

Cincinnati Public Schools, Home Economics Department. *Exploring Careers in Living Environments*. (Bloomington, Illinois: McKnight Publishing Co.) 1975.

The Cincinnati Public Schools, in conjunction with the publisher, have developed a series of four *Exploring Careers in . . .* programs for use in junior high home economics classes. The living environments program, being field tested in thirteen states, was originally called Interior Design, but was expanded to include all of a student's living environments, with an emphasis on personal development within their environment.

Atmosphere, structures, and persons are given as the elements that make up every living environment. After an introductory unit, three of the six units are each devoted to these elements. The remaining units involve safety and security (which interestingly includes protecting the environment) and planning your future living environment (which includes planning for happiness). Designed to be used as a nine-week course, the materials include enrichment suggestions so that the program can be expanded to twelve weeks or a semester.

The materials include a text, activity booklet, and teachers' guide. Achievement tests, filmstrips, tape recordings, transparencies, and other printed materials have also been developed. The program utilizes a curriculum structure which identifies behavioral objectives based upon the taxonomies of educational objectives in the cognitive and affective domains by Bloom, Krathwohl and Masia, as well as Hauenstein's behavioral objectives in the psychomotor domain and his behavioral development model for all three domains. The instructional system has been designed to promote behavioral development, including knowledge, attitude, and skill development.

In each unit, the student is presented with three alternatives for dealing with an environment that does not meet their needs: change, adapt, or leave. The latter alternative includes running away,

divorce, drug addiction, or graduation. For each element, the discussion begins with a short presentation of background information, followed by a how-to section on planning, designing, and achieving that element, and finally, people who. Relationships between the now of home and school and the real world future are reiterated. Case studies and student activities are up-to-date and the snapshot-like photographs show both boys and girls in action, plus women and minorities in formerly white, male positions.

Finally, the reviewer feels that the program emphasis is not so much on careers as it is an integrated approach to one's total environment, including an element that many approaches take for granted: the person and the persons who surround him or her. The emphasis on problem solving, as opposed to a purely objective (and perhaps abstract) subject matter presentation, cannot but actively involve the student in his or her own learning even if no career in living environments is anticipated.

Of related interest, McKnight has another, older text of interest to housing educators in the elementary school: Scobey, Mary-Margaret. *Teaching Children About Technology*. First published in 1968 and apparently an educational methods text, it attempts to provide useful information about industry as an aid to teachers planning curricular experiences for children.

Part I provides a theoretical and pedagogical basis for the study of technology in the elementary school, with the emphasis on industrial arts. Part II gives an overview of present processes and trends within industry, and Part III makes suggestions for a variety of classroom activities that will help children better understand the world of technology.

The chapter, "Selecting Curricular Experiences," contains a chart categorizing the characteristics and activities of kindergarteners, grades 1 to 2, 3 to 4, 5 to 6, and 7 to 8, plus suggested activities for each of five industrial classifications chosen for attention, one of which is shelter. Another chapter, "Utilizing Special

Authorities," offers more than twenty suggestions for shelter field trips, their rationale and execution, as well as the use of community, physical, human, and social-institutional resources.

Of the capsule packages of information on the various industries in Part II, the chapters on materials of construction and sources of power relate to housing. In Part III, the classroom experiences emphasize simple, basically historical processes that elementary school children can understand. Instructions for model homes of log, sod, and adobe are given, as are fashioning household tools, homemade construction materials, and supplementary activities. There are also experiments with power. References are divided into For Children and For the Teacher.

Although written from an industrial arts viewpoint, Scobey's book appears to be one of the essential bases for anyone planning housing curriculum development for the younger set.

—B.J. White

Abrahamson, Mark. *Urban Sociology*. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc.) 1976 Prentice-Hall Series in Sociology.

In the preface, the author calls his "... a comparative urban book," borrowing from both the ecological and nonecological perspectives of urban sociology, as well as urban economics, geography, political science, and history. Of twelve chapters, only a few are devoted explicitly to American phenomena. Titles of interest to the houser include the following: "Conceptual Approaches to Urbanism," "History of Cities," "Population, Specialization, and Location," "Urbanization in the United States," "Urban Residential Patterns," "Metropolitanization," and "Fiscal Aspects of City-Suburban Relations."

"Urban Residential Patterns" is about neighborhoods—ways of defining, studying, and comparing them. The continuum from defining neighborhoods in terms of arbitrary geographic delimitations (Census Tracts), to natural areas, to

levels of social interaction, and now increased social relationships stemming from work places and relationships not geographically confined is noted. He discusses the question of whether we can classify city neighborhoods according to attitudes and behaviors of residents. Cross-cultural comparisons are made of the "salient dimensions of residential stratification": socioeconomic and family status, and ethnic segregation.

In "Metropolitanization," Abrahamson contrasts dormitory suburbs with employing suburbs. He discusses transportation, expansion, and integration starting with the bicycle boom on through the 1970s energy crisis and computerized mass transit systems. Cities are classified by degree of metropolitan integration: national, regional, average city, or nonintegrator.

The book is written for students. It is short (275 pp) but a comprehensive introduction to the topic. Footnote citations provide additional sources for the diligent. It is written in a personal manner with an occasional first person. Sociological terminology, theories of growth, central place theory, indexes of residential segregation, etc. are mixed with the long arm of the job, bureaucratization, and the Southern belle. The book is organized with topic headings, a prospectus is given at the end of Chapter I, and in some cases chapters are tied by summaries and lead-ins to the following chapter. The same examples and case studies are reused to make points in different chapters. Photographs have been used to increase interest and probably make social commentaries: picture of a government-placed sign on a wall in Mexico which translates as, "To want a child is to educate him" or a shot of a San Diego back porch with garbage plus scores of liquor bottles. Finally, the author has included an Appendix containing data on a sample of thirty-three American cities and SMSAs, giving as one purpose for it, a quick and sufficient source of information for student research papers. A glance at the ten table headings shows that this author's topic is equally as interdisciplinary or multidisciplinary as is our topic of housing.

—B.J.W.