

## Reviews

types of data with respect to the extent to which they can be accepted as they are or have to be interpreted as reflecting some degree of non-conscious process. In Chapter 16, the definition of *intervening variable* is unsatisfactory. It is confused with *covariate*. Fox is critical of Campbell and Stanley for using a label that makes "Comparative Surveys" sound like experiments. In the above context, he fails his own test of precision of language.

The final result is a beginner's book that I would not assign to beginners without some mimeographed correction sheets. It claims not to require statistical knowledge, but understanding the concept of fitting models to data is aided by knowing some statistical models, perhaps up to the elements of analysis of variance. It does contain a good collection of non-mathematical analogies, which a teacher could use.

The best use to be made of this book is probably to order a copy for the library, assign Chapters 1 to 4 as supplementary reading in an elementary research methods course, and use some of its examples elsewhere. Also, be reminded of the ethical considerations in doing educational research.

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Kathleen M. Snow &  
Philomena Hauck.  
**CANADIAN MATERIALS  
FOR SCHOOLS.**  
Toronto: McClelland and  
Stewart Limited, 1970.  
200 pp. \$5.00.

Some months ago a group of well meaning students in Ontario proposed that every university student in Canada pay a five dollar levy in order to save McClelland and Stewart from what seemed like still another American takeover of a Canadian publishing house.

Alas, the proposal miscarried. Allow me to present another plan.

There are roughly the same number of public school classrooms in this country as there are university students. If school systems were to place one copy of *Canadian Materials for Schools* in each classroom, Jack McClelland could breathe a small sigh of relief and give his full attention to the Committee for an Independent Canada!

The authors of *Canadian Materials* have taken up the long overdue, though clearly very difficult, task of providing school people with a compendium of "Made-in-Canada" materials for elementary and secondary schools. My opening gambit will have suggested that I'm less than satisfied with the efforts of Snow and Hauck, and yet while I'm about to quarrel with their selections and with the conventional notions they too readily dispense, I can't help but encourage teachers and school administrators to buy it. After all, five years ago the book would have been called "Materials for Canadian Schools" and would have had 75% American content.

Few of us were surprised when the National History Project discovered that Canadian students and their teachers were three times more likely to have access to American periodicals and magazines than to Canadian ones, and this not only in their homes but also in school libraries. The data on other types of written or visual material which come from *What Culture? What Heritage?* are almost as depressing, and it may well be that it is from such a perception of the problem of the Canadian student and the student of Canada that Snow and Hauck undertook their work.

*Canadian Materials for Schools* surveys Canadian resources — other than school texts — which can have a place in the educational process. The book is suspect not so much because there are too few or too many materials, or because no effort has been made to investigate

what is available in the French language, but because the criteria for the authors' selections are unclear and only vaguely connected to a flimsy commitment to Brunerian learning theory. After initial obeisance has been paid to "discovery methodology" and the "open classroom," Snow and Hauck retreat from conventional wisdoms to homilies of the sort, "Children must be kind to the little living things," and "Having different students read the captions aloud also encourages more active viewing." The "revolution" which we're assured is currently going on in Canadian education will hardly be sustained by such incantations.

In 200 pages, readers are provided with a generally essentialist array of English language newspapers and journals, government publications, films, radio and t.v. services, recordings, kits and the like. There are a number of unfortunate omissions among the evaluations and within the lists of materials which follow each chapter. While the *Western Canadian Skier* and *Canadian Wings and Air Cushion Vehicle Review* are included, neither the scholarly *Journal of Canadian Studies*, nor the very useful *Canadian Journal of History and Social Science* seems to have been considered. It may be carping to challenge the notion that "Doug Wright's family cartoon in black and red is familiar and amusing," but when Nipper and friends are included while the likes of McPherson and Aislin are not, one must respond in horror. The N.F.B. has produced a number of outstanding films on the history and culture of Canada's native peoples. Yet only one

such film, and that of dubious quality, makes the Snow-Hauck list, while commercially produced travelogues of the "Jasper Holiday" ilk are given prominence.

It may be that the authors felt it unwise to anticipate Senator Davey's report and so chose to provide only the impressive list of now defunct Western newspapers and the judgement that the "Globe and Mail" alone can be regarded as a national newspaper. I couldn't help but wonder too whether less conventional journals like *The Mysterious East* and *Last Post* Copp Clark's "Problems" and "Issues" series in Canadian history, as well as the important Coles "Canadiana Collection," mightn't have found a place in *Canadian Materials*.

There is heavy irony in the tribute paid in the book to the commitment of Ryerson and Gage to the publication of Canadian writing. (Perhaps a loose leaf version of *Canadian Materials* would allow us to delete the "losers" in the struggle to maintain a national publishing industry!) Given our national unwillingness to challenge the "realities of the market place," government subsidies to Canadian publishing may be some time in coming. We may have to rely on educators and a buying public whose feelings for Canada are as strong as those of Kathleen Snow and Philomena Hauck. For labour of love *Canadian Materials for Schools* likely was; that it was laboured shouldn't preclude our bringing it to the attention of all those engaged in studying and teaching in or about Canada.

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