

## Abstracts

What Are Today's Families Like? David M. Fulcomer. *Journal of Home Economics*, LV (November, 1963), 693-98. Available from American Home Economics Association, 1600 Twentieth St., N.W., Washington, D.C. 20009. Single copy \$1.00.

The author asserts that, "all the evidence points to the fact that the family is still a very basic institution in our culture, truly a microcosm of society in some important respects." Rather than analyzing what American families are like, he identifies and discusses 10 "interesting and characteristic trends which are of great significance."

Today's family is characterized as (1) a deep rooted institution in the United States, (2) one in quest of meaning, (3) different, and (4) one confronted with many important issues. Other writers in the field are quoted liberally in support of the author's analysis.

A Study of Students' Motivation to Do Good Work in School. Jack R. Frymier, *The Journal of Educational Research*, LVII (January, 1964), 239-44. Available from DERS, Box 1605, Madison 1, Wisconsin. Single copy \$1.00.

This article reports on a study addressed to the question of what motivates young people to try to do good work in school. Students in the 5th, 8th, and 11th grades were included in what is described as a "relatively gross attempt to assess students' motivations." The kinds of responses received from the students in the projective-type instrument used related to the teacher (26 per cent), the student (38 per cent), and to external factors (36 per cent). External factors included statements about working for grades, what parents might say, and the like.

Findings indicate that motivational patterns are both diverse and complex. The "most remarkable generalization" relates to the seemingly unmistakable shift, in the sense of responsibility for motivation, from student to teacher over a period of time.

*New Patterns of Management*. Rensis Likert. 1961. 280 pp. Available from the McGraw-Hill Book Company, Inc., New York, N.Y. \$6.95.

Managers of highly productive work groups in public, business, and voluntary organizations have originated new patterns of management. The author describes results of research which are indicative of these new patterns and applies them to a newer theory termed the "principle of supportive relationships."

The theoretical implication of this principle is that management will make greatest use of an organization's potential human resources when

each individual is a member of one or more work groups characterized by (1) a high degree of group loyalty, (2) effective interaction skills, and (3) high performance goals. Therefore, management must build well knit and effective face-to-face work groups that are linked together in a system in which the superior in one work group is the subordinate in another.

Optimizing Span of Control. Howard Stieglitz. *Management Record*, XXIV (September, 1962), 25-29. Available from Division of Personnel Administration, National Industrial Conference Board, Inc., 460 Park Ave., New York 22, N.Y.

For years students of Extension have been plagued with the need for determining a workable span of control for personnel with administration and supervisory responsibilities. Prescriptive schemes found in the literature of industry, business, and government have left much to be desired. The approach reported in this article, devised by Lockheed Missiles, may deserve scrutiny. It is reported that the problem has been approached from a quantitative "span of management" point of view rather than simply counting the number of people who report to one person (the traditional "span of control" concept). Factors most significant to the span of management have been identified along with the degree of supervisory burden attached. The article presents sufficient detail for a reasonable insight into the scheme and suggests ways of identifying improper spans of control.

*Adopters of New Farm Ideas: Characteristics and Communications Behavior.* North Central Regional Extension Publication No. 13, October, 1961. 12 pp. Issued by Cooperative Extension Service, Michigan State University, East Lansing, Michigan. No charge.

This bulletin has been issued to complement an original report (*How Farm People Accept New Ideas*) of the Subcommittee for the Study of Diffusion of Farm Practices of the North Central Rural Sociology Committee. It draws upon research studies pertinent to educational programming which emphasizes characteristics of adopters of new ideas. The bulletin describes characteristics of innovators and other adopters which should be considered in Extension program planning.

In addition to the discussion of research findings, tables giving rank order of information sources by stages in the adoption process and summarizing characteristics and communication behavior of adopter categories are particularly useful. An illustration of how information reaches the farmer and a discussion of some applications of findings add clarity to this research knowledge.

*Experience and Education.* John Dewey. 1963 edition. 92 pp. Available from Collier Books, New York, N.Y. 95 cents.

This book is an analysis of both "traditional" and "progressive" edu-

Dewey maintains that both subject matter and cultural heritage, as well as the learner's impulses and interests and the problems of a changing society, are essential to an adequate education. He believes that it is not a question of either one approach or the other but, rather, the connection between education and personal experience. However, it is suggested that experience can be mis-education. Experience must be so conceived, he says, that the result is a plan for deciding subject matter, methods, material equipment, and social organization. "A primary responsibility of educators," he states, "is that they not only be aware of the general principle of the shaping of critical experience by learning conditions, but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth."

Among the ideas explored in this book that have particular relevance to Extension work—both with young people and adults—are these: the value of planning, the relationship between the present and the future, the value of activity to learning, the exercise of observation, ordinary life experiences, and the relationship of natural science and social life.

*Interpersonal Competence and Organizational Effectiveness.* Chris Argyris. 1962. 292 pp. Available from Richard D. Irwin, Inc., Homewood, Ill. \$6.50.

This book reports an exploratory laboratory method of studying the relationship between interpersonal competence and organizational effectiveness. It is the author's hypothesis that "the present organizational strategies developed and used by administrators (be they industrial, educational, religious, governmental, or trade union) lead to human and organizational decay," but that this need not be so. The findings of this project suggest that if industry can integrate the values of mutual understanding, trust, self-esteem, openness, internal commitment, and fully functioning human beings who aspire to excellence, then other types of organizations might well examine themselves in respect to the extent to which their internal systems integrate, sanction, and strengthen such values.

Even though much of the book is devoted to the formulation, design, and conduct of this particular study conducted in six industrial settings, those in administrative positions in other types of organizations who must deal with interpersonal relationships in terms of the organization's objectives may find the procedures and findings insightful.

*Research and Investigations in Adult Education.* Wilson Thiede and James Draper. *Adult Education*, XIII (Summer, 1963), 195-216. Available from Adult Education Association of the USA, 743 N. Wabash Ave., Chicago 11, Ill. Single copy \$1.25.

In this annual review of research and investigations in adult education, 108 studies are reviewed. According to the authors, about one-third of these deal with clientele, their needs, interests, and other characteristics;

about one-fourth deal with institutions; and one-fourth concern functions. The studies are mostly descriptive of institutional programs, clientele, teachers and leaders, and methods. They are classified under 17 sub-headings, such as Cooperative Extension adult education, methods and techniques, administration, evaluation.

Each study listed is identified by author, title, purpose, completion or anticipated completion date, and place to address inquiries. Major findings are also summarized for completed studies. Many of the studies reviewed deal specifically with Cooperative Extension.

**Praise Reappraisal.** Richard E. Farson. *Harvard Business Review*, XLII (September/October, 1963), 61-66. Available from *Harvard Business Review*, Soldiers Field, Boston, Mass. 02163. Single reprint \$1.00.

"It is questionable that praise is a fuel which motivates and stimulates people," the author states. He says that praise fails us most when we want to develop initiative, creativity, judgment, and problem-solving ability in people. In this article he examines the negative aspects and positive functions of praise and suggests an alternative which involves honesty and empathic listening.

**The City and Countryside.** Glenn V. Fuguitt. *Rural Sociology*, XXVII (September, 1963), 246-61. Available from Secretary-Treasurer, Rural Sociological Society, Dept. of Rural Sociology, South Dakota State College, Brookings, South Dakota. \$8.00 per year.

The author analyzes and discusses changes affecting the relationship between city and country in terms of what he calls "four interrelated sets of trends in: (1) transportation and communication; (2) trade, institutional, and social relationships of rural residence; (3) the nature and types of occupations of rural residents; and (4) population size and composition." He concludes that changes have led to increased interdependence between city and country, that town-country relationships are becoming more complex, and that the implications of these relationships are far-reaching.

**Leadership of Voluntary Organizations in a Saskatchewan Town.** Richard Laskin. November, 1962. 48 pp. Available from the Centre for Community Studies, University of Saskatchewan Campus, Saskatoon, Canada. 50 cents.

This is a report dealing with "problems of leadership," according to the author. It is concerned with two field surveys conducted in a town of 2700 population to investigate leadership in voluntary associations—such things as their membership, activities, leaders, affiliations, problems, and participation.

It was found that, of the small minority holding effective leadership positions, most were between the ages of 35 and 60, with the two age extremes (youth and older people) providing only a fraction of the

essential leadership. Active leaders were more aware of existing problems. It is concluded that "ignorance of a problem has seldom led to a solution."

*The Behavioral Sciences Today*. Bernard Berelson (ed.). 1963. 278 pp. Available from Basic Books, Inc., Publishers, 404 Park Ave. S., N.Y. 16, N.Y. \$4.95.

This is a collection of papers from 21 contributors which deals with human behavior as it is studied in a "scientific" manner. Content is addressed to institutional organization of behavioral sciences, their applications, methods of inquiry, and research fields currently considered important in America. No specialized knowledge on the part of the reader is assumed in the presentation of the material.

*Readings in Management*. Max D. Richards and William A. Nielander. 1963 (2nd edition). 946 pp. Available from South-Western Publishing Co., Cincinnati 27, Ohio. \$7.50.

Designed to provide an explanation of the administrative process as viewed by practitioners and scholars, this collection of readings explores elements common to all management functions in one section and the functions in each of five other sections (planning, directing, controlling, organizing, and staffing). The 79 articles included represent the work of 72 authors and are from periodicals or organizations devoted to management practices, research, and education.

*Educational Research: New Perspectives*. Jack A. Culbertson and Stephen P. Heneley (eds.). 1963. 374 pp. Available from the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Ill. \$6.95.

Papers included in this book were "designed to capture some of the emerging thoughts and newer insights about educational research," according to the editors. The papers were originally presented at three seminars of the University Council for Educational Administration. They are categorized under the broad headings of (1) environmental factors which impede or facilitate research, (2) conceptual schemes, (3) methods of conducting research, and (4) training for those who conduct educational research.

The main function of the book is described as that of providing textual material for graduate students in educational research. However, it is reportedly designed also for professors and directors of research.