

Book Reviews

Farms and Farmers in an Urban Age. By Edward Higbee, 1963. Available from the Twentieth Century Fund, 71 E. 70th St., New York 21, N.Y. 183 pp. \$3.00.

This book is recommended reading for any American tax-paying citizen, urban or rural, professional or nonprofessional, who seeks most light and less smoke from the heat of controversy on American agriculture. It is a well-documented treatise on farming, its development, technological change, economy, and significance (to producer, consumer, politician, and voter). The Extension worker will find these pages bubbling with facts and opinions emanating from the kettle in which the complex brew of American agriculture is being heated by the flames of technological, economic change, and political pressure.

The author, an authority in the field, succinctly points out in non-technical terms the changes in farming which have produced the paradox of increased mechanization and the concurrent stagnation in farm income. The fallacy of depending on averages to describe the plight of all farmers is well illustrated.

The urban tax payer, fretting under the burden of farm price supports, is reminded of the benefits he has come to enjoy from the growth of agricultural efficiency stemming from the application of modern genetics, chemistry, and management. The banker, the businessman on "Main Street" or Wall Street, the economist, or the farmer will have a better concept of vertical integration and contract farming after reading the first chapter.

In the chapter entitled "Who Is the American Farmer?" the author classifies farms and farmers in a most interesting fashion—from the 1200 elite (one-third of one per cent of the total who produce almost as much as the bottom 1.6 million "census farms"), to the 21,000 junior elite, down to the lower middle class which, he says, "will fade partially for lack of recruits." In discussing "The Farmer and the American Mind" the author deals with the changed concepts of farming in different parts of the country—from the *hacienda* and the *encomienda* of the Southwest to the ante-bellum plantation culture of the Old South and the homesteads of the Midwest.

Urban infringement on farming is not left untreated. It is amusingly illustrated by reference to the farmer whose cows were dying from consuming golf balls found in the pasture next to the golf course and the

growing conflict between farmer and sportsman resulting in the evolution of "No Hunting" and "Trespassers Will Be Shot" signs. The fact is not overlooked that the sale of farm land for urban development has produced capital gains which have frequently been plowed into larger acreages and resulted in the inevitable increase in land prices.

The student of political science—the agrarian variety—will find in the final chapter an excellent discussion of farm pressure politics: the role of organized farmers and the political response, from 1928 when Coolidge vetoed the McNary-Haugen bill to the present. He will note that the changing complexion of legislative bodies, from the "tan" of the farm to that of the sun deck and golf course, is becoming apparent as the urban voter becomes more restive about his taxes.

Every Extension worker who must, from time to time, face the need to be knowledgeable in the field of the "public affairs of agriculture" will find this book a valuable addition to his working library.

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Futures for Home Economists. By Theresa R. Humphreyville, 1963.
Available from Prentice-Hall, Inc., Englewood Cliffs, N.J. 334 pp.
\$5.95.

This treatise on careers in home economics evolved from the author's experience with freshman students in the New York State College of Home Economics. As part of an orientation course, college freshmen were required to interview a home economist employed in the field the student anticipated entering. Material from many of these student interviews and others made by the author are incorporated in the descriptions of home economics careers. The book was developed to assist girls already enrolled in a college home economics program make their career decisions; consequently, it covers only those positions commonly open to home economists with bachelor's degrees.

The following careers are described: (1) formal teaching both at pre-school and primary levels and junior and senior high school, (2) informal teaching in Cooperative Extension (both youth and adult), (3) social work, (4) test kitchen research, (5) home economists in business (including home service, interior designing, retailing, and designing women's apparel), (6) dietetics, and (7) journalism. For each career area, information provided includes: typical employing organizations, employment opportunities, working environment, salary and advancement potential and related benefits, and educational qualifications. Names and addresses of relevant professional associations and journals are identified for each career covered.

This book contains a wealth of information which high school guid-

ance counselors, Extension agents, and others concerned with helping young people explore career opportunities could find helpful. Home economists concerned with recruitment, either as individuals or within their professional associations, could also use this resource to advantage. Since the book is written to assist girls already committed (by their college enrollment) to careers in home economics, most high school girls would need knowledgeable guidance in order to make the best use of the information.

Explanation of the career potential within home economics is based on the situation and resources of New York State. Many of the positions discussed do not exist in less populous states. In today's mobile society young people need to be exposed to a wide range of possibilities as they make their career decisions. For some, the facts contained in this volume may reveal career horizons beyond those they would normally encounter in their own locality.

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JEAN M. SPEARIN
Specialist in Clothing and Textiles

Preparing Objectives for Programmed Instruction. By Robert F. Mager. 1962. Available from Fearon Publishers, San Francisco, Calif. 62 pp. \$1.75.

Back of programmed instruction is the idea that the material is prepared for self-teaching. This paperback is, itself, written in programmed style, and one thing the reader learns is that, if information is well programmed, "it works." Mager writes in a free, easy, entertaining style. It is enjoyable reading; and could even lead to some learning.

The author uses the branching style of programming to help the reader learn how to prepare objectives for programmed instruction. In so doing, he shows the reader how to prepare objectives for *any* teaching—this is the value of the book for Extension workers.

In his statements of objectives, Mager includes the basis for evaluating teaching carried out in relation to objectives. This is not only an interesting approach to the statement of objectives, it is a most useful concept. In Extension education, three parts of an educational objective have been stressed: (1) who is to learn, (2) behavior desired, and (3) the subject-matter content. Mager often omits the "who"—a common practice among educators who write for formal educational use. He does emphasize "behavior" and includes subject-matter content and the basis for evaluation in relation to "terminal behavior" and "criterion." Educational objectives written according to Mager's instructions can provide a most useful basis for both teaching and evaluation.

The book is well organized. The chapters are concerned with (1) ob-

objectives (what the book is about); (2) why we care about objectives (importance of being explicit); (3) the qualities of meaningful objectives (do they communicate); (4) identifying terminal behavior (what will the learner be doing); (5) further defining terminal behavior (what conditions will you impose); (6) stating criterion (how do you recognize success); and (7) self-test (how well did you do).

Some Extension workers, upon reading this book, may feel that it does not fit the informal, Extension type of educational work. I agree; it does not fit exactly. However, everything that is included probably can be adapted to Extension teaching by putting less stress on the conditions imposed for terminal behavior. Extension workers cannot "impose conditions" upon their learners in relation to all aspects of terminal behavior. But they can impose conditions more strictly than they have, in some cases, as a basis for evaluating their teaching.

This book should be available to all educators, including Extension workers. It is described as a book for teachers and those learning to teach, for anyone interested in transmitting skills and knowledge to others, a book about preparing instructional objectives—a basic step to successful learning.

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Adoption of New Ideas and Practices. By Herbert F. Lionberger, 1960.
Available from Iowa State University Press, Ames, Iowa. 164 pp.
\$4.50.

This book deals with the diffusion, acceptance, and adoption of new ideas and technological changes in agriculture. It probes factors which influence the rate and degree of adoption of new ideas and practices. Part I is a summary of farm practice adoption research and is a good guide for developing educational programs for change. The author explains briefly the diffusion process, the function of information sources, and many of the factors which influence and are associated with adoption of new practices. He points out, also, that final adoption may not be permanent, and that there may be a need for educators to continually reinforce the acceptance decision of the adopter.

In Part II the author draws from many different research studies in giving the stages in the individual adoption process and explaining what takes place at each stage. He also considers variations in and the most influential information source at each stage. In commenting on the community adoption process the author explains that, after an initial slow start, adoptions increase at an increasing rate until about half of the

potential adopters have accepted the change. After this, acceptance continues but at a decreasing rate.

Information sources and media are analyzed giving the origin of information, the function of the various sources, and variations in the function of information sources. Special functionaries in the diffusion process are listed as innovators, key communicators, influentials, and skeptics. Their characteristics and functions are given and their role in the diffusion process explained. It is the opinion of the author that skeptics provide an element of stability in a rapidly changing society. Factors such as locality groups, family social cliques, reference groups, formal groups, cultural factors, values, and attitudes are considered in relation to their influence on the adoption of new practices.

Personal factors such as age, education, and psychological characteristics are explored along with situational factors such as farm income, size of farm, tenure status, community prestige, level of living, source of information used, and nature of the practice. Generalizations are drawn as to how these factors affect change.

Part III of the book contains bibliographies divided into three sections: (1) research sources (with a brief statement of procedures and results), (2) related studies pertinent to diffusion, and (3) general references related to basic ideas and concepts regarding the phenomenon of change.

This book can help the reader better understand audiences and the various factors influencing change.

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CONTINUED learning carries us beyond the easy judgments and superficial training of youthful immaturity. It builds qualities of the mind which enable us to understand responsibilities and to detect opportunities and to build a philosophy which becomes a part of life. It is a continuing initiation in the art of living everyday life.

—from *The Royal Bank of Canada Monthly Letter*
(October, 1963).

IT CAN BE accepted as an indisputable axiom that the man who has no time to read about business has no time to succeed in business.

—from B. C. FORBES as quoted in *Forbes*, XCII
(October 1, 1963), 62.