

wishes there was more detailed discussion of successful Third World experiences that have overcome the legacy of colonial dependency such as the Onitsha Market Books of Nigeria and the Sahitya Pravartaka Sahakarana Sangham (The Literary Workers' Cooperative Society) in Kerals, India.

This reviewer, like Altbach, sees much merit in dependency theory in helping us to analyze important aspects of the relationship between the rich and the poor world, especially if it systematically enriches itself with the works of rigorous scholars. Yet, one significant weakness of some dependency theories is the assumption that the so-called weaker nations have no choice but to continue participating in the unequal, unjust international system; the best they can do is improve their prospects marginally within that system. In the epilogue, Altbach appears to accept that judgment. Why should the smaller nations emulate the major research powers? Do they necessarily have to participate in international communication networks? These questions need far more careful analysis than Altbach has done in this series of essays. Altbach's book has certainly raised important questions that he and others can pursue using, for instance, the rich theoretical insights of Johann Galtung, William M. Evan and Michel Foucault.

Mathew Zachariah
University of Calgary

Seeman, Howard. (1988). *Preventing classroom discipline problems: A guide for educators*. Lancaster, Pa: Technomic Pub. Co., 313 pp., \$29.00 (cloth).

In *Preventing Classroom Discipline Problems*, Seeman makes a remarkable and genuine effort in illustrating and handling different sources of discipline problems. The topic is very close to our minds in one way or another as teachers and parents. This book is a fresh approach to discipline and the author does not preach. It is a journey of assimilation, with practical applications through exercises which constitute a great asset in comparison with many other books which treat discipline problems only at the theoretical level.

All the suggestions in this book are skillfully presented and can easily be executed. I would particularly like to mention four points which could be considered as the major sources of disturbance in the classroom climate: *Miscalls*, *affectivity* during the delivery of the lesson, *congruency* and the *vacuum* in which some students live.

Concerning the first point, I have read many books on discipline problems and have not found an author who puts a finger on the wound like Seeman. He differentiates between emotional problems, evaluation problems, motivational problems and discipline problems (p. 39).

The second point is the affectivity in the delivery of the lesson which few writers discuss. Discipline problems are often due in fact to the dryness of

relations between teacher and student. Teachers do not find any time to communicate with their students who feel isolated. Students need to be appreciated, to be encouraged, to see relevance in what they are learning and in what they are asked to do; if not, they will withdraw themselves or they will become involved in negative behavior as a kind of natural reaction to being ignored. Seeman reminds us that "lessons that are not affective enough become the seeds of disruptive behavior" (pp. 136-137).

The third point is the congruency in the basic structure of a teacher's personality, which Dr. Seeman reassures us "is a learnable skill" (p. 193). It is a kind of harmony between verbal and action attitudes to "say what I feel and feel what I say" (p. 217).

The fourth point is the vacuum in which some children are living. For many reasons students see some details of the subject matter as foreign bodies which their minds categorically reject. In this situation the students might have nothing to work with or to get steamed up. They feel as if they are in a vacuum. They fill this vacuum by doing things which normally will be called "discipline problems."

I find that there are three major characteristics that recommend this book: Dr. Seeman's main reference is his own experience; the illustration of his ideas is by sketches which clarify the delivery of his message; the use of practical exercises at the end of each chapter, starting with chapter four, which encourages involvement in the book.

As may be expected, there are some points that I cannot agree with, and I would like to mention a few of these. I do not agree with Seeman in his advice that to avoid cheating, the teacher may give two forms of the same exam reversing the order of the questions for alternate rows (p. 237). Normally in giving an exam we arrange the questions from the easiest to the hardest. If one group starts with the hardest questions, some students will have their minds blocked, and as they get frustrated they may not continue and may cause some discipline problems. On the other hand, the row who started with the easiest questions, has a better chance.

Another procedure which I disagree with is that the teacher will invite only those students who have completed their homework to participate in the discussion of this homework (p. 239). Thus the students who did not do the homework will feel neglected and frustrated and this would encourage them to interact negatively, for the simple reason that they have nothing to do.

In chapter 13, "Repairing the Delivery of Your Lesson Plans," Dr. Seeman proposes many brilliant ideas about delivering the subject matter in order to make the lesson affective. But he mentions nothing about evaluation which is considered an integral part of the learning process. Some evaluation situations can provoke students to react negatively, for example, when the teacher teaches on a comprehensive level and then asks memory questions on the exam, or when the teacher asks questions with pre-established answers and does not accept any other possible answers. Teachers should be advised to avoid these situations and

think twice before giving an exam which may be considered in itself a source of disruption.

Also, repetition, although it sometimes has an educational value in confirming and establishing some new concepts, may sometimes be considered monotonous. To illustrate this, Seeman repeats eight examples, and also gives the same definition of discipline problems in two places (pp. 40 & 44).

This criticism does not by any means reduce the value of this book. In fact, I have given this book as an important reference to graduate students working with me in the area of discipline problems. I thoroughly recommend this book to every teacher. In reading and practicing what Seeman is telling us to do, we will reduce the number of discipline problems in schools.

Mamdouh Dawoud
Université du Québec à Hull