

## What to expect

Books and materials which are relevant to human communication will be reviewed and/or listed in this section. We shall select these publications and materials which are peculiarly relevant to the Canadian scene and which are not likely to be covered in other publications easily available to Canadians. We do not wish to duplicate reviews published by ASHA, CEC, the American or Canadian Psychological Associations, etc. We shall include materials and publications in English and French and occasionally some outstanding publications in other languages. We hope to receive lively feedback from our readers concerning our selection criteria.

This department will, we hope, provide several different services: (1) comprehensive and evaluative book reviews; (2) lists of books which are submitted for review; (3) brief, non-evaluative abstracts or comments about books or other publications; (4) reviews of films and television programs available for distribution; and (5) evaluations or comments concerning teaching materials, tests and diagnostic tools, equipment for therapy or research, etc.

We shall be guided in the development of this department by the general policies of the journal and by the expressed interest of its readers. We shall solicit books and materials for reviews as well as the help of colleagues to write those reviews. If possible, especially if a review is unfavorable, we shall attempt to get a rejoinder from the author and to publish review and reply in the same issue.

We encourage readers to recommend books and materials for inclusion in this department and we shall welcome as well suggestions for reviewers and dis-

cussants of books and materials though we have to reserve the final decision in these matters for the editors of the department. Recommendations of books and materials should include as much information as can be supplied (including correct title or name of the item, possibly a flyer published about the material, name of publisher, price, etc.) as we do not have the facilities for extensive searches.

Correspondence concerning this department may be addressed to: Elisabeth P. Brandt, PhD, *Human Communication*, Faculty of Education, University of Saskatchewan, Regina Campus, Regina, Saskatchewan SAS OA2.

## Creative (Canadian) communication

**Creative communication: teaching the language arts** by Lillian M. Logan, Virgil G. Logan, and Leona Paterson. (McGraw-Hill Ryerson Limited, Toronto, 1972; pp. xi, 3-464; \$8.75.) The first two authors are at Brandon University, Manitoba and the third author is at Mount Royal College, Calgary, Alberta.

REVIEWED BY ELISABETH P. BRANDT

*Creative communication* begins with non-verbal communication, proceeds with the development of speech and language in infants, moves to the classroom and discusses listening skills, speech activities, speech disorders, expression in writing, linguistics and grammar, handwriting, reading skills, and various means of enjoying literature, including choral speaking and creative dramatics. Throughout the emphasis is on the development of language skills not as **goals** in themselves but as **tools** for creative expression and communication. The book is well organized and very readable though the style is uneven. Some subsections list an array of research results which are not well integrated into the rest of the material.

In a market glutted with imported texts a Canadian book is a welcome addition. The book has, however, some serious shortcomings. Unfortunately, *Creative communication* could have been written for any English speaking school system. It not only avoids the regionalized and sometimes chauvinistic examples of other texts but is almost completely devoid of any national character. It does include some references to Canadian sources and a few examples from Canadian schools but those are interspersed in other materials.

One result of this attitude is the book's treatment of bilingual and "culturally different" children, which completely disregards the Canadian multilingual reality. The excellent summary on page 15 is followed by an inadequate one-page discussion (page 259) in which "culturally different" stands for "poor" or "ghetto" or "lower class". It should be obvious that children who come from Montreal or Calcutta or Glasgow may come from more sophisticated and more highly verbal environments than the average white middle class represented by their new teachers in, for example Ottawa, Calgary, or Kelowna. Furthermore the problems peculiar to the Canadian North or to schools for native children are never mentioned.

As a speech pathologist I further object to the advice that children with articulation problems should not be referred for professional attention until second grade. Some children with deviant speech need therapy in kindergarten and only a competent diagnostician can make the appropriate assessment.

Nevertheless, I highly recommend this book to kindergarten and primary teachers. The emphasis on communication is consistent and very well explained. There are no "mod" gimmicks but many excellent examples. The book should provide many valuable ideas for even the experienced teacher and an excellently integrated approach to the language arts for the novice.

**Congratulations**  
on your new venture in  
**Human Communication**  
from the

## Alberta Hearing Aid Dealers Association



**Alberta Hearing Service Ltd.**  
213 Tegler Bldg., Edmonton

**Bay Hearing Aid Centre**  
102 St. & Jasper Ave., Edmonton

**Belton Hearing Aid Centre**  
10752 Jasper Ave., Edmonton

**Bethune, D.M.**  
314 - 10th St., Wainright

**Better Hearing Centre Ltd.**  
10025 - 106 St., Edmonton

**Downtown Hearing Aid Centre**  
515 Tegler Bldg., Edmonton

**Sinclair's House of Hearing**  
215 Birks Bldg., Edmonton

**Thibodeau Hearing Aid Centre  
(1968) Ltd.**  
10246 - 102 St., Edmonton

**Zenith Living Sound Hearing Aids**  
323 Tegler Bldg., Edmonton