

Book Reviews

Theory and Research in Administration. By Andrew W. Halpin, 1966. Available from the Macmillan Co., 60 Fifth Ave., New York, N.Y. 10011. 352 pp. \$6.95.

Theory—its relevance to the improvement of administrative performance—is essentially what this book is all about. Although we have a long way to go in developing a theory of administration, Professor Halpin holds that it is imperative that we get on with the job of doing so.

For the most part, present knowledge of administration has been empirically derived. As a consequence, we now have a goodly amount of descriptive information. But very little of this information has much predictive utility—an essential quality if we seriously aspire to control and regulate the basic processes involved. Because of this current state of affairs, the author argues that future progress demands a shift from the empirical approach to one which is hypothetico-deductive in nature.

The author draws largely on research conducted in public school systems, and most of his examples are offered in that context; nevertheless, the findings and observations are generalizable to the administration of Cooperative Extension.

It is contended that much of the research in the past has been mis-focused because of the effort to identify leadership traits as such. Focusing instead on the behavior of leaders in operational settings would be more productive in generating useful knowledge, in terms of its predictive potentiality.

Mr. Halpin clearly shows how the social sciences can be drawn upon in our efforts to understand administrative behavior better. He also establishes that there is a great deal of similarity between what is called "educational administration" and other forms of administration.

The book consists of four major parts. The first part deals with theory, its essential nature, and how it can be applied in conducting research in administration. A paradigm for research on administrative behavior is offered for the readers' consideration. In the second portion, present research on administration is summarized.

The third section, specifically Chapter 5 on the "Eloquence of Behavior," is the one which ought to be most interesting to the practicing administrator. In fact, this chapter alone would commend the book to any administrator. Herein, the results of a probing analysis of the relationship between verbal and nonverbal behavior are presented. Let the

reader be forewarned that Mr. Halpin's insightful observations, made from a social-psychological orientation, are at times rather disquieting. Lest this should become too uncomfortable, the reader can always rationalize that Mr. Halpin really is talking about the behavior of other administrators, not about the reader's behavior.

In the final portion, consideration is given to the nature of scientific investigation and the implications this has for the training of those who aspire to do administrative research.

Theory and Research in Administration will appeal primarily to scholars of administration. Additionally, anyone with administrative responsibilities, at any level of an organization, would find portions of this book interesting and useful. For a book in this particular subject area, it is highly readable. Indeed, portions of it are quite provocative. It unquestionably is a significant contribution to the limited but growing body of literature on organizational behavior.

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The Community: An Introduction to a Social System (second edition).

By Irwin T. Sanders, 1966. Available from The Ronald Press Co., 15 East 26th St., New York, N.Y. 10010. 549 pp. \$7.75.

Extension personnel should find this book valuable in viewing and understanding their work arena, the community. The material is presented in a manner that will be familiar to anyone who has worked as a change agent in a community; however, reading the book will bring into sharper focus the intricacies of one's dynamic surroundings.

Viewing the community as a systematic arrangement of social units, the author provides a carefully designed analysis of community life. Major parts of this analysis are: (1) community setting, (2) community components, (3) the community in operation, and (4) community action.

The setting is described as the complex environmental factors which are part of, and act upon, the community. The discussion of the community setting focuses on these environmental factors, such as community location and size; the people as a population, characterized according to rural-urban distribution, age, occupation, and educational attainment; and cultural factors, namely mores, customs, values, and traditions. The relationship of these environmental factors to the operation of the community is given a most interesting treatment.

To assist the reader in achieving a better understanding of the community as a social system, Sanders presents what he calls a "social map." This "social map" is a conceptual scheme formulated around eight

major institutional units: (1) family, (2) economy, (3) government, (4) religion, (5) education, (6) health, (7) social welfare, and (8) recreation. Under each of these major institutional units are subsystems which are the basic units used to analyze the community (i.e., under Economy—banking, agriculture, industry, etc.). These subsystems are then combined into an interrelated social system to demonstrate the community in operation. The dynamics of the community in operation are discussed in terms of interaction, social change, and social control.

The community is characterized as a dynamic, changing social system. Social change often creates problems and conflicts. In the concluding chapters of the book, Sanders gives a "broad brush" treatment to some of the physical and sociological aspects of community change. This discussion provides a fitting conclusion to a well-written and easy-reading book.

A multitude of references and suggested readings are cited at the conclusion of each chapter for persons wanting to pursue specific areas in greater detail. The chapter on community development offers 58 different references and suggested readings, illustrating the comprehensiveness of the guides to further study. Extension persons doing community development work should find this aspect of the book most valuable.

The material is presented in a concise, interesting, and highly informative manner, with a minimum of sociological jargon. Persons interested in achieving a better understanding of the community will find this book helpful.

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The College of Agriculture: Science in the Public Service. By Charles E. Kellogg and David C. Knapp, 1966. Available from McGraw-Hill Book Co., New York, N.Y. 237 pp. \$6.95.

This book is one in a series supported by the Carnegie Corporation in the interest of improving American education. The authors have attempted to explore the principal adjustments being made by Colleges of Agriculture to meet modern agriculture's challenges of research, education, and service.

As seen by Kellogg and Knapp, and many before them, agriculture has moved from subsistence to highly specialized and efficient commercial farming. In one sense, therefore, the clientele of the Agricultural College is becoming smaller and needs more specialized assistance. On the other hand, the clientele is expanding to include rural nonfarm and urban people who may or may not be involved in agriculture.

The missions of the College of Agriculture are, therefore, to teach the

science and techniques of modern agriculture, to assist rural people and their institutions, to develop better usage of urban and rural nonfarm resources, and to train foreign students and also United States personnel to work on foreign assignments.

Considerable space is allowed for discussing higher education in agriculture. The lack of good teachers is underscored. But the authors fail to identify the major obstacles to good teaching and also do not indicate what can be done to overcome these problems.

The chapter dealing with Extension will be of particular interest to Extension workers. Attention is given to adjustments in future Extension programs, the need for excellence in specialist services, the integration of white and Negro Extension Services, training of Extension personnel, and mergers of University and Cooperative Extension Services.

For the Extension worker who has not read widely in this area, the book is worthwhile because it summarizes much of what has been said before. Regular readers in this field will find little new information.

The suggestions at the end of the chapters lack punch, because the authors did not take a clear position on the issues. If the situation in the colleges is as serious as the authors intimate, strong recommendations of what should be done would have made the book more effective.

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MOST OF US in the field (of adult education) focus mainly on tomorrow or, if we must, on today. Around us everywhere are men and women who need to learn and communities and societies which must have the civilizing touch of education if they are not to decline into despair and destruction. For over 25 years, we have not been able to meet the insistent demands made upon us by the people of this nation and of other nations. Little wonder then that most of the things we do have an air of nervous hurry about them. We dare not look over our shoulder lest we discover, in the immortal words of Satchel Paige, that something may be gaining on us. But we have a tradition and a history, a rich one. Men of earlier ages spoke with clear and compelling force about the ends and means of education as it continues through life.

—CYRIL O. HOULE