have managed to frustrate every attempt at fundamental change, turning graduate research education into a training ground for practice and directing research efforts toward management studies designed to increase the efficiency of an agency, the library, whose fundamental character is taken to be fixed as it has been handed down from the past.

Library schools suffer most strongly, for they were set on their way by that ultimate trade-school promoter, Melvil Dewey, but the schools' ills are only a reflection of the ills of librarianship itself. Until the profession is reformed, library schools will be able to do very little. Chicago was indeed a unique opportunity for a group of library school educators to chart a new course and, in the event, even that supremely independent institution was unable to stand against the practicing librarian who, as Pierce Butler said almost half a century ago, "is strangely uninterested in the theoretical aspects of his profession ... [who] apparently stands alone in the simplicity of his pragmatism: a rationalization of each immediate technical process by itself seems to satisfy his intellectual interest" (Introduction to Library Science, p.xi, xii).

Houser and Schrader's effort at reform is probably doomed by its abrasiveness, its awkwardness, and its overstatement, but it bears the marks of deep conviction, and it makes points of considerable validity. Librarianship would be advanced if the entrenched forces that have frustrated every effort of this sort in the past were to listen carefully to the underlying message and respond to it. Although that outcome is unlikely, the book will at least have raised some stimulating questions. Everyone who has a serious interest in the profession should read it thoughtfully, with the tolerance for its defects that will permit hearing the message it seeks to convey.—W. L. Williamson, University of Wisconsin-Madison.


The lore of the acquisitions librarian comes to the fore. Ted Grieder presents us with a picture of how to run a university library acquisitions department good. His display is based upon his experiences and the lore that has developed in libraries over the past half-century. Unlike Ford's The Acquisition of Library Materials, with its philosophical foundations and theory in the open, Grieder shows the practical workings involved in daily operations of the university library's acquisitions department. His emphasis upon bureaucracy, which accomplishes the library's mission, distinguishes Acquisition: Where, What, and How from Melcher on Acquisition.

Grieder's approach is to give general ideas about the nature of acquisitions and its various tasks and then to explain by example. The first part of the book is a description of the acquisition task and its location within the library structure, specifically within the technical services division; this is the "where" and "what" of acquisitions. Part two gets into specifics by way of a checking manual (roughly one-third of the book) and chapters on how to set up other important manuals and operations, nitty-gritty administrative procedures, and even "How to Choose a Job."

One is constantly aware of the experimentally-based and nontheoretical nature of present-day acquisitions work. From the small chapter on job descriptions and salary considerations for clerical workers, we are struck with the value of experience vis-à-vis professional education: A senior library assistant with five or more years of experience should receive more salary than a neophyte M.L.S. Throughout the book Grieder seemingly qualifies all of his statements about procedure by the profession's ubiquitous imprecision: "varies from library to library." For sure, details do vary from library to library; yet, and herein lies the value of Grieder, those details serve an overarching goal: to acquire materials for the users of any given library.

The student librarian should find this text helpful in giving handles on procedures within the acquisitions operation, which
procedures receive only theoretical treatment by Ford. Indeed, Ford's work should be read prior to taking on Grieder because of its discussion of the various types and needs of libraries and of the ways to acquire the diverse types of library materials. Grieder provides a case study, as it were, of one library's operation, and thereby gives the student hands-on practice with acquisitions. The assumption of a university environment may create overly explicit reading but provides enough insight to the process of acquisitions for the sharp student to generalize for theory and then particularize to smaller operations.

The practicing librarian will find the work useful for review and perhaps restructuring forms, statistics gathering, and attitudes within his or her library. Because of Grieder's experience with faculty, the book comes off less than helpful for "academic faculty." The lore of the profession is replete with tales of faculty errors in ordering materials and in requesting materials for reserve; Grieder makes us abundantly aware of faculty weaknesses in these matters. I question the public relations value of handing any faculty member this text.—James E. Weaver, Whitworth College, Spokane, Washington.


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