

## *Book Reviews*

*Leading Teen-Age Groups.* By Dorothy M. Roberts, 1963. Available from Association Press, 291 Broadway, New York 7, N.Y. 254 pp. \$3.95.

Anyone interested in understanding and working with teen-agers will find valuable information in this book. Its purposes are threefold: (1) to show that teen-agers are people like ourselves, only younger and less experienced, that today's youth face a more complicated society than their elders did and need to be understood in the light of these complexities, that they are far more capable and better informed than most adults are willing to admit; (2) to share with adults who are interested in youth the basic ideas for good organization in youth groups, of methods of program development and adult leadership that have proved reliable in the past and that are equally reliable for today's youth groups; and (3) to encourage more of the mature and responsible adults to try to learn how to be effective leaders of teen-age groups and genuine friends with them.

The author used insights on today's teens from research done for the most recent White House Conference on Children and Youth. She makes clear what the "new look" really means in terms of teen-age worries, problems, and needs, and lays out reliable ways to meet those needs through constructive, satisfying group activities.

Characteristics of teen-agers "as they are" and as "they appear to others" are identified in Part I. The reader is reminded that in trying to guide today's teen-agers it is not enough to remember one's own youth. Instead, this age group must be seen in today's confused, complicated, and uncertain world.

Part II gives essential guidelines for capturing and holding the interest and cooperation of young people in the setting of school, church, city, suburban, or rural area. Her skillful psychological analyses also bring out characteristics of the adult most successful with teens. Along with these valuable insights and practical techniques, Mrs. Roberts shows how to find appropriate leaders for teen groups, get local publicity that boosts the satisfaction of the young people with their group activities, raise money for special projects, and evaluate what the group has done toward meeting individual needs.

Part III identifies what youth hope for in an adult leader. Points are given on the adviser's role in dealing with individual and group prob-

lems. Typical individual and group problems are illustrated. Also identified are (1) signs to look for when there is a waning interest in a club or group and an evaluation process that can be used to evaluate the program of the club, and (2) principles an adult leader should live by, including how to translate these principles into teen-age terminology. Based on these general principles, some specific guidelines for good adult leadership are stated.

A wealth of program ideas and guides for deciding on a program that will meet the needs of today's teen-agers is provided in Part IV. The author discusses both long and short range program planning and factors that must be considered in each. The process is outlined in a step-by-step procedure, including how to plan for and conduct the first meeting of the group. The plea throughout this book is for recognition that teen-agers are people—people who need wise help and guidance in order to develop toward free and happy adulthood, with responsibility for themselves and toward others. Extension workers, particularly those working with 4-H and other youth groups, will find information in this book of much value.

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*Adult Education Procedures.* By Paul Bergevin, Dwight Morris, and Robert M. Smith, 1963. Available from The Seabury Press, Inc., Greenwich, Conn. 245 pp. \$6.00.

This handbook for adult educators offers a number of useful procedures for creating more effective learning situations with various groups. These procedures, developed and tested by the authors with thousands of adults, can provide a means of improving the quality of learning. Emphasis is placed upon the choice and use of procedures in determining the effectiveness or ineffectiveness of adults' educational experiences. The authors caution that people participating in adult education need to know something of their responsibilities as learners. They need "to learn how to learn" for a more creative learning climate to evolve.

The need and importance for systematic planning is identified in Chapter 2. Here a six step flexible guide or framework upon which to build adult learning activities is given. An excellent example and analysis of it is also provided. Fourteen educational techniques are described in Chapter 3. Given in a step-by-step manner, each is clearly outlined, including definition and use, who is involved, advantages and limitations, diagram of communication pattern, check list, evaluation chart, and an example for application. A forum, panel, symposium, and colloquy

are discussed as techniques. The check list with each offers the educator a guide in deciding which one or combination to use or modify for a specific learning situation.

Chapter 4 provides six subtechniques that could be used in adapting techniques. However, none of these should be used as the main procedure. Some educational aids or commonly used resources are cited in Chapter 5, such as the annotated reading list, a case history, filmstrips, and slides. The last chapter deals with designing and conducting clinics, institutes, and workshops. A helpful annotated reading list and glossary of terms appear at the end of the book.

Even though this book is designed for anyone engaged in adult education, it would be an excellent resource or reference book for Extension workers. Since Extension people are often seeking additional ways to expand their programs by involving more people, a careful reading and appraisal of these procedures and their application could be quite helpful.

The authors remind us that regardless of procedures chosen, they will be of little value unless we have clearly defined goals in mind. Of utmost importance, too, is a keen understanding of people's educational needs and problems. "We must be sensitive to the fact that we are working with people—complex persons of flesh and blood," they say.

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*Rural Extension at the Crossroads*. Edited by J.M.A. Penders, 1963. Available from International Agricultural Centre, Wageningen, The Netherlands. 249 pp. fl 18 (approximately \$5.00, U.S. currency).

This book is a compilation of selected articles on extension prepared by experts from many different countries. It presents ample evidence in support of the universality of the extension concept and its adaptability. Extension work is being conducted in one form or another in almost every part of the universe. The authors present comparative studies that can be categorized under two basic levels.

The first is the *conceptual* approach under which extension can be visualized on a continuum. On one end, it is educational as it has developed and grown in the United States, the Netherlands, and some European countries. Extension in these countries is described as endeavoring to bring about desirable behavioral changes in people (changes in their knowledge, skills, and attitudes). On the other end of the continuum, extension is perceived as a service agency where staffs undertake regulatory work (such as distribution of subsidies, seeds, farm equipment, and some educational services). Between the extremes lies the

so-called "all-inclusive" extension—a blend of both service and education. Most extension services in Asian countries fit under the last two categories, even though they are steadily moving in the educational direction.

The second basic level is described as the *methodological or procedural approach*. In this approach extension work is compared or differentiated from one country to another in terms of its role, scope, methods used, people served, and the subject matter involved. The total extension approach is exemplified by the United States and, to a limited extent, some European countries where the extension program encompasses agriculture, home economics, 4-H Club work, and other aspects of community life. In contrast, the extension program in most agrarian countries is largely focused on problems in agricultural production.

A large part of this book deals with the cultural, social, economic, and educational factors which determine the scope and nature of the extension program. The implications of factors such as ratio of rural-urban population, industrialization, level of living, literacy, traditions, social stratifications, institutional patterns, and others, are well discussed—especially in relation to developing countries. Contrasts between advanced and young extension services in the use of extension methods and techniques, principles of leadership, and group dynamics also occupy a sizable portion of the book.

This book can best be described as an "all-about-extension document." However, because of its broad content areas it lacks desirable depth in analysis. There also seems to be a strong economic, rather than educational, orientation in the study of extension. Such an approach is not irrelevant, but a switch in amount of emphasis might in the long range satisfy these economic needs and maintain the unique educational characteristic of the extension system.

The book should be of great assistance to people working or preparing themselves for advisory work in extension in developing areas. It also reveals some aspects and contrasting features in European extension systems that could be significant to extension workers in the United States.

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WE OUGHT not to look back unless it is to derive useful lessons from past errors, and for the purpose of profiting by dearly bought experience.  
—GEORGE WASHINGTON.