undoubtedly welcome the next supplemental volume updating the study in the period since 1970.

Hugh A. Stevenson

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Continuing Education Directory. Toronto: Metropolitan Toronto Library Board, 1974. ix, 316p. \$15.00.

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

directory are surely virtually nil. The Library Board and the co-operating agencies are to be congratulated for producing this readable and extremely useful and well-organized directory.

Gordon R. Selman

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A Guide to Sources in Educational History From the Private Manuscripts Section of the Archives of Ontario, prepared by Roy Reynolds. Toronto: An informal publication of the Department of History and Philosophy of Education, The Ontario Institute for Studies in Education (Educational Records Series No. 5), 197 pages.

This is the fifth of what is to be 9 sets of guidelines to Ontario educational history sources available in the Department of Public Records and Archives, Province of Ontario. The project was initiated by the Department of History and Philosophy of Education of the Ontario Institute for Studies in Education. The guidelines were designed to facilitate access to two hundred years of government records pertaining to educational matters in Ontario. Number 5 in the series focusses on privately-owned papers that have been collected and preserved in the archives relating to the history of Ontario. The papers of businessmen, politicians, lawyers, clergymen, military leaders, teachers and university officials, farmers, fur traders, artists, authors, and editors as well as papers of some organizations are available along with materials that have been microfilmed in the last few years. Like the others in the series, this volume indicates where the materials are, what form they are in and briefly describes their content.

There is no question that this volume will effectively shortcut the work of the historical researcher. The volume is organized alphabetically in terms of the individual or organization whose papers are available. Although they are easy to follow, the events must be organized chronologically by the researcher. The annotations are brief, but quite useful in summarizing the content of the documents. The appendices detailing the materials available in the Whitney and Ferguson papers are quite useful.

This volume is particularly well-organized and easy to use. The value of the O.I.S.E. project has become clearer to me as I have found reason to make use of the five volumes in this series and the *Guide to Educational Records in the Possession of County Boards of Education – Eastern Ontario*. They are not only useful from a historical perspective, but they are also useful to trace and understand issues that Ontario educators have faced over the past century,