



## Book Reviews

**Change in Rural Appalachia: Implications for Action Programs.** John D. Photiadis and Harry K. Schwarzweller, eds. Philadelphia, Pennsylvania: University of Pennsylvania Press, 1970. 270 pp. \$15.00.

This fine collection of readings carries two clear messages to Extension professionals involved in programs of change: (1) no program for economic change can be responsibly implemented without a hard look at and adjustment for its long-term impact on the individual client, his family, and his community and (2) despite diversity within their ranks, modern Appalachians do represent a distinct culture.

The Appalachian area studied includes the mountain areas of seven states—Alabama, Georgia, Kentucky, North Carolina, Tennessee, Virginia, and West Virginia. The Photiadis-Schwarzweller book contributes in a scholarly, objective, yet concerned fashion to an understanding of the Appalachian culture. It should be required reading for anyone seeking to understand the cultural diversities of this country or the changing roles of Extension Services today, as well as for those who are involved in programs of change in Appalachia.

The book is divided into four parts. The first section, "The Individual, Appalachia, and the Larger Society," examines the dislocation of many individuals from their social and cultural environment. It includes statistics on the magnitude of the problem. The second collection of readings, "Changing Social Institutions in Appalachia," studies changes in Appalachian families, churches, economy, education, and power structures as the result of rapid technological change.

Part III, "Action Programs in a Context of Change," examines the concept of equilibrium in society, general educational reform, the effect of retraining in Appalachia, and two views of needed changes in Extension Services. Part IV, "Toward the Future," consists of a summation and recommendations.

One point made in this remarkably cohesive and well-documented

group of writings is that the Appalachian culture, despite the diversity to be expected in such a large geographical area, has maintained, through isolation, many of the traditions of the early settlers. There's a strong familistic structure, a pervasive religiosity, and a standing away from decision making by a large part of the population as a result of a strong distrust of government. The impact of rapid technological change and change programs on the mountain people is traced, showing the all-too-frequent negative results of alienation, apathy, and retreat to welfare status, or near pathological attachment to the traditional ways of the family and sectarian churches. Change programs are criticized that raise aspirations in the absence of realistic opportunities for fulfillment.

A very convincing case is made for change program goals to be altered to enhance life satisfaction rather than having change for the sake of change or to meet out-group (middle-class urban) standards of living. It's pointed out that mass media create material desires that can't be met with present skills and employment opportunities. Programs for change should be designed: (1) to act as buffers to this discomfort for the period of transition from welfare or underemployment to employment, as well as, (2) to upgrade institutional structures such as childhood and adult education (including Extension Services), democratic processes, social services, and job opportunities.

It's difficult to recommend specific readings. The format of clearly delineating problems, then proposing solutions or methods of attack for Extension professionals is well conceived and carried out. The weakest section is Part III. Chapters 11, 12, and 14, although thought-provoking, might have profited from the information presented in Parts I and II in their preparation. These chapters on educational and Extension reform are more general and might seem to advocate some of the disruptive practices defined earlier in the book.

The greatest weakness of the book is its lack of an index, which would enable the reader to locate the views of the different authors on similar topics with ease. Although much of the content of the book isn't entirely new, its collection makes a valuable resource for concerned Extension personnel working with economically deprived adults in or out of Appalachia.

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**Developing Human Resources.** Leonard Nadler. Houston, Texas:  
Gulf Publishing Company, Book Division, 1971. 262 pp. \$7.95.

According to the author, human resources development (HRD) is a rapidly emerging field, twisting and turning like an eel. Yet, whatever the pattern of growth, Nadler believes HRD will remain a group of activities in which the job, the individual, and the organization are interacting as each develops and changes. Moreover, HRD is defined as a series of organized activities, conducted within a specified time period, designed to produce behavioral change, and all guided by HRD personnel whose functions are embodied in three major roles—learning specialist, administrator, and consultant.

Section I of the book is primarily an elaboration of the definition of HRD as described above and a brief historical review of HRD as a field. If HRD is broader than “training,” which Nadler claims it is, then its background is similar to that of adult education in this country. Whether HRD is adult education or adult education is HRD still remains a question, but to get stymied on this point would be to miss the real contribution of the book.

In Section II, “Activity Areas,” the author defines *employee training*, *employee education*, and *employee development*. He sharpens these conceptual tools by discussing each in terms of purpose, methodologies and resources, and policy considerations. This helps you begin to grasp what’s meant when the author says he is using the old words as new concepts. Also included in this section is a chapter on nonemployment development. The Cooperative Extension program is considered as an example of such a human resource development program.

The author’s most significant contribution may be found in the final section, “Roles of the Developer.” Administrators and training directors of Extension programs as well as the Extension professionals themselves should find this last section interesting and useful. Those administrators and workers who stress the need for technical training over the need for training in education and behavioral sciences may find little support for their views. All others may pause to reflect on their own needs as did Nadler. To help them, the author has suggested a work sheet and provided an excellent bibliography after each chapter as well as a special section of additional readings.

This book isn’t without fault. Nevertheless, everyone who professes to be an adult educator, change agent, Extension professional, or community developer, and who’s vitally concerned about his own development as well as that of his client, be it a person or an organization, will find much he can use from Leonard Nadler.

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**Book Reviews**

**Night and Day: The Interaction Between an Academic Institution and Its Evening College.** Myrtle S. Jacobson. Metuchen, New Jersey: The Scarecrow Press, Inc., 1970. 358 pp. \$10.00.

*Night and Day* is the fascinating story of the development of new educational opportunities for adults in the School of General Studies at Brooklyn College, presented within the context of political forces at work and formal organizational theory.

After beginning with the necessary background on organizational structure and goals, what well may be Jacobson's key chapter stresses the principle of "Innovation Through Cooptation." This is operationally defined through two examples of innovation: the Special Baccalaureate Degree Program for Adults and the Nursing Science Program.

The technique is one of involving key people from the parent organization—day faculty and staff—in both a consultative and a decision-making capacity for new programs being planned to gain acceptance and legitimization. Jacobson points out that such cooptation, while helping to harmonize the goals of the subunit and parent organization and thus making the political "sale," may also have some disadvantages.

Such a process of cooptation may result in "watering-down" or substantially changing the original intent of the innovators. In the nuances of this process, it seems that open conflict with those being coopted won't help the approval climate, yet may preserve more of the original goals of the subunit. Instead, in this case imaginative improvisations and adaptations were used rather than direct confrontation. Special attention was also given to the informal "grapevine" of corridor and coffee-cup communication.

In the succeeding chapters, the authority and responsibility dilemma of the evening dean as it relates to faculty, stresses and strains brought about from external city institutional entities, and the ubiquitous "second-class" image and identity are illuminated. A final chapter gives a three-category typology of evening colleges and suggests a "blueprint" for more autonomy for the School of General Studies.

This book is an excellent primer on internal organizational conflict in higher education, particularly in the relationship between evening or extension units and the parent college or university. Some tension and conflict is probably a necessary concomitant for organizational growth, as the author suggests. She's to be congratulated for the degree of objectivity in the writing despite her intimate participation in the conflict as a partisan for the evening college.

The contribution made by this book is much more than historical because it gets at the anatomy of evening college relationships with the parent group in a thorough manner that has implications for all of us. It deals with a specific case history of frustrations due to entrenched

rigidity and the usual rationalization of "defense of standards" to support the rut of academic habit. The book demonstrates again the principle that programs proven successful by extension and evening divisions, and thus desirable, may be appropriated by a more powerful body.

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**Small Groups and Self-Renewal.** C. Gratton Kemp. New York, New York: The Seabury Press, 1971. 265 pp. \$7.95.

It's difficult to recommend this book to Extension and other adult education practitioners—despite the author's good intentions and his broad experience in group learning and counseling activities. While the book contains some useful information and interesting opinion, Kemp seems never to have clarified his real audience, his message, or his theoretical and operational framework. The result is a modest-sized book that serves well as neither a manual for participants and leaders nor a satisfactory description and analysis of what happens when people seek personal growth in small groups.

After presenting a rather sketchy history of the small group, the author discusses "current issues of self-renewal in group process" and tries the almost impossible task of sorting out the psychological and sociological assumptions on which the various popular approaches to group learning and counseling rest. He's forced to resort to a mixture of social science terminology and such pious and imprecise generalizations as "all group leaders hope to develop a loving concern of one member for another" and "groups . . . can assist members in becoming persons . . ."

Then a very brief chapter on the "nature of the small groups" fails to establish firmly the terminology and frame of reference that are so badly needed. A long chapter dealing with group patterns offers hope of classification and order, but it's doubtful if many authorities in the field could accept a typology that divides groups into the following: the authoritarian group, the democratic group, the group-centered group (which the author lobbies for throughout the book), the T-group, the encounter group, and the participation training group.

This chapter and the following one on "group process" are handicapped by the author's failure to distinguish clearly between the training group and groups with trained leadership, between leaders and trainers, and between discussion and task groups. (The chapter on leadership reverts to long-abandoned trait theory.) The cursory treatment of training

design and a chapter on applications contain little that's new and fail to treat the fast-growing areas of simulation and instrumented training.

The net result is that the author almost fails to convince us that small groups really can bring about the deeply rewarding self-renewal that he and many thousands undoubtedly have experienced. Trying to strike a balance between advocacy and social scientific analysis, he seems to go nowhere. Perhaps one reason for this is that films or other media (programmed learning?) are needed for treating the "process" and training aspects of group functioning and that a book remains the inadequate medium it always has been for such a purpose.

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**Teaching the Culturally Disadvantaged: A Rational Approach.**

Kenneth R. Johnson. Palo Alto, California: Science Research Associates, 1970. 202 pp. \$4.25.

Although he focuses on the educational and cultural environment of the disadvantaged child, the author has much to say that's relevant to adult educators. For this reason, his book provides a good overview of the disadvantaged life style as it affects educational performance. The stated purposes of the book are to provide some understanding of the culturally disadvantaged in America, to offer some suggestions for teaching, and to promote discussion about the approaches to the disadvantaged.

Johnson begins by discussing who the culturally disadvantaged are in America. Identified as disadvantaged are the blacks, Mexican-Americans, Puerto Ricans, Caucasians in the rural South, American Indians, and a few other ethnic groups. A distinction is made between the use of the terms *minority group* and *culturally disadvantaged*. The two aren't synonyms, but membership in a minority group does increase one's chances of being counted as culturally disadvantaged. The author discusses the characteristics of the disadvantaged child in general terms, then specifically treats each major group of disadvantaged.

In his chapter on the "teaching relationship," Johnson talks about some issues of particular interest to the practicing adult educator, including ways to involve disadvantaged parents in the work of the school. To understand and reach these parents is the theme of this section. Concrete suggestions are made to facilitate the involvement of the parents in their children's school work. The last two chapters of the book are devoted to curriculum questions in the area of language and communication skills.

A possible weakness of the book is that it deals primarily with children, but that may also be a strength. Even though you may be primarily interested in the disadvantaged adult, it's important to understand where some of the learning difficulties began and why some of the problems never receive proper attention. Since the book tries to cover such a wide range of disadvantaged groups, there are thin places in the coverage of some groups. On the other hand, if you're looking for a good overview of the problems, this kind of coverage will be fine.

A summary of main points at the end of each chapter helps the reader review what he has just read and is also useful as a reference source. There's a bibliography at the end of each chapter as well as a list of good questions for discussion. The questions are suitable for an in-service education program that relates the problems of the disadvantaged child and the disadvantaged adult in a learning situation.

Johnson is discussing the disadvantaged child, but many educators encounter the "disadvantaged child" later when he's older and has dropped out of traditional schooling. This book adds to our understanding of the disadvantaged adult.

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