à recenser les laurentiana publiés entre 1821 et 1967. On s’est limité à cette période étant donné qu’un pareil projet comporte plusieurs étapes mais aussi, sans doute, parce que la période antérieure avait déjà fait l’objet de travaux importants. Ajoutons que le terme ouvrage de référence est entendu en un sens assez large.

La bibliographie mentionne 330 ouvrages de référence. Dans chaque cas on signale l’auteur, le titre et la référence bibliographique complète. A cela s’ajoutent une brève annotation ainsi que la cote utilisée par la Bibliothèque nationale du Québec. Les ouvrages de référence sont groupés selon l’ordre d’entrée et d’analyse ce qui reste un peu déroutant en dépit de l’index auteurs-titres-sujets que nous retrouvons à la fin du livre. Une reproduction de la page de titre de huit ouvrages a été incorporée à la bibliographie.

Il serait possible voire souhaitable que l’on précise davantage les critères d’inclusion ou d’exclusion. Par exemple, on nous prévient qu’il ne faut pas s’étonner de l’absence de bibliographies bien connues alors que d’autres bibliographies assez connues elles aussi sont signalées.

Si certains titres se trouvaient déjà dans d’autres bibliographies et notamment dans celles préparées par Réal Bosa, Dorothy Ryder et Douglas Lochhead, il n’en demeure pas moins que d’autres publications signalées dans la bibliographie de M. Mailoux ne se rencontrent pas à tous les coins de rue.

Peter F. McNally &
Gilles Paradis

(Peter McNally is Assistant Professor in the Graduate School of Library Science, McGill University, and former Librarian, Lawrence Lande Canadiana Room, McGill University Library. Dr. Paradis also teaches at McGill’s Graduate School of Library Science.)

EDUCATION IN CANADA


A Bibliography of higher education in Canada Supplement 1971 / Supplément
The need for these bibliographies was recognized first by members of the National Conference of Canadian Universities (now AUCC), in 1956 and 1957. They were conceived as the basis of a series devoted to the systematic study of higher education, an aspect of Canadian cultural history which had been ignored too long. With the financial assistance of the Carnegie Corporation, the Studies in Higher Education in Canada Series was created. Robin S. Harris and Arthur Tremblay collaborated to produce the first volume, published in 1960; since then, a total of six studies have appeared. Two of them prepared by Harris are supplements to the original bibliography. Published in 1965 and 1971 respectively, these latter works brought the chronicle of bibliographic citations to over 10,500 entries.

Each bibliography is organized under subject headings reflecting accurately the nature of Canadian higher education as it has evolved over the last two decades. In this period of rapid development the scope has been expanded to include new features of post-secondary education — the work of specialized government agencies, non-degree-granting institutions, contemporary academic problems, student and faculty concerns etc. In succession each volume has responded faithfully to the changes in the subject.

The bibliographies have been limited sensibly to the inclusion of secondary sources only — theses, dissertations, books, pamphlets, scholarly journals and magazines in French and English. Under each theme the entries are arranged chronologically by publication date and then alphabetically by author, an eminently practical arrangement for the convenience of users. The date-range of entries is both historical and contemporary, with the limitations of each volume explained clearly in the introductions. Most entries contain the usual bibliographic information regarded as essential for the location of items. Each volume concludes with a useful author index.

Unless one wishes to impose impossible standards, there is very little to complain about in these three books. Omissions from one have been included in the next. Each volume improves on the former by expanding the number of periodicals searched for relevant articles. However, several small improvements may be suggested. It would be useful to include the publication date and pagination for multi-volume works, theses, and such items as Economic Council of Canada Staff Studies. Annotation of all items would, of course, be unrealistic. There would be considerable advantage, however, in critically annotating extremely important entries or in adopting a coded rating system as a qualitative indicator to selective readers. Also, for historians and for the sake of making the overall comprehensiveness of the collection more complete, some future supplement might include the extremely short articles omitted from the first volume.

Harris has made a significant contribution to bibliographical scholarship and Canadian cultural history. Librarians and students of higher education will
undoubtedly welcome the next supplemental volume updating the study in the period since 1970.

Hugh A. Stevenson

(Hugh A. Stevenson is Associate Professor, History of Education Department, Faculty of Education, in the University of Western Ontario. In addition to articles on Canadian historical and educational topics appearing in professional and popular journals, he is the author of Writing an Historical Essay: A Guide for High School Students (Ryerson) and has contributed two chapters to Canadian Education: A History, edited by J.D. Wilson, R.M. Stamp, and L.P. Audet. As a collaborator with other colleagues, he has edited and compiled Approaches to Teaching Local History, Canadian Education and the Future: A Select Annotated Bibliography, 1967-1971, The Best of Times; The Worst of Times: Contemporary Issues in Canadian Education, and Aspects of Nineteenth Century Ontario: Essays Presented to James J. Talman.)


Because the range of agencies providing opportunities for adult education is so vast and varied — especially in the larger centres — it is a formidable problem for the potential student to find out what is available, even in a single subject matter field. The Metropolitan Toronto Library Board is providing an important service to adults through the annual publication of this listing of courses and activities available in the Toronto area. The Directory is compiled and processed using the computer facility of the University of Toronto Library and contains information about the services of more than 80 agencies. For each course listed, the Directory covers subject and title, location, starting date, length, cost and the days and times. Courses are listed under broad topic areas (business, crafts, languages, etc.) and within those categories, under a more detailed breakdown. This issue covers courses offered in the September to December period, 1974. Although the Directory covers only the fall period, because of limited funding for the project, only this one issue is published each year. In addition to details about evening and short courses, the book contains a directory of the participating agencies, with telephone numbers and the location not only of the agency itself but also of all sites where courses are offered. A final section provides information about sources of educational and vocational counselling. The book is pleasantly laid out, with a relatively large, easily-read style of print (Xerox Graphic Printer). Some idea of the scale of the offerings listed may be gained from the following examples. Opportunities to study French are listed under three different levels of difficulty and in a separate listing, by school grade level. In the former category, there are 147 courses listed, offered by 28 different agencies. Under the heading, Blueprint Reading, there are 26 courses, offered by 10 agencies. Under Batik, there are 11 classes offered by 9 agencies. The chance of an adult student finding out about the full range of offerings available to him without the aid of some such