

and English-speaking illiterates. The outlines are carefully graded according to the vocabulary and knowledge required for the understanding of the subject matter; but the approach, content, and methods are consistently at the adult level. There is nothing academic about these outlines; they deal with subject-content close to the daily lives of the students; they have been developed from the experiences of many teachers and many students working together. An excellent classified and annotated bibliography concludes the manual.

While this manual has been prepared to meet the specific requirements of the New York City program, it will be invaluable to teachers of elementary adult students everywhere.

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HANDBOOK FOR TEACHERS OF ADULTS, by Stanley E. Swarder. Sacramento: California Department of Education. 1951.

To devise a guide useful alike to trained teachers and to recruits from the ranks of lay citizens is a task neither simple nor easy. This handbook succeeds in achieving a happy balance of

essential minutiae of classroom methodology and the basic philosophical and psychological concepts of adult education.

The principles which operate in adult learning situations are summarized under the headings, "characteristics of adults" and "characteristics of a good teacher of adults". These chapters can well serve as self-evaluation charts for teachers. Chapter IV contains detailed suggestions for preparing over-all course outlines. The most often used teaching devices are described in the chapter on methods and techniques, with considerable emphasis on group discussion.

Some readers would like to see included in a teachers' handbook more emphasis upon the human approach to handling adult groups. This volume does not mention even in outline the forces which operate in group situations and which affect adult behavior in groups. Perhaps one or two carefully selected books might have been recommended for additional reading.

This book supplies a much-needed reference for teachers and adult directors. It excels in practical, usable, concise and realistic suggestions and clues for more effective teaching.

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