



Book Reviews

Management and Organizational Behavior: A Multidimensional Approach. Billy J. Hodge and Herbert J. Johnson. New York, New York: John Wiley & Sons, Inc., 1970. 531 pp. \$9.95.

The book's range of information is both its strength and its weakness. For the student or practitioner, this is a comprehensive overview of the management task. But, the beginner in management and organization theory may want more detail. It will help the student find his way to materials providing more treatment than Hodge and Johnson have given. At the end of each chapter, there's a list of readings and general references, plus a list of "new words and concepts" and questions for discussion.

The authors try to offer a "new, more comprehensive approach to the study of management." They touch on an array of concepts and combine them in a way different enough to challenge the reader. In fact, some of the approaches cause a "what's-that-again?" reaction as the reader backs up to take another look.

In stressing a multidimensional approach, the environment of today's organization is considered. Diagrams supplement the discussions of the macro, intermediate, and micro environmental influences to help the reader understand the relationships and content of various factors. The cultural, economic, and political systems are part of the macro environment. The intermediate environment includes: communication, supply, pressure groups, service, and technology. The discussion of micro environment touches on the work system, linking systems, and a human factors system. These systems are seen as connecting with the intermediate environment.

The authors argue that: "If an organization is to function cohesively, it should be based on a carefully conceived philosophy of management . . ." Therefore, the book emphasizes factors managers must consider in designing and implementing a philosophy of management.

In designing the philosophy, the manager is encouraged to consider the mission, motivation, role behavior, value, and leadership. Implementation

requires actions related to decision making, problem solving, performance control, and change.

Extension professionals interested in learning more about what's new in the behavioral sciences may feel that the tone of the book is closer to McGregor's Theory X set of assumptions than those in Theory Y.¹ However, the psychological basis for greater and more effective employee participation is outlined in a brief but illuminating discussion of morale, motivation, incentive, and productivity.

Many adult educators will be pleased that this book isn't oriented solely to the industrial or business world. Hodge and Johnson have deliberately sought to apply the concepts presented.

¹Theory X assumes people dislike work and must be forced into productivity—especially with extrinsic rewards like pay and fringe benefits. Theory Y assumes people like work and responsibility, will respond to challenge, and find satisfaction with intrinsic rewards stemming from the work itself, growth, promotion, and achievement.

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The New Cult of Efficiency and Education. H. Thomas James. Pittsburgh, Pennsylvania: University of Pittsburgh Press, 1969. 65 pp. \$2.95.

Extension, like other educational institutions, is subject to "the priesthood of efficiency." The priesthood is made up of economists and political scientists working to solve the age-old problem of measuring efficiency of education. James says the dialogue on efficiency in education is a "wary dialogue between humanist and social planner." The tendency today is to use standard, mechanistic-age, measurement models to evaluate this efficiency. The fit is neither neat nor practical when used to measure efficiency in education. Mechanistic models don't account for the uniqueness of the individual in the human behavior world.

The highlight of this book is the brief history of the development and increasing emphasis placed on measuring efficiency through budget control. James also attempts to compare scientific management concepts and humanistic management concepts. He discusses four efficiency models:

1. The investment model: input = production.
2. The production model: program (is the machine) + educational expenditure (an input) = education.
3. The motivation research model: unexpressed needs + program = "engineered consensus" (demand).

4. The systems model: cost benefit + systems analysis (P.P.B.) = a valuable consumer good.

The application of the new organization theory, use of models, systems theory, operations research, and cybernetics, and the criterion of efficiency may well be changing our ideas about education, educational institutions, and even our educational goals.

Extension is constantly asked to supply specific outputs in qualitative and quantitative forms that haven't been available through "the records" and "the way records were kept." The lack of information may be related to the importance management sees for collection and use of a systematic, timely, accurate information base as one input into educational institution efficiency measures.

Extension education can't dismiss lightly the need for a continued and constant search for objective efficiency data.

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Politics and Social Structure. Talcott Parsons. New York, New York: The Free Press, 1969. 557 pp. No price given.

This book is a collection of essays on politics and political theory by one of America's most distinguished theoretical sociologists. It includes 17 of Parsons' papers, written over a period of many years, showing his evolutionary changes in thinking about political sociology. He consistently places the theory of action in a social system framework. He has a strong policy orientation that's continuously couched in theoretical terms, using a high level of abstraction. This book shows a close relationship between sociology and political science.

The book is divided into four general parts, each including several papers: theoretical prospectives, historical interpretations, interpretations of American politics, and theory and the polity.

A concern about public policy issues is manifest in parts two and three, dealing with problems of the American Negro, the international community, democracy in pre-Nazi Germany, and sociology of the fascist movement. These concrete events are viewed in generalized social theory. Parts one and four are primarily theoretical formulations of action in social system frameworks. The last chapter tries to synthesize the concepts from sociology, economics, and political science. It deals with such concepts as systems, equilibrium, exchange, and the conditions of stability and change.

This book provides major insights into the process by which a society develops law and order. It deals with the distribution of authority and

power across societies. It provides conceptual handles for the practitioner who's interested in development regardless of locale. This collection of papers should be familiar to practitioners who are change agents in the field of community and area development.

The reader will need considerable perseverance and discipline to digest this book. Only the more serious student in Extension will want to add this to his book collection. It could provide various seminar topics for students or practitioners engaged in the field of development.

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Psychology of Adolescence. 7th ed. Luella Cole and Irma Nelson Hall. New York, New York: Holt, Rinehart and Winston, Inc., 1970. 669 pp. \$9.95.

Cole and Hall structured their book around traditional dimensions of development—physical, intellectual, emotional, social, and moral. Each dimension of development is treated in a separate section of the book. Following the discussions on each dimension of development, there are sections on educational applications and conclusions.

The section on physical development is a review of the patterns of physical, skeletal, and physiological growth. The authors also discuss the growth in strength and physical skills, health during the adolescent period, and deviations in physical development. This section would be particularly interesting to workers in the Expanded Nutrition Program. The subsection on health is timely because it covers contemporary youth problems such as motor vehicle accidents, venereal disease, suicide, and drug abuse.

The section on intellectual development includes subsections on mental growth, special intellectual abilities, intellectual-cultural interests, and intellectual deviation. The authors describe the typical pattern of mental growth during adolescence, discuss the nature of intelligence, and enumerate special intellectual abilities such as memory, imagination, and reasoning. The subsection on intellectual-cultural interests will especially interest programmers in Extension because it includes research on the interests and activities of young people during the adolescent period.

The emotional development section includes subsections on emotional growth, the emerging self, personality, and emotional deviation. The authors' discussion focuses on the normal pattern of emotional development with emphasis on the development of self-concept. The subsection on personality is a synopsis of several theories of personality. Also discussed are

several aspects of emotional deviation including anxiety, depression, phobias, and suspicion and projection—useful and necessary information for the Extension youth worker.

Social development is the focus of discussion in the fourth section. The theme of the section is normal social growth including the formation of groups and cliques, friendship, dating, and leadership. The influence of home and family and the attendant conflict and crises between adolescents and their parents is discussed. The material on home and family will be useful to those conducting programs in the area of parent education. The section ends with a discussion of community influences such as urbanization, suburbanization, social mobility, physical mobility, and the nature and development of delinquency.

The fifth section on moral development focuses on the growth of attitudes and religious beliefs and moral behavior. Of interest to the educator is the effect of education on the development and change of attitudes during the adolescent period. Also of contemporary significance is the authors' treatment of the nature, causes, and expression of prejudice. Finally, the development of religious beliefs and their influence in formulating ideals and standards of conduct during adolescence is discussed.

A particular contribution to Extension educators is the elaboration of moral development as a three-level pattern beginning at a premoral level and moving to morality of conventional role conformity and finally to morality of self-accepted moral principles. The first level is a reward-punishment focus, the second level is an approval-disapproval morality, and the highest level is an internalized set of standards of conduct.

Section six is an attempt to make educational applications of the developmental data in the first five parts. Included are a description of high school and college population, the emotional problems in the schoolroom, the social life of the school, the high school teacher, counseling in the high school, and the high school curriculum. The discussion is primarily at the historical-descriptive level except the subsection on the high school teacher, which contains numerous implications for adult behavior in the classroom.

The authors conclude with a final section on the end of adolescence. The thrust of discussion in this section is the characteristics that make a person an adult.

Cole and Hall have written a well-documented and authoritative book on adolescence. Every Extension staff member who works with youth could profit from reading it.

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Theory and Practice of Social Planning. Alfred J. Kahn. New York, New York: Russell Sage Foundation, 1969. 348 pp. \$8.95.

“ . . . Our wealth and our social development increase the possibility of translating aspirations and preferences into social reality. If social planning is seen as a vehicle toward this end, it will implement and enhance, rather than subvert, democracy.” Thus does Kahn regard what social planning is and how it fits into the American democratic society.

In a book that deals with planning in the context of social work, Kahn devotes much of his effort to clarification of the major phases in his planning model: definition of the task, policy formulation, programming, evaluation, and feedback. He also spends considerable time dealing with problems that may be encountered at any of these steps because of conflicting facts and/or values. Specific consideration is given to programming problems—protection of citizens, decentralization as strategy in programming, and how definition of tasks and policies should be regarded as a guide.

The natural orientation of the author is to draw on the field of social work for most of his examples. While this doesn't lessen the utility of the book for the student of program development, it does mean that the practitioner of extension education is likely to be frustrated by the lack of case examples he can readily identify with. Generally, the book discusses planning at a fairly gross level and as such may be of more interest to administrators and state and regional program directors . . . those concerned with the total planning process.

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