



Adult Education in Agriculture. Ralph E. Bender *et al.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1972. 225 pp. No price given.

The basic principles and rationale for adult educational programs in agriculture are provided in the beginning chapters of this book. Attention is directed to such concepts as societal factors affecting adult education and to the setting for effective programs, including the process of developing public acceptance for adult education and its financing. Numerous prospective adult clientele groups are identified. However, the major portions of the book appear to relate most closely to clientele groups served principally by teachers of adults in public school vocational education in agriculture and the Cooperative Extension Service.

Criteria for a sound educational program for adults are provided in a chapter on planning the adult education program. The authors stress such criteria as basing programs on research in agriculture, needs and interests of learners, and involvement of students in the planning process.

Three chapters are devoted to the more formal classroom approach to teaching, stressing the need for preparing for class instruction, elements in lesson plans, and the actual teaching process. Attention is given to such matters as getting adults to participate and arriving at sound decisions through problem solving. Another chapter treats topics such as small group instruction, field trips, use of resource teaching personnel, and on-farm individualized instruction and visitation. The chapter on mass media in adult education actually shows how an adult educator might use mass media in numerous ways: informal teaching, recruitment, program publicity, and securing program support.

The chapter on adult student organization stresses the basic concept that students should be involved in all phases of planning and conducting programs. The major emphasis on adult student organizations is directed to organizing and promoting a local Young Farmer Association, as an example of a formal organization.

Treatment of evaluation as a continuous process is provided in the closing chapter. Starting with brief definitions of evaluation, the authors discuss principles of evaluation, including evaluating in terms of program objectives. They subsequently touch on such topics as "cost-effectiveness evaluation" and "evaluation and decision making."

The book gives a broad overview of many extremely important considerations in the process of planning, conducting, teaching, and evaluating in the area of adult education applied to agriculture. As you read its contents, you have to conclude that the authors tried to cover many broad topics in limited space, resulting in inadequate development of some subject-matter areas. An example of this is in the area of methods of teaching. After identifying three basic lists of methods categorized as "individual," "group," and "mass," the treatment of the various methods in the chapters on teaching adults in class, supplementing the teaching in the classroom, and mass media in adult education leaves much for the reader to extract for himself.

While it's implied that the authors were writing specifically for teachers in public school vocational-technical education and the Cooperative Extension Service, most generally you will discover that a majority of examples and references cited relate more directly toward institutional adult school settings than toward Extension programs.

The authors stress getting students actively involved in planning and conducting adult education programs. This concept, as illustrated throughout the book, will make this book a meaningful one for Extension personnel. But, due to more numerous illustrations, principles, and procedures taken from public school programs, it should prove more useful to teachers in public school vocational-technical education for adults.

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Communication of Innovations: A Cross-Cultural Approach. Everett M. Rogers and F. Floyd Shoemaker. New York, New York: The Free Press, 1971. 476 pp. \$10.95.

This is a most significant book for the Extension professional. As a sequel to Rogers' earlier book, *Diffusion of Innovations*, it presents both a theoretical and an applied look at the function of the educational change agent. The approach is multidisciplinary, blending particularly social change and communication research and theory. There is also some attempt to weave in ideas from educational psychology, although this isn't done

with the same degree of depth and completeness, compared with the other treatments.

An exhaustive review of diffusion-communications theory and research findings is presented. It represents an important advance over earlier volumes from two standpoints. The conceptualizations presented, first of all, indicate some important advances in the theoretical explanations for the change process. New approaches such as the innovation-decision process, supplanting the earlier notion of the adoption process, provide an enlarged conceptual framework for thinking about the problem of change.

The concepts themselves, secondly, are presented in a simpler fashion, stressing the implications that they have for the person who serves in the change agent role. These concepts also are synthesized with companion ideas; for example, the congruity of the Lippitt, Watson, Westley construct of planned change. Altogether, the book presents a complete, yet very readable, review of the important concepts and research findings from the social sciences that have ramifications for the job of the *Extension professional*.

The major topics presented in the book include: (1) elements of diffusion, (2) innovation — decision process, (3) perceived attributes of innovations, (4) adopter categories, (5) opinion leadership, (6) communication channels, (7) collective innovation-decision, and (8) consequences of innovations.

Three additional areas, however, stand out in importance. The role of the change agent is explicitly defined, and a clear conceptualization of this role is highly significant to the *Extension professional*. Discussions are presented on the use of authority in the innovation of organizational change. This section is especially useful in understanding the process of change in formal organizations. The third area deals with the merging of diffusion research traditions from several disciplines, postulating the idea of middle-range analysis. Those in research and teaching positions should find this part highly useful.

Every *Extension professional* should be well versed in the ideas presented in this book. The extent to which the concepts presented in this book are used effectively, either intellectually, intuitively, or by accident, have a decided impact on success as an educational change agent. The most desirable situation, however, is for each person to be intellectually capable of using the material, so this book is must reading for all *Extension professionals*.

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Management and Organizational Development: The Path from XA to YB. Chris Argyris. New York, New York: McGraw-Hill Book Company, 1971. 196 pp. \$8.95.

According to the author, "... the concern for the vitalizing, energizing, actualizing, activating, and renewing of organizations through technical and human resources" is at the heart of organizational development. This book focuses on human resource development. The case histories of the experiences of the author in three large organizations are used as the basis for analysis of forces and problems involved in changing management philosophies in organizations.

As the subtitle implies, the focus of the book is on changing an organization from "XA" to "YB" orientation. XA represents a combination of McGregor's Theory X of direction and control with the author's pattern A — a pattern of interpersonal behavior, group dynamics, and organizational norms generally associated with Theory X.

YB represents a combination of Theory Y of integration of individual goals with those of the organization and pattern B. Pattern A is associated with a lack of openness of feelings, lack of experimentation with ideas and feelings, and little trust among members in groups. Pattern B contains an openness about feelings, a willingness to cooperate in exploring ideas and feelings, and mutual trust.

Each of the three organizations had unique characteristics. The author, as consultant, worked with top management of each to help them to identify the critical aspects of their behavior that was limiting organizational development. He drew certain conclusions from his discussions with these managers and from listening to tapes of meetings when he was absent. These conclusions are summarized in the last two chapters, which are titled "Top Management and Organizational Development" and "Organizational Development and Effective Intervention."

This book was written primarily for the line executive and for the professional consultant or interventionist in organizational development. It should make a major contribution to this field. Extension administrators should benefit from the author's ideas about creating a more effective organization. Since the book is primarily concerned with changing organizations, insights useful to change agents of all types can be derived from reading it.

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Toward the Educative Society. Alexander N. Charters, project director. Syracuse, New York: Publications in Continuing Education, 1971. 94 pp. \$2.50 (paper).

The project reported in *Toward the Educative Society* was designed to: (1) analyze the factors in the school that facilitate or inhibit continuing learning and (2) identify some innovative approaches that hold promise of improving the effectiveness of our schools.

R. J. Blakely, who wrote both the introductory and concluding chapters of this publication, asserts that all the forces of society are moving toward the concept and practice of education as a process continuing from birth until death. The chapters that make up the body of this report are concerned with how the elementary and secondary schools in the United States can better enable young people during their school years to become the kind of people who will continue their education throughout life.

J. Ronald Lally demonstrates how the experiences in the period of infancy to three years of age are crucial to future learning. Margaret Lay considers ways in which children during the preschool and elementary school stages of life might be helped toward healthful growth. Lee Porter deals with the concepts and practices that discourage adolescents from becoming lifelong learners. He notes that an imperative task for educators is to combat the lack of relevance and impersonalization of many secondary schools by developing new structures, programs, and methodologies.

Harlan Copeland's chapter, "Adult and Continuing Education," has perhaps the most relevance for professional Extension staff and adult educators. He asks and tries to answer three questions:

1. How do existing adult education programs affect the attitudes toward continuing education?
2. What can the schools do in offering opportunities for continuing education?
3. What is the role of adult and continuing education in the formal educational system?

The position taken in this chapter is that the adult education function in the school has been unimaginatively and inadequately conceived by both administrators and adult educators. Copeland asserts that a larger role for the adult education units should be positively associated with preparing young people to become continuing learners. The new roles identified for adult education include acting as a change agent in the larger educational system, joining forces with the in-service education director in planning and conducting continuing education programs for school personnel, and developing the PTA into an adult education institution.

Blakely's concluding chapter points out that the school can foster the ability to initiate and direct self-learning, which is an alchemy that can transmute all experience into education. He notes that the school can't solve all society's problems, but it can try to produce the kinds of people who will continue to learn so they can improve themselves and their society.

While not all the chapters of this publication have equal import for those involved in Extension and adult education activities, the real value of *Toward the Educative Society* is its potential ability to stimulate us into seeing our roles in new and imaginative ways. The report is very readable and provides a refreshing approach to the function of adult education in the school. For professionals in Extension, for adult educators, and for everyone concerned with encouraging the concept of "lifelong learning," this publication will come as a blaze of inspiration.

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