



Book Reviews

Persona: Social Role and Personality. By Helen Harris Perlman, 1968.
Available from The University of Chicago Press, Chicago, Illinois
60628. 242 pp. \$5.95.

The author states that "we know very little about the powers and conditions for development and change in the adult personality," a point with which most adult educators would agree. Her book presents one framework within which this change process can be conceptualized. Briefly, Mrs. Perlman's thesis is that the major adult roles contain within them the motivators which can produce change; and that those in the "helping professions" can utilize those motivators in helping an individual change his behavior. (By helping professions the author means doctors, nurses, teachers, ministers, and especially social workers.)

The meat of the book is presented in Part I, "Some Theoretical Speculations." Here the author identifies four major motivators for personal change in adults: love, social recognition, aspiration towards self-realization, and crucial turning points. The last two seem to have the most relevancy for adult educators.

In regard to self-realization, it is the author's opinion that the new views about the existence of such a drive "have considerable import for those whose work it is to enable and enrich people's social functioning. They posit the prior necessity for a base of physical, social, and psychological security. Beyond this they suggest that environmental opportunities for people's growth and stretch must be present and open." Perhaps it is here that adult education and extension can play a more active part in providing such opportunities.

Perlman's "crucial turning points" are, as she notes, directly analogous to Havighurst's teachable moments—a time when old modes of thinking and acting are temporarily suspended and the opportunity is right for change. Taking advantage of such moments would seem a logical step for educators to make.

Having identified the motivators, Perlman next asks where they can be found. Her answer is that they are contained within the "major vital roles of adulthood"—the roles of worker, of marriage partner, and of parent. In this context she discusses the ways in which the four motivators operate within each of the three roles, thus identifying potential avenues of change. Of special importance to adult educators is the frequency with which crucial turning points, and thus teachable moments, occur both within each role and as individuals change roles. In stating that adequate role performance is dependent, in part, on a person's knowledge of and preparation for the role, Perlman has identified one potential contribution of adult education. It is this: people often need help in adjusting to new roles or to changes within old roles. Education can provide part of this help. Thus Perlman's thesis provides some support for programs planned specifically for such individuals or groups as the young marrieds, the unwed mother, the urban migrant, the beginning worker, or any other persons in new or changing role relationships. It is by providing help which will be of immediate assistance in performing a role that Perlman sees the helping professions as being instrumental in bringing about change.

On balance, then, this is a book which is strong on potentially useful insights, while short on specific and tested procedures. And this is the way the author intended it to be; she didn't write a "how-to-do-it" book. It is, however, her hope that members of the helping professions will attempt to operationalize and test some of her ideas. As members of one helping profession, educators working with individuals in counseling situations, or with groups in new role situations, might well find it valuable to make the attempt.

Agricultural and Extension Education
University of Wisconsin

GWENNA MOSS
Research Assistant

Destiny of Change: How Relevant Is Man in the Age of Development?

By Kenneth R. Schneider, 1968. Available from Holt, Rinehart and Winston, Inc., New York, N.Y. 10017. 288 pp. \$4.50 paperback.

The tone of this book is that of a protest, yet the author gives the reader glimpses of hope. And he challenges our society to find greater human purposes in development of community. Out of a background of professional city planning, community development, and international service, Schneider takes a hard look at the direction in which development is going and its effect on the individual and human social concerns. "What is man's stake in development?"

The result of man's efficient use of the social tools of technology and bureaucracy has been bountifully rewarding in the material sense, but these same maneuvers have been socially divisive and psychically dis-

ruptive. Concern for the individual has been lost in the midst of urbanization, industrialization, and bureaucratization. Man is shaped into specializations of his skills and of his personality by the emerging corporate institutions—the Big Citizens. Not only is the “individual viewed principally as a human resource,” the Big Citizen dictates the ground rules for the individual’s membership in society.

The emphasis in development should be shifted from material achievement to inspiration and conception, he explains, which allows for *diversity* instead of the world tendency toward corporate and technological homogeneity. This thought has relevance for the curriculum developer and program planner, for planning is fundamental to the kind of society we are developing. If planning is to serve the individual and his broad requirements of “democracy and development, opportunity and community,” there must be a separation of powers of administration and planning. The principle he states is, “the more general and more central planning is in a society, the more its goal-making and broad social plan-making functions should be separated from the normal channels of authority.”

Students of forces of change, development, and planning will find this book not only thought provoking but also helpful in bringing together under one cover a wide range of concerns of international development and its imperatives to find a moral, philosophical, and organizational reformation to liberalize the struggle of the individual in dealing with development.

Can we depend on the Big Citizen to define the deeper meanings of this struggle? The theologian, Reinhold Neiburg, says no. He is quoted as reflecting the opinion that groups (the Big Citizens) are less open to reason, have less ability, and are more unrestricted in their egos than are the individuals who make up the groups. Schneider feels “that society can and must find ways to elevate institutional ethics.” He asserts that higher ethical behavior can be developed into the institutional framework, yet he offers no clear strategy to put this into practice. However, he says, it is through the vehicle of community that the individual has a buffer zone—an edge on the Big Citizen where he can begin to develop a more “personally spirited civilization.”

The focus of the developing nations programs has been on economic development, while the program focus of the more advanced countries has been on alleviating some of the *adverse effects* of economic development. Attempts at community development in both advanced and developing countries have been failures in the aspect of re-creating community. But Schneider says we must keep trying. He says there is a need to develop some middle range of human associations that gives the individual a sense of social identity, self-sufficiency, and greater personal

integrity which he has lost in the drive for a production economy. Reestablishment of community life, which is in his terms "a level of social intercourse intermediate between family intimacy and metropolitan anonymity," is one of the major challenges of our time.

International Agricultural Programs
University of Wisconsin

EDWARD L. SENNER
Project Assistant

The New Guide to Happy Retirement. By George W. Ware, 1968. Available from Crown Publishers, Inc., New York, N.Y. 10016. 352 pp. \$6.50.

Here is an excellent book that can be a helpful reference for Extension work relating to aging, as well as for your own personal retirement planning. The title somewhat belies the quality of the book because it presents a factual and scientific treatment of the subject, drawing plentifully from social science disciplines, with many practical suggestions based on the field work of the author and other authoritative writings. And the book is very readably written throughout.

The early chapters present a good summary of the overall aging population situation of the United States, features of the aging process, and the basic characteristics and concerns of older people. These are followed by a meaningful classification of the subject in chapters on career adjustment, family considerations, managing finances, avoiding legal tangles, protecting health, keeping your balance, special services for retirees, using social security and medicare, deciding where to move, and evaluating different types of residence with information from examples of special retirement housing projects.

The book leads off with an introduction by Clark Tibbitts, Administration on Aging, HEW, and closes with several appendix tables on housing costs, taxes, climate, and a useful list of resource materials.

The book was written at the close of the author's long and distinguished career as a plant scientist and experiment station administrator in several parts of the United States.

U.S. Department of Agriculture
Washington, D.C.

E. J. NIEDERFRANK
Federal Extension Service