

emotional patterns characteristic of the public sphere and an unhealthy intensity, yet emptiness, of familial relationships.

If Eastman is right that many families manage to avoid the pathological effects of modernity, we do indeed need to learn how they do so and use them, as Eastman suggests, as a basis for resistance. However, the model of human development upon which she draws, that of 'social competence' is limited in that it refers primarily to cognitive and affective skills, not explicating the deeper layers of the self and the ways in which social arrangements, those of class and gender domination especially, become embedded in psychosexual structures and are mediated through the family. The complexity of the effects of material deprivation is glossed over by Eastman's assertion that more than economic factors are involved in family problems, but without offering an account of how class differences interact with family styles, it is hard to establish policy goals to mesh material aid with other forms of support.

Similarly with gender, Eastman plays down

the power dimensions, and this is hardly a feminist analysis, although one not unsympathetic to many feminist goals. While she recognises feminist criticism of the institution of the family, she does not adequately address the structural as distinct from interactional aspects of male dominance. In criticising many feminists for joining 'the male, public, disparagement of child-care and work in the home' and ignoring its economic and social value (p.155), Eastman seems to think that only recently have feminist writers discovered the home, ignoring much of the theoretical controversy of the 1970's and the lively debates over oppressive aspects of patriarchal family structure since then. In particular, she misses the psychoanalytic feminist analysis of the ill-effects of assigning all childbearing to women on gender identity and familial relationships. In conclusion, this remains an important book, not for the research it overviews nor even the conclusions it reaches, but for asking difficult and often avoided questions about what makes us human and how can

we preserve our better human features in the face of the massive social dislocation of the twentieth century. In asserting the need to reject technocratic values and goals and hold onto those of collectivism, intimacy and unconditional acceptance of others and their needs, Eastman presents a powerful case, one arising out of and reflecting her own religious and cultural values. It deserves sustained critical debate, particularly amongst the education and welfare professionals and the policy makers who may have to ask themselves some painful questions about the role they play in undermining 'creative family processes'. The solutions though will require structural change in the political economic context surrounding modern families and change in the power relations within the family, as well as community supports and education for family life.

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**Title:** *You Can't Make Me! Developing Effective Classroom Discipline*

**Authors:** Malcolm N. Lovegrove, Ramon Lewis, Eve Barman

**Publisher:** Latrobe University Press, 1989

**Length:** 66 Pages

**I**t is somewhat refreshing to find a book that gets to the point quickly and states what it is at the outset.

This little book is a sound analysis and a drawing together of a plethora of theories and myths that surround discipline in schools.

The authors conducted a ten year study of hundreds of students in hundreds of schools to ascertain classroom management techniques as seen from students, teachers and parents points of view. Having this information in mind the authors put together a book that is divided into three parts. 1. the different theories of discipline; 2. their research undertaken during the past 10 years; 3. the presentation of what the authors call a 'CR' system of classroom management.

The model is based on Communal Responsibility, Classroom Rights, Classroom Rules and Consequences – Recognition with the first named being the basic educational aim.

Detailing of the model follows with a step by step discipline procedure ranging from NON VERBAL RECOGNITION "The teacher

nods, smiles or stares near the student who is behaving appropriately" to TANGIBLES, George is offered a tangible reward. "George, you've earned your 100 points so you may have a dip in the stationery bag."

The need for a publication like this is timely, in fact, classroom management is always timely. I do, however, have some misgivings as to its success in secondary schools. I would think that by the time the 'CR' steps were followed it would all be too late. So too with lower primary grades. Surely, classroom management is not a problem at this level where the 'reasoning process could hardly apply.

As I read the implementation section of the twelve step 'CR' system my mind drifted to the present day classroom. I pondered the consequences of such a system with a year 10 group from the principal's point of view as compared to that of a first year teacher. I fear, that without any knowledge of classroom management techniques, the implementation of the system might create even more difficulties. I could see, however, a teacher of five or six years experiencing some joy during the experimentation with

such a model. Then again we don't have many Georges or Keiths at our school.

Unfortunately, whatever the system, (and this system is worth trying) it all gets down to the same thing in time – parents, discussion, suspension, discussion, conference, motivation, discussion. Mind you, the authors are quick to point this out and also see suspension as the end of a long line of steps. Too often suspension is implemented far too early in disciplinary procedures. As the authors point out, "the CR System does not aim to use extreme recognitions or punishments, but to work students back to the CR circle."

This little book is well worth looking at. It is very reasonable and presents some neat solutions to an age old problem. I am not sure of its target, but I would suspect very junior secondary or senior primary would be appropriate. I certainly wouldn't try it at middle or senior secondary.

*Reviewer: Hugh Evans  
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