Canadian Reference and Informational Books for Children: Part Two

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Part I of Professor Chapman's article, including his General Introduction and the categories of "Dictionaries, Encyclopedias, and Ready-Reference Books" and "The Arts, Sports, Recreation", appeared in the previous issue of Canadian Children's Literature.

PERSONAL DEVELOPMENT: HEALTH, GROWING UP, SEX EDUCATION, CAREERS

In these areas of human activity, many of which are of intimate and often all-consuming concern to young people, there is remarkably little Canadian material. Not that there is any lack of information on these subjects in book form, for there is an abundance of material to be found in schools, libraries, and bookstores. It is, however, mainly American in origin. And, of course, many young people obtain their information from sources which are not "informational" in the sense it is used here--the modern so-called realistic junior novel and the career story. Some of these might indeed be regarded as informational books, since that is their underlying, thinly disguised purpose. Devoid of any depth in plot or characterization, they are often embodiments of current popular ideas and reinforcers of a superficial, doctrinaire approach to morality. Contrived conversations and a tenuous story-line are thought the best means to make the information palatable to the younger reader. Of course this patent dishonesty loses for the books, in the minds of thoughtful children, any credibility they may have as information sources. More honest, nevertheless still difficult to accept, are the books which are clearly informational in intent, but in which the author, in good faith, uses conversation deliberately to "enliven the subject. The subtitle of *Susie's Babies* (Grand Rapids, Mich.: Eerdmans, 1960) by Margaret Clarkson is "A True Story." It is set in a grade four classroom where the boys and girls observe the pregnancy of their pet hamster, the subsequent birth of its offspring, and their care for a short time after. The classroom setting is convenient, since there is a teacher, Miss Weston, to convey all the necessary factual information in answer to the children's questioning. The inevitable analogies are drawn with humans, with strongly religious overtones. After condemning the "sinful" behaviour of the maid in one of the children's households, who had a baby out of wedlock, the teacher offers the following explanation in reply to a child's question: "How could she have a baby?"

> Animals can mate and have babies without getting married . . . and of course we all know they do. And so can

people, Robbie, although it is not at all how God intended that we should live. Any two people, a man and a woman, can become the parents of a baby by mating, without getting married -- and sometimes they do. But it is very, very sad. They are missing so much beauty and joy that God had planned for them.

The assumption that there is a necessary logical connection between religion and sex is clearly erroneous, but it has been with us for a very long time, especially in books of sex instruction for the young produced in the shadow of the Victorian age. *Susie's Babies* confuses belief with knowledge and represents an old-fashioned "birds and bees" approach to sex education that is misleading and unacceptable to modern children. When, in *Chats With Young Adults on Growing Up* (Grand Rapids, Mich.: Eerdmans, 1962), the author uses the same idea--this time with a different family of hamsters--to teach sex to junior high school students, the result is nothing short of ludricrous. The basic questions of sex education: what information? how much? and when? are of course still extremely contentious. In spite of (or is it because of?) the permissiveness and pseudo-liberation of the seventies, the same dilemmas persist. The fact that the experts in this field are also often in sharp disagreement clouds the issue of authority in this field. The reasonable approaches suggested by writers such as John Wilson in his *Logic and Sexual Morality* (Harmondsworth, Middlesex: Penguin, 1965), by helping to clarify basic problems such as the distinction between the moral and biological aspects of sex, encourage thoughtful consideration of other people as the basis for action in an area where so often distortions and propaganda hold sway. They can be of immense help when it comes to knowing what to look for in books for children.

In addition to John Rich's *Catching Up with Our Children,* which was written for adults, three books for Canadians stand out. For adolescent girls, Molly Anne Macdonald and Joan Nankivell have prepared an excellent handbook *Growing Up,* which places sex in the total context of a girl's transition into young womanhood. In clear, unadorned prose that is devoid of all pretense and condescension, the authors deal with family relationships, friends, food, exercise, grooming, money, and jobs, as well as the pill, homosexuality, pre-marital sex, and venereal diseases. This straightforward account, at times serious, at others light-hearted, neither insults young people's intelligence nor ignores fundamental human impulses and feelings. Something similar for boys is badly needed, although we can imagine their taking a peep at Chapter Five (on "Boys") in *Growing Up*. General books prepared for both sexes, such as *Health and Fitness for Canadian Youth* by H.P. Simonson and others, studiously avoid the mention of sex, probably with the view to their being adopted as texts in classrooms, in some of which the teaching of sex is still officially forbidden. A rational attitude also pervades Lionel Gendron's *Birth; the Story of How You Came to Be* and Agnes Rosenstiehl's *Birth,* both intended for younger children. Their methods of handling the subject are in marked contrast. This winner of the French Canadian Children's Librarians' Award for 1969, in its original French edition, is vividly illustrated and filled with simple, factual information about the sex

organs, intercourse, fertilization, pregnancy, the birth process, menstruation, and even the hereditary factors of sex determination. In contrast, Rosenstiehl has chosen to be extremely economical in both word and illustration, with full-page line drawings and text enclosed in comic strip dialogue balloons. The information is conveyed through somewhat trite conversations amongst two children and two adults. Although the small amount of information included is accurate, the overall result is something of a disappointment. The expressionless features of the human figures, evoking all the personality of store-window mannequins, do not exude the spirit of warmth appropriate to the introduction of sex to young children. Even though it seems to suffer from technical simplification, especially in the early pages, Gendron's text *does* radiate warmth by considering human values as well as biological facts. Despite occasional lapses into sentimentality, Jack Tremblay's illustrations are an effective complement.

Vocational guidance information is best found amongst the large number of pamphlets, brochures and information sheets which school counselors collect in considerable array for their students. Much of the material is obtained from official government sources or individual businesses and industries. There are few trade books to which a young Canadian can turn for information about job opportunities in his own country. The ephemeral guidance material just mentioned is usually more helpful than the British and American books to be found in most libraries. For younger children there is very little -- in any form. There is a need for an up-to-date series, similar to the now dated *Canadians All* (edited by Marian James), describing in simple language what various kinds of workers who are known to children do in a community. The same publishers have, however, produced a photographic picture book in colour, *The Policeman in Your Community*. The day-to-day work of the Ontario Provincial Police is quite effectively described and is fairly representative of police work right across Canada. The text is unfortunately banal and lifeless, but the choice and quality of the photographs more than compensate.

GENERAL SCIENCE AND NATURAL HISTORY

Outside school texts there are very few Canadian books dealing with general scientific topics. In astronomy there is *Exploring the Moon and the Solar System*, a well-illustrated book by Terence Dickinson, the Assistant Director of Strasenburgh Planetarium in Rochester, New York. This appears to be the only book on the subject. In 1973 at least one Canadian publisher was talking of producing a book about comets to coincide with expected arrival of Kohoutek. But as it turned out, the project fizzled like the comet itself. Alan Watts has written an informative introduction to meteorology for children, *Instant Weather Forecasting in Canada*, but many of the data and illustrations do not seem to be of Canadian origin. Richard Michailiuk's fully hand-produced little book, *The Wind*, is a praiseworthy attempt to do something original with a commonplace subject, even if it is not a

completely successful welding of text and illustration. In *The Story of Radioactivity* Colin Mawson pays due attention to the work of Canadian scientists. The chemistry of the atom and general atomic theory are explained simply. Practical applications are also discussed, as are the safety methods necessary to control atomic energy.

There is much more available for children in the various fields of natural science. Designed for a wide popular audience, the nine-volume *Illustrated Natural History of Canada* series merits special attention. This comprehensive, authoritative, and magnificently illustrated guide to the land and wildlife of Canada is also a shining example of how good indexing can immeasurably increase the value of an informational work. There are eight volumes, each devoted to a particular region: *The Great Lakes, The Western Plains, The Pacific Coast, The St. Lawrence Valley, The Arctic Coast, The Atlantic Coast, The Mountain Barrier,* and *The Canadian Shield,* each possessing its own detailed index. The ninth volume, *Canada,* provides the overall picture as well as a cumulative single-alphabet index to the major entries in all the other volumes. Thus, if a child is investigating the Saguenay River, he can see at a glance that most information is in the *St. Lawrence Valley* volume, but also that there are references to it in *The Atlantic Coast* and *The Canadian Shield.* The *Canada* volume also has the "Illustrated Album Guide" which enables the reader to trace topics such as "climate," "fish," "mountains" -- sixteen in all -- in the various volumes.

There are several books devoted to the earth sciences. W. E. Swinton of the Royal Ontario Museum is the author of *The Earth Tells Its Story*; the book's thirty-two pages are, unfortunately, hardly sufficient for the presentation of more than the skimpiest of fact outlines to cover a several billion year time span. The beautifully produced *Exploring Minerals and Crystals,* by Robert Gait of the same museum, "attempts to answer the apparently simple, yet rather difficult question: What is a mineral?" In helping children find answers, the author has faithfully reduced a complex subject into simple terms. The numerous definitions are concise and provide an excellent introduction to more advanced knowledge. The numerous black-and-white and colour photographs, including many close-ups, are sheer visual delights. There is a third book based on the authority of the ROM. Helen Bush's *Treasure in the Rock* is a re-publication in a single volume (with unifying index) of four booklets originally issued by the Museum: *The Story of Rocks, The Story of Minerals, The Story of Fossils,* and *The Story of North America.* The lively, interesting style and the many illustrations of Canadian subjects would have strong appeal for children. It is difficult to say the same for Bernard McEvoy's *Canada's Buried Treasures* (Toronto, McClelland & Stewart, 1968), an example of a professional writer's attempt to come to terms with a subject with which he has only a superficial acquaintance. In the words of R. K. Laakso, an official of the Ontario Department of Mines, *Canada's Buried Treasures* "at best . . . is an inaccurate, pseudo-scientific pot-boiler slapped together with so many errors of definition [and] scientific fact it is hard to believe that the bibliography appended was perused or that the professors of geology, anthropology, and mining engineering thanked in

the introduction, read the text, criticized or helped the author." Nor is it redeemed by an attractive format. Its few illustrations are commonplace in subject matter and aesthetically undistinguished.

It is in the life sciences that Canadian informational books have been most numerous and, indeed, most consistently successful. The animal world in particular, so imaginatively re-created in story by Roberts, Seton, and more recently, R. D. Lawrence, has attracted at least two writers who excel in factual description: Lorus Milne and Jacqueline Berrill. After collaborating for many years on technical research reports in scientific journals, zoologist Lorus Milne and his wife Margery were urged by an English teacher friend to try their hand at writing for young readers. Their success as children's authors ever since, along with several books for adults, has amply demonstrated that the worlds of scholarship and popular writing can co-exist harmoniously, each nourishing the other. Their ten or so juvenile titles which have appeared over the past twenty years have formed a major lasting contribution to scientific writing for children. In *Because of a Tree*, the Milnes have produced an outstanding introduction to ecology long before it became today's vogue topic. Each of ten trees is considered "a center in the community of nature," and a description is given of the relationship to it of the animals, birds and insects dependent on it for sustenance. The multifarious life of the sea shore is described in *When the Tide Goes Far Out*. Kenneth Gosner's soft-pencil drawings, with their detailed captions, are an effective adjunct to an informal text. The hermit crab, for example, is introduced shell-first:

> If picked up and examined, this shell shows no typical snail-like soft feet pulling back to safety and closing a horny door. Instead, from the doorway, half a dozen sharp-pointed feet project. As the shell is held quietly, the feet come forward a little, then withdraw nervously. The alert animal inside the shell is not a snail at all, but a hermit crab. It has appropriated an empty periwinkle shell to cover its soft body. The hermit crab travels about with its second-hand house like a person in a camper truck. And like the person, the crab stops frequently to examine other shelters, to see if they might fit better. The old shell can be traded in for a new one any time.

And there on the facing page, a full-page drawing of a wonderfully monstrous hermit crab! A secret of the Milnes' success in writing for children is clearly that elusive combination of subject knowledge, enthusiasm, and writing ability.

Unlike the Milnes, Jacqueline Berrill has always written exclusively for children, including several books in the *Wonder Book Series* of the American publisher Dodd, Mead. She has also provided her own graphic pen-and-ink drawings. Among her subjects are animal nurseries, the Antarctic, woodland animals, wolves, monkeys, and animal migration. Most of her books are simply but quite adequately indexed, and are suitable for reference as well as continuous reading. It is quite easy, for instance, to find through the index to *Wonders of the Monkey World* the sounds made by the proboscis monkey ("Their cries of *honk* and *kee-honk* sound like notes played on the bass viol."). In her writing and illustrations Mrs. Berrill reveals herself as a most perceptive observer of

animal life. She also knows how to interest children. These two qualities are the key to her success.

Although they are very good reference sources, the five nature books of Charles P. May lack the insight and fluency of the Milnes and Mrs. Berrill. His book on birds and the two on animals are exclusively concerned with Canadian wildlife; the pair on insects and on reptiles and amphibians, with North America as a whole. All have drawings by the Canadian naturalist-illustrator John Crosby, who includes pictures of all creatures in both their young and mature states. A curious point of similarity may be observed in these books taken as a group. One expects some kind of uniformity in length and general approach, but one wonders why exactly the same number of creatures are treated in four of the works. Is it pure coincidence that there are twenty-eight animals (in the first animal book), twenty-eight birds, twenty-eight insects, and twenty-eight reptiles and amphibians? All books include factually accurate and concisely written information. But, at least in the book on birds, one longs for some colour in the illustrations, not merely for prettiness but also for accurate identification. By contrast, the animals in R. D. Lawrence's *Wildlife in Canada* have personality and character, without anthropomorphism and sentimentality creeping in -- probably a reflection of the author's intimate concern with Canadian wildlife ever since he arrived in Canada in 1954. It is quite clear, however, that it is Mr. Lawrence's intention to give us interesting information rather than to tell stories.

There are several good books about dinosaurs, a topic of seeming perennial interest to children. For the very young, Erna Rowe's humorous, colourful paperback, *Giant Dinosaurs*, gives the simplest of information about seven species. Also for young children, but less flippant, is W. E. Swinton's *Digging for Dinosaurs*, a simple introduction to palaeontology in general. Mr. Swinton is also the author of a booklet confined to Canadian dinosaurs, *Dinosaurs of Canada*. Loris Russel's *Dinosaur Hunting in Western Canada* traces the history of expeditions that have searched for dinosaur fossils over the last one hundred years.

THE WORLD, CANADA, CONTEMPORARY SOCIETY -- AND THE FUTURE

When we look at books about people, places, and modern society, it is quite obvious that those Canadian authors who write for children have focussed their attention firmly on Canada. There are two notable exceptions: Edna Epstein and Lyn Harrington. Edna Epstein may be regarded as a true internationalist since her subject is the United Nations. When it was first published in 1959, *The First Book of the United Nations* was acclaimed as the finest of the several for children that had appeared by that date. Using appropriate photographs and maps to illuminate her straightforward text, Mrs. Epstein, whose husband was a Canadian member of the UN Secretariat, has described numerous aspects of the international organization. Several updating editions have been published subsequently, so there is a strong

emphasis on current information where changes occur so rapidly. History is downplayed but is adequately summarized.

Although she has not written about the United Nations, Lyn Harrington is an inveterate world traveler and has written several books based on her experiences: *Greece and the Greeks, China and the Chinese, The Grand Canal of China, How People Live in China, Australia and New Zealand,* and most recently, *The Polar Regions.* Other than the unsatisfactory Australian venture, which I discussed earlier, her books have been very well received. The three books on China, the result of visits to that country in the mid-1960's, have been especially praised as unprejudiced accounts of a people about whom so much misinformation is unfortunately available to children. The excellent photography by Mrs. Harrington's husband, Richard -- notably in *China and the Chinese* -- is an additional distinction. One of her earlier books was about Canada, a blend of history and description entitled *The Real Book about Canada.* Unrevised since its publication in 1959, much of its information is obviously dated. Her 1973 work, *The Polar Regions,* gives an up-to-date account of the Canadian Arctic as well as the Arctic areas of several other countries, and includes measures that are being taken to preserve the ecological balance of life in the north.

Of other general works about Canada for children, two stand out. For over twenty-five years a staple in the *Portraits of the Nations* series, Frances Aileen Ross's *The Land and People of Canada* presents a clear, undramatic picture of the country's social, political, and economic development. Though one of its purposes, like many U.S. publications, is to explain to young Americans the way of life of their northern neighbours, it is overall quite acceptable to Canadians also, because of its reasonable, well-informed judgments. True, reference is made to long-buried bones of contention between the two countries, such as the Bomarc nuclear warheads issue, but few will quibble with the current pertinence of the book's concluding statement: "The role of junior partner to the world's richest and most influential nation is not always easy." The other book, Charles Lineaweaver's *Canada,* plays down politics, including Canada-U.S. relationships, and places emphasis on regional, economic, and physical geography. There is also a strong visual emphasis with photographs, pictures or maps on almost every page. Both books are well indexed, but their deficiencies with regard to recent developments must also be borne in mind.

Although history as the imaginative recreation of the past has been treated elsewhere in this article, brief mention should be made here of a few histories -- especially pictorial works -- as considered from a factual viewpoint. The text of *An Illustrated History of Western Canada* is over-simplified and frequently superficial; nonetheless Tony Cashman has produced something of a rarity for children: an entertaining children's history book, replete with numerous contemporary illustrations, including paintings, photographs and political cartoons. Bob Bowman's *Dateline: Canada* is also filled with historical pictures but is not as successful, its major weakness being a chronological presentation of information arranged by calendar day, not year by year.

The "what-happened-on-this-day-in-the-past" technique may perhaps be condoned in the forms of newspaper "fillers" or casual comments on popular radio stations, but their cumulative effect in book form is quite irritating. The fact that *Dateline: Canada* has adopted this approach severely diminishes its value as a guide to general themes and issues in Canadian history. Specific items, it should be pointed out, can be located through an index. Other histories noteworthy for their pictures are *Canada, a Visual History* by D. G. G. Kerr and R. I. K. Davidson, the companion to the former's *Historical Atlas of Canada*, and the books by Clarke Hutton and by Jessie McEwen in collaboration with Kathleen Moore, both entitled *A Picture History of Canada*. The last two represent different approaches. Functioning solely as illustrator, Hutton has provided his own pictures and has left the writing of a simple text to Ivor Owen and William Toye. In fifty-six brief chapters, McEwen and Moore have written a text in strongly dramatic story form and have embellished it with nearly fifty plates of previously existing Canadian historical paintings. In the new (1966) edition, an amateurish depiction of the (then) new Canadian flag is incongruously added as a frontispiece, possibly to give an appearance of modernity to a book which is clearly antiquarian in its overall appeal. Lacking indexes, both books are obviously intended for continuous reading. And, still without peer as a source of historical information unobtainable elsewhere, there is S. W. Jefferys' *A Picture Gallery of Canadian History*. One only wishes that indexes were available to complement the table of contents in each of the three volumes.

Other than the ubiquitous school texts, few books have been written for children about modern Canadian life. For example, little attention has been given to producing guidebooks for children to larger Canadian cities. The several guides produced in the past by Leonard Knott have not had their more recent counterparts, at a time when it seems there would be quite a market for such books judging by the profusion of new adult titles. Knott has produced booklets on the Saguenay, Ottawa, and most recently, Montreal, coinciding with EXPO 67. These have proven to be very useful *vade-mecums* for children who wish to explore, on their own, various museums, art galleries, zoos, and historical landmarks -- or even simply find their way about the streets -- in the cities where they live or which they may be visiting. Travel books aimed at a general audience may occasionally be useful. Some, like the superficial and poorly printed *Let's Travel in Canada*, edited by Joan Downing and Frances Dyra, are to be avoided. So enthusiastically commercial is its tone that its advice is suspect. A child could easily obtain similar information, and at far less cost, from any good travel agency. Others, like those in the *Traveller's Canada* series, are more satisfactory. Edward McCourt's book on Saskatchewan, for example, with its successful combination of perceptive analysis and informal writing style, transcends the normally mundane world of travel writing but remains always readable -- and entertaining. Some non-Canadian sources can be useful, and one is mentioned by way of illustration. The most recent in a long line of books on Canada by "outsiders," Morris Weeks' *Hello Canada*, can be confidently recommended to children since the author is

obviously very well read on Canada and has absorbed much of the country's "feel." For instance, the correct pronunciation of Newfoundland is pointed out -- a matter which even eludes many Canadians; and anyone who has lived recently in Winnipeg (and is not completely prejudiced) can appreciate this part of Weeks' description of Winnipeg:

> Downtown Winnipeg shows the effects of its not - quite - successful years. Most of the buildings are low and many are seedy. Modern stores are outnumbered in some central blocks by pawnshops, flop-houses, small hotels with peeling wallpaper in the lobby, theatres showing fifth-run Hollywood westerns. The Drag, a six-block section of Main Street, is notorious for its Saturday-night drinking bouts, fights and arrests. The rest of the city is more respectable, but shabby in spots. Wellington Crescent, for example, has become too expensive for most of its householders and some of the finest homes have been turned into apartments.

And then in the paragraph immediately following, in order to give a balanced picture, the author proceeds to describe the city's finer features. *Hello Canada* has captured the Canadian spirit more successfully than two books by other "outsiders": *Getting to Know Canada* by Frances Rollins (Coward-McCann, 1966) and *Great Cities of Canada* by Charles P. May (Abelard-Schumann, 1967). The first chapter of *Canada: Wonderland of Surprises*, by the Canadian Max Braithwaite, is entitled "Misconceptions and Facts," which sets an underlying theme for the book. But its sixty-two pages are too short a space for little more than a cursory glance. And although the facts presented are accurate they are conveyed in lifeless, choppy journalese. Rather than recommend such books to children it is preferable to suggest one of the several outstanding photographic essays on Canada which have appeared since the Centennial: *Canada*, edited by Earle Toppings; *The Colour of Canada*, by Hugh MacLennan; or, best of all, the National Film Board's masterpiece *Canada*.

Of several books on Canadian transportation suitable for young people, John De Bondt's *Canada on Wheels: a Portfolio of Early Canadian Cars* deals only with cars actually manufactured in Canada up to 1931 and has obvious appeal to boys as well as to the student of automotive history. The importance of roads in Canadian economic and social history is surveyed in Edwin C. Guillet's *The Story of Canadian Roads*. Pierre Berton's *The Great Railway*, a condensation of *The National Dream* and *The Last Spike*, is a pictorial history of the Canadian Pacific Railway. It is superior to, but also more expensive than, the paperback abridgment *The National Dream*, based on the television series of the same name, where the authentic, contemporary pictures were replaced by stills from the series. Even though they will obviously be used in many classrooms, the McGraw-Hill *Canada at Work Series* deserves mention since the publishers have avoided all the tell-tale signs of the textbook. Obvious care has been taken to make each of the books as attractive as possible, from the bright dustjacket to the spacious layout and pleasing typography. Six topics are covered: aviation, the automobile, agriculture, railways, oil, and fisheries.

Perhaps misunderstood by non-Canadians more than any other Canadian institution, probably through the viewing of several Hollywood travesties, the Royal Canadian Mounted Police has also been the subject of much printed hog-wash. Even most of the better accounts prepared for children in the past are romanticized, therefore unintentionally preserving unfounded myths. One book which carefully avoids these pitfalls, without loss of dramatic impact, is *The Pictorial History of the Royal Canadian Mounted Police* by S. W. Horrall, suitable for all but the very young. Nearly all the pictures come from the RCMP files and complement the reliable text of the RCMP historian. The lack of good material on the RCMP is likewise matched by the very small amount of information for children on Canadian law. The only suitable book, *Many Laws*, issued by the Metis Association of Alberta, deals with the law only insofar as it relates to native peoples. The information is conveyed by Christine Daniels and Ron Christiansen in a story form designed to be acceptable to young Indians and Metis, and its presentation reflects the hopes and aspirations of a minority group clamouring for rights its spokesmen claim it has so long been denied. Ron Christiansen's pictures, strikingly bold in line and colour, speak as eloquently as the words.

The gradual recognition of the plight of native peoples and the accompanying interest in cross-cultural studies in schools and teacher education institutions have brought many previously acceptable books under fire as race-biased reinforcements of long-standing prejudices. Books like Donalda Copeland's *The Junior True Book of Little Eskimos*, not intentionally patronizing towards their subjects in the more carefree times of their first publication, have become unacceptable in the current social climate. With so much invective and propaganda abounding in the mass media, and false analogies being drawn with the situation in other countries, the appearance in 1973 of an authoritative Canadian source was a happy publishing event. Edited by Bruce Sealey and Verna Kirkness, *Indians Without Tipis* is a collection of essays on the history, culture, and current situation of the Canadian Indian and Metis themselves, and is published under the auspices of The Canada Studies Foundation. It is an important aid to understanding the problems of Canada's indigenous population and to evaluating books portraying them. Re-read in the light of *Indians Without Tipis*, apparently innocent books, like Allan MacFarlan's *The Boy's Book of Indian Skills*, take on an almost sinister air. E. Palmer Patterson's *The Canadian Indian: a History Since 1500* is a pioneer and generally successful attempt to re-write Canadian history in Indian terms. Unfortunately it is suitable only for mature, older children. Margaret Zieman has written for children *The First North Americans: How Men Learned to Live in North America*. This brief, well-researched study of seventeen tribes highlights significant facts, but the lack of an index severely limits its use. Eskimos are sympathetically treated by Ann Power in her little paperback, *Eskimos of Canada*.

Besides the problems of native peoples, other contemporary issues are also receiving their due share of attention. Again, interest is often motivated by high school classroom discussions. In addition to Canadian

Indians, the several books in the *Issues for the Seventies* series, edited by Norman Sheffe, cover war, poverty, youth, student unrest, and environmental quality. They have generally been received very favourably because of the variety of viewpoints presented and the supporting documentary evidence.

Finally, we look at the future. The Centennial of 1967 was an obvious year for Canadians to be stirred to reflect on their country's past, and several books which have been discussed in this chapter owe their existence at least partially to this spirit. At that time only one bold step in the other direction was taken -- or more correctly one synthesis of many "steps." *Maclean's* magazine sponsored a project in which many people in the public service, the arts, and industry gave their predictions for the future development of Canada. These were compiled and edited by science writer Leonard Bertin and published as *Target 2067; Canada's Second Century*. There is throughout a pervasive air of resignation and pessimism: fears of a dictatorship of experts; of a tyranny of machines, notably computers; of a host of other problems created by technological "progress"; and of a "grave new world" classless society without poverty and without disease, but where individuals have lost their sense of individuality. Today there are additional problems: there is the environmental crisis, of which it is so difficult to be unaware, that man's problems of survival have become a cliché; there is overpopulation, the alleged root of so many other major social problems. They can so easily inspire a feeling of overwhelming depression. The question remains: how can today's children be apprised of the grave problems and demanding challenges they will have to face in the future, without being reduced to stifling fearfulness or cynical apathy. Our creative writers can help us immensely. So too can those who are in a position to influence the quality of information that is available to young people and its accessibility . And, we all may find some room for cautious optimism in the remainder of what Yevgeny Yevtushenko has to say to us about "Lies":

> The young are people.
> Tell them the difficulties can't be counted,
> and let them see not only what will be
> but see with clarity these present times.
> Say obstacles exist they must encounter
> sorrow happens, hardship happens.
> The hell with it. Who never knew
> the price of happiness will not be happy.
> Forgive no error you recognize,
> it will repeat itself, increase,
> and afterwards our pupils
> will not forgive in us what we forgave.

DICTIONARIES, ENCYCLOPEDIAS, READY-REFERENCE

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