



**Patterns for Lifelong Learning.** Theodore M. Hesburgh, C.S.C., Paul A. Miller, and Clifton Wharton, Jr. San Francisco, California: Jossey-Bass, 1973. 135 pp. \$7.00.

The yeast of change at work in the field of education has been documented in a number of excellent publications in the last two years. The several book length reports from the Commission on Non-Traditional Study, headed by Samuel B. Gould, the remarkable document published by UNESCO in 1972 under the title, *Learning To Be*, and the recommendations on graduate study, released early in 1974 by the Educational Testing Service and the Council of Graduate Schools—all speak to the general need to rethink the purpose, program, and organization of educational systems in modern society.

Now, of equal importance and of special interest to the field of of Continuing Higher Education and Cooperative Extension, comes a book whose development was guided by three university presidents. *Patterns for Lifelong Learning* presents the results of three separate but interrelated projects designed to link the university more closely to contemporary society. Each section of the book was written by the president of the institution involved in the project.

The first section reports 12 recommendations from the Task Force on Education and the Future, based at Notre Dame. Section two is a thoughtful essay by Paul Miller on three critical matters for continuing education—its relations with the academic community and its roles in shaping civic or public policy and a new lifestyle. Section three presents the application of the book's main theses to a specific institution—Michigan State University.

Of particular interest to Extension personnel are different views on the issue of autonomy versus integration of the continuing education function. The Michigan State task force was split on the issue.

The majority favored strengthening the office of the provost in generating more communication and cooperation among the several continuing education services of the university.

The emphasis on work-study programs, credit for experiences, and more extensive use of media and community resources in the conduct of educational activities agree with other recent reports.

The recommendations presented stop short of suggesting how the necessary changes in public policy and institutional organization might be effected. Inter-institutional cooperation alone is a task that has rarely been serviced by adequate efforts or funds (witness the slow pace of the Coalition of Adult Education Organizations since the Galaxy Conference of 1969). Anything of the magnitude suggested here will require patience, dedicated skill, and, above all, new sources of funding.

The book adds an important American voice to the growing world-wide dialogue on how to develop the attitudes and skills at all age levels that are essential to lifelong learning.

EUGENE I. JOHNSON  
*Professor of Adult Education*

*University of Georgia  
Athens, Georgia*

**The Adolescent Years.** 2nd ed. William W. Wattenberg. New York, New York: Harcourt Brace Jovanovich, Inc., 1973. 438 pp. \$10.95.

Wattenberg states four objectives for this text on the period of adolescence:

1. . . . to picture clearly the broad flow of human development and to show how the several facets of growth contribute to an integrated whole.
2. . . . to explain theories and their component concepts without so oversimplifying matters that the generalizations become false. At the same time, if ideas are to become handy working tools, they must be easy to grasp.
3. . . . to remember that we are concerned with human beings.
4. . . . to make adults sensitive to the effects upon adolescents of the situations created at home, in schools, and the many agencies and organizations serving youth.

To meet these objectives, Wattenberg has four sections in his book. The first series of chapters is an overview of adolescence in which an effort is made to present a holistic view of this period in an individual's life. Wattenberg then focuses on three areas of study, each

of which includes several chapters: formative influences on the adolescent (inborn characteristics, culture, peer group, etc.), behavioral settings for the adolescent (home, school, community, etc.), and finally a section on problem areas for adolescents (money, sex, delinquency and drugs, etc.). Within the context of the chapters, Wattenberg makes numerous references to specific research and to its implications for the topic under discussion. Each chapter includes a very brief summary, annotated bibliographic references for additional reading, and suggestions for further study.

The strengths of this book lie in its format, use of research data in a highly readable form, its relative comprehensive treatment of adolescence, and the chapter summaries. With respect to the treatment of the subject matter, it should be noted that Wattenberg takes a psycho-social approach to the study of adolescence. This is reflected in the chapters on culture, class and race, and the series of chapters on behavioral settings.

This text, while apparently intended for use in a formal classroom setting, is a good reference for anyone concerned about the problems and characteristics of adolescents.

Apparent weaknesses should be noted. Many of the references date back to the 1930s and 1940s. While this doesn't necessarily reduce the validity or applicability of the information cited, it should be considered by the reader. Also, while the format is somewhat different, the content is basically the same information found in other texts on adolescence.

While the book is concise, readable, and a good reference, it's likely that the individual working with adolescents (either directly or indirectly) will have reservations about adding this text to his library if he already has other current books on adolescence.

WILLIE L. PIERCE

*Former Supervisor,  
Adult Basic Education Program*

*Bolivar County District IV Schools  
Cleveland, Mississippi*