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[Review of the book Group procedures: purposes, processes and outcomes, edited by Richard C. Diedrich (Boston: Houghton Mifflin, 1972)]

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new ideas "stick"?) and also for their **uncritical application** in all too many cases. Cogan's supervisory staff are peers to practising teachers, and their work is on a parity with that of the teachers in so far as they share in the definition of objectives and the assessment of results. But, says the author, "it follows then that the fullest benefits of clinical supervision cannot be realised unless the teacher has gained adequate mastery of its rationale, ethics, practices and technology".

Clinical Supervision is a teacher's handbook, but one that would greatly interest the progressive-minded inspector too. "If", says Cogan, "a new idea is adopted, it is usually handed on to the teachers for implementation with only subminimal resources and training to support them in their efforts. As a result school teaching is one of the professions that in this century has been least effective in raising the level of its average performance". **Clinical Supervision** is concerned with the dissemination and the implementation of new practices, and improving the teacher's performance . . . which is why it is essential to have in-class supervision, for (certainly in America, and we suspect also in South Africa) that is exactly the point where new methods of teaching break down.

Perhaps one of the most exciting educational books of recent publication, there are two chapters on lesson-planning, which include techniques of stating lesson objectives and a great deal of useful pragmatic material. The author is also concerned with **classroom interaction,** and we were glad to see a useful treatment for the classroom teacher of the **Flanders Interaction Analysis.** Evidence is beginning to pile up that mere slickness of classroom presentation by the teacher is of little value, if the teacher-pupil relationship vitiates the learning situation.

Here is a practical teacher, a writer with "his feet on the ground". We hope that this book will be widely read in South Africa. If it is, it will certainly be enjoyed, and we commend it to all concerned with Teacher Training.



GROUP PROCEDURES: PURPOSES, PROCESSES AND OUTCOMES

Ed. Diedrich, R. C. & Dye, H. A. Houghton Mifflin, 1972.

If the South African Schlebusch Commission focussed public attention on the **ethics** of groupwork in general (and more particularly on that known as **Sensitivity Training)**, it also served to heighten interest in the scientific study of human behaviour in groups — whether that group be a Parliamentary Committee, a family or a class of pupils. Certainly, an understanding of the dynamics of group behaviour should be part of the training of any modern teacher.

The present work has been devised for Guidance Teachers and those concerned with School Counselling, and like so many American publications of this sort, it is in fact a book of selected readings. It has the advantage of updating previous books of a similar nature; 21 of the 40 selections having been published from 1968 to 1971. Readers familiar with the field will find a number of old friends such as Herbie Thelen of Chicago, Charles Seashore (What is Sensitivity Training?) and Carl Rogers, one of the most level-headed men in the field. It is a well-balanced book, too. Martin Lakin considers **Some Ethical Issues in Sensitivity Training.** One found it interesting to note that in this author's opinion, "the motivation of many present participants (in sensitivity groups) is cathartic rather than intellectual". He adds: "Some people who are inadequately prepared are suggesting to other people what they feel, how to express their feelings and are interpreting how others respon to them. Some, equally poorly prepared persons, are engaged in applying training to social action and to institutions. Recently it has come to my attention that there are inadequately prepared trainers who lead student groups on college campuses without supervision." The Reviewer took a second look and found that this article had appeared in **American Psychologist** (October 1969) and not in the Schlebusch Report. The point that emerges is that American psycologists are just as much concerned with the proper regulation of sensitivity groups as South African are.

The teacher is caught in the middle. To be successful she must take congnisance of **feelings** — for her success is measured by pupil learning, which is very much a matter of sets, attitudes and expectations. No teacher can afford to fight shy of feelings nor can she possibly avoid the study of group behaviour. By the same token, no teacher wants to get associated with dubious practice. And since every teacher — and particularly principals and vice-principals — is sooner or later called upon to counsel parents and children, it might be as well if they read this book.



THE WORLD OF THE CONTEMPORARY COUNSELLOR
Whenn, C. G. Houghton Mifflin.

ELEMENTARY SCHOOL GUIDANCE
Van Hoose et al. Houghton Mifflin.

SUPERVISION, THE RELUCTANT PROFESSION
Mosher & Purpel. Houghton Mifflin.

THE SCHOOL COUNSELLOR-CONSULTANT
Fullmer & Bernard. Houghton Mifflin.

ELEMENTARY SCHOOL GUIDANCE & COUNSELLING
Mills, G. D. Random House.

SCHOOL GUIDANCE SYSTEMS
Shaw. Houghton Mifflin.

Perhaps one's first reaction to this collection of books on counselling was that there would be considerable difference between American concepts of counselling and those pertaining in South Africa. American systems, to a considerable extent, allow for the counsellor as a specialist; whilst generally speaking (apart from rather desultory efforts at providing Guidance Teachers in our High School) South Africa has, to a considerable extent allowed educational concern for group and individual problems to go by default.

But when one reflects on the work of any Principal or