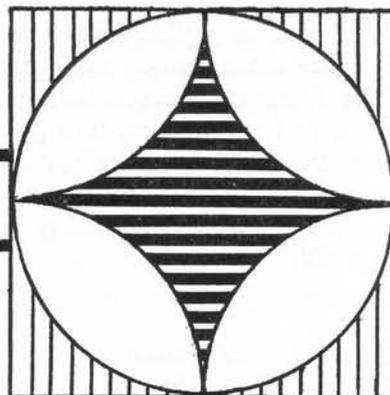


Abstracts



Adolescents: Readings in Behavior and Development. Ellis D. Evans, ed. Hinsdale, Illinois: The Dryden Press, Inc., 1970. 544 pp. \$5.95 (paper).

This book was assembled to provide a source of representative material from current developments in adolescence research and theory. The chapters, written by various authors, are organized into three broad areas—theoretical and conceptual foundations of adolescent behavior and development, contemporary issues in socialization and development during adolescence, and a sampling of research on adolescents. Many research projects are reported.

Child Development and Personality. 3rd ed. Paul Henry Mussen, John Janeway Conger, and Jerome Kagan. New York, New York: Harper & Row, Publishers, 1969. 795 pp. \$9.95.

The authors present a contemporary view of the child psychology field, indicating a broad, comprehensive view of the child at each stage of his development. The book also includes a discussion of the interrelationships among the various aspects of development—biological, cognitive, personality, and social. This is an updated edition, previously copyrighted in 1956 and 1963.

Encounter: The Theory and Practice of Encounter Groups. Arthur Burton, ed. San Francisco, California: Jossey-Bass Inc., Publishers, 1969. 207 pp. \$8.50.

Sensitivity training, T-grouping, encounter groups—whatever you wish to call them—are constantly discussed by educators. This book explores the purposes, promises, methods, dangers, and benefits of encounter groups, and offers some of the techniques necessary for successful encounter-group work. The book includes articles written by 16 experts in the field of encountering.

Encyclopedia of Associations: Volume I, National Organizations of the United States. Margaret Fisk, ed. Detroit, Michigan: Gale Research Co., 1970. 1,468 pp. \$32.50.

This basic source-of-sources covers over 14,000 national, nonprofit membership organizations, plus selected nonmembership groups, foreign groups in this country, U.S. local and regional groups of national interest, and governmental advisory bodies concerned with specific problems.

A typical entry covers 17 vital items, including the organization's name and address, its purpose and objectives, name and title of chief executive, number of members, publications, and convention schedules.

Organizations are grouped into 19 categories according to their principal interests (business, hobbies, social welfare). The listing for any organization can be found instantly through the 30,000-item keyword/alphabetical index, in which organizations are listed both by complete proper name and under the keyword that best identifies the field of activity for the group.

Guide to the Works of John Dewey. Jo Ann Boydston, ed. Carbondale, Illinois: Southern Illinois University Press, 1970. 396 pp. \$15.00.

This book will be a real treat for John Dewey fans. Thirteen distinguished scholars present the first comprehensive survey of John Dewey's work—almost 1,000 items. Dewey's writings are organized into 12 categories including Dewey's psychology, his philosophy and philosophic method, his logic and theory of knowledge, theory of valuation, and thoughts on education and schooling.

Issues in American Education: Commentary on the Current Scene. Arthur M. Kroll, ed. New York, New York: Oxford University Press, 1970. 202 pp. \$1.95 (paper).

Here are papers on a diverse cross-section of issues in education. Issues include the values of youth, the national assessment of educational progress, technology and education, the changing nature of vocational guidance, and ideas for new organizational arrangements. The issues are discussed by such names as Robert Havighurst, Thomas Pettigrew, and Andrew Halpin.

Issues in Child Psychology. Dorothy Rogers. Belmont, California: Brooks/Cole Publishing Company, 1969. 368 pp. \$5.25 (paper).

This book is organized around 15 important issues in child psychology with 2 or more selections relating to each. Some of the issues are: heredity versus environment, constancy of the I.Q., constancy of personality, age-stage controversy, education of the very young child, basic habit training as

related to later personality, the role of the father, television, and social class as a factor in child rearing. The strength of the book is the differing points of view presented on each of these topics.

Issues of the Seventies. Fred F. Harclerod, ed. San Francisco, California: Jossey-Bass Inc., Publishers, 1970. 192 pp. \$7.75.

A diverse group of concerned spokesmen present their views on the critical areas for decision during the 70s. The topics are organized around three questions: what are society's concerns, what are students' needs, and how should colleges and universities meet these often conflicting demands? The book will help in an understanding of the forces that are bombarding higher education, and the response higher education must make. Contributors include O. Meredith Wilson, Max Lerner, Ralph Tyler, and others.

Moral Development: A Psychological Study of Moral Growth from Childhood to Adolescence. A. W. Kay. New York, New York: Schocken Books, 1969. 270 pp. \$5.50.

This book should be of particular interest to extension professionals working in youth development. Topics discussed are the nature of human development, suggested analysis of moral development, the development of moral judgment, psycho-social development, and moral education. The author suggests there's a decline in the influence of the church, common morality, and parental influence and thus our society becomes compelled to introduce moral education into formal educational programs. Kay says, "... at the moment we spend thousands of hours teaching an individual child to live with books, and hardly any time teaching him to live with people."

The Philosophical Foundations of Education. Steven M. Cahn. New York, New York: Harper & Row, Publishers, 1970. 433 pp. \$5.95 (paper).

For those who wish a good overview of both traditional and contemporary philosophies of education, this book's a good choice. There are writings from Plato, Aristotle, Locke, and Rousseau to give the traditional flavor. Dewey, Whitehead, Russell, Maritain, and Hook provide more contemporary views.

Population, Evolution, and Birth Control: A Collage of Controversial Ideas. 2nd ed. Garrett Hardin, assembler. San Francisco, California: W. H. Freeman and Company, 1969. 386 pp. \$6.00.

More than 100 selections are assembled here, ranging from Old Testament passages to current news reports. There are excerpts from the first essay by Malthus, and the book *Famine—1975!* This is an extremely interesting book, not only because the topic is contemporary, but because of the

wide array of opinions expressed. Any extension professional interested in the topic of population control will find this book useful.

Principles of Management and Organizational Behavior. 2nd ed. Justin G. Longenecker. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969. 771 pp. \$9.75.

This book deals with the work of managers and the behavior of people in organizations. In this second edition, recent developments in management throughout are blended with older concepts of classical theory. There's a section on the adaptation of systems theory to the study of management. According to this theory, an organization may be visualized as an open, living system. The basic functions of the manager—planning, organizing, directing, and controlling activities—provide the framework for the book.

The Psychological World of the Teen-ager: A Study of Normal Adolescent Boys. Daniel Offer. New York, New York: Basic Books, Inc., 1969. 286 pp. \$7.95.

The author studied middle-class suburban high school students, so-called "normal" teen-agers. He deals with questions like: what are normal teen-agers really like, how do they see themselves and to what goals do they aspire, what are their psychological problems and how do they cope with them, what role does sexuality play in their lives, is adolescence necessarily a period of turmoil, and how wide is the so-called generation gap?

Seeds of Change: The Green Revolution and Development in the 1970's. Lester R. Brown. New York, New York: Praeger Publishers, 1970. 205 pp. \$2.50 (paper).

This is a report of the impact of new varieties of wheat and rice on food production in developing countries. Brown points out that the hope of averting famine in many countries is new farm technology based on hybrids, water, and fertilizer. He discusses many issues related to achieving balance between food and people including the movement of people to urban areas and the population problem. The author was administrator of the International Development Service of the USDA from 1966 to 1969.

Technological Change: Its Impact on Man and Society. Emmanuel G. Mesthene. Cambridge, Massachusetts: Harvard University Press, 1970. 128 pp. \$4.95.

Will man be master or slave to his inventions? The author, a Harvard professor, describes both the positive and the negative aspects of technology. There's little doubt that modern technology has changed institutions and individual life styles. Mesthene discusses the relationship between tech-

nological change and social change—a relationship that's sometimes overlooked.

Use of the Mass Media by the Urban Poor. Bradley S. Greenberg and Brenda Dervin. New York, New York: Praeger Publishers, 1970. 251 pp. \$13.50.

Using urban population samples, the authors present the results of detailed research into the behavior of adults, teenagers, and disadvantaged children toward various media. The authors see mass media as an important tool in providing low-income families with access to the mainstream of society.

. . . other current titles

Agony and Promise: Current Issues in Higher-Education, 1969. G. Kersy Smith, ed. San Francisco, California: Jossey-Bass Inc., Publishers, 1969. 282 pp. \$7.75.

Community Service and Continuing Education: A Literature Review. James B. Whipple. Syracuse, New York: Publications in Continuing Education and ERIC Clearinghouse on Adult Education, 1970. 76 pp. \$1.50 (paper).

Comprehensive Programming for Success in Learning. Edward J. Dillon, Earl J. Heath, and Carroll W. Biggs. Columbus, Ohio: Charles E. Merrill Publishing Company, 1970. 148 pp. \$3.95.

Education for Business in a Developing Society. Amar N. Agarwala. East Lansing, Michigan: Institute for International Business and Economic Development Studies, 1969. 124 pp. \$6.50.

Educational Evaluation: New Roles, New Means. Ralph W. Tyler, ed. Chicago, Illinois: The University of Chicago Press, 1969. 409 pp. \$5.50.

Educational Research by Practitioners: An Elementary Casebook. William C. Budd and Sam P. Kelly. New York, New York: Harper & Row, Publishers, 1970. 148 pp. \$2.50 (paper).

Essays on the Future of Continuing Education Worldwide. Warren L. Ziegler, ed. Syracuse, New York: Publications in Continuing Education, 1970. 141 pp. \$3.00.

Farm Information for Modernizing Agriculture: The Taiwan System. Herbert F. Lionberger and H. C. Chang. New York, New York: Praeger Publishers, 1970. 425 pp. No price given.

- Fundamentals of Measurement and Evaluation: A Programmed Guide.** John T. Flynn. New York, New York: American Book Company, 1969. 156 pp. \$3.25 (paper).
- Human Resources Administration: Problems of Growth and Change.** William J. Wasmuth *et al.* Boston, Massachusetts: Houghton Mifflin Company, 1970. 426 pp. \$5.50 (paper).
- "Humanization: A Learning Experience."** Hugh M. Neil. *The Journal of Creative Behavior*, IV (Spring, 1970), 77-84.
- Humanizing the School: Curriculum Development and Theory.** Ryland W. Cray. New York, New York: Alfred A. Knopf, 1969. 481 pp. \$8.00.
- Land Reform: Land Settlement and Cooperatives.** No. 2. H. Meliczek, ed. New York, New York: Food and Agriculture Organization of the United Nations, 1969. 116 pp. No price given.
- Learning: Interactions.** Melvin H. Marx, ed. New York, New York: The Macmillan Company, 1970. 427 pp. \$9.95.
- Learning: Theories.** Melvin H. Marx, ed. New York, New York: The Macmillan Company, 1970. 340 pp. \$9.95.
- Manpower Problems and Policies: Full Employment and Opportunity for All.** John A. Delehanty, ed. Scranton, Pennsylvania: International Textbook Company, 1969. 412 pp. \$4.95.
- Papers on the Science of Administration.** Luther Gulick *et al.* New York, New York: Augustus M. Kelley Publishers, 1969. 195 pp. \$12.50.
- Philosophical Perspectives for Education.** Carlton H. Bowyer. Glenview, Illinois: Scott, Foresman and Company, 1970. 402 pp. No price given.
- Principles of Inductive Rural Sociology.** T. Lynn Smith and Paul E. Zopf, Jr. Philadelphia, Pennsylvania: F. A. Davis Company, 1970. 558 pp. \$9.95.
- The Psychology of Human Behavior.** 2nd ed. Richard A. Kalish. Belmont, California: Brooks/Cole Publishing Company, 1970. 529 pp. \$8.50.
- Readings in Social Evolution and Development.** S. N. Eisenstadt, ed. Oxford, England: Pergamon Press, 1970. 456 pp. \$6.50 (paper).
- Realities of Teaching: Explorations with Video Tape.** Raymond S. Adams and Bruce J. Biddle. New York, New York: Holt, Rinehart and Winston, Inc., 1970. 110 pp. \$2.95 (paper).

. . . other current titles

Resistance to Innovation in Higher Education: A Social Psychological Exploration Focused on Television and the Establishment. Richard I. Evans. San Francisco, California: Jossey-Bass Inc., Publishers, 1970. 198 pp. \$7.50.

The Right to Create. Judith Groch. Boston, Massachusetts: Little, Brown and Company, 1969. 393 pp. \$7.95.

The Slow Learner. Joseph S. Roucek, ed. New York, New York: Philosophical Library, 1969. 373 pp. \$10.00.

Towards a Visual Culture: Educating Through Television. Caleb Gattegno. New York, New York: Outerbridge & Dienstfrey, 1969. 117 pp. \$4.95.

Urban Area Adult Basic Education. Tore Tjersland *et al.* San Diego, California: United States International University, 1969. 91 pp. No price given.

NOTE: If you want any of the above publications, please send directly to the publisher—not to the *Journal of Extension*.