

I found this book to be a 'must-read' for educators. Although before reading this book, I was aware of ethical norms set for my profession, I did not consider my relationships with learners with any rigor. Of course teachers experience pleasure through teaching/learning relationships but we often craft these relationships intuitively and without contemplation. McWilliam provided me with a framework for understanding rewarding pedagogical relationships which involves elements of status, power, physicality, voice, emotional presence, and humour. She characterizes each element, explores issues, and describes context-appropriate behaviour for each. I hope to introduce McWilliam's ideas to learners in my teacher preparation program.

Tom Gougeon
Faculty of Education
University of Calgary

Robertson, H.J. (1998). *No More Teachers, No More Books: The Commercialization of Canadian Schools*. Toronto: McLelland & Stewart, Hardcover, 354 pp.

According to Heather Jane Robertson, contemporary public education in Canada is currently under siege from transnational corporate interests seeking new markets and an all encompassing means of ideological control to advance their narrow world view. In *No More Teachers, No More Books*, Robertson identifies the various economic organizations and globalization forces presently shaping public education policy. Although I share Robertson's concern over the inappropriate educational influence that business interests currently exact on Canadian schools, and the role that technology often plays in advancing this trend, I take exception with her structuralist view that technology necessarily impacts deleteriously on the academic freedom of teachers and students.

Considering her earlier work, *Class Warfare*, co-authored by Maude Barlow, Robertson is well aware that education does not exist in a social vacuum, but is influenced by a range of forces