



Research in Brief

Education for Migration?

Rapid technological changes have led to much migration in our country. This migration hasn't necessarily been undesirable, but in the process, few government agencies have taken the responsibility to help the migrant before or after migration.

The study being reported was done to examine the characteristics of people who migrated from West Virginia and to test ideas regarding migration and societal change in general. There were four groups studied: (1) migrants to Cleveland, Ohio, who lived in the suburbs; (2) migrants to Cleveland, Ohio, who lived in the ghetto; (3) migrants who returned to West Virginia; and (4) nonmigrants. Nearly 1,700 male respondents were interviewed.

Some of the conclusions drawn from the data include:

1. People, to satisfy societal expectations in terms of income and level of living, regardless of fitness, move to the city
2. After first moving to the ghetto, people moved to the suburbs after securing new job skills and urban culture understanding.
3. The suburbanite sees society as more orderly and feels more a part of it than people in the other three groups studied — in fact, these people have entered the larger society with full credentials.
4. Those who remain in the ghetto tend to be younger, predominantly semiskilled, have strong religious beliefs, but don't feel a part of the community.
5. Those who return to Appalachia tend to be older, unskilled, have lower incomes, and have a lower level of living than the other three groups.
6. In spite of considerable differences in income, health, life style, opportunities, expectations, and value orienta-

where such expectations may be possible.

tion, there are no differences in overall satisfaction with life among the four groups.

7. Migration is seen as a vital process aimed at reestablishing the equilibrium between the individual and his socio-cultural environment that modern technological changes tend to upset.

The author of the research goes much beyond the research conclusions to suggest ideas for policy makers. Some of these suggestions have application to programming in Extension organizations.

1. Government agencies should plan with the understanding that rapid technological changes will, in one form or another, continue dislocating people occupationally, socially, and psychologically.
2. Migrants such as those from Appalachia need cultural and psychological education as well as technical training before they migrate — which in this study wasn't done before they left West Virginia nor after they arrived in Cleveland. Extension Services failed to recognize this need.
3. The author sees, as desirable, an agency or organization charged with coordinating activities aimed at helping the adjustment of dislocated groups because of the conditions that led to the dislocation of the particular group.

The real question we must ask is: Do we continue to teach improved skills and abilities to deal with new technology or do we help those who become underemployed or unemployed adjust to the migration that might be necessary?

West Virginians in Their Own State and in Cleveland, Ohio. Series 70, No. 8-10. John D. Photiadis. Morgantown, West Virginia: West Virginia University, Cooperative Extension Work in Agriculture and Home Economics, 1970.

C. Cunningham

Training Needs of Western Nigerian Ag Agents

The various state governments in Western Nigeria hope to effect a "green revolution" in rural areas through the extension services of their respective Ministries of Agriculture.

To achieve this objective, it was believed that the professional level of the field extension staff would have to be raised substantially. It was hypothesized that the field staff is relatively well grounded in the technology of agriculture— what to teach, but highly inadequate in the technology of the social and behavioral sciences — how to teach. Further training, therefore, was posed as an imperative.

This study identified the major professional needs as a basis for organizing an effective in-service training program. Data were obtained from 150 agriculture officers who made up about 95 percent of the senior personnel in the extension division of the State Ministries.

The general procedure constituted giving each respondent a pre-tested questionnaire that asked him to indicate his in-service training needs on a four-point weighted scale: "very much," "much," "some," and "zero."

The following areas of competency were identified in which data were collected: program planning procedures; farm management principles; the communication process; objectives, policies, and evaluation procedures; administration and supervision; agricultural subject matter; village social system and leadership structure; and the educational process.

Weighted scores for the selected areas of competency were assigned and rank determined. Analyses of responses in the eight selected areas of competency indicated that the agents perceived their in-service training needs in the following rank order:

1. Program planning procedure and development.
2. Farm management principles and planning.
3. Communication process.
4. Understanding objectives, policies, and evaluation procedures.
5. Administration and supervision in extension.
6. Technical subject matter related to agriculture.
7. Understanding of village social systems and leadership structure.
8. Educational process in extension.

The fact that respondents ranked their need for additional subject matter related to agriculture in sixth place supports the original hypothesis that their training was higher in this subject area than in some of the others.

Further analyses of the data were made to determine the importance agents attached to the selected areas of competency, regardless of their perceived need. The following four areas were rated as the most important in doing an effective job.

1. Technical subject matter related to agriculture.
2. Farm management principles and planning.
3. Understanding the communication process.
4. Understanding objectives, policies, and evaluation procedures.

A closer study of the data revealed only minor discrepancies between the agents' perception of their major needs and the importance attached to these areas of competency. The only area in which a significant discrepancy was noted was agriculture subject matter. Agents felt this area was very important, but they didn't feel it required in-service training at this time.

Williams synthesized the findings in several U.S. studies designed to identify agents' perceptions of their in-service training needs. He found the major concerns of the U.S. agents in general agree-

ment with findings in the Nigerian study, but some differences were observable in the rank, scope, and intensity among different categories of agents in Western Nigeria.

Although agents may feel the need for training in selected areas of competency, the study indicates that they don't agree on certain areas administrators feel are useful. The findings of this study should be particularly useful to officials responsible for organizing and providing in-service training for agents in Western Nigeria. At the same time, evidence indicates the need for further research that would identify more explicitly the kind and intensity of training needs as viewed by different categories of agents in each of the areas of competency.

"A Preliminary Study of In-Service Training Needs of Agricultural Extension Agents in Western Nigeria." S. K. Taiwo Williams. Ile-Ife, Nigeria: University of Ife, Department of Extension Education and Rural Sociology, 1971.

J. P. Leagans

The Role of the Father in Child Development

It is commonly accepted that the father has a place of importance within the family constellation. Researchers on family functioning have yet to conduct systematic investigations on the specific behaviors of the father that lend significance to his role. This article focuses on the status of the research literature on fathering and emphasizes the need for further research con-

cerning the impact of the father on the personality development of children. Implications are drawn from present research findings.

Although several researchers have given reasons why the father remains in the family group, there's a lack of data available about fathering per se and the isolation of those behavioral variables that make the role take on its significance. In contrast, there's a wealth of data about the importance of mothering and its implications for subsequent psychosocial functioning in life.

With the shift from a relatively simple agrarian to a complex industrial society, distinct changes have occurred in the conceptions of masculinity, femininity, parenthood, and fatherhood in particular.

Research on Fathering

There are only two areas that have received research attention concerning the role of fathering: (1) the effects of the father-son relationship on masculine development and (2) the effects of father-absence on sex-role identification in boys and on family functioning. Even more significantly, there have been no studies dealing with specific behaviors that might commonly be thought to constitute the concept of fathering per se.

Implications

Researchers point out ways to bring the fathering role into greater

prominence:

1. Mothers might create situations in which the father is encouraged to exercise his role. She might arrange specific tasks that would be the sole responsibility of the father, such as bathing the children or spending time with them at bedtime.
2. In preschool and elementary school programs, include teaching units on fathers' occupations which would include field trips to see fathers actively involved in their work.
3. Emphasize the father's role in the sex education of his children. Parent and family life educators can aid parents by offering more specific avenues of instruction on the "hows" and "whys" of this area of fathering.
4. Provide an opportunity for active involvement of boys and their fathers or father-substitutes in community programs such as Big Brothers of America, Boys' Clubs, YMCA, Indian Guide, Scouts, and athletic programs. Research suggests that these programs could aid in shaping the young boy's personality development as early as the second or third year.
5. Encourage more male teachers in Project Head Start, and in preschool and elementary school programs to work with

young boys who lack a consistent father-figure.

6. Urge older male siblings and peers to spend more time with father-absent children. Recent research has shown that an older sibling has an important role in aiding a child's sex-role development by acting as an additional role model.

The assumption made frequently, implicitly or explicitly, that the mother has the major effect on the child's development and that the father's role has dubious importance is being tested gradually by researchers. Research shows that the father's greatest impact on his children occurs primarily in those areas involving psychosexual, personality, social, and intellectual development. In essence, current research suggests there's more to the parent-child relationship than that involving the mother and the child.

"Fathering: Research and Practice Implications." Jerry J. Bigern. *Family Coordinator*, XIX (October, 1970), 357-61.

V. McGaugh

Influence of Persuasion Tactics on Students' Values

Rokeach produced changes in the value hierarchy of student subjects. The change in values lasted through a 15-17 month period following the experiment.

Method

He employed dissonance theory, a value inventory, and attitudes toward civil rights in his experimental procedure. The research plan involved exposing subjects to information that would make them consciously aware of inconsistencies in their value system, thereby causing them to seek internal consistency through change.

Two groups of college students were used as subjects. Each group consisted of 20-25 students who were asked to rank 18 terminal values in order of importance. The 18 values were:

1. A comfortable life.
2. An exciting life.
3. A sense of accomplishment.
4. A world at peace.
5. A world of beauty.
6. Equality.
7. Family security.
8. Freedom.
9. Happiness.
10. Inner harmony.
11. Mature love.
12. National security.
13. Pleasure.
14. Salvation.
15. Social recognition.
16. Self-respect.
17. True friendship.
18. Wisdom.

In addition, members of both groups were asked to state in writing their attitudes toward civil rights demonstrations. When the paper and pencil measurement was complete, one group was dismissed to become the control group.

The remaining or experimental group received inputs designed to help the subjects discover their internal inconsistencies, thereby creating feelings of dissonance. These inputs included showing the rankings of 18 values obtained from other students and pointing out differences in their rank between the values of freedom and equality. When freedom was ranked higher than equality, the researchers interpreted to the subjects that "students are, in general, much more interested in their own freedom than other peoples!"

The subjects were also asked to indicate the extent of their sympathy with the aims of civil rights demonstration by agreeing with one of the following phrases:

1. "Yes, I am sympathetic, and have personally participated in a civil rights demonstration."
2. "Yes, I am sympathetic, and I have not participated in a civil rights demonstration."
3. "No, I am not sympathetic."

The subjects then viewed data from previous tests that showed a correlation between rankings of freedom and equality and position on civil rights. It was pointed out to the students that those who were unsympathetic toward civil rights ranked freedom high and equality low, while those who are sympathetic rank both freedom and equality high.

The researchers interpreted these findings and pointed out to the subjects that persons who are against civil rights are really saying that they're indifferent to other people's

freedom, while they care a great deal about their own. Those who are for civil rights want freedom, not only for themselves, but for other people, too. The students were invited to compare their ranking of equality and freedom and their positions on civil rights.

The procedure resulted in about 40 percent of the experimental subjects becoming aware of certain inconsistencies in their value system.

Results

Follow-up on the experimental and control groups indicated that the experimental group experienced highly significant changes in their values. They increased in the value they placed on equality and freedom, and in favorable attitudes toward civil rights. These changes were evident 3 to 5 months after the 10-20 minute experimental "treatment."

Two more experiments were conducted to test the long-term effects in more detail. The post-testing was done at 3-week, 3- to 5-month, and 15- to 17-month intervals. The experimental situation was the same as described above. At the specified interval, the subjects received a direct solicitation through the mail from the National Association for Advancement of Colored People. The letter invited the student to join the NAACP. To do so the student had to fill out an application blank and enclose one dollar.

Nearly 1 of 10 in the control group and 1 in 4 in the experimental students responded to the NAACP solicitation.

The authors found significant increases in ranking for both equality and freedom in the experimental students on all post-tests. For example, after 15 to 17 months, the experimental group had increased its ranking of equality an average of 2.68 units, while the control group had increased its ranking by only .32 units on an 18-point scale. Freedom also rose in value. The experimental ranking of freedom increased an average of 1.5 units, while the control ranking increased .22 units.

"Persuasion That Persists." Milton Rokeach. *Psychology Today*, V (September, 1971), 69-92.

D. Stormer

Adult Male Attitudes Toward Violence

The extent to which American men believe in violence will shock many educators. The values associated with violence will be of particular interest to youth educators.

Method

The survey of attitudes toward violence was conducted by the Survey Research Center of the University of Michigan in the summer of 1969. The survey consisted of a national sample of 1,374 men between the ages of 16 and 64.

Findings

About four-fifths of American men agree that arrest during civil disturbances should be made without

the use of fire arms. However, many are willing to recommend high levels of police force. From one-half to two-thirds of American men are willing for the "police to shoot but not to kill" in controlling disturbances. Another one-fifth to one-third felt "the police should shoot to kill" in controlling of disturbances.

The survey also measured attitudes toward how much property damage and personal injury the respondents felt necessary "to bring about social change fast enough." While four-fifths of American men agree that changes can be made fast enough without property damage or personal injury, about one-fourth of American men felt protest involving some personal injury or property damage is necessary "to bring about change fast enough." Another 10 percent agreed that protest involving much property damage or some deaths is necessary to bring about rapid social change.

While over 70 percent of all men agreed that poverty, lack of good jobs, poor education, and discrimination contribute to causing violence, many still look toward more punitive legislation and bolstered police forces as a means of preventing violence.

As to American values in violence, men express high levels of agreement with a notion of *retributive justice*. Seventy percent agree that people who murder deserve capital punishment, 67 percent that people should be paid back for wrongs they commit, 44 percent that violence deserves violence.

A second value that strongly re-

lates to attitudes of American men toward violence is the degree to which they believe in *self-defense*. Sixty percent believed strongly that the man has the right to kill another man in self-defense, 69 percent agreed strongly he has the right to kill to defend his family, and 58 percent agreed he has a right to kill to defend his house. Interestingly enough, the more a person agreed with these concepts, the higher levels of police force recommended in the control of disturbances.

Implications

The values of *retributive justice* and *self-defense* may lead us to teach children (especially boys) to "stand up" for themselves, to defend themselves, and to be able to return a well-placed blow when provoked—that the proper response to aggression is equal or superior aggression. Perhaps we need to think again about the implications of teaching children to play aggressively.

"Attitudes Toward Violence: The Beliefs of American Men." Monica D. Blumanthal, Robert Kahn, and Frank Andrews, *Phi Delta Kappan*, LIII (October, 1971), 124-26.

D. Stormer

Television: A Viable Channel for Educating Adults in Culturally Different Poverty Groups? — A Literature Review. John A. Niemi and Darrell V. Anderson. Syracuse, New York: ERIC Clearing-

house on Adult Education, 1971. [Order number: ED 048 550. Price: MF 65¢, HC \$3.29.]*

This document included program descriptions and 27 references about the use of television in reaching culturally different poverty groups.

The research on the effectiveness of educational television with adults in culturally different poverty groups is conclusive in one feature. That feature is that educational television must be combined with techniques like listening groups and the use of volunteer teachers. Such programs also require close cooperation between adult educators and media specialists.

The second major conclusion is that educational programs aren't very well evaluated in terms of appropriateness nor of the achievement of the individuals.

C. Cunningham

Professionalism and the New Careerist. Margaret Ann Thompson. Washington, D.C.: United States Department of Labor, 1969. [Order number: ED 049 401. Price: MF 65¢, HC \$3.29.]*

This study centered around the issue of whether new careerists become more professionally oriented as time goes by. Are they able to preserve their low-income characteristics and orientation while retaining the ability to perform a "bridge function" to the low-income community? The study was con-

ducted with 200 new careerists in Minneapolis, Minnesota.

The data in the study indicated that the new careerists did become professional over a period of time but only in some specific ways. The implication was that while the new careerists became more professionally oriented they were still able to perform the bridging function to make contact with the low-income community. They were able to maintain their loyalties and characteristics as members of the low-income community, while handling certain aspects of their job in a professional manner.

This study should be of interest to those working in the Cooperative Extension Expanded Food and Nutrition Education Program who have concerns whether the continual education of the paraprofessional will lead to his or her being unable to continue to communicate with the low-income community. Apparently as this research indicates, these fears are unfounded.

C, Cunningham

A Survey and Pilot Project to Meet the Educational Needs of Senior Citizens in an Urban Area—Brevard County, Florida. Pauline Calloway, Cleora Ewalt, Aurilla Birrel, Sue Young, and Betty Jean Brannon. Gainesville, Florida: Florida Cooperative Extension Service, 1970.

The major purpose of this project was to identify some of the educational, physical, economic, and

social needs of senior citizens in Brevard County, Florida. You'll find this study a fairly comprehensive attempt to look at the characteristics and needs of a specific clientele group that Extension staff might serve. The system of development and the way of looking at the data may be more beneficial to the reader than the specific findings from the Florida study.

In this study, 6 percent of the 752 respondents had no formal education, while 63 percent had less than a high school diploma. Of the 165 respondents who indicated an interest in further educational study, 56 percent indicated they would take classes to complete grades 1 to 8.

Just one-half of the respondents were married. Only 3 percent of the respondents had an income of \$500 per month or more, while 13 percent had a monthly income of less than \$50.

Seventy-eight percent of the respondents lived in houses, while 8 percent lived in a trailer, and 12 percent in apartments. Forty-eight of the respondents owned an automobile. Transportation was seen as a need by a large number of senior citizens.

The higher the level of education the larger the response was for reading, sports, television, and hobbies as favorite leisure activity for both men and women respondents. This was true at all age levels.

A number of programs were initiated as a result of this survey, one being the Friendly Visitor Pro-

gram. This program involved 19 volunteers from Extension home economics clubs who each visited on a regular basis 13 senior citizens.

At several points in this study it became evident that those with higher education seemed to not only have enjoyed their life before retirement but held increased security in later years. One of the major implications of this study was that communities can benefit from the talent and contributions of the retired people in a rapidly changing world. Adult education organizations should take advantage of this potential for volunteer leadership.

C. Cunningham

Cogito: Knowledge and Action in Adult Education. New York, New York: Columbia University, Teachers College. [Order number: ED 051 493. Price: not given.]*

Cogito: Knowledge and Action in Adult Education is a new journal established by the doctoral students and faculty of Teachers College, Columbia University, New York. *Cogito* is dedicated to Alfred N. Whitehead's statement: "Education is the acquisition of the art of utilization of knowledge."

The journal addresses problems in the use of knowledge in adult education both in the classroom and in the field.

Among the articles is Jack Mezirow's discussion of the significance for adult education of grounded research as posited by

Barney G. Glaser and Anslem L. Strauss (*The Discovery of Grounded Theory: Strategies for Quantitative Research*, Chicago, Illinois: Aldine Publishing Company, 1967).

Alan B. Knox, director, Center of Adult Education, Teachers College, details the use of the case-study approach in the classroom. The "Franklin Community College Case" is presented in full with discussion and strategy for classroom analysis. This case is a valuable tool for looking at the problems of administering and staffing adult continuing education in an institution of higher learning.

This new conception for a journal in adult education deserves wide support. Subscription information isn't yet available.

R. Kleis and W. Mielke

University Adult Education: A Time for Broadening Participation? Budd L. Hall. Paper presented at Conference of the African Adult Education Association, University of Dar es Salaam, Tanzania, April 19-24, 1971. [Order number: ED 050 322. Price: not given.]*

At times education in developing nations more clearly highlights central issues in education. Writing from the University of Dar es Salaam, Tanzania, Hall critiques adult education in Ghana, Tanzania, and Uganda from this assumption: ". . . decreasing the gap between the educated and the uneducated is desirable both in terms of

social equality and in terms of permanent development."

Hall's research found that "the offspring of families which already have comparatively high educational levels are receiving more of the benefits from the educational system than those with a less fortunate background." Hall fears that in Africa, where educational resources are scarce, continuing education policies further the creation of an educational elite. He found that occasionally continuing education was used for tutorials to pass university entrance examinations.

Adult education in Tanzania has pursued a middle ground between increasing the educational gap (and keeping up with the technological world) and direct involvement in literacy programs: (1) training for adult educators involved in worker and peasant education, (2) radio programming designed both for intensive small group study and general audience enjoyment, (3) the production of new literature to ensure that newly literate adults won't lapse into illiteracy for lack of suitable reading materials, and (4) national correspondence education.

Hall suggests additional avenues to be pursued: (1) elimination of participation requirements for university adult education, (2) expansion of courses in Kiswahili, (3) university extension into the rural areas, and (4) curricula and course offerings that don't presuppose literacy.

A bibliography of African adult

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education research is included.

R. Kleis and W. Mielke

Community Resource Development and Social Action.

John B. Mitchell. Columbus, Ohio: Ohio State University, 1971. [Available from: Ohio State University, Cooperative Extension Service, Columbus, Ohio. Order number: North Central Regional Extension Publication No. 31. Price: on request.]

This publication has some very serious weakness from both a community development and social action point of view.

A major oversight is the omission of conflict. It's apparently assumed by the author that if a process of problem solving is followed and checks with the "legitimizers" of the community are made, decisions will be made and implemented with little or no dissent.

The position that you must or should go to the legitimizers of a community is open to serious questions. The implication is that in social action you must secure the approval of these so-called power holders. What happens if they don't approve the idea or project?

From a community development viewpoint, participation is preferred to diffusion. Diffusion can from the example given be considered convincing the people to buy one idea. Shouldn't all people interested in a project have access

to the decision making related to the project?

I urge careful consideration before the concepts postulated in this publication are implemented by Extension professionals.

D. Littrell

Mother's Training Program, Urbana, Illinois: Model Programs—Childhood Education. Palo Alto, California: American Institutes for Research, 1970. [Order number: ED 045 781. Price: MF 65¢.]*

Prepared for the White House Conference on Children (December, 1970), this booklet reports on a mothers' training program in Urbana, Illinois — of 34 promising programs on childhood education. The training program is a tutorial program at the University of Illinois involving both mother and child. The program tries to demonstrate that mothers in deprived areas can be effectively trained to provide their own children with a more stimulating home environment and some basic preschool skills.

Results have been highly promising. In contrast to the usual pattern for children from disadvantaged areas, the participating infants show increasing improvement on intelligence tests. The mothers are self-confident and enthusiastic about the program. The mothers in the program set aside a regular time for daily training sessions at home with the child, with sessions varying in length depending on the infant's attention span. In addition,

the mothers attend two-hour group meetings once a week. The program provides transportation to the school and pays \$3.00 per session to cover baby-sitting expenses. Basic toys and other materials are supplied.

V. McGaugh

"Forecast for 1971—Implementing Consumer Education for Adults in Your Community." Betty Phillips and Maxine Royer. Workshop sponsored by Indiana State Department of Public Instruction at Indiana State University, 1971. [Order number: Ed 047 255. Price: MF 65¢, HC \$3.29.]*

A 10-week adult education class in Family Money Management was conducted in the local high school facilities by 2 high school teachers using outside resource personnel.

The objectives of the program were: (1) to develop an awareness of the financial problems and decisions to the family value system; (2) to enable interested adults to gain facts about such financial matters as consumer insurance, investments, home ownership, estate planning, taxes, and social security; and (3) to provide supplementary material and information where class members may find answers pertinent to their individual problems. The input of the outside resource people is described.

V. McGaugh

"An Analysis of Community College Faculty Morale and Selected Factors." James Bryan

Brooks. Ed.D. dissertation, North Carolina State University, Department of Adult and Community College Education, Raleigh, 1970.

Purpose: To determine whether differences in morale existed when faculty members were grouped according to the following selected factors: type of faculty member (vocational, technical, or college transfer), age, sex, total years of teaching experience in present institution, educational level, and teaching load. The relationship between morale and self-concept scores were also studied.

Method: Data were collected by direct mail response to the Richardson-Blocker Faculty Attitude Survey and the Tennessee Self-Concept Scale. An 85 percent return from a random sample of 223 faculty members was obtained. Data were analyzed by single classification analysis of variance, Newman-Kuels' sequential range test, and correlations.

Findings: Significant differences were found on the following morale factors: communications with administration, opportunities for professional growth, adequacy of fringe benefits, salary schedule, and overall mean morale. Vocational faculty members exhibited the highest morale scores in all cases where differences were found, and college transfer members exhibited the lowest morale. Faculty members with four or fewer years teaching experience had higher morale scores than other faculty members on the

relationships with immediate supervisor factor. Male members were more satisfied with their relationships with immediate supervisors than female members. Female members, however, were more satisfied with their salaries.

Differences in morale also existed when faculty members were grouped according to age, educational level, and teaching load.

There was a general lack of support for a strong relationship between overall morale and overall self-concept.

C. Trent

"The Relationship of Dogmatism and Attitude Toward Change of Presidents and Boards of Trustees in the North Carolina Community College System." Michael Hampton Henderson. Ed.D. dissertation, North Carolina State University, Department of Adult and Community College Education, Raleigh, 1971.

Purpose: To determine the relationship of dogmatism, attitude toward change, and selected personal characteristics among presidents and trustees of 29 institutions in the North Carolina community college system.

Method: The study was based on the assumption that the concept of change in contemporary educational institutions isn't well understood, and that recent research indicates the feasibility of investigating the relationship between a psychological construct — such as

dogmatism — and attitude toward change (ATC). Rokeach's Dogmatism Scale and an attitude toward change scale developed by Ricker were used in measuring the variables.

Because of their theoretical influence on their institutions' tendency to change, presidents and trustees of 29 institutions in the North Carolina community college system were the focus of the study.

Statistical analyses employed in treating the data included: the Pearson Product-Moment test for correlation, a two-factor analysis of variance, and a simple analysis of variance.

Findings: A relationship found between dogmatism and ATC for trustees, and dogmatism by presidents and dogmatism by trustees was found to be correlated. No relationship was found between presidents and trustees on ATC.

Peripheral to the main focus of the study was the relationship of selected personal characteristics to dogmatism and/or ATC. Presidents' age and years in occupation were found to be inversely related to ATC, whereas trustees' age was negatively related to level of dogmatism. Level of formal education was found to be negatively related to level of dogmatism, although the findings were inconclusive. Origin of position (inside or outside the system) and years in present position weren't related to either dogmatism or ATC.

Because of the irregularity in the pattern of relationships between

variables for presidents and trustees, it was concluded that future studies should treat presidents and trustees as separate groups because of their dissimilarity. It was suggested that scales normed on the community college/technical institute may be of more value than standard scales when measuring the concept of change.

C. Trent

“Characteristics, Views Held of Agricultural Extension Activities, and Communication Behavior of Hsien Extension Supervisors in Taiwan.” Pi-Feng Hong. Master’s thesis, University of Missouri, Columbia, 1970.

Government agencies in Taiwan have carried out agricultural extension programs since 1910, with the assistance of farmers’ associations. Programs have been expanded since 1953, and now include both general extension (subsidy programs) and educational extension. Comparison of personal characteristics of hsien (county) farmer association supervisors and government supervisors revealed differences in length of job tenure, emphasis on general or educational extension, involvement in program planning, and perception of extension objectives and the means to be used in achieving them.

There was a marked tendency for hsien farmer association supervisors to perform their supervisory function by developing and helping township extension workers to carry on better educational extension programs. Hsien government supervisors emphasized interpretation of government policies and passing on government instructions to township extension workers for execution.

The government supervisors’ objective is to implement government production policies rather than to help township extension workers perform educational roles or develop farm people and life situations. Restructuring agency functions could improve extension services.

C. Trent



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