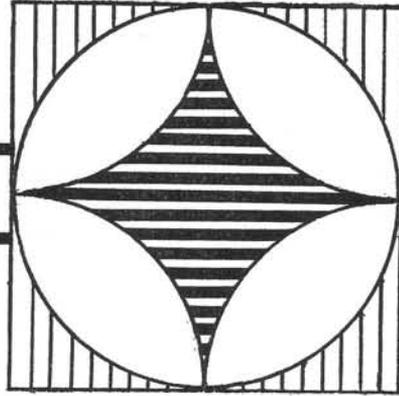


## Abstracts



**Active Learning: Games to Enhance Academic Abilities.** Bryant J. Cratty. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971. 157 pp. \$6.95.

As educators have become more adept at identifying problems among youth, especially in developmental stages, they've been more inclined to call on the family and cooperating agencies to help solve some of these problems. Educators interested in child development or any program for work with youth should find some helpful guides in this book. The expressed purpose of the text is to explain how active games can enhance various academic skills and to present a survey of methods for dealing with physical coordination problems. Many of the games may be modified for use with the physically handicapped. In the words of the author, the book "... illustrates fun-filled techniques for teaching basic academic operations that have formerly been pounded into children's psyches in less than happy ways."

**American Ideologies: The Competing Political Beliefs of the 1970s.** Kenneth M. Dolbeare and Patricia Dolbeare. Chicago, Illinois: Markham Publishing Company, 1971. 251 pp. \$6.50.

In presenting an overview of ideology in the United States, the authors say: "Politics, and much of social life, involves the use of power to achieve goals amidst changing circumstances. Central to this process are beliefs about the present nature of the world and the hopes one has for its future."

These beliefs, or ideologies, are divided into seven major categories, with a separate chapter devoted to each. Ideologies discussed include capitalism, liberalism, reform liberalism, black liberation, the new left, Marxism, and conservatism. Of utmost value to the observer of American social and political thought is the delineation by the authors of those beliefs that differentiate each ideology. Also taken into consideration are how similar beliefs may be found in different ideologies.

**Creativity.** John D. Roslansky, ed. New York, New York: Fleet Academic Editions, Inc., 1970. 90 pp. \$7.50.

The real value of this work is found in the various viewpoints of creativity as a dynamic part of what is or should be shaping our society. In an overview of the creative process, Dr. Jacob Bronowski discusses the functions that characterize man and make him unique among animal species.

Dr. Donald W. MacKinnon, a psychologist, cautions against thinking of the creative process as a single, unitary process. He says, "The term should be thought of as no more than a convenient summary label for a complex set of cognitive and motivational processes, and emotional processes too, that are involved in perceiving, remembering, imagining, appreciating, thinking, planning, deciding, and the like." Dr. Willar F. Libby, a 1960 Nobel Prize winner in chemistry, provides a scientific view of creativity. Dr. William Arrowsmith, a member of the National Humanities Faculty, provides an unusual insight into what he considers would be a "creative university."

The final chapter is by Gordon Parks, a photographer, writer, musician, and film maker, who explains what creative experiences have meant to him with his particular background. He explains that he has done so many things because ". . . I know that it was a desperate search for security within a society that held me inferior simply because I was black. It was a constant inner rebellion against failure."

**The Dynamics of Action.** John W. Atkinson and David Birch. New York, New York: John Wiley & Sons, Inc., 1970. 380 pp. \$11.95.

In their efforts to reconstruct the theory of motivation, the authors, considered three interrelated motivational processes: instigation of action, resistance to action, and consummation in action. Although the theories have been phrased in mathematical language, verbal descriptions are provided to explain the simpler algebraic statements. In their final overview chapter, the authors say, "A theory of motivation and action has an unavoidable requirement to meet the demands of generality. We have sought to identify the fundamental behavioral problem and to advance a conceptual analysis that would have a substantial degree of generality."

**Fundamentals of Interpersonal Communication.** Kim Griffin and Bobby R. Patton. New York, New York: Harper & Row, Publishers, 1971. 229 pp. \$6.50.

The authors express a twofold purpose for this book: "to present valid information on interpersonal communication to the student who possesses

no specialized background; and to provide insights as to improving our relations with others.”

They seem to have accomplished the first purpose, while the second is left to the reader and his use of the information he derives from the book. Although it's a broad overview of interpersonal communications, the authors provide illustrations and examples of how the theories have been applied in laboratory as well as work situations. Individual judgments are necessary for application of the theories, but most readers should find much basic information on constructive behavior modification.

**Handbook of Procedures for the Design of Instruction.** Leslie J. Briggs. Pittsburgh, Pennsylvania: American Institutes for Research, 1970. 206 pp. \$5.50 (paper).

“ . . . The mature adult student, by his own effort, can convert this monograph into a 'self-instructional' program for the design of instruction.” Behavioral objectives for the reader are given at the beginning of each chapter. These are followed with exercises and self-tests (with answer keys), which cover each step of the procedure from developing course objectives, through constructing tests, identifying competencies, selecting media, preparing materials, and evaluating the learning plans.

Although several models of instructional design are discussed, major emphasis is placed on a systems model constructed “to be compatible with” Robert M. Gagné's hierarchy of learning contained in *The Conditions of Learning*.

**Homework: Required Reading for Teachers and Parents.** Gloria Channon. New York, New York: Outerbridge & Dienstfrey, 1970. 128 pp. \$5.95.

Although the author is concerned mainly with classroom situations for youth, some of the principles she explores have strong implications for learning throughout life. For instance, in one chapter on avoidance of failure, she says one of the most damaging of social lessons children learn in authoritarian arrangements is: “Only when someone tells me what to do and makes me do it, only then can I have this most modest, most humble, most unsatisfyingly small chance to succeed.”

In general, the book is based on the author's experiences in a public school during a year when she decided to allow the children to be more responsible for what and how they learned. She recognized not only that she reached students she hadn't reached before, but also the fact that she had been a restrictive and constraining element.

**Organizing for Innovation: A Systems Approach to Technical Management.** J. A. Morton. New York, New York: McGraw-Hill Book Company, 1971. 171 pp. \$11.50.

"Besides understanding the scientific method, the systems method, and their application to the process of innovation, *and* understanding the behavior, needs, and motivations of people, the manager must be supersensitive to the forces of change, both inside his organization and outside." These words by the author characterize the central thrust of this book, which combines modern management principles and techniques with experience-gained insights.

Topics discussed include: technological innovation—its value and meaning, the systems approach to innovation, organizing people for the process, renewing people in the process, the ecology of organizations, the ecological impact of innovation, and managing change—the manager's changing role.

**Problem-Solving Discussion: A Practitioner's Handbook.** T. D. Adams. Berkeley, California: McCutchan Publishing Corporation, 1970. 57 pp. \$1.56 (paper).

Persons involved in work that calls for problem-solving skills in a group situation will find this handbook provides some guidelines to sharpen those skills. The book is designed to clarify the purpose and use of problem-solving discussion in the classroom. The author says it's intended to serve as a guide for the student preparing for a formal discussion.

The book is divided into three major sections: (1) the process of communication and its relationship to discussion, (2) the nature and structure of the discussion group, and (3) the practice of effective discussion technique. In the preface, the author says, "Meaningful, effective discussion is, at least, partly characteristic of a democratic society. It is important, perhaps imperative, that those persons in the society who want to see democratic principles upheld and maintained should develop expertise in problem-solving discussion."

**Psychological Factors in Poverty.** Vernon L. Allen, ed. Chicago, Illinois: Markham Publishing Company, 1970. 392 pp. \$10.50.

This volume consists of what the editor considers "a selective sample of some of the most important recent theoretical and empirical developments in behavioral science that have implications for poverty." Contributors are from several disciplines, including sociology, psychology, education, genetics, and others.

Developed as a project of the Institute for Research on Poverty at The University of Wisconsin, the 19 papers are divided into 6 general topic areas. These areas include: theoretical vantage points, socialization and learning, heredity and environment, behavioral concomitants, intervention strategies, and problems and prospects.

**Readings on the Sociology of the Family.** Bert N. Adams and Thomas Weirath. Chicago, Illinois: Markham Publishing Company, 1971. 475 pp. \$10.00.

Helping the reader to *think sociologically* about the American family is the expressed guideline the authors used in selecting the readings for this book. Although many of the ideas presented are theoretical, there's much for the practical person. The book is divided into eight sections: The Family in Western History, American Family Varieties, Socialization in the United States, Dating and Mate Selection, Marriage, The Family and Other Systems, Family Crisis, Disorganization and Dissolution, and The Family's Future. A variety of articles is offered under each topic. For instance, the section on American Family Varieties includes articles on the normal American family, economic deprivation and family patterns, the structure and functions of Negro family life, and marriage under a monastic mode of life.

**Research in Extension Education: For Accelerating Development Process.** K. N. Singh, C. S. S. Rao, and B. N. Sahay, eds. New Delhi-12, India: Indian Society of Extension Education, Division of Agricultural Extension, Indian Agricultural Research Institute, 1970. 496 pp. \$9.00.

"Extension now means more than agricultural extension. It also takes the responsibility of helping people develop organizational capacity and the leadership skill to manage their own affairs and start their own development process in each village."

The first All India Seminar of Research in Extension convened in 1967 to review and synthesize research into ways of carrying out these new responsibilities. This book is a result of that seminar. The research and recommendations for action cover four broad areas: training of farmers and extension personnel, agricultural communication and extension teaching methods, administration in relation to the new strategy of agricultural production, and diffusion and adoption of agricultural innovations and social change with special reference to problems of small farmers.

**Supervision, Staff Development and Leadership.** Louise M. Berman. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971. 103 pp. No price given (paper).

In recognizing the extreme complexity of our society, the author of this work says she has tried to make a case for "building an educator who can assist, even develop, direction despite the critical dilemmas of our time." After providing the framework for training such an educator, eight chapters are devoted to specific suggestions relative to the development of the same number of process-type skills. These skills include perceiving, communicating personal meaning, knowing, showing concern, organizing and systematizing, creating, decision making, and dealing with the ethical. Within each chapter, the skill is broken down into statements of understanding or behavior. Several activities for each behavior are enumerated. Also, hypotheses for testing are suggested. In general, the ideas are meant to be developed within a small or large group. They can be used in pre-service or in-service programs, or in any context in which instructional leaders give critical attention to their own behavior.

**Training Creative Thinking.** Gary A. Davis and Joseph A. Scott. New York, New York: Holt, Rinehart and Winston, Inc., 1971. 302 pp. \$4.95 (paper).

Aimed at industry and schools, the authors' expressed purpose for this book is to examine various strategies for increasing creative productivity. In addition to focusing on training imagination in people, the articles analyze such critical variables as the physical and psychological atmosphere that encourages or stifles imagination, intellectual and nonintellectual characteristics of creative individuals, testing for creativity, personal and social barriers to creative imagination, "selling" one's ideas, plus other important facets of creative behavior. In the preface, the authors say, "Combined with the main strategies presented in this volume, these topics should present a comprehensive picture of *what* to teach when teaching creativity, *how* to teach it, and *why* it should be taught."

**Voices for Justice: Role Playing in Democratic Procedures.** Charles N. Quigley and Richard P. Longaker. Boston, Massachusetts: Ginn and Company, 1970. 99 pp. \$2.12 (paper).

Teaching the value of democratic behavior and procedures is often difficult because the practice of such behavior can't be observed by all students. The purpose of this book is to provide the students with a chance to practice such behavior and procedures under the guidance of skilled teachers. In describing the case materials, the authors say: "These case

materials include controversial issues because problems do not become political unless they involve conflicts of interest and value in a society—conflict over who gets what, when, and how, and the value standards used in decision making about political matters.” Role playing situations offered include a federal district court hearing, a Supreme Court hearing, a public hearing, a Colorado Antidiscrimination Commission hearing, a Presidential decision, a Federal Mediation Service session, a Senate committee hearing, and a Senate debate.

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

**The American Family: A Sociological Interpretation.** Bert N. Adams. Chicago, Illinois: Markham Publishing Company, 1970. 378 pp. \$7.95.

**American Indians: Facts and Future.** U.S. Joint Economic Committee. New York, New York: Arno Press, Inc., 1970. 566 pp. \$10.00.

**Behavioral Objectives in Curriculum and Evaluation.** Raymond Bernabei and Sam Leles. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1970. 92 pp. \$2.95 (paper).

**Community Service: Innovations in Outreach at the Brooklyn Public Library.** Dorothy Nyren, comp. and ed. Chicago, Illinois: American Library Association, 1970. 60 pp. \$1.75 (paper).

**Development—Significant Response to Education’s Problems.** Bloomington, Indiana: Indiana University, School of Education, 1970. 174 pp. \$1.25 (paper).

**Educational Strategy for Developing Societies: A Study of Educational and Social Factors in Relation to Economic Growth.** 2nd ed. Adam Curle. London, England: Tavistock Publications, 1970. 180 pp. \$3.00 (paper).

**The Future of the Oceans.** Wolfgang Gaston Friedman. New York, New York: George Braziller, Inc., 1970. 132 pp. \$5.95.

**Man, Woman and Marriage: Small Group Process in the Family.** Alan L. Grey, ed. New York, New York: Atherton Press, 1970. 225 pp. \$2.95 (paper).

**Perspectives on World Education.** Carlton E. Beck, ed. Dubuque, Iowa: William C. Brown Company, Publishers, 1970. 434 pp. \$7.95 (paper).

**Sensitivity Training and the Laboratory Approach.** Robert T. Golembiewski and Arthur Blumberg, eds. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1970. 514 pp. \$9.50.

**Soilless Culture.** T. Saunby. Levittown, New York: Transatlantic Arts, Inc., 1970. 104 pp. \$4.95.

**Youth and Drugs: Prevention, Detection and Cure.** Francis H. Wise. New York, New York: Association Press, 1971. 191 pp. \$4.95.

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