

Abstracts

Rural Youth in a Changing Environment. Edited by Ruth Cowan Nash. 1965. 344 pp. Available from the National Committee for Children and Youth, Inc., 1145 19th Street, N.W., Washington, D.C. 20036. \$2.75.

On the premise that "youth in rural areas are the unwitting victims of a vanishing way of life," a national conference was held "to determine the best possible course of action that can be taken to prepare young people growing up in a rural environment to adjust and to compete in a changing society." This publication contains an overview of the conference, major addresses, highlights of addresses at eight special interest meetings, work group reports and recommendations, and reports on conference follow-up activities.

Poverty and Social Change. Alexander H. Leighton. *Scientific American*, CCXXII (May, 1965), 21-27. Available from Scientific American, Inc., 415 Madison Avenue, New York, N.Y. 10017. Single copy \$1.00.

Steps taken to analyze the conditions in a deprived area and means used to help families improve their conditions are reported. Ten criteria used in accomplishing this analysis in terms of sociocultural integration are indicated. The resulting gradual but dramatic transformation of a neighborhood from a disintegrated state to one of independence is described. The results of this effort lead the author to conclude that, in addition to giving better education and training people in marketable skills, the development of patterns of social functioning is essential if a "war on poverty" is to succeed. He says patterns should include leadership, followership, and practice in cooperation—in other words, help in learning human relations.

Some Factors in the Environmental and Psychological Status of Low Socioeconomic, Urban Youth. Richard E. Bitterman. ER&T 180(12-64). 24 pp., mimeograph. Available from Division of Extension Research and Training, Federal Extension Service, Washington, D.C. 20025.

The author combines research and literature on a number of phases of life to picture low socioeconomic urban youth. Behavior of young people in this class is shown to follow radically different patterns from those of middle class children. Lower class values are described as clustering around a "live for today" ethic. Some caution about overgeneralizing is expressed, however, with the realization that people from similar economic backgrounds do not necessarily experience similar or the same intensity of influences.

Clear Communications for Chief Executives. Robert N. McMurry. *Harvard Business Review*, XLIII (March/April, 1965), 131-2+. Available from Harvard Business Review, Soldiers Field, Boston, Mass. 02163. Single reprint \$1.00.

Despite feverish efforts to improve internal communications, top executives are often totally insulated from what is actually taking place in their enterprises, the author asserts. Of equal concern, he says, is that not all chief executives are temperamentally capable of accepting and assimilating information which conflicts with their personal values and predilections. On these premises the author explores communication problems by discussing: (1) barriers which fault the executive's knowledge of what goes on; (2) sources of error which hinder his communications with subordinates; (3) major remedies needed to improve "intelligence"; (4) steps that should be taken to improve over-all functioning of the organization; and (5) personal conflicts which must be overcome.

Family Mobility in Our Dynamic Society. Iowa State University Center for Agricultural and Economic Development. 1965. 284 pp. Available from Iowa State University Press, Ames, Iowa. \$4.95.

Essays included in this book were originally presented at a conference on "Family Mobility and Our Dynamic Society" held at Iowa State University in 1963. Consideration in the conference was given to family problems and processes brought about by changing agricultural, economic, and social conditions in relation to the concern of professions for the family. Essays are organized under the headings of (1) the societal setting, (2) changing family roles, and (3) problems and adjustments of families who stay and (4) those who move.

The Program Planning Process with Emphasis on Extension. Patrick G. Boyle. 1965. 56 pp. Available from the National Agricultural Extension Center for Advanced Study, Agricultural Hall, University of Wisconsin, Madison, Wisconsin. \$1.50.

A summary of major findings relating to program planning as conducted at the University of Wisconsin is presented. Presentation of the findings is organized around a discussion of the planning process and an elaboration of "five phases of the process." A bibliography is included.

Families in an Urban Enclave. Starley Hunter *et al.* 1965. 30 pp. Available from Extension Division, University of Missouri, Columbia, Missouri.

This publication reports an evaluation of the efforts of a home economist working with low income families in Kansas City over a two-year period. Purposes of the project were (1) to test the effectiveness of present Extension methods in an urban area with low-income families, (2) to explore new methods and techniques of implementing a home economic program, and (3) to encourage the development of leadership for better family and home life. Major program emphasis was on food for the fam-

to health. Reactions to the program by community leaders, as well as the homemakers, and an evaluation of Extension methods used are reported.

Education, 4-H and Low Socioeconomic Urban Youth. Richard E. Bitterman. ER&T-1(1-65). 24 pp., mimeograph. Available from Division of Extension Research and Training, Federal Extension Service, Washington, D.C. 20025.

This paper deals with educational aspects of lower class youth. Adaptations are suggested for 4-H in serving low socioeconomic, urban youth. The author says that 4-H shows promise of enhancing the educational prospects and improving the family and individual functioning of low socioeconomic, urban youth. He suggests strengths of 4-H and weaknesses (which might inhibit an effective program for this group) and guidelines—for organizing, programming, and leading. The author concludes that a major problem in working with this group may arise from the youth's past successes and subsequent yield of higher aspirations and expectations—rather than from its deficiencies and inadequacies.

Academic Women. Jessie Bernard. 1964. 332 pp. Available from The Pennsylvania State University Press, University Park, Penn. \$6.50.

This book is a study of the sociology of academic women. It surveys the history of women in the American academic world, analyzes the motivations, backgrounds, and career patterns of academic women, and evaluates their contributions. Systematic data as well as autobiographical, biographical, and personal-documentary materials are utilized in a sociological framework.

Introducing Social Change: A Manual for Americans Overseas. Conrad M. Arensberg and Arthur H. Niehoff. 1964. 214 pp. Available from Aldine Publishing Company, Chicago, Illinois. \$4.95.

"The innovator," the authors say, "not only has to be a specialist in his own field . . . but he must be able to surmount the barriers of customs and outlooks on life that differ from his own." This manual is designed, they say, to stimulate Americans acting as change agents to recognize and solve the cultural problems involved in introducing new ideas and techniques to cultures other than their own. The concepts of culture, cultural change, planned change, and American cultural values are discussed.

Adult Education Procedures, Methods and Techniques: A Classified and Annotated Bibliography, 1953-1963. George F. Aker. 1965. 164 pp. Available from The Library of Continuing Education at Syracuse University, Syracuse, New York 13210. \$7.00.

This is an annotated and classified bibliography of research studies, description of practice and best thinking on problems of adult education methodology for the ten year period 1953-1963. It is designed for lay

and professional leaders as well as scholars in the broad field of adult education.

Working with People in Community Action. Clarence King. 1965. 192 pp. Available from Association Press, 291 Broadway, New York, N.Y. 10007. \$5.95.

Community action is characterized as an art best learned by doing or by group discussion of realistic case material—consequently this international case book for trained workers and volunteer leaders. Cases presented are organized and discussed under such headings as felt needs, specialists, committees, councils, and training.

Organizational Authority. Robert L. Peabody. 1964. 164 pp. Available from Atherton Press, 70 Fifth Avenue, New York, N.Y. 10011. \$5.50.

A study of authority relationships in three public service organizations (an elementary school, a public welfare agency branch office, and a police department) constitute the basis for this book. An effort is made to distinguish between emphasis on functional (based on knowledge and personal skills) and formal authority (based on legitimacy, position, and rewards and sanctions inherent in position). It is concluded that both types of authority are needed but that present evidence does not indicate what the appropriate combination might be.

Problem-Solving Doesn't Have to Be a Problem. Raymond F. Valentine. *Supervisory Management*, X (February, 1965), 4-8, and X (March, 1965), 23-6. Available from American Management Association, Inc., 135 West 50th Street, New York, N.Y. 10020. Single copy \$1.00.

Basic features of an approach to problem solving that has been used are outlined in this two-part article. From such features as (1) being sure what the problem is and (2) dividing the problem into manageable portions to (3) evaluating results of your solution, the author uses examples and descriptions to illustrate the ideas.

Relation between Meaning and Motivation for Learning. Hazel Taylor Spitze, *Journal of Home Economics*, XVIII (January, 1966), 27-30. Available from American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009. Single reprint \$0.15.

The author believes that, although many questions remain unanswered, one thing is fairly clear concerning motivation: ". . . in order to be motivated to do something, one must see *meaning* in it for himself." Meaning is defined in several ways. Motivation is also defined from several points of view. Five implications for the home economics teacher concerning the relationship between meaning and motivation are discussed. One implication suggests that teachers may serve as models of meaningfulness; the author believes that "Teachers impart meaning

through their zest for life and also in the way they use their minds." She says that the best hope is for children to share time and space with teachers in whose lives meaning runs strong enough to be contagious.

Behaviour in Uncertainty. John Cohen. 1964. 208 pp. Available from Basic Books, Inc., Publishers, New York, N.Y. \$5.50.

The author explores the manner in which people cope with uncertainty when faced with varying amounts of evidence and with conflicting and contradictory evidence. He deals with such procedures as weighing evidence, making choices, the pathology of decision making in uncertainty, and risk taking in a variety of circumstances.

University Extension. Theodore J. Shannon and Clarence A. Schoenfeld. 1965. 116 pp. Available from The Center for Applied Research in Education, Inc., 70 Fifth Avenue, New York, N.Y. 10011. \$3.95.

Characterizing extension as the "third function" of the new American university, the authors devote a chapter each to General Extension and Agricultural Extension and another to discussing ten factors critical to an effective university extension process.

Individual Behavior and Group Achievement. Ralph M. Stogdill. 1959. 352 pp. Available from The Oxford University Press, New York, N.Y. \$5.00.

In this book the author develops a theory based on the assumption that the structure and operations of a group can be described in terms of the behavior of its members in interaction. His theoretical ideas are examined in reference to experimental data. In doing this, he attempts to relate and integrate evidence from sociology, psychology, and social psychology under the headings of (1) interaction and group structure, (2) performance and group operations, (3) expectation and group purpose, (4) group structure and operations, and (5) group achievement.

A Model for the Analysis of Motivation. Robert D. Boyd. *Adult Education*, XVI (Autumn, 1965), 24-33. Available from Adult Education Association of the U.S.A., 1225 Nineteenth Street, N.W., Washington, D.C. 20036. Single copy \$1.25.

The author points out that analyses of failures to motivate often are unsystematic. He suggests that what is needed is a general system that can be used to structure the known patterns and identify missing parts. By use of a model, motivation is classified as being physiological, psychological, or social-cultural, and is discussed in relation to source, arousal, expression, and reward-punishment in each area. The model is applied to fundamental education, in particular to instruction in literacy education.