



Aging and Behavior. Jack Botwinick. New York, New York: Springer Publishing Company, Inc., 1973. 314 pp. \$10.50.

Botwinick's excellent overview of research findings on the psychology of older people is a welcome arrival. While not without its flaws and deficiencies, this volume is highly readable, reasonably comprehensive, and a distinct contribution to illuminating the fuzzy and dark corners of psychological processes associated with aging. It should be useful to Extension staff and teachers of Extension personnel.

The intent of this book is twofold: first, to provide a teaching resource for courses at the undergraduate level in psychology of the aging and second, to compile a comprehensive reference source for researchers conducting psychological studies on the elderly. Botwinick is more successful in satisfying the first rather than the second goal, primarily because some adaptational problems are treated superficially, such as adjustment to retirement.

Botwinick codifies and tries to integrate an impressive number of recent research findings on sensory, perceptual, and behavioral phenomena related to older people. The volume musters the results of significant age-related research on a number of psychological areas likely to be of interest to those working directly with the elderly.

To illustrate, among the range of subjects covered, the book reports on findings related to rigidity and its variations among older people, capacity for risk taking, and reluctance to act. It deals with age-related decline in intelligence, response to environmental stimulation, problem-solving behavior, learning and performance of the elderly in meaningful tasks, as well as the relationship of learning and memory and the capacity for memory retrieval. The book also includes a brief, yet clear, treatment of sensory decrements in old age: sight, hearing, taste, smell, pain and touch.

Two salient observations on the state of the art in psychological research emerge from reading this text. With limited exception, definitive conclusions on a range of age-related personality characteristics and behavioral patterns can rarely be stated in clear-cut terms. For example, in sensory changes over time, there's clear evidence of loss of function associated with the onset of old age. However, as a disciplined social scientist, Botwinick is unable to avoid equivocation in his end-of-chapter summaries that try to organize and integrate the results of discrete but related findings on particular subjects. The status of current psychological research doesn't, as yet, permit behavioral scientists to be definitive in their conclusions.

A second observation has to do with the current level of psychological research. Botwinick indicates that a considerable portion of conclusions reached in psychological analysis is based more on clinical impression than on controlled study.

For those with an interest in psychologically oriented research, Botwinick explores several major methodological and conceptual issues in research. In brief, the book collates both theoretical and practical information on behavior patterns of older people.

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The Encounter Game. Bruce L. Maliver. New York, New York: Stein and Day, Publishers, 1973. 250 pp. \$7.95.

Maliver has as his purpose a deliberate critical scrutiny of the encounter movement. This is necessary he says, for two reasons — to warn participants of possible danger and to stimulate supporters of group process to salvage whatever real values it may have.

As a social phenomenon the encounter approach for human change is based on two questionable assumptions, according to the author. These are that emotional expression leads to personality changes and that emotional expression is good in and of itself. Maliver says the former has been proven untrue and the latter is an oversimplification.

To document his case, Maliver, a psychologist, psychoanalyst and erstwhile group leader, collected by interview and personal research efforts a great deal of data . . . both factual and opinion.

The results of his endeavor are well described in 14 chapters of personalized and revealing material.

As he explains it, he has consciously avoided a research style or format in favor of a highly subjective and popularized approach. The result is a unique admixture of a clinician's assessment of a social movement tailored to appeal to the public's appetite for a critical analysis of the encounter game.

His penetrating, yet selective, examination of the movement covers many aspects and personalities. He devotes separate chapters to the contributions of Schutz, Esalen, body manipulators (Rolf, Lowen, Pierrakos), and word manipulators (Perls, Casriel).

Specific dangers are more explicitly described as Maliver sets forth the physical and mental health dangers potentially attributable to some group experiences. His concern for the limited professional qualifications of many encounter leaders and their "magic cure" is one of the major issues of the book. To complete his critical survey of encounter at work he looks at sex in the encounter game, the financial side, and its relationship to industry, education, and the drug culture.

The book has several redeeming features. It certainly reveals some of the dangers and limitations of the encounter group as a solution to society's mental health concerns. These are clearly identified, described, and documented, albeit from one person's vantage point.

Taken as a total overview of the group movement, the book has some value as a historical and developmental treatment, presented in an appealing, personalized style. As a professional volume, while not in the customary research or survey format, it does reveal a firm and generally accurate linkage to the literature of the field, both opinion and research.

Finally, the attempt to provide a fairly sophisticated insight into the dynamics of encounter in relation to other therapies, particularly psychoanalysis, is well handled.

On the negative side, a number of observations and feelings are triggered by the tone, bias, and somewhat sensational material found in some parts of the book. The net effect of such a strategy, weaving selected documentation into a highly subjective position, leaves the impression that the volume serves primarily as a medium for the author's personal vindictiveness. One might question several implicit assumptions, namely: that encounter is "sold" as psychotherapy, that other mental health professionals have validated their psychotherapeutic efforts, and that the author's investigative efforts (research or survey) aren't without limitations.

Maliver could have noted too, with evidence, that not all group goals, styles, or strategies lead to therapeutic outcomes, even though the potential may be present.

Furthermore, the volume would make a more significant contribution if some efforts had been made toward identifying clearly appropriate constructive measures to be considered by leaders of the movement. A few of these were pointed up — better qualifications of leadership, more professional identity, and greater concern for ethical issues. The means for reaching these goals weren't made clear, however.

For extension or adult educators, this book can serve several useful purposes. Granting its rather dramatic effort, the contents, identifying dangers, and weaknesses of the encounter phenomena should be made available to anyone involved in experiential education either through group involvement or group leadership.

The volume can serve as a broad set of guidelines for professional educators responsible for teaching about or sponsoring groups. The historical review makes the book a useful supportive reference, while the bias of the material can serve as an antidote for those who tend to become oversold on the group process.

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Toward a Working Philosophy of Adult Education. Jerold W. Apps. Syracuse, New York: Syracuse University, Publications in Continuing Education and the ERIC Clearinghouse on Adult Education, 1973. 65 pp. \$3.00 (paper).

The monograph under review is another on that list of works falling under the rubric of philosophy of adult education. Its aim is to help adult educators expand their personal working philosophies of adult education. The author contends that such a working philosophy, which is a continuum with common sense at one end and the ultimate working philosophy on the other, is never completely reached. It is, rather, continuously moving and becoming.

Among the reasons enumerated for the need for a working philosophy are: (1) to provide a basis for the assessment and evaluation of present programming with a view toward determining future programming; (2) to provide a platform by which the educator and his agency may mutually influence the direction each

takes; (3) to provide a foundation for observing the relationship of educational problems; (4) to examine the relationship of adult education to society; (5) to examine the relationship of adult education to the basic metaphysical, epistemological, and axiological questions of philosophy; and (6) to help give a deeper meaning to the adult educator's life.

The author presents basic information about several traditional and contemporary general philosophies and educational philosophies as a source useful in the development of working philosophies. Within this context are examined beliefs about the adult learner, about the overall purpose of adult education, about content to be taught, and about the learning process.

In summary, this monograph offers three ways of looking at adult education. No absolute way through which the field may be guided is proposed, since there is no logically necessary relationship between a philosophic statement and an educational practice. But, educational philosophies can serve as a guide, if not a formula, to educational practice.

This monograph has many implications for practice. Perhaps more than any other group, teachers and other practitioners of adult education will find it useful as they look at the methods they use with their clients.

The teachers, for example, may find it valuable to experiment with a multitude of teaching methods to conform to the different needs of different adults. They may learn that their clients are responsible for creating their methods of learning. Administrators of adult education systems may find it useful as they look at their programming processes.

Perhaps adult education programs should be constructed to enable adults to grow and become. Perhaps community situations might be provided where adults can learn how to be and become more responsible and productive citizens. Perhaps professors and students of adult education may find it useful in their seminars relevant to the directions the field of adult education should take.

In my opinion, this monograph is a positive, albeit small, step in the direction of defining goals for the field of adult education. As such, it's worthwhile having on your shelf.

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Training for Change Agent: A Guide to the Design of Training Programs in Education and Other Fields. Ronald G. Havelock and Mary C. Havelock. Ann Arbor, Michigan: The University of Michigan, Institute for Social Research, CRUSK, 1973. 228 pp. No price given.

In 1970, the Center for Research Utilization of Scientific Knowledge (CRUSK) sponsored the Michigan Conference on Educational Change Agent Training. This book is a report of the conference. But more than that, it covers some essential material related to the change process in human service areas.

Part I describes various change models in literature. Among the models discussed are change as a problem-solving process, the research-development-and-diffusion process, the process of social interaction, and the linkage process.

The authors then highlight some principles of good training design. They cover structure, relevance, specificity, generality, reinforcement, in-process evaluation and feedback, openness and flexibility, linkage, involvement, cost effectiveness, and redundancy. Given the length of the book and the nature of the experience that generated it, these areas are only covered briefly.

There's an interesting presentation on the definition and rationale for the change-agent role. The authors present the view that the role of the change agent in the change process is: a catalyst, a solution giver, a process helper, and a resource linker.

Part II discusses alternative training models for change agents. It focuses on clients in the educational delivery system—school systems, teachers, and state Departments of Education.

The content of the book presents few problems, but the form can be confusing. This is a report of a conference and has the limitations imposed by reporting such an experience. Fortunately, in Part I the authors have gone beyond the conference to share some basic and important concepts about the change process.

A limitation is that they're also reporting the results of a questionnaire administered to the participants. The reader finds himself weaving back and forth between the concepts and the questionnaire. Agreed, it's a unique way of reporting the results of the questionnaire, but it does confuse and reduce the impact of the basic material being presented by the authors — and that material is good.

It's refreshing to find that the authors don't present a single model and try to "sell" it, but rather confront us with a variety of

models. It's helpful to the reader to have the opportunity to discover the many ways to approach the change process.

The authors might have given more space to their discussion of role models. But, perhaps I'm influenced by the fact that my studies have produced almost the same four subroles for consultants in human resource development. Of course, consultant and change agent aren't synonymous, but the definition of subroles helps clarify their behavior as well as allowing us to focus on their "training."

And that brings us to that ubiquitous word "training." It would have been helpful if the authors had developed their use of this word. It has so many meanings. They don't differentiate between those who are currently doing the job of change agent and those who are preparing to do the job in the future. They do make this distinction in principles of good training design, but the difference could have been made more significant.

This is a good book which must be used with caution. It would be dangerous for a relatively inexperienced person to take it and use it like a cookbook for training design, particularly for change agents. The professional will find much in it that reinforces what he has been doing. He'll also find some new thoughts and perspectives that will force him to reexamine what he has been doing. When a book can do this, it's worthwhile.

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