

BOOK REVIEWS

Helen Ripplier Wheeler. *The Bibliographic Instruction-Course Handbook; A Skills and Concepts Approach to the Undergraduate, Research Methodology Course – for College and University Personnel.* Metuchen, N.J., Scarecrow Press, 1988. 629 p.
(ISBN 0-8108-2131-1) \$59.50 (U.S.)

This imposing work is based upon the author's eight-year tenure as an instructor of a three-credit bibliographic instruction course for undergraduates at UC – Berkeley ending 1985.

The author states her conviction that bibliographic instruction should rise beyond "library-use per se" to offer an *education* to lower-division undergraduates through concepts and skills building based upon a highly structured curriculum. *Education* is defined as the ability to conceive an idea, to find relevant resources related to that idea, to organize the information available from those resources, and to draw rational, supportive conclusions. However, materials provided in the handbook fail to emphasize concept training. Instead, this handbook is full of sample exercises emphasizing knowledge of general library skills through use of specific library tools.

The book is divided into three sections. Chapter 1 "Books, Bnad-Aids and Bibliographic Instruction," covers a historical background of bibliographic instruction, and results of a 1986 survey of 100 randomly selected library/library schools administrators and frontline librarians on the subject of BI programs. Chapter 2, "Instruction Becomes Education: A Proposal," states the thesis of this book in managing and teaching of the credited BI courses in a university or college. Section I consists of forty-

eight pages. The bulk of this book is covered in Section II. "The Course," in Chapter 3, consists of assignments, in-library exercises, in-class practices, instructional handouts, and methods of testing for the lower-division course advocated by the author. Library basics are taught through actual sample exercises. Those covered include inventory, filing, classifications, using a thesaurus, serials catalog, newspaper indexes, inter-library borrowing and related tools, periodical indexes, government publications, abstracting services, search strategies, citation indexes, reviewing and testing. Chapter 4 details a case study of the university of California System from its early BI days to 1986 when the three-credit course was voted down in the Academic Council and restructured. Section III provides additional materials and keyed problems for implementing such a course. A brief index covers primarily the titles of 95 bibliographic tools used throughout this handbook.

Major weaknesses of this books are: 1) Pages are printed in various typographic style with inconsistent line spacing. This creates visual confusion, and may inappropriately effect readers' perceptions of subject content importance. 2) Lack of caption used within each chapter may further confuse the reader. 3) Too many bibliographic sample tests are provided to improve students' library skills, with little conceptual meaning. 4) The author's pedantic style of presentation further weakens the essence of the handbooks's content. Furthermore, her obvious disenchantment at the demise of the "Bibliography I" course within the political structure of UC-Berkeley is most disturbing and uncomfortable to the reader.

With the rapid advances of automation technology in today's library environment, and the book's emphases on the use of printed resources, this book comes to the market a decade too late to attract wider use and attention. This handbook is recommended for instructional or curriculum use in a graduate library science or education collection. It is not intended for use by BI practitioners or library science students today.

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***Bibliographic Instruction: The Second Generation*, Ed. by Constance A. Mellon. Littleton, Co., Libraries Unlimited, Inc., 1987. 204 P. \$27.50 (U.S.)**

(ISBN 0-87287563-6) (LC Card No. 87-4049) \$27.50 (U.S.)

This book uses key issues identified by the 1981 "Think Tank on Bibliographic Instruction" as its basic framework in examining the current status of bibliographic instruction from its grassroot origin in the mid-1960. BI's evolving theories and philosophies, and its probable future are also covered.

Based upon a thoughtful and philosophical intent, the book's fifteen chapters are mostly original works written by twenty-two experts in the field. The list of contributors includes half of the original six-member Think Tank Group: Donald J. Kenney, Brian Neilsen, Carla Stoffle, and the original group discussion facilitator, Joanne Euster. This publication is well planned; a succinct summary is written for each section; and all parts fit together as a coherent whole. Mellon's credentials include her 1984 appointment as editor of "The Think Tank Publication" series and Chair of ACRL/BIS (Association of College and Research Libraries, Bibliographic Instruction Section).

The book follows a logical outline in three parts. Part I, "The First Generation: Beginnings of Bibliographic Instruction," gives a historical overview of the original Think Tank and its impact on the development of bibliographic instruction in academic libraries. In Chapter 1, "Bibliographic Instruction Think Tank I: Looking Back and the Challenge for Think Tank II," Carla J. Stoffle and Cheryl A. Bernero give a detailed account of the

original Think Tank Meetings, then examine some of the recent developments in bibliographic instruction in relation to the recommendations of the Think Tank. They challenge the future (second) generation of bibliographic instruction librarians to think about user education. Chapter 2, "Alternative Professional Models in the Information Age," is a reprint of the original 1981 article, "Teacher or Intermediary," written by Brian Neilsen. It is the only previously published piece in this otherwise original work.

Part II is the body of this book. Designed to explore major areas currently identified with bibliographic instructions, its four sections provide an organizing framework within which issues arising from the original Think Tank are examined.

In Section A, "Understanding the Milieu of Bibliographic Instruction," the identity of bibliographic instruction is established. Joseph A. Boisse and Duane Webster co-author the chapter, "Looking Ahead: An Administrative View." They present scenarios for four organizational options for academic libraries, and their impact on bibliographic instruction. The options presented are the conservative university, the innovative university, the specialized university, and the technological university. The author see the future as full of uncertainty but it also present a challenge. They perceive success for BI programs lies in the flexibility in coping with the enormous changes already underway, and the instructor's insight to influence that change, and chart future directions. Joanne Euster's chapter, "Technology and Instruction," emphasizes "information instruction." She notices principal shifts in the access relationship between the library user and information resources, and the new public consciousness of information as a consumer good under the advancement of technology. She proposes college students to achieve "information literacy" instead of "library literacy," and lifelong information management skills as ultimate goals. She sees the librarian's role as "Libinfosci" specialist in the learning process. Emily S. Boyce, Ruth M. Katz, and Constance Mellon co-author "The Place of Bibliographic Instruction in the University Curriculum." The re-

lationship between BI and the academic library/department are explored. A model for BI through the credit course and an alternative method of instruction -- mainstreaming BI -- are explained. Beyond the basic level of bibliographic instruction, complexities of BI in higher education, such as subject specialization, faculty/library relations, academic/high school library relations, are also discussed.

In Section B, "Understanding the People We Serve," the needs and feelings of beginning researchers are examined by Bobie L. Collins, Constance Mellon, and Sally B. Young. In "Human Aspects of Library Technology: Implications for Academic Library User Education," David King and Betsy Baker provide an overview of a variety of issues and problems associated with library technology from a human, rather than a technical perspective.

In Section C, "Bibliographic Instruction Librarianship," Rao Aluri and June Lester Engle contribute a chapter on "Bibliographic Instruction and Library Education" in which they encourage an "integrated approach" to foster better support for BI, and to prepare effective BI librarians instead of offering BI as a separate course in the curriculum. Sharon Rogers authors the most thought-provoking chapter, "Science of Knowledge," in which she differentiates the levels that librarians and researchers are operating. She maintains librarians are in search of information, while researchers search for knowledge. She proposes that librarians must modify their "product-centered (or information source) frame" of reference and adopt instead a "process" orientation rooted in the working knowledge of a given discipline or subdiscipline. For a conceptual framework, Constance A. Mellon and Kathryn E. Pagles co-author the chapter, "Bibliographic Instruction and Learning Theory." They believe that an understanding of the various learning theories can help instruction librarians better plan their courses for maximum results.

In Section D, "Increasing Specialization in Bibliographic Instruction," emphasis is placed on instruction for special needs.

The first three chapters are written by Thomas G. Kirk, Ann K. Beaubien, and Maureen Pastine. They illustrate this theme for the sciences, social sciences and humanities disciplines. These authors provide insight into the information-seeking behavior of practitioners in various disciplines and the type of library tools that meet their needs. Carolyn Kirkendall discusses the need for cooperation and interaction with non-library colleagues in "Bibliographic Instruction and the Higher Education Community: Working with Professional Organizations and Academic Professionals." Outreach efforts are needed to promote BI and the professional status of practicing librarians.

Donald J. Kenney's "Library Instruction in the 1980s: Where Has It Been and Where Is It Going" is the only chapter in Part III, "The Next Generation: Reflections on the Future." In this concluding chapter, the author reflects upon bibliographic instruction through the past and present, raising several important questions to be addressed as the "Second Generation" BI moves into the future.

Editorial notes at the beginning of each section, and the extensive notes at the end of each chapter give detailed background for the materials covered. The six-page index is provided for quick reference to specific concepts under investigation.

Bibliographic Instruction: The Second Generation is recommended for practicing BI librarians, library administrators, interested library science faculty, and administrators in higher education.

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Conceptual Frameworks for Bibliographic Education: Theory into Practice. Edited by Mary Reichel and Mary Ann Ramey. Littleton, Co., Libraries Unlimited, Inc., 1987. 212 P.
(ISBN 0-87287-552-0) (LC Card No. 87-22587) \$25 (U.S.)

The book consists of sixteen chapters written by reputable contributors in the bibliographic education field. By focusing on the "intellectual domain," the book is an excellent publication in the field. Reading it is truly an intellectually stimulating experience.

The introduction states: "The chapters are model presentations, not to be used verbatim but rather as guides for organizing bibliographic sessions that are appropriate to the individual library, the librarian presenting the materials, and the students and their library needs. Each chapter also provides information on the interpersonal dimension, on how to get students involved in the learning process." This book indeed accomplishes these pre-stated goals.

Contents are organized in five parts. In Part I, "General," Pamela Kobelski and Mary Reichel contribute a chapter entitled "Conceptual Frameworks for Bibliographic Instruction." (It is a reprint originally published in *Journal of Academic Librarianship* in 1981, one of two reprints used in this otherwise original collection.) This chapter states the book's thesis -- using conceptual frameworks for bibliographic instruction. These frameworks emphasize fundamental principles of librarianship and bibliographic organization in a manner which clarifies and simplifies material, yet intrigues students. Gemma DeVinney's "Systematic literature Searching as a Conceptual Framework for Course Related Bibliographic Instruction for College Freshmen," focuses on selecting a topic for library research. "Information, Technology and Library Research," by Deborah Fink, urges BI librarians to use the concept of information society as a "hook" (context) for library lectures. Information processing is a conceptual framework for intensive

bibliographic instruction. The politics of information, and the impact of computer technology on bibliographic instruction are discussed. She uses the two-credit course on the methods of library research offered at the University of Colorado at Boulder as a case study.

Part II deals with teaching literature searching in the "social sciences." In "Literature Searching in Education: A Sample Approach," Mary Ann Ramey and Mary Reichel provide a model presentation using "publication sequence" as a conceptual framework for graduate students in education. In another chapter, Mary Ann Ramey presents "Adaptation of Market Research Concepts for Bibliographic Instruction" using a conceptual framework borrowed from marketing to structure bibliographic instruction for marketing students. This model offers considerable flexibility for discretion and individual choice about the detail of the presentation depending on the particular student's needs, the expertise of the librarian, and the library collection. Lyn Thaxton's chapter presents "A conceptual Framework for Bibliographic Instruction in Psychology" which explores the current validity of the publication sequence model in psychology, the dissemination and use of information by psychology faculty and graduate students, and the importance of librarian – faculty collaboration. Sandra K. Ready contributes a chapter on "Search Strategy in the Research Process: Sociology." By dividing intellectual activity of question analysis into eight steps, search strategy in sociology is illustrated with specific tools to be used. Ellen Broidy's "Bibliographic Instruction in Women's Studies: From the Grassroots to the Ivory Tower" traces the development of the discipline, explores the political nature of Women's Studies bibliographic instruction, and introduces the concepts of primary and secondary sources in researching "academic" and "popular" topics.

Part III centers on bibliographic instruction in the "Humanities." A model presentation for students in design discipline, an area generally neglected by the bibliographic instruction literature is provided by Edward Teague. He explains the design process,

design research strategy, and the librarian's role. Charles A. D'Aniello writes the most original chapter, "A Sociobibliographical and Sociohistorical Approach to the Study of Bibliographic and Reference Sources: A Complement to Traditional Bibliographic Instruction." He maintains reference sources reveal much about the culture which produced them. This approach challenges students and instructors to look beyond the obvious and to consider the nature of the information they find by reflecting on the nature of the sources they use to find it. D'Aniello advocates the use of reference sources as subjects on which to practice critical thinking in a sociobibliographical and sociohistorical context. Maureen Pastine's final chapter in this section, "Teaching the Art of Literary Research," uses primary/secondary sources as conceptual frameworks, and encourages close liaison between teaching faculty and the librarian in helping students perform literary research.

Part IV covers bibliographic instruction in "Sciences." Pamela G. Kobelski writes about "Index Structure as a Conceptual Framework for Bibliographic Instruction in Chemistry." The advantages of using the index structure framework are seen in the student's ability to incorporate indexes and abstracts from other fields of study as well as in their use of information systems. Alice C. Wygant contributes "Medical Subject Headings: A Conceptual Framework for Bibliographic Education in the Health Sciences." She maintains that instructional librarians in medical libraries have a prefabricated conceptual framework available in MeSH and its relationship to most of the other health sciences research tools. "Publication Sequence: The Use of a Conceptual Framework for Library Instruction to Students in Wildlife and Fishery Management" is an adaption of Louise W. Greenfield's earlier study published in 1985. Conceptual frameworks for BI are more useful when they transcend a specific discipline. The process of developing a program for this department is transferrable to other subject areas.

Part V stresses bibliographic instruction of "Automated

Systems.” Pamela K. Lippincott’s “End-User Instruction: Emphasis on Concepts,” covers such concepts as Boolean searching, sets searching, and databases. She emphasizes the importance of an “information literacy” program instead of a “library skills” program. Betsy Baker and Beth Sandore are co-authors for the concluding chapter, “The Online Catalog and Instruction: Maintaining the Balance on the Log.” They believe in the conceptual approach to teaching the online catalog as it challenges instructors to go beyond teaching techniques and to incorporate knowledge about how information is stored and processed. They maintain cognitive knowledge about a system enhances a user’s searching ability. An overall understanding of the structure of the system help to understand the principles for determining the procedures used to search the system.

The notes at the end of each chapter give pertinent references for further reading on the subjects covered. An index is provided for readers to find major names, concepts and bibliographic titles cited in the text.

The book is highly recommended for most library science collections, and deserves a permanent place on the reference shelves of most BI practitioners.

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