

Abstracts

Patterns of Community Development. Edited by Richard Franklin. 1966. 124 pp. Available from Public Affairs Press, 419 New Jersey Ave., S.E., Washington, D.C. 20003. \$2.50.

The purpose of this book, according to the editor, is to report some of the accumulating experiences, reflections, and insights in a region where community development is being systematically undertaken. Primarily, it contains a series of case histories, reported by practicing consultants, on work undertaken in southern Illinois. Communities of varied size and complexion are reported—from small town to urban center. A final section of the book deals with questions and issues for future social-action research growing out of experiences with community development.

Helping Hands: Volunteer Work in Education. Gayle Janowitz. 1965. 125 pp. Available from The University of Chicago Press, Chicago, Illinois 60628. \$3.95.

This handbook is an interim document reporting experience and observations from a project undertaken to help improve the understanding of problems of academic achievement and the role of volunteers in education. It is developed around the work of organizing study centers in the inner city to increase the academic competence and self respect of children who need help—the “disadvantaged.” Programs and activities, resources, volunteers (recruiting, supervising, maintaining), and results of such undertakings are described. Case studies are reported to illustrate results.

Teaching Machines and Programmed Learning, II: Data and Directions. Edited by Robert Glaser. 1965. 832 pp. Available from the Department of Audiovisual Instruction, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036. \$11.50.

Various authors of the 17 chapters of this book interpret research and present their thinking about the present and future of the field of instructional technology. Major topics concern (1) common conceptual and methodological problems, (2) instructional variables in relation to specific subject-matter fields, (3) the use of programmed instruction, and (4) a behavioral science base for instructional design.

Mass Media and Communications. Edited by Charles S. Steinberg. 1966. 530 pp. Available from Hastings House Publishers, Inc., 151 E. 15th Street, New York, N.Y. \$11.50.

“The substance of this volume aims to develop an understanding of

how the media of mass communication both serve and reflect society; to describe how they function; to delineate some of their problems and their potential," according to the editor. In addition, he describes the content as being addressed to helping make it possible to utilize mass media, "not merely to keep us better informed, but also to serve as a stimulus to reflective thought, to intelligent value judgments and to constructive action." Papers presented are organized under the structure and development of mass communication, public opinion, the newspaper, magazine, motion picture, broadcast media, books, international communications, the motivation of assent, and the effects of mass media. An appendix covers codes of newspaper editors, motion picture producers, and television broadcasters.

Reflections of an Extension Executive. C. M. Ferguson. 1964. 132 pp. Available from the National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, Wisconsin 53706. \$3.00.

Drawing upon experience, legislation, and history, the author develops his philosophy for identifying what he calls the significant and important rather than the expedient. This is accomplished through a series of papers addressed to the overall topics of (1) by what authority, (2) human aspects of Extension administration, and (3) federal-states relations in Extension. These papers were originally used as the basis for discussion in a seminar on Extension administration.

Research and Education for Regional and Area Development. Iowa State University Center for Agricultural and Economic Development. 1966. 288 pp. Available from The Iowa State University Press, Ames, Iowa. \$4.95.

Papers appearing in this book were originally presented at a conference on research strategy for regional growth. They were concerned with the importance of human wants and needs, public policy for dealing with these needs, and the proliferation of institutions and programs for dealing with regional development. The nine chapters deal with problem areas of regional growth as researchable topics, technical considerations in formulating research strategies, and specific research proposals.

International Home Economics: Conference on World-Wide Development of Home Economics in Higher Education. CAED Report 25. 1965. 283 pp. Available from the Center for Agricultural and Economic Development, Iowa State University, Ames, Iowa.

Papers presented at the Conference on World-Wide Development of Home Economics in Higher Education, held in July, 1965, at Iowa State University, are reported in this publication. The conference was planned around the interests of those who wish to work in home economics pro-

grams abroad, and also for those concerned with the education of international students in United States colleges. Emphasis was on Latin American and African countries. Participants explored such areas as opportunities and roles for home economists in developing countries, cross-cultural understanding, barriers to communication, developing home economics programs abroad, and the internationalization of graduate education and research. Reports of work groups, panel discussions, and symposiums are included, in addition to talks.

What Is Behavioral Science? Harold M. F. Rush. *The Conference Board Record*, II (September, 1965), 35-41. Available from National Industrial Conference Board, Inc., 845 Third Avenue, New York, N.Y. 10022.

The author attempts in this article to tell, simply, what behavioral science is. He accomplishes this by discussing who is a behavioral scientist, what he does, what he works on, who is interested in his work, and possible applications for behavioral science knowledge.

Community Resource Development. W. J. Kimball (coordinator). 1965. 188 pp. Available from Cooperative Extension Service, Michigan State University, East Lansing, Michigan 48823. \$3.00.

Fourteen presentations relating to community resource development make up this report. The book is a summary of proceedings of the first national workshop in community resource development, held at Michigan State University July 12-30, 1965. Topics include land economics and community resource development, the dynamics of change in American society, the process of social action in community and area development, the economics of community growth, the role of government in social action and resource planning, the Missouri growth center concept, and training for resource development in New York. Also discussed are human resources, planning for community resource development, and public and private recreation.

Volunteers for Learning. John W. C. Johnstone and Ramon J. Rivera. 1965. 624 pp. Available from Aldine Publishing Company, Chicago, Illinois 60606. \$12.50.

This is the final report of an investigation into the nature of adult education in the United States. It covers (1) a detailed behavioral inventory of the educational experiences of adults over a 12-month period, (2) ways differing segments of the population enter, perceive, and evaluate educational experiences, (3) the range of programs available, the institutions providing them, and the public's reaction to the institutions, and (4) a description and appraisal of the out-of-school, young adult's (17-24) readiness to seek further education. Answers were sought to such questions as the following: How many adults engage in educational activities? What types of subjects do they study? What do they try to

learn on their own? What methods do they employ and prefer? What are adult education participants like? What factors are associated with persistent interests in learning during adult life?

Working with Low-Income Families. 1965. 239 pp. Available from American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009. \$1.50.

The 22 papers in this publication were first presented at a workshop on "Working with Low-Income Families" at the University of Chicago in March, 1965. The workshop was addressed to the role of the home economist in meeting the needs of low-income families. Materials presented dealt with such topics as (1) poverty in contemporary American society, (2) the nature and scope of the problems of poverty, (3) culture of low-income families, and (4) specific areas in which problems arise as the result of poverty.

Resource Book for Rural Universities in the Developing Countries. H. W. Hannah. 1966. 375 pp. Available from the University of Illinois Press, Urbana, Illinois. \$8.50.

This is a resource book written for agricultural, educational, and political leaders in developing countries and for foreign advisors in such countries. Materials included are based on visits with 16 institutions in 14 countries of Africa, Asia, and Latin America, a questionnaire sent to a number of other institutions, and assistance from a group of advisors.

The book attempts to achieve three goals: (1) to express the underlying assumptions and principles which give vitality to Land-Grant institutions; (2) to explain and discuss the general structure which seems to have best furthered these underlying assumptions and principles; and (3) to provide detailed information about the internal organization and functioning of this type of university. Some very specific aids to operation are included, such as the list of "who does what" within the university.

Educating the Adult Educator. Part I: Concepts for the Curriculum.

Burton W. Kreitlow. Research Bulletin 573, March, 1965. 23 pp. Available from Agricultural Experiment Station, University of Wisconsin, Madison, Wisconsin 53706. No charge.

Recent research in fields related to adult education is reviewed in this publication. From such fields as psychology, sociology, anthropology, communication, social work, school administration, and library science, selected concepts and research areas are cited and discussed. Also included are results of the author's interviews with 34 selected leaders—some of them in adult education, others in related fields, but all of whom had expressed concern for adult education. Interviewees named research areas which they believed would yield solutions for some of adult education's field problems.

The Doctorate in Adult Education: 1935-1965. Cyril O. Houle and John H. Buskey. *Adult Education*, XVI (Spring, 1966), 131-68. Available from Adult Education Association of the U.S.A., 1225 19th St., N.W., Washington, D.C. 20036. Single copy \$1.25.

Summarizing 30 years' experience, this article reports a study of those who have secured doctorate degrees in the field of adult education. It proposes to answer (1) who the people are, (2) where they received their degrees, and (3) what they are doing now. In addition to a tabulation and analysis of the evidence, holders of such degrees are listed by present affiliation, mailing address, and place and date of degree.

The Rural-Urban Variable: An Urbanite's Perspective. Leo F. Schnore. *Rural Sociology*, XXXI (June, 1966), 131-43. Available from Howard M. Sauer, South Dakota State University, Brookings, South Dakota. \$3.00 single copy.

Contrary to the implications in much current writing that rural-urban differences have disappeared, the author contends that place of residence is a fundamental social characteristic. He suggests that a wide range of individual behavior can be predicted not only by the type of community in which a person now resides, but also by the type of community in which he was born and reared. Evidence is reviewed supporting the author's contention. Discussants comment on his analysis in this same journal.

Consumer Behavior and the Behavioral Sciences: Theories and Applications. Edited by Stewart Henderson Britt. 1966. 592 pp. Available from John Wiley & Sons, Inc., Publishers, New York, N.Y. 10016. \$11.50.

This collection of readings was "designed to integrate the best thinking of psychologists, sociologists and anthropologists with respect to consumer behavior—plus significant ideas from marketing experts," according to the editor. Materials deal with background information on the consumer and his behavior, his relationship to the business firm, and consumer decision-making. Each chapter includes introductory comments by the editor, condensations of previously prepared materials from behavioral scientists and others as a theoretical and research base, and a problem.

Significant Developments in Continuing Higher Education. A. A. Live-right and Freda H. Goldman. 1965. 28 pp. Available from Center for the Study of Liberal Education for Adults, 138 Mountfort St., Brookline, Massachusetts 02146. \$0.75.

Adult education's present status is examined, significant new developments are reviewed, and implications for its future are discussed in this publication. Reference is made to the new climate and milieu, institutional changes, and new program approaches. As evidence supporting

new developments, the authors consider the broadening scope of and interest in continuing education, activity of the federal government on behalf of continuing education, and universities' involvement in international aspects of continuing education. They discuss briefly eight institutional changes currently taking place. In a final section on implications for action some needs of the field are listed.

Human Learning. Edward L. Thorndike. 1966 (first printing, 1931). 206 pp. Available from the M.I.T. Press, Cambridge, Massachusetts 02142. \$1.95 (paper).

This is a paperback edition of a previously published collection of essays dealing with the theory and the fundamental facts and principles of human learning. The essays are described as marking the beginning of the practical implementation of the developmental psychology theories of this pioneer in the fields of human learning and adult education. Among other topics, the author deals with the principle of belonging, conditioned reflexes and learning, and thinking and reasoning.

Low-Income Outlook on Life. Lola M. Ireland and Arthur Besner. *Welfare in Review*, III (September, 1965), 13-19. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402. Single copy \$0.35.

As one of a series of essays on low-income life styles, this article is concerned with the need for knowing and understanding what life looks like "from the bottom." The authors say that we can induce meaningful change only if we understand the situation in which we intend to have it occur. In order to bring a class of people into a different relationship to society, it is necessary to know the quality of the present situation.

Economically deprived groups are pictured as feeling insecure and powerless—apart from society. Feeling helpless, they believe that most of life is uncontrollable. Surrounded by evidences of typical American values, they feel impotent and lethargic in trying to attain these values. Three precautions are recommended for carrying out programs with lower income groups.

Poverty: An Annotated Bibliography and References. Freda L. Paltiel. 1966. Available from Canadian Welfare Council, 55 Parkdale Ave., Ottawa 3, Ontario, Canada. \$3.00.

Nearly 700 references on the general subject of poverty, and on poverty and poverty programs in Canada in particular, are reported in this publication issued by the Canadian Welfare Council. The bibliography is annotated, with extensive reporting of many of the entries. Topics covered include aging, education, ethnicity and minorities, the family, health, housing, income, labor, law and human rights, migration, rural poverty, social planning, and social work. An inventory of Canadian research and action programs and of Canadian periodicals is also provided.