

The authors are careful to point out: "significant helping procedures have been included, if there existed sound research evidence the procedure was in fact helpful in effecting change." p. viii, (1975). I tend to agree with their attempts to exclude the more trendy or less substantive counselling approaches.

I suggest that the book accompany or follow a formal training course as definitive context development is needed in order to effectively and carefully utilize the methods. It seems to be very useful as a resource text for the practicum and a supplementary text for the practising counsellor. In my view it is not an appropriate text for parahelpers even though the authors seem

to recommend this. A number of the counselling strategies require a relatively sophisticated understanding of the theory and constructs involved in order for the method to be applied constructively.

The major weakness I see is the writers have attempted to cover too many procedures in too short a space, and as a result, several topics are dealt with in a less than comprehensive manner.

Thus, here we have a useful resource for counsellors (school and non-school types) especially for those who have the theoretical underpinnings set and want to review the applied counselling components.

Group Processes in the Classroom, (2nd edition), R. A. Schmuck and P. A. Schmuck, Dubuque, Iowa: Wm. C. Brown Publishers, 1976, 217 pp.

Reviewed by:

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This book is about how the processes of group interaction combine to help or hinder cognitive and affective learning in the classroom.

It emphasizes the teacher as a member of the classroom group and hence emphasizes the need for teachers to have some knowledge of group processes so that they can mobilize them effectively to foster student learning and to enhance the development of each student's self-esteem. This emphasis is one of the big features of the book for me.

Chapter 1 offers a social psychological perspective on classroom group processes.

Chapter 2 presents an overview of the research, done directly in public schools, on group life in schools.

Chapter 3 gives a summary of the expectations of teachers and students and how those expectations affect the classroom group processes.

Chapter 4 focuses on group dynamics' studies which help us understand the relationship between leadership and classroom climate.

Chapter 5 gives us some insight into the attraction and hostility factors among peers that

influence the academic performance of the individual student.

Chapter 6 looks at the shared expectations for group members — these are part and parcel of norms.

Chapter 7 emphasizes the importance of communication in classroom group processes. It gives ideas for checking out the communication pattern in the classroom and suggests some skills for improving communication dialogue in the classroom. I have used and taught these skills and similar ones developed by Thomas Gordon in my classes (teachers and early childhood students); my students have tried them out in their classes; they've worked.

Chapter 8 discusses cohesiveness and what contributes to or hinders its development in the classroom.

Chapter 9 describes the stages of development classroom groups pass through in developing their formal and informal social patterns. The theories of Schutz, of Parsons and Bales and of Gibb are presented in nutshell form.

Chapter 10 explores some external organizational characteristics that have a direct impact on classroom life.

Chapters 3 through 9 end with implications for teachers and with action ideas for change. I have tried some of these with my students and they in turn have tried them with their classes — they certainly have accomplished their purpose.

The extensive list of references at the end of each chapter provides us with opportunity for further reading in related areas.

In the preface, the authors suggest that this book might be used in curriculum instruction or educational psychology courses in teacher training and in inservice training. I agree only if the teacher or teacher-in-training have the opportunity to experience a course which makes use of group processes in the classroom to facilitate learning and hence see it modeled. The teachers in my class support this. I am using it as a supplement to my group process and theory course for teachers.

With this caution; I recommend the book to teachers, counsellors, teachers and counsellors-in-training, and to teacher and counsellor educators.

Reaction from my students (in Education 530

— Group Process and Theory):

— This book wouldn't have made sense to me a year ago ere I took an experiential course in group process and theory (a principal who has several years of teaching experience.)

— The chapter on leadership was particularly helpful to me as a teacher.

— One would need a lot of background and experience in group process to understand and appreciate it, (from a teacher who has an experiential course in Group Process, in Human Relations and in Educational Design.)

— The suggestions for action ideas for change at the end of the chapter on communications really worked for my elementary class.