

search libraries. This study surpasses all others on two major points: it was done on a nation-wide scale, and it encompassed all types of libraries except school libraries. It is the only comprehensive study of ILL in Canada.

In the study, 352 libraries, known to be very active in ILL, supplied detailed information on the magnitude, staff costs, conditions, policies, and practices of their ILL service. A subgroup of 127 libraries submitted nearly 11,000 individual reports on the nature of materials borrowed. The results confirmed in specific manner what had been guessed at for many years, i.e., that the pattern of borrowing and lending focuses on the central provinces, which are most populous in both residents and library resources, that the volume of traffic has been steadily increasing over the past several years, that a very considerable proportion of the items borrowed are "current," and that government, special, and college libraries rely very heavily on the resources of universities and the two national libraries. Other findings reported include the variations in lending and borrowing by anglophone and francophone libraries, the proportion of periodicals to monographs, the subject distribution across broad discipline categories, the means used by borrowing libraries to determine locations, and the factors affecting their choice of lending library to be approached.

Also examined was the cost of interlibrary loan services in a number of the libraries, although not enough libraries supplied sufficient data to permit a thorough cost study. It was found that the labor costs averaged \$3.25 per loan; the authors indicate that other costs would probably double this figure, in which case the Canadian costs compare very closely with those of recent major U.S. studies.

In a concurrent study, the authors surveyed the literature of ILL. Because of its volume, they were selective, attempting to focus on key articles, while also trying to be interpretive, seeking to extract the principal themes in the development of ILL activity. Starting with the pioneer era and moving through the evolution of codes and the emergence of networks, the report provides an interesting ILL history. The final

two chapters deal extensively with contemporary techniques and technology, and with recent surveys and developments, particularly in the areas of cost.

The authors made only four recommendations. Three were addressed to the sponsoring body, the National Library of Canada, advocating federal reimbursement to net lenders, a stronger national periodicals resource, and the further development of national and regional union catalogs, coordinated by NLC. The fourth, addressed to the Canadian Library Association, concerns possible revision of its ILL code. Whether or not any of these recommendations are implemented, these studies, taken together, constitute one of the most important and most systematic examinations of ILL ever made. These reports are necessary reading for all serious students of this important aspect of library service.—Bruce Cossar, *University Librarian, Trent University, Peterborough, Ontario.*

Shores, Louis. *Reference as the Promotion of Free Inquiry*. Littleton, Colo.: Libraries Unlimited, Inc., 1976. 189p. \$11.50. (LC 76-6150) (ISBN 0-87287-156-8)

This is a collection of twenty-two articles and lectures by Dr. Shores which appeared between 1937 and 1974. The author of *Basic Reference Sources (BRS)* has chosen a selection of his writings unified by a consistent theme that "liberal" reference librarianship (defined by J. I. Wyer in 1930 as "conservative, moderate, or liberal") is imperative to free inquiry and that the "conservative" or passive method (essentially, waiting for the question to be asked) weakens our full potential to share in the shaping of a free society. The reference librarian, he says, must anticipate the question, prepare for it, and produce an environment that makes the question easier to ask.

The articles, which are indexed and logically arranged in seven parts, serve as a professional autobiographical outline, for lack of a better term, highlighting Shores' contributions to reference theory and method, reference book reviewing, and encyclopedics (his term). Teachers of reference will want to shelve this volume next to his basic text in their personal libraries, for it illustrates and expands upon some of the

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Library Technology Reports (LTR) is a unique bimonthly publication of the American Library Association that provides critical evaluations of products used in libraries, media centers, schools, and other educational institutions. Its purpose is twofold: to enable librarians and educators to make economical purchase decisions and to alert manufacturers of library needs and standards of performance expected.

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foundations of reference presented in *BRS*. Library science collections will benefit by this convenient assemblage of key articles.

It is inevitable with a collection of this sort that there is some dated and repetitious material. This is most obvious in the bibliographies and the title references in the text. However, every effort has been made to note conspicuously and consistently the original sources and dates as part of the author's introduction to each article. In these prefatory remarks Shores "places" the material historically for the reader. The material is far from out-of-date for, as the author advocates, the study of reference books should emphasize the books themselves, their time and place, their history as shown in their prefaces, as well as in the often-repeated criteria for reference book evaluation, and the reader should seek historical perspective and understanding in using this collection.

There are in the book several references to wars contemporary with the lectures, and one chapter, "Library Logistics in Ideological Warfare," reads much like a military training manual, reflecting not only the author's philosophy but his background as well. That's all right too. The point is made that we as librarians do share a responsibility to promote free inquiry, not just to accept it passively, whether the war is World War II, Korea, or what Shores calls WW-III—the continuing international contest for people's minds. Our part in this is to ensure people access to *all* the possibilities, the ideas, the answers within our ability to provide them.

In his pursuit of free inquiry the author makes his case for the generic book, the library-college, and encyclopedias. Some may believe his articles on encyclopedias the best, or at least the most unique to Shores' career and his long concern for their concept, design, and development as the "backbone of reference work."

Students of reference will find many of these articles useful and enlightening in their study of fundamental reference theory and they will also find a fair reflection of the personality behind much of it.—James F. Parks, Jr., Head Librarian, Millsaps College, Jackson, Mississippi.