



BOOK REVIEWS

McGuiness, John. *Teachers, Pupils and Behavior: A Managerial Approach.* London: Cassell-Villiers House, 1993. ISBN 0-304-32784-0 (hardcover); 0-304-32785-9 (papercover).

Teachers, Pupils and Behavior: A Managerial Approach is the first book in a new series, Cassell Studies in Pastoral and Personal and Social Education, from Great Britain. This series will address current issues with each volume focusing on a specific aspect of pastoral care in education. Peter Lang and Ron Best are the series editors. Both have written, researched, and taught about personal and social education for many years.

John McGuiness is a professor in the School of Education at Durham University. He uses Great Britain's Education Reform Act of 1988 (Elton Report) as a starting point to discuss a rational and reflective approach to discipline. The goal of discipline must be a self discipline which recognizes that both teacher and pupil have rights. McGuiness discusses the difference between discipline to control and discipline to educate. He includes staff development activities and discussion questions to help teachers work toward better discipline in the classroom.

Each chapter presents a key element in achieving the concept that discipline is necessary for the educational process. One chapter focuses on the complexity of student behavior and the complex methods necessary for dealing with these behaviors. Another stresses that managing change is one of the teacher's basic responsibilities. Teachers' decisions based on individual's values and teacher's need for a positive feeling of self worth are two other chapter topics. McGuiness points out that defense of damaged self-esteem by teachers and pupils is the reason for

many disruptive incidents in the classroom. One chapter is designed to help a teacher recognize which pupils have the most serious problems and how to defuse difficult situations. There is also information about organizing a workshop to be used for professional training. McGuiness uses examples from his many years as a guidance counselor to illustrate the basic points in each chapter.

This book presents interesting insights into the British educational system including examples of classroom confrontations between teachers and students that discuss the incident and various responses. Each chapter contains techniques a teacher can use to help achieve a productive classroom and lists of discussion questions designed to help groups of teachers to improve their reactions to various situations.

Teachers, Pupils and Behavior: A Managerial Approach would be useful in any collection emphasizing international educational systems, professional developmental training materials or education in Great Britain.

JoAnn Bierman is an Assistant Professor for the Curriculum Materials Laboratory Library, Oklahoma State University Library, Stillwater, Oklahoma

Gates, Jean Key. *Guide to the Use of Libraries and Information Sources.* 7th ed. New York, Toronto, etc., 1994. 304p. ISBN 0-07-023000-5 (paper)

Jean Kay Gates, Professor Emerita at the University of South Florida, has produced a very handy new edition of *Guide to the Use of Libraries and Information Sources*. In this time of rapidly changing technologies, it is difficult to offer anything more than a snapshot of the current situation. Gates does an admirable job in emphasizing to her reader that systems are changing, that competing products vary somewhat in their use, and that instructions given on the screens of computer-based products must be followed to the letter.

The work is aimed at the beginning college student, and after some introductory remarks on the history of books and libraries, Gates gets down to the business of introducing this often reticent group to the information they must have to succeed in their college studies. She explains classification systems, differentiates between the types of information found in books and journals, and prepares the reader for the changing world of other media. A good deal of the book consists of capsule annotations of the most helpful reference sources. The completeness and currency are to be commended.

She is, of necessity, less specific when talking about online sources of information and online catalogs. Examples are given from the LUIS system with the caveat that systems vary. Her explanation of concepts applicable across the board, such as keyword searching and boolean logic should be clear to most freshman.

Zins, Joseph E., and Elias, Maurice J. *Promoting Student Success Through Group Interventions*. New York : Haworth Press, 1993. 188p. ISBN 1-56024-506-9, \$30.00

Traditional counseling and consulting of individual students by service professionals in the schools has proved effective in promoting social and academic success. Unfortunately, however, there is a growing incidence of AIDS, smoking, drug and alcohol use, divorce, behavior disorders, violence and poverty. The editors of this volume assert that the schools face a "critical need to expand the numbers of children who receive health and mental health promotion services."

The techniques and programs outlined in the eight articles (also published as *Special Services in the Schools*, Volume 8, Number 1, 1993) are directed toward school psychologists, counselors, special educators and administrators. Specifically, an overview of all group interventions, and those relating to the support of children of divorce, children who have been bereaved, children manifesting ADHD or other disruptive behavior problems are discussed. Each intervention includes a theoretical and instructional bases, purpose, target population, age/grade level, problem/risk factors and format(s) for use. Also, information regarding the selection, implementation and assessment of learner

This would be a good text for an introductory course in library use, as well as a strong candidate for inclusion in most collections.

Debbie Bogenschutz is Coordinator of Information Services, Cincinnati State Technical and Community College, Cincinnati, Ohio.

outcomes is given attention. An important factor mentioned for success is organizational readiness. The type of intervention method provided should "match the interests of educators, special service providers and the community."

There is no doubt that students rarely experience difficulties in isolation from one another. Group intervention, in contrast to individual counseling, can help children and move through the process of dealing with their problems together. As one author points out, group intervention can also "increase a student's understanding of ethnic groups in multicultural settings."

This title is highly readable and fills a need in the literature for its target audience. It is recommended for all academic collections which support education programs.

Deanna Britton is Education Bibliographer and Head of the Social Sciences Department, The University of Georgia Libraries, Athens, Georgia.

Poch, Robert K. 1993. *Academic Freedom in American Higher Education: Rights, Responsibilities, and Limitations*. ASHE-ERIC Higher Education Report No. 4. Washington, D.C. : The George Washington University, School of Education and Human Development. ISBN 1-878380-25-9. ISSN 0884-0040. \$18.00

Academic Freedom in American Higher Education provides the reader with an excellent overview and summary of those academic freedom issues typically of greatest concern to college and university faculty, researchers, and administrators: (1) speech inside the classroom; (2) speech outside the classroom; and (3) disclosure/protection of research findings. Dr. Poch considers these issues within the milieu of both public and private institutions, noting especially the differences that typically exist respecting matters of academic freedom in both publicly supported institutions and in church-related colleges and universities.

The work is divided into three major areas: (1) a section defining academic freedom, which explores and reviews both historical and popular views of what it may be that constitutes academic freedom; (2) a section dealing with the legal aspects of the AAUP's "1940 Statement of Principles on Academic Freedom and Tenure," which Dr. Poch rightly notes as being "the centerpiece of popular notions of academic freedom in the United States, and containing an excellent discussion of relevant court cases illustrative of both the extent and the limitations of academic freedom

in the United States today; and (3) a section covering contemporary academic freedom issues, including artistic expression, political correctness, and academic freedom in church-related colleges and universities. The author's discussions of all these aspects of academic freedom are laudable for their clarity and understandability. He does especially well in making sense of the morass of caselaw that exists in this field, only rarely veering off the explicational path (all too often seemingly assiduously avoided by many legal commentators) to provide the reader with more than might wish to be known concerning the procedural arcana of the law. In any event, there are numerous references provided to other works and to the relevant court cases themselves so that the reader can easily follow up the author's comments and obtain more detailed information if it is desired. Instructive to those especially interested in matters of academic freedom within the sectarian institution context will be Dr. Poch's 1990 dissertation "Academic Freedom Policies in selected Christian Colleges, Universities, and Seminaries."

The work's only major deficiency (aside from a few editorial errors—see page 50's head-shaking reference to the play "Old Calcutta") is its index, which appears to have been generated by some sort of indexing or word processing program. In far too many cases good indexing practice has simply not been followed. For example, despite the importance, and perhaps the centrality to many of the points made in the book, of the various court cases cited in the work, the index provides access to them only through the first named party in the dispute in each case. Good indexing practice with legal subjects would provide access from the second named party as well. For example, in respect of the celebrated case of the *University of California Board of Regents v. Bakke*, one would expect that far more people would be likely to search the index for *Bakke* rather than for references under *University of California Board of Regents*. Also the index should reference the full name of individuals such as "Burger, Warren Earl, Chief Justice of the U.S. Supreme Court" rather than simply "Burger, Chief Justice." Finally, belaboring the point, perhaps, but in a good cause, there is simply no rightful place for the use of "automatic" indexing systems that generate entries for mis-

spellings occurring within the main text; e.g., I have no idea how Mr. Deichtman of *Deichtman v. Squibb & Sons* spells his name, but even if "Deichunan" is truly correct, there is simply no need for a separate index cross-reference to him under the second spelling ("Old Calcutta" does, however, probably deserve to, and did, make the index).

Academic freedom has been rightly recognized by our nation's court system to be of fundamental importance both for American higher education and for society as a whole. Dr Poch's book is highly recommended for those persons wishing to obtain a concise overview of the subject or for those wishing to refresh their knowledge and understanding of the issues involved in academic freedom. The bibliography and references provide a valuable resource for additional study.

Vicki L. Gregory is an Associate Professor at the School of Library and Information Science, University of South Florida.

America at school: a unit that integrates social studies, literature and language arts.
U.S.A., Pleasant Company, 1994. 1 56247 101 5

This unit comprises a teacher's guide, books from the American Girls Collection, activity cards, maps and wallcharts. In the Overview it is stated that there are three curricular goals: "to help children enjoy historical fiction; to help them understand how America has changed and stayed the same; to help them be apprentice historians". It is also stated that it aims "to help children see how America has changed and how it has stayed the same from the colonial period to the present by studying one aspect of American life - schooling."

Taking the first goal - "to help children enjoy historical fiction", it seems very strange that there are no further reading lists. How can children enjoy historical fiction, especially boys, if all they are to be offered in this package is the American Girls Collection? There is a wealth of historical fiction available for children on all aspects of American history, some of it exceptionally good, and here Laura Ingalls Wilder's name comes to mind. There is, however, no mention of her name, just these six books which,

although full of historical details, lack a real sense of period and are aimed exclusively at girls. Spirited heroines abound in historical fiction, Ruth Sawyer's *Lucinda* is one fine example, so it is difficult to see why it has been felt necessary to create inferior versions.

I feel that having failed in its first goal that it is difficult to take the rest of this package in a good spirit. The maps are very spartan, the two wall charts are very broad and cannot hope to encapsulate all they promise, and most teachers would be happier drawing up their own studies programmes.

Janet Fisher is a Library consultant and author of *An Index to Historical Fiction for children and young people*. She is currently residing in Québec, Canada.