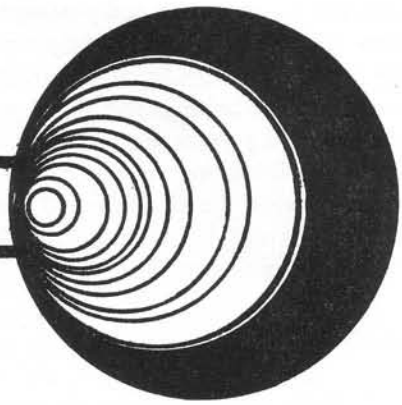
Research in Brief



Adult Learner Participation in Program Planning

Extension staff often cite as one of the "holy truths" the idea that involvement in planning helps increase adult learning and satisfaction with the educational experience. This research tried to determine if what Extension workers have always imagined is really correct. The study investigated the influence of learner participation in program planning and consequently learner achievement and attitude toward the educational activity.

The research was conducted among adults participating in the Career Development Program offered by the Office of Civil Defense Staff College at Battle Creek, Michigan. Forty-eight adults were identified in two experimental groups while two other groups (with 43 adults) were identified as control groups.

The two experimental groups participated in planning their educational programs, while the control groups didn't. The planning model used included: (1) determining needs of the constituent, (2) listing his participation in planning, (3) formulating clear objectives, (4) designing the program plan, and (5) planning a system of evaluation.

The participants in the experimental groups engaged in this planning process with the course chairman and two faculty advisors. The control group attended the course planned by the experimental group without being involved in the planning process.

A 200-item, multiple choice achievement measure was developed for each phase and tested for validity and reliability. A semantic differential test was used to measure attitude. The questionnaire was also tested for reliability and validity.

Results

The tests were used to identify differences that may have occurred

This section is prepared by the editors in cooperation with the ERIC Clearinghouse on Adult Education.

between achievements and participation and attitude and participation by groups. No significant difference was found in achievement based on the planning procedures of the group. A difference was noted, however, between the experimental and control groups in relating attitude and participation in planning.

Discussion

The author concludes that this research tends to eliminate the use of program planning as a method of increasing adult learning. Based on this study, the differences in achievement scores can't be accounted for by the fact that the participants helped plan their own learning.

The planning process does seem to markedly improve the attitude of the learner toward the learning activity. Participants who helped plan their own learning activity seemed to have a greater commitment toward the learning activity itself. The author was surprised at this because the methods used throughout all educational activity were very participatory.

In other words, the learners in both experimental and control groups held group discussions, simulation games, case studies, and so forth. Regardless of this, the attitude of program planners toward the learning activity was improved over that of the control group participants.

This research seems to tell Extension professionals that involving the learner in program planning may have its greatest use in developing interest and commitment on the part of the learner in the educational activities. It does seem to have little relationship, however, to the actual ability of the learner to gain knowledge or skills.

"Participation of the Adult Learner in Program Planning." David McLoughlin. *Adult Education*, XXII (No. 1, 1971), 30-35.

P. Borich

AFDC Mothers Group: An Exploratory Effort in Community Mental Health

The group seemed to be a meaningful vehicle for discussing family life problems and to have practical advantages when compared to dealing with individual families. The relationships that developed among group members appeared to be particularly important.

Introduction

This paper describes the evolution, over a year-and-a-half period, of an exploratory approach to working with mothers whose families are on welfare.

In addition to the 3 group leaders, a total of 20 welfare mothers were members of the group. The individuals who originally joined the group did so primarily because they liked a social worker who was leading the group or because they were independent enough to be able to come on their own without the support of someone else.

There was a subgroup of dependent and frequently quite unstable

individuals and another subgroup of quite independent individuals who felt that they had a lot to "give" to the group. The group consisted of a core of 10 "regulars" and another 10 who attended sporadically. Most of the members were young women, separated or divorced, who had small children, and received AFDC.

Initial Goals

A primary task of the leaders was to determine what needs of the welfare mothers could best be met by the group. Perhaps the most salient impression gained in working with these mothers was that they often possessed a poignant feeling of failure, a belief that their life had to a large degree been "unsuccessful." Therefore, it seemed that the first areas of discussion should be related to behaviors that could be readily improved. Rapid behavior change and associated positive reinforcement were crucial if the mothers were to become involved in the group.

Two general areas in which the mothers could improve and with which they had some previous knowledge and success were those of homemaking and personal appearance. During the first few months, members devoted much of the time to discussing problems in those areas and offering concrete solutions. They gave frequent demonstrations of specific techniques (hair care, sewing).

It seemed important to the mothers that the social worker viewed them as individuals worthy of respect, and as having potential for success.

Transition Phase

It became increasingly apparent that the mothers were greatly concerned with family conflicts, particularly difficulties they encountered with their children. Leaders expected that discussions would help the mothers become more aware of effective child-rearing methods and ways to cope with the problems that their children presented.

It was envisaged that two interrelated purposes might be served. First, the discussions could help the mothers focus on a problem that might be less threatening than talking about themselves. Another benefit could be in helping the mothers be more responsive to the needs of fellow group members as well as to their children. It was assumed that presenting mothers with information about child-rearing practices and reinforcing sensitivity to a variety of these methods would help them learn to better understand their children.

A related topic that proved meaningful for the group was that of the recognition of "normality" as opposed to "abnormality" in the behavior of children and the importance of certain stages and milestones in child development. Another significant area was the discussion of social class differences in attitudes and standards, particularly when the child was involved in settings where the values were different from those expressed in his home.

There was considerable interest relating to discrepant teacher and parent values and ways in which mothers could more effectively communicate with teachers. Some members of the group reported more satisfactory relationships with teachers during the months following these discussions.

Group Process

The gradual change in focus was also evidenced when a chronological listing of content areas was made: ways of encouraging independence in children, paternal participation in child rearing, sex education and sex differences, problems encountered in divorce, ways in which to seek professional help, heterosexual relationships among unmarried adults, modes of assertive and independent behavior in helping oneself and one's family, and reasons why and ways in which people form friendships.

The group members developed a growing interest in how others perceived them and the reasons why people reacted to them in particular ways.

Another indication of change was the decreasing need of the members to lean on the agency and the increase in their reliance on themselves.

A major goal was more integration of the group members with the general community. The group developed some ability to work with the community, in contrast to the frequently initial withdrawal reaction.

Conclusions

In addition to the above global, descriptive discussion, ratings by one of the participating social workers on the core group of members, at the beginning of the sessions and again after about a year's time, suggested that there were significant improvements in the group members' functioning. These improvements included personal appearance (cleanliness, concern with hair styles), degree of group participation (ability to speak freely, ability to weigh and listen to opposing ideas), and overall social adjustment (number of close friends, avoidance of socially delinquent acts).

There's a great need for more systematic research that will lead to further understanding of the advantages of the use of groups with welfare recipients and to more viable techniques for dealing with familial problems in a group context.

Working with the group was a significant learning experience for the social workers and the psychologist as well as for the mothers. Reduction of interpersonal distance made the experiences of a disadvantaged group much clearer to the social workers and the psychologist and confronted them with many problems and alternatives in a more meaningful fashion than had their earlier training.

The group also provided the opportunity for social workers and graduate students in clinical psychology to observe and interact with potential clients, to make them vividly aware of the life situations of fami-

lies on welfare, social work problems, and group interaction processes.

"An AFDC Mothers Group: An Exploratory Effort in Community Mental Health." Henry B. Biller and Alice E. Smith. *The Family Coordinator*, XXI (July, 1972), 287-90.

V. McGaugh

Community Movie Mirror

You use movies made on the spot to hold a "mirror" up to a community to let it see itself better. But in a community that's experiencing all kinds of problems, it's best to use the movie mirror to reflect the good, positive things to the community. It probably already knows more than is good for it about its bad points!

This was the "battle plan" involved in a study by Leighton, Mason, Kern, and Leighton.

Study in Brief

The research team was involved in a community development program in a rural disintegrated neighborhood in the Canadian Maritimes. They were trying to change four characteristics they'd identified in the neighborhood: community isolation, community and self-disparagement, powerlessness, and short-term motivation.

There's other research evidence that films can be effective in helping community development when they demonstrate how others similar to the viewers solved a human problem. Too, the simple act of bringing residents together to view movies like these often stimulates community discussion and action. And certain individuals begin improving their way of doing things when they see how they look on film.

Reflecting on these findings, and on B. F. Skinner's idea of "positive reinforcement" being a powerful force for change of people, the team surmised that films could be used to show people their capabilities and the assets of the region in which they lived. This would counteract the regional and self-disparagement, sense of powerlessness, and short-term motivation, and replace these negative feelings with positive feelings and effort.

They selected a small neighborhood of 78 households. They proceeded very carefully — not pushing moviemaking, but letting the community become acquainted with the photographer and the idea that he was going to take pictures. As the novelty wore off, he was able to film without interrupting or modifying the behavior of the people.

The study reports on two of eight film projects carried out in two summers — a float produced for a celebration day parade by children and adults for a library that had been started as part of the development project, and a weir fishing film.

Project personnel decided the general kinds of things they wanted the library float film to demonstrate, and then the photographer took pictures to illustrate those points. For example, the final film showed how neighborhood people first got together and began group decision

making — how the idea crystallized into a plan and then into action. Another segment showed the children being chosen for the float — how decisions are made in a fair, cooperative manner.

Another segment showed adults working at the project — to show community cooperation and contributions. A segment on the final parade and float helped show acceptance of the final product by a wider audience than just the neighborhood.

The final product was a 14-minute color film. The team was also thorough and careful about introducing the film to the community. They wanted to be sure the film embarrassed no one and really did act as a positive reinforcer for the individuals and groups in the community. Often the first showing was just the rough film clips to a leading participant in the film. Then as the film was refined more and more, community leaders and others were involved as rapidly as possible. Thus, the entire community knew shortly everything about the film.

The same general procedures were followed with the weir fishing film.

Findings

Observations of the outcome are rather general. But they're positive. In general, the film — as part of the overall library project — did help reduce isolation, heighten patterns of cooperation, and produce attitude change.

The float drew people away from the neighborhood into town to view the parade. The showing of the film offered an occasion on which people could get together. The film showed ways in which the local neighborhood and a nearby town worked together.

Attitude change was seen both in the neighborhood and in the wider society. The float won honorable mention. Neighborhood residents heard favorable comments about the float from all sides — comments very different from the silence or disparagement they usually encountered from outsiders about themselves.

Showings of the film in the neighborhood were occasions for reliving the success of the float. There were proud smiles, clapping, and comments.

Neighborhood cooperation also was enhanced — with the cooperative activity of the library float being used as an example of what could be done by the community with their own resources in other problem areas.

The weir fishing film had similar results. It illustrated and pointed out the beauty of the surrounding area. It showed the skills needed and the dignity there is in weir fishing. Not only was the neighborhood itself influenced to see itself differently and more positively, but so were other audiences — audiences whose dealings with the neighborhood often were marked by some contempt. Many "outsiders" seemed genuinely startled to find that people about whom they normally had a low opinion were engaged in such productive work.

Implications for Extension

This research shows that the "movie mirror" can be an important aid in community development. Important to the success of these films was keeping the scope of the movie mirror within the range of interests and tolerance of the habitants by moving only in directions they chose and by involving them maximally in the project.

We really don't do much movie production in Extension. These people made eight short films in two summers. They used about 3,000 feet of 16mm color film. That plus other costs totaled less than $1,000 per summer. So the cost ought to be within reach of Extension in a number of areas.

We usually wind up using films someone else has produced, if we use films at all in working with communities. Yet these mirror movies of the neighborhood itself appeared to have considerable impact — and a much more personal impact than a professional movie done by actors or a movie another community might have had.

Even if we don't feel we can make films, the basic idea of positive reinforcement of a favorable image of self and community is a great one. And one we can apply in many ways in communities and neighborhoods.

"Moving Pictures As an Aid in Community Development." Alexander H. Leighton *et al. Human Organization,* XXXI (Spring, 1972), 11-21.

M. Miller

Agricultural Extension in Antioquia, Colombia

Purpose: To explore perception of the extension agent and the extension service in Colombia by the recipients of extension's activity.

Method: The three extension agencies in the State of Antioquia in Colombia—the Colombian Agricultural Institute (ICA), the Coffee Growers Federation, and the state Secretariat of Agriculture—prepared lists of their clients. A sample was selected by the list sample method and 370 farmers were interviewed, using a prepared interview schedule.

Perception was determined by using a Likert-type scale. The scale was pre-tested and validated by comparing the extreme quartiles. Null hypotheses were postulated to determine the relationships between the dependent variables—perception of the extension agent and the perception of the extension service—with selected independent variables. Depending on the type of data, the following statistical tests were used: chi-square, Kruskal-Wallis one-way analysis of variance, least-squares analysis of variance, and correlation coefficient.

Findings: The study revealed that the organizations' clientele were as different as the organizations themselves. The client's perception of the extension agent and the extension service was generally favorable, but the clients interviewed came from a group made up of only five percent of the farmer population of Antioquia who were in contact with

extension. The most favorable perception was exhibited for the Coffee Federation, the oldest of the organizations; the least favorable for ICA, the newest organization working in Antioquia.

The association of factors with the client's perception of the extension agent and of the extension service yielded three fundamental findings. These findings could change the philosophy and policies of the extension services in Colombia.

The first finding was that the client's perception of the extension service was different than that of his perception of the extension agent. There were no associations between client's perception of extension service with client's years of schooling, economic status, and level of contact with extension personnel. Therefore, it was possible to infer that some problems existed with extension work in Colombia. Since perception is based on past experiences, it's important to determine the factors that influenced the more educated, those with higher economic status, and those with more contact with extension personnel to have such wide variations in perception about the extension service and its agents.

The second finding was obtained when the association of perception with the factors in the study was examined within the organizations. The results were so varied that it will be necessary for each organization to revise its extension program and the methodology to carry it out.

The third finding was that the number of practices used by the farmer was the only variable positively associated with perception of the extension agent for all three organizations. This finding led to the conclusion that the most important thing was what the client did, and that what he did should have economic value and (application) from his viewpoint. The economic aspect was so important because money is the universal exchange element to acquire those things necessary to satisfy felt needs, especially when they're related to physical needs.

"Factors Associated with Farmer's Perception of Agricultural Extension in Antioquia, Colombia." Fabio A. Zapata. Ed.D. dissertation, Louisiana State University, Department of Extension & International Education, Baton Rouge, 1971.

L. Pesson

Quality in Classrooms

Many of the perennial educational questions are answered by this research. How does class size affect learning? What are the effects of different subject matter? Do men teach more effectively than women? Is one teacher in a room as effective as three or four? What teaching techniques and styles yield the best results?

Method

The instrument used in this study was *indicators of quality,* a new measure of school-system process. It was designed to assess a school system's classroom processes on four criteria: individualization, interpersonal regard, group activity, and creativity. Trained observers, using a

structured observation guide, obtained the data for each situation observed. The observation data consisted of positive and negative teacher and student classroom behaviors as related to the four categories.

Variables in the study include the class size, subject being taught, male or female teacher, number of teachers in a room, types of classroom instructors, styles of teaching activity, time of day, day of the week, part of the period, and number of nonwhite students.

The schools included in the study weren't randomly selected. In all, 18,528 classroom observations were made in 112 largely suburban school districts located in 11 metropolitan regions across the United States. The study was conducted in 1969 in the metropolitan areas of New York State, New Jersey, Connecticut, Boston, Cleveland, St. Louis, Chicago, the Midwest, the Denver-Rocky Mountain area, Baltimore, Delaware area, and western Washington State.

Findings

Seven internal classroom variables explain significant proportions of the criterion score variance in both elementary and secondary grades. The variables, in order of importance, are: (1) the style of educational activity, (2) subjects taught, (3) class size, (4) grade level, (5) type of teacher, (6) number of adults, and (7) day of week. These seven variables were found to be highly predictive of school-system quality. Four other variables—sex of teacher, half of period, time of day, and number of nonwhite students—were found to be insignificant as predictors of quality.

Style of educational activity was the single strongest overall predictor in both elementary and secondary grades. Particularly high scoring styles were small group work, individual work, discussion, laboratory work, pupil report, and demonstration. Lowest scoring styles were lecture, question/answer, seat work, tests, and movies.

The relationship between class size and quality was well defined and consistent throughout each level of analysis. Anyway you look at it, smaller classes produce significantly higher scores than larger ones.

Elementary and secondary classrooms under the direction of substitute teachers scored very low.

Great numbers of adults in the classroom didn't affect scores as significantly as you'd imagine.

Editor's Note: How do you handle your Extension teaching responsibilities? Do you strive for large meetings so you can invite a specialist to "blow-in, blow-off, and blow-out again"? Educationally speaking, this could be a losing game. How can you use a specialist effectively in a large meeting?

"Ways To Achieve Quality in the School Classrooms: Some Definitive Answers." Martin Olson. *Phi Delta Kappan*, LIII (September, 1971), 63-65.

D. Stormer

Training Needs of County Program Building Committee Members in Texas. Ross Glenn Alsup. College Station, Texas: Texas A & M University, 1969. [Available from: University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106. Order number: 70-11,525. Price: MF $4.00, Xerox $6.00.]

This study examined the training needs of county program-building committee members in Texas. Twenty-five competencies were identified by a panel of 12 county Extension agents who served as consultants. The population comprised 200 randomly selected committee members who had partial degrees of understanding in all areas of competence listed.

Noticeable lack of understanding occurred in "the rules by which the county program building committee operates," "the organizational structure of the overall county program building committee," and "the relationship of the Texas Agricultural Extension Service to the United States Department of Agriculture." Committee members also lacked abilities in establishing priorities in planning long-range county programs, revising them, and interpreting them to others.

Sixty percent of the respondents indicated that the county program building committee had a set of rules by which it operates; 66.7 percent indicated that they were members of the subcommittees of the overall county program building committee and had attended an average of 1.3 subcommittee meetings in the past year. Eighty-four percent of the committee members believed that the committee was an asset to their county. Only 76 percent thought the committee determined the problem areas in the county.

D. Blackburn

"Are Extension Council Members Representative of the Total Population?" Vance E. Hamilton. Ed.D. dissertation, North Carolina State University, Department of Adult and Community College Education, Raleigh, 1971.

This study focused on North Carolina's most recent 5-year Extension program that was planned with the help of over 10,000 citizens. It tried to assess the representativeness of those helping with the planning on the assumption that clientele representation is a central requisite for successful program planning and implementation in Extension.

The author first developed a profile of the total population by using census data. Then profiles of planning committee members in 20 selected counties were derived through conferences with Extension staff. Certain segments of the population were found to be underrepresented on planning committees, while others were overrepresented. Underrepresented segments included urban residents, blue-collar workers, citizens with low income and low educational levels, youth, and females.

In general, the study revealed that the county Extension Planning Committees in North Carolina are composed largely of rural male residents over 35 years of age, who either work in agricultural or white-collar occupations, and have incomes and educational levels considerably above average.

It was suggested that an assessment of the representativeness of advisory board memberships should be done in individual counties. If major discrepancies exist, corrective steps should be undertaken; particular attention should be given to assure representation of new target groups.

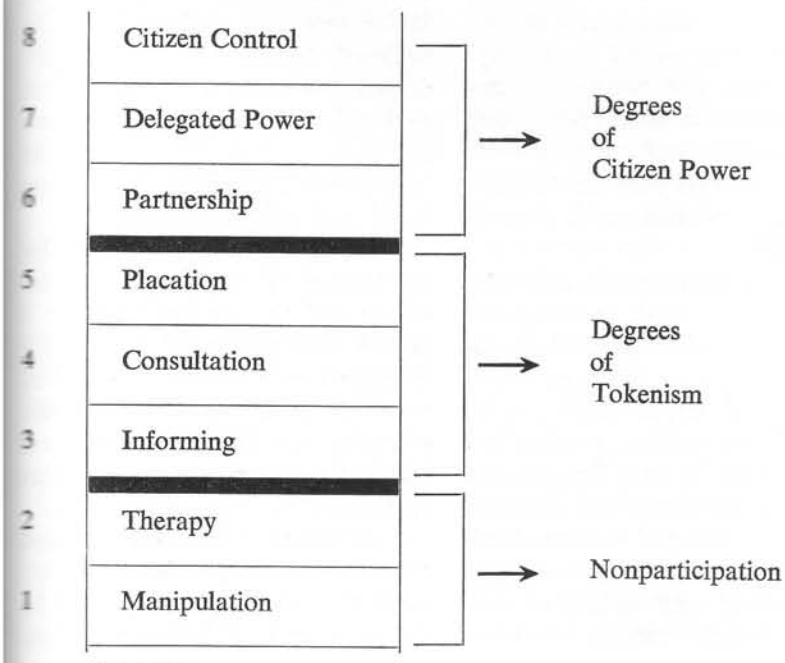
D. Blackburn

"A Ladder of Citizen Participation." Sherry R. Arnstein. *Journal of the American Institute of Planners,* XXXV (July, 1969), 216-24.

The author maintains that citizen participation is a categorical term for citizen power and it's the redistribution of power that enables have-not citizens presently excluded from the decision-making process to be included.

The author draws heavily on her model cities' experience for examples of citizen power or control or the lack of such. The article presents a provocative typology for citizen participation which is most useful in understanding what's happening in many programs.

The eight rungs on the ladder of citizen participation are:



Editor's Note: I feel this article should be carefully read and thought about by people who say they desire citizen participation. The content of the article forces an examination of motive.

D. Littrell

Second Careers for Women. A View from the San Francisco Peninsula. Jane D. Fairbank and Susan Groag Bell, eds. Stanford, California: Stanford University, 1970. [Order number: ED 059 429. Price: not given.]*

The Second Careers for Women Conference is discussed as to its evolution and place in the scheme of continuing education programs for women. The keynote address, "A Decade of Innovation," by Martha Sturm White is reproduced, and summaries of 15 workshops are provided. The workshop summaries depict the situation for adult women seeking employment and educational opportunities on the San Francisco Peninsula as it was in May, 1970.

Opportunities in the following fields were discussed: teaching; educational administration and education research; counseling, guidance, and clinical psychology; social work; library service; communications; performing arts; fine and applied arts; environmental planning and design; law and politics: business and finance; paramedical services; medical and biological sciences; physical science, engineering, and mathematics; and computer science-data processing.

V. McGaugh

"Factors Associated with Leadership in a Rural Village of Malaysia." Alang P. Zainuddin. Master's thesis, Louisiana State University, Department of Extension and International Education, Baton Rouge, 1972.

Purpose: To explore the possibilities of persons who could provide leadership for extension programs and to assess changes in the adoption of farm practices over time.

Method: The entire population of a rural village in Malaysia (101 household heads) was interviewed, using a prepared interview schedule. Senior extension students from the National Agricultural College conducted the interviews. Data were analyzed by the chi-square test, comparing "leaders" (N=19) to "nonleaders" (N=82) in relation to selected independent variables.

Leadership was determined by the number of positions held in the village and the number of times a person was mentioned by the respondents as a leader for specified activities. Data were also analyzed, reflecting the changes in adoption levels of farm practices over a four-year period.

Findings: The study revealed that the traditional leadership patterns were changing as evidenced by the emergence of younger leaders.

Although there were traditional leaders (that is, village chief, village priest, witchdoctor), leadership for agricultural activities, as well as for other activities, was generally situational. Leadership was associated positively with size of farm, income, aspiration levels, participation in local organizations, and adoption of new practices.

No association was found between leadership and age, education, size of family, and knowledge of and attitude toward the extension agencies. The changes in adoption levels for 12 selected practices over time indicated that changes did occur, but these changes were varied. For one practice, a substantial increase occurred, while adoption levels for two others were substantially reduced. Adoption levels for the remainder changed little. Economics was seen as the major factor in change.

L. Pesson

"Competition and the Star Spangled Scramble." Linden Nelson and Spencer Kagen. *Psychology Today,* VI (September, 1972), 53–91.

The research reported in this article bears on the issue of competition versus cooperation in American society.

The authors say:

> The American competitive spirit may be alive and well, but it has produced a culture whose children are systematically irrational. Ten-year olds in Los Angeles who participated in our experiments repeatedly failed to get rewards for which they were striving because they competed in games that required cooperation.

The authors also found that the tendency toward irrational competition increases with age among children. They also found that the competitive spirit is not universal. Ten-year-old children in Old Mexico cooperated and got prizes that eluded their American counterparts.

The study was concerned with pairs of children of the same sex, ages 5–10, from rural and urban situations and the Mexican and American cultures.

Urban, Anglo-American children are the group most possessed by an irrational competitive spirit. However, urban children in Canada, Holland, Israel, and Korea are all similarly competitive.

Rural Mexicans living in Baja California and southern Mexico tend to avoid competition. Urban middle-class Mexicans, like most other urban children, are quite competitive. But poor Mexican children living in the same urban areas as the middle-class children were less inclined to compete against one another.

In summary, the authors state:

> Our research demonstrates that in certain situations competitiveness can be irrational and self-defeating and that experience in cooperation can overcome irrationality of competitive children. That urban children so seldom cooperate spontaneously indicates that the environment we provide

for these children is barren of experiences that would sensitize them to the possibility of cooperation. Analogously, the lives of rural Mexican children are apparently barren of experience that might sensitize them to the adaptiveness of competing. Rather than simply reaffirming the virtues of either cooperation or competition, we would like to see children and adults of both cultures provided with a variety of experiences so that they can choose the most personally rewarding behavior to meet their own goals.

Editor's Note: Are Extension 4-H and youth programs overly competitive? Will cooperation or competition best serve the interest of a modern society? What personal life style is most likely to be satisfying to the individual in the America of the immediate future?

D. Stormer

"Teenagers Discuss Age Restrictions." Cecelia Sudia and Jayne Harwood Rea. *Children,* XVIII (November-December, 1971), 232-36.

This research was designed to answer the question: How do teenagers feel about the various age restrictions placed on their activities?

A survey of 430 high school students was conducted by the Children's Bureau in May, 1970. The students questioned ranged from age 15 to 19 and were randomly selected from lists of students enrolled in college preparatory courses in the metropolitan areas of the 4 main regions of the United States.

When the young people were asked to discuss the age at which a person should be allowed or expected to engage in activities loosely defined as adult, their replies indicated that they expected to acquire adult privileges and responsibilities over a period of several years—but at a somewhat faster rate than is now the case. They also believe that more emphasis should be placed on competence and less on precise age.

The issues most important to the youngsters studied were:

1. Eligibility to vote. (The data were collected before the age requirement for voting had been lowered to 18.)
2. Age restrictions on movie attendance.
3. Age relating to service in the armed forces. (This is the only issue on which they suggested a higher age range.)
4. Age restrictions bearing on jobs.
5. Purchase of liquor and cigarettes.
6. School attendance.
7. Driving.
8. Access to confidential medical care.
9. Adult status in court.
10. Age in relation to marriage, childbirth, and financial responsibility.

Editor's Note: What rights do youth have in determining the age at which they'll be allowed adult privileges and responsibilities? Is

age the best criterion to determine adult status? Could another criterion be made operational?

D. Stormer

"TV for Kiddies: Truth, Goodness, Beauty—and a Little Bit of Brainwash." Robert M. Leibert and Rita Poulos. *Psychology Today,* VI (November, 1972), 123-28.

Children who watch TV programs that depict positive social behavior often will act according to these examples. They can learn obedience, self-control, charity, and cooperation. They can also develop aggression and anti-social behavior in the same way. The evidence from research supports a modeling theory of development with respect to television viewing—that what you see guides what you do.

The authors cite a number of experimental studies in which the behavior of children was changed by viewing television. The effects were both good and bad depending on how the experiment was programmed.

The report of the Surgeon General of the United States, based on his advisory committee on television and children's aggression, shows similar results of TV viewing. Despite some hedging by the committee, consensus in the supporting research documents clearly shows a link between the viewing of television violence and aggressive behavior.

The conclusion seems to be that *any steady diet of television will have a powerful influence on children.* The effect is the natural consequence of observing the behavior of others. Modeling—in which a child learns from witnessing the actions of others—is a cornerstone in social development.

Editor's Note: Should public television programs be censored to ensure beneficial models for children? Television is now monitored for sexuality; should it be monitored for violence and aggression? With whom does the responsibility for TV programming rest?

D. Stormer

"O.I.C." Experimental and Demonstration Project. Final Report. Leander J. Shaw, Jr., and Joseph W. Gibson. Jacksonville, Florida: Jacksonville Opportunities Industrialization Center, Inc., 1971. [Available from: National Technical Information Service, Springfield, Virginia. Order number: PB-199 992. Price: MF 95¢, HC $3.06.]

The goals of the OIC organization in Jacksonville include providing hope for impoverished and hard-core unemployed in pre-vocational training, skills training, counseling, job development, placement, and follow-up.

Another primary goal of OIC is providing and emphasizing minority group leadership, minority group pride, intensely personal approach to each trainee, self-help efforts, and the participation and cooperation of industry, labor, and

the people in the poverty areas being served.

C. Trent

Family and Personal Development in Adult Basic Education: Curriculum Guide and Resource Units. Edmonia W. Davidson. Washington, D.C.: National University Extension Association, 1971. [Available from National University Extension Association, 1 Dupont Circle, Washington, D.C. Price: not given.]

This study aims to help teachers work effectively with low-income families by: (1) developing an understanding of the circumstances and life styles of Negroes, Mexican Americans, Puerto Ricans, and other minority groups and (2) using reality-oriented resource units in family health and safety, homemaking skills, consumer education, and money management.

The report is divided into two parts. Part I includes: (1) a discussion of family income distribution in the United States in 1960, using charts and graphs to illustrate percentages; (2) an analysis of changes in low-income families in the United States during the period 1959-69, with special attention paid to race and sex; (3) a depiction of the life styles of low-income families, with a discussion of the values common to this group; and (4) a bibliography of reading materials and films related to the subject.

Part II contains five selected curriculum units, all dedicated to improving the educational level of these families. These units are entitled: (1) Family Health and Safety, (2) Consumer Education and Money Management, (3) Homemaking Skills: Food and Clothing, (4) Family Planning and Family Relationships, and (5) The Family and the Community.

C. Trent

Minnesota Metropolitan State College: Prospectus II. David E. Sweet *et al.* St. Paul, Minnesota: Minnesota Metropolitan State College, 1971.

A new kind of college, the Minnesota Metropolitan State College (MMSC) will have the entire metropolitan area as its campus. It will admit students and award degrees on the basis of demonstrated competence and not on credit hours accumulated or courses taken. The students will include adults who dropped out of college, but now want to complete degrees and adults who have acquired the equivalent of the first two years of college through work or other experience.

The college will use facilities already available in the Twin Cities area, including libraries, museums, and churches. Most of the faculty will be local people with full-time responsibilities, whose key quality will be a commitment to teaching the kinds of students who will enroll in the college. The education offered will be competence-based, that is, degrees will be awarded in five areas —basic learning skills, personal growth, civic skills, vocational skills,

and cultural-recreational skills. (The pilot program is outlined and college administration and governance discussed.)

C. Trent

◆ ◆ ◆

* Reproductions of these documents are available from the ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014. To order, give this information:

1. Title.
2. ED order number.
3. Price.
4. Type of reproduction wanted—microfiche or hard copy.
5. Number of copies wanted.

Payment must accompany orders less than $10.00. Add a handling charge of 50 cents to all orders, and include the appropriate local state sales tax or tax exemption certificate.