

Book Reviews

The Cooperative Extension Service. Edited by H. C. Sanders, 1966. Available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 436 pp. \$8.50.

Infrequently a book comes along about which one can say without equivocation: "This belongs in the personal library of every member of the Cooperative Extension Service — county agent, specialist, supervisor, and administrator." Unquestionably, *The Cooperative Extension Service* is such a book.

A major portion of the book is given to separate discussions (26) of the many different techniques and methods which can be used by Cooperative Extension educators in planning and bringing about behavioral changes in the clientele they serve. Individual and group methods, both traditional and new, are considered. In many of these chapters, a scorecard or checklist of criteria is included which can be used to evaluate the method. The advantages and disadvantages of each method are explored fully and objectively. This provides useful guidelines as to the appropriate circumstances in which a given method can be used. Although this was done, the entire section on methods could have been made even more effective had a concluding discussion identified, in summary form, the efficacy of different methods and approaches in given circumstances and for reaching specific audiences.

The book fills a long-standing need of having available in this form a consideration of the contributions of the behavioral sciences to Extension education. One chapter, drawing primarily on psychological findings, presents the learning-teaching and communication processes. In another, the sociological implications for Extension education are considered, with emphasis on the social action process.

The genesis of Cooperative Extension work in this country, its rationale, and some of its contemporary organizational forms are presented with clarity. An especially useful treatment of the subject of program development, stressing clientele participation, has been included. Other topics of general interest include reporting, public relations, and personnel development.

The day-to-day reference value of the book for the Extension educator is abundantly apparent. Each chapter was developed by one or more of 41 recognized authorities. The reference value is enhanced by a comprehensive and current bibliography at the end of each chapter.

Anyone wishing to delve more deeply into a specific subject will find these listings of much utility.

No doubt this book will quickly find its place as a text and a general reference for college courses in Extension education, both at the undergraduate and graduate level. Not to be overlooked is its potential value in orientation training and other in-service training experiences. Persons from other countries interested in learning more about the Cooperative Extension Service should welcome having the subject treated so comprehensively in one volume.

The Cooperative Extension Service is a significant and timely contribution to the growing body of literature in the field. Extension educators everywhere are indebted to H. C. Sanders, Director Emeritus of the Louisiana Agricultural Extension Service, for his vision and persistence in compiling this book and to his colleagues in this venture, the associate editors and the numerous individual contributors.

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Adult Education. Edited by Gale Jensen, A. A. Liveright, and Wilbur Hallenbeck, 1964. Available from Adult Education Association of the U.S.A., 1225 19th Street, N.W., Washington, D.C. 20036. 334 pp. \$6.00.

You may classify yourself as an adult educator, according to the authors, if you belong to any of a wide variety of fields concerned with adults in the broad context of education. If you include yourself in such a category, this book will probably interest you. Eighteen authors wrote the 16 chapters and appendix; consequently, some portions are more readable than others. Several chapters are directly applicable, while others have value chiefly as background information.

Section I describes the "milieu in which a graduate program for the training of adult educators is emerging." The field of adult education is pictured as peripheral to the older aspects of education, fluid and flexible, pioneering, lacking rigid organization, and one of the largest and fastest growing areas in education. Important terms relating to the field are defined. (Some readers may differ with Verner's definitions of methods, techniques, and devices.) Knowles answers five questions which help to delineate adult education's five dimensions: (1) Under what institutional auspices does it operate? (2) What content does it cover? (3) What is its geographic locale? (4) What personnel are involved in it? (5) What form of activity is it?

Houle points to the fact that most practitioners of adult education, "including some of the most eminent," received their early training by

apprenticeship or trial and error. He then asks, "Can graduate curricula . . . provide a group of leaders in the field who are so significantly better than those trained by apprenticeship that the cost of such curricula can be justified?"

Perhaps most adult educators would agree that much of the knowledge in adult education has been borrowed and reformulated from other disciplines. Section II of the book examines the use of psychology, sociology, and history. Historical and current concepts of administration and their implications for the study of adult education administration are also presented.

The editor of Section III refers to it as "theory in some of the aspects of adult education." It deals with determining objectives in adult education; program and its relationship to types of institutions and sponsors; management of the learning situation; the job of the teacher in its relationship to adult students, content, processes, and procedures in adult education; and problems of evaluation.

In summary (Section IV), implications for graduate study in adult education are indicated, concluding that graduate study, in its emerging stage, is advancing through four processes: "building theory by developing guidelines from practice in adult education, borrowing appropriate knowledge from relevant disciplines and reformulating it into new theory for adult education, creating new theory by research, and devising ways to help students . . . apply this knowledge."

The reader feels that the authors have been honest in their appraisal of adult education. They have faced frankly claims that adult education consists of marginal enterprises. They state that "on the one hand, the adolescent state of the field is responsible for certain doubts, feelings of inferiority, periods of inadequacy, and compensatory periods of aggressiveness. On the other, the concomitant fluidity places persons now in the field in an especially fortunate and challenging position. Patterns are still open and not rigid; future directions are being explored."

This book is a welcome addition to the gradually accumulating material in the field of adult education. Addition of an index would increase considerably the book's usefulness as a reference book. Page numbers in the table of contents would add to convenience of use, also.

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Dynamics of Groups at Work. By Herbert A. Thelen, 1954. Available from the University of Chicago Press, Chicago 37, Ill. 379 pp. \$6. 75.

The basic objective of this text is to help the reader understand how people work together, why problems or difficulties arise in groups, and

how to avoid or remove these difficulties. The entire book tries to answer the question: "How can we take account of the facts of social interdependence to live better lives?"

The author points out that "it is in the group that personality is modified and socialized; and it is through the workings of groups that society is changed and adapted to its times." Since most Extension activities are concerned with people in a group setting, every Extension worker should find this book interesting and absorbing.

In Part I the author takes the practical approach. He analyzes successful practices in the areas of citizen participation, classroom teaching, in-service professional training, administration and management, human relations training, and public meetings. Basic principles and understandings in each of these areas are clearly pointed out. The second section is devoted to the development of social science concepts that are useful for the understanding of group activity. It is here that the author explains and interrelates group membership and what it means to the individual; how an individual deals with problems through the processes of feeling, thinking, and doing; the reality factors in a problem situation; the nature of group control; the use of leadership in coordinating efforts toward group goals; and the community as the context for group activity.

The Extension worker will find interesting discussion ranging from (1) how a declining community was rebuilt through citizen action to (2) why teachers should be "reality-centered" rather than "group-centered" or "subject-centered." Throughout the book case studies, models, and examples help interpret or give practical application to the numerous ideas and concepts that are presented. Among the useful lists that are developed and discussed are those of principles for neighborhood leadership, generalizations about organizing activities for specific purposes, specifications for in-service training, problems of administrators, summarized principles for organization, trainers in human relations, control of the group, major functions of leadership, problems of leaders, and principles of relationships between groups and their communities. Behind all of these lists is one fundamental set of principles—the principles of human interaction.

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IT IS SADDENING to see how many persons, mature in age, lay aside their books just at a time when they are best qualified to read them with alert judgment and polished taste.

—*The Royal Bank of Canada Monthly Letter* (December, 1962).