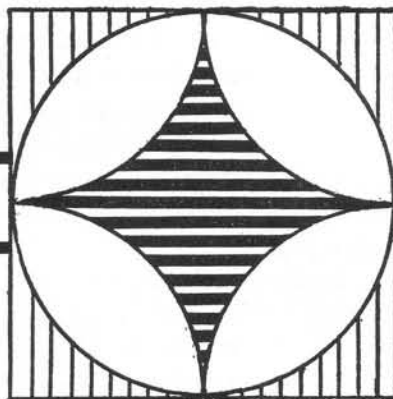


## Abstracts



**Administering Educational Media.** James W. Brown, Kenneth D. Norberg, and Sara K. Srygley. 2nd ed. New York, New York: McGraw-Hill Book Company, 1972. 449 pp. \$10.95.

The central concern of this book is the organization and administration of educational media services to support and extend opportunities for teaching and learning. The authors deal with administrative problems related to all the common educational media as well as with some that aren't so common. They give considerable attention to those that are often referred to as "print"—the reference books, supplementary books, textbooks, programmed books, paperbacks, and myriad other items that form an essential base to educational communication. They similarly emphasize administrative implications of the so-called new media—the films, audiotape and videotape recordings, and other items that now loom large in educational media collections. This book should prove useful to Extension professionals involved in the planning and development of instructional programs.

**Changing Perspectives in Educational Research.** David K. Wiles. Worthington, Ohio: C. A. Jones Publishing Company, 1972, 183 pp. \$8.50.

*Changing Perspectives in Educational Research* is a basic introduction of educational research for those who want to apply research data and processes for greater educational accountability. Dr. Wiles' book provides increased awareness for those who want to use the best processes from research findings and methods.

The purpose of the book is twofold. It's to promote general understanding of a thought process common to both research and daily educational decisions. It also is to show the firm connection between educational research and practice.

**Day Care: How to Plan, Develop and Operate a Day Care Center.** E. Belle Evans, Beth Shub, and Marlene Weinstein. Boston, Massachusetts: Beacon Press, 1971. 337 pp. \$6.95.

At a time when much attention is being given to day care centers for preschool children, this book offers a full range of comprehensive and practical information. It deals with theoretical issues involved in defining good day care as well as the practical considerations of actually creating such a program.

Realizing that resources for creating a day care center vary from minimal funds and no sponsorship and no information, to extensive funds and information but no idea of how to begin, the authors offer clear alternatives for accommodating the demands of both high and low budgets while maintaining standards for quality programs.

The authors also discuss the qualities of a good teacher, approaches to teaching and learning, classroom environment, staffing a center, and staff training programs. They outline equipment and supply needs to suit different budgets, auxiliary needs, and legal requirements. Emphasizing the planning and developing of the center, special consideration is given to the needs of small cooperative units.

**The Department of Agriculture.** Wayne D. Rasmussen. New York: New York: Praeger Publishers, Inc., 1972. 257 pp. \$9.00.

This informative book describes in clear and illuminating detail the components and activities of the Department of Agriculture. Rasmussen discusses the transformation of the department from one oriented toward research and education to one actively involved in the solution of economic and social problems. Separate chapters are devoted to agricultural price supports; to the department's relations with a number of congressional committees concerned with such subjects as agriculture, pollution, nutrition, and conservation; to farmers' organizations and agricultural colleges; and to the future of the department—and the possible redistribution of some of its agencies to other federal departments.

**Education and the Many Faces of the Disadvantaged: Cultural and Historical Perspectives.** William W. Brickman and Stanley Leher, eds. New York, New York: John Wiley & Sons, Inc., 1972. 435 pp. \$9.95 (cloth), \$5.95 (paper).

This book examines various types of disadvantaged people in the United States, uncovers reasons for the multifaceted problem of societal deprivation, and indicates constructive ways, through education, to help the disadvantaged. Attention is also focused on the poor and disadvantaged in foreign countries.

The uniqueness of this volume is in its comprehensive treatment of the subject of the disadvantaged. The parts of the book include: the disadvantaged in urban America, the black American, the Spanish-speaking American, the North American Indian, the immigrant and refugee in America, the rural poor, the culturally disadvantaged reader, the teacher and federal programs for the disadvantaged, and the disadvantaged in international perspective. The editors have also included an extensive bibliography to make this book more valuable to Extension personnel.

**Effective Small Group Communication.** Ernest G. Bormann and Nancy C. Bormann. Minneapolis, Minnesota: Burgess Publishing Company, 1972. 102 pp. \$1.95 (paper).

The aim of this book is to provide the reader with an introduction to basic communication theory as it's applied to the dynamics of small groups. The authors emphasize the effective and practical application of the theoretical insights and concepts to the daily communication problems of the individual in committees, conferences, and small work group meetings.

**Goal Analysis.** Robert F. Mager. Belmont, California: Fearon Publishers, Inc., 1972. 136 pp. \$2.95 (paper).

The purpose of this book, according to the author, is to help the reader "know when and how to do a goal analysis." Goal analysis is a procedure useful in describing the meaning of the goals we hope to achieve, whether these goals deal with attitudes, appreciations, or understandings. With the procedure described in this very readable book, you'll be better able to identify the main performances that go to make up the meaning of our important but abstract goals (or "fuzzies," as they're called in this book). Once the performances that collectively define the goal are known, the educator's in a better position to decide which of these performances need to be taught and which to be managed. He can then select the most appropriate teaching or management procedures and arrange to measure progress toward success.

**Human Resources: Obtaining Results from People at Work.** Edwin J. Singer and John Ramsden. New York, New York: McGraw-Hill Book Company, Inc., 1972. 197 pp. \$10.00.

*Human Resources* is a very readable guide to the effective management of people. Rewards for work, industrial relations, manpower planning, recruitment, management development, training, and the work environment are dealt with by the authors. The major emphasis of this book is on how managers, at all levels, can ameliorate, if not solve, some of their pressing problems by reconsidering their approach to the human

resources at their disposal. Case study material is used to illustrate many of the points made.

The book is divided into four parts. Part I discusses some of the key concepts in the behavioral sciences that are relevant to people at work. Part II examines manpower planning, recruitment and selection, management development and training, and the training of the work force. Part III deals with the work environment—its physical and welfare aspects, as well as the rewards. Part IV looks at the application of techniques available to the personnel manager and suggests some probable developments in management.

**Innovative Behavior and Communication.** Thomas S. Robertson. New York, New York: Holt, Rinehart & Winston, Inc., 1971. 331 pp. \$10.00.

This book is an attempt to place diffusion theory within a marketing context and a management decision-making framework. Those familiar with the literature relating to the diffusion of innovations will find the author has taken it as his conceptual base.

He says: "Diffusion research is currently a major concern within the marketing field, and the results of this research are of a high level of interest among marketing managers."

Divided into three parts, the book reflects the wide scope of diffusion theory. Part one takes "innovative behavior" as its primary focus and examines individual adoption and diffusion processes. Part two is essentially communication theory and reflects the author's view of diffusion as a communication process. Primary concerns are with personal influence and opinion leadership as well as the structure and functioning of communication variables. Part three considers attitude theory and generalized mathematical models of new product acceptance.

**People and Politics in Urban Society.** Harlan Hahn, ed. Beverly Hills, California: Sage Publications, Inc., 1972. 635 pp. \$20.00.

It's the editor's feeling that the study of urban affairs has been somewhat misdirected. While the focus has been on the numerous social, economic, and psychological problems that confront cities, the urban political systems blocking solutions to these problems are virtually ignored. This collection of research articles is directed toward all those concerned with seeking improvement and change within our cities.

The first of four sections in the book contains research relating to the individual's communication with local public officeholders. A study on the characteristics of people most likely to contact political leaders is included. The second section examines activities of groups in urban politics.

Research in the third section focuses on the influences that may affect governmental responses to public demands. Included are practical suggestions for persons interested in affecting policies at the local level. The final section deals with major issues in urban politics, such as race and ethnic relations, environmental concerns, and the problem of urbanization itself.

**White Attitudes Toward Black People.** Angus Campbell. Ann Arbor, Michigan: University of Michigan, Institute for Social Research, 1971. 177 pp. \$8.00 (cloth), \$5.00 (paper).

The main purpose of this monograph is to make available much of the data regarding racial attitudes accumulated in a series of sample surveys taken by the Survey Research Center between 1964 and 1970. Most of the data gathered for the studies came from 15 cities. It was recognized that racial attitudes are complicated and sometimes contradictory, so an attempt was made to gather as wide a range of information about perceptions, attitudes, and experiences as possible. An attempt is made to report these diverse attitudes.

As a means of organizing the responses to the survey questionnaires, the author categorized the information about white attitudes into three clusters. These included the conative components of an ethnic attitude which include beliefs about what should be done in regard to Negroes; the cognitive components which are the perceptions, beliefs, and expectations a person holds in regard to various ethnic groups; and the affective components which include the positive and negative feelings of a person toward an ethnic group.

### **. . . other current titles**

**Adult Education in Continental Europe: An Annotated Bibliography of English Language Materials 1945-1969.** Jindra Kulich. Published jointly and simultaneously at Toronto, Canada: Department of Adult Education, the Ontario Institute for Studies in Education, and at Vancouver: Center for Continuing Education, The University of British Columbia, 1971. \$4.00 (paper).

**Beyond the Laboratory: Field Research in Social Psychology.** Leonard Bickman and Thomas Hency. New York, New York: McGraw-Hill Book Company, Inc., 1972. 340 pp. \$9.95.

**Conflict and Decision: Analyzing Educational Issues.** John Martin Rich. New York, New York: Harper & Row, Publishers, 1972. 441 pp. \$5.95 (paper).

- Consumer Health.** Miriam L. Tuck and Arlene B. Brodner. Dubuque, Iowa: W. C. Brown, 1972. 54 pp. 95¢ (paper).
- Creativity and Education.** Hugh Lytton. New York, New York: Schocken Books, Inc., 1972. 132 pp. \$5.50.
- The Deserving Poor: A Study of Welfare Administration.** Joel F. Handler and Ellen Jane Hollingsworth. Chicago, Illinois: Markham Publishing Co., 1971. 323 pp. \$10.50.
- Institutional Aid: Federal Support to Colleges and Universities.** A Report and Recommendations by the Carnegie Commission on Higher Education. New York, New York: McGraw-Hill Book Company, Inc., 1972. 260 pp. \$4.95 (paper).
- A New Look at Progressive Education.** James R. Squire, ed. Washington, D.C.: Association for Supervision and Curriculum Development, 1972. 392 pp. \$8.00.
- Racial Attitudes in America: Analyses and Findings of Social Psychology.** John C. Brigham and Theodore A. Weissbach, eds. New York, New York: Harper and Row, Publishers, 1972. 401 pp. \$6.75 (paper).
- Urban Education: Crisis or Opportunity?** Sheldon Marcus and Philip D. Vairo, compilers. Metuchen, New Jersey: Scarecrow Press, 1972. 157 pp. \$5.00.
- Your Attitude Is Showing: A Primer on Human Relations.** Elwood N. Chapman. Chicago, Illinois: Science Research Associates, 1972. 215 pp. \$3.95 (paper).

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NOTE: If you want any of the above publications, please send directly to the publisher—not to the *Journal of Extension*.