

## Abstracts

Attendance and Division of Labor in Voluntary Associations. W. Keith Warner. *Rural Sociology*, XXIX (December, 1964), 396-407. Available from Secretary-Treasurer, Rural Sociological Society, South Dakota State College, Brookings, S. Dak. \$8.00 per year.

This article reports findings of a study which focused on participation in voluntary associations through attendance at meetings. The purpose of the study was to analyze relationships between attendance and some forms of division of labor (i.e., office holding, committee chairmanship, and committee membership). The procedures and results of the study are discussed. It is reported that the proportion of members attending meetings is significantly and positively correlated with some, but not all, of the elements of division of labor. It is suggested that different forms of divisions of labor in voluntary organizations exhibit different relationships with membership attendance.

The Psychological Basis of Effective Training. S. G. Huneryager. *Training Directors Journal*, XVIII (June, 1964), 3-7. Available from ASTD Executive Director, 2020 University Ave., Madison, Wis. 53705. Single copy \$1.00.

To effectively train people, the necessary conditions to achieve training objectives must be created: This is first and foremost, the author maintains. The process of training must create a variety of conditions in order to gain trainee acceptance, understanding, and behavior changes. In this context the training group is discussed, the training and organizational environment, conditions for securing individual involvement, and the role of the training staff. If training is to be effective, the author says, trainees must participate in the total training process: planning, conducting, and evaluating.

Urbanites Must Be Approached Through Recognized Information Sources. Jean A. Shipman and Nellie R. McCannon. *Journal of Home Economics*, LVI (December, 1964), 744-47. Available from American Home Economics Association, 1600 Twentieth St., N.W., Washington, D.C. 20009. Single copy \$1.00.

Personal characteristics and availability of mass media appear to determine urban women's use of information sources and influence interests, according to findings of two Wisconsin surveys reported in this article. It is reported that even though urban women need home-making information, they are not likely to turn directly to professional home economists with their questions. Findings are summarized de-

ing with information sources used, information exposure, and a comparison of urban members of Extension sponsored groups and non-club urban women.

**Tension Can Be an Asset.** David E. Ewing. *Harvard Business Review*, XLII (September/October, 1964), 71-78. Available from Harvard Business Review, Soldiers Field, Boston, Mass. 02163. Single reprint \$1.00.

"Healthy tensions have great potential value for an organization," the author asserts—even though everybody seems to be against tension! He says tensions may stimulate learning and enthusiasm, lead to better and more imaginative performance, increase vigilance and critical self-appraisal, and induce executives and supervisors to weigh conflicting values more discerningly in making decisions. This position is a contrast to much current literature which relates tension to unhappiness and low productivity. He describes his "new view" in terms of forms of tension, with only one form being identified as "unhealthy." A number of advantages are identified along with implications for action.

**Changing Our Professional Sights in Extension.** Emily H. Quinn and Edgar J. Boone. *Adult Education*, XV (Autumn, 1964), 23-34. Available from Adult Education Association of U.S.A., 1225 Ninth Street, N.W., Washington, D.C. 20036. Single copy \$1.25.

"The present and future success of the Cooperative Extension Service," according to the authors, "will depend upon: (1) its continuing sensitivity to the real needs of the people, and (2) its ability to marshal and focus effectively its resources on these ever-changing, complex needs." In keeping with this analysis, "ten major dimensions of the Extension worker's role" are identified and discussed. It is contended that the Service must define in more precise terms how and in what manner it is prepared to give educational leadership. Today's major function for Extension is identified as teaching families how to adjust to change brought on by technological and social advances. Competencies needed to perform this function are discussed.

**Rural Poverty.** Lee G. Burchinal and Hilda Siff. *Journal of Marriage and the Family*, XXVI (November, 1964), 399-405. Available from The National Council on Family Relations, 1219 University Ave., S.E., Minneapolis, Minn. 55414. Single copy (special issue) \$3.50.

Poverty and deprivation are not only widespread among rural residents, the authors assert, they are more characteristic of rural areas than cities. They characterize conditions in terms of income, education, housing, size of families, and health standards. Their discussion of rural poverty is prefaced by a description of the rural population, indicating that it is more varied today than previously. Solutions to rural poverty, they contend, must begin by adapting the major com-

munity programs serving rural areas to demands of urban economy and society. Areas in which families need assistance are identified.

This article is one of several in this special issue ("American Poverty in the Mid-Sixties") resulting mainly from the 1964 Groves Conference on Marriage and the Family. Other topics treated in this issue deal with matters such as low-income culture, education, public housing, economic and social deprivation, social integration of rural to urban migrants, and family planning.

*Probing Volunteer-Staff Relations.* Developed by Council of National Organizations for Adult Education. 1963. Available from Association Press, 291 Broadway, New York 7, N.Y. \$4.50.

This publication consists of a kit containing a manual and copies of each of two self-inventory questionnaires. It outlines a plan designed for use with administrative and/or policy-making leaders (both volunteer and staff) in voluntary associations. The self-inventory is designed to provide a structure for self-study. This is accomplished through the use of the self-inventory tools provided by identifying important characteristics which help in defining the personality of an organization.

*Helping Other People Change.* Stephen M. Corey. 1963. 89 pp. Available from Ohio State University Press, Columbus, Ohio. \$2.50.

The treatment of this subject is prefaced on the idea that educators spend considerable time planning how to and then actually trying to change other people. The author refers to changing other people as an "attempt to effect complex and involved learning. . . ." He indicates that his intention is to be clear rather than persuasive. Ideas are discussed which deal with what the professional brings to the situation, the process of change, facilitators of change, and the role of the consultant.

*Agricultural Cooperatives: Strength in Unity.* Alyce L. Jewett and Edward C. Voorhies. 1963. 140 pp. Available from the Interstate Printers & Publishers, Inc., 19-27 N. Jackson St., Danville, Ill. \$3.75.

"This is undoubtedly a testing period for farmer cooperatives," the authors state. Cooperatives are characterized as especially susceptible to attack (from members, competitors, legislators, and the uninformed public). The book is designed to help the reader better understand what cooperatives are and what they are not. Such topics as the functional types of cooperatives, structure, objectives, financing, integration and consolidation, regulations, and some predictions as to the future are covered.

*The Educational Uses of Change.* Howard B. Holt. *Phi Delta Kappan*, XLVI (December, 1964), 188-89. Available from Phi Delta Kappan, Eighth St. and Union Ave., Bloomington, Indiana. Single copy 60 cents.

The ceaseless turmoil surrounding changes in education (in curricula-

tion, methods, internal organization, physical facilities, etc.) are reasons for pondering, the author asserts. Any change in educational practice suggest three assumptions: (1) one method is better than another; (2) it is possible to experimentally determine which is best; and (3) the superior method should be put in practice. However, serious doubts as to the logic of these assumptions are identified. "The basic truth would appear," the author states, "to be that teachers do best that which they perceive to be the best, but only when certain conditions are met." *How* such conditions are identified.

*Sense of Control—Conceptions and Misconceptions.* Robert E. Thompson. *Business Horizons*, VII (Summer, 1964), 49-59. Available from School of Business, Indiana University, Bloomington, Indiana. Single copy \$2.00.

The ease with which coordination can be achieved by managers is of paramount consideration, according to the author. The best coordination is described as possible when everyone in an organization reports directly to the top administrator. However, certain broadly held concepts and organizational forces are identified which cause managers to structure organizations with unjustifiably short spans of control. The grouping of organizational components needing *close* coordination is emphasized to the point of disregard for an equally important problem the author identifies: that of achieving adequate coordination among *all* components. A hypothetical conversation is used to illustrate arguments presented.

*Liberal Education and Home Economics.* Jeanette A. Lee and Paul L. Oswald. 1963. 108 pp. Available from Bureau of Publications, Teachers College, Columbia University, New York, N.Y. \$2.75.

The study of home economics education reported in this monograph is based on the balance between liberal arts subjects and professional courses in the total undergraduate experience. Efforts to establish relationships between this feature of the curriculum and other factors (attitudes of faculty members, views of administrative officers, position of the school or department of home economics in the institutional structure, and changing demands from society) are reported. Generalizations are suggested as bases for considering revisions in the structure for courses and curricula in home economics and in the clarification of professional roles.

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How can people never learn anything, because they understand everything too soon.  
—ALEXANDER POPE.

How can great minds be produced in a country where the test of great minds is agreeing with the opinion of small minds?  
—JOHN STUART MILL.