Abstracts


On the premise that "youth in rural areas are the unwitting victims of a vanishing way of life," a national conference was held "to determine the best possible course of action that can be taken to prepare young people growing up in a rural environment to adjust and to compete in a changing society." This publication contains an overview of the conference, major addresses, highlights of addresses at eight special interest meetings, work group reports and recommendations, and reports on conference follow-up activities.


Steps taken to analyze the conditions in a deprived area and means used to help families improve their conditions are reported. Ten criteria used in accomplishing this analysis in terms of sociocultural integration are indicated. The resulting gradual but dramatic transformation of a neighborhood from a disintegrated state to one of independence is described. The results of this effort lead the author to conclude that, in addition to giving better education and training people in marketable skills, the development of patterns of social functioning is essential if a "war on poverty" is to succeed. He says patterns should include leadership, followership, and practice in cooperation—in other words, help in learning human relations.


The author combines research and literature on a number of phases of life to picture low socioeconomic urban youth. Behavior of young people in this class is shown to follow radically different patterns from those of middle class children. Lower class values are described as clustering around a "live for today" ethic. Some caution about overgeneralizing is expressed, however, with the realization that people from similar economic backgrounds do not necessarily experience similar or the same intensity of influences.

Despite feverish efforts to improve internal communications, top executives are often totally insulated from what is actually taking place in their enterprises, the author asserts. Of equal concern, he says, is that not all chief executives are temperamentally capable of accepting and assimilating information which conflicts with their personal values and predilections. On these premises the author explores communication problems by discussing: (1) barriers which fault the executive's knowledge of what goes on; (2) sources of error which hinder his communications with subordinates; (3) major remedies needed to improve "intelligence"; (4) steps that should be taken to improve over-all functioning of the organization; and (5) personal conflicts which must be overcome.


Essays included in this book were originally presented at a conference on "Family Mobility and Our Dynamic Society" held at Iowa State University in 1963. Consideration in the conference was given to family problems and processes brought about by changing agricultural, economic, and social conditions in relation to the concern of professions for the family. Essays are organized under the headings of (1) the societal setting, (2) changing family roles, and (3) problems and adjustments of families who stay and (4) those who move.


A summary of major findings relating to program planning as conducted at the University of Wisconsin is presented. Presentation of the findings is organized around a discussion of the planning process and an elaboration of "five phases of the process." A bibliography is included.


This publication reports an evaluation of the efforts of a home economist working with low income families in Kansas City over a two-year period. Purposes of the project were (1) to test the effectiveness of present Extension methods in an urban area with low-income families, (2) to explore new methods and techniques of implementing a home economics program, and (3) to encourage the development of leadership for better family and home life. Major program emphasis was on food for the fami-
Reactions to the program by community leaders, as well as by homemakers, and an evaluation of Extension methods used are reported.


This paper deals with educational aspects of lower class youth. Adaptations are suggested for 4-H in serving low socioeconomic, urban youth. The author says that 4-H shows promise of enhancing the educational prospects and improving the family and individual functioning of low socioeconomic, urban youth. He suggests strengths of 4-H and weaknesses (which might inhibit an effective program for this group) and guidelines—for organizing, programming, and leading. The author concludes that a major problem in working with this group may arise from 4-H's past successes and subsequent yield of higher aspirations and expectations—rather than from its deficiencies and inadequacies.


This book is a study of the sociology of academic women. It surveys the history of women in the American academic world, analyzes the motivations, backgrounds, and career patterns of academic women, and evaluates their contributions. Systematic data as well as autobiographical, biographical, and personal-documentary materials are utilized in a sociological framework.


"The innovator," the authors say, "not only has to be a specialist in his own field . . . but he must be able to surmount the barriers of customs and outlooks on life that differ from his own." This manual is designed, they say, to stimulate Americans acting as change agents to recognize and solve the cultural problems involved in introducing new ideas and techniques to cultures other than their own. The concepts of culture, cultural change, planned change, and American cultural values are discussed.


This is an annotated and classified bibliography of research studies, description of practice and best thinking on problems of adult education methodology for the ten year period 1953-1963. It is designed for lay
and professional leaders as well as scholars in the broad field of adult education.


Community action is characterized as an art best learned by doing or by group discussion of realistic case material—consequently this international case book for trained workers and volunteer leaders. Cases presented are organized and discussed under such headings as felt needs, specialists, committees, councils, and training.


A study of authority relationships in three public service organizations (an elementary school, a public welfare agency branch office, and a police department) constitute the basis for this book. An effort is made to distinguish between emphasis on functional (based on knowledge and personal skills) and formal authority (based on legitimacy, position, and rewards and sanctions inherent in position). It is concluded that both types of authority are needed but that present evidence does not indicate what the appropriate combination might be.


Basic features of an approach to problem solving that has been used are outlined in this two-part article. From such features as (1) being sure what the problem is and (2) dividing the problem into manageable portions to (3) evaluating results of your solution, the author uses examples and descriptions to illustrate the ideas.


The author believes that, although many questions remain unanswered, one thing is fairly clear concerning motivation: "... in order to be motivated to do something, one must see meaning in it for himself." Meaning is defined in several ways. Motivation is also defined from several points of view. Five implications for the home economics teacher concerning the relationship between meaning and motivation are discussed. One implication suggests that teachers may serve as models of meaningfulness; the author believes that "Teachers impart meaning..."
ABSTRACTS

through their zest for life and also in the way they use their minds." She
says that the best hope is for children to share time and space with
teachers in whose lives meaning runs strong enough to be contagious.

The author explores the manner in which people cope with uncertain-
y when faced with varying amounts of evidence and with conflicting and
contradictory evidence. He deals with such procedures as weighing
evidence, making choices, the pathology of decision making in uncer-
tainty, and risk taking in a variety of circumstances.

Education, Inc., 70 Fifth Avenue, New York, N.Y. 10011. $3.95.
Characterizing extension as the "third function" of the new American
university, the authors devote a chapter each to General Extension and
Agricultural Extension and another to discussing ten factors critical to
an effective university extension process.

352 pp. Available from The Oxford University Press, New York,
N.Y. $5.00.
In this book the author develops a theory based on the assumption
that the structure and operations of a group can be described in terms of
the behavior of its members in interaction. His theoretical ideas are ex-
tended in reference to experimental data. In doing this, he attempts to
relate and integrate evidence from sociology, psychology, and social psy-
chology under the headings of (1) interaction and group structure, (2)
performance and group operations, (3) expectation and group purpose,
(4) group structure and operations, and (5) group achievement.

A Model for the Analysis of Motivation. Robert D. Boyd. Adult Educa-
tion, XVI (Autumn, 1965), 24-33. Available from Adult Education
Association of the U.S.A., 1225 Nineteenth Street, N.W., Wash-
The author points out that analyses of failures to motivate often are
unsystematic. He suggests that what is needed is a general system that
can be used to structure the known patterns and identify missing parts.
By use of a model, motivation is classified as being physiological,
psychological, or social-cultural, and is discussed in relation to source,
causal, expression, and reward-punishment in each area. The model is
applied to fundamental education, in particular to instruction in literacy
education.