Book Reviews

Rogers, Carl, *Carl Rogers on Encounter Groups,* Harper and Row, Publishers, New York, 1970 ($1.95)

This book is worth reading from several standpoints: (1) it gives a warm, very human picture of Carl Rogers; (2) it states explicitly Rogers' philosophy of what a group "facilitator" is (See Chapter 3); (3) as with most of Rogers' works, this book is laced with many transcripts from actual groups and thus, one gets a feeling about what *happens* in his sessions; (4) research is cited which claims to answer recent criticisms about T-groups (see Chapter 7).

However, as with previous books by Rogers, there are certain rather disturbing themes in *Encounter Groups.* First, throughout his writings, there is an underlying current of pathos. For example, in *Encounter Groups* Rogers suggests that all of us, under our facade of adequacy, are really lonely, frustrated, and inadequate—i.e. middle class neurotics. Essentially Rogers emphasizes the helpless, insecure nature of man, and not the ability of man to cope with his environment. Instead of viewing man in the context of strength, (something an Adlerian would feel is important) Rogers seems to view man in the context of weakness.

Another shortcoming of Rogers' work is that he glosses over criticisms of his position. He deals severly with "right wing" criticisms—which are motivated by "fear caused by the trend" (i.e. encounter groups), and concludes that these "extremists" statements are made by "authoritarian personalities" who are looking for "the enemy" (i.e. encounter group freaks?) "so that they can hate him" (Rogers, pp. 11-13). When I read this last statement, it crossed my mind that Rogers, himself, might be accused of using the "right wing element" as an "enemy" toward which "T-groupers" can direct vilification. In contrast to his thorough destruction of "right wingers" Rogers ignores the many "responsible" critics of encounter and T-group techniques. In the book, there is not *one* reference given where the reader could gain an exposure to the "reasonable" opposition.

Another disturbing element in Rogers' book is what he seems to consider criteria for success. In one case, Rogers tells about a parochial school, with a majority of black students, that used encounter techniques to deal with a student rebellion. After an initial confrontation with the students, the school administration decided to implement encounter techniques. The next summer, the school counselors were sent to *The Center for Studies of the Person* (where Rogers was a staff member) in La Jolla, California, and at the beginning of the next academic year an effort was made to incorporate students into all levels of the educative process. Rogers cited the positive effects of this intervention — more students going to college, decreased "drug problem," increased attendance and "enlivened" class discussions. However, the adverse effects he relates are disturbing — "intense criticism" came from a "shocked community," by the end

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(4) Counseling with Adults; (5) Classroom Centered Activities.

Specifically the developmental approach emphasizes humanized and personalized education for all students. Philosophical and psychological foundations based on understanding human behavior guide children to develop goals by thinking in terms of choice. Part two or administrative relationships, programs developmental counseling as sensitive to the total educational enterprise. Counseling, consulting, and coordinating as collaborative skills of the counselor enhance human relationships not only with the child but with administrators, teachers, specialists, and adults as well.

Section three elaborates specific individual and group counseling techniques. A fourth section presents detailed analysis of teacher and parent conferences. Lastly, classroom centered activities and the dynamics of the guidance process are paralleled as direct learning experiences.

This outstanding publication uniquely surpasses other introductory elementary guidance texts by combining theory with specific counseling and consulting procedures. Dinkmeyer and Caldwell specify up-to-date information including pictorial techniques, sociometrics, role playing, and classroom centered counseling avoiding the intellectual trap of generalization. Concerted Adlerian principles are highlighted throughout the text delineating the democratization of today's education.

<div align="right">Mary Ann Pappas</div>

Brown, Duane, *Changing Student Behavior: A New Approach to Discipline,* Wm. C. Brown Company, 1971. Paperback—128 pages.

Changing Student Behavior: A New Approach to Discipline is a monograph-size guide to behavioral problems. Initially Dr. Brown modifies formalized vocabulary to workable principles for classroom teachers. Brown's concept of classroom activity places due emphasis upon individual uniqueness, student teacher rapport, and goal awareness. These concepts are developed into principles illustrating behavioral change as a developmental process.

Democratic atmosphere within the classroom is contrasted to laissez-faire and authoritarian procedures. Brown supports democracy "as the best approach to building a solid relationship between teacher and students." Threefold class discussions are clarified by specific group and individual cases aimed at problem solving, rule setting, and enforcement procedures. Suggestions which eventually facilitate the development of other behavior are cited for such cases as the underachiever, shy child, and attention-getter.

Chapter three emphasizes not only the involvement of children but parents and teachers as well in the behavior change process. Lastly, Brown reviews the importance of observation, sociometrics, interviewing, and standardized tests as suggestions for problem identification.

Dr. Brown has had a wide range of professional experiences and is presently Department Head of Counseling and Guidance at West Virginia University. His

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