

Neil Sutherland, Jean Barman, and Linda Hale, comps. *History of Canadian Childhood and Youth: A Bibliography*. Westport, CT: Greenwood Press, 1992. Pp. ix, 486. \$69.50 U.S.

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Long awaited by Canadian historians of childhood, youth, and education, these two volumes are a concrete product of the Canadian Childhood History Project at the University of British Columbia. Funded by three grants from the Social Sciences and Humanities Research Council of Canada and the Canadian Studies Research Tools programmes, and assisted by a veritable army of undergraduate and graduate students, the compilers claim the bibliographies include "virtually every serious piece of writing about Canadian children that has appeared in English" (p. vii) prior to 1990. Certainly, with 7,998 entries in the first volume and 7,328 in the second, there appears to be considerable substance to this claim. However, notable by their absence from the list of 144 journals that were systematically searched are the professional journals of Canadian teachers' federations and associations. The brief introductions provide

no clue to the reasoning behind this exclusion and it is not clear why it was felt that the *Canadian Nurse*, the *Journal of Leisurability* or the *Waterloo Historical Society Annual Report* would be more "likely to contain articles on Canadian children" (p. vii) than journals and publications from teachers' organizations. In addition, it should be noted that the main focus of the bibliographies is not so much on what "has appeared in English" as on what has appeared in English in Canada. To be fair, though, some articles in journals and anthologies published outside Canada are included.

Besides listing books, monographs, and scholarly and professional articles, the bibliographies include complete references to reports of government commissions and a thorough listing of magistral and doctoral theses completed in Canada and the United States. In both volumes the compilers have organized the entries by geographic regions and within each region by author in alphabetical order. The entries are indexed by subject and by author. The subject indexes were developed especially for the bibliographies. A helpful feature is the listing of commission reports under both their official titles and the chairs' names. For example, Alberta's Cameron Commission on Education is found easily in the name index under "Alberta. Royal Commission on Education, 1959" or under "Cameron, Donald, chairman." Finding the Hall-Dennis

Report, *Living and Learning*, proved more of a challenge, however, since it is listed only under its usually forgotten formal name, "Ontario. Provincial Committee on Aims and Objectives of Education in the Schools of Ontario."

The subject index is a useful guide when it deals with specific topics such as "smallpox" or "diabetes." It seems overwhelming when it lists very generalized topics such as "diseases," with more than eight hundred entry numbers in the first volume to pursue. Even more overwhelming is a subject like "tests and measurements," with something like 1,744 entry numbers in the second volume and few, if any, more specific subject headings related to this broad field. One would have to check all 1,744 entries in search of articles, reports, or theses dealing with intelligence testing since "intelligence testing" is not listed as a separate category (although "intellectual ability" is).

It is often said that in this era of sophisticated computer technologies, print bibliographies are anachronistic. That may be so but some of us, at least, still like hard copy which is completely and easily portable and not subject to "down time." The two bibliographies compiled by Sutherland, Barman, and Hale are, and will remain for some time, useful reference works and excellent starting points for those interested in exploring the research on Canadian young people. The bibliography on the history of childhood and youth will be especially handy as a means through which to introduce students to the field and to the range of research possibilities.

Rebecca Priegert Coulter
University of Western Ontario

Sandra L. Hindman, ed. *Printing the Written Word: The Social History of Books, circa 1450-1520*. Ithaca and London: Cornell University Press, 1991.

These essays on the history of the book during the second half of the fifteenth century have their origin in a conference, "From Scribal Culture to Print Culture," held at Northwestern University, Chicago, in April, 1987. As the editor and fellow contributor Sandra Hindman points out, the essays, considered collectively, deliberately shun Elizabeth Eisenstein's thesis, as proposed in the 1979 *The Printing Press as an Agent of Change*, that print culture constituted a radical break from scribal culture. Rather, they constitute evidence that the two cultures, far from distinct, existed side by side for a long time and that printed books continued to owe much to manuscripts. Though the authors by no means write about the book in a social, economic, intellectual, or political vacuum, the essays share a common approach, namely the study of the actual books, manuscript and printed. With essays focusing on art history, history, literature, theatre, and analytical bibliography, it is an interdisciplinary collection which "combines the methods of analytical bibliography with those of the *histoire du livre* to offer an enhanced perspective of the