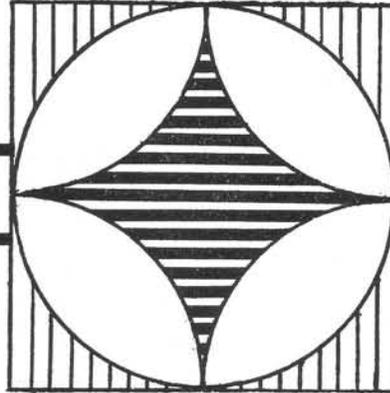


## Abstracts



**The Aged and Community Mental Health: A Guide to Program Development.** Report No. 81. New York, New York: Committee on Aging, Group for the Advancement of Psychiatry, 1971. 96 pp. \$2.00 (paper).

This report from a group of eminent psychiatrists suggests ways of assessing the mental health needs of the aged and practical steps to meet them "without being unrealistic about the capabilities of community health centers."

The guide is designed for those who establish policies in community mental health agencies. It's also intended for people who plan and provide mental health services for the aged in other settings such as clinics, hospitals, and administrative agencies. It stresses the need to overcome negative attitudes toward treating the aged, including patients who have organic mental impairment, and for each mental health center to relate its work to general medical services.

Included in the report are four organizational plans for the delivery of mental health services as well as five models for conceptualizing mental health programs for the elderly.

**Analyzing Social Settings: A Guide to Qualitative Observation and Analysis.** John Lofland. Belmont, California: Wadsworth Publishing Company, Inc., 1971. 136 pp. \$2.25 (paper).

The expressed purpose of this book is to provide a set of suggestions and instructions for conducting "field" or "qualitative" research in the social sciences. The first three chapters try to explain what qualitative analysis is and how it differs from quantitative analysis.

Included in the second part of the book is a concrete description of the two basic techniques used by qualitative observers in collecting their materials — intensive interviewing with interview guides and participant observation involving the assembling of field notes. Finally, recommenda-

tions are made as to how one can store and organize his materials to better facilitate more acute observations, develop analysis, and do the actual writing.

**Black Americans: A Psychological Analysis.** E. Earl Baughman. New York, New York: Academic Press, Inc., 1971. 113 pp. \$6.95 (cloth), \$2.95 (paper).

Designed to be a selective, elementary treatment of the literature of race, both black and white, this book introduces the reader to the important issues in this area, but it doesn't try to deal with them exhaustively. The author, unlike many writing in this area today, seems to have maintained objectivity in an area of study that is often more noted for its emotional involvement.

In reviewing the factual data, the author says: "There is no denying the fact that the data we have reviewed indicate that in a number of behavioral domains the difficulties of blacks exceed those of whites." He explains that some of the data revealed changes in the behavior of black Americans that should alter the concepts held about them.

Chapters of the book deal with the topics on the concept of race, on intelligence, on scholastic performance, on self-esteem, on rage and aggression, on psychopathology, on socialization and the family, and on leadership and education.

**Crises of Family Disorganization: Programs to Soften Their Impact on Children.** Eleanor Pavenstedt and Viola W. Bernard, eds. New York, New York: Behavioral Publications, Inc., 1971. 103 pp. \$5.95.

Representing papers from both medical and social workers, this book presents practical recommendations and describes several preventive and remedial innovations in family crises. Problems confronting many distressed parents and children are documented and the principles that underlie the recommended interventions are explained.

Papers are presented in three sections; the first is concerned with parents who have mental illness. Contributions to this section include two articles on young children of mentally ill parents and one on practical psychiatric problems involving children at the county level.

The second section concerns parents under unmanageable stress. Topics include alienation as a coping mechanism, child abuse, and motherhood in a deprived community. The final section concerns programs to assist parents. Topics include child psychiatric services in an urban slum, and parental incapacity and the welfare of children.

**The Disadvantaged Worker: Readings in Developing Minority Manpower.** Lloyd Zimpel, ed. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1971. 280 pp. \$5.95 (paper).

This book brings together some examples of how business and industry have dealt with a pressing social issue — how to best fit the disadvantaged, hard-core jobless into the employment pattern. The 40 articles are written by men who have worked in this field. Most are concerned with proven ways of recruiting, training, testing, upgrading, and dealing with specific job problems of minority workers with little or no working experience. The role of unions in establishing programs for the disadvantaged is investigated as well as the ways companies can keep newly hired workers on the job during business depressions that necessitate layoffs.

The articles are organized into 10 sections designed to examine every aspect of the hiring and training of disadvantaged workers. Each section is introduced with a brief comment by the editor. The book ends with a detailed outline for restructuring current disadvantaged job programs into one national “job corporation.”

**The Farther Reaches of Human Nature.** Abraham H. Maslow. New York, New York: Viking Press, Inc., 1971. 423 pp. \$12.50.

Described as one of the foremost spokesmen of the humanistic approach to psychology, the author of this work died in June, 1970, after beginning to compile this book. The work is described as a wide-ranging synthesis of Maslow's inspiring and influential ideas on biology, synergy, creativity, cognition, the hierarchy of needs, and the role of science in the expanding study of human nature.

Maslow's approach to psychology is to find ways to achieve the farthest human possibilities by studying those who appear to be living those possibilities — mature and unselfish people with a strong and free identity, who are “Being rather than Becoming.”

A compilation of papers, the book is divided into sections under the following headings: Health and Pathology, Creativeness, Values, Education, Society, Being-Cognition, Transcendence and the Psychology of Being, and Metamotivation.

**Group Processes in the Classroom.** Richard A. Schmuck and Patricia A. Schmuck. Wm. C. Brown Company Publishers, 1971. 156 pp. \$2.50 (paper).

Taking the point of view that teaching and learning are special kinds of interpersonal relationships, the authors of this book provide an overview of concepts in social psychology that relate to this theme. Also of interest is the fact that they focus on the classroom as a group that includes the teacher, not as a group with the teacher as a separate participant.

The expressed desire of the authors is that teachers will be able to gain some knowledge of group processes and use them to foster student learning.

Besides providing a broad overview of pertinent research and theories related to the above theme, the authors also provide extensive references for those interested in further research. After discussing basic concepts, topic areas presented include group processes, leadership, attraction, norms, communication, cohesiveness, developmental stages, and organizational characteristics.

**Model for a Humanistic Education: The Danish Folk Highschool.**

David C. L. Davis. Columbus, Ohio: Charles E. Merrill Publisher, 1971. 132 pp. \$2.25 (paper).

Relying on research as well as his own experience, the author provides an overview and some insights into the concepts and principles involved in the Danish folk highschools.

The author points out that the 122-year-old "experiment" in humanistic education evoked interest in the United States during the early 1920s, but several attempts at establishing similar schools in this country failed.

Although not advocating another try at such schools in the United States, the author feels educators can look at the folk highschools in terms of what they have tried to do, how they have tried to do it, and the extent to which they have been successful. From this, he says one can see a humanistic education is possible and desirable.

**Nutrition, Behavior, and Change.** Helen H. Giff, Marjorie B. Washbon, and Gail H. Harrison. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. 392 pp. No price given.

This book combines research findings, theory, and empirical knowledge from diverse sources and disciplines to form a broad view of food behavior and its resultant effects on human behavior.

To narrow the gap between nutritional science and its effective application, the authors explain the complicated connections between what people choose to eat and their total life style, showing how the vast range of eating patterns can be interpreted as adaptation to different environmental influences. It stresses that an understanding of the numerous elements encompassed in man's whole behavior pattern is essential for beneficial nutrition education.

Special attention is given to the nutritional status of the population of the United States, assaying such problems as hunger, obesity, malnutrition, and atherosclerosis. There are chapters on society, culture, and the individual. The development of food consumption patterns and their effect on individual well-being are also featured.

**Old Age: The Last Segregation (Ralph Nader's Study Group Report on Nursing Homes).** Claire Townsend. New York, New York: Bantam Books, Inc., 1971. 229 pp. \$1.95 (paper).

Anyone concerned with the problems connected with old age probably would want to have this book which is primarily concerned with nursing homes. The study revealed the conditions to which many of the elderly are subjected when they enter inferior nursing homes.

In addition to its documentation of the situation in American nursing homes, the book contains 45 questions that anyone considering entering a home should get answered before making the decision.

The final chapter of the report deals with recommendations and conclusions, the first of which is to make all nursing homes receiving federal funds comply with federal standards. Some 80 percent of the nursing homes that receive public tax dollars don't even meet minimal federal standards, according to the report.

**Paraprofessionals and Their Performance: A Survey of Education, Health, and Social Service Programs.** Alan Gartner. New York, New York: Praeger Publishers, Inc., 1971. 152 pp. \$13.50.

This book provides an examination of the impact of paraprofessional programs on health, education, and social and community services as well as on the paraprofessionals themselves. It analyzes the research on paraprofessionals in a variety of fields and presents a balanced picture of their accomplishments. Also included is background on the New Careers movement which provides employment mainly for the poor and under-educated through simplification of jobs, on-the-job training, and a structure of job ladders enabling workers to advance.

Of utmost value is the extensive bibliography of the literature in the area of paraprofessionals.

**A Question of Priorities: New Strategies for Our Urbanized World.** Edward Higbee. New York, New York: William Morrow and Company, Inc., 1970. 214 pp. \$2.25 (paper).

Regarding urbanization as an ecological process, the author of this book looks on the cities from the standpoint of their resource-making capability. He regards this as a natural evolution from the old agrarian technologies, but he points out that the transitions call for new values and new priorities. He says:

"Now the world is in the midst of its second major ecological upheaval. The whole of humanity, with varying degrees of shock and success, is switching from an agrarian to an urban resource base—from a dependence upon the limited capacities of modified natural landscapes to a reliance upon inanimate energy technologies and complex, globalizing social institution."

One of the points stressed by the author is that too many of the resources being produced by the urban society are going to waste for military uses. "The capital now wasted on warfare is required to build new resource-making urban technologies," he says.

**Selecting New Aids to Teaching.** Richard I. Miller. Washington, D.C.: National Education Association, 1971. 21 pp. \$1.00 (paper).

Although the expressed purpose of this small document is "to present specific and realistic guides that can assist local school officials in making better decisions about instructional units," it seems the outline and guides are applicable to any decision-making process relating to education.

The book is divided into five parts designed to guide the planner through various phases. The greatest value of these sections is that no patent answers are provided. Instead, broad questions are posed for consideration by the planners.

Section titles include: (1) Initial Probing of Proposed Unit, (2) Developing a Plan of Action, (3) Accomplishing the Plan, (4) Decision, and (5) Revision and Recycling.

**Social Issues of Marketing in the American Economy.** Y. Hugh Furuhashi and E. Jerome McCarthy. Columbus, Ohio: Grid, Inc., 1971. 119 pp. \$3.95 (paper).

Because of the mounting criticism of our market-directed economic system, the authors of this book feel it's important that "responsible citizens and business leaders develop a deeper understanding of the nature of these concerns, what can be done about them (if anything) and possible ways of responding creatively to these challenges."

Although the authors don't pretend to have the answers to the problem, they do have many pertinent questions they feel business leaders should be asking themselves. In this vein, the book is presented in seven chapters: How Rational Is Consumer Behavior?, How Free Should "Freedom of Choice" Be?, How Good Should a Product Be?, Who Should Back Up Guarantees and Warranties on Products?, What Is Deceptive Advertising and Promotion?, Is It Fair to Discriminate on Price?, and Should Business Meet Any and All Consumer Demands, Regardless of Profitability?

None of the questions is really answered, but they do lead to many other questions for consideration.

**Technology, Human Values and Leisure.** Max Kaplan and Phillip Bosserman, eds. Nashville, Tennessee: Abingdon Press, 1971. 256 pp. \$6.50.

Growing out of a conference on technology, human values, and leisure,

this book includes contributions from people who represent varied disciplines, pointing out the interdisciplinary issues involved in the consideration of leisure. They examine the complex relationships between the use of leisure and technology in a post-industrial era, and the possible impact on social institutions and patterns.

The book is divided into three main sections, with a fourth section by Charles Obermeyer devoted to an overall reaction to the other papers. The first section is entitled, "Perspectives Beyond Leisure." Contributors include Robert Theobald, Emmanuel G. Mesthene, and Harrison Brown.

"Implications of Leisure" is the title of the second section with articles by Arthur Schlesinger, Jr., Leo Perlis, Dorothy Maynor, Robert M. Hutchins, and Phillip Bosserman. The third section, "Research Into Leisure," includes contributions by Alexander Szalai and Joffre Dumazedier.

**Ten Interaction Exercises for the Classroom.** Dorothy J. Mial and Stanley Jacobson. Washington, D.C.: NTL Institute for Applied Behavioral Science, 1970. 15 pp. \$2.50 (paper).

As explained in the packet, these exercises are designed to familiarize teachers with sensitivity training techniques. There are several goals, the authors say: "To help teachers increase their students' awareness of their own and others' views of the world, to develop skills in group planning and decision-making, to enable students to discuss controversial issues productively, and to increase commitment to the educational process."

People working with any kind of group would find the exercises helpful, not only for the reasons expressed above, but also to adapt to individual situations. Each exercise outlines the purpose, setting, procedure, analysis, and materials needed, but there's flexibility built into each.

Exercises in the packet include: learning about behavior styles, an experiment in communication, an experiment in cooperation, brainstorming, stop action, role playing, the fishbowl design for discussion, diagnosing a classroom problem, accent on listening, and lost on the moon: a decision-making problem.

**Vocational Guidance and Career Development.** Herman Jacob Peters and James C. Hanse, eds. New York, New York: The Macmillan Company, 1971. 483 pp. \$5.95 (paper).

A basic consideration of this book, according to the editors, was to provide easy access to articles that will complement standard informational sources. It's divided into seven sections. Section I explores various concepts of work, Section II focuses on society's dimensions of work, and Section III presents some key readings on theories of vocational guidance.

Sections IV and V take up procedures for guidance and Section VI contains articles that reflect the continuing process of vocational development from the elementary through the college level.

Of potential interest to adult educators is Section VII which discusses the continuing needs in adult vocational guidance and career development. Concepts discussed in this section range from socialization of adults to meeting problems throughout life to the level of the older worker.

**What Is Educational Planning?** Philip Hall Coombs. Paris, France: UNESCO, International Institute for Educational Planning, 1970. 61 pp. \$2.00 (paper).

It's explained that this is 1 of a series of 13 books designed for 2 groups: those engaged in—or preparing for—educational planning and administration, especially in developing countries and others, such as senior government officials and civic leaders who seek a more general understanding of educational planning and of how it can be of help to overall national development.

The special value of this book is that it takes a global view of planning for education. The author has divided it into six sections: an initial characterization, the ancestry of educational planning, why a new kind of planning became necessary, recent progress in theory and methodology, recent progress in putting theory into practice, and a look into the future.

## **. . . other current titles**

**Behavioral Objectives: Teacher Success Through Student Performance.**

Paul D. Plowman. Chicago, Illinois: Science Research Associates, Inc., 1971. 188 pp. \$4.25 (paper).

**Breaking Bread with the Hungry.** Arthur Simon. Minneapolis, Minnesota:

Augsburg Publishing House, 1971. 91 pp. \$2.50 (paper).

**The Computer Simulation of Behavior.** Michael J. Apter. New York, New

York: Harper & Row, Publishers, 1971. 180 pp. \$2.25 (paper).

**Confrontation: Encounters in Self and Interpersonal Awareness.** Leonard

Blank, Gloria B. Gottsegen, and Monroe G. Gottsegen, eds. New York, New York: The Macmillan Company, 1971. 516 pp. \$5.95 (paper).

**Education: A Bibliography of Bibliographies.** Rowman and Littlefield, Inc.,

1971. 306 pp. \$10.00.

- The Ghetto College Student.** Gordon D. Morgan. Iowa City, Iowa: The American College Testing Program, 1970. 64 pp. \$3.00 (paper).
- Implementing Organizational Innovations: A Sociological Analysis of Planned Educational Change.** Neal Gross, Joseph B. Giacquinta, and Marilyn Bernstein. New York, New York: Basic Books, Inc., Publishers, 1971. 309 pp. \$8.95.
- Instructional Television: A Method for Teaching Nursing.** Dorothea H. Roth and Donel W. Price. St. Louis, Missouri: The C. V. Mosby Co., 1971. 186 pp. \$5.95 (paper).
- Management by Objectives in Action.** John W. Humble. New York, New York: McGraw-Hill Book Company, 1970. 294 pp. \$9.95.
- The Membership Manual: An Encyclopedia of Parliamentary Rules Used at Business Meetings of Democratic Organizations.** James A. McMonagle and Emil R. Pfister. New York, New York: Vantage Press, Inc., 1970. 289 pp. \$4.50.
- Organization and Outlining: How to Develop and Prepare Papers, Reports, and Speeches.** James F. Peirce. New York, New York: Arco Publishing Co., Inc., 1971. 79 pp. \$4.00 (paper).
- The Principles of Scientific Thinking.** Rom Harre. Chicago, Illinois: University of Chicago Press, 1970. 324 pp. \$10.50.
- Readings in Curriculum.** 2nd ed. Glen Hass, Kimball Wiles, and Joseph Bondi. Boston, Massachusetts: Allyn and Bacon, Inc., 1970. 708 pp. \$6.95 (paper).
- The 70's Challenge and Opportunity.** National Farm Institute. Ames, Iowa: Iowa State University Press, 1970. 91 pp. \$3.95.
- The Sino-American Joint Commission of Rural Reconstruction: Twenty Years of Cooperation for Agricultural Development.** Tsung-han Shen. Ithaca, New York: Cornell University Press, 1970. 278 pp. \$12.00.
- Social Security and Medicare Explained.** Chicago, Illinois: Commerce Clearing House, 1971. 256 pp. \$5.00 (paper).
- Sociological Realities: A Guide to the Study of Society.** Irving L. Horowitz and Mary S. Strong, eds. New York, New York: Harper and Row, Publishers, 1971. 551 pp. \$6.95 (paper).
- Social Stress and Chronic Illness: Mortality Patterns in Industrial Society.** David L. Dodge and Walter T. Martin. Notre Dame, Indiana: University of Notre Dame Press, 1970. 331 pp. \$9.95.

- The Suburban Myth.** Scott Donaldson. New York, New York: Columbia University Press, 1971. 272 pp. \$2.95 (paper).
- Theoretical Foundations of Learning and Teaching.** M. Daniel Smith. Waltham, Massachusetts: Xerox College Publishing, 1971. 282 pp. \$4.95 (paper).
- Understanding Perception for Better Instructional Communication.** Bloomington, Indiana: Indiana University, School of Education, 1970. 206 pp. \$1.25 (paper).
- Urban Analysis.** Maurice D. Kilbridge, Robert P. O'Block, and Paul V. Teplitz. Boston, Massachusetts: Harvard University, Graduate School of Business Administration, Division of Research, 1970. 332 pp. \$10.00.
- Violence: Causes and Solutions.** Renatus Hartogs and Eric Artzt. New York, New York: Dell Publishing Co., Inc., 1970. 424 pp. \$1.25 (paper).
- Water Pollution in the Greater New York Area.** Alan A. Johnson, ed. New York, New York: Gordon and Breach, Science Publishers, 1970. 221 pp. \$12.50.
- What Bothers Us About Grownups: A Report Card on Adults by Children.** Russel Hamilton and Stephanie Greene, eds. Brattleboro, Vermont: Stephen Greene Press, 1971. 184 pp. \$5.95.
- When You're 65 . . . or Thereabouts: Medicare, Social Security, Income Tax.** Chicago, Illinois: Commerce Clearing House, 1971. 70 pp. \$2.00 (paper).

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