Book Reviews

Decongesting Metropolitan America: "It Can Be Done!" Hugh Denney. Columbia, Missouri: University of Missouri, 1972. 132 pp. $4.00 (paper).

Denney has prepared, for social planners, change agents, community developers, and members of the political influence set, a most thought-provoking document.

It appears that Denney operates from a theory that man isn't totally a social animal. Man's principal reason for gathering in groups is to get services that he can't perform for himself. In support of this theory, the book is used to emphasize man's sense of time, speed, space, and technology.

"Man," says Denney, "will always seek to conserve time and energy."

Supporting this rationale, the author effectively shows how the people in the United States have generally located themselves so they're no more than an hour away from most services. The geometric progression of technology has broadened man's travel base.

Denney contends that social planners, to have living space for future, burgeoning populations, must be completely aware of the total environment. The planners must also know the maximum distance most people will or can travel to get the services they need and want.

The author says that the possible solution(s) to deteriorating central cities, depopulation of the rural areas, and the space for the new generations to come will, of near-necessity, have to be legislative and politically based on spatial planning. Rather than try to solve problems by establishing services after people have located themselves by a process similar to osmosis, the author says, in effect, "Establish the services and tell the people that they must move to these localities to use them."

Although this rationale is contrary to the laissez-faire economic system that has developed this nation, I get the impression that it's going to take drastic measures along these lines to prevent the system from breaking down completely.

The greatest values of the book are the illustrations of methodology that Denney uses to support his rationale. This can be a most effective tool for

Extension personnel to use while encouraging lay people to participate in the various decision-making processes.

The methodology illustrates ways of identifying service centers and forces the laymen—as well as professional planners—to think about having second-rate services in these established centers or establishing new centers (within the spatial distance that man will travel) that offer the greatest satisfaction of the desires of the majority.

The book is "an attempt to make a study of a total society, i.e., the patterns of settlement." Once the social planners have done this, Denney suggests a method they use to test their findings in the fields of (1) transport, (2) communication, (3) education, (4) health, (5) retail, (6) manufacturing, (7) wholesaling, and (8) selected services.

This book will be helpful to social planning professionals who don't have a formal background in "social geography."

BILL C. ROBINSON
Extension Agent

Purdue University
Petersburg, Indiana

Perspectives of Adult Education in the United States and a Projection for the Future. Washington, D.C.: U.S. Department of Health, Education, and Welfare/Office of Education, 1972. 65pp. No price given.

This is a report prepared for the adult educators of other nations who were attending the Third International Conference on Adult Education sponsored by UNESCO in 1972.

It begins with a quote from President Nixon with which many adult educators interested in futuristics might take issue because of its emphasis on the past: "The secret of mastering change in today's world is to reach back to old and proven principles, and to adapt them, with imagination and intelligence, to the new realities of a new age."

The publication is divided into four sections dealing with the adult as participant in education, the relationship of adult education to the American economy, the organization and administration of adult education, and discussion of innovations and future directions of adult education in the U.S.

The term "copeability" is used to try to capture the essence of the goals of those programs in the 1960s and early 1970s for the vast majority of American adults who were participating. The complexities of federal/state/local cooperative efforts in those programs, along with the strengths and inadequacies of such relationships, are thoughtfully discussed.

A brief overview is given of the status of research in adult education and its applications. As might be expected, much attention is devoted to the role of the U.S. Office of Education in supporting research and development of educational technology.

Much of the discussion of higher adult education centers on the explosive development of community colleges and the emergence of space-free/time-free adult education opportunities, such as the "university-without-walls."

Throughout most of the publication, there's frequent reference to adult education in the domain of economic activity. However, in speculating on future trends, the authors view the U.S. as a post-industrial society, suggesting themes that might become foci for adult education, such as "the seeking after alternative life styles."

Following the list of post-industrial themes, a case is made for "learning throughout the life span." While this phrase has become almost a cliche, in the current publication, a list of reasons is given for the diminishing of the widespread belief in the efficacy of early schooling to prepare one for life. However, as admitted in the publication, there's little direct speculation in regard to which aspects of lifelong adult learning should or will take place through formal and systematic adult education.

Adult and extension educators who are keeping abreast in their fields aren't likely to find anything new in this publication. It tends to overemphasize remedial adult education in contrast to adult education of a continuing nature. It deals inadequately with one of the most important adult education movements of the decade—the human relations and personal growth group phenomenon. It is, however, a readable and fairly inclusive, though brief, overview of developments in adult education during one of the most turbulent decades in U.S. history.

EUGENE R. WATSON
Associate Professor of Adult Education

University of North Carolina
Chapel Hill, North Carolina

Process Skills in Community Organizations. Jerry W. Robinson, Jr., and Roy A. Clifford. Urbana, Illinois: University of Illinois, Cooperative Extension Service, 1972. 212 pp. No price given.

Robinson and Clifford have provided a participant text for organizational leaders as part of a special project on "Process Skills in Organization Development and Human Relations." The text contains an introduction, which represents the theoretical approach and the educational procedures used by the authors to teach process skills. Text materials include five concepts important to organization development—organization styles, leadership styles, team skills, conflict management, and change implementation. The authors are presently developing learning modules on each of these concepts.

The authors provide a systematic approach to developing process skills in an organization from a behavioral perspective. In the first two modules, they integrate the philosophy of an organizational leader with his organizational

behavior and leadership styles. The following three modules analyze the concepts under consideration in relation to organizational style and leadership behavior. The module concept used provides flexibility for continuing education programs.

The text sets forth, in simulation exercises, a number of practical leadership-style problems characteristic of individuals working within change-evoking disciplines. It recommends a variety of attitudinal and reactional approaches a change-agent might employ in problem-solving situations where leadership-style "stress" gets in the way of organizational management and program development practices.

All of the exercises suggested are well within the norms of sound adult education practices and theory. Role playing is heavily incorporated as a prime ingredient for simulating conditions of real life. Its use is stressed throughout and many excellent exercises are built around this tool. Insights provided through the numerous "case profiles" presented in each module are obviously based on realistic human experiences as well as on commonly observed leadership behavioral styles.

Change-agents would do well to study each module. There's a little of all of us depicted throughout the text, especially within the case study leadership styles dealt with. There are many fresh insights that can easily be incorporated by those seriously seeking to upgrade individual organizational and process management skills.

If there are any drawbacks in the work as a whole, it's that it tries to be all-encompassing as a workshop exercise. You could easily wonder just how much time could realistically be devoted to each module in terms of a learning experience.

The objective of the text, as stated in the concluding remarks, is to foster behavioral changes that will facilitate more effective interpersonal relationships within Cooperative Extension. This, too, would be time-consuming in terms of observable behavior and evaluation of results. If follow-up is intended, how much "change" in the change-agent would be directly attributable to the workshop experience and how much from other external and internal influences?

One final reservation is the level to which the text is directed. Quite possibly the "experienced" county agent would find the text and many of the concepts difficult to grasp, especially those who haven't made a practice of following behavioral psychology.

<div align="right">

JOSEPH NEWLIN
Extension Community Services Coordinator

</div>

Colorado State University
Fort Collins, Colorado

Retirement. Frances M. Carp, ed. Morningside Heights, New York: Behavioral Publications, Inc., 1972.   409 pp. $16.95.

In the rapidly growing stream of publications in the field of aging, *Retirement* should be considered a significant contribution. Carp has assembled a

group of gerontologists who have focused their disciplines on the problems of aging. While the conceptual models are often incomplete, they do reflect the current state of knowledge.

Carp provides an unusually good overview of the book of the first chapter and sets the stage for the life-cycle approach generally taken by the authors of each chapter. Her review of the book in the first chapter is quite thorough.

While none of the authors have tried to provide a complete overview of his field, today's major themes in gerontology are reflected in each section. This is true whether you're concerned with the world of public policy as described by Butler or Gutmann's "Ego Psychology" as approaches to retirement crisis.

It's difficult to provide a synopsis of the contents of this book, since it consists of 12 major contributions from different viewpoints bound together by a continuing theme of the life cycle, the retirement crisis, and the individual modes of coping with retirement and aging. Retirement is viewed as a condition shaped by the variables that each author sees through his discipline.

While it would be difficult to take issue with each author's approach to model building, and his view of the field, several aspects of the book need explanation. The potential reader may find this book title misleading because the authors use retirement as one highly representative crisis period in the life cycle, and then discuss the total field of aging.

The editor says that the chapters are written in a nontechnical style. However, there's a great variation in what's considered technical style. Significant background in the social and behavioral sciences would be helpful to the reader. The chapters by Gutmann on "Ego Psychology" and by Clark on "An Anthropological View of Retirement" might be taken as quasi-technical, but never nontechnical. The chapters by Bortz on "Beyond Retirement" and "Lay Observations of Retirement" by Mitchell fit the nontechnical end.

This unevenness isn't a serious problem for the reader who wants to learn as rapidly as possible about the current state of the field of aging.

This book could be used in seminars on aging for upper-level students or graduate students interested in gerontology. It would be useful for people who are designing and developing programs in the whole spectrum of services from retirement counseling to adult education or for any professional wishing to become a participant in the field of gerontology.

It provides a reasonably rigorous introduction to the scope of thinking and problems in the field of aging. At the same time it stimulates further consideration of the specific crisis of retirement.

The book isn't light reading, but deserves the time and effort required to fully use the information and thought that has been condensed for this volume.

THOMAS A. RICH
Dean, College of Social and Behavioral Sciences

University of South Florida
Tampa, Florida