

Abstracts

The Impact of the Social Sciences. Kenneth E. Boulding. 1966. 117 pp. Available from Rutgers University Press, New Brunswick, New Jersey. \$3.75.

The social sciences occupy a position of central power and responsibility in today's world, according to the author. He discusses this position in relation to the social system (which he defines as all human beings on the planet and all their interrelationships). Our knowledge about the social system is discussed in three stages which function today: (1) the "folk knowledge" process, (2) the literary knowledge process, and (3) the scientific process. The differences between the processes lie in the complexity of systems that can be handled. These ideas are illustrated in the author's discussion of economics, international relations, and the fields of ethics, religion, and law.

The Rural Society in Transition. Ernest J. Nesius. 1966. 66 pp. Available from West Virginia Center for Appalachian Studies and Development, West Virginia University, Morgantown, West Virginia 26506. \$1.50.

This publication contains four lectures directed at reviewing and analyzing changes that have taken place over the years in the structure and society of agriculture. Topics include (1) 200 years of change in American rural life, (2) the agricultural revolution and the current dilemma, (3) emerging concepts of life in rural areas, and (4) institutional role adjustment for a new countryside.

If You Talk to Teens: A Source Book for Youth Leaders. Louis O. Caldwell. 1966. 150 pp. Available from Baker Book House, Grand Rapids, Michigan 49506. \$2.95.

This is a compilation of materials from many sources that can be used in working with young people. Included are statistics, poems, proverbs, anecdotes, and scriptural references.

Analyses of Concept Learning. Edited by Herbert J. Klausmeier and Chester W. Harris. 1966. 272 pp. Available from Academic Press, Inc., Publishers, 111 Fifth Ave., New York, N.Y. 10003. \$8.50.

Focusing on concept learning, materials in this book are organized around (1) schemes for classifying and relating concepts, (2) the learning of concepts, (3) the learning-teaching process, and (4) concepts in various subject fields (mathematics, science, and English). Concepts are treated as the "vehicles of thought" (using, learning, and anatomizing the

entities by means of which thinking is carried on). Learning of principles is discussed in relation to concept learning. One chapter deals with the kinds of intellectual abilities that show growth of the individual into adulthood.

Cultural Frontiers of the Peace Corps. Edited by Robert B. Textor. 1966. 363 pp. Available from The M.I.T. Press, Cambridge, Massachusetts 02142. \$6.95.

This is a series of analyses of overseas Peace Corps programs in selected countries. The 14 authors, each a recognized expert on a particular country and having firsthand knowledge of the Peace Corps, focus their discussion on what has happened overseas.

Social Technology. Olaf Helmer with Theodore Gordon and Bernice Brown. 1966. 108 pp. Available from Basic Books, 404 Park Ave. South, New York, N.Y. 10016. \$5.95.

"The purpose of scientific endeavor," according to the author, "is to achieve a better understanding of the world and, thus, to develop valid theories concerning observable phenomena." He observes that attempts in the social sciences to emulate the ideal research patterns of the physical sciences have led to unnecessary frustration. Consequently, he is concerned with reappraising the methodology in the social sciences and suggests a reorientation to "operational model-building."

Readings in Anthropology. Edited by Jesse D. Jennings and E. Adamson Hoebel. 1966 (second edition). 489 pp. Available from McGraw-Hill Book Company, 330 West 42nd St., New York, N.Y. 10036. \$4.50.

This collection of readings is intended as a supplement to introductory textbooks in anthropology. Topics cover a wide range of subjects dealt with in the discipline—from papers concerned with anthropology as a study of man, to economic and applied anthropology. Authors of some groups of readings deal with prehistory, others with primitive behavior, technology, and society. Included in the readings on society and culture are discussions of symbolism as the basis of human behavior and cultural transmission and change. Authors of the various papers are recognized authorities in their field.

Personalized Supervision: Sources and Insights. Louise M. Berman and Mary Lou Usery. 1966. 54 pp. Available from Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036. \$1.75.

On the premise that supervision goes beyond title, authors of this book focus on the person-to-person relationship. Supervisors are viewed as "all persons who are in some way responsible for helping teachers perceive their tasks more realistically, see themselves and their competencies in relation to their tasks, and regard themselves as professional persons capable of carrying through the tasks." Purposes of the book are

(1) to discuss a select, but representative, group of studies of teaching and supervision that provide insight into the description of teaching behavior with increased accuracy and precision; (2) to raise questions stimulated by research; and (3) to indicate potentialities in supervisory practice which are possible when precision of method and expertise in human understanding are integrated into supervisory behavior. Topics are organized under insights from research on teaching, sources for insight, and modes of personalized supervision.

Improving Teaching: The Analysis of Classroom Verbal Interaction. Edmund Amidon and Elizabeth Hunter. 1966. 221 pp. Available from Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N.Y. 10017. \$3.50 (paperback).

This book is based on the premise that to teach effectively involves more than a knowledge of subject matter, of curriculum material and organization, of psychology, history, and philosophy, and of social issues. The authors contend that every teacher and would-be teacher must engage in the study of teaching and the acquisition of skill in the genuine "how" of teaching. The "how" they define as "interactive talk which occurs during teaching activities." Teaching behavior is examined and analyzed in terms of motivating, planning, informing, leading discussion, disciplining, counseling, and evaluating.

Administrative Organization as It Relates to the Cooperative Extension Service. Hoyt M. Warren. 1966. 58 pp. (mimeographed). Available from Cooperative Extension Service, Auburn University, Auburn, Alabama 36830.

The author reviews literature of administrative organization as it relates to the Cooperative Extension Service. Studies associated with the two extreme approaches to administrative organization are included: (1) the mechanistic or engineering approach and (2) the humanistic, behavioral approach. Reviews of studies that bridge the gap between the two are also included. A final section contains material on Extension research, publications, and reports related to administrative organization. Emphasis is on organization; however, elements of both administration and organization are considered as they relate to each other and to the Cooperative Extension Service.

Understanding Your Parents. Ernest G. Osborne. 1966. 122 pp. Available from Association Press, 291 Broadway, New York, N.Y. 10007. \$0.75 (paperback).

The need for youngsters to understand their parents is the theme of this book. Recognizing that all real-life families have difficulties at times, Osborne says the important thing for teen-agers is to learn how to handle difficulties in family living. The book is aimed at helping the young person understand himself as well as his parents. Using practical examples, the author emphasizes the need for empathy, the ability to put one's self

in another's shoes, to try to understand how the other person thinks and feels.

Institutional Backgrounds of Adult Education. Edited by R. J. Ingham. 1966. 115 pp. Available from Center for the Study of Liberal Education for Adults, 138 Mountfort St., Brookline, Massachusetts 02146. \$2.00.

Summarized case studies of three colleges (Antioch, Reed, and Swarthmore) demonstrate a method of investigating the character of a college, in this collection of papers dealing with "dynamics of change in the modern university." One of the authors, Clark, maintains that each institution has a unique historical thrust—its character. Among topics considered are impediments to change in a college or university, student culture as an element in university change, and external forces affecting higher education. Also discussed are ways in which faculty and administrators become involved in the process of change in various areas of university life. Another writer, Volkhart, believes that quiet changes are taking place continually, and that the power to influence change is typically in the hands of a few carriers of change.

Educational Games and Activities. Guy Wagner *et al.* 1966. 156 pp. Available from Teachers Publishing Corporation, 23 Leroy Ave., Darien, Connecticut 06820. \$3.50 (paperback).

This book, sixth in a series on games and activities, was written for parents and teachers. It can also be used by church, club, and other group leaders. Games selected are said to have educational as well as social and recreational value. Games for sick children, games for two, mealtime activities, games for small groups, traveling activities, games to make work interesting, and party games are included. Additional ideas are offered to help parents who wish to make schoolwork at home more interesting. Recommendations concerning the building of a children's home library and an annotated list of commercial games for home use are included in the appendix.

Approaches to Organizational Design. Edited by James D. Thompson. 1966. 223 pp. Available from University of Pittsburgh Press, Pittsburgh, Pennsylvania 15213. \$3.95.

Papers included in this book resulted from a seminar designed to assess the art of organizational design. Recognizing the present field of organizational design as an art, contributors present material aimed toward better artistry and better science. Topics discussed include (1) dimensions of organizational theory, (2) the design of organization, (3) organization as a system of constraints, (4) interorganizational relations, and (5) innovation in organization.