

達、道徳性の発達そのものために存在するものではない、知的発達以外の面はもちろん取扱われるが、それらは知的発達にかかわるものとの予想のもとになされているのだと言う。この主張ははっきりしている。但し現代の教育心理学はかような保守主義のみによっては現在あるようにすなわち著者 Kolesnik が取扱ったように豊富なものとはなり得なかったであろう。著者の哲学とは異なるプラグマティズムの功績を著者は認めなければいけない。その成果を取入れて彼は彼の哲学による統合をなしたものというべきであろう。プラグマティズムの功績故にこの書はカトリックの者にもカトリックならぬものにも共に有用なものとなっていると評者たる私は考えるのである。

(岡部弥太郎)

Bennett, Bargaret E. *Guidance and Counseling in Groups*. New York. McGraw-Hill. 1963.

Both the classroom teacher as well as the Guidance Director, will find this a very useful book. The author convinces the reader that group guidance is being given a real place as an essential function of the personnel program, but that group and individual procedures are complementary aspects of the program.

The review of the sources of the group approach in guidance is excellent, concluding with a comprehensive statement of the aims and objectives of General Education. An analysis of the common problems in living is especially helpful in that reports of various age group problems are cited. Guidance workers often fail to realize the-wide scope of the basis of problems, and the author reports several research findings as to age-level trends, emphasizing the methods which may be employed in exploring these problems.

Group leaders will find the discussion of the effects of participatory versus supervisory leadership on group judgment, stimulating.

Although the section dealing with the effects of group judgment on individual behavior is very brief, especially in these days of increased conformity to group pressures, further references are given for the student who wishes to pursue the topic further.

Throughout a discussion of group techniques, there is effective emphasis on the need for the acceptance of individuals in the group. The principles underlying self-appraisal techniques are reviewed very well.

In defining the terms of Group Counseling and Group Psychotherapy, the author makes the reader aware that "there is an appalling void in our understanding of human life." The discussion of the various schools of psychotherapy is brief, but adequate for the teacher working with group counseling, as is the section dealing with mental health. Although the author used apt illustrations of various groups in dealing with the topic of group counseling, it would have been helpful if there had been some further guidance on the formation of the groups. Selection of the members for these small groups is important for the success of the plan.

The programs as well as problems presented in Preadmission and Postadmission Orientation, should prove very useful in guidance orientation programs. Today, orientation is taking on new meaning both for the faculty involved as well as for the students. Counselors will find a good list of important learnings gained through orientation, emphasizing the kind of services students receive.

Students of educational psychology, as well as teachers who work with high school and college students, will find challenging suggestions in the section devoted to "Learning to Learn." The same can be noted for the section on "Understanding Self and Others." Many case studies are given of children ranging in age from pre-school through high school. These studies should prove helpful to the guidance worker who needs to be reminded of the developmental factors which affect the personality of the student. An interesting personality inventory is included.

In the discussion of vocational planning, the data on self-knowledge is used with careful insight to aid the student to take a comprehensive view of all the available data which has been gathered about him in the school records. "New Trends in Career Day Planning" are helpful, as is the emphasis on having all departments of the school participate in the student's vocational planning. The author presents an ideal at this point, as well in other places in the book, of widespread participation of the teaching staff, but she does not offer a plan to secure such participation. The participation of the faculty is increasingly difficult at the college level, and in schools and colleges where there are few full time personnel workers.

There is a fine emphasis in various sections of the book on using the curriculum in the study of personality; for teachers to be aware of "teachable moments." Such awareness should eventually reduce the number of emotionally disturbed adults if teachers are trained to know how to meet those moments.

The Appendix contains useful data, including appraisal check lists, Vocational Planning Guides, a Pupil Judgment Test, and a fine bibliography of visual aids. (Marie Bale)

Jones, Arthur J. *Principles of Guidance*. 5th ed.

New York. McGraw-Hill. 1963.

全米職業指導協会 (National Vocational Guidance Association) が創立されてから、今年でちょうど 50 年になる。Jones が *Principles of Guidance* の初版を出版したのは 1930 年で、その年から数えると、今年が 33 年目になる。この間に、米国の学校におけるガイダンスは、内容的にも、方法的にも著しい進歩がみられる。Jones 自身、この第 5 版の出版にあたって、過去 30 年間の変化について、ほとんど想像しがたい程であ