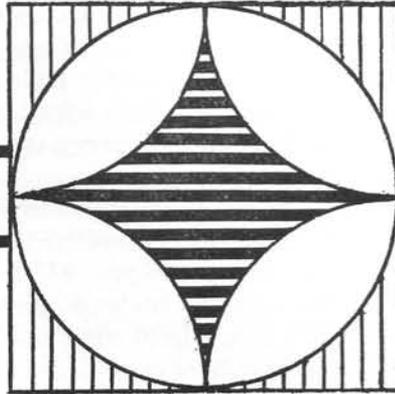


## Abstracts



**Employment of the Middle-Aged.** Gloria M. Shatto, ed. Springfield, Illinois: C. C. Thomas, 1972. 216 pp. \$11.50.

The scope of this book is much broader than the title implies. Besides employment of the middle-aged, this text deals with employment problems of older workers and retirement opportunities in general—all of which come under the heading “industrial gerontology.” As stated by the editor, “Industrial gerontology begins where age becomes a handicap to employment.”

The papers in this book were presented at meetings of the National Institute of Industrial Gerontology. For this publication, they’ve been arranged into six sections. The first section offers justification for the study of industrial gerontology.

Leisure and retirement choices are the focus of the next section, including a review of factors that enter into the worker’s voluntary decision to retire early. The following four sections deal with unemployment of the middle-aged, implications for counseling, age and loss of work capacity, and the government’s role in industrial gerontology.

**How To Avoid the Retirement Trap.** Leland Frederick Cooley and Lee Morrison Cooley. Los Angeles, California: Nash Publishing Corporation, 1972. 285 pp. \$7.95.

These authors estimate that 90 percent of Americans age 65 and over are now caught in “the retirement trap.” Too many, too late, have discovered that social security, pensions, medicare, and old age assistance don’t guarantee economic security. Millions have retired from the mainstream of business or their profession only to find that months of leisure left them with a growing feeling of uneasiness.

This book focuses on identifying and defining specific problems of retirement, and trying to suggest some solutions within the reach of the

so-called "average American." But the unavoidable message is that there's no way out of the retirement trap once you're in it. For people in their 40s and 50s who haven't begun their retirement planning, it will be a narrow miss. The real, long-term solution lies in beginning to plan for retirement no later than one year after a young worker actively enters the economy.

**Psychological Theories and Human Learning: Kongor's Report.** Guy R. Lefrancois. Monterey, California: Brooks/Cole Publishing Company, 1972. 356 pp. \$7.95.

This book is a study of psychological learning theories, with a twist. Kongor, a visitor from outer space, presents for earthlings an account of the present state of earth knowledge about learning.

Essentially, the book is a survey and interpretation of several theoretical positions that have evolved in the study of learning psychology in the past 50 years. It begins with a description of man and then outlines the development of theoretical beliefs about how he learns, describing first stimulus-response orientations, moving to cognitive theories, and culminating with an integration of the various theories discussed.

By using the literary device of Kongor, an extraterrestrial being, the book becomes more than a textbook. It's, at once, a delightful story and an academic discussion.

**Psychology and the Black Experience.** Roderick W. Pugh. Monterey, California: Brooks/Cole Publishing Company, 1972. 118 pp. \$2.75 (paper).

This book is the culmination of the efforts of four black psychologists to: (1) understand the black experience, (2) examine the significance of black activism, and (3) explore several aspects of the relationship that professional psychology might have to these subjects.

"There is considerable evidence for the assumption that the conditions which have impinged on American blacks from the beginning of their history in this country have been psychologically quite singular and have, therefore, produced in American blacks, as a people, certain behavioral products that are essentially unique in human history." In this series of essays and autobiographical accounts, these psychologists have examined the psychology of the black experience from the perspective of their own experiences, both professional and personal.

**Teachers for Tomorrow: Staff Development in the Community Junior College.** Terry O'Banion. Tucson, Arizona: The University of Arizona Press, 1972. 185 pp. \$2.75 (paper).

"The decade of the 1960s was the Decade of Quantity for the American community junior college. The decade of the 1970s must be the

Decade of Quality." If not, the author warns, the community junior college is in danger of becoming a mockery of our dream of "the people's college."

This report, prepared for the President's Advisory Council for Education Professions Development, describes the special characteristics of the community junior college, its students, and its staff. The emphasis is on the need for staff development. Major current efforts in pre-service and in-service program planning are outlined and recommendations are made for programs designed to meet various needs of staff personnel.

**Technology in Education: Challenge and Change.** Fred John Pula and Robert J. Goff, eds. Worthington, Ohio: C. A. Jones Publishing Company, 1972. 262 pp. \$7.50 (paper).

The writers in this book take the position that technology should play an essential, rather than supplementary, role in the curriculum. Thus, this changes the teacher's role from dispenser of knowledge to that of a force for learning, helped by technology to overcome the limitations of the human being to plan, prepare, store, and research.

The first of three sections deals with the origins of technology in learning and communication theories and the philosophical and sociological bases of technology. In one chapter, Robert M. Gagné discusses media and learning theory, pointing out the different reactions a student may have when viewing real objects as opposed to pictures of objects.

The second section is concerned with the impact of existing technologies on education. In a most significant article, Leslie J. Briggs analyzes proper selection and use of media materials. The last section deals with the growing technology of "instructional systems," which involves the structuring of environments to effect the greatest amount of learning.

**To Live in Freedom: Human Relations Today and Tomorrow.** George Henderson. Norman, Oklahoma: University of Oklahoma Press, 1972. 243 pp. \$8.95 (cloth), \$4.95 (paper).

In what must be classified as a unique presentation, the author has depicted the "human condition" in America through the use of colorful rhetoric, searing cartoons, and emotionally illustrative photographs.

The text centers on ethnic problems—basically focused on black-white relations. A continuing thread of hope pervades each page as the author offers the findings of behavioral research as evidence that man can change and through the social and workaday world exemplify the highest ideals of democracy.

This book isn't meant to be a course text. But its open treatment of a sensitive and continuing problem provides excellent supplementary material for students and instructors of human relations.

**The Urbane View: Life and Politics in Metropolitan America.** Scott Greer. New York, New York: Oxford University Press, 1972. 355 pp. \$9.60.

This sociologist's compilation of essays, based on extensive research, focuses on many of the questions which shroud American city life. In a provocative presentation, the book discusses and analyzes areas of political behavior, reform efforts, and social participation in urban settings. It's suggested that metropolitan living is a natural form, not an undesirable alternative to the rural past, and that cities are the heart of the nation's talent and culture.

The book is written in four sections. The first two are a unique comparison of life in St. Louis, Missouri, an established city, and life in the sprawling network of Los Angeles, California. The final two sections probe into the movements behind urban change and speculate on the nature and future of American cities.

### **. . . other current titles**

**Evaluating Instruction.** W. James Popham. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 157 pp. \$6.95.

**Human Dynamics in Psychology and Education: Selected Readings.** 2nd ed. Don E. Hamachek, comp. Boston, Massachusetts: Allyn and Bacon, Inc., 1972. 667 pp. \$6.95 (paper).

**The Physiology of Aging: How It Affects Learning.** Huey B. Long and Curtis Ulmer. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. 48 pp. \$3.95 (paper).

**Readings in Curriculum Evaluation.** Peter A. Taylor and Doris M. Cowley. Dubuque, Iowa: William C. Brown Company, 1972. 253 pp. \$4.50 (paper).

**Urban Education: The Hope Factor.** Atron Gentry *et al.* Philadelphia, Pennsylvania: W. B. Saunders Company, 1972. 130 pp. \$3.50 (paper).

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NOTE: If you want any of the above publications, please send directly to the publisher—not to the *Journal of Extension*.