

building would be a goal worth pursuing . . ." (p.8), or why an accessions file was maintained to produce selective lists by department. (p.13) One wonders if we are still falling into the old trap of automating manual functions without first questioning their usefulness. Could it be that designing systems is fun, while making them perform is just plain hard work?

Poor editing of the papers also detracted from their effectiveness and often puzzled this reviewer. Why, for example, was there a reference on page 83 to page 17 when the page numbering had obviously been changed? Hand-lettering of the flow charts (p.51ff.) was sometimes difficult to read, and why the reader must be subjected to pictures of a map of Canada (p.118) or of a mini-reel of MARC tape (p.96) is beyond this author's comprehension. Flow charts, tables, diagrams, and even floor plans (p.94) are also forced upon the reader with little explanation.—*Robert W. Burns, Jr., Librarian for Research and Development, Colorado State University, Fort Collins.*

Olson, Edwin E. ***Interlibrary Cooperation.***

Part of a Program of Research into the Identification of Manpower Requirements, the Educational Preparation and the Utilization of Manpower in the Library and Information Profession. U.S. Department of Health, Education, and Welfare, 1970.

Each new aspect of library operation produces a concomitant concern with training appropriate for the task. The relationship of the "educational technologist" or "media specialist" and the librarian, especially the school librarian, caused a great amount of curriculum study and revision. Computer entry into the library world had its impact in the "documentalist" or "information scientist" controversy with librarianship. As a result, the library school curriculum has been broadened to encompass training for computer uses. Now another library trend, that of interlibrary cooperation and especially the evolution of library networks, has made such an impact that there is a need to evaluate the training requirements of this mission. Some library schools have already enlarged their course offerings from the traditional "Larger Units of Service" to include courses in library co-

operation and networks.

Olson's study has as its first objective: "To identify and categorize the major dimensions of interlibrary cooperation which have implications for manpower development in librarianship." The other objectives are derivatives from the definition of these dimensions and are not fully attained, as Olson points out in the introduction.

The study centers on three dimensions which Olson feels have implications for manpower development in librarianship. From Norton Long, Olson borrows the concept of the "power budget" to ascertain capability of a cooperative as represented by its structure, resources, and decision-making processes to accomplish its goals. The domain of a cooperative is taken to mean the current and future claims the cooperative stakes out for itself in terms of the range of services and the population dealt with. The final dimension is that of opportunities and constraints which Olson restricts to the orientation of the director, the perception of carriers to goal achievement, and staff development. The study of these dimensions was conducted by means of two extensive questionnaires reproduced in the appendix of the report. The first questionnaire was entitled "Interlibrary Cooperative Service Policies Questionnaire," while the second is called "Interlibrary Cooperative Administrator's Questionnaire." In terms of the dimensions considered, Olson then draws conclusions from the data collected via the questionnaire process. Olson is not sanguine about the ability of library networks to effect any social change or any significant modification in library patterns. The "power budget" does not seem to carry enough clout in cooperatives to influence members, and cooperatives have only a minimal leadership role in setting goals, resolving conflicts, and mobilizing resources. The directors of cooperatives emphasized the means of cooperation rather than the end of moving the aggregation of libraries toward substantially different goals.

Translating these dimensions into manpower requirements, Olson sees a need for significant changes in the education for staffing library cooperatives. Specifically, he mentions the principles and techniques of building interorganizational structures, communication linkages, mobilization of re-

sources, decision-making, and problem-solving. It is obvious that, because of the complexity of networks, the kinds of expertise required will vary from the technician to the planner. Field experiences are also suggested as a means of manpower development. Finally, Olson points out the need for training in the social and quantitative sciences.

These are the generalized conclusions that are drawn from the questionnaire, and some of the specific data are perhaps as interesting. There is some mystification on the purpose of the "services policies" questionnaire. These seventy-three questions on twenty-two pages ask for detailed, "how do you do it" answers that do not seem to relate to the purpose at hand. The answers have not been woven into the definition of dimensions as described and only vaguely relate to the "domain" concept. The administrative questionnaire is more germane, and the relationship of conclusions drawn can be discerned in the response patterns.

Several of the responses reflecting directors' attitudes on networks' activities were quite revealing. For example, only 2 percent of the respondents felt that cooperative acquisitions could be given any priority in their cooperative endeavors, yet this phase of cooperative activity is often highly touted as a purpose.

From an analysis of the findings, it is obvious that the present attention of cooperatives is based on service. Olson sums the major objectives to be (1) handling the large volume of acquired materials, and (2) developing procedures to improve services to users. Very little attention is given to planning or research.

Training for network participation will be necessary, for as Olson points out, the directors themselves feel that lack of training, experience, and understanding are the reasons most cooperatives fail. One does wonder, however, if it took so much data to establish what some might consider an obvious conclusion. It is apparent that much additional work can be done with the data—work that may prove beneficial in completely different spheres than manpower definitions.—*Donald D. Hendricks, Director of the Library, The University of Texas, Southwestern Medical School, Dallas.*

Campbell, H. C. *Canadian Libraries*, 2d rev. ed. Hamden, Conn.: Linnet Books; London: Clive Bingley, 1971. 114p. \$5.00.

This volume is one of a series of Comparative Library Studies intended for use as student texts. The book was first published in 1969, and the second edition is described as "fully revised and expanded." A comparison of the two versions indicates that this is a fair claim: 114 pages in the second as compared with 90 in the first edition; updated statistics; mention of recent developments in Quebec and Saskatchewan, for example, as well as at the national level; considerable rewriting and expansion of several sections, and the addition of a new chapter. There is a satisfactory index and a dreadful map.

One might review a book like this by quoting Dr. Johnson's observation on women preachers. One must be a bold man to undertake to summarize in such small compass the major characteristics of a nation's library service. Campbell has relied primarily on his own wide-ranging knowledge of Canadian libraries and on contacts in the field, rather than on documents for his information. This makes for a readable, highly personal impression; the student or reader who wishes to look further, however, may not always be well served. There are but nine textual references, and although a *Select Bibliography* is appended, it is not always easy to link the items in the bibliography with the text. Occasional errors of fact were noted: for example, not all of the new university library buildings which *sound* complete actually *are* complete.

The book is divided into four major parts of which the first—"Canadian libraries 1900-1960"—is virtually unchanged from the first edition. This occupies a mere twenty-four pages; the remaining three sections deal with post-1960 developments in "Reference and research library resources" (university, special, and government), "Provincial and regional library systems," and "Library planning and co-operation in Canada" (a chapter new to this edition). In this edition the chapter on university libraries has been considerably expanded and reorganized by province—important, because education is a provincial responsibility in Canada. Statistics dramatically illustrate the growth of university library expenditures