Dunphy, Dexter. "Social Change in Self-Analytic Groups", in Stone, Dunphy, Smith, and Ogilvie, The General Inquirer: A Computer Approach to Content Analysis. Cambridge, Massachusetts, MIT Press, 1966, pp. 287-340.

This article is an empirical investigation of change in small groups. The study focuses on two sections of Social Relations 120: Analysis of Interpersonal Behavior (A Harvard undergraduate course) which met for one academic year. The students in these two sections were referred to as "self-analytic groups" since the group task was the study of behavior within the group itself. The research focuses on three specific problems: "To establish the existence and nature of generalized phase movements that are hypothesized to characterize the development of groups of many different kinds; to identify and describe characteristic role types that emerge in groups; and finally to determine the relationship of these role types to phase movements and the major functions they perform in the personality systems of group members and in the emerging social system of the group."

Dunphy gives a detailed account of the basic research design which could be utilized for research in groups at the institute.

Summary of trend analysis: "We are now in a position to summarize in more general terms the major shifts in theme in the analysis from both groups. The analysis and variance have shown that in his initial view of the group, the individual member differentiates himself (self) the instructor, and other individuals who are able to gain the attention of the group (leaders), and an undifferentiated collection of others (people). At this time, little coordination of group activity is perceived and members appear to be striving at cross purposes. The group is viewed primarily in terms of categories of structure and power, and after a short period of trying to maintain a traditional normative pattern, action takes on a strongly manipulative character. Behavior is seen as increasingly directed toward the satisfaction of aggressive and sexual drives, with men particularly active and women largely withdrawn. The viewpoint taken by members in the analysis is that the detached observer is that of the detached observer. Descriptions deal primarily with external objects and concrete behavior. Early attempts to achieve interpersonal closeness are strongly resistant; emotional involvement in the group is avoided; and, with the aid of the super ego, ego boundaries are maintained with increasing rigidity. It is as if the disintegration of the external normative system is reacted to as threat to the internalized normative system so that a barrier is thrown up around the ego for its protection and stability.

In the first part of the second semester (Phase IV) a major change in this pattern becomes evident. Rigid ego boundaries are undermined as involvement in the group increased markedly. There is some sense of the individual identity involved in the 'oceanic' experience of merging with the group, there is a consequent feeling of personal weakness and of threat. There seems to be an increased sensitivity to the qualities of external objects complemented by

a new concern with internal objects, emotions, and cognitive processes. Depression and anxiety increase markedly. Libidinal drives are sublimated in the interest of stronger affective ties within the group, and the increased efforts are devoted to the realization of group goals. The primary concerns in interpersonal relationships are with personal involvement with others and affection. Women play a relatively more active role at this time, a role with considerable significance in working through problems of acceptance and the expression of affection. Toward the end of the course, a view develops of the group as an evolving communal entity with coordinated emotional states and persistent patterns of behavior. In referring to the group, members attribute human qualities to it as if 'by giving themselves' to the group it had acquired some of their own human qualities. Thus, in some way, the loss of individual identity contributes to the sense of group identity, and the common extension of personality boundaries reached to a greater coordination of the emotions and actions of the individual members of the group."

Role differentiation: Conclusions. "The investigation of the images of the central roles in each group showed that very similar roles emerged in the two groups and that these roles had equivalent symbolic meanings for the members of the two groups. Apart from the instructor, four informal roles were distinguished in each group and were referred to according to their characteristic function as aggressor, scapegoat, seducer, and idol. These group roles represent the externalization and dramatization of internal conflicts experienced by group members in the relative absence of external restraints and the breakdown of traditional normative expectations.

Studying the distinctive role images that emerge in the group reports does not reveal a process of differentiation of the kind originally hypothesized. That is, there is no clear indication that over time certain tags have progressively higher counts for one specialist and lower counts for another. Instead, it appears that most of the common role types are differentiated by the second phase and that the groups in each of the role persist relatively unchanged throughout the two semesters. Given the rapidity with which the roles are differentiated, a closer study of the process of differentiation would depend on the use of interaction measures."

This is an analytically based, empirical study. The research design is especially interesting for those interested in doing some type of group research.

Erikson, Eric. <u>Childhood and Society</u>. New York: W. W. Norton and Co., 1950.

Based upon his practice of psychoanalysis, Eric Erikson has written this book on childhood. "One may scan work after work on history, society, and morality and find little reference to the fact that all people start as children and that all peoples begin in the nurseries. It is human to have a long childhood; it is civilized to have an ever longer childhood. A long childhood makes a technical and mental virtuoso out of man, but it also leaves a lifelong residue of emotional immaturity in him. While tribes and nations, in many intuitive ways, is child training to the end of gaining their particular form of mature human identity, their unique version of integrity, they are, and remain, beset by the irrational fears which stem from the very state of childhood which they exploited in their specific ways." With detailed accounts of individuals within his practice, he writes with humor and he writes well on the historical process. He sees his method as throwing "light on the fact that the history of humanity is a gigantic metabolism of individual life cycles." The book is divided into the following sections:

P.B. DeMaré
multiplicity of group variables
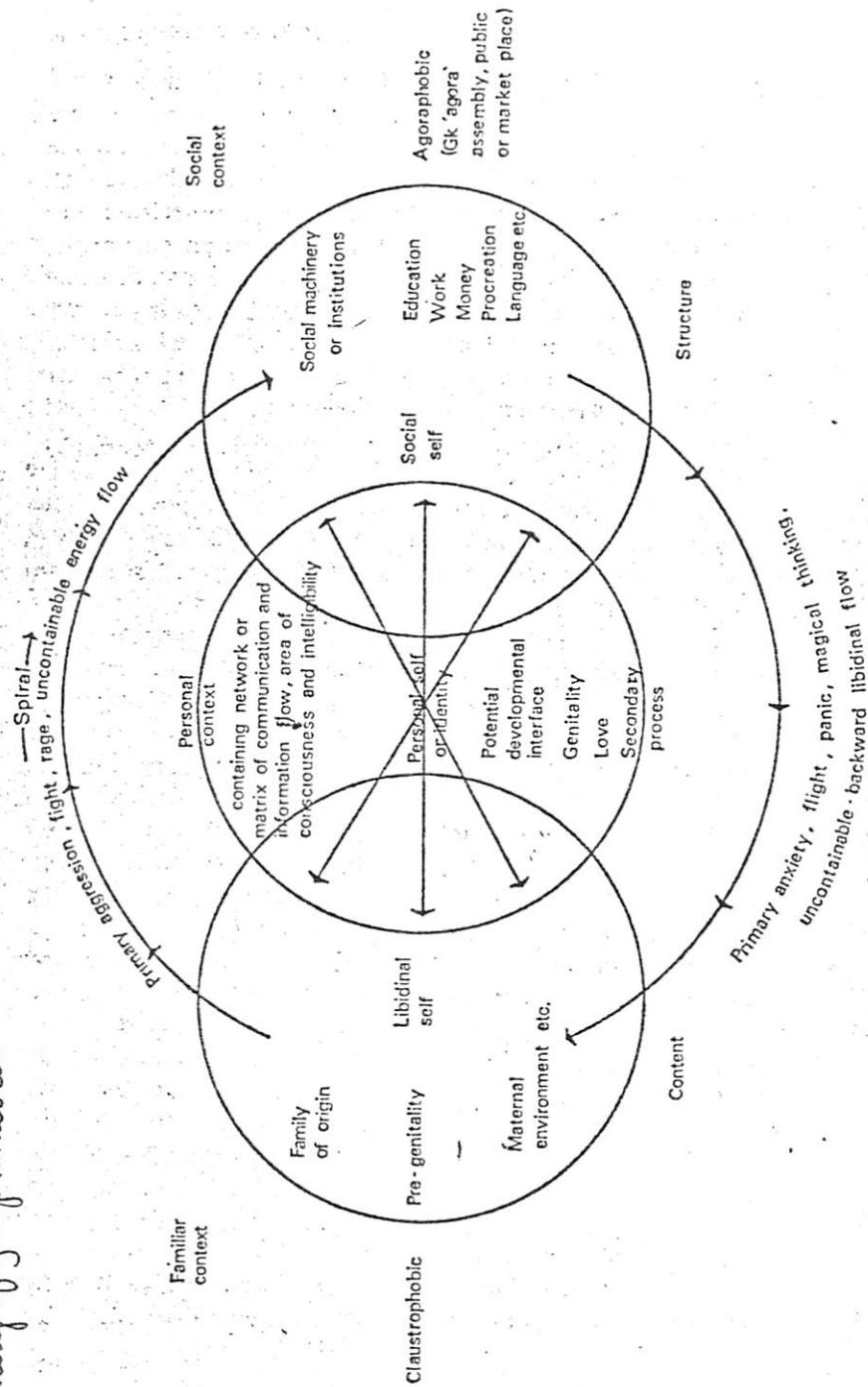
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Schutz, William C. <u>Joy: Expanding Human Awareness</u>. Grow Press, 1967.

In the prologue, Schutz celebrates the sensual joy of his 15 month old son, Ethan, and reflects on how that joy is lost to all of us somehow as we grow up. "Perhaps we can recapture some joy, regain some of the body pleasures, share again the joy with other people that once was possible. This book strives to make an in road in that direction, by presenting some thoughts and methods for obtaining more joy. It is an attempt to provide framework for various approaches to joy and the development of the human potential. Thus, methods come from psychotherapy, common human relations training, from the arts, especially themes and drama, from Eastern philosophy and religion and from existential philosophy. My conviction is that the time is right for most of these methods to be presented to the general public. Too often we are too precious with these techiques. Several methods from psychotherapy, for example, could easily be used profitably in every day life without the need for the therapist's office or supervision."

"The cornerstone of this approach is honesty and openness. This may seem simple, but it's not. Training people to be direct and not devious, to express their feelings honestly - this is difficult and often with risk, but enormously rewarding. Directness deepens and enriches relationships, and opens up feelings of warmth and closeness that are rare in most of our experiences. As the methods are described, you will see how essential an honest interaction to the achievement of human potential and of joy..."

"The methods presented in the book involve doing something, not just talking. In this sense they often diverge from more traditional psychotherapy and, I believe, raise several important issues for traditional psychotherapy. Talking is usually good for intellectual understanding of personal experience, but it is often not as effective for helping the person to experience - to feel. Combining the non-verbal with the verbal seems to create a much more powerful tool for cultivating human growth."

This book is divided into the following sections.

    I.   The Quest
   II.   The Body
 III.   Personal Functioning
        A. Freeing or acquisition
        B. Association
        C. Expression
        D. Evaluation
        E. Perserverance
        F. Dramatic and Fantasy Methods
  IV.   Interpersonal Relations
        A. Inclusion
        B. Control
        C. Affection
   V.   Organizational Relations

Based upon both the topic and Schutz's wonderful writing style, this book is a joy to read. It is recommended.

Yablonsky, Lewis. <u>Psychodrama: Resolving Emotional Problems through Role Playing</u>. Basic Books, 1976.

This book is divided into the following sections:

    I.   Participating in Psychodrama
   II.   Scenarios of Life
  III.   The Method Up Close
   IV.   Psychodrama and Other Therapies
    V.   Psychodrama in Your Life: Impromptu
         Groups in Mass Theatre
   VI.   Psychodrama: Theatre and Your Life
  VII.   Psychodrama in Society
 VIII.   The Psychodramatic Journey of
         J. L. Moreno

Of particular interest is the chapter on Psychodrama and Other Therapies and is the use of psychodrama with Gestalt therapy.

Rogers, Carl. <u>On Encounter Groups</u>. Harper and Rowe, 1970.

     Quoting from the Forward: "As with all my more recent books, this is definitely a personal document. It does not pretend to be a scholarly survey of the field, nor a profound psychological or sociological analysis of encounter groups. It does not even indulge in much speculation as to the future of the encounter group, which I think is a sufficiently powerful force to cause its own ramifying future in its own way. This book is written out of living personal experience, and those whose lives are de-scribed into statements are quoted are living struggling people. I hope it will convey my perception of one of the exciting developments of our time: The intensive group experience and I hope it will help to familiar-ize you with what an encounter group is, and what it can mean." The book is divided into the following chapters:

<div align="center">

I.	The Origin and Scope of the Trend Toward "Groups"
II.	The Process of Encounter Groups
III.	Can I be a Facilitative Person in a Group?
IV.	Change after Encounter Groups: In persons, in relationships, in organization.
V.	The Person In Change: The Process as Experienced
VI.	The Lonely Person – And His Experiences in an Encounter Group
VII.	What We Know from Research
VIII.	Areas of Application
IX.	Building Facilitative Skills
X.	What is the Future?

</div>

    In reviewing this brief work, it is clear that it is not a scholarly work, as Rogers states in the Forward. It is appealing, somehow, with its rather sensitive treatment however.

Burton, Arthur. Encounter: The Theory and Practice of Encounter
     Groups. Jossey Boss Publishers, 1970.

Burton has brought together a series of articles focused on en-
counter groups which he describes as offering a sense of community
and "community healing" very different from group therapy.

Included are the following contributors with comments upon their
chapters:

1. Frederick H. Stoller comments that the goals of encounter
groups are "growth and change, new behavioral directions, the reali-
zation of potential, heightened self-awareness, and a richer perception
of one's circumstances of others".

2. Albert Ellis takes a generally critical stance towards encounter
groups, summarizing the main arguments against them and discussing their
inadequacies. He holds firmly that "universal ideas of perfection,
being loved by all, that people are wicked, that things have always to
go right are a bill of goods". He, of course, recommends the rational-
emotive type of group encounter to help change these mythologies which
are similar to the synanon type groups.

3. Erving Polster seens encounter groups as more closely related
to the community-at-large in traditional psychotherapy. He sees encounter
groups as a micro-community that reflect the overall social environment.

4. The chapter by John Warkentin focuses on involvement and inten-
sity as key concepts. Some focus is made on the role of the therapist
in the group encounter and ways of stimulating the intensity of feeling
and relatedness.   )

5. Stuart B. Schapiro delineates a method of approach to group
encounter called "Tradition Innovation". This challenges accepted customs,
rituals, and ways of behaving by offering more adequate ones within a cli-
mate of trust.

6. Jack and Lorraine Gibb elaborate on thier TORI theory of organi-
zational management as it applies to all human growth. TORI stands for
trust-openness-relization-interdependence. "Growth, which is common to
all living organisms, is a movement from fear to trust, from restricted to
open communication, from dependence to self-determination, from dependence
to interdependence."

This book is easily readiable as an overview for encounter groups.

Kemp, C. Gratton. Perspectives on the Group Process. Haughton-Mifflin,
    Co., New York, 1970.

Group leaders and participants must understand a variety of methods of
group process if small groups are to function with maximum effectiveness.
This book focuses on the following:

> "Exploration of the various methods of group process,
> and interdisciplinary approach to the theory of groups,
> and a concern with definitions and leadership skills."

The book is a collection of articles aimed at imparting that information.

The book is divided into the following sections with significant
articles listed under that particular section.

I. Issues in the Group Process.

II. The Group.
    A. "Individuality in Modern Culture" by Rinehold Niebuhr.
    B. "Beyond Self-Actualization and Self-Expression" by
        Viktor E. Frankl.
    C. "Types, Levels and Patterns of Groups"
        1. Educational groups, group counseling, group
            therapy, authoritarian groups, democratic
            groups, T groups.

III. Group Process.
    A. "The Silent in Group Process" by D. Patrick Hughes.
    B. "Listening" by Thomas Gordon.
    C. "Involvement" by C. Gratton Kemp.

IV. Leadership.
    A. "Theories of Leadership" by C. Gratton Kemp.
    B. "Foundations of Group Centered Leadership" by
        C. Gratton Kemp.
    C. "Changing the Group Climate" by L. Thomas Hopkins.

V. The Group Members.
    A. "The Internal Dialogue of the Self" by Rinehold Niebuhr.
    B. "Perception and Dysfunction" by Arthur W. Combs and
        Donald Smygg.
    C. "The Creative Handling of Conflict" by C. Gratton Kemp.
    D. "Functional Roles with Group Members" by Kenneth G. Benne
        and Paul Sheats.

At the end of each section there is a brief summary, a list of questions,
and suggested bibliography.

Lieberman, Morton A., Yalom, Irving D., and Miles, Matthew B.   Encounter
    Groups: First Facts. Basic Books, New York, 1973.

    The authors describe this book as "A comparative investigation of the
broad range of theories and methods currently brought together under the
        of encounter."

    "Our efforts have centered on discovering on what actually happens to
people in encounter groups: Who benefits, who is harmed, and what aspects
of the group experience, the behavior of the leader, and if the person, and of
himself, explain these effects? The first chapter describes how we approach
these problems and Chapter 2 depicts the groups we studies. Chapters 3 through
6 document changes in the participants as evidenced in several measures of
changes in case analysis.

    The next three chapers focus on effects of group process on the parti-
cipants: Effects of leaders, of group normative structure, of group co-
hesiveness, and of interpersonal climate. The focus is shifted in Chapters
10 and 11 from the group to the individual, raising the question of the ef-
fects on outcome of the attitudes, expectations, and personality characteris-
tics of the individual member, as well as of the influence of his relationship
to the group - how attracted he is to the group, how deviant, how active, how
influential, and so on. Chapter 12 looks at a number of experiences emphasized
in both therapy an encounter circles as the core mechanisms which induce learn-
ing, such as expressivity, self-disclosure, insight, and feedback.

    Chapters 13 through 15 present the findings of such studies on the ef-
fects of encounter group experience on racial attitudes, on the contribution
of structured exercise through encounter group learning, and on how partici-
pants maintain what they learn in groups.

    The final two chapters are intended to render some general meanings from
the findings. Chapter 16 suggests practical application for leaders and parti-
cipants. Chapter 17 evaluates the overall effectiveness of encounter groups
as a medium of personal change."

    This book is a lengthy, well researched review of encounter groups. At
first it was somewhat intimidating, but the book is well organized, easily
readable, and informative. For any one interested in research with groups,
this book is a guideline.

Luft, Joseph. Group Processes: An Introduction to Group Dynamics.
      Mayfield Publishing Co., 1970.

      Luft has written an excellent small book on group processes which
overlaps disciplines and includes contributions from a range of applied
and theoretical sources. After a very brief introduction to group dynamics
and comment on the laboratory methods for studying group processes, Luft
goes on to discuss the Johari Window, basic issues in group processes,
interaction patterns in   metacommunication, group processes in organiza-
tional behavior, group processes in clinical psychology, and the teacher
in group processes. Of particular interest is the chapter on Interaction
Patterns and   communication, in which he presents a circumplex model
of interpersonal behavior, and an adaptation of that model. This model
was developed by Timothy Leary and Hubert S. Coffey in the Journal of
Abnormal and Social Psychology, Vol. 50, 1955. Later in that same chapter,
Luft compares metacommunication theory with the prevailing ideas of dynamic
psychology.

      This small book is succinct, well organized, and stimulating. Each
chapter begins with a quote, only one of which I will leave with you:

            "One of the most widespread superstitions is that every
             man has his own special, definite qualities; that a man
             is kind, cruel, wise, stupid, energetic, apathetic, etc.
             Men are not like that....men are like rivers: The water
             is the same in each and alike in all; but every river is
             narrow here, is more rapid there, here slower, there
             broader, now clear, now cold, now dull, now warm. It is
             the same with men. Every man carries in himself the germs
             of every human quality, and sometimes one manifests itself,
             sometimes another, and the man often becomes unlike himself,
             while still remaining the same man."

                              Leo Tolstoy.

Rosenbaum, Max and Snadowsky, Alvin.   The Intensive Group Experience.
     MacMillen, 1976.

     The authors describe this book as a "Consumer's Guide to the Group
Experience".   The book is structured to present a variety of approaches
to group experience and the related techniques involved.   Following is a
list of the chapters and related comments.

1.   Group Psychotherapy by Max Rosenbaum.

     Pratt and the Inspirational Approach, Freud and Group Psycho-
     therapy, Psychodrama, Burrow's Method of Group Analysis, Group
     Psychotherapy in Hospitals, Activity Group Therapy, Directive-
     Dydatic Approach, Behavior Therapy and Group Therapy, Repressive-
     Inspirational Approach, Group Psychotherapy in England (Bion's
     System and Foulkes' System), Other British Approaches, Group
     Process and Group Psychotherapy, Gestalt Therapy, Transactional
     Analysis, Marathon Groups, Family Therapy.

     This chapter has a fascinating overview, not particularly indepth,
     but very interesting.

2.   The Human Relations Training Laboratory: A Special Case of the
     Experiential Group by Martin Lakin.

     The author states the aim of this chapter as presenting human
     relations training laboratory as a specific type of experimental
     group.   Of special interest in this chapter is the identification
     of core group processes which take place in all types of experien-
     tial groups.   He comments on how the group effects interact with
     the individual needs in these processes.   The four processes are:
     (a) achieving and maintaining cohesiveness, (b) behaving in con-
     formity with group norms, (c) consensual   validation of personal
     perceptions, (d) the expression of a most emotional immediacy,
     (e) group perception of problem relationships, (f) dominance align-
     ments, (g) role differentiation, (h) movement toward intimate dis-
     closure.   Later in this chapter he speaks of exercises used in human
     relations labs, failures in human relations labs, qualifications of
     leaders, organizational development.

3.   Personal Growth, Encounter, and Self-Awareness Groups by Burton
     Giges and Edward Rosenfeld.

     Included in this chapter are comments on the existential
     of the personal growth movement, authenticity, awareness, gestalt
     therapy and basis, expressed feelings, and character, body
     works, meditation.

4.   Intentional Groups with a Specific Problem Orientation Focus, by
     David Hays and Yael Danieli.

     This chapter focuses on the use of intentional groups such as working
     with criminals or Alcoholics Anonymous, Recovery, Inc., Gamblers

Anonymous, Self-help groups related to obesity, narcotic addiction.

5. The Romance of Community, Intentional Communities as Intensive Group Experiences by Rosabeth Moss Kanter.

   This chapter discusses communal imagery as spiritual, familial, and pastoral. The author further discusses the historical background with three major historical trends: Monasticism, millennialism, and utopianism. She then moves into reviewing contemporary communes, their social practices, and six commitment building processes: Sacrifice, investment, renunciation, communion, mortification, and transcendance. She concludes with a discussion of the benefits, the tensions, and the conflicts of communal living.

The chapters on Group Psychotherapy and Personal Growth were the ones I found most interesting. However, anyone working with intentional groups or interested in the review of the community might find those chapters very helpful.

Near, Janet T. "Comparison of Developmental Patterns in Groups", Small
    Group Behavior, Vol. 9, No. 4, November, 1978.

"This study is an empirical examination of differences and similari-
ties between a self-analytic group and a therapy group. It is based on
the work of two well-known theorists: Shutz and Slater. These two
theories are empirically tested in relation to a self-analytic group;
in addition, there generalized ability to a similar sort of group, a
therapy group, is explored."

Shutz's theory looks at group development from two viewpoints: First,
for development of individuals within groups, and second, development of
the group as a whole. Both the individual and group development is based
upon the following: Inclusion, control, and affection.

Shutz's theories in contrast to Slater's, which subscribes to the
notion of universal pattern of development but contends that the rate
of progress is determined by the increasing differentiation of boundaries
and roles through negotiation of boundary issue. The pattern of boundary
issues confronted, or of phase development, is based on Bion's list of
basic assumptions. Bion postulates the following three types of assump-
tions:

1.   Fight-flight: Members fight or flee the group to avoid group
formation and task completion.

2. Dependency: The group's sense of direction from its leader, to
avoid taking the responsibility upon itself.

3. Pairing: The group fantasizes that a particular couple will pro-
duce a leader who will guide a future group to task completion.

Bion, 1961.

These phases correspond to the cycle of   expression postulated
by Shutz. Inclusion is comparable to fight-flight, dependency is comparable
to control, and affection is comparable to pairing.

The research methodology is set up as the following study.

1.   Self-analytic group - 26 members, about half male and half
     female, average age 20 and will be studied over a period of
     14 weeks.

2.   Therapy group in a community hospital with 8 members, 4 male
     and 4 female, average age 22.

The first ten sessions of each group were observed by videotape.
Again, the stated goal was to empirically investigate similarities and
differences in pattern and rate of development of the therapy group in
the self-analytic group.

The conclusion was "The basic difference between this pattern of group development and those patterns postulated by Shutz and Slater is that inclusion is not the first phase but the fifth." Near concluded the following five phases in a pattern of group development:

1. Control plus (dependency).
2. Affectivity.
3. Control minus (counterdependence).
4. Affectivity.
5. Inclusion.

Shaw, Marvin E. Group Dynamics: The Psychology of Small Group Behavior.
McGraw-Hill Books, New York, 1971.

The author states the following purpose: "To examine many aspects of
small group behavior, not as isolated phenomena, but as interrelated pro-
cesses of social interaction. Consequently, the reader will not find the
traditional chapter headings, such as leadership, group goals, social power,
and the like. Instead, the group is viewed as functioning in a number of
environments, each of which is related to other environments and each of
which influences various aspects of group process. Thus, leadership,
conformity behavior, and similar processes are discussed at several points
throughout the book and it is hoped that this approach to the analysis of
small group behavior reveals something of the complexity and interrelated-
ness of the variables influencing process." The book is divided into
the following sections:

Part I focuses on the nature of small groups and some theoretical
approaches to the study of groups.

Part II focuses on the origins of groups including
shift phenomenon, and on phases of group development.

Part III focuses on the interaction process with special focus on
physical environment, personal environment, social environment, task
environment.

An interesting aspect of this book is that at the end of each
substantive chapter, the author makes a statement of plausible theories and of
prophecies about the phenomenon discussed in that chapter. The prophecies
serve as a summary of the data presented in the main part of the chapter
and the challenge of future explorations.

Kemp, C. Gratton.   Small Groups and Self-Renewal.
      New York, 1971.

      The author states the following three emphases: "The explora-
tion and clarification of (1) the foundation of the group in several
disciplines and in the changing concepts of civilization; (2) the
nature of various groups - theories, methods, problems, needed skills,
and evaluation processes; and (3) leadership preparation and application
of group processes to various aspects of life and work." The author
states further that the book is designed for lay and professional workers
in the church, school, social, business, and recreational organizations
who are involved in constructing the group experience.

      This book is not especially recommended.

Crosbie, Paul B. Interaction in Small Groups. The MacMillen Publishing
        Group, 1975.

    "We approach small groups in this book from a developmental per-
spective. That is, in a very general way small groups will be depicted
from the beginning three periods of initial struggle, stability, and
eventual change. We start by examining group formation,   de-
pendency on groups, and some general reasons for joining groups. We
then move to consider the group member's first encounter with each other,
the types of cues they give   , and a change from cautious
to relatively open communication and from discensus to concensus. When
concensus is nearly reached, we see the emergence of social order [group
values, norms, and relatively stable patterns of interaction] .   .
or group structure. Important among these structures are the sociometric
or friendship structure, the status structure, the leadership structure,
and the communication structure. Not only do we consider the effects
upon temporary forms of the interaction for increased processes on this
structures. We see that these processes sometimes reinforce and other
times modify that structure interaction. In group processes we consider in-
clusion, status consistency, interpersonal power, coalition formation,
deviance, conformity, and social control."

    This book is divided into three parts: Group Formation, Emergent
Group Structure, and Mediating Group Processes. This book is a compila-
tion of research articles with extensive bibliographies within each
article. This book may be recommended for those people particularly
interested in research with groups.

Golenbiewski, Robert T. and Blumberg, Arthur. <u>Sensitivity Training in</u>
<u>the Laboratory Approach: Ratings about Concepts and Application</u>.
Peacock, 1977.

This book is a compilation of articles which focuses on the
following:

1. What is a T group? Descriptions and Reactions.

2. What happens in a T group? Perspectives on Processes
    and Outcomes.

3. Who leads a T group and how? Perspectives on Trainer and
    Member Roles.

4. What concerns are there about T groups? Goals, methods,
    and results.

5. Where can T group dynamics be used? Applications in the
    home, school, office and community.

6. How can T group dynamics be started? Conceiving and exe-
    cuting research.

In answering the question 'What is a T group?', three distinguish-
ing features are noted: First is the concept of the T group as a learn-
ing laboratory. This focuses that it is an experience in creating a minia-
ture society, that it is oriented toward working with the processes that
emphasizing inquiry and exploration and experimentation, that it is oriented
toward developing a safe atmosphere that facilitates learning. The second
distinguishing feature is the concept of learning how to learn and the third
distinguishing feature is the concept of being in the here-and-now. The goals
and outcomes of the T group can be classified as potential learning for the
individual point of view, the group point of view, and the organizational
point of view.

Specific chapters of interest were the following:

"Goals and Metagoals of Laboratory Training" by Warren G. Bennis.

"Defenses and the Need to Know" by Roger Harris.

"A Theory of Group Development" by Warren G. Bennis and Herbert A.
Shepherd.

The following stages of development were noted: (1) dependence and
submission, (2) counterdependence, (3) resolution, (4) enchantment, (5) dis-
enchantment, and (6) consensual validation.

"Interpersonal Process of Self-Disclosure" by Samual Culbert.

He discusses the polarities between the concealer and the revealer. He speaks of self-disclosure in the terms of appropriateness, motivation, timing, the tense of the disclosure, and the oprioria desire or intention of the communicator.

This book is an extensive review of sensitivity training and laboratory method. It was not easy to review but certain chapters were especially informative.

Malamud, Daniel I. and Machover, Solomon. Toward Self-Understanding:
Group Techniques in Self-Confrontation. Charles C. Thomas Publi-
sher, Springfield, Illinois, 1965.

This book focuses upon the Workshop Model utilized by many community
mental health centers in their Departments of Consultation and Education.
It is an educational method for reaching large numbers of people within
the community "Predicated on the assumption that self-understanding is an
essential ingredient particularly of positive mental health."

Part I entitled "The Clinical Application of the Workshop Method"
focuses on awareness, sense of well-being, intrapersonal relations in
workshops. It specifically deals with how the workshop modality may
be an incentive for therapy, way of facilitating entry into therapy,
or as a way of being a catalyst for clients in concurrent therapy.
There is a chapter here entitled "Overcoming Resistance to Group Therapy".

Part II entitled "Leading a Workshop" is divided into two chapters.
One chapter entitled "Notes on Procedure" includes comment on structuring,
the simple awareness experience, leaders sharing of personal reactions,
maintaining an optimum level of anxiety, timing and procedural flexibility,
and termination. The second and more lengthy chapter is entitled "A Reper-
toire of Group Experiments". "The self-confrontation experiment is the
chief vehicle of the course. Here we use the term experiment in the spe-
cial sense of an open-ended, novel, planned situation, task, or procedure
in which members are invited to engage as participant observers with an
exploratory attitude of relaxed alertness." The experiments are divided
into thematic groups including "Formative influences in childhood, personal
characteristics and processes, and interpersonal relations."

This book may be especially helpful for those working in community
mental health centers and delivering an educational approach to consulta-
tion in communities.

Hansen, James C., Warner, Richard, and Smith, Elsie. Group Counseling:
Theory and Process. Chicago, 1976.

Book is presented as follows:

Theories

1. Group Counseling and Theory
2. Psychoanalytic Approaches to Groups
3. T-groups and the Laboratory Approach to Sensitivity Training
4. Self-Theory and Gestalt Encounter Groups
5. Transactional Analysis in Groups
6. Behavioral Counseling
7. Group Counseling Theories: Synthesis and Analysis

Process

8. Group Leadership
9. Group Membership
10. Establishing the Group
11. Maintaining the Group
12. Issues and Guidelines in Ethics and Training

A good text for overview.

Miller, James G.   "Living Systems: Basic Concepts."   Behavioral
     Science, 1965, 10:3, 193-237.

     Behavioral Science introduces this article with the following
statement:

     "'Our present thinking--which may alter with time--is that a general
theory will deal with structural and behavioral properties of systems.
The diversity of systems is great. ˙The molecule, the cell, the organ,
the individual, the group, the society are all examples of systems. Be-
sides differing in the level of organization, systems differ in many
other crucial respects. They may be living, nonliving, or mixed; material
or conceptual; and so forth.' A decade later, the thinking has. not
altered greatly. Every year the structure and process of many sorts of
systems have been analyzed in these pages. The following article and its
companions in the next issue epitomize general systems behavior theory
as presented in the author's Living Systems, to be published in a few
months."

     Miller begins this first in a series of three articles with the
following comment:

     "General systems theory is a set of related definitions, assumptions,
and propositions which deal with reality as an integrated hierarchy of or-
ganizations of matter and energy. General systems behavior theory is con-
cerned with a special subset of all systems, the living ones.

     Even more basic to this presentation that the concept of 'system' are
the concepts of 'matter,' 'energy,' and 'information,' because the living
systems which I shall discuss are made of matter and energy organized by
information."

     He goes on to cover matter and energy; information and entropy; con-
ceptual and concrete systems; living and non-living systems; intersystem/
suprasystem/subsystem; steady state/adjustment process/feedback; power,
conflict, purpose, and goal.

     The other articles in the series are:

     "Living Systems: Structure and Process"
     "Living Systems: Cross-level Hypotheses"

     Miller's articles are complex and fascinating. It is difficult reading
and worthy of the time needed to translate concepts into applicable work
with organizations or in therapy.