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[Review of the book Clinical supervision, by Morris L. Cogan (Boston: Houghton Mifflin, 1973)]

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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

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