
I can find very little in this book that would lead me to recommend that anyone purchase it. The Foreword is an inadequate guide to why it was written; certainly the authors have not troubled themselves with anything more than a superficial description of their potential readership: “We have gathered together Canadian resources which, though not primarily aimed at the classroom in all cases, can be used as materials to provide variety, stimulus, and reinforcement in the education process.” They admit the listings are not exhaustive “but representative materials have been included.” They are intended as guides but no attempt has been made to include French-language Canadiana. By the compilers’ own admission, “the quality of items mentioned in the book varies; the criterion for inclusion was our conviction that the item would serve a purpose in the school media centre.” Such vagueness, incompleteness, and a fundamentally uncritical approach which is faithfully adhered to in the descriptive passages in each chapter, are simply not good enough for well educated and competently trained teachers and school media specialists.

The book provides such basic information that its publication was surely unnecessary; but all the greenest novice working in the most isolated school will find the advice given by the authors rather gratuitous. Strangely, the authors themselves provide the justification for this criticism. Chapter 1 suggests well known, readily available, sources of Canadian materials that provide teachers and librarians with better and more critical guides than Canadian Materials for Schools. The book may be of some use in training teachers and school librarians with weak academic backgrounds, but the authors make no mention of their desire to reach this rapidly dwindling group of potential Canadian educators.

A number of other features detract from the book: some are undoubtedly the responsibility of the authors, others indicate weak editorial assistance by the publisher.

Snow and Hauck write, “If the book is non-fiction, the qualifications of the author and his previous works should be looked at” (p. 8). However, their own book fails to provide this information beyond an indication that the authors are associated in an unstated capacity with the University of Calgary. Sentences like “Careful and positive selection is the best defense against censorship” (p. 9) require discussion. Is censorship an issue in Canadian schools? If it is, and I seriously doubt it, precisely how will “careful and positive selection” defend us?

Throughout, the role of the teacher tends to be underestimated. Not enough is made of the relationship between teachers and librarians that is essential when selecting materials for a school media centre and designing its collection to reflect the needs of students, which are shaped more by teachers’ requirements than by the librarian’s knowledge of what is a matter of priority when purchasing
materials (p. 21). "There is a tendency on the part of manufacturers of materials for schools to structure their products so carefully and so tightly that they emerge sterile and inane" (p. 11). This is true only if one does not consider the role played by capable teachers in rejecting unusable materials or shaping them to suit the needs of their students. These negative impressions are corrected to some extent later in the book when the choice of films is discussed (p. 147). However, the author's relegation of teachers to a supplementary place in the education process is further illustrated in Chapter 11 where the school's professional library is lumped together with a discussion of reference services.

Several matters will undoubtedly annoy bibliographers and Canadian specialists. Is the Frank P. T. McKinnon on page 20 the same person as the Frank McKinnon who wrote *The Politics of Education* referred to on page 42? The imprint on my copy indicates that Frank MacKinnon, now a member of the faculty at the University of Calgary, wrote the book and that a revised edition has been published since 1961. It seems very strange not to find A. B. Hodgetts, *What Culture? What Heritage: A Study of Civic Education in Canada* (1968) mentioned among the materials for the professional library. How is it that Charles Phillips' *Development of Education in Canada*, written in 1957 and now obviously dated, is mentioned (p. 43) but no reference is made to more recent works such as F. Henry Johnson, *A Brief History of Canadian Education* (1968) and J. Donald Wilson et al, eds., *Canadian Education: A History* (1970)? If some test of time was applied in selecting items for inclusion why were the educational works of Hilda Neatby ignored in the professional literature?

Why is *The Canadian Education and Research Digest* (p. 18) described but not *Education Canada*? Why have such excellent provincial professional periodicals as *The ATA Magazine*, *The Bulletin* and *The BC Teacher* not been described? And why when mention is made of such an excellent publication as *This Magazine Is About Schools* (p. 19) are we told that two Americans, Paul Goodman and Henry Miller are featured, when it has also "featured" the writings of eminent Canadians who for some unexplained reason remain unnamed in a book entitled *Canadian Materials for Schools*!

It is even more disconcerting to read that "Today Ryerson's interest in Canadian history and literature is still in evidence" (p. 102), when every Canadian who reads a newspaper knows the publisher has recently been bought out by an American firm. However, in the survey of Canadian publishers provided in Chapter VI no such problem arises in relation to W. J. Gage - the fate of its educational division and the contribution this publishing house has made to Canadian educational literature is omitted. Also, no list of materials is provided for the last chapter on Kits, Recordings and other Media. This seems a strange omission when so much is made of the school media centre.

*Canadian Materials for Schools* is an unnecessary book characterized by flaws in judgement, compilation and editing. There is too little evidence of "careful
and positive selection” — perhaps there is some cause for concern regarding censorship after all?

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A Checklist of the Herbert Read Archive in the McPherson Library of the University of Victoria, compiled by Howard Gerwing with the assistance of Michael W. Pidgeon. Victoria: University of Victoria, 1969. 71 p. o.o.p.

Sir Herbert Read, poet, novelist, playwright, and critic, was probably better known as an educator and an effective apologist for contemporary art. He encouraged, assisted, and inspired many writers and artists of our era and should therefore be considered as a major influence on our culture. Upon his death, 12 June 1968, the University of Victoria at the urging of Robin Skelton decided to produce a memorial issue of the Malahat Review (Number Nine/January 1969). Part of this issue included a checklist of Read’s published works and a large collection of his papers and manuscripts that had happily been purchased by the University of Victoria.

The list of published works was compiled from library catalogues (these of the Library of Congress and the British Museum in the main). It is not — and was not meant to be — a definitive bibliography. The list of “Unique Materials” followed the basic organization that had already been completed by Sir Herbert or his son Benedict. The forty-seven bundles, containing such disparate items as letters, photographs, drawings, clippings, galley proofs, page proofs, typescripts, and holographs, were treated as units, as the papers in each had obvious connections with one another. The papers, therefore, do not follow an alphabetical or chronological arrangement. Most of the correspondence “from” and “to” Sir Herbert had been separated and was filed alphabetically by sender and receiver.

The Checklist, with addenda, was issued as a separate pamphlet in order to give notice to other libraries of the existence of the collection. The pamphlet must be used with caution because the list of the published material does not indicate the holdings of the McPherson Library. Further, the lack of an index to the list of “Unique Materials” means that a very careful search through the whole list must be made if any particular aspect of the collection is to be checked thoroughly. The pamphlet was meant only as a temporary service until a full bibliography is completed and until many more important collections of letters and papers are added to the archive. Nevertheless, the Checklist does indicate that Canadian libraries are helping to preserve and promote important collections of the books and papers of significant people.

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