

Abstracts

The Human Dialogue: Perspectives on Communication. Edited by Floyd W. Matson and Ashley Montagu. 1966. 595 pp. Available from The Free Press, New York, N.Y. 10022. \$8.95.

Two points of view on communication are identified: that of *monologue*, defining communication as essentially the transmission and reception of symbolic stimuli (messages of command); and that of *dialogue*, regarding communication as a path to communion and the ground of self-discovery. This collection of readings attempts to bring together a representative variety of "current perspectives on communication to be found in the major disciplines concerned with the subject." Material is organized under eight headings ranging from "communication as science" to "the philosophy of communication" and including a section on "the politics of communication."

Cooperative Curriculum Improvement. John R. Verduin, Jr. 1967. 143 pp. Available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632. \$2.95 (paperback).

Cooperative curriculum improvement is defined as a process involving all interested and concerned faculty within a school or school system. Educational and curriculum specialists and subject-matter specialists could serve as consultants. This procedure is represented as being at one end of a continuum. At the opposite end of the continuum is planning by the outside expert—someone removed completely from the school system (e.g., college professor or curriculum specialist). The two extremes are contrasted. A major portion of the book is devoted to ways and means of the "cooperative" approach.

Teacher Education in a Social Context. Gordon J. Klopff and Garda W. Bowman. 1967. 352 pp. Available from Mental Health Materials Center, 104 East 25th St., New York, N.Y. 10010. \$4.50.

The authors report on a study to describe selected programs designed to improve the competence of school personnel for working with disadvantaged young people. Unique and significant elements of such programs and recommendations for emerging programs are presented.

A Biological and Psychological Background to Education. C. G. Lee Hussell and Alice F. Laing. 1967. 225 pp. Available from Pergamon Press, 122 East 55th St., New York, N.Y. 10022. \$3.75.

This book is presented as an introduction to aspects of man's physical and psychological makeup which have a bearing on education. The first part deals with the biological aspect and suggests the reasons these topics

are important to the educator. The second part is intended as an introduction to educational psychology, attempting to link theory to the classroom situation.

Pictures: Their Use in the Agricultural Extension Service, Pennsylvania, 1914-1949. George Fiske Johnson. 1967. Available from Pennsylvania Agricultural and Home Economics Extension Service, Pennsylvania State University, University Park, Pennsylvania 16802.

The author, associated with audio-visual work in Extension for 27 years, traces the utilization of pictures in the Extension Service in Pennsylvania during a 35-year period.

Studies on Behavior in Organizations. Edited by Raymond V. Bowers. 1966. 364 pp. Available from University of Georgia Press, Athens, Georgia. \$8.00.

Papers included in this book reflect research focused on problems of organizing and managing human groups. Authors are concerned with large-scale bureaucratic organization rather than the study of small groups (which represents the focus of earlier efforts to understand behavior in organizations). Papers are organized into three categories: (1) conceptual essays, (2) empirical studies, and (3) computer simulation experiments.

Oakland Papers: Symposium on Social Change and Educational Continuity. Edited by James B. Whipple and Gary A. Woditsch. 1966. 75 pp. Available from Center for the Study of Liberal Education for Adults at Boston University, 138 Mountfort St., Brookline, Massachusetts 02146. \$1.75.

This "Notes and Essays on Education for Adults, 51" contains papers which discuss the university and institutional change (Margaret Mead), and the university in (1) an educated society (Peter F. Drucker), (2) an age of revolutions (Max Lerner), and (3) an age of anxiety (Rollo May). The authors express concern for the changing character of society, for individuals, and for ways people can develop meaningful lives in an impersonal, technological society.

Communicating with Low-Income Families. Naomi Brill. *Journal of Home Economics*, LXVIII (October, 1966), 631-35. Available from American Home Economics Association, 1600 Twentieth St., N.W., Washington, D.C. 20009. Single copy \$1.00.

Ways of breaking down the barriers and of building understanding between ourselves and low-income families are suggested in this article. Brill says that the professional person must be armed with certain fundamental concepts, to assure open lines of communication with those needing service. These include the idea that all individuals are worthwhile and that every individual is different, and the belief that all behavior is caused and purposive, and that individuals are the result of their

life experience. These lead to the basic principle that all individuals have the capacity to change. Finally, the author says, one must accept the fact that people have a right to participate in decisions affecting their welfare.

Adult Education in Developing Countries. Jack Mezirow and David Epley. 1965. 120 pp. Available from the University of Pittsburgh Bookstore, Fifth Ave., Pittsburgh, Pennsylvania 15213. \$1.50.

This bibliography on adult education abroad contains sources from 76 nations. Not included are the European countries, the United States, Canada, Australia, or the Soviet Union. In the major portion of the book, references are grouped by the countries of origin. The final section contains additional references listed under such topics as community development, literacy, health education, agricultural extension education, vocational education, workers' education, out-of-school-youth programs, women's programs, and liberal adult education. All entries are coded to indicate the kinds of information included.

A Casebook of Social Change. Edited by Arthur N. Niehoff. 1966. 312 pp. Available from Aldine Publishing Co., 320 W. Adams St., Chicago, Illinois 60606. \$6.00 (\$2.95, paperback).

The selection of cases for this volume was made on the basis of their revealing the technique of the innovator, the motivations of potential recipients, and the reactions of recipients as related to local cultural patterns and values. Cases were selected from efforts at innovation in Latin America, Africa, the Middle East, and Asia. They are analyzed in the socio-cultural concept of change and were chosen to demonstrate theoretical principles set forth in *Introducing Social Change*, by Arensberg and Niehoff (see Spring 1966 issue, *Journal of Cooperative Extension*, p. 61). Cases deal with such matters as community development, health, religion, and literacy.

Psychological Learning Theory: Application to Adult Education. Richard I. Lanyon and Milton M. Schwartz, *Adult Education*, XVII (Autumn, 1966), 12-18. Available from Adult Education Association of the U.S.A., 1225 Nineteenth St., N.W., Washington, D.C. 20036. \$7.50 per year domestic.

Lanyon and Schwartz examine the stimulus-response learning theory and relate it to such aspects of learning as the amount of practice, reward, meaningfulness, teaching machines, reinforcement, and knowledge of results. They also discuss application of the stimulus-response theory to classroom teaching.

Readings on Social Change. Edited by Wilbert E. Moore and Robert M. Cook. 1966. 242 pp. Available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632. \$3.95 (paperback).

This book of readings on social change is organized under the topics of normality of change, qualities of change, small-scale change, change

in society, modernization, and social evolution. The authors describe their book as "something of a companion" to Moore's *Social Change* (1963).

Journal of Marriage and the Family, XXIX (February, 1967). 209 pp. Available from Circulation Department, The National Council on Family Relations, 1219 University Ave., S.E., Minneapolis, Minnesota 55414. Single copies \$3.00.

Focus of this issue is on government programs and the family. The articles relate to government policy, mental health, government economic programs, education, housing policy, and social authority—all in reference to the family. The authors, specialists from various disciplines, were asked to consider in their presentations: (1) current government programs and their historical antecedents, (2) philosophies underlying current programs and issues in their development and direction, (3) impact of changes in family life on programs, (4) impact of programs on family life, and (5) gaps and needs in current programs.

The New Media and Education. Edited by Peter H. Rossi and Bruce J. Biddle. 1966. 417 pp. Available from Aldine Publishing Co., 320 W. Adams St., Chicago, Illinois 60606. \$8.95.

This volume is presented to "provoke thought, to raise questions, and to stir up interest in developments and problems of the uses of new media in education." It deals with the concept of an educational medium, types of media, problems of adoption of media and media impact on education, and the impact of educational media on Western society. A medium is defined as any form of device or equipment normally used to transmit information. Educational media are characterized as having great potential for both use and misuse.

A Theory of Achievement Motivation. Edited by John W. Atkinson and Norman T. Feather. 1966. 392 pp. Available from John Wiley & Sons, Inc., 605 Third Ave., New York, N.Y. 10016. \$11.50.

The focus of interest in this book, according to the editors, is "the dynamics of achievement motivation." A theory of achievement motivation is presented along with studies that provide evidence concerning the validity of the theory's behavioral implications. "The theory asserts that a person's motive to achieve . . . , his motive to avoid failure, and his expectation of success in some venture strongly influence the character of his motivation as it is expressed in level of aspiration, preference for risk, willingness to put forth effort and to persist in an activity." Contributions of the several authors are categorized under the headings of (1) the basic concepts, (2) aspiration and persistence, (3) applications and social implications, and (4) critical problems.