Book Reviews

The Community Development Process: The Rediscovery of Local Initiative. By William W. Biddle and Loureide J. Biddle, 1965. Available from Holt, Rinehart and Winston, New York, N.Y. 334 pp. $5.50.

As the title suggests, this is a treatise on community development as a process—the objective of which is personal growth of participants. Although there is some of both in it, this is neither a how-to-do-it book nor is it a highly theoretical treatment of the subject. The authors' wide experiences in the field of community development are reflected in the down-to-earth approach which emphasizes basic principles.

The title of the introductory chapter, "A New Hope," suggests the authors' philosophy as to the primary objective in community development. Those concerned that the individual has less and less to say about decisions affecting his destiny will be impressed (maybe overly so) with what the authors think community development can accomplish.

Subject matter in this publication is especially well organized. Two rather complete case studies—one in a rural mountain setting, the other in a congested urban neighborhood—are most interesting. By presenting case histories first, the authors are able to relate many of the concepts of community development to these real-life examples.

Operational definitions are especially well done. For example, the term "encourager" is chosen for the title of a professional community development position. This term clearly denotes the role which the authors believe a professional worker should play. The community development process evolves from a basic nucleus (small informal group with which the encourager confers in early stages) to a larger nucleus involving wider representation. While only a small percentage of the population of a community is likely to be actively involved at any one time, the lives of many people are influenced.

Some novel ideas are presented in the discussion on research methods. Most researchers will be surprised, if not appalled, at the suggestion that the ordinary citizen should participate in planning and carrying out research. On the other hand, practitioners may feel that what the authors call action research is nothing more than program or process evaluation. The suggestion that basic research should not be superimposed onto an ongoing community development process is well taken.

Traditionally, community development has been thought of as a pro-

gram for rural areas only. Even though problems of people in urban areas differ from those in isolated rural communities, the authors argue that the principles on which solutions are effected are the same—especially when the broad objective is the development of people.

Community development is seen not as an independent discipline but rather as an interdisciplinary process involving sociology, anthropology, social psychology, economics, political science, and others. The interrelationships among all these disciplines is treated briefly but effectively by the authors.

Every public or private school educator involved in, or contemplating becoming involved in, community development should read the chapter in which community development is related to education.

In an appendix the authors attempt to present an overview of community development in the United States. Their treatment, by necessity, is extremely superficial. The reviewer wonders whether this topic should not have been left for another book rather than given this superficial coverage.

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Basic Principles of Curriculum and Instruction. By Ralph W. Tyler, 1950. Available from The University of Chicago Press (Syllabus Division), Chicago, Illinois. 83 pp. $1.10 (paperbound).

Tyler approaches curriculum planning with four steps designed to determine: (1) the educational purposes which should be attained; (2) the educational experiences which lead to that attainment; (3) the effective organization of those experiences; and (4) the evaluation process necessary to measure the program's effectiveness.

The bulk of Tyler's presentation is devoted to determining the needs (educational objectives) which the program must meet to fulfill its obligations to the learner. To arrive at this decision, he suggests three sources of information: learners themselves, contemporary life, and subject specialists. Information from these sources will parallel in some instances, but often it will be so discrete that screening is necessary to arrive at a practical set of objectives designed to move the learner from where he is to where he ought to be at some point in the future. Tyler recommends the use of an institution's philosophy and the principles of educational psychology to reduce the field to those objectives which can be effectively pursued with the resources available.

Next, learning experiences should be selected which will provide the learner the optimum opportunity to absorb—through actual involvement—a maximum of knowledge. To keep this matter in perspective,

Tyler defines learning experiences as focusing on what the learner does as the basis for learning—not what the teacher does. Learning experiences must be organized, he says, so they will meet the criteria of continuity, sequence, and integration, a necessity for any educational program, regardless of duration, scope or objectives.

Finally, the organizational concept must be evaluated to determine learner achievement and the degree to which the objectives of the curriculum have been attained. Evaluation must, in fact, begin before either objectives or curriculum can be plotted in order to assure that objectivity, reliability, and validity will be reflected throughout the planning cycle.

Tyler's approach to curriculum planning requires an internalization of the process and the willingness to take a detached, unbiased view of the curriculum. But it has a great deal of applicability for Extension, especially now that planned programs highlighting active participation by entire client systems are becoming necessary to define and serve the needs of an increasingly discriminating clientele.

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Leaders, Groups, and Influence. By E. P. Hollander, 1964. Available from Oxford University Press, New York, N.Y. 256 pp. $5.00.

What factors make for an effective leader? The author suggests his competence, his fulfillment of certain group expectancies for structure and action, his perceived motivation, and his adaptability to changing requirements in the situation. His thesis is that leadership is a relationship between a person exerting influence and those who are influenced and that his relationship can best be seen within the framework of the group process. A leader, then, is an individual with the kind of status that permits him to exercise influence over certain other individuals.

Key concepts in leadership study and analysis are defined and elaborated in the opening chapters. Among these are the trait and the situational approach, emergent and imposed leadership, informal and formal leaders, status emergence and status maintenance, group structure and function, group process and effect, power, influence, leadership, followship, and friendship.

Another section of the book deals with the peer nomination technique—a method growing out of sociometry. This technique is proposed as a reliable and valid procedure for evaluation of some observable characteristic such as a task, popularity, or leadership through pooled judgment of co-workers.

The third section is devoted to the treatment of leadership emergence, status, and conformity. Conformity to group norms and expec-

tations is discussed in relation to status to show that the two are related influence processes. The author summarizes the influence process as one "within which the leader is able to muster willing group support, to achieve certain clearly specified group goals, with best advantage to individuals comprising the group."

Issues, ideas, and propositions are supported throughout the volume by relevant research findings. A collection of twenty theoretical and research papers are presented to support a consistent view of leadership as an influence process. A partial bibliography of the recent research that has been reported in the field of leadership adds to its value as a resource volume.

Extension professionals should find the book stimulating and enlightening. Principles relating to emergent and informal leaders are applicable to the Extension function in leadership training and development in the numerous Extension groups in each county. In the same vein the principles relating to formal or organizational leadership can be used to increase the Extension worker's effectiveness with his colleagues, his lay leaders, and his superiors.

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Psychological Backgrounds of Adult Education. Edited by Raymond G. Kuhlen, 1963. Available from The Center for the Study of Liberal Education for Adults, 138 Montford St., Brookline, Mass. 02146. 148 pp. $2.00.

Most Extension workers, at one time or other, have wished to know more about the psychology of the adults with whom they work. Such a summary is available. Pulling together research from various sources, the Center for the Study of Liberal Education for Adults has provided a useful collection of papers, the result of a conference of leading adult educators. In concise fashion, the four authors present the latest research findings. The book is carefully edited and well documented, with a large number of useful references given for further reading. A companion volume, *Sociological Backgrounds of Adult Education,* has also been published.

The Extension worker may find the first chapter on adult capacities to learn somewhat more technical than the remainder of the book. In the second chapter, Bernice Neugarten of the University of Chicago discusses personality changes during adult years. She discusses internal psychic changes, as well as the more readily observable behavior, in a way that should prove helpful for those planning programs for adults of different ages.

Kuhlen devotes a chapter to motivational changes during adult years. He suggests that two broad motivational patterns—one of growth and expansion and the other of anxiety and threat—serve to integrate a wide variety of data reflecting developmental changes during the adult life span. His data do not support the theory that older adults seek a disengaged state as something valued in its own right.

The Extension reader will find the final chapter of particular help. He assembles considerable research relating to instructional methods, summarizing data comparing such educational techniques as lectures, discussions, systems of grouping, methods of study, etc. It appears that the psychological set or expectation of the student is at least as important as the method used. He concludes that there is no one best method for teaching adults which may be used inflexibly. But the awareness of research findings better prepares the teacher to plan for a particular teaching situation.

The Extension worker should find this book useful and stimulating. It should whet his appetite to search further in references cited for more insights into the complex psychological factors involved in adult learning.

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Effective Public Relations. By Scott M. Cutlip and Allen H. Center, 1964. Available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey. 512 pp. $11.95.

This third edition of what is perhaps the best known and most widely used college textbook on public relations has many implications for the Extension worker. Even though intended for those directly responsible for public relations in a wide variety of organizations, both private and public, the book does bring to the forefront several important concepts vital to the professional educator concerned with his organization's public relations. Many of the principles and practices of public relations are based on principles developed by and useful to educators in their communications and teaching efforts.

Cutlip and Center dispel the foggy old concept that public relations necessarily involves large amounts of space and time in the mass media or that it strives to glorify and build an image for an organization on the basis of attributes it does not possess and successes it has not had. They point out that good public relations is based on good performance and on "empathetic listening" and "persuasive communications."

The authors recognize and emphasize that public relations depends

on principles of persuasion, identified by research and proven in practice. They have updated their concept of persuasion, relying on some of the latest social and psychological research instead of the older stereotyped approaches once considered so important by practitioners.

A chapter on "Persuasion and Public Opinion" is one of the more useful contributions the book can make to Extension educators. It brings together some of the more significant recent research findings in the field. After pointing out that "public opinion provides the psychological environment in which organizations prosper or perish," the authors review such topics as the sources of motivation, the roots of attitudes (culture, family, religion, school, and economic and social class), the "laws" of public opinion, and the principles of persuasion.

The 28 chapters deal with such major areas as history; principles; practitioners; public relations process; integrating the functions; the publics (employee, stockholder, community, special, general); press relations, P. R. for special groups (business, banks, welfare agencies, churches, government, public schools, higher education); and the "equipment" a practitioner needs.

Extension educators with a special interest or special concern with public relations will find this a handy reference for their everyday work. Those less directly concerned can benefit by scanning and reading the most relevant sections.

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THE POWER OF WORDS rightly chosen is very great, whether those words are used to inform, to entertain, or to define a way of life. Confucius summed up the need for right choice when he said: "If language is not correct, then what is said is not what is meant; if what is said is not what is meant, then what ought to be done remains undone" and as a consequence morals, art, justice and the business of life deteriorate, and "the people will stand about in helpless confusion."
          —*The Royal Bank of Canada Monthly Letter* (May, 1964).

WHEN A PERSON feels disposed to overestimate his own importance, let him remember that mankind got along very well before his birth, and that in all probability they will get along very well after his death.   —CHARLES SIMMONS.

THE GREATEST ornament of an illustrious life is modesty and humility, which go a great way in the character even of the most exalted princes.   —NAPOLEON BONAPARTE.