

Helen Rippier Wheeler, *The Bibliographic Instruction-Course Handbook: A Skills and Concepts Approach to the Undergraduate, Research Methodology, Credit Course – for College and University Personnel*. Metuchen, N.J: The Scarecrow Press, 1988. 626 pp. \$59.50 (US) Reviewed by Elizabeth Frick, Associate Professor, School of Library and Information Studies, Dalhousie University, Halifax, Nova Scotia

The art of job-hopping is no longer confined to CEO's. It is the rare graduate today who can look forward to a lifetime's steady climb up the corporate ladder, uninterrupted by a few zigs and zags – institutional changes, job changes or career changes. Such changes force today's students to be ready for the demands made on their ability to learn, efficiently and quickly. Upon graduation they should be educated for life-long learning, for independent study. Independent learning requires knowledge about the methodology of access to information. In recent years researchers and practitioners in the field of library and information studies have been applying themselves to the question of user education in library/information skills, or, as it is most often called in academia, bibliographic instruction (BI).

Most academic libraries now offer some form of BI to their students: course-related instruction (one-shot invited lectures to particular classes), course-integrated instruction (courses based around the concept of information retrieval in the subject covered, and usually team taught with librarians and teaching faculty cooperating) or separate course instruction (a credit, or non-credit, required or elective courses in information access).

The book under review is an effort to provide to librarians in academic settings the framework for a separate undergraduate course in the art of finding your way around libraries. Wheeler supplies not only the outline, but the details that include handouts and exercises. The course is presented as a 15-week course. Material may, of course, be adapted to course-related teaching, or may be re-arranged for shorter/longer courses.

Chapter I is a general discussion about the pros and cons of instruction. Wheeler uses the results of several surveys to describe the response of librarians, faculty, library administrators and library school deans/administrators to the idea of bibliographic instruction. She reports the results in an enlightening, detailed fashion, rather than through amassing tables of statistics.

The second chapter deals with course management and effective teaching – very practical (“Recruiting students for an elective course relates to their knowing about it and being attracted by it” p. 36), very down-to-earth (“Make sure the students know your name” p. 42).

In the third chapter we have the bulk of the book (more than 275 pages) – the outline and actual materials of a 15-week bibliographic instruction course. These materials include instructions to the teacher, exercises/tests for the students and the keys or answers for the teacher. The sections in this chapter adopt a traditional division by type-of-reference-source or research problem (Filing, Classification,

Using a thesaurus, More library basics, Serials catalog, Newspaper indexes, Inter-library borrowing, Periodical indexes, Government publications, Abstracting services, Search strategies, Citation indexes, Reviewing & testing). This is indeed a practically (pun intended) ready-made course. Additional exercises and their keys are supplied later, in Chapter 4.

A very helpful section on keeping records of bibliographic finds and on the use of style manuals, is buried in the section on Inter-library borrowing. Wheeler includes computerized literature searching in her section on Periodical indexes, though the explanation of boolean logic is inadequate and might better have been omitted. There is little substantial coverage of online catalogs.

Chapter 4 is the chapter where the astute reader can assess some of Wheeler's political smarts. Her political awareness makes the other material in the book that much more interesting: e.g. "The library school dean who commented freely at a meeting that 'any faculty member who wants to teach a BI undergraduate course should see a psychiatrist' did not respond [to the survey], an indication of the interest of persons with influence" (p. 8) or, in recounting another story of one faculty member's particularly arrogant expression of disinterest, "This lack of facts-of-life information and concern about the educational status quo, in association with a faculty member's relative security and influence (power) must also be addressed." (p. 19). The first section in this chapter uses the experiences of the University of California system as a case study of the growth of BI in a number of universities. While some reviewers might find this section uncoordinated or unjustifiable, it is this reviewer's opinion that this is one of the most interesting sections of the book illustrating as it does the often seeming-arbitrariness of the way courses come to be, the administrative obtuseness that sometimes bedevils the efforts of teachers trying to teach students to be self-learners.

There is a final chapter entitled "Resources", a section that includes bibliographies of materials, books, texts, non-print materials etc. to help the faculty member planning or implementing a course in library research; more exercises geared to the sections in Chapter 3; and an index to materials and concepts covered in the course.

The Bibliographic Instruction-Course Handbook is an interesting book. It is interesting for its forthright sharing of materials that must have taken years to build up. It is also interesting because the mind behind it appears to have been well toughened by years of belief in an ideal that involves working closely with (and often standing up to) the most prestigious group on campus, persuading them to modify the habits of their teaching lifetimes. It is interesting for its assumption that the political process in curriculum development merits a section equal in size to a section on the resources available for course design. It is not, perhaps surprisingly, given to radical solutions to the teaching problem. The course outline and materials offer a fairly straightforward, not to say conservative, approach to the design of BI courses. The use of format (Catalog, Indexes, Government documents etc.) as an organizing principle is not new. One always dreams of an illuminating, fresh approach to the organization of materials in this field but it is

safe to say that, for now, organization by format is the most popular and the most obvious way to structure library research material. Wheeler does, however, offer very thorough examples of handouts and test materials that are exactly what most beginning instructors will want. And she supplies the answers for teachers.

The book is a big one – 8 and 1/2 by 11 inch format, and over 600 pages long. The look is Scarecrow's usual untidy, unjustified type-written format. One wonders for how much longer Scarecrow can continue this bad service to its authors, most of whom deserve better treatment. In an age of desk-top publishing, their sloppiness seems absurd. It is difficult to find one's way around in the book – no running titles or comprehensive index, for instance, are included.

With this caveat on the physical properties of the book aside, one can recommend this book to academic librarians needing to design a coherent programme of library instruction for undergraduates. Wheeler describes her own goal in writing thus: "A positive, pragmatic approach to the near-future, based on practice and experience, is the intent of this book" (p. 327). It is a good self-description. The book provides to the librarian/teaching faculty, the pattern pieces with which to begin course design.

Stager, David A. A. *Focus on Fees. Alternative Policies for University Tuition Fees*. Toronto: Council of Ontario Universities, 1989. pp. 160. Price \$10.00. Reviewed by Paul T. Brinkman, Senior Associate, National Center for Higher Education Management Systems (NCHEMS)

As the author states at the outset, comprehensive treatments of tuition and tuition policies are virtually non-existent. He sets out to remedy the situation, and succeeds in doing so. Any fear that the book will be narrow in scope, because of its initial focus on undergraduate tuition in the province of Ontario, can be laid aside. It is quite broad in its coverage of tuition patterns and other pertinent data, and of various conceptual matters related to policy alternatives.

The book begins with an historical treatment of tuition policy in Ontario, which is followed by a longer chapter on the history of tuition rates in Ontario and elsewhere, set in the context of other prices, student costs, institutional costs, and family income. Both segments are nicely done. The developments described in the policy chapter are all too familiar – a succession of policy studies matched by the virtual absence in practice of any clear cut, much less consistent policy on tuition.

Not surprisingly, the historical data on tuition reflect the absence of policy, as no rationale is discernable. For example, the share of operating costs borne by students in the province changed dramatically during the 1970s (first down, then up) but apparently not by design. The author presents an admirably long view on changes in tuition, on occasion using a time series that begins in 1929. He is especially insightful when discussing how tuition setting became entangled in Ontario's overall financing of higher education. Eventually, the universities lost control over tuition setting, practically speaking, even though they retained the legal authority to set tuition.