



Between Parent and Teenager. Haim G. Ginott. New York, New York: Avon Books, 1971. 254 pp. \$1.25 (paper).

Twelve timely topics are discussed by Dr. Ginott, including social life freedoms and limits; teenage sex and human values; driving, drinking and drugs; rebellion and response; and reaction to praise. While intended primarily for the parents of teenagers, the common sense approach of the book provides informative and timely suggestions applicable to all adults working directly with youth.

The book is easy to read, enjoyable, and worthwhile. Dr. Ginott questions such "truths" as whether honest praise is always helpful to children. He also suggests that it's not always best to mix criticism with praise.

Dr. Ginott's frankness and honesty are refreshing. He writes: "... to cope with our own anger, we need to admit openly, and accept graciously, that anger is here to stay. It is best not to be too patient with our teenagers. When we start feeling irritated inside, but continue to be nice on the outside, we convey hypocrisy—not kindness."

While the expressed views may strengthen some of our "adult prejudices," others may be exploded. For instance, Dr. Ginott contends that most parental criticism isn't helpful and, in fact, unnecessary. He writes that "... when a teenager is constantly criticized he learns to condemn himself and to find fault with others. He learns to doubt his own worth, and to belittle the value of others."

Dr. Ginott combines facts and his knowledge and experience with examples of case studies and situations in a language laymen can understand. Each situation described is bound to bring to mind a personal example. Adding to this, his direct, uncluttered writing and positive suggestions provide the reader with informative and enjoyable reading.

The author doesn't pretend to have all the answers on how to com-

municate and work with teenagers, but his suggestions and comments are worth considering by both parents and youth workers.

MAURICE E. JOHNSON
State 4-H Leader

University of Idaho
Moscow, Idaho

Classroom Out-of-Doors: Education Through School Camping. Wilbur Schramm. Kalamazoo, Michigan: Sequoia Press, 1969. 193 pp. \$4.95.

Wilbur Schramm is director of Stanford University's Institute for Communication Research. With notebook, tape recorder, and camera in hand, he visited the school camps supported by the people of San Diego City and County. The major portion of his book describes, with warmth, understanding, and humor, a week in the school camp program. But he also looks behind the scenes—to the remarkable story of how the camping program developed and its present unique organizational and administrative structure.

All sixth graders in San Diego City and County schools have the opportunity to spend a week at one of the three camps in the mountains of southern California. Groups of 150 to 200 young people arrive at each camp before lunch on Monday and leave after lunch on Friday. The time in between is spent in learning by doing—learning to live more democratically, learning to relate more meaningfully to their environment, learning to solve problems, and learning to learn.

Extension personnel who have been involved in youth camping will find much that's familiar in Dr. Schramm's description of his week's study—the adaptation of youth to a camp setting, the dining hall procedures, the homesickness, the aggressive camper and the shy one, the scraped elbows and upset stomachs, the campfires, the songs, and the Indian lore.

Perhaps not so familiar to some Extension youth camp staff is the emphasis on the "discovery approach to learning." The 4-H camp conservationist who acts like a sightseeing tour guide as he takes campers on hikes and describes objects is only inflating his ego at the expense of the campers' education. On the other hand, the conservationist who can learn to hold his tongue while demonstrating his enthusiasm and interest, and thus lead the campers to *discover on their own*, teaches for permanence.

Schramm provides example after example of how the discovery approach is applied in the camp school setting. But equally important, he describes the attitudes of the teachers responsible for using the method. He also outlines a summary of the traits essential to a successful camp teacher.

The San Diego camps are used in nonschool seasons and on weekends by other groups. Have Extension-owned and -operated camps been made available to school groups in the off seasons for Extension camp programs?

Extension staff involved with camping programs for youth will find *Classroom Out-of-Doors* a valuable resource, written in an easy, delightful style.

RICHARD E. YOUNG

Leader, Studies and Evaluation

*The Ohio State University
Columbus, Ohio*

Community Councils and Community Control. Harold H. Weissman. Pittsburgh, Pennsylvania: University of Pittsburgh Press, 1970. 214 pp. \$8.95.

Working with the myriad of community councils and organizations in one's community is nothing new to adult and extension educators. For years they've been involved with the entire gamut of local councils, commissions, and organizations, ranging from volunteer groups to religious groups to governmental groups.

Today there seems to be continued interest (almost a renewed, intensified trend) among adult and extension educators to identify the principles and practices that will best help them with their involvement in the community councils of the 70s. Weissman has developed a model for understanding how community councils and organizations operate and has suggested a few ways in which they might become more effective in realizing their objectives. Although at first appearing to be rather abstract and vague because of the technique of describing council functions in analytical terms, it soon becomes apparent that the author has looked at some age-old community council processes with a new and thought-provoking point of view.

The author's model, referred to in the book as the exchange model, is based on George Homan's notion that social behavior can be conceived as forms of exchange. These exchanges may take place between councils and councils, councils and individuals, or individuals and individuals. The term "exchange" is defined as something that's invested in human relationships with the desire of some reward in return. Weissman's exchange model is based on the belief that the reward that's returned to the organization or the individual may be in the form of a thing, an emotion, or an idea. Therefore, he has classified rewards in four ways: (1) rewards of an emotional nature (friendship, praise), (2) rewards realized by services (a new community center, a new educational program), (3) rewards satisfying one's ideo-

logical commitment (being a good American or a good Christian), or (4) rewards having negotiable value (getting oneself in the public eye or enhancing the prestige of one's ethnic group).

As a result of an in-depth experiment in a community council known as the DuPont Neighborhood Council, Weissman and his colleagues were able to analyze the various forms of community controls that emerge from the processes carried out within the council. Based on observations of the experiment, several insights concerning the exchange model become apparent to the author. These insights were based on observations of typical problems concerning organizational participation, organizational maintenance, goal attainment, and community council politics in general.

To the adult and extension educator, this book is an invaluable asset to that section of his professional library classified as "books that can be used in practice." Reasoning for this statement is based on two conclusions: (1) the book demonstrates to the reader how exchanges take place in community councils and organizations and (2) it presents the reader with strategies, based on the salient principles of the exchange model, which the adult and extension educator involved in community development, community-wide programming, or any other community council related activity might use in conducting his professional endeavors.

JOHN C. SNIDER

Assistant Professor of Continuing Education

*Colorado State University
Fort Collins, Colorado*

Education, Administration, and Change: The Redeployment of Resources. Lanore A. Netzer and Glen G. Eye, eds. New York, New York: Harper and Row, Publishers, 1970. 207 pp. \$8.95.

In recent years, the development of models of change has become a "hot area" among educators. This publication is a collection of papers presented at an interdisciplinary seminar on change at The University of Wisconsin. The rallying point for the seminar was one more model of change, the Tension-Penetration Interaction (TPI) model, which focuses on *innovation realization*. The papers vary a great deal in quality and in their contributions to the literature on change.

The book isn't directed to educational administrators only, but has relevancy to processes of innovation regardless of the specified purposes of the organization. It's organized around four major categories: task description, human resources, organizational resources, and research potential.

In the opening chapter, Netzer and Eye set the task as a search for stability and change. Five categories of roles are identified as being essen-

tial to innovation realization: idea generators, excitors, resisters, linkers, and doers.

In the most provocative chapter, Dumont views the relationship between the environmental and organizational forces and their impact on organizational members. Past and current professionalism is attacked because of its emphasis on a credentialed elite and entrepreneurship of Ph.D.'s. The emerging professionalism is described as being indifferent to credentials, critical, change oriented, and driven by compassion.

Homme's chapter is rather shallow in its treatment of behavioral technology. Inadequate attention is directed to how this technology would be applied to changing the behavior of adults. The section on superior-subordinate relationships at times descends into bathos with statements such as ". . . he [the administrator] will probably want to tell a visitor in the teacher's presense how well teachers in this group get along with each other"

Knezevich, in describing the professional subculture impacts on innovation, allows a negative bias toward militant teacher associations and unions to influence his conclusions. However, this chapter is an excellent discussion of the historical development of the professional subculture and its impact on innovation.

Dimock and Kast direct their presentations to structural aspects of the organization. Dimock is concerned with the internalized features of bureaucracy. It's an extremely fair presentation. Bureaucracy is viewed as being rational and necessary; bureaucratic pathologies that undermine imagination, rationality, and growth are discussed, and administrative remedies are considered. Kast considers organizations as open, complex, sociotechnical systems. The organization of the future is depicted as a learning-adapting system as it reaches an accommodation with its turbulent environment. These two chapters are particularly relevant to the implementation strategies of the TPI model.

The TPI model of Netzer and Eye, presented in Chapter Seven, identifies environmental and institutional sources of initiator drives, fuses them into impact strategies, then to implementation strategies, culminating in innovation realization. The model depends on the work of Ronald Havelock and Associates at the Center for Research on the Utilization of Scientific Knowledge (CRUSK), University of Michigan.

Finally, the book presents a framework for analysis and theoretical formulation that's valuable to both practitioner and researcher. This framework consists of 22 illustrative matrices which are an extension of the various presentations, particularly the TPI model. The matrices provide direction for the practitioner in synthesizing research for assistance in resolving operational problems, and for the researcher in generating new hypotheses to be tested in some meaningful, systematic way.

The book illustrates the problems of integrating the works of interdisciplinary scholars, but the TPI model deserves the consideration of both practitioner and researcher who are involved in organizational change.

GORDON PURRINGTON

Assistant Professor of Educational Administration

*Florida State University
Tallahassee, Florida*

Rehearse Before You Retire. Elmer Otte. Appleton, Wisconsin: Retirement Research, 1970. 181 pp. \$2.00 (paper).

This is a retirement manual with a difference. The stress in this book is on the individual's responsibility to prepare himself for retirement over a 5-, 10-, or 15-year period. It's to be done by anticipating needs and desires, by inventorying assets and liabilities, and by making tentative decisions about when to retire, where to live, amount of income needed, necessity for a part- or full-time job, the need to keep old or make new friends, and a host of other considerations. When these decisions have been made, a plan should be worked out and the different parts of it rehearsed—hence the title.

Does the prospective retiree vacillate between south Florida and north Maine as a good retirement locale? Let him spend his next several vacation periods trying out living conditions in both places. Trying out would include talking to the native people, visiting the library, going to church, trying the recreation facilities, and investigating other cultural and practical aspects of the area. Does the retiree think he might like to eke out his pension income or make himself useful by working part time as a picture framer, acting as a hotel night clerk, or doing income tax counseling? Then let him try out these ideas during his spare time at home, or, better still, try to combine them with his vacations.

The process of early and orderly retirement planning is assisted in the book by an excellent series of questions the retiree is to ask himself and by some helpful charts for inventorying assets and for working out a timetable for retirement.

The book is written in a sprightly fashion, and interest is kept at a high pitch by numerous stories, anecdotes, and case histories. An optimistic philosophy pervades the book. It urges the reader to plan to retire *to* something, not just *from*. Readers are encouraged to look forward to retirement as a time of joyousness, of final fulfillment. This they no doubt can accomplish if they follow the author's plans and suggestions. The author has tried it and it's working admirably for him.

Two weaknesses of this publication: (1) it's written from the point of view of the upper middle-class and (2) while the roles of wives are discussed frequently in the text, too often they're considered as adjuncts of the

retiring man and as persons to be placated so they won't spoil the retirement scheme. A more realistic treatment would be based on the concept that many wives are also workers outside of the home and will retire ahead of or at the same time as the husband.

While the book will be found useful to a wide variety of individuals and groups interested in the problems of retirement, it would probably be particularly useful for Extension agents in counseling older individuals or in classes or informal group sessions where retirement problems are considered.

ANDREW HENDRICKSON

Visiting Professor of Adult Education

*Florida State University
Tallahassee, Florida*