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[Review of the book Social relationships, edited by Michael Argyle (Bletchley: Open University Press, 1972)]

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DEVELOPING AND TRAINING THE SUPERVISOR
C. M. Bowen. Business Books.

Constance Bowen directs a group of British manufacturing companies and is responsible for their personnel and training. In this book she is concerned about supervisory management, a field of growing importance, as one of our contributors, Mr. Clive Acton, points out.

Bowen begins by defining the role of the supervisor, a company official, who provides a crucial link between men and senior management. Indeed as Constance Bowen points out, it is the need of Supervisory Management to interpret the communication-culture of workmen and bosses that provides not only his main function but his major "headaches".

Although some of its specific references are to the British conditions there is a lot of useful material in this little book which the South African Supervisor could use. The writer's emphasis on the need for insight in handling trainees comes close to a "Carl Rogers approach".

One of the interesting facets of this book, which we have not seen developed elsewhere, is an examination of the problems faced by the **woman** supervisor.

Interesting chapters include **Discipline (Counselling, Trouble Shooting, Aggression), Paper Work, Psychological Aspects that the Supervisor should consider, Safety and Health.**

A useful little book that one would hope a South African writer might use as a prototype.



SOCIAL RELATIONSHIPS
Ed. M. Argyle and V. Lee. The Open University.

Anyone who has not read at least a couple of the publications of the **Open University** in Britain, should hurriedly make good his omission. Even the most seasoned reader feels inclined to emulate the 70-year-old shepherd who saved up enough to become an undergraduate at Edinburgh University some years ago. The Open University has created a break-through in academic publishing format.

Social Relationships consists of three units which introduce

(a) verbal and non-verbal interaction in groups;
(b) the use of sociometry for the measurement of interaction within groups and
(c) the idea of "self" — a number of tentative approaches to the contemporary agony: **"Who am I?"**

There is much to commend about this book. The inclusion of usually well-chosen source materials is much to be desired. One was delighted to find, for instance, the valuable conversation created by Barbel Inhelder with Erik Erikson — one of the most urbane and insightful dialogues of recent times.

Bibliographies are extensive and up-to-date. There is sufficient statistical presentation to make the work presentable without making it impossible to read. The inclusion of a glossary (and Social Psychology — into which domain this course fits vaguely — has as its besetting sin the use of **jargon)** is essential.

The first section deals with **communication skills.** Inevitably an editor must select, but one would have thought that Watzlawick's **Pragmatics of Communication** and Goffman's many contributions in the same area, deserved mention. It is sometimes true of British publications that there is a tendency to ignore all but the **most** obvious Americans. The Communication Section is as good an introduction to the subject as we have seen recently. One could wish that a more careful study of the dynamics of communication had been included, as well as more evidential concern for the subtleties of unconscious signal systems.

Every now and then one finds oneself irritated by the intrusion of material not entirely relevant. In any introduction to sociometry some mention of Moreno, its originator, is essential. But Moreno's later mysticism which merged a useful scientific approach with his increasing need for esoteric exploration, seems to this reviewer to cloud issues. Indeed, although one would commend the present volume as innovative in approach and format, one regrets a certain structural incoherence. There is no clear statement of **course objectives** at any point. And surely, some form of indexing is a courtesy to student readers?



CLINICAL SUPERVISION
M. L .Cogan. Houghton Mifflin, 1973.

Morris Cogan became interested in teacher education in the mid-1950s when he supervised student teachers at Harvard University. His concern began with the hoary complaint that somehow or other educational innovation was just not working in practice. Teachers, Dr. Cogan tells us, must be given expert **support** (which is really what he means in titling his book **Clinical Supervision)** — and that support must be both well-planned and persistent. "Teachers are better left alone than merely tampered with." What this educator from the **Washington College of Education** offers is something that industry has needed for a long time, if its management training and industrial education is to "stick" — a systems solution to the problem of re-entry and a planned scheme of follow-up support.

Any teacher — and, indeed, any manager — who has attended an up-dating course — knows how easily enthusiasm wilts in the face of back-on-the-job resistance or apathy. This is the **re-entry problem.** But even if the "work climate" or the "school climate" **is** sympathetic, there are always unforseen difficulties and problems in applying innovative techniques. It is here that one needs systematic support — the very thing that is seldom given to South African teachers who have attended Refresher Courses — any more than it is provided as a follow-up for most industrial training. But, as Dr. Cogan remarks, many senior educators who support innovation are "buying blind". Formal education systems lack both time and techniques by which the innovations they have attempted in the classroom can be assessed. A tendency in South Africa to **direct** teachers rather than to **gain their co-operation** in new educational enterprise may account both for the strong drift towards inertia (why don't