

# Subject Index

## A

Ability to learn, 28  
 Activities, learning, 136  
 Activity-oriented learners, 47  
 Acts, of discovery, 91  
   of learning, 25  
 Administrator, questions for, 2  
   role of, 136  
 Adult, changes, 151-159, 171-177  
   definition of, 57  
   developmental stages, 154  
   differential psychology, 146-162  
   education theorists, 126, 133  
   interests, 28  
   learners, characteristics, 55-63  
   learning  
     potential, 157  
     phases of, 49-50  
     theories about learning of, 27-65  
     vs. children as learners, 54, 63-64  
 Adult education, definition of, 29-30  
   informal, 54  
   philosophy of, 45  
   social movement, as a, 44  
 Adult Education Association, 45  
 Adult educators, shift in role of, 117  
 Aging *See* Developmental  
   psychology, gerontology.

Alpha test, Army, 155  
 American Association for Adult  
   Education, 28, 32, 44  
 American Society for Training and  
   Development, 191  
 Amsterdam, University of, 53  
 Analysis, performance, 127  
   systems, 127  
 Ancient teachers, 27  
 Andragogical, design, 118-142  
   teacher, 83-87  
   theory, 54-65  
 Andragogics, 53  
 Andragogy, assumptions of, 57-61  
   definition, 51-54, 63-65  
   in developing countries, 233-239  
   emergence of, 27-57  
   history of the term, 51-53  
   in management development,  
     191-208  
   model of human resources  
     development, 118-142  
   vs. pedagogy, 54-65, 119  
 Andragology, 53  
 Animal learning, 11-20, 69-77  
   *See also* Human resources  
   developer, teacher.  
 Affective objectives, 10

Africa, andragogy in, 233-239  
 Anxiety in learning, 123  
 Architecture for human resources,  
   development, 120-122  
 Army Alpha test, 155  
 Assessment, in diagnosing needs,  
   126-129  
   learning, 77  
 Association, theories, 15  
   verbal, 73  
 Assumptions, andragogy and  
   pedagogy, 119  
   about learning, 55-63, 171-172,  
     194-195  
   educational design, 82-83  
   underlying management theories,  
     110-111  
 Attainment, concept, 7  
 Attitude, teachers, 77-80  
   *See also* Affective objectives.  
 Attitude inventory, Minnesota  
   Teacher, 107  
 Audio-visual aids, 48, 122  
 Authoritarian education, 36-37  
 Aversive consequences, 70

## B

Becoming, 43  
 Behavior change, 95-106  
   control, 7  
   evaluation, 134-139  
   systematic theory, 20  
   teacher, in inquiry method, 92-94  
   terminal, 130  
 Behavioral change, learning as, 6-8  
   modification, 95-98  
 Behaviorism, 17-20  
   breaks with, 20-23  
   purposive, 21-22  
 Bellevue Intelligence Scale, 155  
 Bond psychology, 18  
 Brain Dominance Technology,  
   240-249

## C

Capital, human, 140

investment, 124  
 Case method, 27  
 Carnegie Corporation of N.Y., 28  
 Categories, learning theory, 14-15  
 Cathedral schools, 27  
 Centers for Continuing Education,  
   Kellogg, 121  
 Centers, learning, 121, 173  
 Change, agent, 2  
   behavioral, 95-106  
   groups as instruments of, 104-106  
     managing, 187  
   self-directed, 96-98  
   theory, 99-106, 125  
 Changes, in adult years, 151-157  
   in conception of learning, 27  
   in intelligence, 155-157  
 Chaining, 73  
 Characteristics of adult learners,  
   55-63, 194-195  
   educative environments, 99-106  
   effective teachers, 34, 106-108  
   helpers, 77-80, 83-85  
   static vs. innovative organizations,  
     103  
 Children, learning of, 69-77  
   theories about learning of, 11-20  
   vs. adults as learners, 54-65  
 Classical conditioning, 19  
 Climate, human, interpersonal,  
   122-123  
   learning, 120-125  
   organizational, 123-124  
 Clinical psychology, 38-43, 122-123  
   *See also* Psychotherapy.  
 Closure, law of, 22  
 Cognitive, objectives, 9  
   organization, 108  
   theories and theorists, 14, 67-68,  
     116, 129-133, 138  
 Commitment, 46, 151-152  
 Committees, 126  
 Competency, development, 8  
   models, 126-127, 136-137, 176,  
     191-192, 213-214, 218-226  
 Computer assisted instruction, 117,  
   122  
   instruction manuals, 62-63

Concept, attainment, 8  
 continuity, Dewey's, 88  
 democracy, Dewey's, 88  
 education as lifelong process, 95  
 experience, Dewey's, 88  
 formation, 8  
 interaction, Dewey's, 89-90  
 learning, 73, 167-168  
 learning, changes in, 50  
 Concepts, of energy systems, 112-114  
 of teaching, 69  
 of teaching from theories of teaching, 88-108  
 of whole brain teaching and learning, 241-249  
 Concordia University, 53  
 Conditioned reflexes, 18  
 Conditioning, 14  
 classical, 19  
 instrumental, 19  
 operant, 19  
 theories, 14  
*See also* Behaviorism, stimulus response.  
 Conditions of learning, 72-73, 85-87, 210-211  
 Confluent education, 80  
 Connectionism, 14, 17, 18  
 Consequences, aversive, 70  
 Consultant, 124-125  
 educational planning, 175  
 learning, 50  
 questions for, 2  
 teacher as, 175  
 Consultation theory, 125  
 Content, process vs. model, 120  
 Contingencies of reinforcement, 69-71  
 Continuing, education, 138  
 learners, 46-47  
 Continuing Education, Kellogg Centers for, 121  
 Continuing personal development plan, 197-198  
 Continuity, Dewey's concept of, 88  
 Continuum of types of learning, 115-117, 175

Contract learning, 139-140, 212-217  
*See also* Learning contracts.  
 Control, of behavior, 7  
 of self, 96-98  
 Controllers, teachers as, 69-77  
 Control-oriented theories, 69-77  
 Creative leadership, 183-190  
 Creativity, 26, 187  
 Crises of adult life, 43  
 Criteria, for choosing theories, 109-118  
 of intelligence, 156  
 for selection learning models, 109-118  
 for a theory of instruction, 90-91  
 Critical, periods, 46, 151  
 reflectivity, 98-99  
 Criticism, of traditional teaching, Dewey's, 87-88  
 Cross-sectional studies, 155  
 Curriculum, inquiry-centered, 94-95  
 life-centered, 61-63  
 organization, 61-63  
 situations in, 29-31  
 Cybernetics, 26

## D

Decision-making, 125  
 Decisions about human resources development, 1-2  
 Definitions, andragogy, 51-53, 63-65  
 education, 114-115, 167-170  
 human resources development, 140-141  
 learning, 6-10  
 objectives, 129-132  
 pedagogy, 27, 54-56  
 self-actualization, 9  
 teaching, 66-118  
 theory, 2-5, 109-118  
 training, 110-112  
 Democracy, Dewey's concept of, 88  
 Democratic education, 30-31, 36-37  
 Democratic philosophy, 101  
 Dependency, 55-56, 209-211  
 Design, andragogical, 118-136

educational, 82-83  
 learning experiences, 133-136  
 lifelong learning, 173-176  
 situation, 133  
 Developer, human resources, 125  
 Developing countries, andragogy in, 233-239  
 Development, career, program for, 128  
 competency, 8  
 management, 140, 191-198  
 manpower, 140  
 personality, stages of, 38-39  
 plan, personal, 197-198  
 Developmental, psychology, 43-44, 153-154  
 stages in adult years, 154  
 tasks, 43, 60-61  
 Dewey, continuity, concept, 88  
 democracy, concept, 88  
 experience, concept, 88  
 interaction, concept, 89-90  
 traditional teaching, criticism of, 87-88  
 Diagnosis, of needs, 126-128, 174-175, 213-214  
 Diagnostic and planning guide, 218-226  
 Diagnostician, educational, 174-175  
 Dialogue, Socratic, 27  
 Differences, individual, 59-60  
 Differential psychology, 146-162  
 Differentiation, 19, 147  
 Discovery, acts of, 91  
 learning, 90-95  
 method, 107-108  
 sense of, 157-159  
*See also* Inquiry.  
 Discrimination multiple, 73  
 Discussion method, 35  
 Domains of learning, 10  
 Dynamic psychology, 15  
 Dynamics, group, 23, 104-106

## E

Eclectic, arts of, 118

Ecological psychology, 26, 99, 106, 120, 121-122  
 Economic theorists, 140  
 Education, adult, informal, 54  
 concept as lifelong process, 95, 167-168  
 confluent, 80  
 continuing, 138  
 definition, 114-115, 167-170  
 design, 82-83  
 in service, 136  
 model of lifelong, 167-178  
 objectives, 10-11  
 purpose, 167-170  
 traditional, 54-55  
 vs. training, 115  
 Educational design, 82-83, 118-139  
 Educational diagnostician, 174-175  
*Educational Research, Review of*, 156  
 Educative environment, 99-103  
 Educator, adult, shift in role of, 117  
*See also* Human resources developer, Teacher.  
 Effect, law of, 18  
 Effort, law of least, 159  
 Eight ages of man, 38-39  
*Emile*, 126  
 Energy system, 113-114, 182-190  
 Enthusiasm, in teachers, 108  
 Environment, educative quality of, 99-103, 117  
 effect of on learning, 74-76  
 for learning, 104-106, 167-178  
 of organization, 99-103  
 physical, 120-122  
 role of, in learning, 41  
 Episodes, learning, 48, 133  
 Evaluation, of behavior, 137  
 in contract learning, 217  
 of intelligence, 155-157  
 of learning, 137-138  
 program, 136-139  
 reaction, 137  
*See also* Evidence of accomplishment of objectives.  
 Evidence of accomplishment of objectives, 215-216

Executive Forum, 191-208  
 Executives, questions for, 1  
 Exercises, law of, 18  
 Experience, Dewey's concept of, 88  
   learning, design of, 134-136  
   role of, in learning, 29-31, 33,  
   59-60  
 Experiential, learning, 9  
   techniques, 59  
 Expository mode, 91  
 Extinction, 19

## F

Facilitation, of learning, 77-82,  
 179-181  
 Familiarity, law of, 22  
 Feedback, 76  
 Field theory, 15, 23-24, 99, 138  
 Financial policies, 124  
 Ford Foundation, *See* Fund for  
 Adult Education.  
 Formation of concepts, 8  
 Formulation of objectives, 129-132  
 Function, human resources  
   development as line vs. staff,  
   125  
   teacher, 74-76  
 Functions of human consciousness,  
 38  
 Fund for Adult Education of the  
 Ford Foundation, 44  
 Future learning, 50

## G

General Electric Corporation, 128,  
 244  
 Generalization, 19  
 Gerontology, 43  
 Gestalt psychology, 14, 22, 72, 148  
 Goal-oriented learners, 46-47  
 Goals, *See* Objectives.

Group dynamics, 23, 104-106  
 Group methods, 35  
 Groups, as instruments of change,  
 104-106  
 Growth, 43  
   process, 40-41

## H

Health, mental, 123  
 Helper, characteristics of, 77-82  
   teacher as, 77-82  
 Herrmann Brain Dominance  
 Instrument, 244  
 Hierarchy of needs, 9, 99  
 HRD, *See* Human resources  
 development.  
 Human, capital, 140  
   assumptions about, 110-111  
   climate, 122-123  
   enterprise, organization as,  
   140-141  
   relations training, 122  
   resources developer, 125  
 Human resources development,  
 andragogical model, 117-142  
   application of learning and  
   teaching theories to, 109-142  
   decisions about, 1-2  
   effect of financial policies on, 124  
   as line vs. staff function, 125  
   meaning of, 140-142  
   model, 118-142  
   policies, 123  
   questions about, 1-2  
 Humanistic psychology, 8-9, 23-24,  
 39-43, 122-128, 138  
 Hypothetical mode, 91

## I

Identification, *See* Modeling.  
 Illusion, Müller-Lyer, 148  
 Imitation, *See* Modeling.  
 Independent learning, 9  
   *See also* Discovery, Inquiry  
   method.  
 Individual, differences, 31, 59  
   vs. organizational learning, 117

Individuality valuing of, 186  
 Industrial psychology, 120  
 Informal adult education, 54  
 Information processing, 26  
 Innovative organizations, 103  
 Inquiry, two streams of, 28-38  
 Inquiry-centered curriculum, 90-95  
 Inquiry method, 90-95, 131  
   teams, 181  
   units, 181  
 Inservice education, 136  
 Insight learning, 22  
 Instruction, theory of, 25, 90-95  
   computer-assisted, 122  
 Instrumental conditioning, 19  
 Instruments of change, groups as,  
 104-106  
 Intelligence, changes in adult years,  
 155-157  
   criteria, 156  
   Scale, Bellevue, 155  
   tests, 155-157  
 Interaction, 89-90, 147  
 Interest, *See* Affective objectives.  
 Interpersonal climate, 122-123  
 Interpreters of learning theories,  
 12-13  
 Intervening variable in S-R formula,  
 learners as, 147-150  
 Investment capital, 124

**J**  
*Journal of Adult Education*, 32-37

**K**  
 Kellogg Centers for Continuing  
 Education, 121

**L**  
 Language laboratories, 122  
 Law, closure, 22  
   effect, 18  
   exercises, 18  
   familiarity, 22  
   least effort, 159  
   proximity, 22  
   readiness, 18  
   similarity, 22  
 Laws of learning, 18, 22-23, 159  
 Leadership, creative, 183-190  
 Learners, activity-oriented, 47  
   adult, 46-63  
   assumptions about, 57-63  
   continuing, 46-47  
   goal-oriented, 46-47  
   interest factors of, 248  
   as intervening variable in S-R  
   formula, 147-160  
   learning-oriented, 47  
   role of, 125-140  
   self-image of, 98  
   *See also* Adult learners,  
   Children.  
 Learning, ability, 28-29, 155-157  
   act of, 25  
   activities, 136  
   animal, 11-20, 69-77  
   anxiety in, 123  
   as behavioral change, 6-8  
   centers, 121, 173  
   changes in conception of, 27  
   child, 69-77  
   child, theories about, 11-21  
   children vs. adults, 32, 33, 37,  
   54-65  
   climate in, 120-125  
   concept, 73, 167-178  
   conditions, 72-73, 85-87, 210-211  
   consultant, 50, 124  
   continuum of types, 115-117, 175  
   contract, 139-140, 212-217  
   definition of, 6-10  
   by discovery, 90-95  
   domains, 9-10  
   education, vs., 10  
   environmental effect on, 74-76,  
   101-102  
   episodes, 48, 133  
   experience, design of, 132-136  
   experiences, role of in, 29-31,  
   33, 59-60  
   experiential, 9  
   facilitation of, 77-82  
   feedback in, 76  
   foundations of, 31  
   future, 50  
   growth as, 8-9

Learning, ability (continued)  
 guidelines for facilitation of, 77-82  
 how to learn, 133-136  
 independent, 9  
 individual vs. organizational, 116  
 insight, 22  
 laws of, 18, 22-23, 186  
 models, criteria for selection, 109-118  
 modules, 193, 202-208  
 needs, 98, 126-128, 213-214  
 orientation to, 46-47, 61-63  
 personal, 98  
 phases, 49-51  
 planner, 50  
 potential of adults, 146-172  
 power in, 149-150  
 principle, 73  
 proactive vs. reactive, 50, 132-136, 209-211  
 problem-solving, 73  
 process, 29-31, 42, 46-51  
 projects, 48-51, 63, 132, 175  
 readiness, 60-61  
 resources, 122, 171-177, 210-211, 214-215  
 resources center, 171-177  
 rewards in, 122, 124  
 role of adult in, 157-159  
 S-O-R formula, and, 147-150  
 safety in, 40-41  
 self-directed, 9, 31-32, 90-95, 117, 133-136, 171-176  
 sign, 22  
 signal, 73  
 skills of, 134-136, 174, 209-211  
 social, 95-96  
 specialist, questions for, 2  
 speed in, 156-157  
 structure for, 139-140  
 therapy as, 41-43  
 transfer of, 75-76, 117  
 types of, 73  
 and work, 32-33  
 Learning contracts, 139-140, 212-227  
 Learning-oriented learners, 47  
 Learning theories, applied to HRD, 109-142

applied to teaching, 66-99  
 categories, 14-15  
 contributions to psychotherapy to, 38-43  
 interpreters, 12-13  
 propounders, 12-13  
 types, 14-15  
 Least-effort, law of, 158  
 Life-centered curriculum, 61-63  
 Life problems, 43, 143-145  
 Life roles, competency development for, 176  
 Lifelong education, 33-34, 95, 167-188  
 Lifespan developmental psychology, 43  
 Line vs. staff function, HRD as, 125  
 Longitudinal studies, 155  
 Load, 149-150

## M

Machines, teaching, 20, 69-71, 138  
 Management, development, 140, 191-208  
 philosophy, 110-112, 123  
 Manpower development, 140  
 Margin, 46, 147, 149-150  
 Materials, 50, 122, 172  
 Mathematical models, 20, 26  
 Maturation, 55-56  
 Means vs. ends in adult learning, 27  
 Measurement, tests, 155-157  
*See* Evaluation, Intelligence.  
 Mechanism, planning, creation of, 125-126  
 Mechanistic, models, 109-118  
 theories, 17-21  
 Media, 48, 122, 172  
 center, 172  
 Mental health, 122-123  
 Method, discovery, 107-108  
 inquiry, 90-95, 131  
 Methods in adult education, 35-36, 37  
 Minnesota Teacher Attitude Inventory, 107

Model, andragogical, 118-142  
 of competencies for life roles, 176  
 of desired behavior, 126-128  
 of human resources development, 118-142  
 learning, criteria for selection, 109-118  
 of lifelong education, 167-178  
 mathematical, 20, 26  
 of performance, 74  
 process vs. content, 120  
 Model, teaching through, 95-98  
 theories, 15  
 Models, 4  
 competency, 126-127, 136-137, 176, 191-192, 213-214, 218-226  
 learning and teaching, situational, 114-117  
 of man, 15-17  
 mathematical, 20, 26  
 mechanistic, 17-21, 109-118  
 organismic, 21-26, 109-118  
 Mode, expository, 91  
 hypothetical, 91  
 Modification, behavioral, 95-98  
 Modules, learning, 193, 202-208  
 Monastic schools, 27  
 Motivation, 23, 29-31, 47-50, 68, 90-91, 122-123, 187  
 Müller-Lyer illusion, 148  
 Multiple discrimination, 73

## N

Nature, human, assumptions about, 110-111  
 Need, for self-direction, 110-111  
 to know, 57-58  
 Needs, diagnosis, 127-128, 174-175, 213-214  
 hierarchy, 9, 99  
 rediagnosis, 138  
 Neurophysiology, 25

## O

Objectives, cognitive, 10  
 definition, 129-132

educational, 10-11  
 evidence of accomplishment of, 215-216  
 formulation, 129-132  
 psychomotor, 10  
 specification of, 214  
 types, 129  
 Operant conditioning, 19  
 Operation, program, 136  
 Organismic, models, 21-26, 109-118  
 theories, 15-17, 21-26  
 Organization, cognitive, 108  
 curriculum, 61-63, 175  
 development, 99-106, 218-224  
 as energy system, 112-115  
 environment, 120  
 as human enterprise, 140-142  
 innovative, 103  
 management philosophy of, 110-112, 123  
 purpose, 99-100  
 structure, 123  
 Organization development, 99-106, 218-224  
 definition, 220, 221  
 intervention in, 219-221  
 Organization, vs. individual  
 learning, 117  
 training, 218-224  
 Organizations, characteristics, 103  
 Orientation to learning, 46-47, 61-63

## P

Pedagogy, vs. andragogy, 54-65, 119  
 definition, 27, 54  
 Perception, 148-149  
 of time, 46, 152-153  
 Perceptual psychology, 23-24  
 Performance, analysis, 127  
 model, 74  
 Periods, critical, 46, 151  
 Personality, change through time, 147  
 theorists, 123  
 theory, 68

Perspective transformation, 98-99  
 Phases of adult learning, 49-51  
 Phenomenological psychology, 24  
 Philosophical issues of adult education, 45  
 Philosophy, of adult learners, 46  
   democratic, 101  
   management, 110-111, 123  
 Physical environment, 120-122  
 Planner, in adult learning, 50  
 Planning, creating a mechanism for, 125-126  
 Policies, financial, 124  
 Policy and HRD, 123  
 Potential of adult learners, 146-162  
 Power, 149-150  
   adult learning, 156-157  
 Pragmatism, 15  
 Principles, learning, 73  
   of teaching, 66-99  
 Proactive learning, 50, 131-135, 209-211  
 Problem-centered orientation to learning, 61-63  
 Problem-solving learning, 73  
 Process, growth, 40-41  
   learning, 29-31, 42, 46-51  
 Process model, 120  
 Processing, information, 26  
 Productive thinking, 95  
 Program, evaluation, 136-139  
   operation, 136  
 Programmed instruction, 20, 69-70, 136-138  
 Project, Inquiry Training, 94-95  
 Projects, learning, 48-51, 63, 132, 175  
 Propounders of learning theories, 12-13  
 Proximity, law of, 22  
 Psychology, adults, 43-65  
   behaviorist, 17-20  
   bond, 18  
   clinical, 38-43, 122-123  
   developmental, 43-44, 146-147, 153-154  
   dynamic, 15

ecological, 26, 99, 106, 120, 120-122  
 Gestalt, 14, 22, 72, 148  
 humanistic, 8-9, 23-24, 38-42, 122-128, 138  
 industrial, 120  
 perceptual, 23-24  
 phenomenological, 23  
 social, 44  
 third force, 23, 39-43  
 Psychomotor objectives, 10  
 Psychotherapy, contributions to learning theory, 38-46  
 Purpose, education, 167-170  
   organizations, 99-100  
 Purposive behaviorism, 22

## Q

Qualities of teachers, 106-108  
 Questions for administrators, 2  
   for consultants, 2  
   for executives, 1  
   about HRD, 1-2  
   for learning specialists, 2

## R

Reaction evaluation, 137  
 Reactive learning, 50, 132-136, 209-211  
 Readiness, law of, 18  
   learning, 60-61  
 Recapitulation, 14  
 Rediagnosis of needs, 138  
 Reflexes, conditioned, 18  
 Reinforcement, 18  
   contingencies of, 69-71, 95-98  
   theories, criticism, 95  
 Releasing human energy, 182-190  
*Research, Educational, Review of*, 146  
 Resources for learning, 122, 171-177, 210-211, 214-215  
 Rewards, in learning, 122, 124  
   *See also* Behaviorism.  
 ROCOM, 128  
 Role, of adult educator, shift in, 117  
   of adult in learning, 157-159

of environment in learning, 41  
 human resources developer, 125  
 learner, 125-140  
 life, competency development for, 176  
 modeling, 95-98  
 models in diagnosing needs, 127-128  
 teacher, 74-80, 167

## S

S-O-R formula, 147-150  
 Safety in learning, 40-41  
 Selecting learning models, criteria, 109-118  
 Self-actualization, 9, 24, 39  
 Self-concept, adult, 157  
   assumptions about, 58-59  
   changes in, 58-59  
   importance of positive, 186  
 Self control, 96-98  
 Self-directed learning, 9, 31-32, 90-95, 117, 133-136, 171-176  
 Self direction, as dimension of maturation, 55-56  
   need for, 58-59  
 Self-fulfilling prophesy, 166  
 Self-identity, 60  
 Self-renewal, 102  
 Sense of discovery, 157-159  
 Shaping of behavior, 8  
 Shift in role in HRD, 117  
   of teacher to facilitator, 179-181  
 Sign learning, 22  
 Sign-Gestalt-Expectation Theory, 22  
 Signal learning, 73  
 Similarity, law of, 22  
 Situational curriculum, 29-31  
 Situations, design of, 133  
 Skills, inquiry, 92-95  
   in self-directed learning, 174  
 Social, learning, 95-96  
   psychology, 44, 120  
   work, 5  
 Social sciences, contributions to adult learning theory, 38-47

Sociology, 44  
 Socratic dialogue, 27  
 Specialist, learning, 2  
 Speed in learning, 156-157  
 Staff development, tutoring in, 227-232  
 Stages, developmental, 154  
   in development of thinking, 25  
 Static organizations, 103  
 Steps in evaluation, 136-139  
   in creating a lifelong learning system, 172  
 Stimulation, 121  
 Stimulus-response formula, learners as intervening variable in, 147-150  
   theories of learning, 17-21, 67, 69-73, 95-98  
   *See also* Behaviorism.  
 Streams of inquiry, 28  
 Stress, 151  
 Structure, organizational, 123  
 Studies, cross-sectional, 155  
   longitudinal, 155  
 Subject-centered orientation to learning, 28-31, 35-36, 46  
 Systems, analysis, 127  
   energy, 113-114, 182-190  
   theory, 99-102, 125, 170-171  
 Systematic behavior theory, 20

## T

Tasks, developmental, 43, 60-61  
 Teachable moments, 43  
 Teacher Attitude Inventory, Minnesota, 107  
 Teachers, ancient, 27  
   andragogical, 83-87  
   behavior of, in inquiry method, 90-95  
   as consultants, 175  
   as controllers, 69-77  
   effective, 34, 106-108  
   enthusiasm, 108  
   functions of, 74-76, 98-99  
   as helpers, 77-82  
   as individuals, 241  
   qualities, 106-108

- role of, 31, 34, 35-36, 74-80, 167, 179-181
    - training, 136, 175-176
  - See also* Learning specialist.
  - Teaching, concepts, 69-87
    - as controlling, 69-77
    - definition, 66-118
    - through inquiry, 90-95, 131
    - machines, 20, 69-71, 138
    - through modeling, 95-98
    - modes, 91
    - principles, 66-99
    - theories, 66-99
    - theories, applied to HRD, 109-140
    - traditional, Dewey's criticism, 87-88
    - whole brain concept, 241-249
  - Techniques, transmittal vs. experiential, 59-60
  - Telectures, 122
  - Television, 122
  - Terminal behavior, 129
  - Tests of intelligence, 155-157
  - Theories, behaviorist, 17-20
    - of change, 99-106, 125
    - cognitive, 14, 67-68, 116, 129-133, 138
    - conditioning, 14
    - control-oriented, 69-77
    - coping with, 109-117
    - criteria for choosing, 109-118
    - interpreters, 12-13
    - of learning, *See* Learning theories.
    - of learning and teaching applied to HRD, 109-118
    - mechanistic, 17-21
    - modeling, 15
    - organismic, 15-17, 21-26
    - reinforcement, criticism, 95
    - stimulus-response learning, 17-21, 67, 69-73, 95-98
    - teaching, 66-99
  - Theory, of adult learning, 28
    - of behavioral settings, 106
    - of consultation, 125
    - definition, 2-5, 109-118
    - field, 15, 23-24, 99, 138
    - instruction, 25, 99-95
    - personality, 68
    - systematic behavior, 20
    - systems, 99-102, 125, 170-171
    - X and Y, 110-112
  - Therapy, as learning process, 41-42
  - Thinking, productive, 95
    - stages in development, 25
  - Third force psychology, 23, 39-43
    - See also* Humanistic psychology.
  - Time, perception, 46, 152-153
    - personality change through, 147
  - Traces, 22
  - Traditional education, 29-30, 33, 54-55, 87-88
    - criticism, 87-88
  - Trainer, *See* Adult Educator, Consultant, Human resources developer.
  - Training, definition of, 110, 112
    - human relations, 102
    - individual vs. organizational, 117
    - teacher, 136, 175-176
    - vs. education, 114-117
  - Training Project, Inquiry, 94-95
  - Transfer of learning, 75-76, 117
  - Tutoring, 218-232
  - Types of learning, objectives, 129-132
    - theories of learning, 14-15
- U**
- UNESCO, 95
- V**
- Valence, 23
  - Variable, intervening, learners as, in stimulus-response formula, 147-150
  - Verbal association, 71
- W**
- Westinghouse Electric Corporation, 191-208
  - Will to learn, 90
  - Work and learning, 32-33