pratiquée dans l'Ontario. Les derniers chapitres présentent les résultats d'une analyse de la politique d'aide à l'éducation faite à partir de manuels du personnel de 21 entreprises du secteur privé et de 8 conventions collectives du secteur privé. L'auteur décrit la nature et la fréquence des divers droits reconnus ; il recense les modèles de politique et les dispositions importantes. » (*Documentation et information pédagogiques*, n° 215, pp. 39, 40)

**670. DRAPER, James A.**

*Adult Education and Community Development Studies in Canada : a Survey of University Courses and Programs.* Toronto, Ontario Institute for Studies in Education, avril 1978. 29 p.

**671. DRAPER, J. et R.J. Clark.**

*Adult Basic Education in Canadian Universities and Colleges : Final Report.* Toronto, OISE staff study, juin 1979. 88 p.

This report describes a study designed to provide an account of the activities of Canadian colleges and universities, with respect to adult basic and literacy education, and to assess the nature of this effort.

**672. DUDGEON, Paul J. et autres.**

*The CAAT Student Survey ; An Affect Assessment Questionnaire for Ontario Colleges of Applied Arts and Technology's Adult Training Students.* North Bay, Ontario, Canadore College, 1977. 75 p.

“ The adult training programs of the Colleges of Applied Arts and Technology of the Ontario community college system are designed to provide adult students with secondary education degrees, commercial training, and technical training. In order to assess affective aspects of these programs, Canadore College developed a 174-item questionnaire and administered it to 758 adult training students representing a wide range of training courses at eight colleges. In addition, 218 of the 758 questionnaire recipients were interviewed to obtain feedback both about the instrument itself and about the issues it raised. Results indicated that adult students perceived 10 general problem areas : (1) dealing with the authority figures; (2) differentiating the areas of college responsibility from those of Manpower; (3) completing the secondary education degree within the 52-week maximum time period; (4) feelings of isolation accompanying individualized instruction; (5) feeling inferior to postsecondary students; (6) lack of information about college facilities, regulations, and courses; (7) lack of a physical education program; (8) pressures associated with testing; (9) irrelevance of required courses; and (10) antagonism toward some types of teachers. The questionnaire, which ‘needs to be condensed and revised,’ is appended. ” (ED 145 912)

**673. DUPRE, J. Stefan et autres.**

*Federalism and Policy Development : the Case of Adult Occupational Training in Ontario.* Toronto, University of Toronto Press, 1973. 248 p.

“ C'est en 1966, comme l'indiquent les auteurs dans leur préface, que le gouvernement canadien a

abruptement mis fin à une vieille relation de prêts conditionnels aux provinces dans le domaine de la formation technique et professionnelle. On en vint alors à un nouvel arrangement qui consistait pour Ottawa à acheter des provinces la formation professionnelle des adultes (F.P.A.) et ce, comme partie intégrale d'une politique de main-d'oeuvre. Fondamentalement, ce livre examine les circonstances entourant cette transition et en examine les suites, plus particulièrement pour l'Ontario.

Ce livre compte trois parties principales : transition, opération et conclusions, le raisonnement étant d'expliquer de quoi on est parti, à quoi on en est arrivé et vers quoi on se dirige dans le domaine de la formation professionnelle au Canada et de voir dans ce passage la nature et les conséquences de la double présence gouvernementale. » (J. Sexton)

Ce livre est recensé dans *Relations industrielles*, vol. 29, n° 2, 1974, pp. 415, 416.

#### **674. EDMONDS, Edward, comp.**

*The Adult Student : University Challenge*. Charlottetown, Prince Edward Island University, 1980. 157 p.

“ The purpose of the collection of papers is two-fold : to promote public understanding about adult education in the context of lifelong learning ; and to consider what new possible roles this might entail for the university. Papers include : ‘Meeting Contemporary Needs : The Private Sector’ (J. Williamson-Persh) ; ‘Meeting Contemporary Needs : The Community College’ (D.R. Glendenning) ; ‘Meeting Contemporary Needs : The Institute of Education and the University’ (W. Hamilton) ; ‘The New Society : The Family as an Endangered Species’ (C.R. McQuaid) ; ‘The New Society : Growing Older’ (G. Gingras) ; ‘The New Society : A World View of Adult Education’ (H. Macquarie) ; and ‘Conclusions and Recommendations’ (E.L. Edmonds). Appendices discuss ‘Adult Awareness in Teaching Adults to Learn’ (H. Taschow) and ‘The Cooperative Work-Study Program at the University of Regina’ (W. Holbrow). It is concluded that the university of the future has to be more demonstrably rooted in its community, more utilitarian, more socially conscious, more innovative with flexible programs of study, while at the same time not forgetting to preserve all the vitality of the liberal studies tradition. Notes about the contributors and a short bibliography are provided. ” (ED 190 008)

#### **675. ETHERINGTON, Jim.**

« Parlons des conditions d'apprentissage des adultes », dans *Formation 76*, novembre 1976, pp. 8-11 et 17.

À partir de certaines propositions ou énoncés, l'auteur expose ses idées et sa perception des conditions d'apprentissage des adultes.

#### **676. FARINE, Avigdor.**

« La main-d'oeuvre hautement qualifiée au

Canada », dans *Relations industrielles*, vol. 31, n° 2, 1976, pp. 247-260.

« Cet article présente une analyse descriptive de certaines caractéristiques de la main-d'oeuvre hautement qualifiée au Canada. Une comparaison est également établie entre les diverses provinces canadiennes et plus particulièrement entre le Québec et l'Ontario. » (Résumé)

#### **677. FARINE, Avigdor.**

« La mobilité interprofessionnelle au Canada », dans *Revue canadienne de l'éducation*, vol. 2, n° 2, 1977, pp. 1-13.

« La main-d'oeuvre hautement qualifiée (MHQ) au Canada a connu une expansion considérable durant la dernière décennie. Cette expansion est due, entre autres, à la place accordée à la MHQ comme facteur important dans l'atteinte des objectifs économiques. Le fait que la formation de la MHQ appartient presque en totalité aux institutions d'enseignement supérieur a entraîné un développement marqué de ces dernières. Par ailleurs, le taux d'accroissement des dépenses pour ce niveau d'enseignement a dépassé de beaucoup le taux de croissance du revenu personnel. Le coût de cet enseignement et une situation économique difficile nous amènent à revoir la question d'emploi, le degré de correspondance entre la formation et l'emploi et la mobilité interprofessionnelle sous-jacente. Les données de l'enquête postcensitaire sur la MHQ menée par Statistique Canada en 1973 pour le ministère d'État aux Sciences et à la Technologie servent de base à notre travail.

Cet article fait une courte revue des écrits sur le sujet, clarifiant certains aspects de la mobilité interprofessionnelle. L'analyse des données porte sur l'offre et la demande de diplômés et le croisement de l'industrie et le principal domaine d'études, qui qualifient la relation entre la formation et l'emploi. Nous terminons en soulevant quelques réflexions suscitées par notre recherche. » (Introduction)

#### **678. FARIS, Ronald.**

*Report of the Committee on Continuing and Community Education in British Columbia*. Victoria, Ministry of Education, 1976. 95 p.

“ The work of the Committee on Continuing and Community Education in British Columbia (composed of adult educators from universities, vocational schools, community colleges, school districts, and a community education center), forms the basis of this report. (The committee was appointed to study and recommend future policy on funding, administration, and programming of adult education activities of all public educational institutions). Overall, higher educational priority and increased provincial government financial support for adult education is advocated. The recommendations presented stress the need for adoption of the concept of lifelong learning, tuition-free educational opportunity for every citizen to a level of grade 12 or its equivalent, and the government's role in the development of adult education. Major content is

presented in seven sections : 1) The Present Situation, 2) Goals and Principles, 3) Structure and Roles (coordination of provincial and district levels and the roles of institutions), 4) Finance, 5) Special Concerns, (program development and access, training in adult education, research, and collective agreements), 6) Issues for Further Investigation, and 7) Summary of Recommendations. The appendixes include a glossary, program categorization table, suggested funding guidelines, a schedule of public meetings, and a list of briefs, letters, etc., submitted to the committee. " (ED 138 832)

#### **679. FLEMING, W.G.**

*Post-secondary and Adult Education.* Toronto, University of Toronto Press, 1971. 771 p. (Ontario's Educative Society, n° 4)

Postsecondary education is one of the fastest growing segments of the educational system. In this volume the development and activities of universities, colleges of applied arts and technology, and other institutions of post-secondary education are described in detail. The public and private training activities of business and industry are outlined, and government programs for adult retraining described. Dr. Fleming traces the origins of the institutes of technology and the colleges of applied art and technology, and he provides capsule histories of every university in Ontario. (CADRE : 1713)

#### **680. FRASER, C.R.P.**

" Industrial Relations Education in Canada : the Perspective of Vocational/Technical Educators, " dans *Relations industrielles*, vol. 33, n° 2, 1978. pp. 205-216.

" This paper discusses the relevancy of industrial relations education in the formal education systems in Canada, and through analysis of a survey of vocational and technical educators, examines their perceptions of IR education in Canada generally, and in vocational/technical institutions specifically. " (Résumé)

#### **681. GAUVIN-CHOUINARD, Monique et Pierre Paquet.**

*Le Centre de promotion rurale : évaluation des activités de formation agricole dans le nord-est du Nouveau-Brunswick (1974).* Montréal, Institut canadien d'éducation des adultes, septembre, 1974. 139 p.

Rapport d'évaluation sur le rôle joué par le Centre de promotion rurale dans l'organisation de sessions de formation et dans le développement agricole et régional du nord-est du Nouveau-Brunswick. Le rapport comprend: 1) l'historique du Centre; 2) une étude de son mode d'intervention auprès de la population rurale; 3) une analyse des résultats obtenus. On trouvera, en annexe, une série de tableaux concernant les caractéristiques de la population et de l'économie du Nouveau-Brunswick, de la région Nord-Est, de Gloucester et de Restigouche. (CADRE : 5370)

#### **682. GREEN, Reginald Herbold.**

*Adult Education in National Development Plan-*

*ning. Notes toward an Integrated Approach.* Bonn, Allemagne, The Deutcher Volkshochschul-Verband, Toronto, Ontario, The International Council for Adult Education, 1977. 44 p.

" Professor Green's analysis is that adult education has rarely been integrated into or central in educational sector planning, much less national development goals, at least not in terms understandable and convincing to planning technicians and political decision takers.

Not simply adult education but, more important, the attainment of basic human needs has suffered from this gap.

Professor Green's paper elaborates this line of argument and relates it directly to new possibilities for integrated development planning : education, development and planning must be seen and acted on as an integrated whole otherwise no single strategy will be satisfactory.

The purpose of 'Notes toward an Integrated Approach' is to stimulate interaction among those actively engaged in adult education and those responsible for the planning process. " (Introduction) (CADRE : 9099)

#### **683. GRIFFITH, William S.**

*The Changing Status of Adult/Continuing Education Graduate Program.* Vancouver, British Columbia University, Faculty of Adult Education, 1978. 15 p.

" To determine the posture of adult/continuing education (ACE) graduate programs, a questionnaire was developed. The questionnaire first provided comparative data for ascertaining the number of faculty members and students in ACE departments and in the entire colleges of education for autumn of 1973 and 1978. Second provided information on faculty members' perceptions of change since 1973 in the level of influence their departments enjoyed within their respective colleges of education, past and predicted changes in these levels, factors affecting the levels, and related program characteristics and changes. Of seventy-three institutions (members of the Commission of the Professors of Adult Education) surveyed, twenty-seven responded. A few selected findings are as follow : 1) the median number of full-time equivalent faculty members in ACE increased from two to three between 1973 and 1978 ; 2) fifteen respondents reported status increases for ACE departments over the last five years ; most frequently cited evidence was increased involvement in important groups ; 3) three factors identified as most significant in increasing ACE departments' status and influence since 1973 were increasing faculty quality, student enrollment, and program quality ; and 4) in general, respondents reported an increase in numerical importance and influence for ACE departments over the last five to ten years. " (ED 170 533)

#### **684. HARVEY, Edward B.**

*Barriers to Employer Sponsored Training in On-*

*tario. Results of a field study.* Toronto, Ministry of Colleges and Universities, 1980. 120 p.

“ Results of a field survey of Canadian companies, trade unions, employer associations, educational establishments, and government agencies regarding the extent and possibilities of employer-sponsored training for workers are compiled in this report. Concentrating on the forty-nine companies in the survey sample, with collateral data from the twenty-one other sources, the report begins in chapter 1 with a statement of the research question and an overview of the project. Chapter 2 provides details of data methods used in the field survey-sampling, interview schedules, definitions, data gathering, and data analysis. Chapter 3 profiles the forty-nine companies in which interviews were conducted, thirty of which were engaged in employer-sponsored training. It takes into account their size, geographical location, unionization status, and user of government-sponsored training programs. Chapter 4 presents a more detailed analysis of the companies, comparing training and non-training firms on such issues as perceptions of barriers to employer-sponsored training and willingness to assume principal responsibility for training (as opposed to looking to government for training responsibility). Chapter 5 examines interview results on attitudes and experiences of the twenty-one other organizations with regard to employer-sponsored training, and identifies proposals for government action. Chapter 6 reports the principal conclusions. Appendices contain characteristics of the organizations and interview schedules.” (ED 191 996)

#### 685. HAWKINS, Terry.

*Adults in our Schools : a Study to Identify and Compare the Needs of Adults in an Ontario School System.* Toronto, Ontario Institute for Studies in Education, mai 1977. 42 p.

#### 686. HEY, Mackenzie H.

*Counseling Implications for Canadian Adults as a Result of the Modification of their Educational Plans.* London, University of Western Ontario, août 1979. 144 p.

A presence of socially-inflicted, self-inflicted and information difficulties caused negative feelings and learning difficulties for Ontario adults who had decided to revise their educational plans. Effects of societal-imposed cultural lag in education, sorting of pupils and a failure syndrome resulted in over education, under education or misdirected education. Time out of education inflicted losses on adult's learning skills due to disuse. When they decided to return for more education as a result of situational factors, information was difficult to obtain. Many adults required remediation and orientation during their initial return. Recommendations that developed included guidelines for courses in learning skills, a certification guide for counselors and a summer course outline for teachers of adults.

#### 687. HIRSCHFELD, S. et G.S. Tracz.

*Telecommunications in Adult Education. A look at*

*the possible implications for the coming five and ten years.* Toronto, Ontario Institute for Studies in Education, octobre 1979. 30 p.

“ A 30-page paper discussing telecommunications media and their possible implications for adult education : one-way and two-way (cable TV), computers, electronic blackboards, electronic mail, disc and tape recorders, facsimile, fiber optics with lasers, radio, satellites and microwaves, telegraph-teletape, telephone (teleconferences, etc.) and television (pay-TV, etc.). ” (CADRE : 9201)

#### 688. HODGSON, Ernest D.

*Intervention fédérale en éducation.* Traduit de l'anglais par Eric E. Schvarts. Toronto, Association canadienne d'éducation, 1977. 80 p.

Cette monographie est consacrée aux différentes modalités d'intervention du gouvernement fédéral dans le domaine de l'éducation. Sommaire : responsabilités fédérales dans le domaine de l'éducation ; activités fédérales aux niveaux provincial et territorial ; services fédéraux offerts aux écoles ; versements généraux inconditionnels ; subventions inconditionnelles à l'éducation ; accords conditionnels avec les provinces et les territoires ; subventions spéciales aux conseils scolaires et aux écoles privées ; aide indirecte aux étudiants sous forme d'emplois, aide conditionnelle aux particuliers, aux groupes et aux organismes ; intervention par l'intermédiaire des fonctionnaires fédéraux ; coût de l'intervention fédérale ; justification des dépenses fédérales pour l'éducation ; réactions à l'intervention fédérale en éducation. (CADRE : 6245)

#### 689. HOLLAND, John W. et Michael L. Skolnik.

*Public Policy and Manpower Development.* Toronto, Ontario Institute for Studies in Education, 1975. 152 p.

“ This monograph was written in response to the need, as we perceived it, for an examination of the role of manpower programs as components of public policy. Both manpower programs and the related policies are examined here in the context of the total activities and purposes of government in Ontario and in the Canadian federal system ” (p.v.).

« Comme peut le suggérer cet extrait, ce livre consiste essentiellement en un effort de réflexion sur la politique et les programmes de main-d'œuvre et en une tentative systématique de définir une véritable politique de main-d'œuvre pour l'Ontario.

Cet ouvrage comprend trois parties principales. D'abord les auteurs examinent la nature et les objectifs de la politique de main-d'œuvre (chap. 1 et 2) pour ensuite présenter la participation gouvernementale dans le développement de la main-d'œuvre (chap. 3, 4 et 5). Finalement, les auteurs font un effort particulier pour formuler une politique de main-d'œuvre propre à l'Ontario. » (J. Sexton) Ce livre est recensé dans *Relations industrielles*, vol. 30, n° 4, 1975, pp. 806-808.

#### 690. HOWE, Michael, J.A., comp.

*Adult Learning ; Psychological Research and*

**Applications.** Toronto, John Wiley & Sons, 1977.  
291 p.

Quatorze articles originaux d'éminents chercheurs dans le domaine de la psychopédagogie des adultes. La première partie analyse les apprentissages de la vie quotidienne de l'adulte ; la deuxième étudie l'acquisition des connaissances chez l'adulte ; enfin, la dernière partie passe en revue les conditions spéciales d'apprentissage de l'adulte dans une société industrialisée.

Cet ouvrage a été recensé dans *The Chronicle of Higher Education*, vol. XV, n° 11, 14 nov. 1977, p. 19. (CADRE : 6684)

**691. HUMPHREYS, Elizabeth et John Porter.**  
*Part-time Studies and University Accessibility.* Ottawa, Carleton University. Department of Sociology, 1978. 136 p.

" This study, based on a survey of the part-time student population at Carleton University, has three main objectives. The first is to examine the selective process by which individuals with certain characteristics have a greater probability of enrolling part-time in university studies than others. In addition, attention will be directed to the programs and services which the university offers the part-time student. The access of part-time students to certain courses, programs and facilities within the university may be restricted. The second objective is to determine the motivation of individuals enrolling in part-time studies and their perception of the value or benefit of a university education. Finally, the study will examine the interrelationship of occupational careers and part-time studies. " (Introduction) (CADRE : 9027)

**692. Institut d'études pédagogiques de l'Ontario (I.E.P.O./O.I.S.E.).**

*Étude de l'éducation et de la formation pénitentiaire. Première phase : rapport aux conseillers, août 1978.* Toronto, août 1978, 222 p.

En mars 1978, à la suite de l'accord conclu avec le ministère du Solliciteur général, l'Institut des études pédagogiques de l'Ontario a entrepris une analyse critique des programmes de formation scolaire et professionnelle dans le Service canadien des pénitenciers, tant du point de vue théorique que pratique. En application de l'accord, le Service canadien des pénitenciers devait rédiger, comme première étape, un rapport qui décrirait, de façon détaillée, la nature et l'étendue des programmes actuels d'éducation scolaire et de formation professionnelle pour les détenus dans les établissements pénitentiaires. Le présent rapport fournit cette description. Il est basé sur une revue de la documentation pertinente et sur les réponses et commentaires à un questionnaire qui avait été envoyé à plus de mille professeurs, administrateurs éducationnels et non éducationnels, et détenus. Ce rapport permettra aux enquêteurs de se rendre compte de ce qui, par le passé, a nui au développement et à l'efficacité de l'éducation en milieu carcéral. (CADRE : 9755)

**693. JAIN, Harish C. et Robert J. Hines.**

" Current Objectives of Canadian Federal Manpower Programs ", dans *Relations industrielles*, vol. 28, n° 1, 1973, pp. 125-149.

" In this paper some of the factors leading to renewed interest in Manpower in the 1960's are enumerated ; the present courses of Federal Manpower Programs is examined and the objectives of these programs are evaluated. It is suggested that the emphasis of the Federal Manpower Programs on economic growth and stabilization of the economy is misguided ; that the Department of Manpower and Immigration has failed to foresee shifts in labour market composition ; and that in the face of counter-productive fiscal policy, manpower programs and objectives as originally conceived do not have the capability to resurrect a sick economy. " (Résumé)

**694. JAIN, Hem C.**

" Paid Educational Leave In Europe : its Implications for Canada ", dans *Relations industrielles*, vol. 33, n° 3, 1978, pp. 485-502.

" This article reviews the increased educational opportunities provided to workers in a number of Western countries, Belgium, France, the Federal Republic of Germany, Sweden and United Kingdom, through national, regional or local legislation or through collective bargaining and other private mechanisms. An attempt has also been made to analyze and compare the Belgian and the French experiences with regard to P.E.L. Finally, this article examines the relevance of the European experience in respect at P.E.L. for policy makers and other interested parties in Canada. " (Résumé)

**695. JIMENEZ, Andres E., comp.**

*The Educational Sciences : their Relevance in Adult Training in Canada.* Ottawa, Department of Manpower and Immigration, 1976. 283 p.

" The articles in the collection discuss the theory and practice of seven Educational Sciences. These are the basic elements of a conceptual framework for the education profession proposed by Joseph E. Hill in the belief that if educators are to establish mutual understandings of educational problems and phenomena, a unifying conceptual framework and language are imperative. According to A.E. Jimenez, compiler of the collection, Hill urges educators to become skilled in using information pertaining to : 1) symbols and meanings ; 2) perceptions ; 3) inferential patterns ; 4) the biochemistry of memory ; 5) individual cognitive styles ; 6) counseling ; 7) administrative and teaching styles of college personnel ; and 8) systematic analysis and decision making. In addition to Jimenez' introductory article and three articles authored or co-authored by Dr. Hill (one in English, one in French, and one in both a French and an English version), the collection includes 11 articles by other authors : 1) six articles in English only treating cognitive style mapping and individualized or personalized education ; 2) two articles in French only on these subjects ; and 3) three

articles in both French and English versions, one describing Project ARISTOTLE. There is an emphasis on occupational education throughout the collection." (ED 126 337)

**696. JONES, Thomas M.**

"Adult Education in Nova Scotia... a Perspective", dans *Journal de l'Association canadienne de la formation professionnelle*, vol. 16, n° 1, mai 1980, p. 406.

« La Nouvelle-Écosse fut une des premières provinces du pays à développer un service d'éducation des adultes. Dès les débuts, le service visait à rejoindre les besoins de la communauté. Aujourd'hui plusieurs institutions éducatives possèdent des départements d'éducation des adultes, et il existe, en plus, divers instituts de technologie spécialisés dans des domaines d'intérêt provincial — comme par exemple l'arpentage et la technologie marine. Le système DACUM, très répandu actuellement, fut développé en Nouvelle-Écosse. Les changements dans le monde de la formation et du travail assureront un avenir prometteur à l'andrangie. » (Résumé)

**697. KENNY, John B.**

*Preretirement Planning Seminars at Ontario's Ministry of Education*. Toronto, 1977. 11 p.

"This series of four articles outlines a preretirement planning seminar which was designed and presented to the Ministry of Education in Toronto, Canada. The first article identifies the participants and reasons for attending. The second article was designed to make policy makers and personnel administrators aware of these planning needs and to expose them to further considerations. The next article identifies steps to take before conducting the seminars and includes participant reading lists. The last article raises the question of necessity and justifies the need for preretirement seminars for employees. The articles stress the major role the employer has in insuring that all employees have opportunities to attend such programs." (ED 174 883)

**698. KIDD, J. Roby.**

*How Adults Learn*. New York, Association Press, 1973. 318 p.

"This book is about learning during the years of adulthood. It brings completely up to date the advances in such areas of learning as controversial theory; the effects of environment; sensory acuity, sensation and sensory processes; intellectual capacities; motivation and attitude; transactional analysis; conditioning (behaviorism); training programs; group development; emotional climate; curriculum; the teacher as learner; and responsibility of the teacher." (Editor) (CADRE : 4836)

**699. KIDD, J. Roby.**

*Whilst Time is Burning : a Report on Education for Development*. Ottawa, International Development Research Centre, 1974. 121 p.

« L'auteur passe en revue les aspirations à l'éducation dans les années 60, pour ce qui concerne les problèmes d'alphabetisation, de chômage, d'éducation mal adaptée et de main-d'oeuvre non qualifiée. Il appuie la politique qui consisterait à adapter et à améliorer les systèmes éducatifs existants plutôt qu'à les écarter. À cette fin, il recommande de recycler les enseignants en utilisant les services de jeunesse nationaux et des paraprofessionnels pour dispenser une éducation de base élargie. Les établissements scolaires peuvent servir de centres d'étude communautaires. Bien que mal définie, l'éducation extrascolaire est importante et devrait être un complément de l'éducation traditionnelle. » (*Documentation et information pédagogiques*, n° 212-213, p. 24)

**700. KIDD, J. Roby et Gordon R. Selman.**

*Coming of Age : Canadian Adult Education in the 1960's*. Toronto, Canadian Association for Adult Education, 1978. 420 p.

"This book is a collection of selected writings and speeches which document the developments in the Canadian adult education movement during the 1960's. The writings and speeches are presented in six sections as follow : 1) Introduction ; 2) The Setting ; 3) Organizing for Work ; 4) Programs and Experiences ; 5) The Learner, and 6) Coming of Age. Some representative articles from each of the sections respectively are : 1) The Sixties ; 2) The Meaning of English Canada ; Automation and the Changing Meaning of Work ; Education of Women ; and EXPO-A Major Experience in Adult Education ; 3) Organizing for Lifelong Learning ; Aspects of Leadership and Participation ; Community Development in Canada and Abroad ; Adult Education Research in Canada ; A Role for the New Universities ; Establishing a University College for Adults ; The Community College in Canada ; Organizing Labor Education in the College ; and Need for Innovative Schools for Adults ; 4) Libraries ; The Church as Educator ; Challenge for Change ; Living Room Learning in British Columbia ; Frontier College : An Innovative Anti-Poverty Approach ; Arts and Crafts Serving Adult Education ; Programs for People Getting Ready To Retire ; and Programs of Continuing Education ; for the Professional ; 5) The Adult Self-Learner — An Historical Perspective ; Factors Affecting Academic Achievement of Adult Students ; and A Forty-Year-Old Takes Up Jazz ; and 6) A Talk to Teachers ; and Seeds of Promise." (ED 162 061)

**701. KIDD, J. Roby.**

*Some Preliminary Notes Concerning an Inquiry into the Heritage of Canadian Adult Education*. Vancouver, British Columbia University, juin 1979. 36 p.

"As an introductory sketch to further understanding of the present in terms of the past, a conceptual framework is helpful for studying Canadian adult education. The suggested approach utilizes factors — time periods, influences, and activities, methods, programs and organizations — to try to establish in-

terrelationships. There were three major time periods within which influences operates : 1867-1913, 1914-1945 and 1946-1970, involving first massive westward migration, then reconstruction (after WWI and depression, and latterly reconstruction after WWII), establishment of new institutions and technologies, expansion of government, of universities, and of programs for adult education. Important influences included the effort to plant the institution of the folk high school (none took root, but the idea had extraordinary influence), the Social Gospel, ideas and concepts such as the 'get ahead' attitude, the enormous contribution made by communications technologies which transcended geography to knit together the many parts and peoples, and the tendency for adult education to be used by the already privileged. These, *inter alia*, deserve to be starting points for further research. Furthermore, in an atmosphere wherein program continuance was often confused with function, the nationwide radio 'forums' of the forties were discontinued without adequate assessment of their contribution. Looking toward the future, as the world undergoes its transition from industrial to postindustrial society, we can help to bring about a 'learning society' through acceptance of the three-concept ethic-being, belonging, and becoming. " (ED 178 703)

#### **702. KRAFT, Christel Magdalene.**

*Research of Theories of Adult Development and their Implications for Career Oriented Counseling of Women during Mid-life.* Winnipeg, University of Manitoba, 1980. 139 p.

The purpose of this pilot study was to look at the current literature on adult development, adult education, career counseling for women during mid-life, and existing career development programs for women during mid-life in order to establish goals and objectives for career development programs for women during this period.

#### **703. KULICH, Jindra, comp.**

*Training of Adult Educators in East Europe.* Monographs on comparative and area studies in adult education. Vancouver, British Columbia University, Center for Continuing Education, 1977. 132 p.

" The purpose of this volume is to present information on the training of adult educators in East European countries. All but two of these countries, Albania and Bulgaria, are described. The first of nine articles provides an overview of the research and preparation of adult education staff in some East European countries. Factors cited as influencing the system development in these countries are tradition, social situation, growth and application of science, acceptance of the continuous education idea, and the development of theory and greater professionalism in the adult education field. Following the initial report, there are articles dealing with Czechoslovakia, the German Democratic Republic, Hungary, Poland, Romania, Union of Soviet Socialist Republics, and Yugoslavia. The

article on the Soviet Union deals only with the political education aspects. All contributions were originally published elsewhere. " (ED 162 168)

#### **704. KULICH, Jindra.**

*A Report to the President, the Senate and the Board of Governors, September 1, 1977 - August 31, 1978.* Vancouver, British Columbia University, Center for Continuing Education, 1978. 46 p.

" This report outlines the activities of the University of British Columbia's (UBC's) Center for Continuing Education during the academic year 1977-1978. The first of four sections reviews the development of degree-credit courses and non-credit courses in the guided independent study program. Section 2 discusses the expansion of UBC continuing education programs in locations throughout the province. The third section describes fourteen general education Centre programs : creative arts, conserver society, daytime program, educational travel abroad, field studies, humanities and sciences, language institute, overseas programs, pre-retirement education, programs for retired people, public affairs, reading/writing/study skills center, social sciences, and women's resources center. Section 4 examines continuing professional education program in fourteen areas : adult education training, aging and human relations, agricultural sciences, criminology, education extension, instructor's diploma program, education of young children, engineering, forestry, continuing legal education, continuing education for librarians, local government programs, urban studies, and women in management and career development. The remainder of the report includes the professional staff's professional and community activities, the professional staff's publications, the Centre's publications, professional/administrative staff, and a statistical summary of program participants. " (ED 170 476)

#### **705. LACELLE, Nicole.**

*Le centre de promotion rurale : une expérience d'éducation populaire en milieu agricole.* Ottawa, Conseil canadien de l'aménagement rural, janvier 1978. 95 p.

Rapport d'évaluation des activités et du fonctionnement d'un centre de promotion rurale en milieu agricole au nord-est du Nouveau-Brunswick. On traite successivement des sessions de formation, des projets collectifs ou regroupement des cultivateurs en coopérative, du rôle des animateurs, du rôle des femmes, des structures de fonctionnement. En conclusion, on met l'accent sur les priorités à établir et sur l'incertitude qui pèse sur l'existence du Centre de promotion rurale. (CADRE : 9096)

#### **706. LAMOUREUX, Marvin E.**

*Marketing Continuing Education : a Study of Price Strategies.* Vancouver, The University of British Columbia, Centre for Continuing Education, mars 1976. 58 p. (Occasional Papers in Continuing Education, n° 11)

" The objective of the study conducted at the Centre for Continuing Education (CCE) at the University of British Columbia was to determine that threshold pricing not only existed for continuing education courses, but also was applicable to an administrative decision-making structure. The first part of the three-part investigation analyzed consumer reaction to the CCE's price strategy of combined marketing and backward costing and found that little or no adverse effect on enrollment could be detected, although it was found that course length played a major negative role in course enrollment. The second part, the Preliminary Market Study, was developed as a pilot study to analyze the CCE's participants, their socio-economic background, and their community and education participation. Since it was found that the general participant market was distinct from the professional participant market, a third study was undertaken to examine the latter market more closely. That study determined that professional continuing education courses readily followed the theory of threshold pricing, and clearly indicated that threshold pricing was applicable and workable as marketing mix technique for continuing education administrators. Significance tests were generally confirmed for a variety of research hypotheses. " (ED 120 518)

**707. LARSON, Lila M.**

*Manitoba's Adult Basic Education Program.*  
Winnipeg, Manitoba's Department of Colleges and Universities Affairs, 1974. 47 p.

" Manitoba's Community Colleges' Adult Basic Education (ABE) programs are changing from traditional delivery system/group instruction to a multi-mix, multi-media individualized instruction systems approach. The major aim is to provide a broader-based program which will have, in addition to Academics, a pre-occupational as well as a social (life coping skills) aspect. The overall purpose of the ABE program is to assist the student via activities or combinations of activities from the three tracks (academic, pre-occupational, social) to become and to remain gainfully employed. This document presents synopses of the three-track program, including specific examples of the units contained in each, and discussions of the actual operation of the program. " (ED 109 515)

**708. LATOUR, Georges.**

" Manpower Training Allowance : Financial Assistance or Investment ?," dans *Canadian Vocational Journal*, vol. 11, n° 2, mai 1975, pp. 16-18.

L'auteur compare les voies différentes suivies en République fédérale d'Allemagne, en Australie, en France et en Suède pour apporter une aide financière aux adultes inscrits à des programmes de formation professionnelle ; en particulier, il met l'accent sur les allocations de formation au titre de l'éducation récurrente. Il conclut que, sans l'aide du gouvernement, il est peu probable que les adultes puissent bénéficier de programmes de perfectionnement, même gratuits.

**709. LEFEBVRE, Blaise.**

*Les organismes d'action volontaire francophones canadiens et leurs relations avec le gouvernement fédéral.* Ottawa, Secrétariat d'État, Aide aux groupes communautaires, novembre 1977. Pagination multiple.

« Ce document présente les résultats d'une recherche commanditée par le Conseil consultatif canadien de l'action volontaire visant à connaître : 1) la situation de l'action volontaire et des organismes et le gouvernement fédéral ; 2) les opinions, recommandations et revendications de ces organismes quant à ces sujets. Un questionnaire écrit (annexe I) rempli par 146 organismes, un sondage téléphonique (annexe II) auquel ont répondu 80 organismes et des entrevues auprès de 24 responsables ont fourni les informations contenues dans ce rapport. La recherche a porté sur les organismes québécois, franco-ontariens, franco-manitobains et acadiens. Des contraintes budgétaires n'ont pas permis l'étude dans toutes les communautés francophones canadiennes. » (Auteur) (CADRE : 6756)

**710. LIVINGSTONE, David. W.**

"Images of the educational Future in Advanced Industrial Society : an Ontario Enquiry," dans *Revue canadienne de l'éducation*, vol. 1, n° 2, 1976, pp. 13-29.

« Dans leur tentative d'élaborer une politique sociale et éducative à long terme, les hommes politiques et les hommes de science ont accordé très peu d'attention aux attitudes de la population face à un projet de société. Après une brève présentation des éléments d'information dont dispose présentement la population sur l'avenir réservé à une société industrielle avancée, cette étude nous transmet les résultats d'une enquête importante portant sur les attentes et les espoirs de la population de l'Ontario concernant l'éducation. Ces résultats nous ont permis de tracer des modèles de préférence dont ne tiennent présentement pas compte les autorités qui décident de la politique éducative à suivre. » (Résumé)

**711. LYNCH, James H. et B. Gail Riddell.**

*Preretirement Education : a Multigroup Discussion Approach. Instructor's Manual.* Vancouver, septembre 1979. 121 p.

« This manual offers practical guidelines for those who wish to become involved in providing preretirement education for older workers. It is a multigroup discussion model with a flexible program design that can be used to develop, coordinate, and instruct preretirement programs in business and industry, government, colleges and universities, health care agencies, churches and fraternal organizations, or other settings where a need exists. Chapter 1 provides an overview of preretirement education issues and content. Chapter 2 deals with the educational methods and program structure of a retirement planning workshop. Chapter 3 provides a step-by-step procedural guide for each of the topics covered in the retirement planning workshop or seminar. Finally, chapter 4 elaborates on the program planning aspects of the preretirement event. An appendix con-

tains a comprehensive bibliography both for instructors and program participants and a list of available films and tapes relating to preretirement education and aging. It also provides a guide to free pamphlets available from government agencies and private companies. " (ED 181 296)

**712.** Manitoba Department of Colleges and Universities Affairs.

*Draft Resource Book for Development of Pre-occupational Skills in the Adult Basic Education Program of Manitoba's Community Colleges.* Winnipeg, 1973. 268 p.

" The major purpose of the pre-occupational track of Manitoba's ABE program is to enable students to get first-hand information about the world of work and to get information about themselves that will assist them in crystalizing an occupational choice. The program is designed to move students from an Awareness stage through an Exploration stage to a Preparation stage. Unit I consists of activities where students become aware of the implications of different occupational choices, where they explore a series of career clusters, and where they learn decision making skills and use them in expressing an occupational preference. Unit II, the exploration stage, enables the student to find out first-hand whether the role required by a worker in the occupation preferred is one that he/she would want to adopt. In Unit III, a student who has crystalized an occupational choice will be given assistance in implementing that choice by helping him find a job, obtaining on-job-training, or enrolling in the necessary training program. Those implementing this program are urged to experiment with the activities suggested and adapt them to meet the needs of their particular students. " (ED 103 765)

**713.** *Manpower Issues in Manitoba : Report of the Manitoba Economic Development Advisory Board.* Winnipeg, juin 1975.

" C'est la conclusion que le Manitoba se dirigeait rapidement dans les années 1970 vers un problème de sous-emploi plutôt que vers un problème de chômage qui amena le Economic Development Advisory Board (E.D.A.B.) du Manitoba à faire examiner les problèmes de main-d'œuvre du Manitoba. C'est le résultat de cet examen que nous retrouvons dans ce rapport présenté en deux parties principales : le rapport et les recommandations du E.D.A.B. d'une part et neuf études spécifiques commanditées par le E.D.A.B. d'autre part. " (Jean Sexton) Ce livre est recensé dans *Relations industrielles*, vol. 31, n° 2, 1976, pp. 160, 161.

**714.** MARSH, Leonard et autres.

*A Learning Community for the Lower Mainland ; Report of the Survey Committee on Community Colleges in the Lower Mainland.* British Columbia. Victoria, British Columbia Department of Education, 1975. 137 p.

" This report discusses the potential development of community colleges in the Lower Mainland, British

Columbia. Chapters center on the demographic characteristics and the legacy of piecemeal educational development in Vancouver ; the comprehensive nature and roles of colleges, in general ; the locations and multiple objectives of present and future colleges ; alternative models for regional coordination ; and guidelines for the development of community colleges in the Lower Mainland. The authors recommend : that Vancouver be served by two separate comprehensive community colleges and several independent vocational institutes ; that several existing institutions be redefined as community colleges ; that new colleges be established to adequately serve the area ; and that vocational training be accorded equality of recognition and support with all other types of college instruction. A Regional Council for coordination, which would play an important role in implementing the guidelines for development, is proposed. A discussion of 'community' and 'region,' terms the authors felt should be more widely understood by the public if the colleges are to be perceived and accepted as multifunction education centers, and various tables of data pertinent to the report, are appended. " (ED 105 947)

**715.** McQUAID, J.M.

*Report on Occupational Exploratory Training Project, December 1974 - March 1975.* Charlottetown, Prince Edward Island Department of Education, 1975. 49 p.

" This is a report on a pilot project in occupational exploratory training sponsored by Canada Manpower. The project is an attempt to cope with the problems of Manpower clients who are undecided about an occupational goal, and to help prevent the placement of clients in programs unsuited to them. This report provides a background to the project, describes the program content and methodology, and concludes with a summary of recommendations. " (ED 119 065)

**716.** MEHMET, O.

*Who Benefits from the Ontario University System ? A Benefit-cost Analysis by Income Groups.* Toronto, Ontario Economic Council, 1978. 62 p. (Ontario Economic Council Occasional Papers, n° 7)

" This study is concerned with the following questions : What is taxpayers' cost of producing human capital embodied in the 1974 male graduates of Ontario universities ? What are the shares of the various income-groups of the total taxpayers' cost ? What is the amount of the economic benefits generated by the volume of human capital embodied in the 1974 male graduates ? How is this amount shared among the various income groups ? What are the redistributive effects of these benefits and costs from the standpoint of specific groups ? This study finds strong evidence that the Ontario university system as presently financed and supplied is quite regressive. Although at the lowest income level it appears to be progressive, the number of graduates is too small to be significant. The principal net gainers

from the university system are the middle and upper-income groups at the expense of the lower-income groups. In this sense the university system is a large public expenditure program in which the relatively poor groups tend to subsidize the relatively rich. " (Auteur)

#### 717. MEHMET, Ozay.

"A Critical Appraisal of the Economic Rationale of Government-Subsidized Manpower Training", dans *Relations industrielles*, vol. 25, n° 3, août 1970, pp. 568-581.

Comment expliquer la politique de formation de la main-d'œuvre ? Est-il justifiable de financer les programmes de formation de la main-d'œuvre au moyen de fonds publics ? Quelles sont les limites d'une politique de formation de la main-d'œuvre ? L'auteur analyse ces questions à la lumière de trois aspects économiques importants, issus respectivement de la macro et de la micro-économique, et de l'économique du bien-être. Il montre le bien-fondé de la politique gouvernementale de financement des programmes de formation de la main-d'œuvre, mais aussi ses limites.

#### 718. Memorial University.

*Let's Get at the Community Learning Centre*. St. John's, Newfoundland, 1975. 84 p.

« Le centre d'études communautaires est un établissement local où divers organismes peuvent travailler et coordonner leurs efforts pour dispenser à la population des cours non formels de vulgarisation. Ce centre est décrit comme un « consortium de tous les établissements d'enseignement postsecondaire », un lieu où l'Université, l'École supérieure des pêches, l'École supérieure de commerce et de technologie et le Département de l'éducation peuvent se rencontrer sur un pied d'égalité. En outre, avec l'aide de la population locale, chaque établissement peut dispenser ce que la collectivité exige. Le centre reconnaît la nécessité de remédier aux insuffisances des programmes de vulgarisation actuels. Le centre d'études communautaires devrait servir de catalyseur entre la population locale et les programmes. » (*Documentation et information pédagogiques*, n° 212-213, p. 133)

#### 719. MUNRO, J.

" Paid Educational Leave for Canadian Workers, " dans *Labour Gazette*, vol. 77, n° 9, septembre 1977, pp. 408-410.

Article où sont examinés le congé d'études payé au Canada et la convention de l'organisation internationale du travail qui s'y rapporte (convention 140 concernant le congé-éducation payé). L'auteur compare la pratique canadienne avec l'usage en République fédérale d'Allemagne, en France et en Suède. Il recommande que soit adoptée une politique sociale sur le droit des travailleurs à la formation professionnelle et à l'éducation continue.

#### 720. NEWTON, Keith.

" The Rationale for Government in Manpower

Training in Canada : Theory and Evidence, " dans *Relations industrielles*, vol. 32, n° 3, 1977, pp. 399-413.

L'auteur développe les aspects théoriques de l'hypothèse de « l'inadaptation structurelle » et tente de justifier l'intervention gouvernementale dans le domaine de la formation de la main-d'œuvre.

#### 721. Nouvelle-Écosse. Royal Commission on Education, Public Services and Provincial-Municipal Relations.

*Report of the Royal Commission on Education, Public Services and Provincial-Municipal Relations ; Volume III : Education*. Halifax, Queen's Printer, 1974. 3 tomes.

Sommaire : The history of education in Nova Scotia ; the present structure and organization of education ; goals of education ; organization and administration of education ; financing schools and related educational services ; special education ; pre-school education and day care ; program of education ; material resources ; teachers ; continuing education ; the universities in Nova Scotia. (CADRE : 4487)

#### 722. Nova Scotia Task Force on the Status of Women.

*Herself ; elle-même. Report of the Nova Scotia Task Force on the Status of Women*. Halifax, 1976. 92 p.

« This report to the Canadian Government from the Nova Scotia Women's Task Force examines the social issues and problems pertaining to situations and attitudes toward homemakers, working women, marriage, divorce, child care, education, health, and political participation. Recommended implementations to improve conditions are included, as well as a bibliography and a detailing of actions taken by the government. » (ED 136 120)

#### 723. OLENICK, Norman F.E. et autres.

*Leisure Education and Employment in British Columbia ; an Analysis of Selected Relationship and Needs*. Vancouver, Department of the Provincial Secretary, 1976. 238 p.

« In order to assess the effect of community college programs in British Columbia aimed at training workers in urban recreation services, and to determine the need for expansion of such training programs, a comprehensive 5-month study was conducted in 1975-76. The study and research methods included : 1) the compilation and analysis of historical data relative to the current employment preparation programs, and other preparation opportunities ; 2) the design, distribution, return and analysis of a questionnaire for graduates of the five existing community college training programs ; 3) the design, distribution, return and analysis of a questionnaire for a sample of recreation employers ; 4) the conducting of nine regional meetings throughout British Columbia, through the Leisure Services Branch Consultants, for public discussion with a study team member ; 5) correspondence with

a broad representative number of community recreation agencies and provincial recreation organizations indicating the scope of the study project, and inviting the submission of briefs. This document reports the outcome of these five study components, and makes a number of recommendations in three areas : 1) for government initiation ; 2) for education initiation ; 3) for the leisure and recreation field's initiation. Detailed findings of individual studies are included. " (ED 122 902)

**724. OLIVER, Michael et autres.**

*Postsecondary Education in Manitoba.* Winnipeg, 1974. 196 p.

"An overview of postsecondary education in Manitoba, Canada is presented in this document. Chapter 1 identifies the particular role that the Task Force on Postsecondary Education in Manitoba believes the universities should play in Manitoba society and the tasks they should undertake from those that should be the responsibility of the community colleges. Chapter 2 discusses recommendations concerning various aspects of university life, including : growth, graduate studies ; degrees, diplomas, certificates ; external studies evaluation board ; professional education ; access to the universities ; voluntary preadmission training courses ; support services ; university education in the French language ; the status of women ; and research in the universities. Chapter 3 reviews the community colleges and their role, programs, applicants, participation in decisionmaking, long-range planning, the status of instructors in community colleges, the students, curriculum, part-time study, social services, and the role of the private sector. Other chapters cover regional organization ; learning and teaching ; the relationship between secondary and postsecondary education ; participation, accountability, and governance ; organization of the postsecondary education system ; planning for postsecondary education ; and financing the system. " (ED 097 813)

**725. Ontario. Commission on Postsecondary Education.**

*La société s'épanouit. Rapport de la Commission sur l'éducation postsecondaire en Ontario.* Ontario, ministère des Services gouvernementaux, 1972. 287 p.

Dans une première partie, le Rapport décrit les transformations de l'enseignement postsecondaire en Ontario durant les quinze dernières années. La seconde partie est consacrée à la réorganisation de l'enseignement postsecondaire axée sur le concept de l'éducation permanente. La Commission recommande d'étendre la gamme des programmes offerts en dehors de l'éducation postsecondaire officielle, propose des moyens pour rejoindre tous les groupes sociaux et toutes les régions. Elle s'intéresse à l'éducation postsecondaire des Franco-Ontariens, des Indiens. La troisième partie du Rapport concerne les structures, les outils et le financement des changements proposés. (CADRE : 2488)

**726. Ontario Department of Labour.**

*Wages, Hours of Work and Overtime Pay Provisions in Selected Industries. Ontario, April 1974.* Toronto, 1975. 29 p.

"A survey was undertaken to obtain information on a number of working conditions including straight-time hourly earnings, weekly hours of work, and initial overtime provisions for non-supervisory employees in selected Ontario industries. The purpose of the survey was to obtain data that would permit an assessment of the direct impact of proposed changes in Ontario's minimum labor standards. For the industries surveyed, data on some or all of these working conditions are provided by sex, office, and non-office employment, full-time and part-time status, and geographic region. The 47 industries surveyed were selected from the mining, manufacturing, wholesale trade, and service sectors. The data refer to the last normal pay period preceding April 28, 1974. The tables presented in the report are based on the distributions obtained from the sample survey. " (ED 118 773)

**727. Ontario Educational Communication Authority.**

*The Education of Adults.* Toronto, septembre 1973. Pagination multiple. (Strategy Papers for O.E.C.A., n° 37)

"This report includes copies of the five commissioned papers which focused primarily on the area, *The education of adults*. Each paper is quite distinct in both its approach and its content. However, one notes that the first two papers offer general guidelines and programming strategies for the OECA. They provide, so-to-speak, a 'big picture' perspective. The contribution of the last three papers, which focus on adult self-learners, families and children, and open sector audiences respectively, lies in the specific programming ideas that are presented. " (Préface) (CADRE : 9261)

**728. Ontario. Ministère de l'Éducation. Ministère des Collèges et Universités.**

*L'éducation permanente : le troisième système.* Toronto, 1981. 178 p. (Document de travail)

Ce document de travail vise à engager la discussion sur les sujets suivants :

- les questions actuelles que pose l'éducation permanente à tous les points de vue ;
- le contexte philosophique dans lequel le ministère de l'Éducation et le ministère des Collèges et Universités peuvent envisager et élaborer une politique d'éducation permanente ;
- les critères selon lesquels ces deux ministères peuvent décider de l'importance de leur participation aux diverses activités et initiatives en matière d'éducation permanente en Ontario.

La section qui suit porte sur les diverses conceptions actuelles de l'éducation permanente et sur les lois et règlements qui la régissent. Les sections suivantes traitent de la formation de base des adultes, de la coordination des formes multiples de l'éducation permanente, de son infrastructure et de son ac-

cessibilité, des lois qui la régissent et de son subventionnement. On trouvera à la fin du document un résumé des diverses questions posées. (CADRE : 10078)

**729. Ontario. Task Force on Industrial Training.**  
*Training for Ontario's Future.* Toronto, Ministry of Colleges and Universities, 1973. 207 p.

**730. PICOT, G.**  
*L'évolution du profil scolaire des Canadiens de 1961 à 2000. Projections du niveau d'instruction de la population et de la population active.* Ottawa, Statistique Canada, Division de l'éducation, des sciences et de la culture, mars 1980. 106 p.

« On trouve dans ce document un aperçu des tendances historiques en ce qui concerne les effectifs et le niveau d'instruction. Suivent des projections détaillées de la population de 15 ans et plus et de la population active jusqu'à l'an 2000. Une courte section est consacrée à l'étude du profil scolaire de chaque province en 1977. Enfin, on passe de l'aspect quantitatif à l'aspect spéculatif en examinant plusieurs répercussions éventuelles de l'augmentation prévue du niveau d'instruction sur la population active et les activités de loisir. Les cinq annexes contiennent des tableaux de données historiques et projetées, diverses projections du profil scolaire de la population, un exposé de la méthodologie employée, une analyse des problèmes que posent les données, ainsi que des tableaux sur les activités de loisirs. » (Introduction)

**731. ROBERTS, Hayden.**  
*Culture and Adult Education. A Comparative Study of Alberta and Québec.* Edmonton, University of Alberta, Faculty of Extension, s.d. 336 p.

Ce document est une étude comparative de l'éducation des adultes dans les provinces d'Alberta et de Québec. Il est divisé en quatre parties. Dans la première, l'auteur définit le cadre de sa recherche : contexte, base de comparaison, vocabulaire. La deuxième partie est consacrée aux philosophies sociales et aux structures gouvernementales. La troisième partie traite des structures institutionnelles autres que gouvernementales. Enfin, la dernière partie s'intéresse à l'avenir en étudiant les besoins et les ressources. (CADRE : 9193)

**732. ROSEN, E. et R. Herman.**  
*The Community Use of Media for Lifelong Learning in Canada.* Toronto, Ontario Institute for Studies in Education, 1974.

« Cette étude porte surtout sur l'accès du public aux voies collectives de la télévision par câble et à la radio communautaire en fréquence modulée. Le rapport comprend un bref historique du développement des télécommunications au Canada, du développement des émissions radiophoniques, des moyens éducatifs et de la télévision par câble. Les facteurs qui influent sur l'utilisation par la collectivité de médias pour l'enseignement et le progrès sont analysés sous les rubriques ci-après ; réglementaire et administrative ; économique ; applications de la

technologie ; enfin, sociale et éducative. L'étude comprend un rapport sur le « programme d'action pour le changement » de l'Office national du film, et un examen approfondi de la situation actuelle à Montréal, Toronto, et dans un centre de documentation en médias, le TELED d'Halifax. Les perspectives les plus prometteuses semblent liées à un certain nombre de développements : a) un nombre de voies accru avec de nombreuses liaisons par câble réservées aux programmes communautaires ; b) liaisons par câble bilatérales et studios satellites pour toute la collectivité ; c) propriété des systèmes par câble réservée à la collectivité ; d) facilité d'adaptation des émissions par câble ; e) stations de télévision en hyperfréquences de faible puissance dont la collectivité serait propriétaire ; f) stations de radiodiffusion en fréquence modulée, propriété de la collectivité ; g) conseils communautaires qui concluent des contrats de contrôle intégral y compris de responsabilité juridique pour toute la programmation de leurs systèmes par câble. » (*Documentation et information pédagogiques*, n° 198-199, p. 43)

**733. Saskatchewan Continuing Education.**  
*Vo-Tech'90. Report of the Department of Continuing Education Task Force on Future Technical/Vocational Training in Saskatchewan.* Regina, 20 avril 1979. 39 p. + Appendices.

“ This report is the culmination of a study undertaken by a Task Force of the Department of Continuing Education to identify factors which might have impact on future requirements for technical/vocational training in this province. The study focused on technical/vocational training as it related to preparation for the world of work. It did not involve investigation into the broad spectrum of non-credit programming pursued by many people for general interest and personal enrichment. It also avoided comment about training which takes place in industry but did recommend a model for institutional delivery which will give maximum flexibility for accommodating the supplementary requirements of such training. Specifically, the investigation concerned itself with three basic issues : a) the types of skilled personnel considered necessary in various occupational areas by people in business, industry and government ; b) the current provincial capacity (in terms of programs and resources) to meet anticipated training requirements ; and c) the courses of action necessary to meet the anticipated requirements over the next decade. ” (Préface)

**734. Saskatchewan Newstart Inc.**  
*What Have We Started ?* Prince Albert, 1971. 14 p.

Cette brochure fournit une description générale de la nature, des objectifs, de l'organisation et des travaux d'un organisme d'éducation des adultes situé à Prince Albert : le *Saskatchewan Newstart*. Cette corporation, patronnée par le ministère de l'Éducation, parrainée et financée par le Département fédéral de l'expansion économique régionale, dispose d'un personnel de 76 personnes préposées soit à la recherche, soit à l'enseignement. *Saskatchewan Newstart* possède ses propres

laboratoires de recherche, d'enseignement et d'audiovisuel et une bibliothèque. Il élabore ses programmes d'étude en fonction des besoins particuliers de la ville de Prince Albert et de la région avoisinante. Il offre des cours de personnalité et d'initiation à la vie, d'alphabétisation, de langue anglaise, d'administration de petites entreprises destinées surtout aux Indiens et aux Métis de la région, de formation à des emplois secondaires dans les domaines de l'enseignement et du travail social. Il offre également tous les cours réguliers de la cinquième à la neuvième année. *Saskatchewan Newstart* crée ses propres méthodes d'enseignement et d'évaluation. (CADRE : 441)

**735. SID, Gilbert.**

*Educational Alternative for the Uncommitted : the Demand for Non-traditional Programs.* Guelph, University of Guelph, novembre 1979. 201 p. (A Report prepared for the postsecondary research reference committee of Manitoba)

“ The report is organized as follows : first, an executive summary which outlines the major findings ; second, a brief introduction ; third, a survey of previous research, but since the findings are so diverse and disparate, a focus, in the fourth section, upon a concise statement of the analytical issues and research objectives ; fifth, a specification of research assumptions and methods ; sixth, the data analyses and comparisons ; and finally, some concluding remarks. There are two appendices ; one presenting the actual interview schedule and one containing selected interesting verbatim answers to the open ended questions. ” (Préface) (CADRE : 9511)

**736. SKAGER, Rodney.**

*Lifelong Education and Evaluation Practice.* Toronto, Pergamon Press, 1978. 155 p. (Advances in Lifelong Education, n° 4)

“ This book develops a comprehensive conceptual analysis of educational evaluation and applies the analysis to identify particular kinds of evaluation that would be especially important under lifelong education. While the study focuses primarily on the learner and the school, the treatment of evaluation is general enough to incorporate evaluation practice operating under virtually any educational philosophy. ” Contents : evaluation and the principles of lifelong education ; conceptualizing evaluation ; evaluation for lifelong education ; defining and assessing specified educational goals in formative and summative evaluation ; open educational goals, educability and self-direction ; future lines of development for evaluation under lifelong education. (CADRE : 7646)

**737. SKELHORNE, Jean M.**

*The Adult Learner in the University : Does Anybody Care ? A study of need based on an investigation of the facilities and services provided by the University of Toronto for mature, full-time undergraduate women.* Toronto, Ontario Institute for Studies in Education, 1975. 61 p.

“ Responding to personal experience as a full-time mature woman student at the University of Toronto, the author engaged in a preliminary probe to determine the needs and problems of older full-time undergraduates (especially women), to determine the response of university administrators, and to compare the findings with other university campuses. Following an introductory section, Part 2 reflects the author's personal experience as a full-time undergraduate at the University of Toronto during 1969-72. Part 3 contains data comparisons from a questionnaire sent to the Dean of Women of 25 selected university campuses in Canada and the United States (80% response). The registrars of eight Canadian universities also were sent questionnaires in order to develop a statistical profile of mature full-time university students, undergraduates and graduates. Interviews with mature students and university staff provided additional information. Comments and recommendations in Part 4 pertain to developing a statistical profile of present and projected number of mature full-time students on campus, directly involving them in university planning, and taking steps to reduce the dehumanization of a large-scale bureaucratic university. Copies of the questionnaire and a 73-item bibliography are included in the appendixes. ” (ED 118 817)

**738. STAGER, David A.A. et Alan M. Thomas.**

*Continuing Education in Canada.* Toronto, University of Toronto, juillet 1972. 624 p. (Prepared for the Secretary of State)

**739. STANLEY, Dale, Graham Baldwin et Terry Clement.**

*Special Services Model.* Victoria, Camosun College, juin 1979.

“ The development of well-planned, integrated educational services for the handicapped adult is a basic need that has long been stressed by the handicapped, their families, advocacy groups and concerned community members. This proposal addresses itself to the development of a model which, when implemented, will provide the specialized and integrated educational services which are economically and operationally feasible within the context of the existing system at Camosun College. ” (Introduction) (CADRE : 9273)

**740. Statistique Canada. Division de l'éducation, des sciences et de la culture. Section de l'enseignement postsecondaire.**

*Formation professionnelle sous régie publique avec le concours du secteur privé, 1977-1978.* Ottawa, juin 1979. 41 p. Bilingue.

Statistiques relatives aux effectifs des programmes de formation professionnelle sous régie publique qui sont administrés en collaboration avec le secteur privé. Données sur les apprentis inscrits dans les ministères provinciaux, sur les employés suivant des cours de formation subventionnés par l'État dans les entreprises commerciales, sur les participants au programme fédéral de formation en cours d'emploi à l'intention des chômeurs et sur les handicapés qui

ont suivi des cours de réadaptation professionnelle. Ce numéro est la dernière parution de cette publication jadis annuelle. Catalogue : 81-238. (CADRE : 9242)

**741.** Statistique Canada. Division de l'éducation, des sciences et de la culture.

*Statistiques financières de l'éducation 1976-1977.* Ottawa, juillet 1979. 46 p. Bilingue.

Ce bulletin présente les statistiques financières de l'enseignement pour 1976-1977 et ce, à tous les niveaux, c'est-à-dire primaire et secondaire, postsecondaire (collégial et universitaire) et professionnel. Il comprend également plusieurs courtes séries chronologiques remontant à 1972-1973.

**742.** Statistique Canada. Division de l'éducation, des sciences et de la culture. Section de l'enseignement postsecondaire.

*Éducation permanente. Participation aux programmes des établissements d'enseignement, 1977-1978.* Ottawa, décembre 1979. 41 p. Bilingue.

Inscriptions, taux de participation aux cours et frais de scolarité des programmes d'éducation offerts par les établissements d'enseignement subventionnés par les administrations publiques. Ce numéro est la dernière parution de cette publication jadis annuelle. Catalogue : 81-253. (CADRE : 9243)

**743.** SWAN, Carole.

*Women in the Canadian Labour Force. A report submitted to the labour market development task force.* Ottawa, Employment and Immigration Canada, février 1981. 89 p.

“ This paper describes the situation of women in the Canadian labour market and the problems they face in participating productively and equitably in the labour force. It offers a perspective on the recent labour force experience of women through an examination of the composition of the female labour force, patterns of full and part-time employment by occupation and industry, the incidence and nature of female unemployment, and incomes paid to female labor market participants. Following the examination of the situation of women in the labour market, the paper provides an analysis of women's employment disadvantage by examining the socio-economic context of women's labour force involvement. Barriers to equality in the labour market are also considered from the perspective of an institutional approach to the operation of discrimination. ” (Introduction)

**744.** TATE, Eugene D.

*Mass Communication Research in Canada : Television and Adults.* s.l., mai 1979. 38 p. (Paper presented at the annual meeting of the International Communication Association. Philadelphia, P.A., 1-5 mai 1979).

“ This paper contains partial data from an investigation of adults and television conducted for the Canadian Royal Commission on Violence in the Communications Industry. The first section of the

paper offers a discussion of the viewing behaviors of adult Canadians derived from interview data, while the second section examines the ‘mean world syndrome’ or ‘fortress mentality’ in light of the responses given by those viewers. The third section details the uses and gratifications those adults reported receiving from television viewing. The fourth section contains comparison data between the content analysis and adult viewers, and the final section offers comments about the reception of this research by the Royal Commission. Extensive tables of data are included. ” (ED 177 638)

**745.** TAYLOR, Marilyn.

*Adult learning in an emergent learning group : toward a theory of learning from the learner's perspective.* Toronto, University of Toronto, Department of Educational Theory, 1979. 402 p. (5 microfilms)

A thesis submitted for the degree of Doctor of Philosophy in the University of Toronto. “ This inquiry has been an in-depth study of eight persons' report, over time, of their experiences of learning, where learning involved a substantial reorientation of a perspective and approach. The learning of these eight persons was occurring in their association with a particular learning group which will be described below. Since the learners made regular weekly reports of their experience related to the learning group (in the form of open-ended interviews), the data base represents the changes in learners' experiencing which took place over a period of about six months. From studying these data, it was possible to discern patterns in the quality and sequencing of these changes which were very common among the learners in this study. Out of these common patterns of the experience of learning, it was possible to generate a conceptual representation of this process. This paper is primarily a detailed description of the eight learners' common pattern of experience in learning and the conceptual schema which, taken as a whole, is offered here as a representation of the process of learning seen from the learners' point of view. ” (Auteur) (CADRE : 10054)

**746.** THOMAS, Alan M.

*A Summary and Critique of Various Reports on Post-secondary Education in Canada, 1969-1973.* Toronto, Ontario Institute for Studies in Education, avril 1977. 51 p.

Après avoir donné la liste de commissions canadiennes et étrangères sur l'enseignement postsecondaire, l'auteur se réfère au Rapport Faure pour analyser divers rapports provinciaux, notamment ceux de l'Alberta, du Manitoba, de l'Ontario et de la Saskatchewan.

Publiés entre 1969 et 1973, « ils ont pour dénominateur commun d'avoir été rédigés dans une atmosphère de désillusion croissante face à l'équation trop simpliste entre, d'une part, l'enseignement et, d'autre part, la croissance économique et sociale ». Ces rapports s'appuient sur des enquêtes publiques plus ou moins approfondies, leur raison

d'être étant « l'inquiétude gouvernementale face au développement exogène, au cours des 25 dernières années, d'un nouveau système d'éducation administrativement et financièrement peu planifié ».

**747. THOMAS, Alan et Sonja Davie.**

*Challenge and Change.* Toronto. Commission on Declining School Enrollments in Ontario, juin 1978. 58 p.

“ While enrollment is declining in Ontario's elementary and secondary schools, the demands for adult education are increasing. This paper explores the possibility of integrating the two systems. The authors consider the conceptual bases for an integrated system as well as the effects of integration on teaching styles, and finance. The Education Act (Canada, 1974) is cited as evidence that school boards have the right to extend their activities to the adult population. The authors argue that school boards should respond actively to adult needs for technical literacy and basic education programs, with emphasis on serving those who never completed their elementary or secondary education. If boards are to avoid occupying a diminishing role in the community, they must become involved in programs for and recruitment of adult students. ” (ED 197 448)

**748. THOMAS, Alan et autres.**

*Boards of Education and Adult Education : a Functional Definition of Continuing Education for Boards of Education in Ontario.* Toronto, The Ontario Institute for Studies in Education, 1979. 82 p.

Cette étude comprend trois parties. Elle décrit tout d'abord la nouvelle situation à laquelle les commissions scolaires de l'Ontario ont à faire face en raison de la réduction des ressources en éducation et du déclin des inscriptions scolaires. Elle explique ensuite pourquoi les commissions scolaires doivent se préoccuper de l'éducation des adultes. Elle expose enfin trois possibilités de participation des commissions scolaires à l'éducation des adultes, ainsi que leurs conséquences : ou bien faire le minimum de ce que la loi exige, ou bien continuer ce qui se fait présentement ; ou, enfin, entreprendre tout ce que la loi permet. C'est cette troisième possibilité que les auteurs défendent. (CADRE : 9213)

**749. THOMAS, Audrey M.**

*Canadian Adult Basic Education and Literacy Activities : a Digest.* Toronto, World Literacy of Canada, 1976. 30 p.

“ A one year project undertaken for World Literacy of Canada to survey the Canadian Literacy scene attempted to identify and describe the adult population in need of literacy activities in Canada, to identify and describe the literacy activities being undertaken by existing organizations, communities and individuals in Canada, and to share the findings of the project with interested organization, government officials and individuals with a view to literacy activity planning in Canada. This summary of the final report 1) describes the problem ; 2) de-

scribes the characteristics of the target population (geographic distribution, sex, age, residence, ethnic group, birthplace, immigration, labor force participation, unemployment, labor force by industry, and a summary profile) ; 3) describes existing programs (department of manpower and immigration, corrections, other government programs, school boards, libraries, literacy councils, Literacy Volunteers of America, Frontier College, other programs in the private sector, and sheltered workshops) ; 4) summarizes characteristics of the programs (instructors, students, regional variations) ; and 5) lists major issues and concerns emerging from the study and recommendations resulting from the 1975 Adult Basic and Literacy Education Conference in Toronto. ” (ED 129 982) (Pour de plus amples informations voir l'étude complète dans ED 129 974)

**750. TOUGH, Allen M.**

*Learning Without a Teacher. A Study of Tasks and Assistance During Adult Self-teaching Projects.* Toronto, The Ontario Institute for Studies in Education, octobre 1967. 92 p.

Un individu peut fort bien avoir décidé de mettre à exécution un projet d'étude sans recourir aux services d'un professionnel de l'enseignement. À quelles tâches d'enseignement individuel s'est-il alors livré ? Parmi ces tâches, lesquelles a-t-il jugées essentielles ? Quelles difficultés a-t-il rencontrées ? Quelle aide a-t-il pu obtenir ? Auprès de quelles personnes ? Ce sont les questions que l'auteur, durant une longue interview, a posées à quarante personnes âgées de 23 à 60 ans, dans le but de mieux connaître la démarche intellectuelle de l'autodidacte et de circonscrire le champ d'une recherche ultérieure plus poussée dans ce domaine. Bibliographie. (CADRE : 88)

**751. TOUGH, Allen.**

*Interview Schedule for Studying why Adults Learn.* Toronto, Ontario Institute for Studies in Education, 1968. 41 p.

“ Designed for use in a 1968 study for why adults learn, this interview schedule contains situation-description and question sheets for use by the interviewer and subject for examining thirteen reasons why adults begin and why they continue a learning project. Introductory sheets instruct the subject (learner) to identify one thing he or she has spent several hours trying to learn within the past few months. Criteria are listed for its appropriateness (e.g., primary goal must not be completion of a course of requirement as part- or full-time study). Possible learning projects are suggested, e.g., speed reading, a sport or game, how to be a better parent, gardening, typing, driving a car, a research project. Interviewer sheets provide guidelines for helping the subject understand each factor (reason for learning) presented. Sheets for the subject focus on identifying which factors fit the learning project selected, and openended questions solicit specific related information. ” (ED 190 740)

**752. TOUGH, Allen.**

*Major Learning Efforts : Recent Research and Future Directions.* Toronto, Ontario Institute for Studies in Education, 1977. 25 p.

L'auteur commence par définir ce qu'il entend par " major learning efforts " ou " learning projects " de l'adulte. Il passe ensuite en revue, en les commentant, les études qui ont été faites dans ce domaine. Il termine par une suggestion de plan de développement en énumérant des sujets de recherches. (CADRE : 9188)

**753. TOUGH, Allen.**

*The Largest Intentional Change During the Past Two Years.* Toronto, Ontario Institute for Studies in Education, 1978.

" Intentional changes over the past two years in the lives of 45 women and men in Toronto were examined through interviews involving extensive probing and dialogue. The intentional changes turned out to be mostly through self-help. It was largely the person herself or himself who chose, planned, and implemented the change. The person often obtained significant help from friends and other peers, but only rarely from professionals or books. On four measures of magnitude and success, the changes were generally rated quite high regardless of whether or not they involved professional help. Results indicated that changes clustered into seven areas of life, involving : 1) job, training or education ; 2) human relationships, emotions, and self-perception ; 3) enjoyable activities ; 4) residential location ; 5) body and physical health ; 6) basic knowledge or skill in diverse situations ; and 7) personal finances and home maintenance. " (ED 167 885)

**754. TOUGH, Allen.**

*The Adult's Learning Projects : a Fresh Approach to Theory and Practice in Adult Learning.* 2<sup>e</sup> édition. Toronto, The Ontario Institute for Studies in Education, 1979. 191 p. (Research in Education Series, n° 1).

" Are highly deliberate efforts to learn very common ? Why and what do people learn ? How much time do they spend at learning ? Is their learning self-planned, or do they go to classes and groups ? Can we provide better help for individual learners ? During the past few years, these questions have led to several studies, many of which were developed by graduate students and staff members in adult education at the Ontario Institute for Studies in Education. This book attempts to report and integrate the outcomes of all these efforts. In addition, it incorporates some highly relevant contributions to the field on adult learning made independently by other researchers in the United States, Canada, and the United Kingdom. " (Auteur)

Voir un résumé dans *Journal de l'Association canadienne de formation professionnelle*, vol. 12, n° 4, février 1977, pp. 6-16. (CADRE : 1194)

**755. TOUGH, Allen.**

*Choosing to Learn.* Toronto, Ontario Institute for Studies in Education, 1979. 28 p.

" Several questions regarding the frequency and motivation of adult learning are examined in light of findings from several research studies. Focus is highly intentional learning which is not part of formal course work : a series of time-consuming episodes in which the person's primary intention is to gain certain definite knowledge and skill. Findings are reported which indicate that about 90 per cent of all women and men initiate and conduct at least one major deliberate learning effort a year (five on the average), only 20 per cent of these are professionally guided, and that intentional self-planned learning is at least as important and useful to others as professionally-taught groups. The author outlines a useful way to identify why people learn through examination of the benefits a person intends to obtain through the learning effort. He discusses findings which indicate that a variety of reasons is always present and that the decision to learn is often voluntary, self-initiated, and proactive even if the task or responsibility for which the new knowledge or skill is used is not voluntary. Survey results are cited to show that demographic variables (previous education, age, socio-economic status, race, sex) have little or no influence on the choice to learn. In the final section the author notes that most learning efforts are good, but some are harmful. He suggests ways to encourage people to learn things that are beneficial to others. " (ED 190 741)

**756. TOUGH, Allen M.**

*Expand your Life ; a Pocket Book for Personal Change.* New York, College Entrance Examination Board, 1980. 49 p.

" This book invites you to explore the myriad ways in which you might enrich and enhance your life. Designed to stimulate your imagination about ways to learn and grow, it suggests specific activities to explore such areas as self-understanding, interpersonal relations, academic studies, helping others and contributing to society, and spiritual growth. " (Éditeur) (CADRE : 8998)

**757. WANIEWICZ, Ignacy.**

*Summary of the Main Findings of the Study " Demand for part-time learning in Ontario ".* Toronto, Ontario Educational Communications Authority, 1975. 19 p. (Full study available from Ontario Institute for Studies in Education in April 1976)

" A probability sample survey of 1 541 residents of Ontario, Canada investigated : 1) the scope of involvement of adults in deliberate part-time learning activities, and 2) the possible role that educational communications media could play in extending educational opportunities to adults. Involvement in education varied according to age, educational attainment, income, occupation, place of residence and native language, but overall results showed that 30 percent of adults were engaged in deliberate educational activities, and an additional 18 percent

were interested in learning activities but were not presently involved. Obstacles that presented participation in education were investigated with the hope that in the future educational media could increase access. The report briefly discussed the institutions, subject areas, methods, and motivations that are employed in adult education. ”

**758. WANIEWICZ, Ignacy.**

*Demand for part-time learning in Ontario.* Toronto, The Ontario Institute for Studies in Education, 1976. 216 p.

Ce rapport d'enquête porte sur la clientèle réelle et possible des cours à temps partiel offerts en Ontario. L'auteur a voulu déterminer les caractéristiques des adultes qui étudiaient, qui avaient l'intention d'étudier et qui n'avaient pas l'intention d'étudier. Les données recueillies indiquent également quelles institutions étaient préférées, quels programmes intéressaient le plus et pourquoi. L'auteur a aussi examiné les méthodes d'apprentissage, l'intérêt pour les crédits et les diplômes, les obstacles à la participation, les coûts et le temps consacré aux études. Il présente, en annexe, le questionnaire utilisé pour l'enquête. (CADRE : 9174)

**759. WANIEWICZ, Ignacy.**

*The TV Ontario Academy. The Use of Television Broadcasting and Computer-Manager for Individualized Adult Learning.* Toronto, Ontario Educational Communications Authority, 1980. 11 p.

“ In January 1980, TVOntario, a television network operated by the Ontario Educational Communications Authority, introduced a new concept in adult learning, the TVOntario Academy. It consists on a combination of high broadcast-quality television programming, a computer-managed learning (CML) system, and especially designed courseware aimed at enabling TVOntario viewers the opportunity of embarking upon self-directed learning projects on subjects related to the television series. The basic component of a TV Ontario Academy is a carefully selected, or especially produced, series of television programs which covers a well-defined and clearly circumscribable body of knowledge. The first two projects were a Health and the Environment Academy and a Music of Man Academy ; Parent's Academy will be offered in January 1981. Resources and support materials usually consist of a learner's guide, reading materials, multiple-choice questions, CML system, and newsletters. Findings of an evaluation of the two academies presented provided information about motivations of participants. Appeal and convenience of a television-based learning activity were cited. ” (ED 194 740)

**760. WEIERMAIR, Klaus.**

“Perspectives on Canada's Past Record,” dans *Relations industrielles*, vol. 35, n° 2, 1980, pp. 304-316.

« L'auteur affirme que les rendements et l'excellence industriels ne sont pas seulement fonction du « bon management, de la technologie, de la main-d'œuvre

bon marché et de l'accès aux grands marchés », mais dépendent aussi d'une façon critique de la disponibilité de cols bleus hautement qualifiés, motivés et disciplinés. Il affirme aussi que la faible performance industrielle du Canada est due, au moins en partie, à l'inefficacité de la formation de type industriel. Comparaison de l'importance et des modes de formation industrielle en Allemagne de l'Ouest, au Japon et au Canada. » (Résumé)

**761. WHALE, W.B.**

*Adult Education in Saskatchewan.* s.l.n.d., 89 p.

“ The Saskatchewan Adult Education Study is an attempt to describe the various ways in which the adult education function is performed in Saskatchewan. It also describes the relationships that exist among the different organizations that are conducting adult educational programs. The intention was to identify the scope and characteristics of the adult education enterprise in the province... Not all agencies and organizations that conduct adult education programs in the Province of Saskatchewan are included in the study. Agencies were selected to provide examples from educational institutions, government departments, business, libraries, museums and the arts, general voluntary organizations and adult education associations. An attempt was made to include those that conduct programs that are provincial in scope... Although the study attempts to provide a comprehensive examination of the nature of adult education within the Province of Saskatchewan, it does not provide a detailed description of all agencies involved in the field. ” (Préface) (CADRE : 9271)

**762. YU, Miriam.**

*Vocational Guidance of Women ; Psychological and Cultural Implications.* St. John's Memorial University, Faculty of Education, 1976. 21 p.

“ Vocational guidance stands out as the most urgent need of women participating in the work market. Adequate guidance can help direct women's abilities to appropriate levels of work and thus avoid frustration and waste of talent. Being better counseled, educated and trained, women will be prepared to accept more demanding, interesting and more highly paid positions. It is the responsibility of women and also of those who help to shape the lives of women, and those who have influence on educational and vocational development to make serious attempts to assist both young and adult women. ” (ED 141 659)



## Chapitre 7

### Les États-Unis

**800.** ADAMSKY, Richard A. et Calvin J. Cotrell. *Vocational Teacher Education : a Review of the Research.* Columbus, Ohio. Ohio State University, The National Center for Research in Vocational Education, 1979.

“Research literature was reviewed for the joint purposes of assessing the state for the art in vocational teacher education research and attempting to determine whether vocational teacher education has escaped its ancillary status and, through significant research, moved toward becoming an intellectual field. Most of the research studies deal with teachers' occupational competencies and experience and use the task-analytical approach. The standardization of occupational competency tests is now the focus of several research efforts. One area which has attracted little research is the problem of teacher recruitment. An area where more research is recommended is that of personnel and materials resources and the disparity from state to state in availability of these resources, especially money for funding. Another area, one in which much significant research has been done, is that of performance-based teacher education, which continues to grow and spread throughout many states. Other research has dealt with alternative techniques for dispensing system content and the ways to organize this content. It was concluded that, at present, vocational teacher education remains an ancillary activity, due partly to lack of financial support and sparseness of research in the field.” (Résumé) (CADRE : 10037)

**801.** AGRUSO, Victor M., Jr. *Learning in the Later Years : Principles of Educational Gerontology.* New York, Academic Press, 1978. 149 p. (Educational psychology series)

“Dr. Agruso describes and explains the nature of the learning process in the older learner, with emphasis on persons over the age of 65. He focuses on specific problem areas, such as real age related differences and the real significance of differences in learning potential, performance variables, and memory functions. The book emphasizes empirical research findings and thus cuts across the fields of general experimental and developmental psychology, which are interpreted within the context of modern S-R learning and recent cognitive frameworks.” (Éditeur)

**802.** ALFORD, Harold J., comp. *Power and Conflict in Continuing Education : Sur-*

*vival and Prosperity for All.* Belmont, Wadsworth Publishing Company, 1979. 264 p.

“This is a book about power and politics in education — more particularly, in continuing education. It explores where the power lies in continuing education today. It explores the numerous political constituencies and the ways each major provider of continuing education attempts to prosper amidst the building threat of internal conflict, competition, and inflation. The book is organized into three sections. The first section addresses the question ‘Who should provide what, for whom?’ in the broad spectrum of continuing education. Although the authors do not purport to speak for their colleagues, each is an administrator of a major provider institution : a university, a major industry, a community college, and professional associations. The second section addresses the question ‘How should continuing education be evaluated, financed, organized, and staffed?’ Each of these key issues is addressed by a professional educator with considerable experience in the area. The final section allows the participants time to speculate about the future of continuing education.” (Préface) (CADRE : 9761)

**803.** ALVIR, Howard P. *Needs Assessment in Adult Education Programs. (A How-to-Do-It Summary).* s.l., 7 décembre 1978. 38 p. (Sur microfiche)

“This handbook, a how-to-do-it summary, explains the needs assessment in adult education programs. It contains workshop materials necessary for developing an organized needs assessment. Needs assessment, a systematic method of identifying what needs to be done in a given area, is operationally analyzed according to symptoms, problems, diagnosis, assessment, proposed solutions, implementations, evaluations, and deeper levels of needs assessment. The workshop materials, presented in seven sections, are designed to help adult educators achieve seven basic outcomes : 1) develop a working knowledge of the needs assessment process ; 2) develop a working knowledge of the community overview process ; 3) organize a basic structure for community survey instruments ; 4) organize a time line and flowchart for the local community ; 5) incorporate data into program planning ; 6) measure impact in a variety of ways, and 7) design program objectives for a specific community. Definitions, ‘nuts and bolts,’ and other types of general / specific information are included in these guidelines. For objective 6, measuring impact,

a participant questionnaire is provided. In conclusion, a seven-column program needs assessment is presented, comprised of the following areas : need, state handbook, advisory board, delivery system, resource guide, training workshops and data system. Each area is analyzed by purpose, type of producers, audience, and occurrence frequency. " (ED 170 466) (CADRE : 9364)

**804.** American Association for Higher Education. *Integrating Adult Development Theory with Higher Education Practice*. Washington, octobre 1980. 25 p. (Current Issues in Higher Education, vol. 2, no 5, 1980)

" The two papers in this monograph were part of a track of sessions at the 1980 AAHE National Conference focused on the subject of student development. They advocate improving quality in education by improving the application of adult development theory to the education of students. Arthur W. Chickering's paper focuses on the question of whether adult development can provide a unifying framework for higher education. The idea is not new, he points out, citing Cardinal Newman ; what's different is the opportunity to organize traditional college missions in ways that apply the development research to classroom and extracurricular resources for students. And, if a college pays close attention to its impact on students, it can create condition to induce desired changes, in areas such as autonomy, creativity, and complexity of thought. L. Lee Knefelkamp arrives at a similar conclusion : student development theory can become a common purpose unifying all segments of the university. Knefelkamp summarizes different development theories and their particular advantages when applied to understanding college students ; and she details William Perry's theory of the intellectual and cognitive development of students in college. She argues that the understanding student needs provided by these theories can offer a new sense of purpose to fragmented institutions. " (Avant-propos) (CADRE : 9679)

**805.** American Council on Education. Task Force on Educational Credit and Credentials. *Recommendations on Credentialing Educational Accomplishment*. Washington, D.C. 1978. 40 p.

" Fifteen recommendations, based on a two-year study, are presented on the credit and credential systems in postsecondary education. Objectives are to increase the awareness of employers and those concerned with postsecondary education of the educational and social significance of credentialing educational accomplishment and to help institutions adopt more effective policies and practices for the credit and credentialing system. Three audiences are addressed : leaders of postsecondary education institutions ; federal and state governments, foundations, and influential persons ; and users of educational credits and credentials, including employers. A modification of postsecondary education's basic system for awarding educational credit and credentials is recommended. A modified system, as com-

pared with the present system, should permit learners to move among different types of institutions and extrainstitutional learning opportunities as necessary to achieve their educational objectives. The results can be more effective use of all educational resources available in the society, improved social equity of credentials, more accurate placement in educational programs, and heightened motivation to learn. " (ED 159 958) (CADRE : 8485)

**806.** American Technical Education Association. *Proceedings ; tenth annual national clinic on technical education. Theme : New Dimensions for Careers ; March 28-30, 1973, Milwaukee, Wisconsin*.

" The proceedings reflect the various topics and information relative to the theme of the clinic 'Technical Education — New Dimensions for Careers.' The topics presented dealt with new careers, expansion of educational services, pitfalls of individualized instruction, new dimensions in applied biological careers, new dimensions in continuing education, and expansion of opportunities in technical occupational employment. " (Préface) (CADRE : 2987)

**807.** ANDERSON, G. Lester. *Trends in Education for the Professions*. Washington, D.C., American Association for Higher Education, 1974. 51 p. (ERIC/Higher Education Research Report, no 7)

" This paper examines common concerns and practices among professional schools and identifies contemporary trends and future directions for professional education. A review of similar studies is undertaken and a summary of the varieties of definitions of 'profession' is given. Among the topics considered are professional goals and objectives ; the process of recruitment, curricular change, and continuing education ; and the relationships of professional schools to their respective universities, practicing professionals, and society as a whole. The author believes the number of professionals in the work force will continue to grow and the professional work force will undergo significant changes in composition as new professions and para-professions emerge. He also foresees new professional schools being built that will require new faculties and predicts that new professional service modes and delivery systems will emerge to modify the characteristics of professional education. " (CADRE : 5055)

**808.** ANDERSON, Richard et Gordon Darkenwald. *Participation and Persistence in American Adult Education*. New York, College Entrance Examination Board, 1980.

Étude de la participation en éducation des adultes. À partir du rapport de recensement pour National Center of Education Statistics de 1975 sur la participation en éducation des adultes, les auteurs ont étudié l'influence, entre autres facteurs, de l'âge, du niveau d'instruction, de l'occupation et du revenu

sur la participation des adultes à leur éducation. Ils font souvent référence au rapport de Johnstone et Riviera : *Volunteers for learning: A study of the educational pursuits of American adults* publié en 1965, à partir de données recueillies en 1962, pour faire ressortir les ressemblances et différences quelque treize ans plus tard. (CADRE : 8950)

**809. ANDERSON, Scarvia B. et Samuel Ball.**  
*The Profession and Practice of Program Evaluation.* Washington, D.C., Jossey-Bass, 1978. 252 p.

« This book is a precise and practical guide to program evaluation, as well as an expert discussion of the many issues still facing this rapidly expanding profession. The authors avoid such theoretical debates as whether program evaluation is or is not 'research' and instead focus on practical solutions to everyday problems in evaluation practice. They point out the most appropriate methods for the different purposes of evaluation ; describe procedures to ensure productive communication during the evaluation process ; analyse ethical responsibilities in evaluation ; discuss the problems of training and assessing evaluators ; and report the effects of evaluators' preferences and values on their investigations. They examine situations and conditions that make evaluation unnecessary and unproductive, and they include numerous examples of negative and positive evaluation efforts. They also supply several useful, workbook-like tables, charts, and check lists to aid in the practical application of evaluation principles ; and they present the results of two surveys that give a detailed picture of evaluation training programs. » (Éditeur) (CADRE : 7312)

**810. ANDREWS, G.J.**  
*Assessing Nontraditional Education. Summary Report of the Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education.* Vol. 1. Washington, D.C., Council on Postsecondary Education, 1978. 222 p.

« Le projet comprenait entre autres une enquête nationale sur les conditions (politique et pratique) requises en ce qui concerne l'étude non traditionnelle. Les conclusions et les recommandations portent notamment sur l'expérience et l'instruction antérieures, les programmes et les diplômes extra-universitaires, les rapports contractuels, l'éducation continue, la signification des diplômes et grades, les rapports avec les organismes d'État et les organismes fédéraux et le coût des qualifications acquises. » (*Documentation et information pédagogiques*, no 215, p. 41)

**811. APPS, Jerold.**  
*Problems in Continuing Education.* New York, McGraw-Hill, mai 1979.

« Described as a 'problems' book rather than a 'how-to-do-it' manual, nevertheless 'the problems dealt with in the text are highly practical and closely related to everyday tasks faced by all of us who work in continuing education'. The book is divided into six sections, each comprising two or three chapters.

Readers' guides which precede each section and chapter, are reinforced by succinct summaries. Within each section, a fundamental continuing education problem is examined (for example, the problem of content), followed by a suggested solution or guidelines for developing a solution. The author gives a good account of the extant norms, concepts, theories, and typical systems in continuing education. His thesis is that none of them should be uncritically accepted. This would apply to his own notion that a combination of the 'classical mental discipline' approach and gestalt field theory might constitute the appropriate learning strategy for continuing education. The concluding sections make a case for fostering alternatives to current research methodologies in the field. It highlights a growing concern that an artificial separation exists between the predominant approach to research and actual practice. An explanation is offered for the prominence of statistical design, and the shortcomings of its undue influence are reviewed. This new contribution to the field has undoubtedly relevance for practitioners, academics and students of continuing education. » (*Convergence*, vol. 12, no 1-2, 1979, pp. 106, 107)

**812. ARBEITER, Solomon et autres.**  
*Telephone Counseling for Home-Based Adults.* New York, College Entrance Examination Board, 1978. 65 p. (Future Directions for a Learning Society)

« A follow-up study was conducted to discover the effect of the Career Education Project (CEP) on its clients and to discover perceptions held by former clients regarding their need for career guidance and counseling services. (CEP, a model program funded by the National Institute of Education, offered telephone counseling to home-based adults in Providence, Rhode Island) Designed as an outcomes assessment, this study involved interviewing 400 randomly chosen clients from the 1 157 who were counseled between April 1974 and March 1975. It was found that the clients were predominantly 1) female, white, high school graduates, between twenty and thirty-four years of age, married, with one or two children at home, and with family incomes between \$5 000 and \$15 000 ; 2) unemployed although experienced in the labor market ; 3) seeking career counseling for the first time ; 4) satisfied with the service they received and with the telephone as a medium of communication (although most preferred face-to-face interaction) ; 5) most helped by counseling in the areas of self-exploration, goal setting, and career decision making ; and 6) action-oriented, as they sought further education or jobs. CEP was considered a remarkable success as most clients were found to be currently employed, earning higher salaries and more self-confident than before counseling. (The report also includes possible explanations for the project's success and extrapolates the successfulness of similar projects with other types of clients) » (ELG) (CADRE : 9012)

**813. ASLANIAN, Carol B. et Henry M. Brickell.**  
*Americans in Transition. Life Changes as Reasons*

*for Adult Learning.* New York, College Entrance Examination Board, 1980. 190 p.

"In this study, we set out to find what causes adults to learn, thinking that the results could help many groups. While current descriptions of adult learning are adequate, current explanations are not. By taking into consideration the scholarly and popular literature describing adult life as divided into stages, as well as the available evidence on the rapid rate of social change, we established several hypotheses as to what causes adults to learn. Then we interviewed a national representative sample of almost 2 000 Americans 25 years of age and older through face-to-face interviews and telephone conversations. The findings, presented in part II, provide evidence on what causes adults to learn, along with data on what and where they learn. Learners are contrasted with non-learners according to their demographic characteristics. The hypotheses established to guide the study are tested with the information collected during the interviews. The significance of moving from one stage in life to another as a cause of learning is analyzed, along with the pivotal role played by specific events that punctuate the life course. Part III contains 18 major conclusions which serve to summarize the findings and suggest their general implications. The findings also suggest a series of specific action implications for the five populations the study was designed to help : 1) those who provide adult learning ; 2) those who supply information and counseling to adult learners ; 3) those who make public policy concerning adult learning ; 4) those adults who are learning or who should be learning ; and 5) those who study adult learning." (Auteurs) (CADRE : 9664)

**814.** BARAK, Robert J. et Roger S. McCannon, comp.

*Non-Traditional Study : Threat, Promise or Necessity.* Des Moines, Iowa, Drake University, août 1975. 190 p. (Conferences on Non-Traditional Study, Series No. 2)

A collection of the papers and workshop presentations presented at a conference held at Drake University on May 20-21, 1975 : Concepts and implications for the necessity for nontraditional study ; Demographic analyses and nontraditional study ; Legal and governmental constraints upon the development of nontraditional study ; The role of accrediting associations ; Faculty perceptions of nontraditional study ; The growth and development of nontraditional study programs ; Overview of Mid-Western programs ; Cooperative assessment of experiential learning project of the Educational Testing Service ; Cooperative assessment of experiential learning project of the Educational Testing Service ; Nontraditional study : toward the 21st century. (CADRE : 6063)

**815.** BISHOF, Ledford.

*Adult Psychology.* New York, Harper and Row, 1976. 430 p.

"This scholarly work focuses on the psychological

aspects of the middle span of life in an attempt to fill the gap between numerous studies in child and adolescent psychology and the work of gerontologists. Material is organized under various headings, such as : the need to expand knowledge of human behaviour and development into the adult years ; the attitudes adults have about themselves and the attitudes younger and older people have about adult years ; the generally accepted stages of the life-span ; the history and recognition of research in life-span development psychology ; problems in research ; and methods of studying adults.

The influence of marital status, family relationships, and vocations is analyzed and careful commentaries given on the drawbacks as well as the potential benefits of theories and methodologies are described. In addition to accounts of current research in the field, an extensive bibliography and recommended readings at the end of every chapter make this an excellent source book." (*Convergence*, vol. 12, no 1-2, 1979, p. 107)

**816.** BOLTON, Elizabeth B. et Edward V. Jones. *Theory Based Approaches to Learning. Implications for Adult Educators.* Blacksburg, Virginia Polytechnic Inst. and State University, avril 1979. 36 p.

"This paper presents a codification of theory-based approaches that are applicable to adult learning situations. It also lists some general guidelines that can be used when selecting a particular approach or theory as a basis for planning instruction. Adult education's emphasis on practicality and the relationship between theory and practice is discussed in the first section of the paper. Section 2 presents theory-based approaches to teaching and learning in terms of those developed for youth and applied or applicable to adults and those that were developed specifically for adults. Approaches that are examined include John Dewey's problem solving, Ralph Tyler's identification of objectives, Kurt Lewin's group dynamics and change theory, and behaviorism, cognitivism and humanism. The last section presents some general guidelines for choosing and approach for teaching or planning instruction for adults." (ED 171 922) (CADRE : 9303)

**817.** BOONE, Edgar J. et autres.

*Serving Personal and Community Needs through Adult Education.* San Francisco, Jossey-Bass, 1980. 338 p. (The AEA Handbook Series in Adult Education)

"In seventeen chapters commissioned expressly for this book, the authors delineate and define the major program areas that have evolved ; discuss the basic concepts, skills, and values embodied in each area ; describe the delivery systems most commonly employed ; and examine the special problems and the unmet needs in each of these program areas.

Particular attention is given to the growing differentiation of programs and clienteles that has characterized the past few years. The authors describe and analyze programs designed to serve the emerging needs of specific groups, including

women, the aged, professionals and managers, the poor, the handicapped, the unemployed, and veterans. They also explore innovative and experimental approaches to instruction and the delivery of educational services, and they offer advice on the problems of staffing, funding, and program evaluation. " (Éditeur) (CADRE : 9115)

**818. BOWER, Howard R.**

*Adult Learning, Higher Education, and the Economics of Unused Capacity.* New York, College Entrance Examination Board, 1980. 33 p.

Après avoir commenté les quatre choix qui s'offrent, d'après lui, pour maintenir relativement intact le système d'éducation supérieure, malgré la baisse d'inscriptions, l'auteur en arrive au rôle des collèges et universités américaines dans l'éducation des adultes. Il détermine les buts et la portée de l'enseignement aux adultes, définit ce qu'est l'étudiant adulte, différencie les genres d'apprentissage et montre l'importance d'intégrer les étudiants qui ne peuvent prendre part aux programmes réguliers. Il énonce ensuite des principes qui pourraient permettre l'utilisation de toutes les capacités. (CADRE : 8983)

**819. BOYD, Robert D., Jerold W. Apps et autres.**

*Redefining the Discipline of Adult Education.* San Francisco, Jossey-Bass, 1980. 240 p.

" In the first chapter of this book, the senior authors present a descriptive and conceptual paradigm of adult education as a field of study and of practice. Our associates were asked to consider this paradigm as a reference point for their discussions of specific forms of adult education. Thus, although the paradigm occupies a central role, this volume is an anthology of conceptual views of the foundations of adult education. We present our paradigm in Chapter One. The remainder of the volume is divided into four parts. Part One contains two chapters on the adult as an independent learner. Part Two comprises three chapters that examine the group mode of adult education. Part Three, five chapters devoted to community adult education, is the largest segment of the volume because we felt that this aspect of adult education required the most extensive examination. Part Four contains a critique of the conceptual foundations presented in this volume and our response to that critique. " (Préface) (CADRE : 9571)

**820. BRIGGS, Norma L.**

*Women and the Skilled Trades.* Columbus, Ohio, Ohio State University, National Center for Research in Vocational Education, 1978. 34 p. (Information Series, n° 132)

" The participation of women in the skilled trades increased appreciably between 1960 and 1970 ; however, the rate of increase was not as large as could have been expected if women had entered the skilled trades at the same rate they entered the total civilian labor market. The gap between men's and women's median earnings was greater in 1970 than in 1960, but in the skilled trades the decrease in women's earnings in proportion to men's was

smaller. The participation of women in the skilled trades appears to be higher in larger companies in large metropolitan areas than it is on the average nationwide. Also, proportionately more minority women are employed in the skilled trades by such companies. Women continue to be underrepresented in both apprenticeship training programs and vocational / technical education programs for the skilled trades even though affirmative action regulations and special stimulus programs have made some gains. Women have been well represented as participants in federal government training programs ; however, they have been disproportionately concentrated in programs which lead to low-paying and low-skill jobs. Government funded outreach projects for women, designed to prepare and place women in preapprenticeship, apprenticeship and traditionally male blue-collar jobs, have increased from one program in 1971 to over eighty in 1978. Now it is time to determine the effectiveness of these programs and to analyze which combination of factors is optimal — the project designs, the skills / characteristics of women selected, the support/training offered, and the follow-up services. " (B.M.)

**821. BROLIN, Donn E. et Oliver P. Kolstoe.**

*The Career and Vocational Development of Handicapped Learners.* Columbus, Ohio, National Center for Research in Vocational Education, 1978. 72 p. (ERIC Information Series, n° 135)

" The state of the art of career education for handicapped persons was reviewed, beginning with the events and developments which have aided in the growth of career education for the handicapped since 1971. Specific career education needs of the handicapped were identified, and the concept of career education was clarified. The study examined relevant research on the roles of occupation, citizen, family, and avocation associated with persons who are deaf, hard-of-hearing, blind, partially sighted, crippled, health impaired, mentally retarded, emotionally disturbed, learning disabled, or multi-handicapped. Research conducted to evaluate the effectiveness of various curricular approaches in this field was also studied. Finally, research in the areas of teaching counseling methods and career assessment, exploration, and preparation for the handicapped was reviewed. The research indicated that only now are these school systems beginning to retool and initiate a comprehensive array of services : infusion of total school resources, community participation and family involvement. Based on past research and reviews of research in progress, ten generalizations were drawn. Three are as follows : 1) the majority of handicapped students who leave school are in danger of becoming either unemployed or underemployed in later life ; 2) currently there is considerable curricula variability in scope and sequence for career education program implementation, but more definitive guidelines and procedures are necessary upon which to build curricula ; and 3) parents appear to have a significant influence on the handicapped person's career development. " (B.M.) (CADRE : 9398)

**822. BROSCHEIT, J.R.**

*Lifelong Learning in the Nation's Third Century : a Synthesis of Selected Manuscripts about the Education of Adults in the United States.* Washington, D.C., United States Office of Education, 1977. 55 p.

« Cette publication présente un panorama de l'éducation des adultes aux États-Unis d'Amérique. La synthèse porte sur trois grands domaines : l'élève adulte ; le contexte dans lequel se déroulent l'éducation et l'éducation permanente ; un cadre théorique. L'un des problèmes majeurs est de savoir si, dans un système qui diffuse le savoir et en encourage l'utilisation dans les conditions optimales, l'éducation doit être organisée autour des établissements qui la dispensent, autour des unités de valeur et des titres de référence, ou autour des élèves ou étudiants. La publication présente aussi une étude menée en 1975 qui révèle qu'un adulte américain sur cinq n'a pas les compétences et les connaissances requises pour fonctionner comme il convient dans la société, c'est-à-dire pour gagner sa vie, entretenir un foyer et une famille ; ce qui confirme la nécessité de l'éducation des adultes. » (*Documentation et information pédagogiques*, n° 212-213, p. 69) (CADRE : 9995)

**823. BUNTING, Charles I. et autres.**

*Next Steps Toward Lifelong Learning : Views from Three National Projects.* Washington, D.C., American Association for Higher Education, 1978. 16 p. (Current Issues in Higher Education, 1978 National Conference Series)

The following three papers summarize three different perspectives on lifelong learning in America. They each reflect the orientation of a particular group of individuals involved in a particular project or study. There are five critical questions about the future of lifelong learning that must be addressed by any next steps : 1) Who will be served ? 2) What specific next steps justify public investment ? And more broadly, who should pay for which next steps ? 3) What services should be provided ? 4) What mix of providers will supply the range of learning opportunities ? 5) What innovations are likely to and should take root ? (CADRE : 7528)

**824. BUTCHER, Loretta J.**

*Free and Reduced Tuition Policies for Older Adult Students at Two-year Community, Junior and Technical Colleges.* Washington D.C., American Association of Community and Junior Colleges, 1980. 33 p.

Étude sur l'existence, dans les collèges et universités des États-Unis, d'une politique des frais de scolarité pour les étudiants de « l'âge d'or ». L'élaboration de deux questionnaires, à partir d'une revue de la documentation concernant l'exemption des frais de scolarité aux personnes âgées, a permis de connaître les États ayant une politique d'exemption, des informations sur l'inscription de personnes âgées, les services d'aide, le contrôle et la coordination des programmes, l'existence des fonds pour les cours crédités et non crédités. Ensuite, on examine

l'aide financière apportée aux étudiants âgés ne suivant que quelques cours, occasionnellement. L'étude se termine par un examen des conséquences de l'évolution sociale et économique sur l'éducation des adultes et spécialement des gens âgés. (CADRE : 9005)

**825. California State Department of Education.**

*A Planning Process of Adult Education. Report of the Adult Education ad hoc Advisory Committee.* Sacramento, 1979. 62 p.

“ Background is given for the state-level adult education planning process, developed in response to the need for program direction ; definition of the relationship of adult education to other vocational and adult general education institutions ; and delineation, articulation and elimination of unnecessary duplication. Focus is on the Adult Education *ad hoc* Advisory Committee, which was formed to ensure that the development of the process reflected the needs of the total state population of California. Following a summary of the historical and legal perspective of adult education in California from 1856 to 1990, corresponding milestones, enrollment figures for those years, and a statement of philosophy are given. Management plan recommendations focus on target populations, public relations, governance, interagency coordination, personnel, program development, and support services and are listed with corresponding statements of issues and goals. Following these are a list of policy recommendations, each preceded by a problem statement and issue-and-goals statements. Finally, a list of major recommendations is included to respond to Proposition 13 by establishing principles for a long-range financial and programmatic guarantee of adult education. Appended are abstracts of other adult education monographs, a master bibliography, and an annotated bibliography. Also included are statistical summaries of adult general education annual reports and annual enrollment figures by subject area. ” (ED 179 693) (CADRE : 9504)

**826. California State Department of Education.**

*Staff Development in Adult Education. California Adult Education.* Sacramento, 1979. 16 p.

“ Suggestions for an individualized approach to staff development of adult educators is offered in this monograph. Individual commitment to professional growth and administration allocation of time and resources are seen as prerequisites to implementation of any program. In discussing program types, the report cautions that large group programs, which use often expensive outside consultants, are rarely tailored to specific district needs and should be added to extant programs only after local talent has been exhausted. The individual and small-group approach is considered best suited to the many schools with a high proportion of part-time faculty. Responsibilities are outlined for administrators, who are encouraged to visit and observe classes and to take responsibility for setting a mood of cooperation

to improve morale. Administrators are also urged to attend to problems and remember that improving learning in the classroom is a major goal. Teachers' and counselors' responsibilities are outlined ; these individuals are urged to keep up with their fields, use new materials, share their expertise, and contribute to a 'Teacher's Idea Bank.' A staff development program is not needed, the report maintains, to create a desire for growth but rather to enhance that desire which already exists. The appendix contains staff questionnaires and an outline of an individualized program." (ED 179 740) (CADRE : 9505)

**827. CARLISLE, Robert D.B.**

*Media and the Adult Student : One Man's Journal.* Lincoln, Nebraska, Great Plains National Instructional Television Library, 1976. 211 p.

L'auteur de cet ouvrage rend compte des visites qu'il a faites dans onze établissements d'enseignement postsecondaire. Ces visites avaient pour objet l'étude de l'organisation de l'enseignement audiovisuel aux étudiants adultes, notamment par l'emploi de la télévision. (CADRE : 6187)

**828. Carnegie Commission on Higher Education.**

*Less Time, More Options ; Education Beyond the High School.* New York, McGraw-Hill, 1971. 46 p.

" This special report examines and makes recommendations concerning a topic that is central to every other aspect of higher education : the general flow of students into and through the formal structure of higher education in the United States and the key role played by degrees in this flow. The present report proposes increasing the effective options available to students to stop out from college. " (Auteur) (CADRE : 6538)

**829. The Carnegie Commission on Higher Education.**

*Toward a Learning Society ; Alternative Channels to Life, Work, and Service.* McGraw-Hill, octobre 1973. 112 p.

In this report, the author hopes to " identify a variety of channels that provide alternative or supplements to the college experience ; consider ways in which the alternative channels might be more fully meshed into the total postsecondary educational system while still preserving diversity ; examine the postsecondary educational activities of the high school graduates who do not go on to college ; examine learning activities in their relationship to preparation for work ; consider special problems such accreditation, student counseling, and public subsidization, as they are related to these alternative channels ". Contents : 1) Major Themes ; 2) The Totality of Postsecondary Education ; 3) Participation in Postsecondary Education ; 4) New Funding for Postsecondary Education ; 5) General Objectives ; 6) Specific Objectives ; 7) Conclusion. Appendix A : Suggested Facilities and Estimated Costs for Learning Pavilions. (CADRE : 2621)

**830. CHARTERS, Alexander N.**

*Continuing Education for Educators of Adults. The Roles of Research.* Minneapolis, Minnesota, avril 1977. 27 p. (Paper presented at the Adult Education Research Conference, Minneapolis, Minnesota, April 1977)

"In this paper, the author explores two aspects of the role of research in the continuing education of educators of adults : What research has been done about the continuing education of educators of adults ? and : What should be the roles of research ? Content covering the first of these questions comprises three-fourths of the paper and reviews the major findings of sixteen studies pertaining to the education of adult educators. Regarding the second question, nine roles of research are suggested, including to establish an empirical data base and other evidence for determining the characteristics, competencies, and roles of educators of adults ; to establish a theoretical base or model for determining the characteristics, competencies, and roles of educators of adults ; to determine which characteristics and competencies can be acquired and/or can be learned or taught ; to translate adult education research so that it can be used as a resource for learning by educators of adults ; and to integrate or meld theory and practice. " (ED 145 103) (CADRE : 9314)

**831. CHARTERS, Alexander N.**

*Comparing Adult Education Worldwide.* San Francisco, Jossey-Bass, 1981. 296 p.

This book examines adult education in a variety of social, political and economic settings to reveal how educators abroad approach common problems. The authors look at adult education in nine Eastern European countries (including the Soviet Union), identify programs from Third World countries that hold promise for more industrialized nations ; analyze innovations in literacy education in six countries and explore new applications of educational technology in four others. By examining current programs and concerns in various regions, this new book helps narrow the gaps in understanding caused by distance and language barriers and thus enables adult educators here and abroad to profit from each other's expertise. (CADRE : 9999)

**832. CHICKERING, Arthur W., comp.**

*The Modern American College.* San Francisco, Jossey-Bass, 1981. 810 p.

" Not since Nevitt Sanford's landmark study *The American College* (1962) has a single volume analyzed the challenges facing higher education as thoroughly — or proposed as comprehensive a plan for meeting them — as this new 800-page handbook. Only the recent progress in understanding adult development and learning makes it possible now. Arthur Chickering has brought together more than fifty authorities from various disciplines to 1) summarize all that we now know about the nature and patterns of adult development and 2) spell out the implications of this knowledge for curriculum,

teaching, student services, administration and governance. The book is divided into three parts. Part One synthesizes basic information about the development and learning of adults — both traditional college students and those over 25 years of age. Part Two details the implications for the curriculum of the findings on today's students and their needs, discussing a wide variety of academic and professional programs. Part Three then applies the new knowledge about today's students to the many aspects of college operations, including instructional methods, out-of-class activities, administration, governance, and faculty development." (*The Chronicle of Higher Education*, vol. 21 no 20, 26 janvier 1981, p. 19) (CADRE : 9815)

**833. CHRISTOFEL, Pamela et Lois Rice.**

*Federal Policy Issues and Data Needs in Postsecondary Education: Final Report to the National Center for Education Statistics*. Washington, D.C., College Entrance Examination Board, 1975. 107 p.

« Les problèmes sur lesquels porte la politique fédérale sont l'égalité des chances devant l'éducation, les moyens de satisfaire aux besoins en main-d'œuvre, l'encouragement à l'éducation récurrente, l'incitation à la diversité en matière d'éducation et l'encouragement à la recherche dans l'intérêt national. Les besoins d'information sur ces problèmes donnent une idée de la large dispersion des programmes fédéraux d'aide à l'éducation postsecondaire et des problèmes importants de politique qui les sous-tendent. Les besoins en données recensés requièrent diverses méthodes de saisie, y compris les enquêtes, notamment par sondage, et les études de cas. » (*Documentation et information pédagogiques*, no 215, p. 43)

**834. College Entrance Examination Board.**

*Future Directions for a Learning Society*. New York, 1978. 22 p.

The Future Directions for a Learning Society program is a major effort toward the realization of a learning society in the United States. The program's basic purposes are to : make projections of future societal trends and needs that have implications for adult learning ; disseminate information on the needs of adult learners and of agencies, institutions, and others that serve them ; promote improved public policy and public understanding about lifelong learning ; establish services to improve adult access and transitions to learning opportunities. (CADRE : 8173)

**835. College Entrance Examination Board.**

*350 Ways Colleges are Serving Adult Learners*. New York, 1979. 47 p.

“ Listed here are 350 practices reported in a telephone survey of approximately 50 representative institutions. These practices are listed under the following chapters : assessing needs ; developing better programs and courses ; recruiting and training faculty ; marketing programs ; changing admissions and registration procedures ; providing sup-

port services and financial aid for students ; finding additional sources of funds ; strengthening institutional support for adult learning ; evaluating programs and practices. ” (CADRE : 8294)

**836. College Entrance Examination Board.**

*Paying for Your Education : a Guide for Adult Learners*. New York, 1980. 65 p.

Document d'information sur les sources et les formes d'aide financière aux étudiants adultes qui désirent s'inscrire à des programmes d'études collégiales.

**837. Commission on Non-Traditional Study.**

*Diversity by Design*. Washington, Jossey-Bass, 1974. 178 p. (Jossey-Bass Series in Higher Education)

“ *Diversity by Design* is the official final report of a Commission's two-year study, containing its findings and major recommendations. The book deals with lifelong learning, external degrees, new institutions, faculty involvement, new evaluation modes, educational technology, and college and community cooperation. It presents almost sixty specific recommendations for action. Among the most important are : 1) lifelong learning-basic, continuing, and recurrent education requires a new pattern of support ; 2) colleges and universities must shift emphasis from degree-granting to service to the learner ; 3) faculty must be redirected through in service development to use of non-traditional forms and materials ; 4) educational technology, such as cable television, computers, videotape recordings, and satellite broadcasting, must be used and promoted ; 5) new agencies must be created to provide and disseminate information, to provide counseling, and to assess and keep student credits. ” (Éditeur) (CADRE : 3624)

**838. Connecticut Commission for Higher Education.**

*Master Plan for Higher Education in Connecticut 1974-1979 ; biennial supplement 1976*. Hartford, Connecticut, 1976. 175 p.

“ In this Supplement to Connecticut's Master Plan for Higher Education, emphasis is on 30 new recommendations proposed by three resource groups to extend educational opportunities in areas not covered in depth in the Master Plan. The three areas of concern and highlights of the recommendations relating to them are : 1) proprietary schools should be represented on the Commission and included in postsecondary planning, should become eligible to contract with the commission to provide programs and services, and their students should receive transfer credit for accredited programs ; 2) services for the physically disabled should be expanded, physical barriers should be removed, safety measures should be implemented, and a clearinghouse of information on accessible programs established ; 3) for continuing education and community services, inequities in charges to part-time students should be removed, qualified faculty should be given equal status with regular faculty, and sup-

porting services comparable to those available to full-time students should be provided." (ED 131 787) (CADRE : 7795)

**839. COTTE, Thomas J.**  
*College : Reward and Betrayal.* Chicago, Ill. University of Chicago Press, 1977. 190 p.

"A sociologist and clinical psychologist presents portraits of the conflicts that men, women, and institutions confront in their experience of contemporary higher education. Parents, students, and faculty talk about success and failure, frustration and achievement in the academic world. Drawing these portraits together are discussions of the changing social and psychological climate that has influenced the expectations of American students; primarily the extraordinary transformations in the family structure, such as divorce rates and changing roles. Two institutions, Earlham College and Columbia College, are profiled." (ED 148 270) (CADRE : 7158)

**840. CREAMER, Don G., comp.**  
*Student Development in Higher Education : Theories, Practices, and Future Directions.* Cincinnati, Ohio, American College Personnel Association, 1980. 312 p.

"This book takes its form from solicited papers of notable experts in the field of student development. Five families of theories or models which underlie student development are presented in chapter one. Specific examples of the application of systems analysis to the practice of student development in universities are provided in chapter two. Chapter three reviews certain ethical considerations for student development. Chapter four describes an ecological perspective. Problems related to size of the environment are discussed in chapters five and six. Chapter seven examines the potential impact of economic constraints on the practice of student development. Chapter eight assesses preparation programs. Chapter nine examines organization development as it relates to student development. Chapter ten reviews perspectives and strategies for the assessment of student needs. Chapter eleven proposes a developmental transcript mentoring system and describes specific determinants of its potential success. Chapter twelve examines how the integration of student development with compensatory education programs may assist high-risk students to achieve their goals. Chapter thirteen addresses the needs of older students. Chapters fourteen and fifteen examine specific aspects of the practices in the profession of student development." (Auteur)

**841. CRONE, Catherine D. et Carman St. John Hunter, comp.**  
*From the Field ; Tested Participatory Activities for Trainers.* New York, World Education, 1980. 148 p.

Répertoire d'activités d'apprentissage pour la formation des formateurs ou animateurs. Ces activités visent à développer chez les participants l'aptitude à décider eux-mêmes ce qu'ils veulent apprendre, à

formuler leurs besoins, à connaître leurs habiletés. Les activités sont groupées en cinq catégories : comment devenir un groupe d'apprentissage, trouver les besoins, choisir les méthodes et le matériel, évaluer les résultats, organiser les activités d'apprentissage. Le répertoire se présente sous forme de fiches descriptives pour les diverses activités proposées. (CADRE : 9033)

**842. CROSS, K. Patricia et Ami Zusman.**  
*The Needs of Non-Traditional Learners and the Responses of Non-Traditional Programs.* Berkeley, California University, juin 1977. 177 p.

"The state of knowledge about adult part-time learners and the programs designed to serve them are reviewed. The primary sources of information were recent data collection projects sponsored by state and national agencies to determine the characteristics and needs of adult learners and potential learners. Selected program descriptions were also studied to determine current program responses to learner needs. Major findings include : 1) interest in adult education is related to socio-economic status ; 2) participation and interest in educational activities show considerable regional variation ; 3) adults have a pragmatic orientation to education ; 4) the kind of education desired is related to adult life stages ; 5) education for adults must have high credibility ; 6) women are closing the educational gap between men and women, but there is some evidence that today's voluntary and largely self-supporting adult education is widening the gap between Caucasians and ethnic minorities and between the 'haves' and 'have nots' ; 7) there is a high correspondence between the 'needs' identified in assessment studies and the component responses offered by nontraditional programs ; 8) there is a great variety in the nontraditional programs studied, making it difficult to group programs into typologies ; 9) the trend is toward different forms of education and services for nontraditional learners as opposed to an expansion of traditional education to include adult learners." (ED 150 900)

**843. CROSS, K. Patricia.**  
*The Missing Link : Connecting Adult Learners to Learning Resources.* New York, College Entrance Examination Board, 1978. 87 p.

"This paper examines services that link the adult learner's interests to the learning resources of the society. Two sets of research studies are used as a background for analyzing needs and services. The first set of studies consists of thirty state and national surveys or needs assessments of 'learners', 'would-be', or 'potential learners'. The second set of studies consists of investigations into the self-directed learning activities of adults. The author attempts to integrate the findings of both sets of recommendations for program implementation. In supplying the missing link between learner interests and learning resources the author focuses on three general areas : 1) facilitating access to appropriate learning resources, a process that includes access for underserved groups and advocacy for the special

needs of adult learners ; 2) providing information to adult learners about available learning resources and about themselves and their strengths and weaknesses, and 3) providing counseling and referral services designed to assist learners in planning, and matching learners needs to appropriate learning resources. Appendixes contain a bibliography of recommendations for lifelong learning and a classification of recommendations by topic addressed. " (ED 163 177) (CADRE : 8290)

**844. CROSS, K. Patricia et autres.**

*The Adult Learner. Current Issues in Higher Education.* Washington, D.C., American Association for Higher Education, 1978. 31 p.

" In this group of presentations from the 1978 National Conference on Higher Education, three researchers examine the need for the educational community to become more creatively responsive to the learning needs of adults. K. Patricia Cross delineates the difference between 'adult education' and 'adult learning.' She discusses findings on adult learning behavior patterns and suggests ways that educators can help adults become more self-directed lifelong learners. In 'Major Learning Efforts,' Allen Tough describes the pervasiveness of individual learning efforts that are undertaken without the assistance of an instructor. He outlines research and practices that would enable educators to assist a society of individual learners in choosing and guiding its learning efforts. In 'Life Stages and Learning Interests,' Rita Weathersby combines psychological and social society of research findings with case studies of students, illustrating why the educational community should make its resources adaptable and available to persons at all stages of life. " (ED 171 887) (CADRE : 9219)

**845. CROSS, K. Patricia.**

*The State of the Art in Needs Assessments.* s.l., avril 1979. 21 p. (Paper presented at the Conference on Lifelong Learning, Akron, OH, April 27, 1979)

" Recent needs assessment studies are reviewed, with emphasis on the needs of adult learners and of needs assessors. Three general purposes of needs assessment are described : 1) providers of educational services are interested in what their market (adult population) wants ; 2) public agencies are interested in whether or not all segments of the population have equal access to education programs ; or 3) researchers are interested in furthering knowledge about the attitudes and interests of adult students. Brief examples are presented to illustrate what types of information are most useful for each type of needs assessment. Only one-third of the studies reviewed have effectively used the data they collected. Certain conclusions are predictable from any needs assessment because they have been replicated so often ; level of educational attainment is a positive predictor of interest and participation in further education, and interest and participation drop sharply after age 55. Respondents' opinions are shaped by their current perceptions, rather than by their ability to imagine what might exist in the

future ; the surprising success of the Elderhostel concept illustrates this problem. Four types of needs assessment errors are discussed : relativity ; interpretation ; lumping ; and consideration of the small picture. " (ED 181 032) (CADRE : 9302)

**846. CROSS, K. Patricia.**

*Adults as Learners.* San Francisco, Jossey-Bass, 1981. 328 p.

In ever-increasing numbers, adults are realizing that they must gain new knowledge and skills to cope with accelerating change in family life, the workplace, the community, and the world at large. In this new book, the author provides a comprehensive analysis of these adult learners, who already constitute the majority at many institutions, by integrating the latest theories and findings concerning their various goals and motivations. The author indicates the kinds of changes that institutions will have to undertake to increase participation and facilitate learning among these nontraditional students. She describes the major forms of education in which adults now participate — self-directed learning, organized instruction, and college degree programs — and correlates these with various characteristics of adult learners. She reviews recent findings as to why adults pursue learning, analyzes typical barriers to participation affecting various groups of learners, and outlines ways to increase participation in learning activities of all kinds. She reveals how adults plan self-directed learning projects, what they study when they are 'in charge' and how they would alter existing programs. Then, on the basis of her analysis, she offers guidelines for planning the education of adults in the 1980s.

**847. DECROW, Roger.**

*Older Americans : New Uses of Mature Ability.* Washington, D.C., American Association of Community and Junior Colleges, 1978. 32 p.

" The American Association of Community and Junior Colleges Program provides an opportunity for colleges to plan together in a three-year period for development of community work and productivity programs for older adults. The report is divided into four sections : 1) 'Senior Employment Services' covers putting employers and able older workers together through counseling, job placement, and job development ; 2) 'Volunteer Service Programs' deals with recruiting, organizing, and managing senior volunteers in federally sponsored and community-based volunteer programs ; 3) 'Training for Work and Service' covers trends in multi-purpose older adult programs that support work and service-related education and training growth ; and 4) 'Older Adults in the Workplace' deals with college planning as affected by industrial gerontology and current reexamination of the relationships of work, education and leisure. Although new ideas and programs are emerging, five education roles already provided by colleges include training in child care, peer counseling, health care, education providers, and community service. " (ED 154 859) (CADRE : 8735)

**848. DORLAND, James.**

*A National Focus on Competency-Based Adult Education.* Austin, Texas, 20 juin 1978. 19 p.

"In this keynote address, the author introduces several topics of concern for participants in a workshop on Competency-Based Adult Education (CBAE). First, he defines four basic terms : adult performance level, minimum competency testing, competency-based education, and competency-based adult education. Then he reviews the historical background of CBAE, focusing on the federal legislation of the 1960s. Since the major philosophical premise for federal aid to adult education is that adult education enables persons to become more employable, more independent, and better able to meet adult responsibilities, the author emphasizes the importance of the results of the Adult Performance Level Survey conducted from 1971 to 1975 by the Texas Education Agency and the University of Texas at Austin. He notes that since its publication, interest in CBAE has mushroomed. With this growth, four major problems have arisen : 1) confusion in terminology which slows progress within the CBAE movement ; 2) CBAE's need to answer the questions and criticisms from the various philosophical views that exist on the purpose of American education ; 3) the danger of philosophical views that exist on the purpose of American education ; 3) the danger of 'over kill' from too much writing and research on the topic, and the need to be selective in identifying worthwhile research ; and 4) the danger of interest in it being only a fad. In conclusion, he states that the goal of the workshop is to provide as much information as possible about CBAE. " (ED 156 911) (CADRE : 9299)

**849. DOTY, Charles et autres.**

*Review and Synthesis of Research and Development in Technical Education.* Columbus, Ohio, Ohio State University, The National Center for Research in Vocational Education, 1980. 136 p.

"This review of technical education research and development examines the literature, highlights the applications of research and development, and establishes priorities for future research and development. It is also designed to provide relevant information on definitions and sources pertaining to technical education so that the novice in the field can obtain a broad overview and perspective. Intended for both practitioners and researchers, the review serves as an aid for identifying people, sources and information. It also provides an overview that is helpful in appraising the current state of the research, identifying trends, and planning research. Significant research from 1968 through 1978 is included." (Résumé) (CADRE : 10038)

**850. Education Commission of the States.**

*Adult Work Skills and Knowledge ; Selected Results from the First National Assessment of Career and Occupational Development.* Denver, Colorado, 1976. 77 p. (Career and Occupational Development Report, No. 05-COD-01)

"In this assessment of career and occupational development by the National Assessment of Educational Progress (NAEP), work-related skills and knowledge of American adults (aged 26 through 35) are examined. The skills assessed are basic to many employment situations ; knowledge about jobs involves both knowledge about facts common to many jobs and knowledge about specific jobs. Skill assessment covers the areas of computation and measurement, graphic and reference materials, written communication, and manual and perception. In addition to collecting data on national performance levels, the NAEP analyzes results from various groups within the national population. Chapters 1 and 2 present major findings as well as definitions and methodology used in reporting the data. Chapters 3 through 8 provide exemplary exercises and a summary of results for the skills areas and job knowledge assessed. Chapter 9 describes results for variables which were conclusive or similar for the total population. The appendix shows the mean differences between national performance and the standard error. " (ED 130 079) (CADRE : 8430)

**851. Education Commission of the States.** National Assessment of Educational Progress.

*Career and Occupational Development Objectives Second Assessment.* Denver, Colorado, 1977. 95 p.

"Objectives for the second national assessment of career and occupational development (COD) are listed under two major categories : 1) knowledge, abilities, and attitudes relevant to career decisions and 2) knowledge, abilities and attitudes necessary for success in a career or occupation. Each category is broken down into several subheadings followed by the objectives for each of four age categories — ages 9, 13, 17 and 26-35. An outline of the objectives serves as an index, and a brief introductory chapter describes the procedures followed in developing these objectives (which are a revision of those used for the first national assessment of COD in 1973-74). Preface material includes notes on the major goals of the National Assessment of Educational Progress, which gathers information about the knowledge, skills, understanding, and attitudes of young people ages 9, 13, 17 and 26-35 in 10 learning areas, one of which is career and occupational development (COD). A list of the advisory panel and of the subject-matter and lay people who reviewed the COD objectives is appended. " (ED 143 829) (CADRE : 8601)

**852. Education Commission of the States.** National Assessment of Educational Progress.

*An Assessment of Career Development : Basic Work Skills.* Boulder, Colorado, 1977. 41 p. (Career and Occupational Development Report, No. 05-COD-02)

"Since the U.S. Office of Education figures showed (at the time of the report) that on the average, 850 000 young people were dropping out of high school every year, 800 000 more were graduating from high school with no specific marketable skills, and 900 000 were dropping out of universities,

junior colleges, and training schools, the study described in this report, conducted by the National Assessment of Educational Progress, was designed to determine what these different groups knew that would help them cope with the world of work. (Four age levels — 9, 13, 17 and adults aged 26-35 — were respondents in the study conducted during 1973-1974). This report presents, via summary data, work-related knowledge and skills, or proficiency levels of the four age levels and delineates the proficiency of each group according to such variables as region of the country, race (black and white), education level of parents, and size and type of community. Three chapters are included. Chapter 1 briefly discusses major findings. Chapter 2 contains definitions of the population groups and item sets analyzed in the study, and a description of the conventions used to report the data. Chapter 3 examines and compares statistical data relating to the different group levels of performance. Chapter 3 discusses implications." (S.H.) (ED 135 987) (CADRE : 8602)

**853. ELDRED, Marilou Denbo et Catherine Marienau.**

*Adult Baccalaureate Programs.* Washington, D.C., American Association for Higher Education, 1979. 65 p. (AAHE-ERIC/Higher Education Research Report, No. 9)

"A survey was conducted of 137 higher education institutions that have developed adult baccalaureate programs. Four major issues related to degree offerings for adults were examined : clientele, access to degree programs in institutional contexts of adult degree programs, and academic components of adult programs. A description of the clientele served by adult programs is presented from the perspective of student perceptions of their program status and the institutions' view of adult students. The issue of access is discussed from two perspectives : barriers that impede adults' access to degrees, and accommodations that are being made for adult students. The institutional context of adult degree programs is discussed with regard to the growth of adult programs, their availability in various types of institutions across the nation, and their involvement in interinstitutional arrangements. The status of adult degree programs in relation to their host institutions is examined with regard to program name distinctions, enrollment size, funding base, and tuition costs. The academic components of degree programs include goals of the curriculum, curricular design, faculty instructional roles, types of learning, and evaluation of learning. It is concluded that adult baccalaureate degree programs need to be granted status equal to that of more traditional programs ; adults are still barred from equal access to higher education opportunities, or at least their options are limited to a greater extent than is desirable. A bibliography and a listing of adult baccalaureate programs by state are included." (ED 180 328) (CADRE : 9074)

**854. ELIAS, John L. et Sharan Merriam.**  
*Philosophical Foundations of Adult Education.*

Huntington, New York, Robert E. Krieger, 1980. 220 p.

"Here, for the first time, is a comprehensive and critical analysis of the philosophical foundations of adult education. Six major systems of educational thought — Liberal Education, Progressivism, Behaviorism, Humanistic Education, Radicalism, and Conceptual Analysis — provide the framework for an examination of the views of prominent adult educators and major programs in adult and continuing education. This much needed work contributes to our understanding of the personalities issues and programs in the field of adult education, as well as stimulates the readers to clarify their own personal philosophy of education." (Résumé) (CADRE : 9737)

**855. États-Unis. Department of Health, Education and Welfare. Education Division.**

*Lifelong Learning and Public Policy.* Washington, D.C., 1978. 74 p. (Report prepared by the Lifelong Learning Project)

"This report, prepared by the Lifelong Learning Project at the request of the Assistant Secretary for Education, focuses on the adult years of lifelong learning. The focus on adults is not meant to imply that a 'lifelong learning' perspective is limited to an examination of the adult years. But since so much attention has been given to the learning of youth in our nation, and since the legislation itself emphasizes adult learning activities, we have chosen to begin our examination of lifelong learning with the adult years. An executive summary precedes the report and summarizes its main findings. The first part of the report defines lifelong learning and describes the conceptual elements of a society concerned with learning. The second part analyzes federal-state-local relations in lifelong learning and recommends federal activities in research, demonstration and coordination at each level. The third part applies the lifelong learning perspective to four groups of learners : workers, urban youth, women, and older adults, and recommends some federal roles in improving lifelong learning for these groups. Other learner groups will be studied in future reports on lifelong learning." (Préface) (CADRE : 9373)

**856. États-Unis. Office of Education.**

*Report of the USOE Invitational Workshop on Adult Competency Education.* Washington, D.C., septembre 1978. 63 p.

"This report reviews major components of a workshop to develop consensus on a variety of issues and to increase participant awareness of innovative approaches to competency-based adult education (CBAE). The 200 workshop participants included state directors of adult education, other state staff, university personnel, local project directors, and federal education staff. The first section of the report presents workshop participants' responses to the charges. For example, in a call for a definition, CBAE is described as a performance-based process

leading to demonstrated mastery of basic/life skills necessary for the individual to function proficiently in society. Other charges concern competency needs' state and federal legislation, etc. Section 2 reviews CBAE research and activities. The importance of the Adult Performance Level Study, which measured the degree of adults' competency, is emphasized. Several resulting studies to identify needs and/or competencies are examined. Also contained are reports on the provision and/or effect of CBAE instruction. Conclusions and recommendations are provided. Section 3 analyzes results of a Delphi survey of State Adult Education Directors and the U.S. Office of Education Division of Adult Education persons. The instrument focused on eleven issues. For example, issue 1 employs nine items to ascertain how CBAE relates to reaching least educated adults. Responses reflecting consensus are outlined." (ED 162 147) (CADRE : 9301)

**857. FERINGER, Richard.**

*The Relation Between Learning Problems of Adults and General Learning Theory.* San Antonio, Texas, April 1978. 30 p. (Speech given before the Annual Adult Education Research Conference, San Antonio, Texas, April 5-7, 1978)

"If there is to be some claim of uniqueness as related to adult learning problems it must come from the development of general principles for guiding learning tactics in the classroom. We are a long way from being able to discern how to correlate student/client abilities with appropriate tactics. Considerable research is needed to harness the learner's history toward more efficient learning. Methodology for carrying this out must go in some new direction. Since our dependence on microinferential analysis has not proved to be as useful a technique as once believed, we should re-examine available data regarding adult learning with multiple factor analysis. This method will help build some bridges between the largely useless microinferential data of traditional psychological research and the macro-operational arena of the classroom. To be useful, microprocesses must be seen in the context of many other factors with which they interact in a given situation. Experienced teachers have found seven factors extremely useful for planning and evaluating organized learning as well as categorizing basic research. These factors are the statement of purpose, the background of the clientele, group management, mental functions, structure of the discipline, tactics or learning experiences, and psychological environment." (ED 152 992) (CADRE : 9313)

**858. FORREST, Aubrey.**

*Assessing Prior Learning : A CAEL Student Guide.* Columbia, Cooperative Assessment of Experiential Learning, 1977. 110 p.

Contents : 1) some general guidelines ; illustrations of adults seeking credit and probable evaluations ; 2) how to identify and describe what you have learned through prior experiential learning and how you learned it ; 3) how to relate what you have learned to

what you want to learn ; 4) how to document the experience by which you learned ; 5) how to measure how much and how well you have learned ; 6) how to request a specific amount of credit or recognition for what you have learned ; 7) summary of how to put together your portfolio. This guide is primarily for those adults who have been out of school for several years and who are considering entering or returning to a college or university. (CADRE : 6457)

**859. FRANKLIN, Paul L.**

*Educational Information and Advisement Services : a resource guide for creating local services and building statewide networks.* Washington, D.C., National Institution of Education (DHEW), 1978. 225 p.

"Divided into three parts, this resource guide offers assistance to those just beginning to implement new federal and state programs, as well as to those already involved in other information and advisement activities in building statewide networks of services available at local levels to help individuals make educational and occupational choices. Part I, 'Planning a Statewide Network of Education Information and Advisement Services,' includes chapters on network rationale, planning, and determining needs and services. Part II, 'Developing Educational Advisement and Information Services,' contains chapters on network service approaches, providing information to network clients, and designing, providing and staffing local services. Part III covers the organization, funding, and evaluation of network services. Highlighted in the handbook are 20 resource lists of people, institutions, publications, and ideas that present, among other information, names of consultants, funding ideas, where to get technical assistance, useful newsletters, and a directory of state planning designers for education information centers." (ED 183 145)

**860. FULLER, Jack W.**

*Continuing Education and the Community College.* Chicago, Nelson-Hall, 1979. 132 p.

"In an effort to re-examine the principles and rationale of community and adult education, this monograph first addresses the quandary of adult education-society's commitment to schooling for the young while paying little more than lip service to meeting the educational needs of the whole population. Continuing education staff are encouraged to assume an active role in the promotion of adult education through fresh, innovative approaches to serving the needs and desires of a specific community, while facing problems of overlapping services, underutilization of resources, and poor managerial and organizational practices. Specific steps are outlined to streamline and enlarge adult education programs, including adapting management by objectives techniques to continuing education and developing inservice programs for continuing education faculty. The continuing education curriculum, which might include community leadership development, community outreach, women's programs, marketing and management seminars, and health care, is considered in relation to identifying and

recruiting new students. Finally, the role of continuing education in an increasingly complex world is underscored, and a futuristic model, centered on the Knowledge Module, is presented." (ED 171 362) (CADRE : 9426)

**861. FURLONG, Thomas et autres.**

*State Planning for Lifelong Learning : Improving Access for Adult Citizens.* Tallahassee, Florida State Department of Education, février 1977. 202 p. (A report of a national invitational conference held in Orlando, Florida, February 20-22, 1977)

" On February 20-22, 1977, the Florida Postsecondary Education Commission, with several other agencies, sponsored a conference at which representatives of many states and agencies could share state policy and planning strategies accommodating federal legislation. The report is in four sections, and the contents include : 1) lifelong learning and state planning : 'Education Amendments,' Title I ; 2) educational information centers : 'Education Amendments,' Title IV ; 'The Rochester Consortium' ; and 'A Workshop Model on Educational Brokering' ; 3) community colleges and postsecondary planning : 'Education Amendments,' Title X ; 'Regionalism, A Postsecondary Education Strategy Yet Undefined' ; 'A Third Version of the Community College, the Contract College' ; and three case studies ; and 4) the state and federal exchange. Appended are the conference program and a list of participants." (ED 163 845) (CADRE : 9310)

**862. The George Washington University. Continuing Education for Women Center.**

*Continuing Education for Women ; Administrator's Handbook.* Washington, D.C., The George Washington University, 1978. 116 p.

Ce manuel, rédigé en collaboration, a pour but d'aider à mettre sur pied des programmes d'éducation permanente convenant particulièrement aux femmes. Il traite de l'organisation, de la création et de l'administration de tels programmes, des services d'orientation, des différents facteurs à considérer pour organiser un programme d'études : besoins, politique interne, ressources, etc. Il est ensuite question d'évaluation, pour obtenir de l'information sur un individu (personnalité, aptitudes, études antérieures), sur des cours ou sur d'autres aspects connexes aux cours (aide financière, possibilité d'emploi, recherche). La dernière partie traite des façons d'atteindre les femmes dans leur milieu et des services offerts par ce milieu. (CADRE : 9052)

**863. GILDER, Jamison, comp.**

*Policies for Lifelong Education.* Washington, D.C., American Association of Community and Junior Colleges, 1979. 128 p.

Report of the 1979 Assembly of the American Association of Community and Junior Colleges. " An initial paper by Edmund J. Gleazer, Jr., outlines the purpose of the assembly in relation to the changing objectives of community college district systems. In a second paper, Harold L.

Hodgkinson projects what education will look like in 1985 in terms of differential fertility, federalization of programs, the segmented education market, faculty diversification and the costs of education. Jerbert E. Striner discusses the pay-off of lifelong education and training as reflected in national capital investment and productivity, and in inmate training programs. P.L. Richardson appraises lifelong learning and politics based on her experience. In another paper, R.D. Justice and Jacqueline Ampere explore obstacles to addressing the needs of the adult, part-time evening student. S.V. Martorana and Wayne D. Smutz review the official legislative policies of several states in regard to lifelong learning. In a final paper R.H. McCabe evaluates the restructuring of community colleges for lifelong education in terms of funding, educational attitudes, personnel policies, facilities, and program organization." (ED 168 668) (CADRE : 8757)

**864. GLEAZER, Edmund J., Jr.**

*Responding to the New Spirit of Learning.* Washington, D.C., American Association of Community and Junior Colleges, 1976. 17 p.

Texte d'une conférence prononcée à la rencontre nationale de 1976 du National Center for Higher Education Management, Western Interstate Commission for Higher Education, 26-27 janvier 1976, Denver, Colorado.

Un mouvement très accentué vers l'éducation permanente, une accessibilité de plus en plus grande à l'éducation ainsi que la reconnaissance de la formation extra-scolaire sont les principaux changements intervenus en éducation, aux États-Unis, ces dernières années. Ces changements auront des incidences profondes sur le système d'éducation existant, notamment quant à la diversité des besoins à satisfaire, des services à offrir, d'une nécessaire coordination de ces services... (CADRE : 8118)

**865. GLEAZER, Edmund J., Jr.**

*The Community College : Values, Vision and Vitality.* Washington, D.C., American Association of Community and Junior Colleges, 1980. 190 p.

Dans ce document, l'auteur donne son opinion sur la nature des collèges communautaires et sur leurs buts. Il démontre ensuite l'importance de l'éducation dans le développement d'une communauté et l'importance de collaborer avec les organismes communautaires. Puis il est question d'une politique pour l'éducation permanente, de l'aspect législatif, des coûts et des services, du contrôle et de la prise en charge. (CADRE : 9111)

**866. GRABOWSKI, Stanley M.**

*Adult and Continuing Education : the Next Ten Years.* Columbus, Ohio, The Ohio State University, The Center for Vocational Education, 1977. 32 p. (Information Series, no 114)

" Futurism for adult and continuing education in the next ten years is the focus of this information analysis paper intended for adult educators and

researchers. The paper is based on 1) literature practices in the field ; 2) discussions with colleagues ; 3) personal observations and experiences ; 4) participation in futures conferences about adult and continuing education ; and 5) results of futures conferences including the series of 'futures meetings' in different regions of the country conducted by the National Advisory Council on Adult Education during 1976 and 1977. Topics discussed include the following ones : the field of adult and continuing education, current trends and issues/impact on future (including nontraditional programs), alternative educational opportunities for adults, and resulting future issues (including emphasis on avocational education, space-free and time-free learning, linkages, funding, legislation, mass media and technology and related issues). The conclusion emphasizes that the future of adult and continuing education is an optimistic one and that there will be more demand for adult educators, who will be more like brokers, planners, counselors, developers, and linkers than the traditional teachers they have principally been in the past. A synthesis of several regional 'futures meetings' is appended." (ED 149 183) (CADRE : 9919)

**867. GRADY, Sandra C.**

*Assessing the Educationally Related Needs of Adults : a practical, low cost approach by a community college in cooperation with the public school system.* Washington, D.C., American Association of Community and Junior Colleges, janvier 1979. 62 p.

" This monograph describes a practical, low cost needs assessment process used by Broward Community College (Florida) in cooperation with the public school system. The assessment was initiated by college administrators who needed information to plan appropriate programs and services for the residents living in a newly created service area. The material in the document is organized in three major areas : background of the problem, the needs assessment process, and conclusions. The background setting describes the general environmental factors surrounding the needs assessment study, including demographic considerations, the need for information and preliminary plans for implementing the needs assessment project. The needs assessment process includes a step by step review of the procedure, the rationale, and significant observations. Aspects of the process include 1) assessing resources ; 2) reviewing other assessment projects ; 3) establishing a survey team ; 4) meeting with key groups ; 5) developing a research design (population stratification, selecting the sample, and collection of data) ; and 6) holding a meeting after completion of the survey. The conclusions reflect on the outcomes and the significance of the process. Data tables outline demographic information. The survey instrument and a bibliography are appended." (ED 170 003) (CADRE : 9260)

**868. GRANDSTAFF, Marvin.**

*Alternatives in Education : a summary view of research and analysis on the concept of non-formal*

*education.* East Lansing, Michigan, Michigan State University, Institute for International Studies in Education, 1974. 82 p.

Cette étude définit d'abord le concept d'éducation non formelle. L'auteur énumère ensuite les caractéristiques et possibilités de ce genre d'éducation. Puis il en décrit les différents aspects, mentionne des caractéristiques dont il faut tenir compte pour la planification et termine en évoquant les problèmes et l'avenir de l'éducation non formelle. (CADRE : 9216)

**869. GRANGER, James, comp.**

*Abstracts of Selected Cooperative Adult Education Programs.* Columbus, Ohio, Center for Vocational Education, Ohio State University, juin 1975. 106 p.

Contained in this document are 29 reports. These reports briefly describe the cooperative efforts of private industry and education. The 29 programs were selected from the 100 and more programs contained in project publication No. 1 — *A Partial Listing of Cooperative Adult Education Programs.* (CADRE : 5887)

**870. GRANGER, James C. et autres.**

*Discussion of Industry-Education Cooperation for Adult Learning.* Columbus, Ohio, Center for Vocational Education, Ohio State University, août 1975. 53 p.

" The purpose of this product is to identify some important issues relating to cooperative adult education : scope of cooperative education for adults ; cooperative adult education and work ; why do industry and education cooperate ? who benefits, who pays ? the industry view ; public support of cooperative programs ; conflicting agency goals ; agreements ; the union role ; program committees : who needs them ? leadership in cooperative programs ; staff backgrounds ; location of cooperative programs ; developing inter-agency contacts." (Auteur) (CADRE : 5867)

**871. GROSS, Ronald.**

*Diversity in Higher Education : Reform in the Colleges.* Bloomington, Indiana, Phi Delta Kappa Educational Foundation, 1976. 25 p. (Fastback, n° 69)

"Methods and implications of various reforms in higher education are assessed. Such concepts as individualization, new roles for the teacher, the learning contract, the planning portfolio and other wide-ranging resources for learning are discussed. Specific implications include : 1) the existence of more options and possibilities for students graduating from open high school programs ; 2) the loosening of traditional requirements for college entrance ; 3) changes in the uninterrupted course through 16 or more years of schooling ; 4) changes in the students themselves, more adult students, e.g. ; 5) the theoretical implication concerning the curriculum and trends supporting the concept of lifelong education. It is concluded that as the style of pedagogy in higher learning changes, the teaching styles of the

next generation of teachers will be affected. The future teachers will function also as guides, facilitators and learning consultants." (ED 124 005) (CADRE : 7974)

**872. GROTELUESCHEN, Arden et autres.**

*Evaluation in Adult Basic Education : How and Why.* Danville, Illinois, The Interstate Printers and Publishers, 1976. 274 p.

"Despite the growing emphasis on accountability, few books have been written on evaluation. This manual focuses on adult basic education, which is dependent, to a large extent, on the services of part-time teachers with little or no formal training in adult education. According to the text, they are reaching only 1½% of the potential adult clientele in the U.S."

Recognizing that adult basic education program evaluation is 'especially difficult because there is so little consensus about the desired outcomes,' the authors present nearly 50 instruments for the systematic collection and dissemination of data. The data are drawn from the expressed opinions of people connected with ABE (administrators, teachers, clients, and appropriate 'audiences'), whose perceptions are regarded as determinants of what is worthwhile or of value in the programs under review. Although it ignores the problem of whether worthwhile outcomes might be identified without total recourse to the rating of informed opinions, this text is probably the best of its kind on how to go about conducting an audit of an adult basic education program." (*Convergence*, vol. 12, n° 1-2, 1979, pp. 107 et 108)

**873. HARRINGTON, Fred Harvey.**

*The Future of Adult Education.* San Francisco, Jossey-Bass, 1977.

"What is currently being done to accommodate adults in higher education? Is it enough? How important is adult education in colleges and universities, and how does it relate to regular education? What are its problems and shortcomings? How can it be improved? Fred Harrington provides answers to these and other urgent questions. He presents a comprehensive overview of the field, a perceptive analysis of recent developments, and expert recommendations regarding the new responsibilities of the educational establishment in relation to adults. Harrington reviews the history of adult education in America, and its traditional role in higher education demonstrates its importance in a society where lifelong learning has become a necessity; he also provides information about the entire range of adult education activities. He describes on-campus credit programs and pinpoints the problems and discrimination involved; analyzes new opportunities for adults in external degree programs and other forms of nontraditional study." (Éditeur) (CADRE : 6000)

**874. HEFFERNAN, James M. et autres.**

*Educational Brokering : a New Service for Adult Learners.* New York, janvier 1976. 84 p.

"The emerging educational brokering service, functioning between adult learners and educational resources, aims to help them find their way into formal postsecondary education via counseling, advocacy, assessment and referral services. This monograph presents nine major issues concerning the educational brokering service : 1) definition and introduction ; 2) services ; 3) clients ; 4) staff ; 5) organization structure ; 6) relationship with other institutions ; 7) reaching-out strategies ; 8) sources of funding, and 9) evaluation of the service. Following the introductory material, each chapter outlines current problems, reflections and projected strategies pertaining to the discussed issue. A directory of brokering agencies and suggestions for using this monograph, along with an inventory of developmental issues for further discussion, are appended." (ED 136 833) (CADRE : 9898)

**875. HOULE, Cyril O.**

*The Design of Education.* San Francisco, Jossey-Bass, 1972. 323 p.

"Rather than focusing on the field from an institutional point of view, the intent is to offer a system of educational design 'which has grown specifically out of an analysis of the organized and purposeful learning activities of men and women'. At the outset, the author identifies widely accepted credos and systems which characterize the adult education enterprise. They form the background against which the proposed design is drafted."

The two-part system, 'proposed in a spirit of pragmatic utilitarianism', comprises a list of eleven major categories of educational design situations and a concise flow chart outlining the decision points and the components of an adult educational framework. The flow chart is a variation of Ralph Tyler's curriculum rationale, which has held sway for at least two decades. This goal-specific approach is not without its critics, and the author acknowledges that some educators 'have treated the statement of a goal as though it were the goal itself.'

Four case studies are analyzed to demonstrate how they exemplify the model which is deployed in further chapters on the categories of educational situations, development of program design, and major program reconstruction. Underlying the surface differences brought out by the categories is a central unity.

The glossary covers, with considerable thoroughness, key terms of the field, and the bibliographic essay identifies relevant publications. They are excellent sources for those wishing to familiarize themselves with the state of the art in the United States." (*Convergence*, vol. 12, n° 1-2, 1979, p. 108)

**876. HOULE, Cyril O.**

*The External Degree.* Washington, Jossey-Bass, 1973.

"The external degree is one that can be earned by a student outside of the normal institutional framework. This book assesses the external degree : by describing its historical roots and some of its best-

established examples here and abroad ; identifying reasons why it will probably be a more prominent aspect of academic life in the future than it has been in the past ; exploring the major ideas and themes around which the new proposals are centered ; and considering the issues which arise as the external degree is absorbed into the practices of American colleges and universities." (Auteur) (CADRE : 2795)

**877. HOULE, Cyril O.**

*Continuing Learning in the Professions*. San Francisco, Jossey-Bass, 1980. 390 p.

" In this intensive analysis of continued learning in the professions, the author explores how and why professionals continue to learn ; how educational providers design and implement programs for professionals ; how the professions themselves encourage or discourage learning ; how the outcomes of continued education should be evaluated ; and how improvements can be made in individuals, programs, and professions. The author concentrates primarily on seventeen types of professionals : accountants, architects, clergy, dentists, engineers, foresters, health care administrators, lawyers, librarians, military officers, nurses, pharmacists, physicians and surgeons, school administrators, school teachers, social workers, and veterinarians. He traces the learning process from early education through the course of professionals' careers, identifying basic approaches to learning and teaching and showing how the various settings in which professionals work demands special educational strategies. The author also discusses the roles of the major institutional providers of continuing education, including associations, professional schools, universities, employers, and others. He examines the ways in which the quality of service provided by a profession is influenced by continuing education, and he identifies guidelines for the future activities of both professionals and continuing education providers." (Éditeur) (CADRE : 9816)

**878. HUNTER, Carman St. John et David Harman.**  
*Adult Illiteracy in the United States ; a Report to the Ford Foundation*. New York, McGraw-Hill, 1979. 206 p.

" In this study, we examine data in three different areas : 1) changing concepts of literacy and illiteracy and the interaction between the demands placed on persons in an increasingly complex society and their aspirations in that society ; 2) the groups within US/society for whom present educational arrangements have been least effective — that is, those groups in which the largest number of persons with literacy difficulties are found ; 3) the programs and services offered to adults who seek to remedy deficiencies in their earlier education." (Prologue) (CADRE : 9118)

**879. INGALLS, John D. et Joseph M. Arceri.**  
*A Trainers' Guide to Andragogy, its Concepts, Experience and Application*. Waltham, Mass., Data Education, 1972. 242 p.

" This guide was designed for the personal and professional development of staff trainers and manpower administrators in state and local SRS-related agencies. It is composed of three major parts : Part One — Concepts for Adult Learning — introduces basic ideas central to the andragogical process of education. Part Two — Designs and Processes for Experience — is a five-day residential workshop in which ideas in Part One can be lived, tested and evaluated. Part Three — For Continuing Application — is designed to be shared with workshop participants. Trainers may take back this section of the guide to assignments in the field to apply learnings gained from the workshop. An annotated bibliography and selected references are given." (ED 066 626) (CADRE : 2893)

**880. JELLISON, Holly, comp.**

*Higher Education and the Older Volunteer ; a Place for Everyone*. Washington, D.C., American Association of Community and Junior Colleges, 1980. 72 p.

" The purpose for gathering the models of older adult volunteer programs presented in this monograph is twofold. First, that they will encourage readers to recruit and hire older volunteers to provide needed services to enhance the operational activities of their college and university and enrich the range of offerings it makes to the community. Second, that readers will be stimulated to design and develop and restructure programs that professionalize volunteer services. The activities here trace the initiation, implementation, and success evaluation of thirteen selected older adult volunteer programs." (Auteur) (CADRE : 9065)

**881. KARNES, Frances A., Clyde N. Gimn et Beverly Bell Maddox.**

*Issues and Trends in Adult Basic Education. Focus on Reading*. Jackson, University Press of Mississippi, 1980. 260 p.

Adult basic education is primarily concerned with the eradication of illiteracy, which is defined as the inability to read and write. Therefore, this book of readings has been compiled to assist adult educators in the area of adult reading instruction. The thirty-three essays in this volume are divided into five categories : factors affecting adult learning ; issues in teaching adults to read ; diagnosis and evaluation ; methods of instruction in adult education ; and innovative programs. (CADRE : 9249)

**882. KASWORM, Carol E. et Buddy L. Lyle, comp.**  
*Competency-Based Adult Education. Proceedings of a National Invitational Workshop (Austin, Texas, June 20-22, 1978)*. Washington, D.C., National Association for Public Continuing and Adult Education, 1978. 192 p.

" Selected contributions from a workshop on competency-based adult education (CBAE) are presented in this monograph. The articles define the current trends in the theory and practice of CBAE. The monograph consists of five major sections. Section 1, the overview, offers a historical frame of reference, examination of terminology and defini-

tions, a discussion of the nature of practitioner involvement/concerns, and current issues in CBAE. The second section, on programmatic perspectives, features articles discussing current philosophy and development of CBAE programs in basic education, pre-GED (general educational development) and GED preparation, English as a second language, vocational education, and three models of competency-based high school diploma programs. Other sections of the monograph discuss a model for CBAE staff development, administrative issues in CBAE, an examination of the current status and issues surrounding research and assessment in competency-based education and perspectives regarding the present and future role of CBAE in adult literacy education." (ED 174 765) (CADRE : 9305)

**883. KEETON, Morris T. et autres.**

*Experiential Learning : Rationale, Characteristics, and Assessment.* San Francisco, California, Jossey-Bass, 1976. 265 p. (Jossey-Bass Series in Higher Education)

"Granting academic credit to adults and other non-traditional students who have gained knowledge outside the classroom is a rapidly developing movement in higher education. Yet there are no fully accepted standards for crediting such learning and very little know-how in assessing its value. In order to clarify the complex problems of assessment and credentialing, the authors examine experiential learning from all viewpoints. They cover its conceptual foundations, history, and social and educational benefits ; describe the special characteristics of experiential learning, what its specific outcomes should be, where it occurs, and how its costs compare with those of traditional learning ; discuss the selection and training of assessors ; deal with the difficult question of what credentials to award for what experiences ; and examine all factors that must be considered to improve assessment practices and develop widely acceptable standards of credentialing." (Éditeur) (CADRE : 5564)

**884. KENNY, William R. et Arden D. Grotelueschen.**  
*Educational Opportunity for American Workers : a responsibility and challenge for adult educators.* Urbana, Illinois, University of Illinois at Urbana Champaign, novembre 1979. 32 p. (Office for the Study of Continuing Professional Education. Occasional Papers, n° 8)

"This paper addresses opportunities for two groups. On the one hand, it addresses the issue of educational opportunities for the American worker and his family. On the other hand, it attends to the potential opportunities for adult education program development, as well as the challenge and responsibility that such development represents. To address these two concerns, this paper focuses on recent developments in educational opportunities for the American worker and his family, largely as related to union initiatives. A review of international as well as specific European developments in educational opportunity benefits is presented to provide background and precedent for recent developments

in North America. Developments in the United States are presented together with some examples, and a discussion of some of the evident opportunities and problems is provided. Finally, the future of educational opportunity benefits for the American worker and his family is discussed with particular attention to the implications for adult education in terms of the opportunities and responsibilities which challenge contemporary adult education agencies." (Introduction) (CADRE : 9853)

**885. KIRBY, Patricia.**

*Cognitive Style, Learning Style, and Transfer Skill Acquisition.* Columbus, Ohio State University, National Center for Research in Vocational Education, 1979. 123 p. (Information Series, n° 195)

"Intended for educational practitioners interested in direct application of learning and cognitive style to the classroom and the encouragement of transfer skill acquisition, this document is a review and synthesis of cognitive, learning, and teaching style literature with application to adult life stages and development. The first section of the document is primarily an overview, discussion and merging of cognitive and learning styles with transfer skills. 'Linking Style and Transfer Skills' discusses what is known about transfer skills and transfer skill acquisition, and then presents the notion of style and some of its elements as they relate to transfer skill acquisition. Chapters that follow examine the literature on cognitive style and learning style separately. Implications for research on all three of the concepts (transfer skills, cognitive styles and learning styles) are offered within the context of a discussion teaching style. Current applications in educational and training environments are discussed and various inventories for assessing cognitive/learning styles are identified and compared to assist the reader in selecting a learning style approach. A number of literal and figurative illustrations are used throughout the monograph." (ED 186 685) (CADRE : 9681)

**886. KLEVINS, Chester, comp.**

*Materials and Methods in Continuing Education.* Canoga Park, California, Klevins Publications, 1976. 408 p.

"This book is a compilation of fifty essays prepared by active U.S. adult educators who were asked to write on specified topics in their field of expertise from the practitioners' points of view. Community development and the need for adult students to be actively involved in determining their own goals are recurring themes in the collected contributions which are presented under the following categories : Program Development, Curriculum Development, Teaching-Learning Process, Aids to Learning, and Staff Development. General principles, as well as specific techniques, are considered. (*Convergence*, vol. 12, n° 1-2, 1979, pp. 108, 109)

**887. KNOWLES, Malcolm S.**

*The Modern Practice of Adult Education.* Chicago, Association Press, 1970. 384 p.

“ Dr. Knowles’ central thesis is that adults in certain crucial respects are different from young people as learners, and that, accordingly, a different approach is required to help them learn. In the first part of the book he explores what these differences are and what they mean for the development of a unique technology for adult education. In the second part, he details principles and practical techniques in chapters that deal with :

- establishing an organizational climate and structure ;
- assessing needs and interests ;
- defining purposes and objectives ;
- translating objectives into program designs ;
- organizing and administering total programs ;
- evaluating programs ;
- using a systems approach to program planning and operation.

The third part presents tested management principles and methods for courses, workshops, institutes and other types of educational activities. As with the rest of the book, this section cites numerous examples of successful practices. ” (Éditeur) (CADRE : 9053)

**888. KNOWLES, Malcolm S.**

*The Adult Learner : a Neglected Species.* Houston, Gulf Publishing Company, 1973. 207 p.

“ Traditional theories of learning and the teaching practices resulting from them are reviewed. Most theories of adult learning are based on research into the learning of children, which in turn is founded upon theories of animal learning. These theories, formulated under laboratory conditions, are artificial at best and not complex enough to apply to adult human beings. Emerging theories of adult learning, however, are based on the unique characteristics of adults as learners and result in differentiated educational practices. Human resource development (HRD) is based on many of these newer theories and serves as a guideline for action. Knowles’ andragogical theory is based on four assumptions which differ from those of pedagogy : 1) changes in self-concept ; 2) the role of experience ; 3) readiness to learn ; and 4) orientation to learning. As a guideline for developing programs and for selecting and training teachers, the andragogical model of HRD is very applicable. Among the appendixes are ‘Is It Skinner or Nothing’ and ‘An Approach to a Differential Psychology of the Adult Potential.’ There is a eleven-page bibliography. ” (ED 084 368)

**889. KNOWLES, Malcolm S.**

*A History of the Adult Education Movement in the United States.* 2<sup>e</sup> édition. New York, 1977. 426 p.

“ The approach used in this inquiry is genetic, in that an understanding of the present state of the field of adult education is sought through understanding its origins and patterns of growth. The inquiry progresses through three sequential steps. Part One traces the emergence of institutions for the education of adults. The purpose of this step is to discover how the component parts of the field began and how they developed. In order that these developments can be

seen in the context of the social environment in which they occurred, they are divided into four broad eras of American history : 1600-1779 (Chapter 1), 1780-1865 (Chapter 2), 1866-1920 (Chapter 3), and 1921-1961 (Chapter 4). The assumption is made that these eras roughly correspond to periods of major change in the social forces affecting the development of adult education, and an attempt is made to summarize these forces for each era. Part Two depicts the shaping of adult education as a coordinated field. Chapter 5 analyzes the development of organizations that have been created to perform coordinative functions within particular segments of the field : 1) institutional groupings ; 2) groupings around subject-matter interests ; and 3) geographical groupings. Chapter 6 describes attempts that have been made to develop national coordinating organizations for the purpose of bringing the component parts of the field into an integrated social system. Part Three summarizes the findings of the inquiry as to the nature, genetic development, and trends of the adult education movement. Part Four contains some observations on the following fifteen years (1961-1976). ” (Préface) (CADRE : 9323)

**890. KNOX, Alan B.**

*Adult Development and Learning.* Washington, D.C., Jossey-Bass, 1977. 679 p.

“ A handbook on individual growth and competence in the adult years for education and the helping professions. Chapter One deals with the types of practitioners who typically facilitate adult development and learning, along with concepts of stability, change, development, and interrelationships that can enhance their efforts. Chapter Two deals with ways in which the societal context of family, community, and nation influences the process of adult development and learning. Chapter Three deals with adult life cycle trends in performance in the family. Chapter Four is a parallel presentation of generalizations about age-related trends regarding performance in education, occupation, and community. Chapter Five deals with physical condition and health. Chapter Six deals with stability and change in personality characteristics. Chapter Seven deals with age trends in learning abilities and strategies, including memory and problem solving. Chapters Eight and Nine examine interrelationships among the major variables from the preceding chapters. Chapter Ten is a summary of major generalizations from throughout the book, along with implications for action by practitioners and for social policy. ” (Auteur) (CADRE : 6641)

**891. KNOX, Alan B. et autres.**

*Developing, Administering and Evaluating Adult Education.* San Francisco, Jossey-Bass, 1980. 320 p.

“ This book provides a comprehensive overview of concepts and practices related to adult education program development and administration. It was prepared for practitioners in the field, especially program administrators who work with adult participants and resource people, such as teachers,

discussion leaders and consultants, in planning and conducting adult education programs in the form of courses, workshops and guided individual study. This book begins with an introductory chapter that describes and illustrates a broad and flexible approach to adult education program development and administration. This overview chapter contains highlights of the concepts and practices that are developed and illustrated in greater detail in subsequent chapters. The overview is followed by three chapters on major components of program development-program origins, program objectives and activities, and program evaluation. The next four chapters discuss broad aspects of program administration : participation (marketing and counseling), resources (financial and physical), staffing (recruitment and development), and leadership (including goal setting and coordination). The book concludes with a brief chapter on future directions of policy and research in adult education program development and administration." (Préface) (CADRE : 9572)

**892. KREITLOW, Burton W. et autres.**

*Examining Controversies in Adult Education.* San Francisco, Jossey-Bass, 1981. 316 p.

This book analyzes the most pressing issues now confronting adult education as it expands to serve many new functions and clienteles. Who pays ? Who sets standards ? Who controls ? What are key objectives ? Should continuing education be mandatory ? Should adult educators be certified ? Is life experience measurable in credits ? Twenty authors pair off to debate these and other questions that must be answered now in order for practitioners — and the field itself — to achieve a defensible sense of direction. They present contrasting or complementary viewpoints, thus affording readers an opportunity to thoroughly familiarize themselves with the issues and acquire the new knowledge they need to arrive at their own conclusions. (CADRE : 10001)

**893. KRESSEL, Marilyn, comp.**

*Adult Learning and Public Broadcasting.* Washington, D.C., American Association of Community and Junior Colleges, 1980. 66 p.

Rapport des travaux d'un comité de l'American Association of Community and Junior Colleges. Ce comité avait pour objectif d'examiner l'utilisation de la télévision pour l'enseignement aux adultes et d'aider à la fois les éducateurs et les télédiffuseurs dans leurs tâches éducatives. Le rapport comprend cinq parties : " Instructional Uses of Television by Two-Year Colleges 1978-1979, Community College and Television Station Collaborations, Federal Policy Issues Affecting Instructional Television at the Postsecondary Level, Towards Greater Cooperation Between Community Colleges and Public Television Stations to Serve Adult Learners, A National Dialogue : Public Broadcasting, Community Colleges and the Adult Learner. " (CADRE : 9060)

**894. KUMMEROW, Jean M. et autres.**

*Programming for Adult Development.* Minneapolis,

Minnesota University, Education Career Development Office, juin 1978. 26 p.

" The first section of this paper includes a brief review of adult development literature with a focus on life-stages. A study of 325 adults who completed questions about themselves is also reported. Areas of concern for important proportions of the sample are noted. Adult development programming can begin with these data-supported focal points. The second section offers a scheme for reviewing adult development programming. Identified dimensions include : targets of programs (individual family, e.g.) ; purposes of the programs (remediation, development, e.g.) ; methods of programs (classes, workshops, e.g.) ; sources of programs (universities, businesses, e.g.) ; and contents of programs. The author's focus is on 'deliberate psychological education' which anticipates potential problem areas and provides necessary coping skills. The third section discusses a possible response to adult development program needs by a large university with teaching, service, and research missions. This response would emphasize skills important to the functioning of the adult as well as theory and research. In addition to learning to work with data, people, and things, one would learn to work with 'self' and to design individual responses to the changing environment. " (ED 159 517) (CADRE : 9312)

**895. KURLAND, N.D., comp.**

*Entitlement Papers.* Washington, D.C., National Institute of Education, Education and Work Group, 1977. 239 p. (N.I.E. Papers in Education and Work, no 4)

« L'ouvrage examine sous plusieurs angles la notion de droits (droit de disposer de fonds correspondant à une quantité donnée d'éducation pendant des périodes de la vie laissées au choix de l'intéressé). Quelques-unes de ces perspectives sont présentées dans les chapitres suivants : Levin, H.M., 'Postsecondary entitlement : an exploitation' ; Kurland, N.D., 'Lifelong learning entitlement' ; Nolfi, G.J., 'A national adult recurrent education entitlement voucher programme : financing open-learning and continuing education through selective entitlements' ; Windham, D.M., 'Monetary and nonmonetary effects of education and the education entitlement approach' ; Barton, P.E., 'Adult education work and economic development' ; Honey, J.C., 'The politics of entitlement'. » (*Documentation et information pédagogiques*, no 215, p. 46)

**896. LANGERMAN, Philip D. et Douglas H. Smith.**

*Managing Adult and Continuing Education Programs and Staff.* Washington, D.C., National Association for Public Continuing and Adult Education, 1979. 378 p.

" Developed to assist managers of adult and continuing education programs, this management guide contains thirteen chapters written by several authors selected for their expertise in their respective areas. These chapters are divided into three major sections.

The first section includes three introductory chapters providing : 1) an overview of this guide and a self-assessment diagnostic checklist for determining managerial competencies ; 2) information on creating the right climate ; and 3) a discussion of managerial role and style. Section 2 provides conceptual understanding and guidelines for managing programs in the areas of needs assessment (chapter 4) ; program coordination with a community (chapter 5) ; curriculum design and instructional strategies (chapter 6) ; and promoting and marketing adult and continuing education programs (chapter 7). Section 2 also contains information on developing and managing funds for adult and continuing education (chapters 8 and 9) and a final chapter (10) on effectively evaluating adult and continuing education programs and activities. Section 3 includes three chapters on managing people : relating people and tasks (chapter 11) ; communications and motivation of adult and continuing education staff (chapter 12) ; and conflict management, organizational and personnel needs, and performance evaluation (chapter 13). " (ED 181 298) (CADRE : 9417)

**897. LEWIS, Morgan V. et autres.**

*Attitudes toward Vocational Education and the Relationship between Family Income and Participation in Vocational Courses.* Columbus, Ohio, The National Center for Research in Vocational Education, 1980. 25 p.

Cette étude a été faite pour obtenir des renseignements sur la formation professionnelle aux États-Unis. À partir de deux enquêtes, l'une en janvier 1979 et l'autre en juillet 1979, auprès d'environ 4 000 personnes de 18 ans et plus, les auteurs ont étudié l'opinion quant à la formation professionnelle. Ils ont considéré particulièrement le revenu des répondants ainsi que leur degré d'instruction pour analyser le rapport entre le revenu et la participation à la formation professionnelle. (CADRE : 9008)

**898. LINTHICUM, Dorothy S.**

*Statewide Assessment of Developmental/Remedial Education at Maryland Community Colleges.* Annapolis, Maryland State Board for Community Colleges, 1979. 100 p.

" A study was conducted to determine the scope and characteristics of developmental/remedial activities in Maryland's 17 community colleges in terms of objectives and goals, courses and activities, student information, costs and revenues, and administration and organization. The study revealed : 1) 15 colleges offered developmental education for credit in English and mathematics ; 2) 15 colleges offered courses in reading and/or study skills, and provided tutoring, counseling, and self-paced instruction ; 3) total enrollment in remedial courses in fiscal year (FY) 1978 was more than 42 000 — 30 000 in credit courses and 12 000 in continuing education courses ; 4) direct costs for FY 1978 totaled about \$3,4 million (direct remedial instructional cost for each remedial fulltime equivalent (FTE) student statewide was

\$931) ; and 5) developmental programs tended to be decentralized, with most programs conducted within academic departments. Another aspect of the study involved measuring a sample of students enrolled in developmental English courses at eight colleges against the success of a sample of students enrolled in English 101. Developmental students tended to complete fewer college-level English courses and make lower grades than the control group. The study report considers the implications of the findings in terms of placement, open admissions, professional development, organizational structure, evaluation, and funding. " (ED 175 514) (CADRE : 9262)

**899. LONG, Huey B. et autres.**

*Changing Approaches to Studying Adult Education.* San Francisco, Jossey-Bass, 1980. 154 p. (The AEA Handbook Series in Adult Education)

" The nine chapters take up the major areas of interest in the conduct of research on adult subjects. Four chapters examine specific research methods : the two on survey research and grounded theory reflect the prevalence of descriptive research ; the other two discuss experimental research and historical research. Each chapter analyzes and discusses the application of a particular research method, compares the use of selected methods within adult education, or examines trends and problems in the selection and use of various methods by specific groups. " (Préface) (CADRE : 9100)

**900. LORING, Rosalind K. et autres.**

*Adapting Institutions to the Adult Learner : Experiments in Progress.* Washington, D.C., American Association for Higher Education, 1978. 23 p. (Current Issues in Higher Education. 1978 National Conference Series)

Recueil d'études sur l'expérimentation de programmes de niveau collégial destinés aux adultes. (CADRE : 7526)

**901. MARIEN, Michael.**

*Beyond the Carnegie Commission : a Policy Study Guide to Space/Time/Credit-Preference Higher Education.* Syracuse, N.Y., Educational Policy Research Center, août 1972. 117 p.

" This document presents a case and guide for a 'Space/Time-Preference' (S/T-P) higher learning situation in which educational programs, plans, and proposals seek to promote learning beyond campus classrooms, while many of them are even flexible as to when and how a student learns. The purpose of the guide is to focus on the long-range problems and possibilities associated with the development of S/T-P higher learning, while raising fundamental questions for further investigation. The overlapping areas of concern deal with noncredited learning, the organizational structure or the new institutions and programs, the new technologies that will greatly enhance the possibilities for S/T-P learning, the variation in present S/T-P programs, institutional accreditation, equity, personnel, and relationships with the lower system. To summarize these problems

and possibilities, six possible systems are sketched, the Extended Campus System, the Extended Credit System, the Variegated Extended Credit System, the Learner-Centered System, the Diminished Campus, and the Empty Campus. Also included in the document are an exploration of external degree programs and a selected annotated bibliography on higher education planning." (ED 071 576) (CADRE : 9415)

**902.** McCARREY, Leon R. et Richard S. Prows.  
*Master Planning for Postsecondary Education in Utah. A report of the continuing education/community service task force... Master plan for lifelong learning.* Salt Lake City, Utah, mars 1980. 58 p.

Ce rapport est l'oeuvre d'une Commission qui fut chargée de revoir et de réviser le plan directeur de l'enseignement supérieur dans l'Utah, qui datait de 1968, à la lumière des tendances et des pratiques récentes. Il contient cinquante-deux recommandations qui indiquent les objectifs que l'éducation permanente et le service à la communauté veulent atteindre dans cet État. Le rapport lui-même est divisé en neuf chapitres assez brefs. On donne, dans l'introduction, différentes définitions qui concernent toutes, de près ou de loin, l'éducation permanente. Les autres chapitres traitent de la participation des adultes à l'éducation permanente, des programmes, de l'égalité des chances données aux adultes, du financement, du partage de l'information et des ressources, de la planification et de l'élaboration des programmes et, finalement, de la mise en oeuvre des recommandations.

**903.** MEYER, Henry D. et autres.  
*The Manager's Guide to Developing Subordinate Managers.* New York, AMACOM, 1980. 60 p. (AMA Management Briefing)

" This briefing is a catalog of recommendations to help managers develop managers. The first section 'Management Development Needs' is a catalog of development goals. Each goal or need is indexed to a section of the catalog that lists a great variety of developmental activities. The catalog offers the manager an array of resources and tools, both for helping a subordinate set development goals and for charting a course of action to produce that development." (Introduction) (CADRE : 9401)

**904.** MEZIROW, Jack et autres.  
*Last Gamble on Education : Dynamics of Adult Basic Education.* Washington, D.C., Adult Education Association of the U.S.A., 1975. 206 p.

" This book is the result of two years of research on adult basic education (ABE) as conducted through the public schools in larger cities in the United States. (...) We agreed to attempt to develop and apply a methodology of scientific inquiry that would illuminate the most significant aspects of urban adult basic education (ABE) in this country. Our charge was to develop a dependable, comprehensive, and analytical description of significant patterns of program operation and classroom interaction in addition to presenting in an organized fashion the

perspectives of those involved." (Auteur) (CADRE : 5333)

**905.** MILLER, Jerry W. et Olive Mills, comp.  
*Credentialing Educational Accomplishment ; Report and Recommendations of The Task Force on Educational Credit and Credentials.* Washington, D.C., American Council on Education, 1978. 255 p.

" This book sets forth the Task Force's report and recommendations for improving the quality of information conveyed by educational credit and credentials (credits, certificates, diplomas, and degree documents), their educational and social uses, and other uses they should encompass, such as indicators of qualifications in the work setting, prerequisites to licensing, recognition of prior learning for educational credit, information for improved counseling, measures for faculty workloads and the need for funds, awards for educational and personal development conducive to lifelong learning." (ED 163 851) (CADRE : 905)

**906.** MILLS, Joe D. et autres.  
*Planning, Design and Implementation : a Year in Review. Annual Report. Strengthening local administration of vocational education through design, implementation and evaluation of alternative delivery systems for use by coordinating councils.* Tampa, University of South Florida, 1976. 159 p.

" The purpose of the Florida Coordinating Council Development Project is to further develop the processes and procedures used by community college district coordinating councils so that all school districts and community colleges can cooperatively plan, implement, and evaluate and appropriate delivery system for vocational education, adult general education, and community instructional services. The project is to conduct a comprehensive study of the status of local coordinating councils to determine progress in role definitions, scope of authority, and operational procedures ; design model operating procedures appropriate to each council ; implement the designed model operating procedures in pilot settings ; determine the effectiveness of each alternative design ; and disseminate validated operating procedures. The milestones of the first year of operation that are discussed here are the selection of the six pilot sites ; the selection of the project staff ; the completion of the Status Study ; the preparation of a questionnaire and accompanying resource guide to be used by the councils to determine the scope and content of their operating procedures ; the development of model operating procedures from the answers to the questionnaire ; and the administration and results of the first major evaluation instrument, the Process-Progress Inventory. Appendixes supply supplemental information." (ED 135 064) (CADRE : 8004)

**907.** MIRENGOFF, William et Lester Rindler.  
*CETA : Manpower Programs under Local Control.* Washington, National Academy of Sciences, 1978. 327 p.

En décembre 1973, le gouvernement américain abrogeait sa principale loi de main-d'œuvre, alors vieille de onze ans, le Manpower Development and Training Act (MDTA) adoptée dans la foulée du 'automation mania' du début des années 60 et la remplaçait par le Comprehensive Employment and Training Act (CETA), une nouvelle loi de main-d'œuvre qui adoptait une approche différente qui surprend encore celui qui identifie États-Unis et conservatisme libéraliste à outrance. En effet, parmi ses principales caractéristiques, ce nouveau CETA, non seulement consacrait une nouvelle approche en décentralisant les services de main-d'œuvre, principalement par l'application du concept de 'prime sponsor', mais regroupait, pour plusieurs de façon surprenante, ses principales interventions en matière de main-d'œuvre sous un même chapeau, sous une même loi, faisant ainsi en quelque sorte un pas important vers une véritable loi intégrée des services de main-d'œuvre aux États-Unis.

Pour évaluer cette nouvelle approche, le National Research Council établissait en 1974 le Committee on Evaluation of Employment and Training Programs. Ce volume est le rapport final de ce comité. Après avoir présenté le CETA et ses objectifs (ch. 1), cet ouvrage examine successivement les sujets suivants : les ressources des programmes (ch. 2), la planification de main-d'œuvre depuis l'expérience des CAMPS (ch. 3), l'aspect administratif des programmes (ch. 4), les choix de programmes (ch. 5), la livraison des services du Titre 1 (ch. 6), la création d'emploi dans le service public (ch. 7), la clientèle (ch. 8) et l'efficacité des programmes (ch. 8). Le chapitre 9, pour sa part, est entièrement consacré aux conclusions et recommandations.

#### **908. MOORE, Allen B., ed.**

*Case Studies of Selected Cooperative Adult Education Programs.* Columbus, Ohio, Center for Vocational Education, Ohio State University, juin 1975. 130 p.

Five descriptions of cooperative adult education programs sponsored by private industry and education. (CADRE : 5866)

#### **909. MOORE, Allen B. et autres.**

*Guidelines for the Development and Study of Cooperative Adult Education Programs.* Columbus, Ohio, Center for Vocational Education, Ohio State University, juin 1975. 90 p.

The following guidelines for the development and study of cooperative adult education programs are designed for the individual who wants to begin such a program or as a guide to evaluate the program already in operation. There are twelve guidelines : needs assessment, objective setting and instructional content development, staffing, procedures and materials, pre-planning, resource acquisition and expenditure plan, program administration, internal and external communication, evaluating, accepting and screening participants, counseling services for adult students. (CADRE : 5877)

#### **910. MORGAN, Barton et autres.**

*Methods in Adult Education.* 3<sup>e</sup> édition, Danville, Illinois, The Interstate Printers & Publishers, 1976. 282 p.

Fondant son argumentation sur la nécessité de l'éducation permanente des adultes dans la société actuelle et future, cet ouvrage aborde les questions suivantes : l'éducation des adultes et la démocratie, les principes de l'éducation des adultes, les méthodes d'enseignement aux adultes et l'évaluation de cet enseignement. Il consacre la plus grande partie de ses pages à la description et à l'analyse des méthodes d'enseignement pouvant convenir le mieux à cette catégorie particulière d'étudiants que sont les adultes. (CADRE : 5825)

#### **911. NEWCOMB, L.H.**

*Agricultural Education : Review and Synthesis of the Research.* Columbus, Ohio, Ohio State University, National Center for Research in Vocational Education, 1978. 77 p. (Information Series, n° 139)

" Research studies in agriculture education conducted between 1969 and 1978 are analyzed to provide an overview of representative studies in the following areas : teacher education, instruction, curriculum, student services, recruitment and retention of teachers, disadvantaged students, program planning, evaluation studies, administration and supervision, adult education, postsecondary agricultural education, and career education in agriculture. (All studies selected relate to secondary and postsecondary vocational agriculture programs in the United States.) After research in each area is reviewed, summary comments are presented to indicate trends, patterns, and important findings in that area. Finally, overall conclusions and recommendations are presented based on the total review of the research. Some of these conclusions are as presented based on the total review of the research. Some of these conclusions are as follows : (1) even though the profession has an abundance of task analysis information and nationally prepared curriculum guides available for all specialty areas, little attempt has been made to evaluate task lists or curriculum guides using actual field observations ; (2) even though there appears to be sufficient work completed in identifying the professional competencies needed by vocational agriculture teachers, the profession could benefit from coordinated inquiry into which competencies improve student learning ; and (3) even though there is substantial documentation of the shortage of vocational agriculture teachers, to date there is no evidence of a recruitment program successful enough to attract the attention of the profession. " (CADRE : 9480)

#### **912. NIEMI, John A., comp.**

*Viewpoints on Adult Education Research.* Columbus, Ohio, The Ohio State University, National Center for Research in Vocational Education, 1979. 125 p. (Information Series, n° 171)

" This collection of speeches and essays concerns various viewpoints on the subject of adult education

research. The first paper, 'Lifelong Learning : Problems in Research' (Apps), examines the viewpoint that the majority of research as now practiced is not consistent with the major assumptions in the field of adult education. The next essay, 'Participatory Research : Should It Be a New Methodology for Adult Educators ?' (Griffith and Cristarella), answers several questions about participatory research : (1) What is participatory research ? (2) How does it compare with established methodologies ? and (3) Should all adult educators be taught to carry out such research ? The third paper, 'Participatory Research : Breaking the Academic Monopoly' (Hall), also deals with the concept of participatory research, especially with his future directions. Next, Boshier presents a conceptual and methodological perspective concerning research on participation in adult education. Finally, Boyd reexamines basic conceptualizations of learning for the older adult learner. Each paper includes bibliographies concerning the author's subject matter. " (ED 179 762)

**913. NORRIS, Robert**

*Characteristics of Adults that Facilitate and/or Interfere with Learning.* s.1., 1977. 14 p.

" Teachers of adults, if they are to be really effective, must be sensitive to the particular characteristics and needs of adult learners. Adults have many physiological, psychological, and social characteristics that are the result of normal aging. In determining which characteristics interfere with learning, it is found that all have an impact on the learning processes but few impair the adult from learning. Even though, as adults grow older, visual and audio acuity decrease, attention spans grow shorter, and energy decreases, the effects are usually not monumental. As adult educators become more familiar with these problems, they are able to cope with them by planning, for example, more visual aids, better voice projection, and shorter, more concise assignments. As teachers become more sensitive to the characteristics and needs of adults, the positive attributes of aging begin to outweigh the detriments. The freedom of choice that adults have in their educational ventures can help overcome their learning difficulties. Further, adults are generally settled in their lifestyles, are more mature in their thinking, have life's experiences on which to draw and are serious about how they spend their time. Although some characteristics of adults may slow learning, lifelong learning can become a reality as adult educators become more aware of adult needs. " (ED 150 442) (CADRE : 9315)

**914. NYRE, Glenn F. et Kathryn C. Reilly.**

*Professional Education in the Eighties : Challenges and Responses.* Washington, D.C., American Association for Higher Education, 1979. 51 p. (AAHE-ERIC/Higher Education Research Report, no 8)

" The present review begins with a definition of professional education as with a case against attempting such an endeavor. A brief review of the major

historical and recent developmental stages, which have brought the professions to their current amorphous state, further explicates the problems of definition. Discussions of curricula, faculty, students, and professionals themselves follow as does a section on quality assessment of professional schools. " (CADRE : 9685)

**915. OLIVER, Donald W.**

*Education and Community ; a Radical Critique of Innovative Schooling.* Berkeley, California, McCutchan Publishing Corporation, 1976. 415 p.

" It is the thesis of this book that the central problem of education is not how to create humane organizations, or how to provide people with the capacity to create their own individual meaning systems, or how to create fully mature individuals (although there is nothing intrinsically wrong with any of these goals). Rather the problem is one of creating balance between the primal and modern aspects of human community, systems of thought, and personality. This means creating balanced participation among primal social forms (family and community) and the modern social form of the corporate organization ; creating a balance between an ultimate sense of religio-philosophical meaning and the skeptical sense of choices we associate with 'scientific thinking' ; and creating a balance between efforts to maximize the potential development of each individual and recognizing the necessity and value of diversity among humans, even in such sensitive areas as intelligence, motivation, and social responsibility. " (Auteur) (CADRE : 6201)

**916. OWENS, Thomas R. et autres.**

*The Use of Multiple Strategies in Evaluating an Experience-Based Career Education Program.* Portland, Oregon, Northwest Regional Educational Laboratory, 1976. 30 p. (Research, Evaluation and Development Paper Series, no 9)

" This paper describes the rationale for using multiple evaluation strategies in a comprehensive program evaluation. Examples are given of eleven strategies used in the evaluation of the Experience-Based Career Education project developed by the North-West Regional Educational Laboratory. Strengths and limitations are cited for the use of pre- and post-testing in an experimental design, student follow-up and longitudinal studies, student case studies, content analysis, adversary hearing, cost study, ethnographic study, use of local study committee, organizational study, panel review by experts, and survey questionnaires. Six criteria, proposed for consideration in determining the best evaluation strategies to use, are discussed. These are cost, timing, credibility of findings, degree of obtrusiveness, amount of coordination needed, and efficiency. " (Auteur) (CADRE : 6975)

**917. PETERS, John M.**

*Building an Effective Adult Education Enterprise.* San Francisco, Jossey Bass, 1980. 180 p. (The AEA Handbook Series in Adult Education)

“ John Peters and his associates trace the growth and development of the adult education movement, outline new approaches to classifying the numerous current adult education activities, and consider the likelihood that better coordination of these activities will be a prerequisite for increased funding. They identify the obstacles to creating a more effective and efficient system, and they weigh the prospects for building a unified, cooperative adult education enterprise. The result is an integrated overview of adult education today and of its prospects for the future. Instructors and specialists will improve their understanding of this fast-evolving field and program planners and administrators will derive a clearer view of how their specific objectives can be furthered by greater coordination of the adult education movement. ” (Éditeur) (CADRE : 9114)

**918. PETERSON, Richard E. et autres.**

*Lifelong Learning in America.* San Francisco, Jossey-Bass, 1980. 552 p.

The first full-scale compendium of information on current policies, programs, practices, trends, and resources in all areas of lifelong learning, drawing on information from thousands of separate sources. Synthesizes and interprets findings from over thirty large-scale surveys of the interests, preferences, and characteristics of adult learners ; examines the needs, problems and contributions of programs and services at the local level ; reports what administrators and program leaders can expect from the national and state governments in terms of financial support, coordination of activities, and leadership ; and provides a resource directory with abstracts of more than 70 research studies and development projects and the names, addresses, and phone numbers of over 200 national organizations and other sources of information. Summarizes the implications of the findings for program directors and educational leaders — with important recommendations in fifteen separate policy areas, including curriculum and funding.

Contents : Introduction : On the Meaning of Lifelong Learning, Richard Peterson 1) Present Sources of Education and Learning, Richard Peterson 2) Adult Learners : Characteristics, Needs, and Interests, Patricia Cross 3) Local Programs : Innovations and Problems, John Valley 4) State Policies : Plans and Activities, Suzan Powell 5) Federal Policies : Programs, Legislation, and Prospects, Terry Hartel, Mark Kutner 6) Information Resources : Organizations, Publications, and Projects, Judith Hirabyashi 7) Implications and Consequences for the Future, Richard Peterson. (CADRE : 9998)

**919. PHELPS, Allen L. et Laurie J. Batchelor.**

*Individualized Education Programs (IEPs) : a Handbook for Vocational Educators.* Columbus, Ohio, Ohio State University, National Center for Research in Vocational Education, 1979. 38 p. (Information Series, n° 188)

“ An overview of individualized education program (IEP) requirements and procedures and a process

model for formulating and implementing IEPs are presented in this handbook which was designed for use by vocational education teachers, administrators, and counselors. The first section briefly discusses IEPs as a central focus of Public Law 94-142, the key concepts of an IEP, cooperative planning in the development and implementation of an IEP, and the levels of IEP development. The second major section outlines the activities that vocational educators engage in at various points in the preparation and implementation of an IEP. Steps in the process model discusses include the following : referral of students, informal data collection, evaluation, sharing assessment information, placement decisions, developing and writing the IEP, implementing and monitoring the IEP, and IEP evaluation. The appendices contain a sample IEP and definitions for thirteen terms related to IEPs. ” (ED 174 853) (CADRE : 9917)

**920. REILLY, Richard et autres.**

*Expert Assessment of Experiential Learning. A CAEL Handbook.* Princeton, N.J., Educational Testing Service, 1977. 90 p.

“ Principles and guidelines for the use of expert judgment of experiential learning are outlined. The report deals with a number of basic issues that apply to expert judgment, such as the role of the evaluator in defining criteria, and structuring the assessment procedure so that it will be reliable and valid. The importance of establishing objectively defined standards is stressed. Four methods of assessment are described : interviews, assessment of student products, performance tests, and assessment of written materials. A number of suggestions for the improvement of assessment and a discussion of problems to avoid are included. ” (ED 148 838) (CADRE : 7189)

**921. RICHARDSON, Penelope et autres.**

*Lifelong Learning and Public Policy.* Washington, D.C., Office of the Assistant Secretary for Education (DHEW), 1978.

“ Rapport établi dans le cadre du Lifelong Learning Project (Programme d'éducation permanente), qui définit l'éducation permanente comme étant le processus par lequel chacun continue, la vie durant, à améliorer ses connaissances, ses compétences et ses attitudes. L'auteur analyse les rôles respectifs du gouvernement fédéral, des États et des administrations locales en matière d'éducation permanente ; il indique les recherches à entreprendre et la coordination à assurer à l'échelon fédéral. Le gouvernement fédéral a également pour rôle d'améliorer les possibilités d'éducation permanente pour les travailleurs, la jeunesse des villes, les femmes et les personnes d'âge mûr. » (Documentation et information pédagogiques, n° 215, p. 48)

**922. ROGERS, Carl R.**

*Les groupes de rencontre.* Traduction de Daniel Le Bon. Montréal, Dunod, 1973. 171 p.

Ce volume, composé surtout d'articles et de textes de conférences, est un document personnel de l'auteur

sur la nature et la signification du groupe de rencontre. L'auteur y exprime sa perception, riche d'une dizaine d'années de travail auprès des groupes, et, à son habitude, le fait en langage expérientiel. Il expose les caractéristiques du puissant courant contemporain en ce domaine, décrit les formes de processus qu'il a observées, expose les problèmes qu'il rencontre lui-même comme « facilitateur ». Il étudie la consistance d'une personnalité en évolution et l'influence qu'y exerce tel groupe en situation. Il se demande comment établir un recrutement de facilitateurs de façon suffisamment fiable et économique. Dans la préface, A. de Peretti signale trois caractéristiques de la méthode rogerienne : précaution inlassable contre les fausses complexités, connivence avec les paradoxes, préoccupation de subtilité. (CADRE : 1368)

**923. SHERRON, Ronald et D. Barry Lumsden.**  
*Introduction to Educational Gerontology.* Washington, D.C., Hemisphere Publishing Corporation, 1978. 308 p.

“ The recent dramatic turn-around in the United States from a youth-oriented society to one where one out of ten persons is over 65 is heightening adult educators' awareness of the needs of the elderly. The value of this collection of papers to administrators, teachers, counselors, and researchers in adult education can be summed up in its announced purpose : “ ...to provide a general overview of the program development process and an in depth treatment of essential educational programs for the aging. ”

The book opens with a discussion of a definition of educational gerontology and proceeds to a philosophy of aging, needs assessment, planning of programs for aging adults, instructional strategies, federal policy, evaluation of programs, preparation of adult educators for this field, future trends, and research needs. Adult educators who have followed the career of Howard McClusky will be interested in his paper, ‘The Community of Generations : a Goal and a Context for the Education of Persons in Later Years’. ” (*Convergence*, vol. 12, n° 1-2, 1979, p. 113)

**924. SCHLAVER, David Edward.**  
*The Uncommon School. The Adult Learner in the University.* Ann Arbor, Mich., The University of Michigan, Center for the Study of Higher Education, 1977. 63 p.

“ The history and philosophy of the adult learner are reviewed with regard to how far the movement to education has gone in higher education. Trends and implications of adult participation in higher education are discussed. The adult learner is compared with traditional-aged students, his learning ability is examined, and a conceptual framework for adult programs is described. The impact of the adult learner on the university is discussed in terms of : academic quality ; responsibility in an urban setting ; the new clientele and the old image ; developing a nontraditional curriculum (i.e., faculty involvement, evaluation, continuing education, and

instructional technology) ; changing institutional practices such as admissions and counseling, campus life, and financial problems. Five policy statements and their implications are suggested. A seven-page bibliography is included. ” (ED 145 755) (CADRE : 9246)

**925. SCHUKTTENBERG, Ernest M. et Brent W. Poppenhagen.**

*Field Experience in Postsecondary Education : a Guidebook for Action.* Washington, D.C., University Press of America, 1980. 201 p.

“ The purpose of this volume is to provide a useful guide for learners and mentors in internship experiences in postsecondary education. The book addresses four main areas within this context : (1) Career orientation and planning ; (2) Experiential learning theory ; (3) Individual learning and development ; and (4) Program implementation and evaluation. Part One of this *Guidebook* contains an overview of the career possibilities in the areas of instruction, administration, counseling, and support services in postsecondary organizations with educational missions. In Part Two, several models of field-based learning derived from adult education research are presented and discussed. Several exemplary research studies dealing with experiential learning are reviewed, and the importance of their findings for internship design is highlighted. Parts Three and Four of this volume, together with a series of forms and worksheets in the Appendix, provide the learner with a model for an internship experience and with tools to implement that model on an individualized or group basis. Parts Three and Four also contain useful plans and materials for instructors and field supervisors who work with learners in the internship experience. In addition, Part Four presents the results of a research study conducted with participants in an internship experience designed according to a model similar to the one described in this book. Key findings and suggestions for further study are summarized. Throughout this *Guidebook*, selections from the literature are included to enrich the reader's understanding of the areas in question and to present differing viewpoints. ” (Auteur) (CADRE : 9786)

**926. SEGAL, Joan S.**

*Learning Opportunities for Adults : a Literature Review.* Boulder, Colo. National Center for Higher Education Management Systems, octobre 1977. 234 p. (Sur microfiche)

“ The literature review reported here was conducted to assess the state of knowledge and attitude of those writing about adult learning and education and to determine how terms were used in that body of literature. Focus in the eight chapters is on trends in the decade : (1) It reviews general works (dictionaries, histories, statistical works, classification, philosophical works) ; (2) deals with literature defining the nature of the adult learner and adult development ; (3) uses a primary function typology to describe providers (institutions, organizations, groups, and individuals offering adult learning ex-

periences) ; (4) follows a question / answer format to examine motives, objectives, and needs of learners and providers ; (5) related motivation for learning to available learning experiences, the methods of study, and the supporting framework for adult education ; (6) addresses the questions of resources of four kinds : human, financial, physical, and time ; (7) examines the interaction between individuals and the community as learning opportunities are explored ; and (8) presents an example to demonstrate the effectiveness of the categorical descriptors (adult learners, providers, objectives, outcomes, content, methods, functions, and resources) in describing the literature of adult learning opportunities. The 342-item bibliography (selected from 650) concludes the review. " (ED 178 694) (CADRE : 9362)

**927. SEGUIN, Barbara Rehmann.**

*Piagetian Cognitive Levels of Adult Basic Education Students Related to Teaching Methods and Materials.* Ann Arbor, Michigan, avril 1979. 23 p. (Sur microfiche)

" Because adult basic education (ABE) students often have difficulty with problem solving and comprehension, a study was initiated to determine (1) at what levels of cognitive development ABE students are operating and (2) how teaching materials and methods relate to these cognitive levels. Thirty-two ABE students were given a written test of cognitive development ('How's Your Logic ?'), based on Piagetian tasks. Scores were compared with students' scores on the California Test of Adult Basic Education. Materials and methods in use in ABE classes were reviewed with respect to their suitability to the cognitive levels of students. Results indicated a wide range of cognitive developmental levels among the ABE students tested ; a disparity between standardized achievement test scores and cognitive levels ; and lack of suitability of most materials for students operating at lower levels of cognitive development. Implications are that more research is needed on adult cognitive levels and on whether cognitive development continues into adulthood. More concrete teaching materials and methods are needed for adults at lower levels of development. " (ED 167 829) (CADRE : 9363)

**928. SELZ, Nina et Joan Simons Jones.**

*Adult Learning : Implications for Research and Policy in the Eighties. A Symposium.* Columbus, Ohio State University, National Center for Research in Vocational Education, 1979. 48 p. (Information Series, n° 194)

" Themes and thoughts (rather than a literal transcription of proceedings) are presented on a symposium held in November, 1979, on the research, policy, and practice of adult learning. Participants were federal officers, adult education professors, researchers in business and education, and policy developers. The symposium was organized around four major areas : (1) current events in adult education ; (2) issues concerning the translation or

research into practice ; (3) policy implications ; and (4) the future of adult learning. Each area was addressed by a panel with comments from the audience. The document is divided into three parts : the symposium and a general overview, the main meeting discussion summaries, specific recommendations and written reactions to the meeting. Names and addresses of the participants are appended. " (ED 185 424) (CADRE : 9680)

**929. SHARON, Amiel T.**

*Assessing Occupational Competences. A CAEL Handbook.* Columbia, Cooperative Assessment of Experiential Learning, 1977. 120 p.

" A model for assessing specific competences acquired in work situation, and for relating these skills to occupationally oriented degree programs, is presented. The Work Assessment Model is designed to help a college specify the competences acquired, define the learning objectives of occupational and career programs, and translate the competences into appropriate college credits. This model is applied to three fields : data processing, law enforcement, and secretarial science. Prototype assessment instruments including detailed check lists, performance tests, rating forms, and interview questions are appended. " (ED 148 843) (CADRE : 7272)

**930. SHELDON, Richard.**

*Handbook for Teachers of Adult Occupational Education.* Albany, State University of New York, Bureau of Occupational Education Curriculum Development, 1977. 96 p.

Guide à l'usage des professeurs de l'enseignement professionnel aux adultes : caractéristiques de l'apprentissage de l'adulte ; la participation pédagogique de l'étudiant adulte ; les méthodes d'enseignement aux adultes ; les moyens d'enseignement ; les ressources didactiques ; l'évaluation d'un cours aux adultes. (CADRE : 10083)

**931. SHEPPARD, Alan.**

*Educational Opportunities for Older Persons : a Review.* Columbus, Ohio State University, National Center for Research in Vocational Education, 1979. 70 p. (Information Series, n° 170)

" Although older persons are increasing both in number and as a proportion of the total American population, they are not taking advantage of educational opportunities. Barriers to their educational efforts include inadequate transportation, lack of money, poor health, program scheduling, and the attitude that learning is for others. Available educational, employment, and volunteer opportunities can help older adults cope with changing physiological and psychological needs, find personal satisfaction, and continue their usefulness to the community. Different emphases and methods of delivery can be used to reach older persons : mass media, correspondence courses, community outreach, educational brokering, and counseling ; all of these have been used effectively. Through legislative changes, federal and state coordination, the development of new services,

and greater public awareness of the needs of older adults, educational opportunities are a reality. However, formal and informal efforts must continue to be intensified. It is in the national interest that educational resources be developed and augmented to the end that lifelong learning opportunities for all citizens, regardless of previous education or training, be widely available to promote our nation's continued vitality." (Résumé) (CADRE : 10039)

**932. SHERRON, Ronald et D. Barry Lumsden.**  
*Introduction to Educational Gerontology.* Washington, D.C., Hemisphere Publishing Corporation, 1978. 308 p.

"The recent dramatic turn-around in the United States from a youth-oriented society to one where one out of ten persons is over 65 is heightening adult educators' awareness of the needs of the elderly. The value of this collection of papers to administrators, teachers, counselors, and researchers in adult education can be summed up in its announced purpose: '...to provide a general overview of the program development' process and an in-depth treatment of essential educational programs for the aging.'

The book opens with a discussion of a definition of educational gerontology and proceeds to a philosophy of aging, needs assessment, planning of programs for aging adults, instructional strategies, federal policy, evaluation of programs, preparation of adult educators for this field, future trends, and research needs. Adult educators who have followed the career of Howard McClusky will be interested in his paper, 'The Community of Generations: a Goal and a Context for the Education of Persons in Later Years.' (Convergence, vol. 12, n° 1-2, 1979, p. 113)

**933. SHULMAN, Carol Herrnstadt.**  
*Premises and Programs for a Learning Society.* Washington, D.C., American Association for Higher Education, 1975. 48 p. (ERIC/Higher Education Research Report, n° 8, 1975)

Contents : Part One — Reexamining postsecondary education : preparation for a productive role ; achieving social equity ; a new philosophy of education. Part Two — The adult population : identifying the adult learner ; identifying the adult interests ; special adult learner problems. Part Three — Toward a learning society : government plans ; financing proposals ; state plans, individual college and university problems. (CADRE : 5191)

**934. SKAGER, Rodney et R.H. Dave, comp.**  
*Curriculum Evaluation for Lifelong Education.* New York, Pergamon Press, 1977. 140 p.

Contents : Lifelong education and evaluation of school curricula ; Plans and procedures of the study ; School curriculum and its evaluation ; Development of the evaluative criteria ; Applications of the evaluative criteria to various aspects of the National Curricula ; Steps toward the preparation of plans for improving National Curricula. (CADRE : 6639)

**935. SMITH, Robert M., George F. Aker et J.R. Kidd, comp.**  
*Handbook of Adult Education.* New York, Macmillan, 1970. 594 p.

"The 1970 edition of this handbook is an attempt to reflect the totality of adult education — its background, function, objectives, and roles — as a discipline and in American society. It is divided into three parts. Part I discusses forms, functions, and the future of adult education — social setting and international dimension for adult education, program development and evaluation, information resources and services, technology, research and theory, philosophical considerations, and adult educators. Part II contains papers on institutional forms and arrangements in adult education — colleges and universities, public schools, libraries and museums, cooperative extension service, armed forces, labor unions, business and industry, health and welfare agencies, religious institutions. The third part outlines program areas — curriculum and content, adult basic education, education for the family, social and public responsibilities, vocational and technical education, continuing and self fulfillment education. Three appendixes present a directory of participating organizations of the Committee of Adult Education Organizations, information sources in adult education, and the contents of past handbooks." (ED 049 399) (CADRE : 9343)

**936. SRINIVASAN, Lyra.**  
*Perspectives on Nonformal Adult Learning.* New York, World Education, 1977. 122 p.

"The format of this monograph is very simple. There are three main sections. The first one identifies the various forces that have converged to give non-formal education the distinctive characteristics that distinguish it from traditional formal schooling. A review of these influences draws attention to their common ground as well as to conflicting opinions and unresolved issues. The second section explores three approaches to nonformal education that have been developed to meet the basic educational needs that current thought has identified : the need to strengthen the problem-solving capacity of learners ; the need to equip them with coping skills to deal more effectively with their environment ; and the need to develop the individual's inner potential and to strengthen the positive awareness of self as a basis for practical action. The third and final section presents my own assumptions based on the experience I have had working with these approaches. An appendix supplies sample exercises I have devised and found useful for the training of trainers and field staff. Other appendices include examples of learning materials, some sample forms for recording feedback, and brief descriptions of the nonformal educational projects that I discuss in this monograph." (Auteur) (CADRE : 9032)

**937. TRIVETT, David A.**  
*Academic Credit for Prior Off-campus Learning.* Washington, D.C., American Association for

Higher Education, 1975. 72 p. (ERIC / Higher Education Research Report, no 2, 1975)

Contents : The educational and social rationale for crediting prior off-campus learning ; College level examination programs ; Academic credit for prior learning in noncollegiate organizations ; Academic credit for prior learning for life and work experience ; Academic credit for prior learning in special degree programs. (CADRE : 4802)

**938.** University of Southern California. College of Continuing Education.

*Ways and Means of Strengthening Information and Counseling Services for Adult Learners ; Report of the International Symposium, May 22-27, 1977.* Los Angeles, California, 1978. 53 p.

" This symposium was the first international meeting to study the place of information, guidance and counseling services in adult learning. The report suggests guidelines for all concerned with the development of their nations and societies through programs for adult education. It opens with a discussion on socio-economic, political-cultural patterns and assumptions and then presents materials dealing with the relevance and dissemination of research. Papers which cover the evolution of peer counseling, information services for older people, group counseling for women and a counselor training curriculum are included. " (ED 169 427) (CADRE : 8481)

**939.** University of Texas at Austin. Office of Continuing Education.

*Adult Functional Competency : A Summary.* Austin, Texas, 1975. 30 p.

" The Adult Performance Level (APL) project summary specifies the competencies which are functional to economic and educational success in society and describes devices developed for assessing those competencies. The APL theory of functional competency identifies adult needs in general knowledge areas (consumer economics, occupational knowledge, community resources, health, and government and law) and in primary skills (communication skills, computation skills, problem solving skills, and interpersonal relations skills). The APL project methodology involved the following activities : specification of competencies, development of performance indicators, field test and subsequent revision, national assessment of competency, and determination of competency levels. Three APL levels are identified : APL 1 — adults functioning with difficulty, APL 2 — functional adults, and APL 3 — proficient adults. An APL national survey (five samples totaling 7 500 adults) on functional competency reports the competency levels of adults according to knowledge and skill areas and demographic grouping, with 20% falling in the APL 1 category. Additional performance data related to general knowledge areas and primary skills are provided. Possible methods for APL implementation and dissemination in the classroom, local program, State, and national levels are suggested as well as its

implications for elementary and secondary education. " (ED 114 609) (CADRE : 9200)

**940.** VAN DUSEN, William D. et autres.

*Planning for Statewide Educational Information Center Network.* New York, College Entrance Examination Board, 1978. 33 p.

" In recent years more than 40 research studies have shown that there is an important gap, in all parts of the United States, between what adults need and want to do with respect to continuing their education and what facilities exist to provide them with the information they need for success. " Contents : What is an educational information center network ? How to build an educational information center network ? Who and what should be included ? How to fund the network's activities ? Planning and policy considerations. (CADRE : 9066)

**941.** VERDUIN, John R., Jr.

*Curriculum Building for Adult Learning.* Carbon-dale, Illinois, Southern Illinois University Press, 1980. 171 p.

" John R. Verduin, Jr., offers theoretical and practical models that provide a framework within which the adult educator can make informed decisions. His theoretical approach features a curriculum model consisting of five major elements : rationale (direction, philosophical position) ; outside political forces ; goals ; instruction and content organization ; and evaluation. Each of these elements is thoroughly discussed in individual chapters. In his final chapter, he turns from general discussion to specific application of the models, constructs, and ideas explored in preceding chapters. " (Éditeur) (CADRE : 9067)

**942.** VERMILYE, Dyckman W., éd.

*Lifelong Learners, a New Clientele for Higher Education.* San Francisco, California, Jossey-Bass. 1974. 177 p.

" This book focuses on the role higher education can play in making learning available to all citizens throughout their lives. To accomplish this goal, colleges and universities are being forced to broaden the concept of student and to restructure the ways students are served. These twenty-five original chapters explore the concept of lifelong learning, describe innovative projects and new approaches to problems, and show educators how they can make learning flexible and pertinent to the needs of all citizens. The book discusses the 'youth ghetto', the relationship of education and work, the roles of corporations and proprietary schools, and the example provided by European experience. Focusing on case studies of programs now in effect, contributors analyse learning contracts, learning modules, and courses by newspaper, and they explore a performance-based campus, interinstitutional cooperation and the Open University. Finally the book looks at important unresolved issues in higher education generally, suggesting innovative ap-

proaches to affirmative action, tenure, unionization, financing, and governance. " (Éditeur) (CADRE : 3755)

**943.** VERMILYE, Dyckman W. et W. Ferris, comp. *Relating Work and Education*. San Francisco, Jossey-Bass, 1977. 282 p. (Current Issues in Higher Education, 1977)

« L'auteur examine le rapport entre éducation et travail dans la perspective d'une amélioration de la qualité de la vie. Il présente un cadre philosophique qui rejette l'idée selon laquelle le travail et l'étude devraient être orientés vers la production de biens et l'enrichissement, au profit de la notion d'après laquelle éducation et travail doivent contribuer à l'épanouissement et au perfectionnement des travailleurs. Les problèmes abordés dans ce cadre sont l'éducation récurrente, l'éducation dans l'industrie, les professions, les lettres et sciences humaines. En conclusion, l'auteur examine divers plans combinant travail et études pour l'avenir, en soulignant que les personnes importent plus que la méthode. » (*Documentation et information pédagogiques*, n° 215, p. 49)

**944.** WARD, Ted W. et William A. Herzog, Jr. *Effective Learning in Non-formal Education. Program of Studies in Non-formal Education*. Ed. Ab., East Lansing, Michigan, Michigan State University, 1977. 215 p.

The particular interest of the authors is 'learning effectiveness' within non-formal education. Learning effectiveness is an arbitrary term intended to indicate the problems associated with the strengths and weaknesses of a program at the learner's level — the instructional effects or the learning experiences within a non-formal learning environment. The selected chapters from the original monograph represent several important parts of the 'learning effectiveness' issue. The first chapter is concerned with the defining of learning effectiveness in special reference to non-formal learning environments and what they suggest about phenomena and characteristics of effective learning. The second chapter represents the development of a systems model for designers of learning experiences within non-formal education. The third chapter emphasizes the relationship of evaluation (especially formative evaluation) to the increasing of learning effectiveness. (CADRE : 9267)

**945.** WEATHERSBY, Rita Preszler et Jill Mattuck Tarule. *Adult Development : Implications for Higher Education*. Washington, D.C., American Association for Higher Education, 1980. 60 p. (AAHE-ERIC/Higher Education Research Report, n° 4, 1980)

« This Research Report is one of the few studies to combine a survey of adult developmental theory with its application and implications in a higher education setting. The authors provide readers with a conceptual groundwork for the use of adult developmental theory in course and program plan-

ning for college students of all ages. This study should also help faculty and administrators interpret individual differences among their student population in ways that foster human development in a formal learning environment to a greater extent than has occurred in the past. » (Avant-propos) (CADRE : 9253)

**946.** WINKFIELD, Patricia W., éd.

*A Partial Listing of Cooperative Adult Education Programs*. Columbus, Ohio, Center for Vocational Education, Ohio State University, juin 1975. 101 p.

Each of 108 cooperative adult education programs is listed with the following information : the cooperating state educational agency, state educational agency contact, the cooperating business, industry, or organization, business or industry contact, program purpose, date of operation, multiple contact persons, multiple industries, organization. (CADRE : 5886)

**947.** WIRTZ, W.W.

*The Boundless Resource : a Prospectus for an Education-Work Policy*. Washington, D.C., New Republic Book Co., 1975. 205 p.

« Ce livre du National Manpower Institute est le fruit d'une collaboration entre représentants d'employeurs, de syndicats, du milieu enseignant (établissements d'enseignement supérieur, départements de l'éducation), de fondations et d'organismes nationaux. Le principal thème traité est que l'individu a besoin à la fois d'étudier et de travailler pour avoir une carrière satisfaisante en tant que travailleur, comme citoyen et comme humain, et que pour satisfaire à ce besoin, il lui faut, pendant toute sa vie, avoir à tout moment la possibilité d'apprendre et de travailler, vérité qui s'applique également aux femmes, aux minorités raciales et aux personnes âgées. » (*Documentation et information pédagogiques*, n° 215, p. 50)

**948.** Wisconsin State Board of Vocational, Technical and Adult Education.

*So You're Helping Adults Learn*. Madison, août 1978. 25 p.

« This booklet was developed to provide a brief review of adult characteristics and teaching methods for the new teacher of adults. The first of eleven sections highlights adult education and how to use the booklet to improve instruction. Section 2 lists general and physical characteristics of adults and their implications on teaching. The third section suggests activities for the first meeting of the adults class. Section 4 presents four criteria for writing behavioral objectives and the fifth section reviews how to write lesson plans. The sixth and seventh sections discuss instructional methods for the adult class and how to choose the appropriate methods. Sections 9 and 10 list tips on teaching adult basic education and the competencies of a successful teacher of adults. The final section contains two suggested models for teachers of adults to use in planning adult education programs. » (ED 174 807) (CADRE : 9306)

**949. YARRINGTON, Roger, comp.**

*Using Mass Media for Learning.* Washington, D.C., American Association of Community and Junior Colleges, 1979. 89 p.

Ce livre, composé de neuf chapitres écrits en collaboration, est consacré à la télévision éducative. Après un bref historique, il y est question du travail avec les producteurs, de l'avenir des médias dans l'éducation des adultes, du coût et des usages de cours télévisés. Il apparaît rentable de regrouper les institutions pour la production, de planifier soigneusement les cours et de les faire évaluer par des spécialistes. Le rôle du corps enseignant se trouverait modifié et il faudrait trouver des moyens de communication efficaces pour les étudiants éloignés. Enfin, il serait important d'organiser l'information publicitaire pour atteindre le plus de personnes possible. (CADRE : 9048)

## Chapitre 8

### La France

**1000.** « Les animateurs », dans *Esprit*, n° 424, mai 1973, pp. 1093-1163.

« On trouve dans ce numéro un ensemble d'articles sur l'animation. Ce sujet avait déjà été abordé dans le cadre du numéro sur le travail social, mais le secteur d'activités concerné est divers et fluctuant. C'est pourquoi il importe d'y revenir. La réflexion sociologique d'Albert Meister est radicale : l'animateur est un militant manqué, agent bienveillant d'une société trop intégrée et intégrante, une hôtesse de la société de consommation. Le « Théâtre-action », dont les animateurs sont interviewés ensuite, est une troupe grenobloise qui se sert de la technique théâtrale pour susciter la prise de conscience et l'expression collective : il n'est pas sûr que cette entreprise artisanale et militante entre dans le schéma de Meister. Jean-Luc Arnaud rend compte de certaines expériences pilotes de télévision par câble, dite parfois « télévision communautaire ». On verra que la technique ne résout pas, là non plus, les problèmes politiques et que si la démocratie peut gagner à cette décentralisation de la production des émissions ce ne sera pas sans luttes. L'article de J.M. Domenach prend pour point de départ un livre récent de Francis Jeanson ; il met en valeur que l'action culturelle est vulnérable à toutes sortes de critiques a priori, puisqu'elle prend place dans une société de classes et d'inégalités, mais que ces salubres mises en garde ne peuvent servir de base à une récusation de l'entreprise elle-même. » (Introduction)

**1001.** ARDOINO, Jacques.

*Propos actuels sur l'éducation*. Paris, Gauthier-Villars, 6<sup>e</sup> éd. rev. et augm., 1978. 386 p. (Coll. Hommes et organisations)

Cette sixième édition des *Propos actuels sur l'éducation* comprend deux parties : « contribution à l'éducation des adultes » et « le groupe de diagnostic, instrument de formation », auxquelles l'auteur a ajouté en postface : « du psychosociologue, essai sur les ambiguïtés et les significations d'une pratique ». Il essaie d'interpréter dans cette postface les avatars de la dynamique de groupe. Dans ces trois textes, l'auteur s'interroge sur les fondements de sa pratique, sur ses propres attentes, comme sur la demande de ceux pour, et avec, qui il est censé œuvrer. Cette interrogation le ramène inexorablement à l'ambiguïté de sa propre attitude et aux pièges qu'il commence à entrevoir lorsqu'il veut

bien quitter le confort de ses certitudes. (CADRE : 9648)

**1002.** Association d'étude pour l'expansion de la recherche scientifique.

*Vie active et formation universitaire ; actes du Colloque d'Orléans, novembre 1970*. Paris, Dunod, 1972. 195 p.

Les actes de ce colloque traitent de divers aspects des trois éléments suivants : 1) l'allongement des études supérieures, obstacle à l'éducation permanente ; 2) souplesse des établissements d'enseignement supérieur face aux besoins des travailleurs ; 3) liens entre milieux universitaires et milieux professionnels. (CADRE : 3553)

**1003.** Association francophone d'éducation comparée.

*Éducation comparée* (Sèvres), n° 18-19, décembre 1978-février 1979. 193 p.

Recueil des textes ayant servi de base à la réflexion des différents groupes qui se sont penchés sur l'éducation permanente lors du colloque du 9 au 11 mars 1978. Les textes sont regroupés sous quatre thèmes : 1) lieux de production; 2) institutions éducatives existantes; 3) niveau local et régional; 4) politiques nationales et internationales. Les programmes en éducation comparée dans les universités françaises y font suite. Parmi les textes, on trouve, entre autres, celui de Pierre Besnard et Bernard Liétard : *Le système français d'éducation des adultes* et celui de Roman Dominiguez : *L'expérience de formation du personnel éducatif, moniteurs-éducateurs spécialisés*. (CADRE : 9071)

**1004.** BAZIN, Roger.

*Organiser les sessions de formation*. Paris, Entreprise moderne d'édition, 1978. 202 p. (Formation permanente en sciences humaines)

Manuel d'auto-perfectionnement à l'usage des formateurs d'adultes. Une première partie fait connaître les acteurs de la situation pédagogique appelée session de formation, la façon de déterminer le contenu d'une session et les diverses méthodes ou activités déjà mises au point. La deuxième partie, reliée tête-bêche, fournit huit exercices individuels qui servent d'amorce à la réflexion théorique ou d'application des notions exposées dans la première partie. (CADRE : 8270)

**1005.** BEAU, Dominique.  
*100 fiches de pédagogie des adultes à l'usage des formateurs.* Paris, Les Éditions d'Organisation, 1976. 101 p.

Ce livre s'adresse à ceux qui doivent préparer ou choisir, animer ou contrôler des actions éducatives destinées aux adultes. Il répond simplement aux questions que des formateurs en activité ont posées à l'auteur au cours de nombreux stages de perfectionnement pédagogique. (CADRE : 6109)

**1006.** BELORGEY, J.M. et autres.  
*Apprentissage, orientation, formation professionnelle.* Paris, Librairies techniques, 1974. 327 p.

« Analyse de quatre lois de 1971 relatives à la formation et de leurs nombreux textes d'application. La première partie de l'ouvrage expose les principes généraux de l'orientation et de la formation professionnelles. La deuxième partie étudie la réforme de l'apprentissage introduite en 1971 : le cadre juridique, les modalités de l'apprentissage suivant les industries et dans les secteurs agricole et artisanal, la participation des employeurs au financement, la formation théorique dans les centres de formation d'apprentis, le contrôle de l'apprentissage. La troisième partie passe en revue les dispositions relatives à la formation des adultes et étudie le rôle des instances responsables de la politique de formation professionnelle. Des chapitres sont également consacrés à la formation professionnelle des adultes réglementée par des textes antérieurs à la loi de 1971, aux activités du Fonds national de l'emploi, à la réadaptation professionnelle des handicapés. »

**1007.** BERNARD, Michel.  
*Éléments pour une démarche expérimentale d'enseignement supérieur en alternance.* Nantes, Institut universitaire de technologie, août 1975. 34 p.

« Ce document de travail essaie de préciser la notion d'enseignement en alternance. Il comporte, en plus, diverses informations et réflexions ainsi que l'esquisse d'un projet d'enseignement en alternance au département GEA-I.U.T. Nantes. » (Auteur) (CADRE : 8103)

**1008.** BERRY, D.R.  
*Guide pratique de l'animateur.* 2<sup>e</sup> éd. Paris, Entreprise moderne d'édition, 1977. 139 p.

Ce guide est essentiellement composé de conseils pratiques aidant l'animateur de formation à produire un programme de formation organisé et judicieux, à préparer un bon plan de son intervention, à communiquer au groupe sa connaissance du sujet, à choisir et mettre au point des moyens de communication efficaces, à évaluer l'efficacité de son intervention et la réaction des participants, et à aménager une salle de façon à rendre maximale l'efficacité de son intervention. (CADRE : 8924)

**1009.** BESNARD, Pierre.  
*Sociopédagogie de la formation des adultes.* Paris, Les Éditions ESF, 1974. 180 p. (Collection information et formation)

« La première partie de l'ouvrage est consacrée à la recherche des bases sociologiques, économiques, politiques, psychologiques, institutionnelles qui peuvent expliquer la naissance et le développement de la formation des adultes. La deuxième partie présente des résultats et analyses critiques obtenus dans l'investigation d'un système de formation volontaire d'adultes, organisme national qui se consacre depuis vingt-cinq ans à la formation d'adultes, et plus précisément de formateurs, d'animateurs, d'enseignants. » (Auteur) (CADRE : 4246)

**1010.** BESNARD, Pierre et Bernard Liétard.  
*La formation continue.* Paris, Presses universitaires de France, 1976. 126 p. (Que sais-je ? n° 1655)

À partir de l'analyse de fondements socio-économiques, psychopédagogiques et des principales caractéristiques du système français de formation continue, ce livre propose une nouvelle problématique susceptible de dépasser certaines contradictions présentes. (CADRE : 6995)

**1011.** BESNARD, Pierre.  
*L'animation socioculturelle.* Paris, Presses universitaires de France, 1980, 128 p. (Que sais-je ? n° 1845)

L'auteur présente l'animation socioculturelle en France en partant de quatre dominantes qui donnent lieu aux quatre chapitres de l'ouvrage et qui sont : 1) l'animation : problématique ; 2) l'organisation : structures ; 3) les animateurs : caractéristiques, typologie ; 4) la profession d'animateur et la formation.

**1012.** BOLO, P.  
« L'application de la loi du 16 juillet 1971 sur la formation professionnelle continue en France », dans *Développements des structures de l'éducation des adultes : cinq études nationales.* Strasbourg, Conseil de l'Europe, Comité de l'éducation extrascolaire et du développement culturel, 1976, pp. 19-42.

« Cette étude est consacrée à la formation complémentaire (composante de l'éducation récurrente) en France. Les renseignements portent sur les points suivants : les dispositions de la loi sur la formation professionnelle continue et sur le nombre des participants et les coûts depuis 1972 ; le droit au congé d'études individuel et au choix des cours ; la consultation entre patrons et travailleurs au sujet des programmes de formation (organismes paritaires, financement, etc.). L'étude porte également sur les problèmes que pose la formation organisée par les entreprises elles-mêmes, et en particulier sur la disparité entre les grandes et les petites entreprises et l'inadaptation des possibilités de formation. En raison de la crise économique, l'intervention de l'État tend à transformer la conception initiale de la formation professionnelle continue pour tous en un remède au chômage, plus spécialement le chômage des jeunes, et d'en faire un simple prolongement de l'éducation de base. » (Documentation et information pédagogiques, n° 215, pp. 81-82)

**1013. BONNELL, René.**

*La formation professionnelle continue et l'analyse économique.* Paris, Éditions Économica, 1978. 108 p. (Recherche Panthéon-Sorbonne, Université de Paris I, Série : Sciences économiques)

La formation professionnelle continue, c'est-à-dire l'effort de qualification au sens large consenti par un individu en cours de vie active, ne peut être considérée comme un objet de recherche par l'analyse économique qu'à la lumière des réponses fournies à un certain nombre de questions préalables. Pourquoi une telle recherche ? Quel objet précis cerne-t-elle ? Quelles fins poursuit-elle ? Quels sont les instruments les plus adéquats à l'analyse qu'elle entreprend ? Quelle fonction sociale exerce-t-elle par rapport à la réalité qu'elle considère ? Dans le cadre de ce travail, l'auteur se limite à l'énoncé d'une problématique. Son hypothèse méthodologique est que l'objet même de son analyse exige une saisie assez vaste du champ étudié sous peine de le défigurer. Il distingue donc : Chapitre I — L'approche néo-classique de l'analyse économique de la formation continue. Il étudie successivement le prolongement de la conception classique du capital humain dans le domaine de la formation en cours d'emploi, puis le renouvellement de la théorie du capital humain et la demande de formation. Chapitre II — L'économie de la formation continue : éléments de problématique. L'auteur examine successivement l'approche deductive globale de l'analyse économique de la formation continue, puis les renseignements de l'analyse empirique : les formes institutionnelles et le mode de développement de la formation continue, et enfin la méthode fonctionnaliste : l'exemple de la formation continue dans l'entreprise. (CADRE : 9371)

**1014. BOUSQUET, Nelly et autres.**

*Contribution du technique court à la mobilité géographique et professionnelle.* Paris, Institut national de recherche pédagogique, 1977. 87 p.

« La première partie de cette étude est consacrée à la contribution du technique court (niveau V) à la mobilité professionnelle et géographique de la main-d'œuvre. L'évolution de ce système de formation ne peut pas, ainsi que nous le verrons, être appréhendée seulement du point de vue des jeunes : elle est indissociable de l'évolution de la formation professionnelle des adultes. La mise en correspondance des deux systèmes de formation a été envisagée sous un triple aspect : législatif, économique et pédagogique. La confrontation entre les finalités assignées aux transformations de la formation professionnelle et la réalité actuelle des phénomènes de mobilité géographique et professionnelle introduit une rupture dans l'image positive du progrès technique telle qu'elle est présentée par l'institution scolaire. En effet, dans le contexte socio-économique actuel, il y a une contradiction inquiétante entre les finalités que cherche à atteindre l'institution scolaire, dans le technique court, et les possibilités de promotion et de qualification offertes par la structure des emplois. Ne pourrait-on pas expliquer la dégradation cons-

tatée des emplois par l'existence d'une main-d'œuvre mal formée et peu qualifiée ? C'est à ces questions que nous tenterons de répondre en conclusion de cette étude. » (Auteur) (CADRE : 7865)

**1015. BOUTIN, André.**

*L'éducation malade de la formation professionnelle.* Paris, Casterman, 1979. 177 p. (Orientations E3)

« La logique enseigne que seuls des êtres distincts peuvent être complémentaires. Ainsi de l'éducation et de la formation professionnelle ; elles devraient, c'est du moins l'idée maîtresse de cet assai, relever de structures coordonnées, mais différentes. Or, au lieu d'exister comme fonction autonome, la formation professionnelle développée par la division croissante du travail est récupérée par l'éducation. Gigantesque, centralisée, lourde de ses traditions, celle-ci échoue fatallement dans le rôle de formateur professionnel qu'elle s'est assigné, faute de pouvoir s'adapter à une réalité économique qui varie d'après le temps et les lieux. Dans la confusion de cet échec, l'éducation n'est plus, pour elle-même et la société, la dispensatrice d'une culture désintéressée mais un faisceau d'enseignements qui doivent se plier aux nécessités de l'intégration des jeunes dans la vie active. Il ne s'agit plus de former des hommes libres, mais des hommes aptes à se négocier au meilleur prix. Pour en finir avec cette double impuissance — ce que les enfants reçoivent au-delà de l'école primaire n'est ni éducation ni formation professionnelle — il conviendrait que l'école retrouvât la mission culturelle pour laquelle les structures enseignantes se sont constituées. Cette mission culturelle devrait être assumée au bénéfice des adultes plus largement aujourd'hui. Parallèlement, les instances nationales et régionales de concertation renforcées par les lois de 1971 sur la formation professionnelle recevraient les moyens de gérer l'ensemble de la formation professionnelle initiale et continue. Ces moyens comporteraient les liaisons indispensables entre les dispositifs d'éducation et de formation professionnelle. » (Éditeur) (CADRE : 9738)

**1016. BRUNELLE, Lucien.**

*L'éducation continue.* Paris, Les Éditions ESF, 1973. 114 p. (Science de l'éducation)

« L'éducation de demain sera continue ou elle disparaîtra, telle est la ligne directrice des réflexions qui animent cette étude. De la maternelle à l'Université, de l'enseignement long et noble à l'éducation spécialisée courte et roturière, cet ouvrage décrypte les contradictions profondes qui perpétuent les drames quotidiens et obscurcissent les grands débats à l'Éducation Nationale. La réussite est au prix de certaines révisions radicales des idées les plus communément reçues sur l'obligation scolaire, la démocratisation de l'enseignement, par exemple. Cette critique nouvelle permet d'énoncer les principes auxquels doit se conformer l'ÉDUCATION CONTINUE et débouche sur un projet précis de réorganisation des tâches et de structures. » (Éditeur) (CADRE : 3061)

**1017. CASPAR, Pierre.**

*Formation des adultes ou transformation des structures de l'entreprise.* Paris, Les Éditions d'Organisation, 1970. 260 p.

Cet ouvrage relate une expérience d'éducation permanente à l'intérieur d'une grande entreprise française de ciments, le Groupe Lafarge. Cette expérience a bénéficié du concours du Centre universitaire de coopération économique et sociale. (CADRE : 1022)

**1018. CASTAGNOS, Jean-Claude et Claude Échevin.**

*La formation continue dans l'université peut-être... mais pour quoi faire?* Grenoble, Presses universitaires de Grenoble, 1978. 199 p.

« Oeuvre de chercheurs au C.N.R.S., cet ouvrage part d'une analyse économique serrée et précise du marché de la formation continue, de ses diverses composantes, et de la part prise par les universités sur ce marché. Elle est faible : de l'ordre de 10% du chiffre d'affaires total du marché contrôlé par l'État en 1975, et de 4% du marché concurrentiel des entreprises. Ces taux ne sont pourtant pas insignifiants, car ils concernent tous les niveaux de formation ; or l'université intervient surtout aux niveaux supérieurs, où sa part du marché est donc plus importante. »

Le phénomène atteint ainsi une ampleur suffisante pour poser quelques questions. Celles-ci sont fondamentales et visent les objectifs de développement de la formation continue dans les universités. S'agit-il, pour la puissance publique, d'aboutir, par cette intervention, à une régulation du marché de la formation, et à la prise en compte de besoins non solvables ? ; ou l'entreprise poursuit-elle des objectifs surtout internes, d'auto-ajustement et d'autocorrection de l'appareil de formation universitaire aux emplois existants et à leurs problèmes spécifiques ?

La question n'est pas tranchée par le législateur ni par les responsables universitaires. Les auteurs prennent à peine parti, mais leur travail devrait intéresser tous les universitaires qui, de près ou de loin, s'intéressent à la formation continue. » (CADRE : 7592)

**1019. Centre d'études et de recherches sur les qualifications.**

*Nomenclature nationale des formations ; table de correspondance avec les titres et diplômes délivrés par les organismes de formation professionnelle.* Vanves (France), avril 1974. 61 p. (Dossier du CERÉQ, n° 8).

Énumère en 47 groupes ou secteurs d'activité tous les enseignements donnant lieu à la délivrance du certificat de formation professionnelle ou de perfectionnement professionnel. (CADRE : 5358)

**1020. Centre d'études et de recherches sur les qualifications (CERÉQ).**

*La formation professionnelle continue financée par les entreprises. Année 1974.* Paris, La Documentation française, janvier 1978. 248 p. (Dossier n° 17)

En prenant pour base l'année 1974, les auteurs procèdent à une analyse détaillée de l'effort de formation par les entreprises, en considérant leur taille, leur secteur économique d'activité et la qualification des stagiaires. Les résultats sont présentés en cinq chapitres d'inégale importance :

- le premier est un rappel des données globales — taille et secteur d'activité confondus — et une présentation des différents modes de mesure de la participation.

- le deuxième chapitre analyse de façon plus précise la relation entre taille et participation en mettant en évidence la diversité des situations qui coexistent au sein d'une même classe de taille.

- le troisième chapitre est consacré à la comparaison entre les différents secteurs d'activité. Ceux-ci apparaissent comme très hétérogènes, l'analyse est poursuivie au niveau de sous-secteurs plus fins.

- au cours du quatrième chapitre les auteurs examinent comment les différentes catégories de salariés bénéficient plus ou moins selon les secteurs des actions de formation financées par les entreprises.

- enfin, le cinquième chapitre reprend les éléments des deux précédents en regroupant pour chaque secteur ou groupe de secteurs les traits caractéristiques des formations qui y sont organisées. (CADRE : 9667)

**1021. Centre pour le développement de l'information sur la formation permanente.**

« Recueil indexé des principaux textes législatifs et contractuels sur la formation professionnelle », dans *Actualité de la formation permanente*, n° 22, mai 1976, supplément, pp. 1-175

« Recueil de textes législatifs et de conventions collectives ayant trait à la formation professionnelle et à l'éducation continue, adoptés depuis 1971 en France. Ces textes concernent le congé d'études, les salaires, la protection sociale des stagiaires et la participation des employeurs au financement de l'éducation continue. » (*Documentation et information pédagogiques*, n° 215, p. 82)

**1022. Centre pour le développement de l'information sur la formation permanente.**

*La formation professionnelle continue en France.* Paris, Centre INFFO, 1980. 32 p.

Le système français de formation continue peut paraître complexe. À l'intention des personnes qui souhaitent disposer d'une information globale, le Centre INFFO a réalisé cette plaquette qui rappelle les grandes étapes de l'histoire de la formation des adultes en France et en dégage les principales caractéristiques, évoquant successivement le cadre juridique, l'organisation institutionnelle, le financement, l'appareil de formation, les principaux bénéficiaires. Le document propose en annexe, une rapide description du système scolaire et universitaire et de l'apprentissage, une note sur la formation syndicale et l'éducation populaire, une liste de sigles, une bibliographie et quelques adresses utiles. (CADRE : 9416)

**1023. CHARDOT, Odile.**

*Participation des employeurs au financement de la formation professionnelle continue.* Paris, Centre INFFO, 1981. 104 p.

« Le présent guide traite essentiellement des aspects financiers. Comment, pratiquement, un employeur peut-il s'acquitter de son obligation financière ? Dans quelles conditions chaque modalité entraîne-t-elle des dépenses libératoires Ces dépenses sont déclarées chaque année par l'entreprise afin de justifier de la manière dont elle s'est acquittée, en totalité ou en partie, de son obligation. Comment ces dépenses sont-elles comptabilisées et comment seront-elles déclarées ?

En rappelant les principes juridiques, ce guide tente d'apporter des réponses pratiques à ces questions. Il s'adresse principalement aux personnes responsables de la gestion de la formation dans les entreprises, aux comptables chargés de faire la déclaration, et à toute personne ayant à informer ou renseigner les entreprises en la matière. » (Introduction) (CADRE : 9287)

**1024. CHARNLEY, A.**

*Paid Educational Leave.* St. Albans, Hart-Davis Educational, 1975. 148 p.

« Cette enquête, demandée par le ministère de l'Éducation et de la Science de France, décrit la situation en matière de congé-éducation payé dans trois pays européens : France, République fédérale d'Allemagne et Suède. Elle apporte une vue d'ensemble des types d'organisation, des dispositions législatives, du financement et des pratiques d'enseignement. Elle analyse les différences parfois subtiles entre ces pratiques dans les divers pays et évalue le rôle que celles-ci jouent pour l'égalisation des chances et l'accroissement de l'efficacité économique. »

**1025. CHEVROLET, Daniel.**

*L'université et la formation continue. Signe et sens d'une situation de l'éducation.* Paris, Casterman, 1977. 195 p.

« La situation faite à l'université dans le grand projet social d'une éducation permanente n'est-elle pas symptomatique d'un écart constant entre les nécessités éducatives de notre temps et les moyens de leur réalisation ? Plus grave encore, ne porte-t-elle pas témoignage d'une certaine incohérence dans l'utilisation de l'appareil éducatif ?

En décrivant le déploiement de l'activité universitaire de formation continue de multiples questions surgissent : Existe-t-il réellement pour l'université un marché de la formation ? Quelles sont les conséquences des contraintes commerciales sur la pratique éducative ? L'université a-t-elle une mission spécifique à remplir dans le domaine de l'éducation permanente et quelles en sont les conditions de possibilité ? Que pourraient dès lors légitimement en attendre les usagers et la communauté ?

Ce sont les règles d'un « bon usage » de l'université que l'on tente de retrouver ici. Mais au-delà du statut

même de l'université dans le domaine considéré, une question plus fondamentale se trouve posée : une éducation permanente authentique est-elle finalement possible dans le cadre d'une société qui assimile la formation à un « produit » et livre la pratique éducative aux aléas et à la morale d'un « marché » ? (Éditeur) Le livre est brièvement recensé dans *Le monde de l'éducation*, février 1978, pp. 69, 70. (CADRE : 6965)

**1026. CHEVROLET, Daniel.**

*Méthodes directives et formation des adultes.* Paris, Éditions ESF, 1979. 135 p.

L'ouvrage comprend deux parties : l'une théorique et l'autre pratique. L'auteur présente la première partie, intitulée la « connaissance du problème », en trois exposés. Le premier traite des « problèmes pratiques de la formation des adultes ». Celle-ci est conditionnée, d'une part, par certaines caractéristiques psychologiques et psychosociales affectant la capacité d'apprentissage des adultes et, d'autre part, par certains facteurs sociaux et sociologiques affectant leur degré de participation ; pour les adultes, la session de trois jours apparaît comme le format idéal d'une action de formation. Suivent alors des principes d'organisation temporelle, matérielle et pédagogique, puis des règles de la dynamique et de l'évolution du groupe de tâche. Une fois décrits le contexte et les conditions de réalisation des activités éducatives, l'auteur montre, dans les deux autres exposés, comment on peut adapter aux exigences de la formation des adultes les deux types de méthodes directives traditionnelles : d'abord les méthodes « dites expositives » (p. ex. les cours ou la conférence) puis les méthodes « dites démonstratives » (du genre T.W.I. : Training within industry). La seconde partie de l'ouvrage, « applications pratiques », comporte 14 exercices de formation personnelle présentés de manière progressive. Ces exercices constituent un « programme d'autoperfectionnement accéléré sur les méthodes directives adaptées à la formation des adultes ». L'ouvrage comporte également un modèle de session de formation de formateurs et un intéressant lexique des termes nouveaux ou fréquemment utilisés en psychopédagogie. Ce livre est recensé dans *Revue canadienne de l'éducation permanente universitaire*, vol. 6, no 2, hiver 1980, pp. 47, 48.

**1027. CHORAFAS, Dimitris N.**

*La formation permanente des cadres : problèmes et solutions.* Adapté de l'anglais par Michel Renault, Les Éditions d'Organisation, 1971.

Sommaire : le développement des cadres et l'éducation permanente, la pénurie de dirigeants, les programmes de perfectionnement, un nouveau style de direction, la personnalité du dirigeant, guide de l'efficacité des programmes de perfectionnement, programmes pour jeunes dirigeants, programmes de perfectionnement des dirigeants, exemples de séminaires pour dirigeants, planification des besoins en personnel de direction, connaissance des ressources en personnel de direction, politique et pratiques d'entreprises. (CADRE : 1416)

**1028. Commissariat général du plan.**

*Rapport de la Commission de l'éducation et de la formation.* Paris, La Documentation française, 1975. 212 p.

« Rapport de la Commission de l'éducation et de la formation chargée de la préparation du VII<sup>e</sup> Plan (1976-1980). Il expose les mesures quantitatives et qualitatives visant à atteindre les objectifs bénéficiant d'un large consensus : accroître l'égalité des chances devant l'éducation, assurer à tous une formation professionnelle minimale et prolonger les responsabilités du système éducatif de manière à aider l'insertion dans le premier emploi, ouvrir l'école sur son environnement, améliorer la formation des enseignants, donner un nouvel essor à la formation continue et à l'éducation permanente. »

**1029. Commission des communautés européennes.**

« La formation professionnelle continue en France », dans *Formation professionnelle, bulletin d'information, Supplément France*. Bruxelles, 1977. 49 p. (Rapport fourni par le Centre pour le développement de l'information sur la formation permanente, Paris).

« Description du système français de formation permanente : contexte éducatif, social et économique, historique ; réorientation de la formation permanente devant l'aggravation du chômage ; structure et fonctionnement du système ; bilan. »

**1030. Commission sur l'avenir de la formation.**

*L'avenir de la formation.* Paris, Centre national d'information pour le progrès économique, 1975. 77 p.

Rapport et recommandations d'une commission créée en 1974 par le Secrétaire d'État chargé de la formation professionnelle. Elle était chargée de faire des recommandations en vue de répondre aux besoins de formation entre 1980 et 2000.

**1031. Conseil national du patronat français.**

*La formation permanente.* Paris, Éditions techniques patronales, 1974. 126 p.

« Synthèse des débats qui se sont déroulés lors de journées d'études, organisées par le CNPF, afin de faire le bilan de l'application de la loi de 1971 sur la formation professionnelle continue. Les questions suivantes ont été étudiées : l'information dans l'entreprise, l'établissement du plan de formation, la consultation du comité d'entreprise, l'exécution et les résultats du plan de formation, les problèmes rencontrés par les organisations patronales et par les associations de formation. »

**1032. CORBERAND, A.**

*Comment organiser et gérer la formation dans l'entreprise.* Paris, Armand Colin, 1974. 128 p.

Manuel sur la planification et la gestion de la formation dans l'entreprise dans le cadre de la législation récente relative à l'éducation continue en France.

**1033. COURIAUT, Jean-Pierre et Jacques Laverrière.**

*Le stage pré-professionnel : pédagogie et organisation.* Paris, Les Éditions d'Organisation, 1980. 172 p.

« L'objet de ce livre est de traiter du stage pratique, c'est-à-dire de la mise en situation professionnelle dans une entreprise, dans une institution ou encore auprès d'une seule personne, chez un artisan, un avocat, un assistant social. (...) Après avoir, dans le *premier chapitre*, défini le stage, rappelé sa place et son rôle dans l'histoire de la pédagogie, énoncé la critique du système scolaire et universitaire, décrit les positions des parties en présence, nous nous placerons, au *chapitre 2* du point de vue de l'instance de formation, que ce soit l'école ou un service d'entreprise, nous le situerons alors dans une progression pédagogique, en dégageant d'abord les éléments constitutifs de son organisation, puis en proposant une typologie au regard de ce que nous définirons comme sa « distance ». Dans le *chapitre 3*, celui du terrain de stage, nous étudierons la méthode du descriptif de stage, c'est-à-dire les techniques qui permettent de repérer ce qu'un stage peut offrir de spécifique, les manières de « filmer » et de « photographier » ce que le stagiaire doit apprendre. Le *chapitre 4* nous amènera à envisager la préparation du stagiaire pour qu'il tienne, dans son stage, un rôle actif en fonction de ses motivations, d'utiles capacités méthodologiques et enfin de connaissances préalables nécessaires. Le *chapitre 5*, celui de l'accueil et de l'encadrement, mettra en relation les partenaires du stage. Nous y dégagerons les différents styles de maîtres de stage, nous y proposerons la formation qu'il serait souhaitable qu'ils acquièrent, puis, à partir des différentes phases du stage, nous aboutirons à ce qui constitue l'élément moteur de cette situation : l'encadrement du stagiaire. Enfin, nous avons isolé, dans le *chapitre 6*, la question du contrôle et des rapports de stage. » (Auteur) (CADRE : 9627)

**1034. DAOUST, Gaétan.**

*La formation professionnelle continue des travailleurs en France.* Québec, Conseil supérieur de l'éducation, 1978.

Ce document veut attirer l'attention sur des pratiques éducatives du système de formation professionnelle continue mis en oeuvre par la Loi de juillet 1971 en France. On y discute notamment du contrat emploi-formation, du droit légal au congé de formation, des conséquences de ce droit pour les salariés et des réactions du monde syndical. Les leçons de cette expérience veulent éclairer le Conseil supérieur dans l'élaboration de la nouvelle politique d'éducation des adultes. (CADRE : 7604)

**1035. DARBOIS, C.**

*Guide syndical de la formation continue et de l'éducation permanente.* Paris, Confédération générale du travail, Force ouvrière, 1976. 144 p.

« Guide syndical, avec remarques, des principales conventions collectives et des dispositions législatives sur le travail concernant la formation continue et le congé d'études en France. Contient un

répertoire des centres nationaux et régionaux de formation et des organismes apparentés. » (*Documentation et information pédagogiques*, n° 215, p. 82)

**1036. DAUBER, Henrich et Étienne Verne, comp.**  
*L'école à perpétuité*. Paris, Le Seuil, 1977. 208 p.

Ce livre se situe dans le prolongement de « *Une société sans école* » de Ivan Illich. Ce dernier avait souhaité que se réunisse un séminaire sur les pièges de la déscolarisation. Le séminaire s'est tenu en août 1974 à Cuernavaca. Le manifeste de Cuernavaca qui est rapporté dans la première partie de ce livre : « Le prix de l'éducation permanente », fait partie des travaux collectifs élaborés par le groupe de ceux qui ont participé au séminaire.

La première partie du livre intitulée : « les avatars de la scolarisation » sert d'introduction au débat sur la déscolarisation. Outre le manifeste de Cuernavaca, elle comprend une étude de Étienne Verne sur « les coûts de l'éducation à vie ». La deuxième partie intitulée : « un piège pour la déscolarisation : l'éducation permanente » est consacrée à la critique des politiques de déscolarisation qu'on ose proposer comme solutions de rechange à une politique éducative scolaire, et qui sont autant d'obstacles à la formation. Cette deuxième partie est avant tout centrée sur la critique d'une éducation maintenant interminable. La troisième partie : « des formations libérées » présente des modèles de formation déscolarisée, de niveau et d'envergure très différents, et esquisse d'autres possibilités qu'une société scolarisée. (CADRE : 6980)

**1037. DAVIES, Ivor K.**  
*L'art d'instruire*. Traduit de l'anglais par G. Gavillet. Suresnes, France, Éditions Hommes et techniques, 1976. 247 p.

« Après une introduction sur le concept d'éducation et d'incitation à l'étude, l'ouvrage développe comment planifier, organiser, diriger et contrôler les activités des élèves. Les aspects suivants sont notamment détaillés : analyse de ce que l'élève a besoin d'apprendre ; opportunité du recours aux aides audiovisuelles ; détermination de la taille et de la composition du groupe des élèves ; choix des méthodes pédagogiques (cours, discussions), exercices pratiques, algorithmes, tables de décision...) L'auteur traite aussi du cas de l'enseignement des adultes et de la formation professionnelle. Ce n'est pas un ouvrage théorique ; l'accent est mis sur les actions pédagogiques qui permettront aux responsables de formation de mieux remplir leur tâche. » (Éditeur) (CADRE : 9072)

**1038. DEBESSE, Maurice et Gaston Mialaret.**  
*Traité des sciences pédagogiques, tome 8 : éducation permanente et animation socioculturelle*. Paris, Presses universitaires de France, 1978. 456 p.

La première partie de cet ouvrage, intitulée « Education permanente », peut se subdiviser en trois sections. Dans la première se trouvent des considérations générales qui témoignent d'efforts de concep-

tualisation d'une part, d'analyse scientifique d'autre part. Le deuxième volet de cette première partie traite de la formation continue. Ce volet comprend trois chapitres qui, sans abandonner les idées générales, montrent comment celles-ci se réalisent. Le dernier chapitre, dernier volet du tryptique, pose tous les problèmes variés et difficiles de la formation des formateurs d'adultes. La seconde partie de l'ouvrage qui porte sur l'animation socioculturelle a une structure légèrement différente. Entre deux chapitres généraux portant sur la problématique et les lignes de force de l'animation socioculturelle en France, on en trouve deux autres qui sont davantage tournés vers les réalisations, traitant de la formation des animateurs et de l'approche psychosociologique des activités socioculturelles. Ce livre est recensé dans *Perspectives*, vol. 9, n° 3, 1979, pp. 410-412.

**1039. DELPLANCKE, Jean-François et autres.**  
*La formation permanente*. Paris, Retz, 1975. 543 p. (Les encyclopédies du savoir moderne)

Cet ouvrage peut être consulté comme un dictionnaire. Il contient onze articles de fond sur de multiples aspects de la formation permanente, notamment : historique, éléments sociologiques ; droits des salariés, position des partenaires sociaux ; les cas des ouvriers sans qualification ; le développement personnel, l'analyse et la critique des techniques de groupe ; l'évaluation de la formation. De nombreuses notes marginales commentent le texte et fournissent des références bibliographiques.

**1040. de MAUPEOU-ABBOUD, Nicole et autres.**  
*Entre l'école et l'entreprise : étude de dix actions de formation en alternance destinée à des publics jeunes sans qualification initiale*. Paris, Centre national de la recherche scientifique, 1977. 2 vol.

Étude de sociologie industrielle sur l'éducation continue et la formation en alternance des jeunes travailleurs en France. À partir de données rassemblées entre 1975 et 1976 dans dix régions différentes, les auteurs examinent les facteurs qui influent sur l'attitude des stagiaires et sur leurs préférences en matière de programmes et de méthodes d'enseignement.

**1041. DI MARTINO, M.**  
*Guide juridique et fiscal de la formation continue*. Paris, Éditions d'Organisation, 1977. 372 p.

« Manuel sur les aspects juridiques du financement de la formation professionnelle et de la formation continue en France. Observations sur la législation du travail ayant trait aux niveaux de formation, aux congés d'études, aux indemnités de formation et à la formation dans l'entreprise. » (*Documentation et information pédagogiques*, n° 215, p. 83)

**1042. DUBAR, Claude.**  
*Formation permanente et contradictions sociales*. Paris, Éditions sociales, 1980. 224 p.

« La « formation professionnelle continue » est entrée dans l'actualité au début des années 70. Exi-

gence issue de mai 1968, elle était censée bouleverser les méthodes traditionnelles d'éducation, permettre aux travailleurs de gravir des échelons dans la hiérarchie sociale et épanouir leur personnalité... Où en est-on aujourd'hui réellement ? À quels nouveaux enjeux correspond l'évolution des politiques de formation du patronat et de l'État, celle des pratiques des différentes classes sociales ? Pour mener à bien cette interrogation sur la formation permanente depuis dix ans, l'auteur propose une analyse critique des théories dominantes de l'éducation : théorie néoclassique du capital humain, théories de Baudelot, Establet, Bourdieu-Passeron. Il tente ensuite de définir les conditions et les justifications d'une théorie dialectique de l'éducation qu'il applique à ce domaine. Il est amené également à évoquer des questions aussi complexes que celles de la personnalité, des besoins, etc. Enfin, l'auteur va voir « sur le terrain » comment se déroule cette expérience de la formation permanente. Il relève à quel point il y a inégalité d'accès, inégalité de réussite et inégalité d'effets, il examine les différentes stratégies des entreprises face aux besoins qu'elles développent dans ce domaine, etc. » (Éditeur) (CADRE : 9980)

**1043. EICHER, Jean-Claude et autres.**

*Économie de l'éducation*. Paris, Éd. Economica, 1979. 378 p.

Cet ouvrage est le résultat d'une étroite et longue collaboration entre deux équipes de recherche françaises, au Centre de Recherche pour l'Etude et Observation des Conditions de Vie (CREDOC), et à l'Institut de Recherche sur l'Économie de l'Éducation (IREDU). En effet, depuis 1971, ces deux formations ont mis en oeuvre un programme de recherches systématiques portant sur l'étude économique de l'éducation, les inégalités de chances et de résultats et le système d'enseignement supérieur. Ce recueil est composé de seize articles précédés d'une introduction qui propose « quelques réflexions sur les recherches en économie de l'éducation de France ». Il est divisé en quatre parties qui regroupent, chacune, de trois à cinq articles, et qui ont pour titres : Les effets de l'éducation ; Le marché de l'éducation ; Le financement de l'éducation ; Les politiques de l'éducation. (CADRE : 9370)

**1044. « Enseignement de la gestion et formation des cadres », dans *Documents*, juin 1970, numéro spécial 34-35. Paris, 64 p.**

Ce numéro spécial de la revue vise à augmenter la valeur des cadres et l'intérêt des entreprises pour la valeur des hommes. Il traite de l'enseignement de la gestion en France, présente l'Association interprofessionnelle de Formation et de Perfectionnement des Cadres et de la Maîtrise, et autres organismes de France en ce domaine. (CADRE : 3260)

**1045. FERLAND, Mario.**

« L'éducation des adultes comme stratégie d'implantation de l'éducation permanente en milieu universitaire : la leçon de la France », dans *La revue canadienne d'enseignement supérieur*, vol. 11, no 1, 1981, pp. 59-72.

« Le concept d'éducation permanente suppose la mise en place d'un système éducatif entièrement nouveau. Pour les universités, cela entraîne une transformation profonde, déjà amorcée par l'éducation des adultes ; aussi apparaît-il normal que celle-ci soit utilisée comme stratégie d'implantation de l'éducation permanente en milieu universitaire. Les approches privilégiées diffèrent d'une institution à l'autre, mais elles se ramènent à trois grandes formules, selon que les structures mises en place pour l'éducation des adultes sont intégrées, parallèles ou périphériques.

Dans son effort pour amener les universités à l'éducation permanente, le gouvernement français a opté systématiquement pour la formule périphérique. Une enquête menée récemment dans 76% des universités françaises permet de dégager certaines lignes de force susceptibles de servir de leçons pour l'ensemble des universités : (a) sur le plan politique comme sur le plan conceptuel, il existe, entre l'éducation des adultes et l'éducation permanente, une différence de niveaux dont il faut toujours tenir compte ; (b) le développement de l'éducation des adultes requiert une certaine autonomie ; (c) il n'existe pas de monopole institutionnel universitaire en éducation des adultes ; (d) l'approche périphérique tend à favoriser la marginalisation de l'éducation des adultes.

En somme, il y a tout lieu de croire que l'éducation des adultes ne constitue pas la seule, ni même la meilleure stratégie d'implantation de l'éducation permanente ; l'éducation des jeunes pourrait, à cet effet, s'avérer plus efficace. » (Résumé)

**1046. « La formation permanente : idée neuve ? idée fausse ? », dans *Esprit*, no 439, octobre 1974, pp. 321-577**

« Rêve des utopistes, ligne de repli des pédagogues, panacée des technocrates, dernier recours des cadres dévalués, la formation permanente, on l'a exaltée, on commence à s'en méfier... A qui sert-elle ? Comment fonctionne-t-elle ? Imposée ou négociée, change-t-elle l'entreprise et les hiérarchies professionnelles ? Intéresse-t-elle aussi les ouvriers spécialisés ? Sera-t-elle une école à perpétuité, ou un savoir incorporé sur les lieux du travail et de la lutte sociale ?... »

Divers auteurs traitent de ces questions dans un numéro spécial de la revue *Esprit* qui comprend seize articles répartis en quatre sections : 1) le rêve ; 2) besoins et conséquences ; 3) l'enjeu syndical et politique ; 4) mises en question.

**1047. « La formation professionnelle continue, III-Évolutions », dans *Droit social*, no 2, février 1979 (numéro spécial). 202 p.**

Ce numéro spécial du *Droit social* vise à situer l'état actuel des connaissances et des réflexions sur la formation professionnelle continue considérée comme un fait juridique, social, économique. Il tente d'apporter des éléments de réponse, à savoir si les grands objectifs de la loi de 1971 ont été atteints ou sont en voie de l'être : capacité d'adaptation des individus

aux changements économiques et sociaux, égalisation des chances, transformation des relations professionnelles et de l'école, éducation permanente... L'étude est divisée en six parties : 1) une nouvelle étape législative, la loi du 17 juillet 1978 ; 2) formation et relations professionnelles ; 3) formation et emploi ; 4) l'offre de formation ; 5) le contentieux ; 6) bilan et perspectives ; le point de vue des partenaires sociaux. (CADRE : 9209)

**1048. GUIGOU, Jacques.**

*Critique des systèmes de formation ; analyse institutionnelle de diverses pratiques d'éducation des adultes.* Paris, Éditions Anthropos, 1972. 214 p.

« Le recueil d'analyses qu'on a ici rassemblées se situe dans le champ de la recherche et de la pratique institutionnelle en matière de formation. Au travers d'analyses apparemment disparates, il s'agit de saisir les étapes d'un même cheminement théorique et expérimental, et, ce faisant, de contribuer à l'élaboration d'un projet (collectif) de recherches institutionnelles pour une critique des systèmes de formation. Critique de spécialistes des « sciences de l'éducation », ou critique en acte des analyseurs de la formation, au cœur de la pratique éducative ? Un nouveau mode de connaissance des systèmes éducatifs commence à s'écrire sous l'action transformatrice des diverses tentatives d'autogestion de la formation permanente. » (Éditeur) (CADRE : 4833)

**1049. GUIGOU, Jacques.**

*Les analyseurs de la formation permanente.* Paris, Éditions Anthropos, 1979. 308 p.

Cet ouvrage s'organise autour des questions fondamentales suivantes :

- pourquoi et comment s'instaure un système de formation d'adultes dans une structure professionnelle particulière ?
- qu'est-ce qui détermine un processus de formation à s'accomplir selon telles ou telles orientations idéologiques et pédagogiques ?
- comment s'articulent les actions de formation et les discours sur ces actions ?
- peut-on faire une analyse critique des échecs de certaines expériences contemporaines ?
- peut-on parler d'une crise de la formation permanente ?
- comment évaluer les effets de la formation ?

Il est certain que derrière chaque question se trouvent posés des problèmes clés. A travers des expériences de formation, des monographies de stages, des réflexions théoriques, des évaluations critiques, un exposé des modes de contestations et de résistances à la formation, l'auteur élabore une sorte de théorie des analyseurs, des systèmes de formation permanente. Les analyseurs, ce sont tous les dispositifs, groupes, personnes... qui révèlent la base matérielle et sociale de l'institution, qui la provoquent et la forcent à parler ou à agir ; les analyseurs révèlent la négativité à l'oeuvre dans les luttes sociales qui traversent l'institution ; ils dévoilent l'emprise de l'État dans l'institué et dési-

gnent l'action critique de l'instituant ; ils sont des instruments de travail privilégiés de l'analyse. (CADRE : 9360)

**1050. HASSENFORDER, Jean.**

*La bibliothèque, institution éducative.* Paris, Lecture et bibliothèques, 1972. 214 p.

La première partie de cet ouvrage est consacrée aux aspects historiques de la genèse et du développement des bibliothèques publiques et scolaires. Dans le premier chapitre, l'auteur retrace la genèse de la bibliothèque publique aux États-Unis et en Grande-Bretagne, de 1850 à 1914. Le deuxième chapitre traite de la genèse de la bibliothèque scolaire aux États-Unis, de 1900 à 1940. Le troisième chapitre fait état du développement des bibliothèques publiques et scolaires en France, de 1860 à 1970. La deuxième partie décrit le public du livre, les lectures des enfants et des adolescents, les modalités de l'influence des bibliothèques. La troisième partie établit la prospective de la bibliothèque dont l'inspiration sous-jacente doit être l'auto-éducation. Bibliographie. (CADRE : 709)

**1051. Institut national de recherche et de documentation pédagogiques. Service des études et recherches pédagogiques.**

*Les élèves de l'enseignement technique : attentes et représentations concernant l'avenir professionnel et l'éducation permanente, années 1972 et 1973.* Paris, 1976. 166 p. (Recherches pédagogiques, 77)

Les résultats d'enquêtes effectuées dans des lycées techniques et des collèges d'enseignement technique fournissent la matière des trois parties de cet ouvrage. « La première enquête, réalisée en 1972 (...) avait pour objet d'analyser les mécanismes de l'orientation et d'étudier les attitudes et les représentations des adolescents concernant la formation actuelle et les formations ultérieures (première partie). Ces mécanismes, ces attitudes et ces représentations ont été mis en rapport avec le statut socio-économique et scolaire des élèves (deuxième partie). La seconde enquête, réalisée en 1973 (...) visait à préciser les conditions proprement pédagogiques des conduites en matière d'éducation permanente (troisième partie). » (Introduction) (CADRE : 7087)

**1052. KAEPLIN, Philippe.**

*Pratique de l'autogestion éducative : le stage de formation pour adultes.* Paris, Éditions Resma, 1974. 237 p.

« Partant de l'expérience des sessions organisées dans le cadre du mouvement « La Vie Nouvelle », ce livre rend compte du changement de pédagogie qui se manifeste dans les stages de formation pour adultes. Si l'auteur s'attarde à décrire le déroulement d'un stage, ce n'est pas dans l'idée de proposer un modèle à imiter mais pour mettre en évidence des orientations déterminées et progresser vers une théorie nouvelle de l'éducation, enracinée dans une pratique réfléchie. » (Editeur) (CADRE : 6766)

- 1053. KOWCHLIN, H.F.**  
*Le droit à la formation continue.* Paris, Librairie générale de droit et de jurisprudence, 1976. 293 p.

« L'accord interprofessionnel de 1970 sur la formation et le perfectionnement professionnels et la loi de 1971 sur la formation professionnelle continue ont donné naissance à une nouvelle branche du droit. L'interprétation de ces deux textes, ainsi que des nombreux règlements qui sont déjà venus s'y ajouter, est souvent difficile. L'auteur, après une présentation générale des principaux textes (qui figurent dans les annexes) analyse successivement : la participation financière de l'employeur, l'organisation de la formation au niveau de l'entreprise, le congé de formation des salariés, des non salariés et de diverses catégories de travailleurs, les institutions et organisations de formation continue, l'aide de l'État et le statut du stagiaire. »

- 1054. LABELLE, Jean-Marie.**  
*Université et éducation des adultes.* Paris, Les Éditions d'Organisation, 1977. 212 p.

« L'université pénètre dans l'arène de l'éducation des adultes. Quelles sont ses armes et ses contraintes ? L'auteur identifie dans cet ouvrage la nature du rôle pédagogique d'un service universitaire d'éducation des adultes et décrit la façon d'en assumer les fonctions. Commençant par retracer, à l'aide des textes officiels, l'évolution récente de la formation continue à l'université, l'auteur définit, à partir d'entretiens avec des formateurs, les fonctions pédagogiques relatives à l'éducation des adultes. Il établit une systématisation de ces fonctions entre elles qui lui permet de dégager les différents rôles que l'université pourrait jouer aujourd'hui en matière d'éducation des hommes. » (Éditeur)

Ce livre est recensé dans *Éducation permanente*, n° 51, décembre 1979, pp. 108, 109. (CADRE : 8226)

- 1055. LEBEAU, R.**  
*La formation en entreprise. Dynamique de l'évolution hommes-structures.* Paris, Éditions économie et humanisme, Les Éditions ouvrières, 1977. 155 p.

« Livre sur l'organisation, la régulation et l'exploitation de la formation dans l'entreprise : contexte socio-économique, connaissances des besoins de formation, politique de formation, principes d'action, intervention, formation des formateurs. »

- 1056. LENGRAND, Paul.**  
*L'homme du devenir ; vers une éducation permanente.* Paris, Édition de l'Entente, 1975. 110 p. (Antidotes)

« Comment l'éducation en devenant permanente change de caractère, revêt sa vraie signification et se situe dans la juste perspective. C'est ce que l'auteur s'est proposé de montrer dans ces pages qui poursuivent une réflexion abordée dans son « Introduction à l'éducation permanente » publiée par l'Unesco en 1970. Dans la suite de ses apprentissages, chacun de nous est en mesure de transformer les périodes de

son existence et les moments de son expérience en une histoire qui a un sens, celui d'un devenir créateur. Telle est la substance de l'acte éducatif qui n'a ni limites ni fin. » (Éditeur) (CADRE : 6326)

- 1057. LÉON, Antoine et Annie Chassignat.**  
*Enseignement technique et formation permanente.* Paris, Éditions ESF, 1976. 148 p.

« Monographie sur le rapport entre la formation initiale et l'éducation continue en France. L'auteur s'efforce, à partir d'enquêtes menées auprès d'enseignants et d'étudiants, de recenser les problèmes d'éducation permanente ou d'éducation des adultes dans l'enseignement technique. » (*Documentation et information pédagogiques*, n° 215, p. 84)

- 1058. LERBET, Georges.**  
*Introduction à une pédagogie démocratique.* Paris, Édition du Centurion, 1971. 131 p. (Collection Païdoguides)

Retraçant d'abord l'histoire de la tradition scolaire en France, « l'auteur explique le fonctionnement actuel de l'éducation nationale et la difficulté qu'elle éprouve à inventer la nouvelle pédagogie nécessaire dans un monde où l'avenir de chacun comme celui de la société tient aux capacités d'apprendre et d'innover. Par delà les critiques, souvent incisives, on retiendra surtout l'apport majeur de ce livre qui est de considérer le fait pédagogique à la lumière de la psychologie, de la sociologie et des réalités culturelles contemporaines. L'analyse et l'expérience permettent à l'auteur de développer un nouveau projet d'éducation authentique et de suggérer un nouveau climat de relations dont les conséquences touchent l'école, les loisirs et la formation permanente ». Bibliographie sommaire. (CADRE : 725)

- 1059. LERBET, Georges.**  
*L'éducation démocratique.* Lille, Université de Lille III, 1978. 420 p.

Cette thèse de doctorat comprend trois parties. Dans la première, l'auteur s'emploie à élucider l'objet pédagogique. Il aborde dans la seconde, le cadre de la formation permanente, traitant du champ démocratique et de la place des loisirs dans la formation permanente. Dans la troisième partie, l'auteur aborde le concept de formation permanente, « cherchant d'abord à comprendre les relations significatives qui concourent à une certaine cohérence cristallisées dans ce concept », puis à « tester, à partir d'une expérience pratique, la pertinence de la valence pédagogique pendant un cycle éducatif pour adultes ». Dans la conclusion intitulée « les âges de l'éducation », l'auteur cherche à montrer, à partir du moment où le savoir s'autonomise en s'humanisant, c'est-à-dire à partir de la Révolution française, comment ont évolué les concepts éducatifs. (CADRE : 9512)

- 1060. LESNE, Marcel.**  
*Travail pédagogique et formation d'adultes.* Paris,

Presses universitaires de France, 1977. 185 p.  
(L'éducateur, n° 58)

L'auteur « se propose simplement d'offrir aux formateurs un instrument d'analyse, une grille leur permettant une nouvelle lecture de leurs pratiques, une mise en relation lucide de leur projet pédagogique et des pratiques réellement exercées » (p. 20). Trois « modes de travail pédagogique » sont décrits et disséqués : un premier, « de type transmissif à orientation normative », un second, « de type incitatif, à orientation personnelle », et un troisième, « de type appropriatif centré sur l'insertion sociale ». Chacun de ces modes est mis en relation avec des données psychologiques et sociologiques déjà disponibles sur l'adulte.

Cet ouvrage a été recensé dans *l'Éducation*, n° 331, 3 novembre 1977, pp. 24-25 et aussi dans *Le Monde de l'éducation*, octobre 1977, pp. 60-62. (CADRE : 6682)

#### **1061. LESTERLIN, Marie-Adeline.**

*Les femmes et la formation continue en cent questions*. Paris, Chordat et Associés, 1980. 157 p.

« Ce livre éveille un intérêt spécial : il est le résultat d'une pratique non pas d'enseignement mais de travail social. L'auteur est en effet responsable de l'information des femmes en matière de formation professionnelle, au sein d'un organisme spécialisé : le Centre d'information féminin (CIF). C'est l'occasion de rappeler, pièces en main, que les rouages de certains secteurs de la vie sociale, et les textes qui les régissent, sont devenus si complexes que les usagers ne les maîtrisent plus, et doivent faire appel pour s'orienter à de véritables spécialistes dont le métier consiste précisément à clarifier la demande, à évaluer les voies qui s'offrent à chacun mais que chacun ignore, ou au contraire à indiquer que telle solution, en apparence favorable, est en réalité une impasse. Expérience précieuse, surtout quand elle est menée sans préjugés ni parti pris.

Bilan d'une telle expérience de plusieurs années, ce petit volume laisse de côté théories ou revendications générales pour traiter une série de questions concrètes et indiquer à chaque fois, exactement, les droits, les possibilités réelles, parfois les exemples qui montrent comment se réalise la loi. Où trouver des stages ? Comment se reclasser après un accident ? Comment faire homologuer un diplôme ? Comment savoir si on est prioritaire, si on a droit à une formation payée, etc. L'ouvrage comporte nombre d'adresses utiles et les références des textes législatifs les plus importants. » (*Le Monde de l'éducation*, n° 64, septembre 1980, pp. 66, 67)

#### **1062. LIMBOS, Édouard.**

*L'animateur socioculturel ; formation et autoformation ; méthodes et techniques*. Paris, Éditions Fleurus, 1971. 302 p. (Psychologie et éducation, n° 16)

L'animation socioculturelle, ou socio-éducative, correspond à des fonctions nombreuses dans des secteurs d'activités variés : l'entreprise, les loisirs des jeunes, l'éducation populaire, le tourisme, la radio,

etc. Son importance dans la société contemporaine ne cesse de s'accroître. Il faut, pour l'exercer, des qualités personnelles et des compétences techniques. L'auteur présente ici tout ce qu'un animateur doit savoir pour accomplir au mieux la tâche qui lui a été confiée : étapes de la formation, notions fondamentales de psychologie des groupes, méthodes de réunion, types d'activités éducatives, etc. Une bibliographie complète l'ouvrage. (CADRE : 1936)

#### **1063. LORENZI, Jean-Hervé et Éric Le Boucher.**

*Mémoires volées*. Paris, Éditions Ramsay, 1979. 277 p.

« La civilisation télématique est commencée. Les ordinateurs, les robots et les réseaux électroniques vont envahir la vie quotidienne. Plus la peine d'aller à l'école, de fouiller dans une bibliothèque ou de consulter un médecin, il suffira de pianoter quelques instants sur un clavier et toute la mémoire du monde apparaîtra sur l'écran, à domicile.

Une telle révolution ne va pas sans dangers : aggravation du chômage, menace pour l'industrie face à la concurrence des trusts américains et japonais, péril aussi pour l'identité culturelle. Relayée par les satellites, l'American way of T.V. life s'installe partout ; stockées dans d'immenses banques de données, nos idées, nos pensées, nos mémoires nous échappent peu à peu. Cette enquête minutieuse décrit sans complaisance ces nouvelles dimensions de notre avenir. Et au-delà des rapports officiels rassurants et des colloques léniants, l'auteur aboutit à un constat : la France, ainsi que d'autres pays, préparent mal leur entrée dans les années 80. » (Présentation) (CADRE : 9573)

#### **1064. LUTTRINGER, J.M.**

*Droit des travailleurs à la formation*. Paris, Armand Colin, 1975. 127 p.

« Monographie sur le congé d'études en France. Examine le droit à la formation professionnelle et à l'éducation continue pour les chômeurs ou les travailleurs menacés par le chômage. Contient des textes législatifs régissant la formation et le congé d'études. » (*Documentation et information pédagogiques*, n° 215, p. 85)

#### **1065. MACCIO, Charles.**

*Animation de groupes*. 4<sup>e</sup> édition. Lyon, Chronique sociale de France, 1972. 286 p. (L'Essentiel)

Guide sur l'animation des groupes : objectifs à atteindre, programme d'action, rôles de l'animateur et des participants, méthodes et moyens d'animation. (CADRE : 1530)

#### **1066. MAINDIVE, J.P.**

*Le droit des travailleurs à la formation permanente*. Paris, Les Éditions ouvrières, 1976. 296 p.

« Monographie sur la législation du travail relative à l'éducation continue (formation permanente) en France, dans ses aspects financiers et politiques. L'auteur examine les droits et les devoirs de l'employé, de l'employeur et de l'État, ainsi que la

politique nationale. » (*Documentation et information pédagogiques*, n° 215, p. 85)

**1067.** MAZÈRES, Jean-Arnaud et André Cabanis, comp.  
*La formation continue, enjeu de société*. Toulouse, Privat, 1977. 500 p.

Ce livre est une compilation de quatorze études traitant de différents aspects de la formation continue en France et, à titre de comparaison, en Grande-Bretagne et dans les pays de l'Est. Il est divisé en quatre parties : 1) le service public de l'éducation face à l'enjeu de la formation ; 2) les stagiaires face à la formation ; 3) trois points de droit ; 4) les expériences étrangères. (CADRE : 9751)

**1068.** MORIN, Michel.

*L'imagination dans l'éducation permanente*. Paris, Gauthier-Villars, 1976. 192 p. (Hommes et organisations)

« Ce livre s'adresse en premier lieu à tous les formateurs pour ne pas dire aux pionniers de la formation permanente. Il marque une étape fondamentale dans la réflexion sur ce processus éducatif : celle du désenchantement, et se lira comme une accusation. L'auteur donne d'abord un historique précis, vivant et détaillé de deux actions de formation entreprises respectivement en France et en Afrique du Nord. Il en expose les vicissitudes et met à jour la part d'utopie, l'empirisme, les contradictions internes et externes inhérentes à la formation permanente. Il analyse ensuite les discours des formateurs, discours qui font apparaître des intentions mais aussi des fantasmes exprimant leurs désirs masqués. Il les déchiffre, il en révèle le sens, il démasque les illusions et met les leurs en évidence. Il propose enfin une solution intéressante, la méthode de l'interrogation. » (Éditeur)

Ce livre est recensé dans *Éducation permanente*, n° 37, janvier-février 1977, pp. 140, 141. (CADRE : 7927)

**1069.** MUCCHIELLI, Roger.

*Les méthodes actives dans la pédagogie des adultes : connaissance du problème, applications pratiques*. Paris, Les Éditions ESF, 1972. 162 p. (La formation permanente en sciences humaines ; séminaires de Roger Mucchielli)

Pour mieux connaître les méthodes actives et les adapter à la pédagogie des adultes, cinq exposés : 1) spécificité de la pédagogie des adultes ; 2) de l'information-spectacle à l'enseignement programmé ; 3) les méthodes actives dans la formation ; 4) psycho-pédagogie des motivations et de la créativité ; 5) quelques problèmes pratiques dans la formation des adultes. L'esprit des méthodes actives permettra d'en inventer d'autres à la lumière de l'action. Les applications pratiques qu'annonce le titre sont données sous forme d'exercices, suivis des corrigés. Bibliographie. (CADRE : 3296)

**1070.** *L'organisation de la formation professionnelle et de l'éducation permanente en France*. Aix-en-

Provence, Université d'Aix-Marseille II, Institut régional du travail, 1973. 431 p.

Recueil d'études rédigées par des enseignants à l'Institut régional du travail d'Aix-en-Provence. Les études sont groupées sous les chefs de division suivants : 1) L'histoire de la formation professionnelle en France, de la fin du XVIII<sup>e</sup> siècle à nos jours ; 2) La législation actuelle sur l'apprentissage et la formation professionnelle continue ; 3) La formation professionnelle, enjeu des luttes sociales ; 4) Le discours patronal en matière de formation professionnelle. (CADRE : 2698)

**1071.** PAILLET, Paule.

*Faut-il planifier l'éducation ?* Paris, Les Éditions ESF, 1974. 134 p. (Information et formation)

Sommaire : la planification de l'éducation et le monde moderne ; un plan pour l'éducation ; la planification face aux théories de l'éducation ; la planification de l'éducation en France ; le plan et l'éducation permanente ; le plan et la pédagogie nouvelle ; l'évaluation de la rentabilité de l'éducation. (CADRE : 4650)

**1072.** PILORGE, R.

*Employeurs et salariés face à la formation permanente*. Paris, J. Delmas, 1977. 244 p.

« Manuel consacré à l'éducation permanente en France. Traite des finalités (éducation de base, formation de base, formation permanente ou recyclage), des cadres éducatifs (écoles d'enseignement professionnel, cours de perfectionnement en entreprise et instituts technologiques) et des centres d'information. L'auteur se livre à des réflexions sur la législation du travail relative aux indemnités de formation et au congé-éducation. » (*Documentation et information pédagogiques*, n° 215, p. 86)

**1073.** POUJOL, Geneviève.

*Le métier d'animateur entre la tâche professionnelle et l'action militante : l'animation et les animateurs d'aujourd'hui*. Toulouse, Privat, 1978. 216 p. (Agir)

L'auteur rappelle tout d'abord comment les pionniers de l'éducation populaire ont institué de nouvelles structures soit en marge des églises, soit en marge des écoles. Puis, analysant l'apparition des mots nouveaux, animation et animateur, elle s'interroge alors sur la nouveauté des réalités sociales et idéologiques que ces mots recouvrent : c'est l'objet du premier chapitre. Elle tente au chapitre 2 de préciser les différents champs d'action sur lesquels les animateurs sont susceptibles d'intervenir. Ces animateurs : qui sont-ils ? que font-ils ? Le chapitre 3 rassemble la plupart des données utilisables qui permettent de définir le métier d'animateur dans sa réalité quotidienne. L'auteur s'attarde au chapitre 4 à décrire et à analyser la formation donnée aux animateurs d'aujourd'hui. Le chapitre 5 est consacré au statut de l'animateur. L'auteur essaie de voir comment se pose le problème du statut aujourd'hui et à quoi correspond cette revendication vague et insiste d'un statut. Elle trace, au chapitre 6, les perspectives d'avenir de ce métier qui oscille entre

celui de militant et de fonctionnaire. (CADRE : 9272)

**1074.** PORCHER, Louis et François Mariet. *Media et formation d'adultes*. Paris, Les Éditions ESF, 1976. 130 p.

« Les media tiennent une place privilégiée dans la formation continue des adultes. Ils sont en effet particulièrement bien adaptés à la situation : permettant un enseignement à distance favorisant l'auto-formation, ils fournissent aux formateurs et aux formés les moyens d'une éducation permanente conforme aux nouveaux besoins. C'est ce qui explique leur rapide et récent développement. En Grande-Bretagne (avec l'Open University) comme au Québec (avec le Vidéographe de Montréal), sur le plan national comme à l'échelon régional, des opérations concertées de formation continue utilisant les media ont été mises en place. Les résultats obtenus sont riches de promesses, mais le succès n'est cependant pas garanti à tout coup.

Dans cet ouvrage les auteurs mettent en garde contre une nouvelle mythologie qui consisterait à faire croire que les media suffisent à réaliser les conditions d'une véritable éducation permanente ouverte à tous. Moyens remarquables de formation, ils ne valent que ce que vaut le projet de formation lui-même. » (Éditeurs) (CADRE : 9268)

**1075.** RIGG, Robinson P. *L'audiovisuel au service de la formation ; méthodes, matériels*. Traduit de l'anglais par José Ponzone. Paris, Entreprise moderne d'édition, 1971. 220 p.

Le but de cet ouvrage est de faire connaître à ceux qui sont responsables de la formation du personnel des entreprises industrielles et commerciales quelques-unes des techniques audiovisuelles qui sont à leur disposition ainsi que la manière de s'en servir. (CADRE : 1211)

**1076.** SARTIN, Pierrette.

« Élargir la formation professionnelle et la rendre plus efficace », dans *Relations industrielles*, vol. 33, no 4, 1978. pp. 641-653.

Cet article examine l'approche française à la formation continue, au recyclage et à l'éducation permanente dans l'entreprise. La formation professionnelle est nécessaire à tous les échelons de la hiérarchie et à tous les âges, non seulement pour progresser et obtenir une promotion mais encore pour se maintenir à son poste. En France, les pouvoirs publics ont pris conscience de ces impératifs et depuis 1971 ils ont édicté une série de lois tendant à mettre en place une vaste politique de formation financée en partie par une taxe payée par les entreprises et calculée sur leur masse salariale.

**1077.** SCHWARTZ, Bertrand.

*Situation actuelle et projet de développement de l'éducation permanente*. Avant-projet. Paris, Ministère de l'Éducation nationale, s.d. Livre I, Livre II. Pagination multiple.

Étude entreprise à la demande du ministère de l'Éducation nationale en vue de proposer des axes de réflexion et des mesures qui permettent de promouvoir en France une éducation permanente. Le Livre I contient une description générale de l'éducation des adultes dans son état actuel. Sommaire des chapitres : 1) raison d'être de l'éducation des adultes; 2) situation française actuelle; 3) formation professionnelle; 4) développement culturel; 5) problèmes de la pédagogie des adultes; 6) actions éducatives en dehors des cadres de la formation professionnelle et du développement culturel; 7) promotion collective; 8) éducation des femmes, des personnes âgées, des travailleurs immigrants. Le Livre II comprend un premier chapitre prospectif sur l'école, un deuxième chapitre sur la prospective du système éducatif pour les adultes, un troisième et dernier chapitre sur les problèmes politiques et financiers de l'éducation permanente. (CADRE : 771)

**1078.** SCHWARTZ, Bertrand.

*L'Éducation demain*. Paris, Aubier-Montaigne, 1973. 333 p. (Recherches économiques et sociales, no 20)

*L'Éducation demain* est l'aboutissement d'un travail collectif dirigé par l'auteur dans le cadre du Plan Europe 2000 projeté par la Fondation Européenne de la Culture. Quel devrait être le système éducatif qui répondrait le mieux aux besoins de l'Europe en l'an 2000 ? Telle est la question à laquelle le présent ouvrage de prospective tente d'apporter une réponse globale et cohérente. L'auteur commence par dessiner les types d'homme et de société de l'an 2000, les grandes tendances de l'évolution sociale, économique, technique et culturelle de l'Europe d'aujourd'hui. Il trace ensuite les lignes maîtresses d'un projet éducatif axé sur une conception dynamique de l'éducation permanente. Ce projet propose un développement massif de l'éducation des adultes fondé sur les quatre éléments suivants : un crédit-formation qui permette les retours aux études à temps plein, un système de crédits capitalisables, une gamme de moyens mis à la disposition de tous, la mise en oeuvre de méthodes parfaitement adaptées aux besoins des adultes. L'auteur suggère un nouvel aménagement des structures éducatives dont il prévoit les coûts d'opération.

Ce livre est recensé dans *Perspectives*, vol. 4, no 1, 1974, pp. 137-139 et dans *Pédagogie*, no 2-3, février-mars 1974, pp. 235-240. (CADRE : 2492)

**1079.** SCHWARTZ, Bertrand.

*Une autre école*. Paris, Flammarion, 1977. 262 p.

« L'auteur fait tout d'abord des constats et des analyses : Où se situent les inégalités ? Pourquoi la société et l'école en produisent-elles tant ? En quoi est-il juste de dire que l'école est coupée de la vie, comment se pose le problème de son isolement ? Ensuite seulement, il propose deux projets :

- Un projet pour demain qui :
- présente une nouvelle école de base sans sélection, mais sans démagogie ; une école « inégalitaire »,

qui consacre davantage de moyens aux élèves qui ont du mal, qu'aux autres, s'en occupe « autrement » et leur propose d'autres cheminements ;

- accepte la sélection avant l'entrée au lycée, mais accompagnée de mesure sociales et socio-éducatives importantes ;
- avance deux modèles de lycées qui préparent et assurent la fusion de la voie humaniste et de la voie professionnelle : la préparation à une qualification devenant pour tous obligatoire ;
- organise le district, véritable articulation entre l'école et le milieu extérieur, qui rapproche l'éducation et la culture du social, la population de son école.

— Un projet pour après-demain axé sur des périodes de travail dans l'appareil de production et de formation à l'école, qui propose aux élèves des itinéraires d'approche fondés sur d'autres logiques et d'autres démarches : c'est l'alternance. C'est un projet très ambitieux, très difficile à mettre en oeuvre, mais qui va de pair avec une transformation de la société, vers une société vraiment socialiste.

L'auteur ne termine pas son livre par des conclusions globales. Il en propose à l'issue de chacun des projets. » (Introduction)

Ce livre est recensé dans *Éducation permanente*, n° 38, mars-avril 1977, pp. 140-144. (CADRE : 9444)

**1080.** Secrétariat général de la formation professionnelle.

*La formation professionnelle continue en quelques chiffres*. Paris, Centre national d'information pour le progrès économique, 1975. 28 p.

Recueil de statistiques sur la formation professionnelle continue en France. Il présente un rapide bilan d'ensemble (à l'exclusion des actions de formation dans la fonction publique), les principaux résultats de l'aide de l'État et de la participation des employeurs et ce pour l'année 1974. (CADRE : 5141)

**1081.** SUET, P.

*La formation continue en 60 questions après l'avant du 9 juillet 1976*. Paris, Centre Inffo, 1976. 139 p.

« Ce livre est une source de renseignements pour les salariés français qui souhaitent exercer leur droit à l'éducation récurrente, reconnu par la nouvelle loi de 1976. Tout ce que les travailleurs doivent savoir sur les possibilités d'éducation, sur leurs droits et sur les devoirs de leurs employeurs est exposé sous la forme de soixante questions et des réponses correspondantes ; il est notamment question des conditions d'octroi du congé d'études et du montant du revenu pendant le congé. Il est possible d'utiliser le livre pour se renseigner sur des points précis ou pour se faire une idée d'ensemble de ce que sont l'éducation permanente et l'éducation récurrente pour les travailleurs français. » (*Documentation et information pédagogiques*, n° 215, p. 86)

**1082.** VAUDIAUX, Jacques.

*La formation permanente, enjeu politique*. Paris, Armand Colin, 1974. 239 p.

« Pour les uns, la formation permanente, conçue comme un investissement culturel, doit servir les intérêts de l'entreprise tout en satisfaisant les besoins des salariés. Pour les autres, elle est un thème de combat. Reconnu par les employeurs, consacré par le législateur, le droit à la formation reste pour les travailleurs un droit à conquérir. » (Éditeur) (CADRE : 5566)

**1083.** VOISIN, André et autres.

*Création d'activités, création d'emplois et formation continue*. Paris, Agence nationale pour le développement de l'éducation permanente, 1979. 160 p.

« Ce livre prend sa place dans un ensemble d'études menées par l'AEP à partir de la problématique emploi-formation. Partant d'une approche — issue de travaux récents — du phénomène « création d'emplois », et du rappel des différentes initiatives prises en faveur du développement d'activités nouvelles, cinq types d'actions sont présentés sous la forme de brèves études de cas. L'analyse est poursuivie à des niveaux plus particuliers (régions, secteurs d'activité, catégories de population) permettant de rapporter le problème étudié aux dynamismes et aux freins du développement régional, de l'évolution économique et de la première insertion professionnelle. » (Éditeur) (CADRE : 9296)

**1084.** VON MOLTKE, K. et N. Schneivoigt.

« France », dans *Educational Leaves for Employees : European Experience for American Consideration*. San Francisco, Jossey-Bass, 1977, pp. 36-87.

« La pratique du congé d'études payé en France a subi les effets des diverses réformes législatives adoptées dans le cadre de l'éducation récurrente, en particulier la loi de 1971. La coalition des étudiants et des travailleurs en 1968 a été à l'origine de réformes capitales dans les universités et dans les systèmes d'éducation professionnelle des adultes. Les auteurs retracent les progrès, en donnant d'abord un aperçu de l'organisation de l'enseignement en France, caractérisé par un taux élevé de déchet scolaire ; l'accent est mis sur les études classiques et le prestige de l'enseignement supérieur. Les auteurs étudient la loi de 1971 à la lumière de ce système, des lois qui l'ont précédée et des activités qui lui sont extérieures, notamment l'éducation ouvrière qu'organisent les syndicats. La loi elle-même, estiment-ils, ne concerne le problème du congé d'études qu'en matière de formation professionnelle et ne comporte aucune disposition concernant l'éducation générale des adultes pendant les heures de travail. Néanmoins, elle a le mérite de prévoir l'obligation, pour les petites entreprises, d'assurer la formation continue des employés et d'éveiller l'intérêt du public. » (*Documentation et information pédagogiques*, n° 215, p. 85)

# Chapitre 9

## La Grande-Bretagne

### 1100. ELLWOOD, Caroline.

*Adult Learning Today. A New Role for the Universities?* Beverly Hills, California, Sage Publications, 1976. 274 p. (Studies in social and educational change, no 4)

Cet ouvrage cherche à analyser le phénomène de l'éducation permanente en Angleterre en étudiant spécialement le rôle de l'université dans ce domaine. L'auteur décrit ainsi son étude : "Three main points of interest have been isolated for discussion and form the basis of the first four sections in the text : 1) Concepts : Global trends in educational theory and the philosophy of adult education are presented as the context of concern against which British developments are to be considered (Section I). 2) The Structural Pattern of the Institutions : the historical developments and present influences of the total service of adult education in England (Section II). 3) Operations : (a) the university adult education departments in practice, their organization, finance and staffing (Section III) ; (b) patterns of provision, university adult education programmes now in relation to community demands and needs (Section IV). The final section of the text refers to educational aims and concepts and considers the future of the university adult education departments (Section V)". (CADRE : 9195)

### 1101. FLUDE, Ray et Allen Parrott.

*Education and the Challenge of Change. A Recurrent Education Strategy for Britain.* Milton Keynes, The Open University Press, 1979. 176 p.

"This book is an attempt to look practically at the arguments in favour of a recurrent system and at the kinds of institutional forms which it might take. The key themes which recur through this book could provide the guidelines for the development of a recurrent system. First in addition to a commitment to lifelong opportunities for study, the British education system must reject the existing division between learning and earning. It must have broad as well as long perspectives. Second, a successful recurrent education system cannot be created without influencing the compulsory schooling of the young. It cannot merely be an addendum to the existing school system. Third, a recurrent education system must itself be a learning system. Its institutions must be able to adapt flexibly to the changing requirements of individual and social organizations. Fourth, and perhaps most important, the seeds of such a recurrent education system already exist in Britain and

could be developed without either massive upheaval or expenditure." (Auteurs) (CADRE : 9750)

### 1102. FORDHAM, Paul, Geoff Poulton et Lawrence Randle.

*Learning Networks in Adult Education : Non-formal Education on a Housing Estate.* Boston, Routledge and Kegan Paul Ltd., 1979. 258 p.

"Adult Education in Britain has often sought to encourage more working-class participation, but in spite of this has increasingly become a middle-class preserve. *Learning Networks in Adult Education* reports on a three-year action research programme (The New Communities Project) which aimed to reverse this trend ; it was concerned with the nature and purpose of adult education on a large overspill housing estate. At the start of the Project, the idea was to make modifications in existing provisions in order to meet the 'needs' of a larger number of people. The Project used a variety of fresh approaches, many of which were adapted from those used in community development work. The authors describe how many of the Project's original principles were shown to be false, and they explain how new working principles emerged which challenge much of the basis of existing provision and the myths which support it. Basing their argument on the work of the Project, the authors contend that adult education must adopt an 'ecological' approach, beginning with the people themselves and going on to assist their intellectual, social, psychological, cultural and political growth. They conclude that if the local momentum generated by the Project is to be maintained and extended to other areas, then adult education needs to be identified as something more flexible than 'classes'. At the same time, they believe that it is necessary to distinguish between non-formal education and other kinds of community work or community development." (Éditeur)

Ce livre est recensé dans *Convergence*, vol. 12, no 4, 1979, pp. 83, 84 (CADRE : 9760)

### 1103. GELPI, Ettore.

*A Future for Lifelong Education.* Volume 1. *Lifelong Education : Principles, Policies and Practices.* Volume 2. *Lifelong Education : Work and Education.* Manchester, University of Manchester, 1979. 81 p. et 110 p. (Manchester Monographs, no 13)

Les 18 chapitres de ces deux volumes reflètent l'activité de Gelpi durant les cinq dernières années. On pouvait déjà trouver plusieurs de ces chapitres en anglais. Les autres furent traduits du français à l'anglais par Ralph Fuddock assisté de Michael Pilsworth. Ces deux livres font ressortir la conception de l'éducation permanente chez Gelpi, qui la considère tout à la fois comme une politique, une pratique, un procédé et un objectif, ainsi que le souci de l'auteur de ne pas séparer travail et éducation.

**1104. GORVE, J.**

« L'éducation des adultes dans le cadre du projet de développement communautaire de Liverpool », dans *Tendances vers l'autogestion de l'éducation des adultes : six études de cas*. Strasbourg, Conseil de l'Europe, Comité de l'éducation extrascolaire et du développement culturel, 1976, pp. 90-106.

« Les programmes d'éducation des adultes mis en place à Liverpool font partie du projet national de développement communautaire lancé en 1969 sous le patronage de plusieurs ministères. Le projet fait partie d'une série de douze lancés pendant la période 1969-1972 et réalisés dans les zones critiques, c'est-à-dire les zones urbaines où sévissent la pauvreté, le chômage, la maladie et de mauvaises conditions de logement. Ces programmes d'action communautaire visent à améliorer les conditions de vie et à permettre à chacun et à la collectivité de choisir leur mode d'existence et leur environnement. L'étude décrit les efforts déployés pour accroître les possibilités d'éducation ; elle donne des exemples d'activités étroitement liées aux besoins individuels, notamment les activités de loisirs, les classes d'alphabétisation, la formation professionnelle, etc. Un bilan provisoire révèle l'intérêt croissant qu'éveille un mode d'éducation qui doit bénéficier d'une aide financière de l'État. » (*Documentation et information pédagogiques*, no 215, p. 100)

**1105. HARGREAVES, David.**

*Adult Literacy and Broadcasting : the BBC's Experience. A Report to the Ford Foundation*. New York, Nichols Publishing Co., 1980. 257 p.

« An account of five years of activity during which the British Broadcasting Company (BBC) worked with the United Kingdom's Adult Literacy Campaign is provided in this book. Much of the book is in the form of a diary that gives an account of the progress, mistakes, and doubts of the broadcasters as they worked with a wide range of agencies, authorities, and individuals. Part One outlines how the BBC's contribution to the Adult Literacy Campaign came about between 1972 and 1974 ; Part Two gives a brief month-by-month indication of the time-scale of events between 1974 and 1978 ; Part Three is a month-by-month account of the development of the BBC's involvement in the Literacy Campaign from 1974 to 1978 ; and Parts Four, Five and Six summarize the research findings of the National Institute for Adult Education, the BBC's Audience Research Department, and the Adult Literacy Resource Agency regarding the effects of the Adult

Literacy Campaign. Part Seven reflects briefly upon future projects. Extensive appendixes provide technical analyses of particular aspects of the project including the design of the television and radio programs, and the design of the BBC adult literacy publications. Information on the costs and operation of the referal service is also provided. » (ED 191 013)

**1106. HOUGHTON, V. et K. Richardson, comp.**

*Recurrent Education*. London, Ward Lock Education, in conjunction with the Association for Recurrent Education, 1974, 137 p.

« Ce livre, plaidoyer en faveur de l'éducation permanente, est un recueil de onze conférences visant à en expliquer la nature et les incidences. Il traite en particulier des sujets suivants : a) la notion d'éducation récurrente par opposition au point de vue selon lequel l'éducation est un apprentissage définitif de la vie active ; b) la mythologie des établissements d'enseignement dans une société en mutation ; c) l'éducation récurrente en tant qu'éducation communautaire continue par le biais de la coopération humaine dans le travail ; d) la biologie de l'apprentissage de la vie : analyse critique du rôle des idées biologiques dans les théories pédagogiques ; e) la puissance du savoir dans le développement économique ; f) les facteurs économiques et l'éducation récurrente ; g) le rôle des grands moyens d'information dans le développement de l'éducation ; h) la communication verbale et l'acte d'apprendre ; i) perspectives internationales ; k) réflexions sur l'éducation récurrente au Royaume-Uni. » (*Documentation et information pédagogiques*, no 215, p. 12)

**1107. Institute of Personnel Management.**

*IPM Bibliography, part 3 : Education, Training and Development*. London, 1976, 226 p.

« Cette bibliographie publiée par l'Institut d'administration du personnel (Institute of Personnel Management) a pour objectif de présenter un échantillon représentatif de la documentation existante en matière d'administration du personnel, offrant ainsi à l'étudiant comme à l'administrateur en exercice un large éventail de lectures. Ce volume, le troisième d'une série, couvre les divers aspects de l'éducation, de la formation et du perfectionnement du personnel de l'industrie. Il répertorie des ouvrages généraux sur la formation industrielle, sur les aspects nationaux de la formation, sur le système d'enseignement et le problème du passage de l'école à la vie professionnelle, sur la formation des spécialistes, la formation et le perfectionnement des cadres, sur les auxiliaires pédagogiques et sur l'évaluation de la formation. Les types de documents signalés sont des livres imprimés, brochures, essais, études de cas, manuels et publications officielles. Les documents sont présentés par ordre alphabétique des auteurs pour chaque grande rubrique étudiée et il y a un index des auteurs ainsi qu'une table des matières. La bibliographie est limitée à des livres publiés en anglais, principalement aux États-Unis et au Royaume-Uni. »

**1108. IRELAND, Timothy.**

*Gelpi's View of Lifelong Education.* Manchester, University of Manchester, Department of Adult and Higher Education, septembre 1978, 107 p. (Manchester Monographs, n° 14)

L'auteur présente la conception de l'éducation permanente chez Gelpi. Suivant en cela Gelpi, qui soutient que l'éducation ne doit pas être séparée de son contexte social, économique et politique, l'auteur traite, dans un premier chapitre, des facteurs qui sont reliés au changement dans le monde actuel, de l'échec des systèmes classiques d'éducation et des solutions de changement qui sont avancées. Le deuxième chapitre est consacré à l'éducation permanente (histoire, caractéristiques, tendances) et à la position de Gelpi par rapport aux tendances actuelles. Le troisième chapitre traite de la conception même de l'éducation permanente chez Gelpi, tandis que le quatrième et dernier chapitre est consacré aux domaines plus particuliers auxquels Gelpi s'est jusqu'à présent intéressé : éducation ouvrière, syndicat, langue et culture, personnes âgées.

**1109. LAWSON, K.H.**

*A Critique of Recurrent Education.* Nottingham, Association for Recurrent Education, 1975, 20 p.

« Dans le cadre de l'examen bibliographique qu'il consacre aux définitions et aux hypothèses qui sous-tendent l'éducation récurrente (et l'éducation permanente, dans la mesure où l'une et l'autre se chevauchent), l'auteur recourt à des modèles pour évaluer des concepts qu'ont surtout décrits des auteurs britanniques. Se concentrant sur la conception plus radicale de l'éducation récurrente, l'auteur considère que ses points fondamentaux sont le rejet d'un programme fixe d'enseignement, le dépréisement de l'autogestion institutionnelle et la démocratisation de l'éducation avec prépondérance de l'autonomie personnelle dans le choix des décisions en matière d'éducation. Même si ce modèle radical présente maints objectifs éducatifs dignes d'intérêt, on constate par ailleurs des contradictions qui interdiraient de cautionner un tel programme et, en fait, qui tendraient à restreindre le concept d'éducation récurrente. L'auteur examine une conception plus modérée et ses incidences. » (*Documentation et information pédagogiques*, n° 215, pp. 100, 101)

**1110. Manpower Services Commission. Training Services Agency.**

*Training for Skills.* London, Manpower Services Commission, 1977, 51 p.

« Rapport d'un groupe de travail (composé de représentants des syndicats, des employeurs, des conseils de formation, des services éducatifs de l'Agence des services de formation et du département de l'Emploi) chargé d'étudier les moyens de remédier à la pénurie de main-d'œuvre qualifiée, d'évaluer la contribution des mesures de formation et des mécanismes financiers dans le maintien d'un effectif suffisant de travailleurs qualifiés et d'examiner le problème de recrutement des jeunes. Il traite de la situation en matière d'offre et de

demande de qualifications, du rôle des organismes publics dans la formation professionnelle, dans les statistiques de la main-d'œuvre et les prévisions. Il suggère un programme d'action. »

**1111. NEWMAN, Michael.**

*The Poor Cousin. A Study of Adult Education.* Londres, George Allen and Unwin, 1979, 250 p.

« In the early part of the book the author takes the reader behind the scenes of a particular centre, as an example of how adult education works. The emphasis here is on its important traditional role of 'leisure learning' — be it French for housewives, oldtime dancing, cooking or Yoga. But adult education is also learning a new responsiveness and professionalism so that, while it is offering courses to the community, members of the community can also ask for the courses they desire and need. The author himself was one of the first Outreach Workers appointed to the London service, and he has been able to break new ground in courses for what he calls 'personal, social and, ultimately, political survival'. He describes how he set up classes in English for immigrants, on welfare and tenant's association rights, and courses on modern preoccupations like 'Alternative Societies' and 'Planning and Community Action' which Local Authorities may not always welcome but now usually accept. *The Poor Cousin*, in fact, eloquently offers new ideas, new insights and new aims for adult education alongside its traditional ones ; it also tries to define the new standards and the new responsibilities that must judge and control those ideas if they are to be properly effective and if the author's claim is to be realized that adult education is tackling education in the right, responsive way. *The Poor Cousin* is an informative, radical and entertainingly written approach to a subject of increasing popularity and significance. » (Éditeur) (CADRE : 9338)

**1112. Royaume-Uni. Department of Education and Science.**

*Adult Education : a Plan for Development.* London, Her Majesty's Stationery Office, 1973, 311 p.

« Rapport présenté par une commission d'enquête chargée d'évaluer les besoins des adultes en éducation générale et de répertorier les moyens existants ; d'étudier dans quelle mesure ceux-ci permettent de répondre aux besoins et de faire des recommandations afin d'utiliser le plus efficacement possible les ressources disponibles. Les principales recommandations concernent : l'organisation générale ; la coopération régionale ; le rôle du gouvernement et des autorités locales (enseignement, Conseils de développement) ; le principe des allocations directes ; les universités ; le secteur bénévole de l'éducation des adultes ; les associations pour l'éducation des travailleurs ; l'éducation des adultes et les relations professionnelles ; le congé d'éducation ; les personnes défavorisées ; les régions rurales ; l'accès à la qualification ; le logement et l'équipement ; les ressources ; le personnel (y compris sa formation). »

**1113.** Royaume-Uni. Department of Education and Sciences.

« Royaume-Uni », dans *Rapports et déclarations des pays suivants : Islande, Malte, Pays-Bas, Suède, Royaume-Uni*. Strasbourg, Conseil de l'Europe, 1975, pp. 62-67.

« Ce rapport de conférence sur l'éducation permanente au Royaume-Uni est l'un des rapports nationaux présentés à la 9<sup>e</sup> session de la Conférence permanente des ministres européens de l'éducation (1975). Le rapport est un ensemble de réflexions suggérées par le Rapport Léonard Cantor de 1974 sur l'éducation continue, publié par l'OCDE/CERI. Il présente des problèmes de définition dans la communauté éducative, concernant l'éducation des adultes et l'éducation récurrente. Le rapport examine la mise en place d'un système national de certificats d'études, de cours dans l'entreprise financés par le truchement d'exemptions d'impôts et de subventions, ainsi qu'un programme de télévision éducative pour adultes illettrés, complété par des programmes de direction d'études. Un assez long développement est consacré aux internats universitaires d'éducation continue. Le rapport conclut par l'énoncé de principe selon lequel tous les adultes devraient avoir d'égales possibilités d'éducation. » (*Documentation et information pédagogiques*, n° 215, p. 101)

**1114.** Royaume-Uni. Gouvernement du Royaume-Uni.

*Industrial Training Act, 1964*. London, Her Majesty's Stationery Office, 1964, 15 p.

« Loi organisant la formation dans l'industrie et le commerce : création des conseils de formation dans l'industrie (Industrial Training Board — ITB), leurs fonctions, leur composition, la nomination de leurs membres, les organes auxiliaires ; institution d'une taxe de formation accompagnée d'un système d'exemption et de subventions destiné à encourager les activités de perfectionnement ; création d'un Conseil central de la formation (Central Training Council — CTC), ses fonctions et sa composition ; pouvoirs exercés par les ministères compétents. »

**1115.** Royaume-Uni. Gouvernement du Royaume-Uni.

*Employment and Training Act*. London, Her Majesty's Stationery Office, 1973, 60 p.

« La loi modifie la structure des services de l'emploi et de la formation. Elle maintient le système des Conseils de formation (Industrial Training Board), mais ceux-ci ne seront plus obligés de prélever une taxe de formation auprès de leurs membres. La loi précise le rôle et la fonction des responsables locaux en matière d'éducation, en ce qui concerne les services d'orientation et de placement destinés aux élèves et aux diplômés des établissements d'enseignement. Elle réorganise la formation agricole. »

**1116.** SCHULLER, Tom.

*Education through Life*. London, Fabian Society, 1978. 28 p. (Young Fabian Pamphlet, n° 47)

« Un acheminement général vers le socialisme au Royaume-Uni entraîne la définition d'une politique de l'éducation récurrente et de l'éducation permanente qui vise à démocratiser l'éducation des adultes. Il convient pour ce faire de transférer les ressources de la jeunesse aux adultes, d'instaurer une coopération plus étroite entre l'éducation et le marché du travail à propos, entre autres, du chômage et de l'accès à l'éducation pour ceux qui n'ont pas ou qui ont peu fréquenté l'école. Les syndicats devraient faire campagne pour le congé d'études payé. Il faudrait que la démocratie imprégnât la vie à tous les niveaux par le moyen d'une participation accrue des citoyens grâce à l'éducation. » (*Documentation et information pédagogiques*, n° 215, p. 102)

**1117.** SCHULLER, Tom et Jacquette Megarry.

*Recurrent Education and Lifelong Learning. World Yearbook of Education 1979*. New York, Nichols Publishing Co., 1979, 339 p.

« To bring a comparative education perspective to the practical problems of recurrent education and lifelong learning, the essays in this collection are written by authors from around the world. Parts 1 (Orientation) and 2 (Major Issues) clarify concepts and issues of general application. Topics include work/leisure/education life cycle, definitions and distinctions between recurrent education and lifelong learning, research insights into adult learning, financial implications, and educational implications of changes in western society including the democratization of work. Part 3 contains nine empirical studies on international developments in the U.S., France, Norway, Sweden, West Germany, Eastern Europe, Africa, China, and Asia and the South Pacific (particularly Australia). The four essays in Part 4 focus on trends in Britain : recurrent education, comprehensive system for adult education ; coordination of vocational education for adults, and the Open University and the future of continuing education. Short summaries of each essay are provided along with a final chapter of discussion and synthesis, biographical notes on the twenty contributors, and a consolidated bibliography and index. » (ED 182 432)

**1118.** Scottish Education Department.

*Adult Education. The Challenge of Change*. Edinburgh, Her Majesty's Stationery Office, 1975, 152 p. (Report by a committee of inquiry appointed by the Secretary of State for Scotland under the chairmanship of K.J.W. Alexander)

« Ce rapport traite avec force détails de la situation actuelle de l'éducation des adultes en Écosse, des objectifs pour l'avenir et des moyens de les atteindre. Le livre donne un résumé de 66 recommandations. La première partie retrace l'histoire de l'éducation des adultes en Écosse et en décrit la situation actuelle ; la deuxième partie est consacrée aux causes du changement, aux objectifs de l'éducation des adultes, à l'extension et au développement, ainsi qu'à des questions d'organisation. Le rapport recon-

naît qu'il y a fréquemment chevauchement entre l'éducation scolaire et l'éducation extrascolaire. » (CADRE : 9427)

**1119. SMITHERS, A.G.**

*Sandwich Courses : an Integrated Education.* Windsor, National Foundation for Educational Research in England and Wales, 1976, 180 p.

« Livre évaluant l'efficacité des cours en alternance pour fournir à l'industrie le personnel formé dont elle a besoin et offrir aux bénéficiaires de ces cours les perspectives d'avenir et la satisfaction personnelle espérées. Évolution historique de ce système ; ses avantages présumés ; résultats d'études empiriques et d'enquêtes antérieures ; réactions et évaluations provenant des étudiants, de l'industrie et du personnel enseignant ; conclusion provisoire. Annexes : moyens employés (test et questionnaires) ; bibliographie ; index par sujets. »

**1120. TITMUS, Colin.**

*L'éducation des adultes et l'éducation communautaire en Grande-Bretagne.* Marly-le-Roi, Institut national d'éducation populaire, décembre 1977, 67 p. (Document de l'I.N.E.P., n° XX)

L'Institut national d'Éducation populaire organisa en 1975 des journées d'études sur l'éducation des adultes en Grande-Bretagne. Elles étaient animées par Colin Titmus, professeur à l'Université de Glasgow, qui fit plusieurs exposés, suivis de débats, sur l'histoire, le fonctionnement, les perspectives d'avenir de l'éducation des adultes en Grande-Bretagne. Ce document est constitué pour sa plus grande partie du texte retranscrit de ces exposés. La deuxième partie du document est constituée par un texte, traduit de l'anglais, sur les animateurs auprès des jeunes et les animateurs de centres communautaires. (CADRE : 9208)

**1121. Training Services Agency, Londres.**

« La formation professionnelle au Royaume-Uni », dans *Formation professionnelle : bulletin d'information.* (Bruxelles, Division orientation et information professionnelles, Direction générale des affaires sociales, Commission des communautés européennes, supplément 1976) 22 p.

« Après avoir fait un historique du système éducatif britannique et avoir décrit brièvement les départements et services de l'État qui ont compétence en matière d'éducation et de formation professionnelles, le bulletin décrit les dispositions actuelles en matière de formation professionnelle. Onze sections sont consacrées à cette question ; elles portent les titres ci-après : structure générale des systèmes d'éducation et de formation professionnelles ; organisation et contenu du système éducatif et de la formation professionnelle ; qualifications professionnelles, titres et autres qualifications ; formation des formateurs et de personnel enseignant ; éducation des adultes (y compris éducation permanente et congé payé) ; formation de certaines catégories de personnes ; programmes de formation à des nouveaux emplois ; financement ; technologie

de la formation ; lancement de réformes ; mesures spéciales. » (*Documentation et information pédagogiques*, n° 215, p. 102)

**1122. VAN DER EYKEN, W. et S.M. Kaneti Barry, comp.**

*Learning an Earning. Aspects of Day-release in Further Education.* Windsor, National Foundation for Educational Research in England and Wales, 1975, 112 p.

« Cette série de rapports préparés pour une conférence sur la recherche dans le domaine de l'instruction complémentaire (qui s'est tenue en 1973 à l'Université Brunel) constitue également le compte rendu de la conférence. D'éminents spécialistes de l'éducation et de l'instruction complémentaire y étudient entre autres sujets : le collège technique local — un agent de mobilité sociale ; « Un territoire négligé » : le facteur régional dans l'instruction complémentaire ; « le succès » dans les cours d'ouvriers qualifiés et de techniciens ; la sélection des apprentis pour les métiers de travailleurs qualifiés et de techniciens. L'instruction complémentaire a souvent été décrite comme une « seconde chance » offerte par le système éducatif et pourtant les documents centrés sur cet aspect ont presque tous critiqué cette conception car, dans l'ensemble, rares sont les jeunes qui, ayant échoué dans le système scolaire, ont réussi à se rattraper grâce à l'instruction complémentaire. »

**1123. WYNNE, Rowland.**

*The Adult Student and British Higher Education.* Paris, Fondation européenne de la culture, février 1979, 92 p.

“ British higher education's response to the emerging adult education trend is examined in this monograph. Examined are the following : institutions of higher education and their contribution to the education of adults ; education access ; mode of study ; financial support ; the need for greater adult participation ; various observations on the state of adult education ; and concluding remarks centering on further developments in adult education. Tables provided indicate substantial evidence that adult education is definitely on the upswing and will remain so in the near future. Institutions examined have readjusted traditional admission requirements and modes of study to accommodate adult educational demand. Attention is given to the need for financial support to make possible an adult's continuing education. It is concluded that institutions planning policy around the 18-year-old incoming freshman may suffer in the future ; future emphasis on adult education may be the saving factor for higher education institutions. References are provided along with a publications list from the European Cultural Foundation Institute of Education. ” (ED 183 113)

## Chapitre 10

### Les pays nordiques (Danemark, Norvège, Suède)

#### **1200. BALSTAD, J.**

« Projet du syndicat norvégien des ouvriers de la métallurgie : gestion, planification et traitement électronique des données », dans *Tendances vers l'autogestion de l'éducation des adultes : six études de cas*. Strasbourg, Conseil de l'Europe, 1976, pp. 76-89.

« Étude de cas sur un projet de recherche concernant l'éducation ouvrière, réalisé de 1971 à 1973 par le Syndicat des ouvriers de la métallurgie, le plus important de Norvège. La plus grande partie du projet a été financée à l'aide de deniers publics par le Royal Norwegian Council for Scientific and Industrial Research. L'auteur examine la condition des ouvriers et leur participation possible à la gestion de l'usine. Il décrit comment les données ont été rassemblées et les recherches menées pour le projet, ainsi que l'incidence du travail dans les groupes autogestionnaires. Le projet a renforcé la coopération entre les organismes de recherches politiques et les syndicats. » (*Documentation et information pédagogiques*, no 215, p. 92)

#### **1201. BENGTSSON, Jarl.**

“ Intergenerational Inequality and Recurrent Education : the Case of Sweden,” dans *Mushkin Selma, comp. Recurrent Education*, Washington, D.C., National Institute of Education (DHEW), 1973, pp. 109-122.

« Ce document analyse la politique appliquée en Suède pour faire face à l'inégalité des chances d'éducation entre générations en mettant l'accent sur le rôle de l'éducation récurrente. Il existe entre les adolescents et les adultes un fossé de caractère éducatif que l'auteur considère à la fois comme un problème actuel et comme un problème permanent dû en grande partie à la rapide obsolescence du savoir dans les sociétés post-industrielles. Un examen est consacré aux concepts d'éducation « de transition » et d'éducation récurrente, qui constituent deux solutions possibles. Les deux systèmes se distinguent l'un de l'autre par la situation des étudiants adultes auxquels ils s'adressent. L'éducation de transition est destinée à ceux qui n'ont fait que des études primaires, alors que l'éducation récurrente constitue une stratégie à plus long terme qui s'adresse aux élèves ayant terminé leurs études secondaires. L'éducation des adultes en Suède s'est inspirée de la solution de transition pour l'éducation des adultes assurée par les municipalités, pour la formation professionnelle et pour l'éducation popu-

laire. L'auteur examine les problèmes et les résultats de l'expérience suédoise. » (*Documentation et information pédagogiques*, no 215, pp. 102, 103)

#### **1202. BENGTSSON, Jarl.**

“ Trends and Problems in the Development of Recurrent Education in Sweden ”, dans *Revue internationale de pédagogie*, vol. XX, no 4, 1974, pp. 508-513.

« Exposé sur l'élaboration d'un programme d'éducation récurrente dans les écoles suédoises. Y sont énumérés les facteurs qui ont favorisé l'avènement de l'éducation récurrente, à savoir : un souci d'égalité entre les groupes et les générations ; l'inadaptation de l'éducation « ininterrompue » ; les discordances entre l'éducation et le marché du travail. Sous sa forme actuelle, l'éducation récurrente propose un système d'enseignement qui ne s'adresse pas qu'aux jeunes, mais qui assure des services éducatifs périodiques pendant toute l'existence, en alternance avec d'autres activités et en particulier avec l'emploi. Les traits les plus notables du programme sont l'ouverture des portes des universités aux adultes qui, normalement, n'ont pas les titres requis pour y être admis. » (*Documentation et information pédagogiques*, no 212-213, p. 69)

#### **1203. BENGTSSON, Jarl.**

“ Suède. L'éducation récurrente : la perspective suédoise », dans *Rapports et déclarations des pays suivants : Islande, Malte, Pays-Bas, Suède, Royaume-Uni*. Strasbourg, Conseil de l'Europe, 1975, pp. 39-61.

« Ce rapport de conférence sur l'éducation permanente en Suède est l'un des rapports nationaux présentés à la 9<sup>e</sup> session de la Conférence permanente des ministres européens de l'éducation (1975). L'éducation récurrente ayant été le thème de vastes débats publics en Suède, le rapport présente des plans articulés avec données statistiques à l'appui sur les objectifs éducatifs, c'est-à-dire sur l'égalité devant l'éducation, sur l'intégration sociale et sur un ensemble commun de valeurs pour répondre aux besoins du marché du travail et aux voeux des étudiants. Des modèles sont proposés, qui visent à remédier aux handicaps éducatifs dont certaines générations sont victimes. Le rapport recommande que, pour l'admission dans l'enseignement supérieur, il soit tenu compte de l'expérience du travail et des résultats de tests d'aptitude ; autrement

dit, il préconise d'élargir les possibilités d'accès. » (*Documentation et information pédagogiques*, n° 215, p. 103)

**1204. BERGENDAL, G.**

« Enseignement secondaire et éducation itérative en Suède », dans *Perspectives*, vol. 5, n° 4, 1975, pp. 548-561.

L'auteur examine les programmes suédois de formation professionnelle au second degré et les programmes combinés travail-étude pour les adultes.

**1205. BERGSTEN, Urban.**

*Adult Education in Relation to Work and Leisure.* Stockholm, Almgvist et Wiksell International, 1977, 245 p. (Stockholm Studies in Educational Psychology, n° 22)

« Cette thèse se fonde sur une étude des Suédois adultes qui n'ont pas fréquenté longtemps l'école. Trois groupes d'âge (28-32 ans, 32-46 ans et 46-60 ans) sont représentés parmi les 945 hommes et femmes interviewés dans l'étude. Il s'est révélé que le temps de loisirs et les activités sociales et culturelles des adultes interrogés sont fonction de la satisfaction que donne le travail et que l'éducation des adultes est pour les interviewés un phénomène récurrent et non unique. L'auteur recommande que le système éducatif actuel soit transformé de manière que l'éducation soit accessible à tous de façon récurrente toute la vie durant. » (*Documentation et information pédagogiques*, n° 215, p. 104)

**1206. BERGSTEN, Urban.**

*Experiences from Work and Leisure Related to Adult Education.* Stockholm, National Swedish Board of Education, juin 1979. 22 p.

“ A Swedish study was conducted to examine how the experience of work and leisure affect expectancy and valence in relation to interest in participating in adult education. A cross sectional sample of 945 persons with short previous formal education was interviewed. The results indicated the existence of an integrated relationship between work and leisure. With respect to social and ‘cultural’ activities, the amount of activity during leisure time appeared to be positively related to work satisfaction. Furthermore, the satisfaction derived from leisure time activities was positively related to work satisfaction. The interest in adult education for the present job was positively related to work satisfaction. The opposite relationship was found between interest in adult education for a new job and work satisfaction. With respect to non-work-related adult education, the educational interest exhibited a neutral relationship to work satisfaction. It was concluded that parallel to the reforms in society aiming at removing obstacles which prevent people from taking part in adult education, necessary steps must be taken in order to eliminate the factors in the work role that shape the person's experiences and behavior during non-working time into powerlessness, resignation, and social isolation. ” (ED 176 105)

**1207. BERMANN, Tamar.**

« Le centre universitaire de Roskilde, Danemark », dans *Tendances vers l'autogestion de l'éducation des adultes : six études de cas.* Strasbourg, Conseil de l'Europe, Comité de l'éducation extrascolaire et du développement culturel, 1976, pp. 17-33.

« Il s'agit en l'espèce de l'une des études de cas traitant d'expériences d'enseignement supérieur au Centre universitaire Roskilde, la seule université construite spécialement pour les activités de groupe. Les objectifs de l'université sont les suivants : a) permettre aux citoyens de s'adapter à un changement de profession ; b) promouvoir une meilleure connaissance de la société moderne ; c) stimuler l'éducation permanente ; d) faciliter l'accès à l'éducation par le biais d'une sélection souple des étudiants. On y encourage fortement la démocratie, la participation et la pensée créatrice. Des troncs communs en sciences naturelles, en lettres et en sciences sociales constituent le point de départ de toutes les études qui sont interdisciplinaires, orientées vers le problème et fondées sur le travail en groupe. L'évaluation des étudiants s'effectue à l'aide de l'autocontrôle continu et par des vérifications d'ensemble internes et externes. Les projets des étudiants visent à établir une coopération avec la communauté de Roskilde, ainsi qu'à résoudre des problèmes avec lesquels l'université, dans sa phase initiale (l'enseignement a commencé en 1972) se trouve aux prises, du fait par exemple que les professeurs de collège ont à se familiariser avec leur nouveau rôle d'enseignant qui est d'être des consultants ou des guides. Les dépenses par étudiant (1 185 étudiants en 1974) sont plus élevées que dans les autres universités danoises. » (*Documentation et information pédagogiques*, n° 215, p. 78)

**1208. DALIN, A.**

« L'autogestion de l'apprentissage des adultes en Norvège », dans *Développements des structures de l'éducation des adultes : 5 études nationales.* Strasbourg, Conseil de l'Europe, 1976, pp. 108-117.

« L'auteur fait état de la tendance accrue à la démocratisation de l'éducation et à la participation des étudiants aux programmes d'éducation des adultes en Norvège. Il décrit brièvement quelques expériences norvégiennes où, selon les processus d'apprentissage, la participation et l'influence des employés ont varié. Ces expériences ont porté sur la planification des programmes en participation, l'étude en vue d'accroître la satisfaction professionnelle et les groupes d'étude pour la solution de problèmes dans l'industrie. Le document expose les dispositions de la loi de 1975 sur l'éducation des adultes. Cette loi vise à assurer l'égalité devant l'éducation et la formation au service de la démocratie pour tous les citoyens, sans considération de classe sociale ou de degré d'instruction. Sur le modèle de l'idée d'éducation permanente, les programmes doivent être adaptés à l'évolution des besoins et accessibles à tous. » (*Documentation et information pédagogiques*, n° 215, p. 93)

**1209. ESTMER, Bo.**

*Educational Research and Development at the National Swedish Board of Education.* Stockholm, National Board of Education, 1976.

“ This publication starts with a survey of the structure and direction of the Swedish educational system. Particular emphasis is laid on the different programmes of adult education. An ambitious and many-sided education system can only develop efficiently if it is backed up by educational research. In fact many reforms of the Swedish school system during the past few decades have been preceded or supported by educational research and development. The NBE has for more than ten years now been conducting systematically organized research and development activities. The findings and results accruing from these activities are widely distributed through the medium of curricula, manuals, teaching materials and reports. A broad general account is here given of the direction taken by research and development work and of the research and development process itself : How is project work financed ? How is project work organized ? How are results communicated to various interested parties ? ” (Auteur) (CADRE : 8467)

**1210. FLINCK, Rune.**

*Two-way Communication in Distance Education ; an Evaluation of Various Modes.* Lund University (Sweden), Department of Education, 1975.

“ A three-year study of two-way communication in correspondence education was conducted at the University of Lund in Sweden. Data were collected for three experimental series concerning : 1) the assignment for submission; 2) systematic telephone tutoring; 3) correspondence study combined with group meetings. Series One was a study of the structure of postal two-way communication ; answers were sent to the school, corrected, and returned to the student. Series Two investigated the possibility of reinforcing the postal two-way communication with the aid of telecommunication, so the tutor systematically called the student after the lesson had been corrected and returned. In an effort to avoid the isolation of home correspondence study, students in Series Three participated in group meetings. Final results from the project will be published at a later date. Twelve references are cited. ” (ED 114 120)

**1211. GAGE, G.G.**

“ Lifelong Learning : Scandinavian Style ”, dans *Scandinavian Review* (New York, American-Scandinavian Foundation), mars 1976, pp. 37-44.

“ Examen des différentes formes d'éducation continue au Danemark, en Finlande, en Norvège et en Suède. Étude consacrée plus particulièrement au collège populaire. En deux générations, les collèges populaires — qui représentent la forme initiale de l'éducation des adultes dans cette région — se sont développés dans tout le Danemark pour gagner la Norvège, la Suède et la Finlande. On reconnaît généralement qu'ils jouent un rôle fort utile dans

chaque société. Le Danemark possède à l'heure actuelle 80 de ces établissements ; tous sont des établissements privés, autonomes et mixtes. En Suède, il existe 115 écoles populaires qui accueillent environ 15 000 étudiants pour les « cours d'hiver » et environ 20 000 pour les « cours d'été ». L'effectif étudiant dans les écoles suédoises est plus diversifié que dans les écoles danoises, en particulier en ce qui concerne l'âge : une école type reçoit non seulement des adolescents mais aussi des adultes, voire même des quinquagénaires et des sexagénaires. En Norvège et en Finlande, les collèges populaires bénéficient d'un statut similaire mais non identique à celui des collèges danois et suédois. L'éducation des adultes, grâce aux collèges populaires, est à l'heure actuelle considérée comme faisant partie intégrante du système éducatif. » (*Documentation et information pédagogiques*, n° 212-213, p. 7)

**1212. HIMMELSTRUP, Per.**

*The Danish Folk High School.* Esbjerg (Denmark), Sydjysk Universitetscenter, s.d. 20 p.

“ This lecture explains the history, purpose, and future of the Danish folk high school, considered a small but vital part of that country's adult education system. As an introduction, the term, folk high school, is defined to mean a school for young adults, usually nineteen or twenty years old, which deals with the individual's role in life and society. In examining the historical background of these schools from the Napoleonic wars to the present, emphasis is placed on two influential personalities who emerged in the 1800's. Following a brief biography of Niklaj Frederik Severin Grundtvig, the founder of the folklighed, or folk high school, is a synopsis of his educational philosophy and that of his disciple, Christen Kold. Three purposes are identified for the schools : 1) to make students love and understand their national history, culture and art ; 2) to awaken them to the wealth of spiritual life ; and 3) to help educate them to assume civic and democratic responsibility. The current status of the schools and their future value are both considered as well as the sponsors and public support for the whole area of adult education. Also included is a short commentary of the folk high school in Sweden and Norway. ” (ED 154 113)

**1213. LOWBEER, H.**

“ Au seuil de nouvelles réformes en Suède ”, dans Lowbeer, H. et autres. *Éducation permanente et potentiel universitaire*. Paris, Unesco et Association internationale des universités, 1977, pp. 13-48.

“ Le document traite des événements passés et présents qui caractérisent la politique suédoise de l'éducation ; il analyse quelques-unes des incidences de l'éducation permanente sur l'université et, en particulier, l'emploi du potentiel universitaire. L'analyse porte sur le rôle que joue l'université dans la société en termes d'attention accrue au gouvernement, au marché du travail et aux échelons inférieurs de l'éducation. L'auteur conclut que l'éducation permanente servira de fil directeur dans la diffusion d'une éducation postobligatoire visant à accroître les

possibilités d'apprendre. Ce que l'on demande, c'est une meilleure adaptation de l'appareil éducatif aux besoins du marché du travail, notamment une meilleure utilisation des ressources nouvelles, un cadre de travail plus agréable et un accroissement des mécanismes de participation. » (*Documentation et information pédagogiques*, n° 212-213, p. 81)

**1214. MALMQUIST, Eve et Hans Grundin.**

*Reading, Writing and other Communication Skills among Adults.* Stockholm, Swedish Board of Education, 1976. 17 p.

“ This study investigated various reading and writing abilities among 25- and 35-year-old residents of Linkoping, Sweden, and assessed to extent to which these individuals' abilities could be regarded as satisfactory for their needs. In all, 377 subjects were tested on the following skills : alphabet recognition, copying ability, reading rate, reading comprehension, 'practical' reading ability, essay writing, and spelling. A questionnaire gathered information concerning subjects' general and vocational educations and present occupations, parents' education and occupations, average amount of reading and writing per day, self-evaluation of reading and writing ability in relation to perceived needs, and a subjective judgment of the importance of such abilities as measured by the different tests. Data revealed that, although many adults' skill levels improved between the age at which they left school and the age of 35, prolonged schooling during adolescence led to even greater abilities. A substantial minority of adults did not reach the level of ability considered necessary for functional literacy, and more than 30% of all subjects found their abilities insufficient in some manner. ” (ED 128 828)

**1215. MILLER, Harry et autres.**

*Adult Education in Sweden.* Carbondale, Southern Illinois University, 1978. 24 p.

“ Folk high schools, study circles, labor market training, union education, and municipal adult schools are the major providers of adult education in Sweden. For the most part, these programs are financed by the government and are tuition free. Folk high schools, which are the oldest type, were founded to provide young adults with a general civic education and to familiarize them with their local traditions and national heritage and history. More than 250 000 study circles are furnished by ten study associations sponsored by trade unions, farmers, and political parties. Of the various types of adult education, these circles, which provide non-formal, leisure-time education, have the highest enrollment. Labor market has fifty centers to give occupational training courses for the unemployed and young adults entering the job market. The unions educate their members in unionism and civic matters and stress the skills required for union leadership. A relatively recent development, municipal adult schools, is aimed at adults who have not completed a nine-year comprehensive education. Their curriculum includes the standard courses for grades 7-12 as well as vocational courses, and their

graduates may apply to universities and professional schools. (Other forms of adult education are presented briefly, and a bibliography is included) ” (ED 173 561) (CADRE : 9304)

**1216. National Swedish Board of Universities and Colleges, Stockholm.**

*Adult Learners in Postsecondary Study Programmes, Risk-students or Resources-students ? A Report from the Ronneberga Workshop (Stockholm, Sweden, April 25-26, 1979). R & D for High Education, 1979 : 8.* Stockholm, avril 1979. 19 p.

“ Critical problems and functions of the Swedish system of higher education in dealing with adult learners are summarized in this workshop publication. Various institutional responses to the growing body of non-traditional students are discussed and it is suggested that the overwhelming reaction of Swedish higher education has been to incorporate adult learners within study programs at traditional colleges or universities. This approach emphasizes the use of existing institutions to serve new groups. The need for conceptual clarification when discussing the adaptation of universities and colleges to new learners is also emphasized. Learning effectiveness and dropout rates are discussed as appropriate outcome criteria for distinguishing various reasons why students leave school and how to identify risk students. It is also suggested that flexibility in educational design is necessary to meet the needs of non-traditional students. Program structure, program form, credit or noncredit status, and teaching and learning methods need special attention. The roles of counseling and work experience for adult education are considered extremely important ; alternatives that incorporate these aspects into the basic educational design are discussed. The maintenance of educational quality while adapting the system to meet the needs of adult learners is also discussed. It is suggested that the question of quality is not only related to policy decisions, but also to how the education is practiced and how the result is evaluated both within and outside the world of higher education. The workshop program and a list of participants are included. ” (ED 180 375)

**1217. The Nordic Council and the Secretariat for Nordic Cultural Co-operation.**

*Adult Education in the Nordic Countries. Nordic Co-operation in the Field of Education.* Stockholm, 1976. 149 p. (Nordisk utredningsserie, n° 3)

The Committee of Senior Officials for Nordic Cultural Co-operation appointed in August 1972 a steering group who among other things should be head of a survey of the Adult Education in the Nordic Countries. The aim of this survey was to create a better basis for making decisions of possible common Nordic arrangements in the fields of adult education. The survey reports of the individual countries are detached chapters in the report, but as they are disposed after a common pattern they can be immediately compared. The survey reports

refer to the situation as it was, springtime 1974, in Denmark, Finland, Iceland, Norway, Sweden. (CADRE : 9217)

**1218.** Norvège. Gouvernement de la Norvège.  
*Lov av 28 mai 1976 nr 35 om voksenopplaering.* (Acte n° 35 du 28 mai 1976 sur l'éducation des adultes) Oslo, avril 1978.

En mai 1976, l'Assemblée nationale norvégienne a conclu un travail préparatoire de dix ans en promulgant le droit à une formation complémentaire pour les adultes ayant une formation de base. Sur la base du livre blanc de 1965 qui soulignait la nécessité d'une loi sur l'éducation des adultes, le débat a fait apparaître un large consensus entre les différents groupes sur le principe de la promulgation d'une telle loi, même s'il subsiste des opinions divergentes sur des problèmes particuliers.

Les objectifs principaux de la loi concernant l'éducation des adultes ont été formulés en accord avec la politique générale du gouvernement. En ce qui concerne la politique de l'enseignement, l'ensemble des structures de l'éducation en Norvège a été soumis ces dernières années à des réformes, qui toutes reflètent le désir d'aboutir à un plus haut degré d'égalité et de démocratisation. La loi vise à promouvoir une plus grande égalité d'accès à l'éducation, en fournissant une formation adaptée aux besoins et aux intérêts de chacun, en rendant chaque type de formation accessible à tous et en faisant en sorte que chacun puisse en bénéficier, quels que soient ses antécédents (formation de base, environnement social, etc.).

**1219.** Suède. Ministry of Education. International Secretariat.  
*Reply to Questionnaire EP/4114/4.* Stockholm, 1973. 38 p.

« Rapport officiel de la Suède pour la 2<sup>e</sup> Conférence des ministres de l'Éducation des États membres européens convoquée par l'Unesco sur le thème de l'enseignement supérieur. Il souligne l'importance de la coopération internationale, en particulier entre les pays nordiques, en matière d'enseignement supérieur. Y sont énumérées les mesures prises pour assurer à tous les mêmes possibilités d'accès aux études du troisième degré ; le rapport décrit ensuite l'organisation, l'administration et la gestion du système d'enseignement supérieur. Les adultes sont encouragés à bénéficier de cet enseignement en s'inscrivant à des cours à temps partiel et par correspondance, dans le cadre d'un plan global d'éducation récurrente. Les étudiants peuvent prétendre à une aide financière et au bénéfice de mesures sociales. » (*Documentation et information pédagogiques*, n° 215, pp. 105, 106)

**1220.** VON MOLCKE et N. Schneivoigt, comp.  
“Sweden” dans *Educational Leaves for Employees: European Experiences for American Consideration*. San Francisco, Jossey-Bass, 1977, pp. 116-159.

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« La plupart des mesures prises en Suède et la législation visant à instituer le congé d'études ne sont appliquées que depuis peu ou sont encore en préparation. Bien que la politique nationale de congé d'études soit « futuriste », en ce sens qu'elle vise à transformer la société, la Suède possède déjà l'un des systèmes les plus évolués d'éducation des adultes et d'éducation récurrente. Les congés et les indemnités d'études sont facilement octroyés aux adultes, qui sont encouragés à compléter leur formation en vue d'améliorer ou de mettre à jour leurs connaissances. Des cercles d'études officieux, spécialisés en général dans les langues (notamment le suédois pour les immigrants), les beaux-arts ou les sciences sociales, sont la forme la plus répandue de programmes d'éducation des adultes. De même, des collèges à régime d'internat et de cours de recyclage ont été créés pour faire face aux nouveaux besoins en main-d'œuvre : ils visent essentiellement à résoudre les problèmes de réinsertion professionnelle. » (*Documentation et information pédagogiques*, n° 215, p. 105)

