

Book Reviews and Notes

Arthur Levine, *When Dreams and Heroes Died*, San Francisco: Jossey-Bass, Inc., 1980, Pp. xviii, 153, \$15.95

The book is divided into seven logical sections, with each section providing an interesting overview, and an **indepth** analysis of the topic under discussion.

The theme of the book centers on creating a valid picture of students who are presently attending colleges and universities. A historical picture of students is created from national surveys of approximately **95,000** undergraduate students who attended colleges and universities during the **1960s** and 70s.

Of particular interest is the influence of the following events on students:

- 1) Watergate,
- 2) Viet Nam War,
- 3) career opportunity and competition,
- 4) television,
- 5) formal education, and
- 6) governmental activity.

The author also gives the student's perception of this activity.

The book is well organized and easy to read and comprehend. Also the materials within the book are well referenced. It contains interesting reading material for people involved in education and related professional areas.

Readers should find the two appendixes and the reference section very useful.

The single mild criticism of the book is the repetition of ideas.

Overall, I rate the book informative, useful, and enjoyable reading for academic advisors.

George W. Schubert
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K. Patricia Cross, *Adults As Learners. Increasing Participation and Facilitating Learning*, San Francisco: Jossey-Bass, Inc., 1981, Pp. 287, \$16.95

"Service to individual learners should be the goal of the learning society (p. xi)." Dr. K. Patricia Cross presents the above statement as a primary theme for her book, and she then proceeds to serve those concerned with adult learners by providing both a comprehensive summary of research and an insightful, scholarly discussion about about learners—*who* they are, *why*, *what* and *how* they learn.

According to Dr. Cross, the "learning society" characterizes the culture of the United States. From this perspective of the United States, education can be seen as a pervasive social feature which is not limited to the young, as in a linear life plan, but available to all. Education is provided through many organizations because it is "necessary for some, desirable for others, and more acceptable and attainable for almost everyone."

Cross presents numerous facts regarding adults' participation in education. Some are as follow:

- data about the aging population;
- the move to improve the quality of leisure;
- the desire to assure equal opportunity;
- levels of educational attainment;
- attitudes about learning; and
- life transitions (e.g., death of significant other, divorce, unemployment) are offered to explain adult participation in educational experiences. Activities such as degree/certificate-granting, credit and non-credit, and selfdirected projects are described as educational paths for adult learners.

Dr. Cross devotes substantial attention to theory—or to its lack—pertaining to adult education. Noting that there is a minimum of research on the theory of motivating adults to learn, she presents the *Chain of Response Model* for consideration. This model provides an organization for the knowledge which is currently available on motivation for adult learning. The model suggests that one must begin with learners' attitudes about themselves and about education in order to understand their motivation to learn.

Dr. Cross's book is an important scholarly contribution to our society because it provides a detailed summary of what researchers know about adult learners. It is well written, though not always easy to read simply because of its great detail. Most importantly, Dr. Cross identifies aspects of adult learning that need additional research.

This book has significant messages for academic advising professionals. Dr. Cross raises questions about adult learners participating more fully than adolescents in determining their own learning programs. Cross also indicates that adults have placed high priority on achieving their academic aspirations: "People are willing to pay, individually and collectively, for that which meets their needs." Academic advising personnel must consider whether the academic needs of adults are the same ones they have been attempting to meet for the more traditional-aged student in the past 20 years. Advisors must be prepared to modify their approaches when they provide academic advising services to individual adult learners.

Linda C. Higginson

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April 1984

Arthur M. Cohen and Florence B. Brawer, *The American Community College*, San Francisco: Jossey-Bass, Inc., 1982, pp. 445, \$17.95

The quotation, "What marble is to the sculptor, education is to a human soul," is inscribed in the halls of many educational institutions. As the statement alludes to the powerful "sculpting" potential of education, so the new book, *The American Community College*, attempts to define the power as it relates to community colleges. And as the proverb has remained memorable through the years, this volume masterfully fashions the material into sharp, intelligible substance that also promises to stay in the reader's mind.

The book states the purpose, the composition, and the social imperatives of American community colleges. What is most refreshing is the authors' articulate, concise, and illustrative presentation of material. For the education specialist, the book offers detailed tables and assorted statistical data; for the general public and for students now attending community colleges or wishing to attend them, tables such as one citing students' reasons for enrolling in Community Service Courses (Chapter 10) offer valuable information. Noteworthy to those who desire further reading on the subject are the complete Annotated Bibliography and References sections. Cohen and Brawer provide excellent content and extensive research pathways for their readers to explore.

Educators should welcome the authors' skill in presenting their ideas in clear, understandable English: "Community colleges seemed also to reflect the growing power of external authority over everyone's life, the peculiarly American belief that people cannot be legitimately educated, employed, religiously observant, ill, or healthy unless some institution sanctions that aspect of their being."

The book not only reflects the authors' writing expertise, but also their organizational skills. The volume moves fluidly from the American community college's beginnings, to its former and current constituencies; to its internal and external prerogatives; and finally, to its future in our educational system.

After reading the book, several issues arise that need to be considered by educators. The authors carefully analyze such questions as, "Do community colleges really serve as arms of the dominant culture that lock people into the low socio-economic classes they seek to escape by educating themselves?" "Do community colleges provide their students with valuable skills they can translate into job productivity and employment longevity?"

In the final chapter entitled "The Social Role," the authors present and then refute the major arguments that critics of the community college most frequently espouse. Their balanced, informed analysis would make the readers appreciative of their collective insights.

The book has been well written and the reviewer has become better educated, and hopes that readers profit by its reading. I highly recommend it for academic advisors.

Sheldon Pinsky
Iowa State University

Books Received

Student Retention Strategies, Oscar T. Lenning, Ken Sauer and Philip E. Beal. Pp. 60. American Association for Higher Education, 1980. \$4.00.

Minority Access to Higher Education, Jean L. Preer. Pp. 49. American Association for Higher Education, 1981. \$6.33.

Marketing in Higher Education, Stanley M. Grabowski. Pp. 41. American Association for Higher Education, 1981. \$6.33.

Enrollments in the Eighties: Factors, Actors and Impacts, J. Victor Baldridge, Frank R. Kemerer, and Kenneth C. Green. Pp. 68. American Association for Higher Education, 1982. \$7.48.

Competence, Admissions, and Articulation: Returning to the Basics in Higher Education, Jean L. Preer. Pp. 105. Association for the Study of Higher Education, 1983. \$6.50.

The Law of Higher Education, William A. Kaplin. Pp. xxi, 175. Jossey-Bass, 1980. \$16.95.

Measurement Trends in Career and Vocational Education, Ronald C. Rodgers, Editor. Pp. 100. Jossey-Bass, 1983. \$9.95.

Horace's Compromise: The Dilemma of the American High School, Theodore R.Sizer. Pp. 232. Houghton Mifflin Company, 1984. \$16.95.

Faculty Recruitment, Retention, and Fair Employment: Obligations and Opportunities, John S. Waggaman. Pp. 65. Association for the Study of Higher Education, 1983. \$6.50.

Meeting the Challenges: Developing Faculty Careers, Michael C.T. Brookes and Katherine L. German. Pp. 47. Association for the Study of Higher Education, 1983. \$6.50.

Ideology and Practice in Schooling, Michael W. Apple and Lois Weis. Pp. ix, 286. Temple University Press, 1983. \$34.95 cloth, \$12.95 paper.

Making Sponsored Experiential Learning Standard Practice, Thomas C. Little. Pp. 108. Jossey-Bass, 1983. \$7.95.

- Summer Programs for Underprepared Freshmen*, Kurt V. Lauridsen, Carmel Myers. Pp. 111. Jossey-Bass, 1982. \$7.95.
- College Admissions Counseling*, William R. Lowery and Associates, Pp. ~~xxxi~~, 618. Jossey-Bass, 1982. \$25.95.
- When Dreams and Heroes Died*, Arthur Levine. Pp. xii-157. Jossey-Bass, 1981. \$15.95.
- Minorities in American Higher Education*, Alexander W. Astin. Pp. xviii-263. Jossey-Bass, 1982. \$16.95.
- Adults as Learners*, K. Patricia Cross. Pp. ~~xxiii~~-300. Jossey-Bass, 1982. \$16.95.
- The American Community College*, Arthur M. Cohen and Florence B. Brawer. Pp. ~~xxvi~~-445. Jossey-Bass, 1982. \$17.95.
- 1983 Internships*. Edited by Colleen Cannon. Pp. 331. Writer's Digest Books, 1982. \$10.95.
- 1983 Summer Employment Directory of the United States*, Edited by Barbara Norton Kuroff. Pp. 233. Writer's Digest Books, 1982. \$8.95.
- Credentials: A Guide to Business Designations*, Mona A. Milbrath, Pp. ix, 221. Blue River Publishing Co., 1980. \$9.95.
- Women in Academe: Steps to Greater Equality*, Judith M. Gappa and Barbara S. Uehling. Pp. 89. American Association for Higher Education, 1979. \$4.00.
- Liberal Education in Transition*, Clifton F. Conrad and Jean C. Wyer. Pp. 66. American Association for Higher Education, 1980. \$4.00.
- Functional Literacy in the College Setting*, Richard C. Richardson, Jr., Kathryn J. Martens, and Elizabeth C. Fisk. Pp. 46. American Association for Higher Education, 1981. \$5.50.
- Computer Literacy in Higher Education*, Francis E. Masat. Pp. 56. American Association for Higher Education, 1981. \$5.50.
- Adult Baccalaureate Programs*, Marilou Denbo Eldred and Catherine Marienau. Pp. 65. American Association for Higher Education, 1979. \$4.00.
- To Work*, Patricia W. Lunneborg and Vicki M. Wilson. Pp. vi, 222. Prentice-Hall, Inc., 1982. \$6.95.
- The State of the Nation and the Agenda for Higher Education*, Howard R. Bowen. Pp. xviii-212. Jossey Bass, 1982. \$14.95.

Giving Youth a Better Chance, The Carnegie Council on Policy Studies in Higher Education. Pp. xviii-345. Jossey-Bass, 1980. \$17.95.

Helping the Learning-Disabled Student, Edited by Marlin R. Schmidt and Hazel Z. Sprandel. Pp. 107. Jossey-Bass, 1982. \$7.95.

Education for Student Development, Jane Fried, Editor. Pp. xi-111. Jossey-Bass, 1981. \$7.95.

Understanding Today's Students, Edited by David A. DeCoster and Phyllis Mable. Pp. 125 Jossey-Bass, 1981. \$7.95.

Aside from Teaching, What in the World Can You Do? Dorothy K. Bestor. Pp. xiv, 305 University of Washington Press, 1982. \$9.95.

Improving Student Learning Skills, Martha Maxwell. Pp. xx-518. Jossey-Bass, 1981. \$25.95.