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### BOOK REVIEWS

**AGRICULTURAL EDUCATION: APPROACHES TO LEARNING AND TEACHING--**by Charles Drawbaugh and William Hull, Columbus, Ohio: Charles E. Merrill Publishing Company, A Bell and Howell Company, 234 pp.

The eight chapters in this book are organized into three parts. The first part treats in great depth the teaching-learning process and the transactional relationship which should exist between teacher and student in a learning environment. The second part depicts diverse approaches to learning and teaching. Part III treats the evaluation of learning and teaching and provides instrumentations for soliciting student and faculty input in the evaluation process.

The book underscores the role of vocational education as it relates to general education, the use of instructional technology and hardware, student career exploration and job placement.

The book supports the philosophy that "teaching is developing a student" as opposed to, "teaching a discipline."

Both authors are former teachers of vocational agriculture and are presently teachers of education in agricultural education. The book appears well adaptable to both advanced undergraduates and graduate students who subscribe to the task of becoming a master teacher.

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**ADULT EDUCATION IN AGRICULTURE--**by R. E. Bender, C. J. Cunningham, R. W. McCormick, W. H. Wolf and R. J. Woodin, Columbus, Ohio, Charles E. Merrill Publishing Company, A Bell and Howell Company. 1972 pp. 225.

The underlying thesis of the book is that it is an aid in the development of adult education programs in vocational agriculture and in the extension service. It further accentuates the concept that the key variables in developing adult education programs are the vocational agriculture teacher and/or the extension agent. These two categories of opinion leaders and change agents should recognize that there are basic principles, procedures, and practices which should be taken into account in planning, implementing and evaluating adult education programs.

The book is co-authored by five individuals who have had tremendous experience and success in teaching and research in adult education in vocational agriculture and extension. All are now teachers of adult education and one directs a university wide program of continuing education.

Special emphasis is placed upon teaching adults whereby there is input in planning from both students and teacher to create total involvement. Diverse methods of teaching adults is treated in great depth and breadth whereby the interests and needs of all clientele will be met. The concluding chapter reveals basic principles, procedures and techniques of evaluating adult education in agriculture sine qua non.

The book bridges the gap between theory and practices and is highly documented. It is recommended for undergraduate and graduate university courses in adult education, teachers of adults, prospective teachers and members of advisory groups in adult education in agriculture.

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