Abstracts


Two points of view on communication are identified: that of monologue, defining communication as essentially the transmission and reception of symbolic stimuli (messages of command); and that of dialogue, regarding communication as a path to communion and the ground of self-discovery. This collection of readings attempts to bring together a representative variety of "current perspectives on communication to be found in the major disciplines concerned with the subject." Material is organized under eight headings ranging from "communication as science" to "the philosophy of communication" and including a section on "the politics of communication."


Cooperative curriculum improvement is defined as a process involving all interested and concerned faculty within a school or school system. Educational and curriculum specialists and subject-matter specialists could serve as consultants. This procedure is represented as being at one end of a continuum. At the opposite end of the continuum is planning by the outside expert—someone removed completely from the school system (e.g., college professor or curriculum specialist). The two extremes are contrasted. A major portion of the book is devoted to ways and means of the "cooperative" approach.


The authors report on a study to describe selected programs designed to improve the competence of school personnel for working with disadvantaged young people. Unique and significant elements of such programs and recommendations for emerging programs are presented.


This book is presented as an introduction to aspects of man's physical and psychological makeup which have a bearing on education. The first part deals with the biological aspect and suggests the reasons these aspects
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are important to the educator. The second part is intended as an introduction to educational psychology, attempting to link theory to the classroom situation.


The author, associated with audio-visual work in Extension for 27 years, traces the utilization of pictures in the Extension Service in Pennsylvania during a 35-year period.


Papers included in this book reflect research focused on problems of organizing and managing human groups. Authors are concerned with large-scale bureaucratic organization rather than the study of small groups (which represents the focus of earlier efforts to understand behavior in organizations). Papers are organized into three categories: (1) conceptual essays, (2) empirical studies, and (3) computer simulation experiments.


This "Notes and Essays on Education for Adults, 51" contains papers which discuss the university and institutional change (Margaret Mead), and the university in (1) an educated society (Peter F. Drucker), (2) an age of revolutions (Max Lerner), and (3) an age of anxiety (Rollo May).

The authors express concern for the changing character of society, for individuals, and for ways people can develop meaningful lives in an impersonal, technological society.


Ways of breaking down the barriers and of building understanding between ourselves and low-income families are suggested in this article. Brill says that the professional person must be armed with certain fundamental concepts, to assure open lines of communication with those needing service. These include the idea that all individuals are worthwhile and that every individual is different, and the belief that all behavior is caused and purposive, and that individuals are the result of their
life experience. These lead to the basic principle that all individuals have
the capacity to change. Finally, the author says, one must accept the fact
that people have a right to participate in decisions affecting their welfare.

*Adult Education in Developing Countries.* Jack Mezirow and David
Epley. 1965, 120 pp. Available from the University of Pittsburgh
Bookstore, Fifth Ave., Pittsburgh, Pennsylvania 15213. $1.50.

This bibliography on adult education abroad contains sources from 76
nations. Not included are the European countries, the United States,
Canada, Australia, or the Soviet Union. In the major portion of the
book, references are grouped by the countries of origin. The final sec-
tion contains additional references listed under such topics as community
development, literacy, health education, agricultural extension educa-
tion, vocational education, workers' education, out-of-school-youth pro-
grams, women's programs, and liberal adult education. All entries are
coded to indicate the kinds of information included.

*A Casebook of Social Change.* Edited by Arthur N. Niehoff. 1966. 312
pp. Available from Aldine Publishing Co., 320 W. Adams St., Chica-
go, Illinois 60606. $6.00 ($2.95, paperback).

The selection of cases for this volume was made on the basis of their
revealing the technique of the innovator, the motivations of potential re-
cipients, and the reactions of recipients as related to local cultural pat-
terns and values. Cases were selected from efforts at innovation in Latin
America, Africa, the Middle East, and Asia. They are analyzed in the
socio-cultural concept of change and were chosen to demonstrate the-
oretical principles set forth in *Introducing Social Change*, by Arensberg
and Niehoff (see Spring 1966 issue, *Journal of Cooperative Extension*,
p. 61). Cases deal with such matters as community development, health,
religion, and literacy.

*Psychological Learning Theory: Application to Adult Education.* Rich-
ard J. Lanyon and Milton M. Schwartz, *Adult Education*, XVII (Au-
tumn, 1966), 12-18. Available from Adult Education Association of
the U.S.A., 1225 Nineteenth St., N.W., Washington, D.C. 20036.
$7.50 per year domestic.

Lanyon and Schwartz examine the stimulus-response learning theory
and relate it to such aspects of learning as the amount of practice, re-
ward, meaningfulness, teaching machines, reinforcement, and knowledge
of results. They also discuss application of the stimulus-response theory
to classroom teaching.

*Readings on Social Change.* Edited by Wilbert E. Moore and Robert W.
Cliffs, New Jersey 07632. $3.95 (paperback).

This book of readings on social change is organized under the topics
of normality of change, qualities of change, small-scale change, changes
in society, modernization, and social evolution. The authors describe their book as "something of a companion" to Moore's Social Change (1963).


Focus of this issue is on government programs and the family. The articles relate to government policy, mental health, government economic programs, education, housing policy, and social authority—all in reference to the family. The authors, specialists from various disciplines, were asked to consider in their presentations: (1) current government programs and their historical antecedents, (2) philosophies underlying current programs and issues in their development and direction, (3) impact of changes in family life on programs, (4) impact of programs on family life, and (5) gaps and needs in current programs.


This volume is presented to "provoke thought, to raise questions, and to stir up interest in developments and problems of the uses of new media in education." It deals with the concept of an educational medium, types of media, problems of adoption of media and media impact on education, and the impact of educational media on Western society. A medium is defined as any form of device or equipment normally used to transmit information. Educational media are characterized as having great potential for both use and misuse.


The focus of interest in this book, according to the editors, is "the dynamics of achievement motivation." A theory of achievement motivation is presented along with studies that provide evidence concerning the validity of the theory's behavioral implications. "The theory asserts that a person's motive to achieve . . . , his motive to avoid failure, and his expectation of success in some venture strongly influence the character of his motivation as it is expressed in level of aspiration, preference for risk, willingness to put forth effort and to persist in an activity." Contributions of the several authors are categorized under the headings of (1) the basic concepts, (2) aspiration and persistence, (3) applications and social implications, and (4) critical problems.