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[Six reviews]

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1974
Johannesburg College of Education
https://hdl.handle.net/10539/27546
Rose, B.W. (1973/1974). [Six reviews]. Symposium: A Journal of Education for Southern Africa, pp. 81-82.

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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

Vice-Principal of a school in South Africa, one realises that a large amount of time is, **in fact,** taken up with counselling; for he is the person to whom parents and pupils both turn. He is likely to be asked to advise parents whose homes are in turmoil, high-school pupils who are uncertain of their vocation, parents who are worried by juvenile behaviour or pupils who feel that they are being unreasonably treated at school. On the "Peter Principle" the Principal, who may have earlier in his career been trained (and performed very successfully) as a science or a language teacher, now finds himself involved in administration and counselling — two activities for which he may have little liking and almost no training at all. For such people, these books may be most useful.

Of course, the real problem is still there: how to remain within bounds of one's own discipline. Or, put another way, how to avoid playing the "amateur psychiatrist" (and thereby running the risk of doing more harm than good). With that in mind, one was glad to find in **Elementary School Guidance and Counselling** a note on **Non-Directive Counselling,** a system developed by Carl Rogers. Non-Directive Counselling (if one may somewhat over-simplify the concept) is based on the fact that for MOST of us, advice is accepted if it tallies with **our own needs** or **probable intentions.** Therefore, says Rogers, the task of the Counsellor is to help the client (adult or child) to work through his problem, consider various possible outcomes, reach his **own** decision and go out and put it into practice. The implications for the Counsellor are that he doesn't play "big-daddy". He is not the all-wise oracle: in fact he does **not** give advice. What he does do is to help the client articulate the problem and to examine it and, eventually, to resolve it from his own resources. Whilst almost all modern counselling techniques in America acknowledge the Rogerian principles, some lay more stress on Non-Directive techniques than do others. Fullmer and Bernard, for instance have an interesting chapter on the use of teach-work (group work) in handling counselling and draw attention once again to the use of sociometry (by no means a difficult technique) for identifying **isolates** in a school classroom. One was pleased to note reference to Cogan's work in clinical supervision, reviewed in this issue, in the book by Moshel & Purpel. A more theoretic work, it has much of high quality to offer. Possibly the most practical work is **Elementary School Guidance and Counselling.** Described by the authors as a "composite view", it has chapters about Testing, Group Work, Guidance and offers much useful organisational suggestion, quite a good deal of which could be adapted to South African schools with no great trouble. Fundamentally a book of readings, the editors have assembled significant articles in the field over the past ten years. **School Guidance Systems** is more closely integrated into the American School systems; but nevertheless the section headed **Functions** contains informative reading. Topics such as the **early identification of child problems, diagnosis** and **treatment** are useful, as well as the concept of **prevention,** which one does not hear nearly enough about. Evidence is piling up in support of an insight that many teachers reached intuitively, long ago . . . that **feelings** and learnings are closely related; one learns a subject that one likes, one works for a teacher one likes, one learns when one is motivated. Conversely, when negative feelings are involved, the amount of learning usually diminishes. Much preventive work could be done if we would recognise this principle and become more familiar with its implications. For those senior teachers ers who are disturbed about the "drug problem", relevant chapters in **The World of the Contemporary Counsellor** may be helpful — though they might well consider whether a more relaxed attitude towards marijuhana in America necessarily applies with equal force to Durban Dagga — which can be 100 per cent stronger in the active ingredient. What we need all over the world is much more reliable addictive drug research — especially in regard to the South African "scene". In many ways drug addiction is a symptom of a deeper and more difficult condition . . . and one which we tend (in our state of excitation about drugs) to overlook completely. Loneliness and alienation are far greater problems, as every experienced counsellor knows all too well.



CHILDREN APART

Peter Rowlands. Dent.

Unhappily, there must be many parents who have recently separated, or who are about to separate. **Children Apart** is **their** book, for it discusses the problem of handling youngsters who have been separated from their parents through divorce or death or legal separation, as well as through illness. Disease may necessitate a short or long stay in a hospital, and if this takes place in the early years of a child's life, it can leave more lasting scars than many parents realise — which is why many of the more wide-awake hospital authorities in Britain and Europe allow parents to accompany their children.

One of the interesting facets of this little book is the number of illustrative **case histories,** like that of "Ian", who was hopitalised at the age of four. Ian, although he seemed to be quite a normal little fellow, never really recovered from the psychological shock of separation. It is no surprise that **The Platt Report,** published in the UK in 1958, stated flatly that the welfare of hospitalised children demanded the presence of their mothers. Britain has, however, been tardy in responding to informed opinion. Of 55 hospitals in the London Metropolitan Region; 31 had no beds at all for the mothers of children who had been admitted, 10 provided beds only in very special circumstances. The rest had beds for mothers as a matter of course. One can perhaps understand such restrictive practice in the case of "serious communicable disease". But where this does not apply, as in the case of minor or major surgery, the attitude of hospital administrators is straightforwardly antediluvian.

What happens to the wife who has separated from her husband and who is responsible for the children? If she must go out to work, mother must remain as close as possible to the child. She much touch him, cuddle him, read and talk to him. The rhythm of con-