

I like the fact that popular books enjoyed by children, not just those recognised as good literature, are included. Books by major Canadian authors are there; the only ones missing are those with a more regional appeal -- but this is hardly a fair criticism of a book of this size. Genres and formats for each age level are adequately covered: picture books, poems, novels, information books, popular books, and classics.

The publishing information given for each main entry is up-to-date and sufficient to locate the book in a library or bookstore. However, an explanation of what is meant by the rubric "Other Books" at the end of many main entries would be helpful: a reader will not know whether these are other books by the same author or others related by their theme. I also noticed some inconsistency of style in the short descriptions of the books: at times they are short summaries of the story, but on other occasions they also include information about the genre.

The three authors are well suited to the task of suggesting suitable books for young readers. Each is known for tireless efforts to bring all children to literature and have it come alive for them. This book was written with a deep desire to help children become readers. It may be written for adult readers, but as the authors say: this is a book for children who need our advice, wisdom and support, and nurturing as they develop into independent readers who not only *can* read, but *do* read" (6). Hence, it will be a valuable addition to many a professional's library.

Mary Cronin is Assistant Professor of Education at the University of Regina.

FLAWED BUT SERVICEABLE

Childview: Evaluating and reviewing materials for children, Claire England and Adele M. Fasick. Littleton, Colorado: Libraries Unlimited, 1987. xviii, 207 pp. \$23.00 cloth. ISBN 0-87287-519-9.

In their guide to assessing classroom and library materials for children, England and Fasick raise important issues and offer some good advice. Their book, however, is flawed; it could have benefited from the attention of a competent editor.

Part 1 provides a context for the reviewer. It touches on such recurring concerns as literary quality, censorship, sexism, racism, and conflicting values and standards. The authors stress the importance of examining materials for children from the double perspective of the adult and of the child. With this emphasis in mind, they sketch current childhood development theories and briefly mention the needs of handicapped children. They also discuss reasons

for reviewing materials for children, what is generally reviewed, and where the reviews are published. In this context one annoying shortcoming of the book becomes evident. Although the authors are from the Faculty of Library and Information Services at the University of Toronto, their book has a decided American bias. Only one Canadian publication is on the list of "Reviewing Journals" (*Canadian children's literature* is not mentioned); and Canadian titles are virtually non-existent in the children's materials cited.

Perhaps the most helpful sections of Part 1 are those that discuss the review itself. Here we find a variety of practical suggestions and a checklist for general evaluation.

Part 2 considers specific types of materials and evaluative approaches to them. Books are the primary focus but nonprint materials (including computer software) are also discussed. With the exception of drama, the authors cover most genre and media. Each chapter contains a checklist of appropriate questions for evaluating specific materials. Four of the eight chapters also include a list of "Books mentioned" as examples of genres. Generally the advice offered is sound, although there are inconsistencies and contradictions and one wonders sometimes why particular sections have been included. The discussion of prosody, for instance, seems inappropriate since it is inadequate to the task of turning the neophyte reviewer into an expert on poetic analysis. It is possible that some of the inconsistencies (such as the praise of Beatrix Potter's rich, sophisticated vocabulary and the insistence that vocabulary for young children "must be simple," pp. 58, 109) are a result of two authors' having worked on separate sections of the book. Still, a good editor should have caught these problems and also corrected the occasional – but glaring – faults in grammar.

Childview is a rather uneven book that might have been better realized. It is, however, serviceable and should be useful to students, teachers, librarians, and others who evaluate and review material for children.

Mary G. Hamilton, associate professor of English and Humanities at Athabasca University in Alberta, develops and delivers home study courses for adults, including Canadian and children's literature.

LUTTER CONTRE LA PEUR

Au fond des mers, Louis Caron. Illus. Francis Back. Montréal, Boréal Jeunesse, 1987. 48 pp. 8,95\$ broché. ISBN 2-89052-209-1.

Bruno Bettelheim, l'auteur de *Psychanalyse des contes de fées* (Paris 1976), est convaincu de l'utilité psychique des ces textes traditionnels. Selon lui, leur