Cairns, J. Crete, D. Latouche, L. LeDuc, V. Lemieux, J. Meisel, P. Russell, and D. Smiley reveals that, on the average, 34% of their output consists of original chapters in collective works – from a low of 14% for André Blais, to the high of 58% for John Meisel. This may explain why, to take only these last two examples, André Blais is relatively well-covered by the Mahler bibliography (ten entries representing about 40% of his output) while John Meisel, a prominent academic and prolific author, has only one entry out of at least thirty-two academic publications during the 1970-1987 period.

In short, this bibliography could have been markedly improved by a better coverage of the field of public policy, by the inclusion of original chapters in edited works, by an explanation of the inclusion strategy, by careful editing, and by the addition of an author index. It is still a useful research aid, particularly for community college, university, undergraduate and large public libraries in Canada, as well as for academic libraries abroad.

IZA LAPONCE
(Iza Laponce is Political Science Reference Librarian at the University of British Columbia.)


Here, at long last, is a bilingual, comprehensive, retrospective bibliography of education in Canada. This is indeed a welcome contribution to Canadian education and a significant addition to Canadian bibliography. It will appeal to students and scholars of education and other related disciplines both in Canada and elsewhere.

Until now there has been nothing comparable in the field of Canadian education. There are more specific works such as Robin Harris' Bibliography of Higher Education in Canada / Bibliographie de l'enseignement supérieur au Canada [1960, with supplements 1965, 1971 and 1981], Philippe Houyoux's Bibliographie de l'histoire de l'éducation au Québec des origines à 1960 [1978], and Ethel Auster's Reference Sources in Canadian Education [1978]. At the next level are works much broader in coverage: Canadiana [1950-], Canadian Books in Print [1967-] and Microlog [1979-]. The Canadian Education Index [1965-] has been doing yeoman service for the periodical literature. It has recently absorbed the Directory of Education Studies in Canada, [1968 / 69-1984 / 85], so it will undoubtedly continue to serve as a fine complement for current works. Finley's work, however, stands alone, and should be applauded.

E. Gault Finley's active involvement in education in one capacity or another throughout his career provides him with a firm foundation for the compilation of this work. He has worked in high schools, universities and the federal civil service. He has been devoted to this bibliography, on a part-time basis, for more than forty
years. In 1984 he received a grant from the Social Sciences and Humanities Research Council, under its Canadian Studies Research Tools Programme, to produce this bibliography.

This massive two-volume work totals over 2,800 pages. It contains over 14,000 entries for French and English works, published and unpublished, pertaining to the development of both formal and informal education in Canada. Works date from the seventeenth century until the early 1980s. Selected entries include books, theses, reports, research studies, and government publications. Excluded, with some exceptions, are materials such as articles, briefs, curriculum guides, directories, statutes, house organs, administrative reports, pedagogical manuals, proceedings of conferences, textbooks, examinations, yearbooks or annual reports, and serials. As well as the book version of the bibliography being discussed here, it is available on diskettes and on magnetic tape. The magnetic-tape version includes a ‘notes’ field not available in the paper copy.

Complete bibliographical entries are found in the ‘Author Index’ in the first volume. This is arranged alphabetically by personal author or corporate body. The form of entry follows the *Chicago Manual of Style* (13th ed.) with some modification for bilingual items. Bilingual works appear in both languages as separate entries. Each element of an entry is preceded by a two or three-letter mnemonic code. Entries include: the author heading in upper case, title [TI], contributor [CO], imprint [IM] including place, publisher, date and pagination, series [SE], subject [SU], and reference [RE] indicating a code for the reference work [Ref] in which the item is included, the library location [Loc] of a copy, and, possibly, an asterisk indicating that the compiler has seen the item. Each entry also includes a unique ‘data-base identifier.’

There are three coded subject categories: political jurisdiction [Ju], level of education [ED], and historical period [HI]. The fourteen political jurisdictions include the ten provinces, two territories, ‘General’ and ‘National.’ The four levels of education are general [GEN], pre-secondary [PRE], secondary [SEC], and post-secondary [POS]. Historical periods are indicated by the span of years covered, or, if this could not be determined, by the date of publication.

The second volume contains the title and subject indexes. The ‘Title Index,’ arranged alphabetically, gives the author [preceded by the code AU] and the database identifier. Bilingual titles appear in both French and English versions. The ‘Subject Index’ is arranged by political jurisdiction, then by level of education, then by one of four historical periods: pre-1763, 1763-1866, 1867-1945, and post-1945. Pages are headed with the jurisdiction and level in English on the left, the historical period in the centre, and the jurisdiction and level in French on the right. Entries give the author, title and data-base identifier. Each entry can be found as many times as is appropriate.

Preliminary pages in both French and English describe clearly and in detail the purpose and scope of the work, the indexes, and how to use the bibliography. Tables are also provided to explain all the codes used. One of these tables is a seven-page list of some 200 reference works consulted in the compilation of the bibliography and noted, by code, in the reference element of the author entry. This table gives the code, the author of the work, and the data-base identifier. The full entry must then be found in the ‘Author Index.’ This means that these works, many being biblio-
graphies much broader in scope (such as Tremaine, Peel, Bishop, or Ryder), are included as entries. It should be noted that there are many other bibliographies appearing as entries which are not in this listing, as they were not used for compilation purposes.

Physically this bibliography is attractive and sturdy. The volumes, however, are large and heavy. The presentation of entries is clear and easy to read, almost to a fault. The repetition of codes becomes somewhat tedious, and the use of upper case for the codes and authors tiresome. It is unusual these days to see a finished product in this format.

A number of minor annoyances are encountered in using the bibliography. The mnemonic codes are ingenious. Once explained they are easy to remember, and, other than the political jurisdictions, they are bilingual. But they do become bothersome and undoubtedly add to the bulk of the work. They seem to relate more to the creation of the database than to the needs of the user. The work is bilingual, which is laudable. As a result, bilingual works are entered at least twice by author, by title, and by subject in each relevant subject category. This can be misleading to the unsuspecting user and contributes to the bulkiness of the work. Bilingual forms of entry for corporate bodies and multiple authors create separate listings for each form of entry. Entries for the ‘Canadian Education Association’ go on for pages, followed by four entries under ‘Canadian Education Association / Association canadienne d’éducation.’ In addition, author entries sometimes include the designations ‘comp.’ and ‘ed.’. This creates a number of listings for the same author. Surely some word processing or final editing could have alleviated some of these annoyances.

The greatest disappointment with the work, however, is its limited subject access. It is only suited to searches by political jurisdiction, level of education and historical period, in that order. Topical searches are difficult and time-consuming. With perseverance, patience and creativity, it is possible to extract from it works on various topics.

The desired information, in spite of the above criticisms, is there. The author entries contain sufficient bibliographical detail, and in my checking no fault was found with the accuracy of the information. Finley’s comprehensive bibliography is a commendable product, and future projects will rely heavily on it.

LILLIAN M. RIDER
(Lillian Rider is a reference and government documents librarian at the McLennan Library, McGill University. Until recently she was Head, Education Library, McGill University.)


In the Canadian literary context ethnic writing tends to be an orphan. It is ignored by most of the traditional critics of Canadian literature whose concern is only for English and French materials. Until quite recently, Hungarian writers in Canada