

support of the "local retailer of information" to the "investment of the wholesale area, in the interface between the producer and the library retailer, to ensure the quality and availability of needed products, at prices, which the retailer can afford."\*

Reading the essays for the first time, or reading them over again, is a therapeutic experience. It sharpens one's philosophical perspectives and strengthens one's patience, both very useful attributes in analyzing the slow evolutionary process of cooperation.

It is easy to update the *Reader's* sense of urgency. A few of the many obstacles yet to be overcome include recent attempts to increase subscription rates to join cooperative networks; the mushrooming of locally designed automated systems with total disregard for national standards; and the copy-right controversy.

On the other hand, a continuous interest in the development of networks, expressed by national and local organizations; spectacular achievements in fields such as shared cataloging, for example; and encouragement from hindsight knowledge recorded in the *Reader in Library Cooperation* suggest a flicker of hope for better library cooperation in the years to come.—*Joseph Z. Nitecki, Temple University, Philadelphia, Pennsylvania.*

Borko, Harold, ed. *Targets for Research in Library Education*. Chicago: American Library Association, 1973. 239 p. \$10.00.

This is an important book. It is important not because of the use of the "Delphi Technique," that controversial, much-maligned, and generally misunderstood method for predicting research needs and priorities, but rather because it contains what I view as some of the most provocative and productive thinking on the subject of library education ever brought together in any one volume.

At first one is puzzled at the rather considerable success of this book, especially in comparison to earlier cooperative attempts to "understand" library education. The key

\*From the "Statement by William S. Budington . . . representing the Association of Research Libraries before the Subcommittee on Education of the Senate Committee on Labor and Public Welfare on July 24, 1973."

appears to be Harold Borko, the editor, who recruited a dozen knowledgeable and articulate library educators, assigned them topics worth thinking about, and then carefully and firmly directed and focused their work.

The authors include Jesse Shera, Margaret Monroe, Gerald Jahoda, Irving Lieberman, Robert B. Downs, Page Ackerman, and Leon Carnovsky, and their papers discuss such matters as the goals of library education, general versus specialized study, library school administration, library school faculty and students, and continuing education. Each author was asked to define the problem under discussion, to critically analyze previous research in this area, to suggest needed research, and finally to speculate on how the findings generated by such research might be utilized to improve the quality of library education. The ten papers produced using this formula constitute Part I of *Targets for Research in Library Education* and are at once informative and provocative, and represent required reading for anyone interested in library education.

Part II of this book is comprised of one paper describing the "Delphi Technique" and another by Borko entitled "Predicting Research Needs in Library and Information Science Education." In the latter, Borko attempts to assess accurately "group opinion on the relative importance of the various research projects which had been identified." Library educators will be pleased or displeased with his work in direct proportion to the "priority" rating given to their pet projects. But then, the priority ratings should not be taken as definitive, for the rapid changes in economic and social conditions that we are now witnessing will significantly alter our "priorities" in library education over the next few years. Thus the findings reported in part two of this book must be considered tentative and indeed perhaps even dated.

At the same time, it must be reiterated that the essays in part one are extremely valuable and will continue to provoke, inspire, and guide library educators for years to come. Harold Borko deserves a large bouquet indeed for his masterful direction of what must have been an unruly but brilliant ensemble.—*Michael H. Harris, College of Library Science, University of Kentucky.*