threatened by the generalized nature of much of the descriptive material. For the economist, for example, the Atlantic Baptist historical collection would likely be of marginal interest, and few of the twenty-six special collections listed by the University of Toronto appear to be directly related to economics. A more cautious use of the material supplied by the National Library and a more careful pruning are warranted. It is also unfortunate that much of the information is based on data gathered early in 1975. The information is already dated, and one can only hope that regular updatings are planned for the future.

Some inaccuracies have crept into the indexes; for instance, the reference under agricultural economics to entry 344 is in error. Under the 'International Finance' subject heading, the Scott Library of York University is the only university library to be listed. Initial interest turns to bewilderment when the entry description lists the strongest collections of the Library as English Literature, Sociology, Psychology, and History!

In spite of these criticisms, this work does make a useful contribution to the bibliographical store of knowledge in the discipline. One must hope, however, that future editions will reflect a more discriminating appraisal of the material to be included in the Directory.

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Education Resources


Ethel Auster's annotated bibliography, Reference Sources on Canadian Education, has been prepared in response to a perceived need for such a source. However, it is not intended as an exhaustive guide to materials about Canadian education; it is a guide that lists some Canadian sources for educational information. Supplementing the Canadian sources are U.S. or British sources; when the number of titles available is considerable, the province of Ontario is covered almost exclusively. While this choice may seem at odds with the aim of compiling a reference work on Canadian education, Auster has a rationale, given that this work was prepared under the auspices of OISE, and she explains this fully in the preface.

There are thirteen categories of material, each given its own chapter, and of these, three – 'Educational Research', 'Directories', and 'Statistical Sources' – are further subdivided. The organization of the text is easy to follow; the bibliography starts with
'Guides to the Literature', then moves on to 'Dictionaries and Style Manuals', ending with 'Compendia' eighty-seven pages later. A continuous numbering sequence is used; all references in the Subject Index and the Author-Title Index refer to these item numbers rather than to page numbers. It should be noted that the Subject Index is based solely on the contents of the text and does not include a broader cross-reference structure. Perhaps one lack, given the provincial nature of Canadian education, is a province-by-province index.

Some drawbacks to Reference Sources on Canadian Education are as follows. The paragraph-style annotations frequently 'bury' the indication of Canadian content or application; a point-form style might have made usage easier. As it is, this work will be more valuable as a selection aid than as a ready-reference tool, as the former application will permit thorough reading of the annotations as well as the paragraph introductions to each chapter. The value of some of the non-Canadian titles, for Canadian researchers, is doubtful; for example, it is known by the reviewer that the Canadian content of the Education Index [Item 66] is minimal compared with the Canadian Education Index [Item 60], the latter source duplicating the entire Canadian content of the Education Index, besides giving much additional Canadian information.

Reference Sources on Canadian Education is well-designed and the typesetting enhances its appearance. However, although its paperback format is economical, purchasers might appreciate the savings only in the short-term, as the cover will probably not withstand constant usage. Some indication of the frequency of updates planned, if any, would have been useful; the items listed were all available as of March 1977. It is unfortunate that the process of publication delays the appearance of reference works such as Auster's bibliography. Nevertheless, this work fulfills the function it assigns for itself; it is openly described by its author as a selective guide and will no doubt serve as a basis for future works which will remedy some of its deficiencies. As a start on the further development of Canadian education bibliography, it is an important contribution.

The second publication, also from OISE, is not a bibliography as much as an inventory. Covering archival material stored by the four school boards given in the title, Edward Jackson's A Guide to Educational Records in the Possession of Four City Boards of Education is the twelfth item in the Educational Records Series. No information is given about the background or training of the compiler. Completed in 1975, this item was delayed in publication until funds became available, hence its late appearance. Two of the inventories were thus completed as early as 1974.

A table of contents provides the only access point; no indexes are included. Details are given for each school board as to the whereabouts of the records, the conditions of their storage, and the means of access to them. Of the sixty pages of text, eight are devoted to Hamilton, twenty-seven and fourteen to London and Ottawa respectively, with the remaining eleven covering Windsor. The variation in the amount of material available is attributable to the different archival policies adopted at each school board.

To ascertain the availability of specific documents, the inventory must be read through. Examples of the materials detailed include minute books, teachers' rolls, school registers [given school by school], correspondence, and financial records. The sections on London, Ottawa, and Windsor are subdivided by underlined titles, which makes random searching easier.
Prepared in a typescript format, this list is a useful description to have available for the advanced researcher who must consult primary sources. Beyond this, its use will be restricted by the problems in arrangement and access outlined above.

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*Medicine: History of the Healing Art*


One hundred and fourteen pages of this publication are devoted to listing three hundred and seventy-five works related to the history of medicine. Each item listed is annotated. These notes may indicate the scope or nature of the work or provide additional bibliographic information.

Materials listed are categorized by their form, e.g., bibliographies, dictionaries, encyclopaedias, or by their subject matter, e.g., histories of general or specific topics. Call numbers and University of Toronto Library locations are given for all entries. As noted in the Introduction, entries follow Library of Congress cataloguing practices.

This guide represents a formidable undertaking, and it has been carried out with admirable attention to detail. Annotations are succinct and helpful. The libraries whose holdings are partially represented together provide very adequate resources for students and others interested in the history of medicine.

One must, however, question the need for this kind of guide for students. By its very nature it appears likely that its major use would be by reference librarians, particularly those not familiar with the subject of medical history. The information presented is in the form immediately comprehensible to librarians, but less so to students unless the latter are sophisticated in library usage and bibliographic conventions.

The Introduction does not provide us with any indication that students who are expected to use the guide are given programmes of library orientation and instruction in the use of library catalogues, indexes, bibliographies, and other general and specialized reference materials. Such programmes should enable them to function largely independently of printed lists. One explanation for this apparent contradiction is the dispersal of resources in the history of medicine among several libraries and reading rooms. Another may be the absence of a complete ‘union’ library catalogue which would provide access by author, title, and subject to materials in all the various locations. Printed reference guides would, therefore, be the only means of consolidating information.

If earlier publications in the University of Toronto Library Reference Series resemble the one under discussion, they are of a very high quality. It is unfortunate that they are relatively costly, and one wonders how many students will actually buy a personal copy. It is unfortunate also that printed lists or guides quickly need revision. In the present instance it is suggested that the omission of monographs from the publication would