placed great stress on the role universities might play in preserving national culture and identity in the face of a renewed threat of Americanization. The Canada Studies Movement was the counterpart to this thrust in the 1970s. Meanwhile, in the intervening decade, the human capital theory heavily touted by the Economic Council of Canada in its first two reports came into play. The Council promised that “increased investment in human resources,” as they phrased it, would insure an augmented Gross National Product for the nation as well as an increased standard of living for individual Canadians. Politicians found this formula irresistible, and so millions of government dollars were poured into constructing new universities, converting colleges into degree-granting institutions and expanding existing institutions. Everyone seemed convinced that higher education was the panacea for the last third of the twentieth century that universal schooling had been seen to be a century before; that is, all except many of the students themselves. Ironically, the most severe critics of the “new” university of the 1960s were the students, as ably explained in Patricia Jasen’s article on “The Student Critique of the Arts Curriculum in the 1960’s.” Some of this critique, Jasen concedes, was “ephemeral and some of its demands were naive.” But “it gave expression to fears about the quality of arts education that had been building up for decades, and it forced both scholars and administrators to open their minds to fresh ideas” (pp. 262–63). Jasen is the only author in the book who attempts to discuss the university curriculum – just what it was that the students studied.

All told, these essays serve to give us a much clearer picture than we had of Canadian universities and students in the past century. Questions of accessibility and the nature of the student body – class, gender, age, place of origin, and religion – are particularly well addressed. What students did with their lives after attaining their degrees, a thorny problem for researchers, is documented in several articles. Likewise, the changing student profile as professional courses were added and the intimate links between higher education and the emergence of professionalism in Canada – in law, medicine, education, nursing – are topics that are introduced in this collection but merit further attention. The impact of depression and war are thoroughly canvassed. The conclusion overall seems to be that higher education contributed to social mobility in Canada rather than social control. This is a thoroughly engaging book, opening up new questions and avenues of research.

At a time when Canadian educational historians are discussing the need for a new synthesis of the field to replace Canadian Education: A History (1970), Axelrod and Reid have produced yet another specialized study. Will we ever find an all-encompassing vision of the experience of education in Canada – something resembling Lawrence Cremin’s monumental three-volume account of American education? Do we need more secondary material like this book before we can consider composing a synthesis? If we do, as seems evident, then Youth, University and Canadian Society will certainly help us along the way by reminding us, as others have, that educational history must not be confined to the education of only children and adolescents, to only elementary and secondary education, but must consider as well the education of adults.


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 ziggs 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 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 1 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,
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.


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.
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