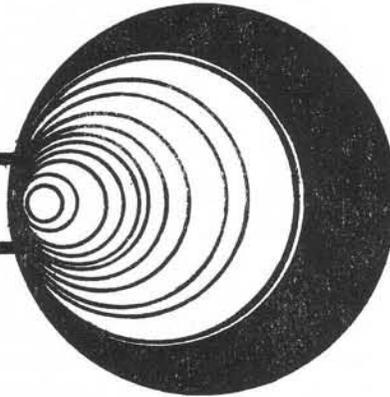## Research in Brief

A Tool for Guiding Growth

Hugh Denney has authored a major contribution to the field of planning future growth of areas. His concept takes as given three principle elements in the universe that are basic to the study of man and where he lives. The three basic elements are: people, space, and time.

Two other elements are referred to. These are speed and technology. These five elements are considered the basis for human settlement.

Denney has developed a mapping methodology based on polygons to determine service centers.

"First and foremost, the model is predicated upon a rigorous adherence to a geometric progression series: 1, 2, 4, 8, 16, 32, 64, 128, etc. This scale is used in all the elements, and permits a single set of standards within a numerical series." This methodology is explained in step-by-step detail by the use of maps, charts, and tables so that the reader can grasp the method of identifying service centers.

Denney deals with several specific functions of community such as transportation, developing hinterlands, health facilities, educational services, retail location, factory decentralization, picking centers for wholesale trade.

Editor's Note: This publication is must reading for those interested in dealing with problems of growth in both rural and urban areas. Those people interested in rural development that will lead to urbanization should pay careful attention to this publication. In metropolitan areas, planners and those concerned with controlling congestion could well afford to pay careful attention to Denney's service center at the two- and four-mile area.

Decongesting Metropolitan America: It Can Be Done! Hugh Denney. Columbia, Missouri: University of Missouri–Columbia, Extension Di-

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vision, 1972. [Available from: Publications B9, Whitten Hall, University of Missouri, Columbia, Missouri 65201. Order number: none. Price: $4.00.]

D. Littrell

Housing Patterns of Older Families

Suitable housing environments are especially important to older Americans as life space decreases with age. Low incomes, disabilities, a penchant to remain in their own homes, and limited housing alternatives force many older families to live in substandard or otherwise undesirable dwellings and neighborhoods.

Communities, in partnership with governments, should strive to maximize the housing choices available to the elderly. An issue crosscutting most housing questions is whether to provide age-mixed or age-segregated housing. Research to undergird housing decisions is urgently needed.

Housing Needs

Traditionally, Americans including researchers, architects, planners, housing officials, and consumers, have viewed housing in a restricted sense — as a dwelling unit, house, or apartment. At the same time those who produce shelter usually regard housing more as a tool or commodity than as a small private world in which intimate and day-to-day familial interaction and activities take place. But more re-

cently, social and psychologica dimensions are being ascribed housing; increasingly it's being cor sidered a part of each family's li space — physical, social, and ps chological.

Housing Alternatives

Each community, in cooper: tion with governments, should stri to provide a variety of housing o tions for older people. Options th might be, but usually aren't availab to older people, include: continuir to live in one's present dwelling i comfort and dignity, moving int congregate housing, nursing home or extended care facilities.

Conclusion

In conclusion, perhaps th examination of housing and life spac needs, and housing alternatives the older family and individuals, wi alert the reader to some of the cond tions and problems encountered b the elderly. Today, large numbers the aged live under conditions expedience that all too often igno needs and in settings in which they' regarded more as old products to b processed than as human beings be accorded dignity. Tomorrow pe haps each of the types of housing o the continuum noted here will be come truly enriched environments.

Current programs of action o behalf of older Americans, whil making a positive impact, hardl begin to meet the pressing enviror mental needs of countless olde

people. Closing the gap between biological and behavioral potentials will require a number of steps — finance, technology, services, education, and a change of attitudes toward and by the elderly.

In the long run, however, even more imperative is a commitment to basic research designed to reveal what kinds of environments older people respond to. Unless the horizon of knowledge is extended, the nation will continue to steer a course by myths, while plying the waters of the River of Neander.

"The Housing Patterns of Older Families." James E. Montgomery. *The Family Coordinator*, XXI (January, 1972), 37-46.

V. McGaugh

Training Needs of Urban 4-H Agents

The 4-H agents have been challenged to shift programs and methods to meet the changing needs of society. A large percentage of the American people are living in urban areas and many of these concentrated populations exhibit the paramount problems of poverty. In the United States, there exists the scientific, technological, and economic capacity to abolish human poverty. The Extension Service represents an important part of this capacity.

It's unlikely that Extension will be able to meet the educational challenge of the urban areas without a redirection of training for professional staff.

The first step in developing a redirected training program for 4-H agents is the identification of training needs.

Soobitsky and Cunningham queried Extension agents working with disadvantaged audiences in 12 northeastern states in 1970. The sample included 60 staff members designated as 4-H agents.

The questionnaire was based on the nine areas of competency identified by the National In-Service Training Task Force of the Extension Committee on Organization and Policy. The areas of competency included:

1. Extension organization and administration.
2. Communications.
3. Social systems.
4. Effective thinking.
5. Human development.
6. Educational process.
7. Program planning and development.
8. Technical knowledge.
9. Research and evaluation.

Specific items were developed for each of the nine general areas. The respondents were asked to rate each item on a five-point scale on "importance" and "training needed."

High correlations were found between "importance" and "training needed" in all nine areas and on items within each area.

The general areas rated most important were:

1. Communications.
2. Human development.
3. Program planning and development.
4. Social systems.
5. Effective thinking.

Specific items rated at the top included:

1. Understanding the basic principles of communication with the disadvantaged.
2. Understanding the lower-class socioeconomic concepts—employment, housing conditions, values, desires.
3. Understanding the effect of prejudice on the thinking process of the disadvantaged.
4. How to analyze the relevant needs of the disadvantaged.
5. How to maintain effective indigenous leadership in disadvantaged people.
6. Understanding how to motivate disadvantaged people.
7. Knowledge and skills in working with disadvantaged (understanding values, interests, desires, etc.).
8. Knowledge of methods for measuring results of programs with the disadvantaged.
9. Knowledge of existing policies of Extension—paid aides, cooperating with other agencies, program priorities, etc.

If Extension is to work effectively with disadvantaged young people in urban areas, those responsible for training 4-H agents should examine the findings of this study carefully. It is a good place to begin.

Perceived Training Needs of Urban 4-H Agents Working with Disadvantaged Audiences. Joel R. Soobitsky and Clarence J. Cunningham. Washington, D.C.: USDA-Extension Service, Program and Staff Development, 1972.

C. Trent

The Effects of Order of Agenda of County Workshops in Project "Shirtsleeves." John A. Croll. Columbia, Missouri: Missouri University, 1969. [Available from: Interlibrary Loan Service, University of Missouri–Columbia, Missouri 65201. Price: MF $1.11, HC $7:20 estimated.]

An exploratory study was made of county workshops designed to plan programs for the poor to see if there would be an increase in verbal participation and later program participation, and if expressed needs would be different when representatives of the poor spoke of their needs before agency personnel discussed programs. The workshops were part of the Rural Poverty Training Project—Operation Shirtsleeves, operated by the Extension Division of the University of Missouri and funded by the Office of Economic Opportunity.

Several of the workshops were visited and a review was made of 49 workshops. It was observed that the competence of the chairman is vital to success, that there must be a clear understanding of the purpose of the project, and that there was rigidity of many persons to new programs and lack of full support. Lack of transportation was identified more often than any other problem in those programs reviewed. Some evidence exists of an increase in participation.

The author suggests that the best use of Extension resources is through the present staff using the

community development process and involving all citizens. Resources of government agencies are only part of those that can be brought to bear on community problems.

<div style="text-align: right">D. Blackburn</div>

Why Zoning? The Case of People Versus Grass. Harriett Moyer. Madison, Wisconsin: University of Wisconsin–Extension, 1971.

The foregoing publication would be most useful for people who are trying to mount educational programs to deal with changing communities.

The publication tends to concentrate on spot zoning and comes across as anti-spot zoning. Thus, this publication could be considered part of a packet in developing programs with citizens who are dealing with problems of controlling change.

<div style="text-align: right">D. Littrell</div>

"**Family and Differential Involvement with Marihuana: A Study of Suburban Teenagers.**" Nechama Tec. *Journal of Marriage and Family*, XXXII (November, 1970), 656–64.

In what situation is a youngster prone to use drugs? More specifically, how does the family influence the use of marihuana by teenagers? The following study will shed light on some family variables and use of marihuana.

A 75-item, self-administered questionnaire was given to 1,074 teenagers enrolled in a well-to-do Eastern suburban community. The sample represents over 90 percent of the community's population between the ages of 15 and 18. Only about five percent of the youth reported their fathers' occupation as blue-collar.

The likelihood of conforming to the norm against the use of marihuana varies directly with:

1. *The presence and quality of parental models for behavior.* Youth from broken and one-parent homes were more likely to use marihuana than youth from intact families. Adolescents whose parents are involved with hard liquor or use tranquilizers are more likely to be involved with marihuana.

2. *The extent to which associations within the family unit are defined as rewarding* by its members, the lesser the likelihood to use marihuana.

3. *The presence of parental controls and/or indifference.* Youth who perceived their parents as being very demanding or very indifferent were more likely to use marihuana than those who perceived their parents as moderates.

Editor's Note: What causes youth to use drugs like marihuana? Do parents and siblings drive youth to use drugs? Do peers entice them into drug use? What causes adults to smoke, use liquor, and take aspirin and tranquilizers? Could it be that drugs are becoming a common method of coping with stress generated in interpersonal relations? Anyone care to test this hypothesis?

<div style="text-align: right">D. Stormer</div>