Guide d'histoire du Canada, par André Beaulieu, Jean Hamelin, et Benoît Bernier. Québec, Les Presses de l'université Laval, 1969. xvi, 540 p.

M. Beaulieu a sans doute accompli un travail prodigieux malgré les nombreuses responsabilités qu'engendre son poste de directeur du Service de Référence de l'université Laval. Il a réussi durant ces dernières années à produire un nombre remarquable de bibliographies des publications du Canada français. Le voici collaborant encore une fois avec M. Jean Hamelin, assisté du compétent M. Benoît Bernier et de cinq autres savants de l'université Laval et des universités de Montréal et d'Ottawa. Cet ouvrage a paru pour la première fois en 1965, sous le titre de *Guide de l'étudiant en histoire du Canada*. Cependant, de nombreuses révisions, ainsi que l'addition d'un index substantiel s'imposaient à cette nouvelle édition.

L'étude est divisée en cinq parties, chacune exposant aux points de vue texte et bibliographie un aspect différent de l'histoire du Canada. Ouvrages de référence, bibliographies, manuscrits, articles et monographies d'intérêt général; tous sont inclus quelque part dans ces cinq parties.

Les sciences auxiliaires telles que la généalogie, l'héraldique, la paléographie et la numismatique y sont traitées. Les auteurs abordent aussi les sciences plus récentes: la géographie, la démographie, la statistique, l'économie, la science politique, la sociologie et la psychologie collective. Bien que l'étudiant en chacune de ces disciplines ne trouve qu'une esquisse de son champ d'intérêt, l'envergure de ce livre en fait un instrument de grande valeur pour tous ceux qui désirent s'orienter. Il servira aussi, aux savants plus avancés, comme manuel de référence.

Le nombre de thèses et de travaux qu'entreprennent les étudiants du Canada augmente à un tel rythme qu'un guide de ce genre est devenu indispensable. Les étudiants espéreront sans doute que cette source d'information sera mise à point par la compilation de suppléments ou encore par la révision fréquente du texte entier.

WILLIAM F. E. MORLEY

Approaches to Teaching Local History Using Upper Canadian and Ontario Examples, by H. A. Stevenson and F. H. Armstrong. Toronto: Oxford University Press, 1969. 206 p. \$5.95

The study of local history has generally been regarded by the adolescent student and his overworked teacher as a tiresome bore. It lacked the colourful conflicts, the grand themes, and the imposing heroes of both national and international history. Moreover, how was it to be incorporated into an overcrowded curriculum? Hugh A. Stevenson and Frederick H. Armstrong, in *Approaches to Teaching Local History Using Upper Canadian and Ontario Examples*, have pro-

vided valuable assistance for any teacher planning a programme of local studies. As the editors claim, "... there have been encouraging signs that an attempt is being made to awaken Canadian teachers to the possibilities inherent in a serious approach to local history" (p. 5). Local history, the editors and the various authors maintain, is more relevant to the student's needs and he can be more easily exposed to the techniques of the professional historian if he has to rely upon letters, diaries, journals, maps, and newspapers for his information rather than upon the omnipotent textbook.

These essays are not designed to cater to the lazy and out-of-date teacher by giving him detailed lesson plans and an exhaustive list of essay topics. Instead, this book offers a challenge to the well-qualified and talented teacher to use his imagination and ingenuity to make local history relevant and comprehensible to his students. The techniques discussed in the essays range from the traditional history teacher's tools of the formal essay, the history tour, and the use of documentary sources, to the new technological features of Educational Television and the mysteries of the interdisciplinary approach. Each essay is a judicious blend of a descriptive analysis of the particular method under discussion with concrete examples of its classroom application.

The editors, in attempting to assist the teacher to assemble materials for a local history course, have included an absolutely superb bibliography of some sixty pages, which covers every facet of the history of Upper Canada and Ontario. This alone is worth the price of the book for it is as comprehensive a bibliography on this province as one is apt to find anywhere. The titles are suitably arranged and subdivided into appropriate categories, and are prefaced by an outline of the contents that makes it easy to locate any required source. As the editors correctly indicate, the bibliography "... while selective, is broad enough to allow teachers to draw on its titles for a wide variety of approaches to the subject" (p. 141). The editors are to be heartily commended for this particular effort, as it will be invaluable to teachers and researchers on all levels.

Finally, it might be noted, as with any collection of essays, there is an unevenness in the quality of the writing and there is a certain amount of repetition of ideas which the editors might have pruned. The one really unfortunate aspect of the book's format is its cover. It is unattractive and sure to discourage many prospective purchasers. Nevertheless the text of this collection provides a valuable set of guidelines for teachers interested in offering a course in local history, and the bibliography is indispensable for anyone concerned with the regional history of Ontario.

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