

collections, it is generally acknowledged that second level is the standard. The third level is more likely to be used by national cataloging agencies and for special collections. It is also important to note that a description might look the same at more than one level depending on the rules (or lack of rules) that apply to the piece.

Maxwell's *Handbook for AACR2* is a nice complementary work to AACR2. Its usefulness for beginners is unquestionable. It is also of value to the more experienced cataloger and to the librarian who needs some hand-holding while working through the code.—Nancy R. John, *University of Illinois at Chicago*.

Gleaves, Edwin S. and Tucker, John Mark, comps. *Reference Services and Library Education*. Lexington, Mass.: Lexington Books, 1983. 306p. LC 81-48266. ISBN 0-669-05320-1.

As Fanny Cheney has done throughout her long and illustrious career in librarianship, so does she now in this fine Festschrift that has been prepared in her honor: she brings out the best in people. Eighteen of her colleagues and former students have written essays for this volume, each dealing in one way or another with one of her two consuming professional interests—reference services or library education—not in combination, but rather, taken separately. None of the contributed papers give the impression of being pro forma or of having been dashed off just for the occasion, and clearly none of them have been accepted for publication here simply because they laud the honoree. Although as in any such collection, their quality varies, all are insightful and provocative and deserve being read by any librarian interested in one of the two subjects.

Some of the papers constituting the first part of the volume deal with reference sources themselves. Among such papers is one by Jessie Carney Smith that identifies and evaluates recent reference sources concerning cultural minorities in the United States—blacks, Hispanics, Asians, and native Americans. William Vernon Jackson discusses a major repository of Latin Americana often overlooked by re-

searchers, the Bibliothèque Nationale. Donald Thompson draws from his own extensive personal experience in discussing the writing of biographical reference sources. Bill Katz, in the inimitable style that we have come to expect from him, writes of the potential pleasures and benefits that can be derived from reading reference books.

Other contributions to this part of the volume concern the administration and delivery of reference services. Larry Earl Bone writes about reference service management. Johnnie Givens and James E. Ward write of bibliographical instruction, Robert Burgess discusses computer-assisted reference work, and Eileen McGrath talks of its delivery in liberal arts colleges.

The second section of the volume contains six essays by well-known library educators. A brace of papers, one by Edward Holley and the other by coeditor John Mark Tucker, elucidate helpfully how library education came to and flourished in the South. John Richardson perceptively relates W. W. Charters' early efforts at library school curriculum, which leads to the current schism between those who would emphasize the *why* of librarianship and those who would stress its *how*. Thomas Galvin reviews the advent of the case method into library schools and its likely role in the future. Frank Gibbons takes a comparative look at library education in Australia, the United Kingdom, and the United States, and Martha Boaz writes of leadership in the field.

Also included is the paraphernalia usually attendant to Festschriften. Coeditor Edwin Gleaves supplies a delightful essay on Cheney, along with a chronology of her long professional career. Because of her substantial contributions to the profession, however, both would have fit admirably into the subject matter of the volume even if it had not been prepared in her honor. John David Marshall appends a bibliography of Ms. Cheney's prolific writings, and Andrew Lytle, longtime editor of the *Sevane Review*, presents a graceful and appropriate cameo on a side of her life which is less known among librarians, her pervasive presence over more than a

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