

half century in the beau monde of southern letters.

All in all this is a good book, a fitting tribute to a great librarian, and a valuable contribution to the literature of the two library fields that benefited most from the attention and ministrations of Frances Neel Cheney—reference services and library education.—*David Kaser, Indiana University.*

Stueart, Robert. *Academic Librarianship: Yesterday, Today, and Tomorrow.* New York: Neal-Schuman, 1982. 273p. \$24.95. LC 81-18866. ISBN 0-918212-52-9.

How many reviews of *Festschriften* begin with these words: "As with any collection of articles, the strength of these essays varies"? It is a cliché at best, and like all clichés it is essentially true. This collection is nowhere identified as a *Festschrift* for Ralph Ellsworth, but it is dedicated to him and contains a bibliography of works by and about him, as well as a list of the places he has served as a consultant and a narrative bio-bibliography that is more bio- than biblio- and in any case, brief.

Librarians have traditionally "disliked" *Festschriften*; the publisher was wise to avoid the designation. They are hard to classify, they do not lend themselves to subject analysis and, most distressing, until and unless they are picked up in some indexing tool, the articles in them are "lost" to future retrieval unless one has an accurate and fairly complete citation.

Laying aside those traditional objections, there is an even more pressing concern: why should articles on consulting by Ellsworth Mason (the other Ellsworth), centralized cataloging by Joe Howard and Judith Schmidt, and interlibrary cooperation by Joe Hewitt be published in a book rather than in a professional journal where they would get much wider distribution and reading? These are but three of the thirteen articles (written by fifteen authors) that now share limbo with *Festschriften* in all fields during the past 200 years.

Let me make myself perfectly clear! I applaud Mr. Stueart's efforts in acknowledging the Ralph Ellsworth contribution

to our profession. My published words elsewhere show my admiration for both the man and myth. I wish, however, the tribute had taken another form. It is neither too late nor too early for librarians to band together forming an eternal alliance. We'll call it "Librarians against *Festschriften*" (LAF, or perhaps LAF, for short). And, since organizations cannot survive based on purely negative motivations, ours shall have this positive goal: We shall strive to create a new journal. It will be called *Festschrift International*; beginning as an annual and moving quickly through the gears to become a weekly. The obvious result will be fifty-two *Festschriften* per year, surely enough to meet the world's needs. To the delight of librarians it will be indexed in a major indexing service thus eliminating the need for analytics and individual subject cataloging.

In the meantime, collections with interests in academic librarianship must buy the present book. With contributions by Clyde Walton, Dale Bentz, and the late Carl Jackson (perhaps his last published writing), as well as other well-recognized academic library leaders, it will be requested from time to time by patrons who stumble upon a reference to it.—*W. David Laird, University of Arizona Library.*

Prange, W. Werner and others. *Tomorrow's Universities: A Worldwide Look at Educational Change.* Boulder, Colo.: Westview Press, 1982. 238p. \$20. LC 82-060045. ISBN 0-86531-410-1.

Primarily a report from the World Conference on Innovative Higher Education held in May 1978, this book is an aid to the understanding of university innovations around the world at the beginning of the 1980s.

The conference was convened by Bu-Ali Sina University of Iran, Linköping University of Sweden, and the University of Wisconsin-Green Bay in cooperation with the Johnson Foundation.

The problems arising from the national environments in which institutions of higher education plan their programs are many and varied. Developing countries are seeing an increase in the need for higher education to develop leaders for

social, political, and economic programs. Developed countries are experiencing a decline in enrollment and a general uncertainty about the relationships between higher education and the economic needs of their peoples.

The conference had two purposes: (1) to provide a forum for the exchange of experiences and for "mutual encouragement," and (2) to bring together representatives from many and varied nations and thus "avoid parochialism" that can obscure understanding of education. This detailed and readable report is divided into two sections: "The Problems" and "Innovative Responses." Four broad areas are discussed in part one—access (who should get in); relevance (what should they learn); flexibility (where does change take hold); and efficiency (how do we set a price on progress). Each of these sections is again divided into pertinent areas relating to items such as age, geography, alternative education, cost-effectiveness, social values, and relevancy of curriculum.

The presentations include comments

and brief statements by all the participants. For example, the transition from elite to mass access as it has emerged in the past two decades has caused problems, with some countries having empty classrooms and others overcrowded ones. "Innovators have looked both for means of extending paths of entry and for ways of modifying old rules of admission." Broadening university access in order to provide education for people who live in remote areas, people who must work, people who missed the chance to apply to a university when they left secondary school (or may not even have finished secondary school), and for people who do not qualify under traditional entry rules is discussed in detail.

Changes in education must now respond to the exponential growth of knowledge and curriculum changes and must be more than a shift in textbooks or lecture needs. The whole concept of change itself—the need, the difficulties, indeed the state of mind that includes courage and belief in the need to change—is presented at length.

The section on innovative responses describes experiments in delivery systems such as Britain's open university, work with the new clientele of learners, comprehensive higher education programs, interdisciplinary movements, and extension projects. According to the authors, innovators must have a clear idea of the specific aims of the program: "What skills it seeks to foster, what new attitudes it seeks to effect and what impact it hopes to have on society." To this end the second half of this report presents, in detail, programs from other countries: Britain, France, the Philippines, Jordan, Botswana, Australia, Sweden, and Mexico, to name a few. These case studies tend to show how experimental designs are related to the needs of the country and their peoples. They also emphasize the fact that there are common threads of interest and aspirations; that educators, through dialogue, not only share their experiences but also learn from each other. And, in this instance, international understanding is truly fostered.

The final chapters, on research and

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management of innovation, illustrate the interrelationships with the previous topics. For example, research projects are strengthened if integrated with extension. One problem connected with this is the need for suitable local publications and other mechanisms "to complement the role of revered international journals in disseminating research results of greater than local interest." Management of innovation appears to support a need for two attitudes—interpreting the principles of diversity and sensible planning by the institution.

Direct quotations from discussions as well as from the formal papers are intermingled with the reporters' (authors') own concepts of the values and ideas presented. Occasionally, outside citations are included that add supportive information. The style is readable and the material well organized. The book should be of interest to educators in institutions of higher education who are, now more than ever, searching for innovative means to strengthen or rejuvenate programs, to readers interested in the development of international programs of education at the university level and in the idea that universities have a major role to play in a nation's growth and change, and finally, to library education and librarians who must keep abreast of educational patterns at all levels and in all areas of the curriculum both here and abroad.—*Jean E. Lowrie, Western Michigan University.*

Chen, Ching-chih and Bressler, Stacey E., eds. *Microcomputers in Libraries.* New York: Neal-Schuman, 1982. 259p. \$22.95. LC-82-6493. ISBN 0-918212-61-8.

This book is the outgrowth of a two-day Institute on Microcomputers in Libraries held at the Graduate School of Library and Information Science, Simmons College on November 6-7, 1981, and repeated March 26-27, 1982. The information presented at these institutes was revised and expanded for publication. According to the introduction, this book was developed for librarians and information professionals at all levels. The objectives are "to provide the readers with some of the most basic fun-

damentals of microcomputers, and their hardware and software; to offer a state-of-the-art coverage on the applications of micros in libraries; and to speculate on the potential future of micros in our field." It is an ambitious undertaking—too ambitious for a book whose main body includes only 174 pages. While the glossary and bibliography are valuable, Appendix 2 "Questionnaire Survey of the Institute on Microcomputers in Libraries held at Simmons College, Boston, November 6-7, 1981" and Appendix 3 "Quick Survey on the Potential Use of Microcomputers in Libraries" are mainly filler, as is the "Pictorial Presentation of Selected Microcomputer Systems." The idea of Appendix 1, "Introduction to Hardware Comparison" sounds good, but anyone who has worked with evaluating micro systems knows that comparisons always end up with apples mixed with oranges and this is true of this charting attempt.

The first article, "An Introduction to Microcomputers" by Leonard Soltzley is excellent; any novice will be greatly enlightened and relieved by this penetration of the mystique of the computer and its accompanying special language. Unfortunately, the other introductory articles on software and hardware leave out more than they tell. A real beginner will do himself a favor by turning to an introductory text such as Steven Mandell's *Computers and Data Processing: Concepts and Applications* (2d edition, St. Paul, Minnesota: West Publishing Co., 1982) to lay the necessary foundation in computer basics before worrying about specific microcomputer selection or software for library applications.

The articles on microcomputer applications in academic, public, special libraries, and school library media centers offer some specific examples of who is using what and how, but no comprehensive breakdown of library applications of particular software is included. Indeed, the software choices explicated in these articles are not necessarily the best available, nor is any explanation of why these particular packages were selected. As with all books covering technology and its application to growing and changing areas, in