schools. They are not all beautiful to the modern eye, but some are strikingly so. The Noah's ark in a fifteenth-century Normandy Book of Hours (Plate 27), with the drowned bodies floating under the blue waves surrounded by an extraordinarily wide and delicate floral border in many bright colors is most arresting. The color in all the examples seems essential for their understanding.

Treasures from the Bodleian Library deserves a place in any collection of books treating the book arts. The illustrations and texts also provide a useful source of intellectual history for their discussion of iconography, discussion of literature, portrayal of costumes, and citation of sources.—Howard W. Winger, Dean and Professor, Graduate Library School, University of Chicago.

Stuart-Stubbs, B.; Friesen, M.; and McInnes, D. Interlibrary Loan in Canada: A Report of a Survey. Vancouver: University of British Columbia Library, 1975. 236p. (on 3 microfiche)

Stuart-Stubbs, B.; Nichol, K.; Friesen, M.; and McInnes, D. A Survey and Interpretation of the Literature of Interlibrary Loan. Vancouver: University of British Columbia Library, 1975. 158p. (on 2 microfiche) (Both reports are available for \$5.00 from Canadian Theses Division, National Library of Canada, 395 Wellington St., Ottawa, Ontario, Canada K1A ON4.)

These surveys were carried out during 1974-75 under the terms of a contract between the National Library of Canada and the University of British Columbia. The stated objective of the main study was "to obtain information relevant to the development of a national information network and to make recommendations concerning such elements of a network as ILL procedures, communications and delivery systems, and national lending collections."

Interlibrary loan (ILL) has been the subject of numerous major studies in recent years, particularly because of the mounting costs of the service borne by the major re-



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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