



Book Reviews

The Daily Needs and Interests of Older People. Adeline M. Hoffman, ed. Springfield, Illinois: Charles C. Thomas, Publisher, 1970. 493 pp. \$16.50.

This book was compiled and edited by Adeline M. Hoffman. In her words, it "is an effort to provide a text or reference on aging for Home Economists who might want to conduct short courses on aging or include consideration of older people in their Home Economics program." It deals with a science not more than 30 years old. As pointed out in Chapter 1, this science of gerontology—the study of older people—isn't to be confused with geriatrics, the medical treatment of the elderly. The book identifies people 65 and over as the older group. Throughout the book, however, emphasis is given to differences in individuals.

The book is multiauthored with chapters written by 26 contributors. The 22 chapters are arranged under the following 7 major groupings: Part I, history and development of gerontology; Part II, demographic, political, and economic aspects; Part III, psychological and sociological aspects; Part IV, biological and health aspects; Part V, basic needs—nutrition, housing, clothing, family relations; Part VI, citizen responsibility in social gerontology; Part VII, future development in aging.

The author of the chapters on demography begins by defining professional terminology, followed by rather lengthy and involved statistics. Throughout the chapter he cites numerous theories and attitudes, but in his summary gives significant facts rather concisely.

It's pointed out that the elderly group is conservative in both politics and religion. This is a reminder to us of the importance of patiently following through the step-by-step educational process in working with this group.

Everyone is aware of the need for consumer protection, but the author stresses the vulnerability of the aged to fraud. This fraud runs the gamut from health quackery to mail-order retirement sites.

The section on psychological and sociological aspects of aging is worthy of study both personally and professionally. Our attitudes toward aging can have tremendous impact on Extension programming with all age groups. The authors concept of aging is summed up in a quote from Leonardo de Vinci: "In youth acquire that which may requite you for the deprivations of old age; and if you are mindful that old age has wisdom for its food, you will so exert yourself in youth, that your old age will not lack sustenance."

In the section on biological aspects of aging, the author reminds us that at about 30 years of age, the time ironically called the "prime" of life, the degenerative process begins!

Numerous program implications for Extension may be identified in this section ranging from pertinent subject-matter topics to social-action (or community resource development) types of activities.

The basic needs of people remain fairly constant—and, again, this section points up the importance of sound programming to meet these needs. For example, if food habits are basically sound, little change in diet is necessary in later years. Many helpful insights are given on housing and clothing for the aged. Both are informative and interesting reading. Adjustment is the term that sums up the chapter on family relations, with "reciprocity" and "belonging" the principles given major emphasis.

Extension staff will find a review of the section on citizen responsibility in social gerontology informative.

With longer life expectancy and more years spent in retirement, it behooves Extension, an agency dedicated to serving the needs of people, to give more serious consideration to this clientele.

Two generalizations concerning the book: (1) reader appeal increases once you "wade through" the statistics of early chapters and (2) there is some repetition and overlapping throughout the book. Perhaps such a broad subject and different authors make this inevitable.

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Education: Mirror and Agent of Change. Gail M. Inlow. New York, New York: Holt, Rinehart and Winston, Inc., 1970. 542 pp. No price given.

Inlow's book is organized into five parts.

Part I, *A Culture in Ferment*, establishes a foundation for this textbook focusing on change in the social order and humanism in education. Part II, *Public Control of Education*, centers on federal, state, and local functions and responsibilities in education.

In Part III, *Education as an Operational Process*, the author considers curriculum, the organizational structure of formal education, innovation in education, guidance and counseling, and nonpublic education. Part IV, *Exceptional Learners in Education*, highlights the culturally deprived, academically talented, and mentally, emotionally, and physically handicapped learners. Part V, *Teachers and the Profession of Teaching*, is concerned with the profession of teaching and teachers in an era of changing values.

The author, by his own declaration, sets out to prepare a foundations text for teacher candidates enrolled in courses such as orientation to education, foundations of education, principles of education, American education, introduction to education, social foundations of education, and introduction to teaching.

The foundation building blocks, Judeo-Christian and democratic values, articulated in Part I of the book are a reoccurring theme in the remaining four parts. The author sets the stage well in Part I with these fundamental ideas so important to American education.

Inlow has created a practical and useful text for the novice in education. However, University Extension personnel will find limited application for most of his writing. They would, however, benefit greatly from study and internalization of the concepts, ideas, and generalizations in Part I. The Judeo-Christian ethic and democratic values apply equally to the informal educational structure of University Extension and the structure of the formal school. The book, beyond Part I, is devoted primarily to the history, tradition, organization, and operation of the formal school, which has limited application in the informal educational approach used in University Extension.

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Human Development and Learning. Hugh V. Perkins. Belmont, California: Wadsworth Publishing Company, Inc., 1969. 616 pp. No price given.

Youth workers in Extension will find this book particularly valuable for their reference library. Although written as a text for teacher education courses, the book is relevant for youth workers in Extension and community development programs. Adult educators will find it helpful to review the theories of learning and human development as they're presented here.

Perkins brings together in a very readable way a comprehensive collection of research and selected concepts in the related fields of child develop-

ment, child and adolescent psychology, educational psychology, and the psychology of learning. The text focuses on the processes of development and learning and the inner relationships among those processes.

The use of case studies and the organizational format makes the book a convenient reference. The content emphasizes that those who work with youth need to know, understand, and accept themselves as well as the individuals they work with.

The author categorized the material into five sections. Part 1 describes the needs, analyzes the procedures, and discusses the principles of motivation. Part 2 presents processes that shape development and learning. Part 3 examines the outcomes of human development and learning as they're manifested in the emerging individual. Part 4 focuses on learning and the educative processes. Part 5 analyzes the task of the teacher in organizing and applying his knowledge of human behavior to facilitate the development and learning of the student.

I call the reader's attention to Chapter 19, "Evaluating Development and Learning." Although the content is directed toward the formal learning environment, Extension staffs will find that the definitions and sections on formulating learning objectives and discussions of various evaluation procedures can be readily applied to informal learning situations.

In Chapter 21, Perkins submits a model for effective teaching which sets forth a series of 5 propositions presented as guidelines for facilitating optimum development and learning. The guidelines apply generally to the teacher in both formal and informal learning situations. The model focuses on what the effective teacher "is" rather than what he "does." The text vividly illustrates that often a major barrier to learning is the teacher's attitude and behavior rather than that of the individual student's.

Each chapter ends with a set of study questions that are thought provoking. In addition, they readily lend themselves to group discussion and would prove useful in implementing Extension training programs.

This book isn't a reference for in-depth treatment of the broad social science of human development and learning. Rather, it's a comprehensive overview that can serve as a handbook for youth workers and those who train volunteer youth leaders.

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Marriage and Family Relationships. Richard H. Klemer. New York, New York: Harper & Row, Publishers, 1970. 340 pp. \$7.95.

There's some evidence these days that America's traditional devotion to permanence in marriage—indeed, to her pro-family stance in general—is

wearing thin. Young-adult educators who view uneasily the evolution toward easier divorce, abortion, collective child care, the much publicized husband-wife swapping, and pre-marital sex will welcome Klemer's new book.

Aimed at college-age youth, it focuses on family stability and techniques for the cooperative functioning of its members. It's based on two crucial value judgments: (1) marriage and the family are continuing goods in our society and (2) the "empathetic" approach offers a good way to study the very personal and very crucial relations between men and women and between parents and children. About his first judgment, Klemer says: "In this era of contraceptives and cafeterias, when young men and women might live as efficiently, though not as effectively, as single adults, the very continuation of the family as we know it becomes a subject of controversy."

While the book uses reliable scientific data and theoretical formulations, it's through the use of a modified case-study method that students learn to identify with the perceptions and sensations of those being studied. It tries to take the student out of the role of passive absorber and make him a partner in the learning process through discussion of the cases with other students and between student and teacher or leader. Instead of beaming dogmatic advice or actuarial-type statistics at students, Klemer leads them to their own discussions. He hopes that thoughtful analysis of the 60 cases can provide insights that will help students to learn to love appropriately.

The 25 chapters deal both realistically and idealistically with real problems gleaned from the author's career in teaching family relationships. His coverage ranges from the usual topics of the changing family, falling in love, mate selection, confusion in sexual standards, and guidelines for meeting crises to some extraordinary topics. The chapters on "Relatability: The 'Know-How' of Establishing Relationships" and "Communications" are insightful, new, and likely to improve the reader's sensitivities to feelings and behaviors of others.

A disadvantage of the case-method approach, Klemer says, is the amount of time it can take. To arrive at a personally acceptable conclusion takes more time than it does to adopt someone else's generalizations.

Although Klemer presents rather detailed guidelines to help a group's analysis of the cases, the leader, to use the approach to best advantage and as the author intended, must examine the nature of the teaching-learning process as it can take place through guided, informal group discussion.

Since this is a book on relationships education, you must look elsewhere for some information usually included in marriage-and-family texts, such as that on pregnancy and childbirth, family planning, and birth control. It's also not a book primarily about children and their parents, although the chapter on improving family relationships summarizes the current controversies on democratic versus authoritarian climates of child rearing.

The pendulum seems to have swung away from considered attempts to remain value-neutral. Klemer believes in the family and says so: "In the final analysis, the most creative thing that mankind can do is child bearing; the most evident purpose for living is child nurturing; and the most comprehensive immortality comes through the children we have nourished, loved and guided."

Always Klemer reminds us that good family relationships are a matter of total family interaction and that improvement depends on the understanding and communication that exist or can be created between husband and wife.

This is a warmly pro-family book.

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Psychological Development in Children. Robert D. Singer and Anne Singer. Philadelphia, Pennsylvania: W. B. Saunders Company, 1969. 437 pp. \$8.00.

This book is written as a text on the psychological development of the child from conception to late adolescence. It's presented on a theoretical level. Various theories are integrated to explain the how and why of various psychological developmental processes rather than a description of what children think or do at various ages.

A principal theme of the book is socialization of the child as he adapts to his environment to become a part of the culture which he lives in. Emphasis is given to internalization—how the child acquires thoughts, feelings, and social behavior as he develops.

Summaries of research studies and findings are presented frequently throughout the book, as they relate to the area under discussion. Case studies, field studies, and experimental research studies are cited.

The authors devote about equal attention to early development, conception to age six, and later development, age six through adolescence. Obviously, their purpose is to provide a fairly complete child development textbook, from the psychological viewpoint.

For the Extension youth worker in the field, this book devotes more emphasis to the pre-birth and early development than he would find of interest or help. The sections on development from six through adolescence, however, may be more useful.

For the person seeking how-to-do-it answers, it would provide little help because it's a theoretical presentation, which means the reader must

make his own application to the situation he finds himself in.

For the Extension staff member who has had little or no training in child development and is interested in the total psychological, developmental range from pre-birth through adolescence, this may be a helpful reference. In spite of the extensive detail it goes into on some of the topics, it has something to offer the Extension person who, interested in youth programs, would like to further his understanding of the psychological development of the child.

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