



Book Reviews

Creative Programming for Older Adults. Florence E. Vickery, A.C.S.W. New York, New York: Association Press, 1972. 320 pp. \$12.95.

Since many of the more dramatic and basic needs of the elderly—such as income, health care, nutrition, and housing—are now being given wide attention, emphasis is shifting to the less dramatic, but no less important, problems of education, recreation, and personal roles. No matter how well the physical needs of the elderly are cared for, unless they can find satisfactory roles to play during the ever-increasing span of retirement years, the added years are likely to be a burden rather than a time of enrichment and fulfillment.

Increasingly public institutions are responding to this challenge by including older adults in their adult education and recreational programs. In some cases, this means initiating new programs, and in others, enlarging and enriching already existing ones.

In addition, there has been a rapid increase in recent years of senior citizens' centers, housing projects for the elderly with recreational facilities, and the development of special programs within a variety of private agencies, such as "Y" organizations, churches, and county councils on aging. Many people have been employed to staff these agencies and programs, many with only limited experience in working on the activity level with older persons.

This comprehensive publication is not only a rich resource for the professional who has had training and experience in the field of social gerontology, but a superb guide for the neophyte; in fact, one that he can ill afford to be without. It has the virtue of dealing with all aspects of understanding older adults and programming for them without getting bogged down in details.

The author is well equipped to produce such a resource, since she grew up with the movement and spent 20 years as executive secretary of the highly regarded San Francisco Senior Center.

Structurally, the book is divided into three main parts. Part I deals with the climate of change, social and cultural influences on the aging, and social adjustment in the retirement years. Part II discusses the effects of the aging process on social and mental functioning. Part III deals with the development and administration of educational and social programs.

The social background information in Part I will be useful for anyone working in the field of social gerontology. Part II will be most useful to teachers and counselors working intimately with older people in various educational and social activities. It's always encouraging to have another authority substantiate the fact that "man has the ability to develop new skills and learn and act on new information through his entire life" (p. 114), and that

... free of disease, accidents, and abnormal emotional stress, the brain has been found to be one of the body's most durable organs with a tremendous reserve for functioning effectively in the later decades (p. 115).

Part III, which occupies half of the book, is the administrator's bailiwick. It deals with organizational structures, committees, community relations, staff training, and a host of other administrative matters. The only thing missing is any discussion of facilities, equipment, and other items of hardware. The emphasis is all on people and personal relationships. Otherwise, if I were asked to design a publication helpful to teachers, counselors, social workers, and administrators, as well as students in training, I'd be hard put to improve on the present volume.

Attention should be called to the inclusion of a limited number of pertinent charts and figures and to the excellent format and readable type. An appropriate benediction to the book is provided by a short last chapter, "Developing a Philosophy About Aging," from which the following is a quote:

In old age the individual has two options—to give up and allow his life to diminish into meaningless oblivion or to move courageously into dimensions that will permit him to consummate his life with the attainment of new levels of consciousness (p. 314).

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Groups: Facilitating Individual Growth and Societal Change. Walter M. Lifton, New York, New York: John Wiley & Sons, Inc., 1972. 356 pp. No price given.

Lifton, professor of education at the State University of New York (Albany), has written a fine book for anybody to read who's in the business of counseling others, particularly in groups. For those not familiar with Lifton, he's the author of a highly regarded textbook, *Working with Groups*, and was for six years coordinator of Pupil Personnel Services for the Rochester City School, School District of Rochester, New York.

He provides in this work specific advice to group counselors in the manifold areas of concern and takes care to note the major theses of others in some detail whenever relevant to his subject. Each chapter is followed by a selective bibliography, and there's a lengthy addendum listing recent publications on group procedures in guidance.

Lifton is very sympathetic to group counseling for he finds a heterogeneous group most approximates the society individuals must cope with outside the group. He rejects handpicking the members of the group for he feels, although this makes the counselor more secure, it deprives the group the experience of living and appreciating a more valid exposure to variety of opinion and background.

The author makes it very clear he's a believer in democratic society and that the group is an instrument to get the members involved, in a participatory way, in shaping the scope, rules, directions, and even termination of the collective experience. Members of the group, if supervised by a gifted counselor, learn through participation in the group that the way to find answers to their own problems is by helping others in their efforts to seek solutions to theirs. Lifton's model counselor gradually becomes an equal member of the group, pleased to see others claim the role of leader and try their hand at directing the thrust of the group.

Not all members of the group will want the experience of leadership, but all should be encouraged to participate and contribute to the group in their particular way.

Lifton makes it clear that the counselor must be aware of his personal philosophy of life to be effective with any group. He, himself, believes society is in a period of rapid change and that its members must be capable of shaping solutions to personal as well as community problems to bring about a future society in which they'll find happiness. He believes that only by working in groups does a democratic society stand a chance of successfully shaping change in its own best interests.

Several times, the author focuses on the problems of black Americans. Early in his book, in trying to drive home the point that language can be a significant barrier in establishing rapport with others, he includes

a series of questions that tests the reader's appreciation (or lack thereof) of vocabulary used by many blacks.

Later in the book, Lifton clearly rejects the tactics of the black power movement as those that can bring about effective change for either black or white Americans. Black power, he feels, doesn't institute democratic practices, but instead replicates the white racist groups it sees as its enemies.

As a book that serves as a guide to people counseling groups within the context of a highly mobile, rapidly urbanizing society, *Groups* should be of keen interest to those in Extension and adult education.

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Management of Organizational Behavior. 2nd ed. Paul Hersey and Kenneth H. Blanchard. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. 209 pp. \$9.95 (cloth), \$5.95 (paper).

Management of Organizational Behavior was written for managers and prospective managers. The authors' primary purpose was to identify concepts and significant behavioral research findings that relate to understanding human behavior. Whereas the first edition stressed the diagnosis of behavior, the current edition focuses on the manager's role in changing behavior of people in organizations.

Concepts such as behavior, motivation, needs, leadership, personality, role expectations, and change are defined and discussed in the first six chapters. Several "classics" in the literature are summarized—Maslow's hierarchy of needs, the Hawthorne studies, McGregor's Theory X and Theory Y, Argyris' Immaturity-Maturity Theory, Herzberg's Motivator-Hygiene Factor Theory, the Managerial Grid, Ohio State leadership studies, Force Field Analysis, Management by Objectives, and Lewin's Change Process.

The authors then present a "Life Cycle Theory of Leadership," which is their synthesis of the theories, concepts, and empirical research presented. The theory tries to explain the relationship between an effective leadership style (some combination of task behaviors and human relationship behaviors) and the level of maturity of the followers of the leader. Effectiveness results from being able to diagnose the situation and to adapt and vary one's leader behavior to meet the demands of the environment.

The starting points of the theory are 4 effective leadership styles defined by a 2 by 2 matrix composed of task behaviors (low to high struc-

ture) and relationships behaviors (low to high socioemotional support). The Argyris Immaturity-Maturity continuum is then superimposed on the four quadrants as a normal curve. The theory suggests that leader behavior should move from (1) high task-low relationships behavior to (2) high task-high relationships to (3) low task-high relationships to (4) low task-low relationships behavior as one's followers progress from immaturity to maturity.

The remainder of the book is devoted to describing how the theory is useful in stimulating changes in the maturity level of people as a way of changing human behavior in organizations.

Extension administrators and students of administration will find this an interesting and useful book in reviewing or being introduced to some basic concepts and theories of administration. The Life Cycle Theory of Leadership will probably appeal to administrators because of its "common sense" credibility. The practitioner who tries to use the theory, however, will want more help in diagnosing and understanding the maturity levels of people and in implementing the different leadership behavior styles.

The book is concise and easy to read. Numerous footnotes are included for those interested in supplemental reading.

This book has several weaknesses. First of all, the underlying philosophy seemed mechanistic and manipulative rather than humanistic in nature. Also, leadership behavior, as used in this book, was more consistent with a style of management than with definitions of leadership found in current literature. Thirdly, the literature on organizational theory—particularly the dysfunctional aspects of bureaucracy and ideas about a temporary systems approach to organization—was omitted. Finally, the underlying assumption that the person must always adapt to the system (the organization) wasn't recognized and discussed.

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Recruiting, Training and Motivating Volunteer Workers. Arthur R. Pell. New York, New York: Pilot Books, 1972. 62 pp. \$2.50 (paper).

Volunteers are the heart of many Extension programs. Therefore, the recruitment, training, and motivation of volunteers is of concern to most Extension professionals.

This booklet discusses where to locate volunteers; how to attract, interview, and select them; and procedures for effective placement, orientation, training, supervision, and motivation.

To cover such a multitude of topics in 50 pages of text is a Herculean task. Unfortunately, the author is only mortal. Thus, the major weakness of the book is a failure to provide the in-depth coverage that some readers may prefer.

Basically, each of the topics form a chapter in the book. Pell presents pragmatic suggestions that he states would be effective if used by leaders of organizations using volunteers. It appears that the author had voluntary health associations in mind as he wrote. All of his examples are in this specific area of voluntarism. However, with a little imagination, the suggestions can be transferred to an Extension situation.

The principles around which the author builds his advice are similar to those currently being proposed from management studies for paid employees. This is especially evident in the chapters on interviewing, supervision, and motivation.

The author also includes a section on handling problems. He acknowledges that leaders are often reluctant to reprimand a volunteer worker. Yet he feels that there are times when a reprimand is necessary and proceeds to give advice designed to make the reprimand effective.

This book is worthwhile reading for anyone interested in a concise overview of techniques for working with volunteers and is particularly recommended for the inexperienced Extension professional and for lay leaders with responsibilities for other volunteers.

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