

## BOOK NOTES

Bowd, Alan, *Quiet Please: A Practical Guide to Classroom Discipline*. Toronto: Gage Publishing Co., 1982. 127 pp. \$7.95

This is a text, which discusses the theory of discipline reinforced with practical examples, in a humorous anecdotal style. Aimed at students, novice teachers, and those who teach teachers *Quiet Please!* covers topics like "ways of looking at discipline", "fitting into the system", "coping with large groups" and classroom crises. Tables, charts and full page cartoons reinforce the theory and practise of discipline. A good supplementary textbook!

Francis, Hazel, *Learning to Read: Literate Behavior and Orthographic Knowledge*. Winchester, Mass.: Allen & Unwin, Inc., 1982. 173 pp. \$29.50 U.S. (cloth); \$10.95 U.S. (paper).

Using ten case studies of beginning readers the author attempts to integrate home life, classroom experience and teacher activities to analyze successes and difficulties in learning to read. The end result is a book which integrates theory and practise but which at the same time points out that this integration, and background and teaching styles cannot be generalized. Knowledge of how and why children approach reading is important but it's only one piece in the puzzle.

Harris, Robin S., De Grandpre, Marcel, Roberts, Hazel and Smith, Hugh L., *A Bibliography of Higher Education in Canada: Supplement 1981*. Toronto: University of Toronto Press, 1981. XXV, 193 pp. \$20.00.

This is a supplement to Harris' original bibliography published in 1971. Although the number of entries remains the same, some categories have been reduced in size, others dropped entirely, and new ones added. Sections on Universities in the North, on Canadian studies programs and on Accessibility to Higher Education are welcome additions. In all, a must for anyone interested in higher education in Canada.

Schiefelbein, Ernest and Farrell, Joseph P., *Eight Years of Their Lives: Through Schooling to the Labour Market in Chile*. Ottawa: International Development Research Center, 1982. 207 pp.

This book is the result of an eight year study to determine mechanisms helpful in equalizing educational opportunities in developing societies. Using a model of educational equality that identified Access, Survival, Output and Outcome as distinguishing and interrelated characteristics used in sorting and classifying young people, the authors have done a longitudinal study of the schooling process in Chile. Complete with tables, figures, questionnaires, appendices and pictures the book is a complex, but fascinating account of the results of educational policies on the school's social role. Conclusions suggest that governments don't always put their money in the right place and that some educational variables are more important than others.

Titley, E. Brian and Miller, Peter J., *Education in Canada: An Interpretation*. Calgary: Detselig Enterprises, 1982. 228 pp. \$16.95.

This is a collection of mostly reprinted articles grouped in sections to take the undergraduate student through the development of education in Canada geographically and chronologically. There are two new essays, *The Introduction*, which puts educational development in a metropolitan-hinterland context, and provides the interpretative framework for the collection and an article on French Canada whose aim is to explain attitudes in present day Quebec as a result of educational tradition. The last section is devoted to education in contemporary society and the search for a Canadian identity in school systems which are characterized by regional interests, linguistic and cultural concerns and social control mechanisms. An interesting and attractively packaged collection!