

Abstracts

Expectations of Excellence. C. M. Oxley and Genevieve B. Oxley. *California Management Review*, VI (Fall, 1963), 13-22. Available from Periodicals Department, University of California Press, Berkeley, California 94720. Single copy \$2.00.

"Nothing challenges men as effectively to improved performance as a job that makes high demands of them." Expectation is an attitude, according to the authors, and this attitude is an effective determinate of the quality of performance. They make a case of urging management to be at least equally diligent in formulating and communicating its own expectations of excellent performance to employees as it is in attempting to determine and meet employee expectations. They draw upon behavioral science literature in developing their arguments.

Career Patterns of Part-time Farmers and Their Contact with the Agricultural Extension Service. Glenn V. Fuguitt. *Rural Sociology*, XXX (March, 1965), 49-62. Available from Howard M. Sauer, South Dakota State University, Brookings, S. Dak. \$8.00 per year.

"Part-time farmers who were formerly full-time farmers are more likely to have contacts with Extension than those who formerly were full-time nonfarm workers," according to the author. This conclusion is based on a study of a random selection of part-time farmers in a setting of good farm land and many commercial farms, but close to both large and small urban centers (much of which may be characterized as rural-urban fringe). It is suggested that results may reflect that the Extension program may have, in some way, discouraged part-time farmers from participating who held full-time nonfarm jobs before taking up farming.

Planned Change and Systemic Linkage in a Five-year Extension Program with Part-time Farm Families. J. Gilbert Hardec. *Rural Sociology*, XXX (March, 1965), 23-32. Available from Howard M. Sauer, South Dakota State University, Brookings, S. Dak. \$8.00 per year.

A five-year project "to design and put into effect an Extension educational program which will aid in developing the resources of part-time farm families and to test the effectiveness of the program and the Extension methods it employs" was the subject of the study reported. The study was designed to test differences in planned change that occurred between families, involved in the program, who had varying degrees of contact (linkage) with the Extension agents working on the project. Both farm operators and homemakers in families which developed a high degree of linkage with agents (as compared to a medium or low degree

increased in their social participation score. Differences in the number of "projects" completed are also noted.

Education and Mass Mailing: Its Impact on Volunteers. Morton Plotnick. *Adult Education*, XV (Winter, 1965), 89-90. Available from Adult Education Association, 1225 19th St., N.W., Washington, D. C. 20036. Single copy \$1.25.

This brief article reports a study designed to test the educational effect of materials mailed by a community service agency to its volunteers. To measure such an effect pre- and post-test questionnaires were mailed to the test group and a control group. The measured effect of the mailed materials was negligible. The author suggests courses of action as a result of such findings.

An Uneasy Look at Motivation Theory. George S. Odiorne. *Training Directors Journal*, XIX (January, 1965), 3-11. Available from ASTD, 2020 University Avenue, Madison, Wisconsin 53705. Single copy \$1.00.

It is suggested that all the work on teaching motivation theory has been overdone. Training should change *job behavior* rather than teach managers to probe into private motives. The author says that it is perhaps time to quit teaching explanations and focus on changing management behavior. He maintains that the number of safe generalizations that can be acquired from behavioral sciences is far smaller than we are often led to believe, and that the amateur is likely to apply generalizations with unqualified interpretations.

Community Leadership: Directions of Research. Charles M. Bonjean and David M. Olson. *Administrative Science Quarterly*, IX (December, 1964), 278-300. Available from Graduate School of Business and Public Administration, Cornell University, Ithaca, New York. Single copy \$3.00.

In this review of literature, the authors address themselves to three points: (1) how community leadership is studied (how leaders are identified); (2) the salient characteristics of leadership structures in various communities that have been investigated; and (3) what may be related to leadership structure characteristics. Among other things they conclude that in identifying leaders, there has been a shift in preference and use from the positional to the reputational—to the decisional method—and finally to a combination of methods.

Technology and Social Change. Eli Ginzberg (ed.). 1964. 158 pp. Available from Columbia University Press, New York, N. Y. \$4.50.

Formal presentations and discussions exploring the implications of technological change are included in this publication. They result from a seminar at Columbia University which focused on the effects of technology and its universal sweep and social systems with which the new tech-

nology would operate in the coming years. Individual papers deal with (1) recent technological innovations in historical perspective, (2) nature and causes of technological change, (3) problems of social adaptation to technological change, (4) effects of technological change and automation upon the nature of work and work relationships, and (5) responsibilities of government and leaders of industry in dealing with social costs inherent in the process of change.

How to Break In the College Graduate. Edgar H. Schein. *Harvard Business Review*, XLII (November/December, 1964), 68-77. Available from Harvard Business Review, Soldiers Field, Boston, Mass. 02163. Single reprint \$1.00.

The challenge, the author states, is "to recognize the great potential of the college graduate and to create organizational circumstances for him that will utilize rather than defeat the very qualities which make him valuable—his education and his youthful enthusiasm and idealism." However, he argues that the expectations and needs of the college graduate and those of the organization are often sufficiently out of line that "considerable danger exists of both parties landing in the trap of a self-defeating induction and training program." In dealing with the issue, he discusses the graduate's and organization's view, induction strategy, and constructive approaches, including specific training goals.

Encouraging Children to Learn: the Encouragement Process. Don Drinkmeyer and Rudolf Dreikurs. 1963. 162 pp. Available from Prentice-Hall, Inc., Englewood Cliffs, N. J. \$5.65.

On the premise that pressure from without rarely promotes desirable behavior—that one can seldom "make a child behave, study, or apply himself if he chooses not to do so"—the authors develop the idea that "pressure from without has to be replaced by stimulation from within." They maintain that the result of any corrective act "depends less on what the educator does than on how the child perceives and responds to it." The discussion starts with basic assumptions on personality development and includes child development, discouragement, principles of encouragement, deterrents to encouragement, and an analysis of examples.

Individualizing Instruction. Ronald C. Doll (ed.). 1964. 174 pp. Available from Association for Supervision and Curriculum Development, NEA, 1201 16th St., N. W., Washington, D. C. 20036. \$4.00.

This yearbook focuses on the person to person relationship between teacher and learner. Rather than "trying to plumb the psychological depths of human potential" in preparing material for this volume, efforts were directed toward producing "a guide to insightful teachers and their equally insightful supervisors." Attention is focused on the "intimate use of subject matter and of process which help teachers find individual learners in groups, and which make these teachers agents for opening

the world to learners and for freeing them to explore the world." Emphasis is on the learner, the use of subject matter, classroom methods and environment, and functions of administrators and supervisors.

RFD: The Changing Face of Rural America. Wayne E. Fuller. 1964. 362 pp. Available from Indiana University Press, Bloomington, Indiana. \$6.95.

This is a history of the origins and development of rural mail service. It is also an account of the transition of rural America from the old to the new. Beginning with an account of postal services and conditions prior to RFD, the history is traced from horse-and-buggy days, through the auto age, to the passing of rural isolation. Such topics as roads, parcel post, farm to market, and politics are discussed. Primary sources of information for the story included official records: *Congressional Record*, annual reports of the Postmaster General and the Secretary of Agriculture, yearbooks of the Department of Agriculture, and *Farmer's Bulletins*. Other sources included literary periodicals, the *National Rural Letter Carrier*, and Sears Roebuck catalogues.

Continuing Education of Women. Marie S. Pfeiffer. April, 1964. 44 pp. Available from The Ohio State University Association, Columbus, Ohio. No price listed.

This bulletin reports the work of a committee exploring the extent of interest among women in continuing their education. Those surveyed were wives of faculty and staff of the University or professional men, University affiliated groups, and women's organizations—women whose educational attainment or interest would approximate college level. Social characteristics and hopes and plans for continuing education are reported.

Men, Work, and Society. Sigmund Nosow and William H. Form. 1962. 612 pp. Available from Basic Books, Inc., New York, N. Y. \$8.50.

This is a reader in the sociology of occupations, including 70 contributions. They are developed around five major themes: (1) the nature of work, unemployment, and leisure; (2) occupational structure; (3) details about individual occupations; (4) the way in which occupational structure and individual occupations mesh with other elements of society; and (5) the use of particular occupations as clues to broader social problems. Material ranges from fairly popular to more technical.

Speed Reading for the Executive. Walter Pauk. *Training Directors Journal*, XIX (March, 1965), 15-19. Available from ASTD, 2020 University Avenue, Madison, Wis. 53705. Single copy \$1.00.

The author explores the real purpose of reading programs, revealing the "myths" of speed reading courses. A method of judicious selectivity is suggested in preference to high-speed low-comprehension reading.