

on several programs intended to increase the effectiveness of academic libraries. The author describes those programs and how they came about, discusses their role in contemporary academic librarianship, and assesses their effectiveness in meeting their implicit and explicit aims.

Although most of the programs have been forgotten by all but the most senior of us today, they were viewed during the period as central to the most significant developments in academic libraries. Principal among these programs, in the minds of most academic librarians at the time, were a series of collection development grants made by the Carnegie Corporation to four-year, junior, teachers', black, and state colleges and to technical institutes. In determining who should receive these grants, Keppel relied almost entirely upon several advisory groups of librarians and educators, all chaired by Bishop. In total these groups were instrumental in seeing that some \$1,636,800 was granted to 248 institutions for strengthening their library book collections. In addition, the corporation granted \$1,824,500 to college libraries on its own initiative.

Among other accomplishments within the academic library profession that resulted from Carnegie grants between 1928 and 1941 were the development of the first sets of four-year and junior college library standards, the preparation by Charles B. Shaw of the first list of books for four-year colleges and of Foster Mohrhardt's list of books for junior college libraries, and B. Lamar Johnson's "library-college" experiment at Stephens College. Carnegie support also led to the writing of William M. Randall's landmark monograph on *The College Library*, B. Harvie Branscomb's classic *Teaching with Books*, Erret McDiarmid's treatise *The Library Survey*, and James T. Gerould's pioneering *College Library Building*. In addition, the nation's first centralized library acquisition program was established and operated for thirteen years under Carnegie auspices at the University of Michigan.

All of these activities are treated in this book. The author appears to acknowledge the importance to us of all of them save the program of book-fund grants. Here he

opines that perhaps fewer but larger grants would have done more good. He laments the absence of objective evaluative material in the Carnegie archives and, finding no hard evidence of success, cautiously and somewhat dourly assumes no success. Although he may be right in his assumption, one feels constrained to recall that this period spanned the years of the Great Depression when many American colleges, as well as individuals, went bankrupt and when money was worth vastly more than it is today. Perhaps, at the time, simple survival itself, even courtesy of the Carnegie Corporation, was a form of success. Moreover, it may seem a bit inappropriate to fault the Carnegie for lacking sophisticated evaluative mechanisms a half-century ago when few if any grant-furnishing foundations, or government agencies for that matter, have them today.

This is an excellent book, thoroughly researched, effectively presented, and well documented. It belongs alongside George Bobinski's *Carnegie Libraries*, which documents the foundation's earlier role in the provision of library buildings, and John Richardson's *Spirit of Inquiry*, which recounts its place in the evolution of library education and research. Taken together, this scholarly trilogy constitutes a massive and salutary reminder of the profession's great debt of gratitude to the remarkable Carnegie philanthropy, even if we assume that the program of grants for book-fund support was not a complete success.—David Kaser, *Indiana University, Bloomington*.

Young, Kenneth E. et al. *Understanding Accreditation: Contemporary Perspectives on Issues and Practices in Evaluating Educational Quality*. San Francisco: Jossey-Bass, 1983. 502p. (Jossey-Bass Higher Education Series) \$27.95. ISBN 0-87589-570-0.

Another solid, useful reference tool has been born and added to the education librarian's shelf. A long time in coming, it will be worn and dog-eared before the next accreditation team has left the campus. Indeed, if such an experience is imminent on your campus, it is recom-

mended that several copies be added to your shelves.

The book purports to "fill the need for a comprehensive and current resource for understanding accreditation" and the writers say it is "designed to serve both as a general reference and as a training tool" for those who make or are influenced by decisions regarding the accreditation of educational institutions. One will find here a full accounting of the various accreditation agencies and their purposes, noting relationships and even conflicts that exist between and among them. The self-study process is analyzed, as well, with guidelines offered as to how it can be more constructive and less threatening.

The accreditation process in higher education cannot be likened to a holiday pleasure, a factor that is well recognized by the writers of this volume. One university president is quoted in the book as saying that administrators "are tired of having the educational and financial policies of their institutions dictated by a horde of irresponsible outsiders, each representing a separate selfish interest." The chief editor of this volume calls accreditation "a struggle over standards," noting that various interest groups within the institutions contend with one another and that inevitably accreditation "feels the force of those pressures and also bears the brunt of criticism from those whose interests are not served."

As a title in the Jossey-Bass Higher Education Series, *Understanding Accreditation* was in process for a period of at least four years by the chief editor, Kenneth E. Young. Dr. Young, executive director of the National University Continuing Education Association and past president of the Council on Postsecondary Accreditation, is qualified to write on the subject and to seek out others to assist him in issuing this volume. Charles M. Chambers and H. R. Kells, whom Editor Young describes as "two of the nation's most knowledgeable students of accreditation," contribute a sizeable share of the content of the volume, but we were impressed with the astuteness of other chapter authors as well. They can be credited with covering a broad spectrum of topics

related to the accreditation principle and process, from its complexity to details about specific aspects, and from government controls to the protection of students from consumer abuse. The importance of encouraging administrators to view accreditation as a helpful tool rather than as a threat is pointed out by one of these writers. Another speaks to the need for self-regulation, one of the principles of accreditation, and yet another writes of the importance of voluntarism as a concept in the accreditation process.

Eighteen chapters and an epilogue make *Understanding Accreditation* a complete work on the subject. The experience of the contributors is evident in their writings and the balance in their views is a credit to the work.

This title can be recommended as authoritative, readable, and current. Every academic library should own a copy, and the price is right.—Roscoe Rouse, Jr., Oklahoma State University.

Rare Books 1983-84: Trends, Collections, Sources. Ed. by Alice D. Schreyer. New York: Bowker, 1984. 581p. \$39.95. LC 84-174331. ISBN 0-8352-1756-6.

The first in a proposed series, *Rare Books 1983-84* surveys the main areas of interest to the field in nineteen essays, which comprise the first 159 pages, then provides a set of directory listings, covering more than 400 pages, followed by an index. The essays are split into three groups, the first seven surveying the sale of books and manuscripts during that year to private collectors and institutions in the United States, Canada, and Great Britain. Other than references to the sale of the fake Hitler diaries and the Gospels of Henry the Lion, Europe and the rest of the world are scarcely mentioned. Within this limitation, however, the events in the rare-book world in 1983-84 are adequately and interestingly surveyed by authors including Kenneth W. Rendell (dealer); Katherine Leab, and Daniel Leab (*American Book Prices Current*); Robert Nikirk (Grolier Club); and William Matheson (Library of Congress).

The review of research and publishing in part two contains essays by G. Thomas