

use with printed bibliographic tools, and putting more cross-references, title cards, and analytics into the catalog, but the study provides us with statistical, in addition to logical, bases for its arguments.

One other finding and recommendation deserves special comment: the average library staff member turned out to be no more capable in using the catalog than was the average patron! The ensuing recommendation is, naturally, that "librarians serving the public at the catalog should be trained specifically in the use of that catalog." But this does not dispose of the basic question which must arise in the minds of administrators, librarians, and educators alike: why weren't the formal schooling, the on-the-job training, and the working experience sufficient to give the library staff member a clear edge over the average user?

A number of shortcomings in the research methodology employed are discussed in a frank chapter entitled "Problems of Method." In particular, the non-random nature of the sample, both in terms of libraries and patrons, is pointed out, but the feeling is that the great number of interviews obtained will compensate for it somewhat. Other weaknesses would include the use of library staff members as interviewers, and having these interviewers consciously select their respondents according to their own individual judgments as to the representativeness of the sample being obtained. Several improvements to remove weaknesses and inconsistencies in the interview questionnaire, which consisted of forty-five check-off or short-answer items, were suggested. A chronological, or open-ended, type of interview form was rejected early in the study, but is worthy of further consideration if other studies of this type are conducted. Evidence for this is presented in the six "case studies" included in Appendix D of the report; these analyses were based on comments written on the backs of the questionnaires by the interviewers, and provide a richness and depth of understanding which often eclipse that of the statistically-tabulated data.

The authors state that an outside group would still not be able to surmount these herent in the nature of the study. This view methodological difficulties believed to be in-becomes untenable when we stop to con-

sider the complex studies pursued by market researchers, pooling and sampling surveyors, and other sociological investigators. As long as we keep insisting that our problems are somehow "different" from those being successfully attacked by such specialists, the quality of our research will be kept inferior to what it otherwise might become.

Nevertheless, the *Catalog Use Study* represents a monumental effort to improve the card catalog by considering the needs and habits of its users. Those who subscribe to this sensible approach will profit from a careful reading of the report.—Robert S. Meyer, *University of California*.

For Every College Librarian

A Study of Factors Influencing College Students to Become Librarians. By Agnes Lytton Reagan. Chicago: Association of College and Research Libraries, 1958. viii 110p. (*ACRL Monographs*, Number 21).

This monograph should be read by every college librarian who has a genuine interest in students and a manifest belief in the worth of librarianship. Since every college librarian should have these two qualities, this would mean a wider reading than this monograph probably will receive. Consequently, it is also recommended for reading by every librarian—school, public, or special—who is interested in securing new and excellent personnel for the library profession.

The study by Dr. Reagan, submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Library Science at the University of Illinois, is a well-organized and scholarly attempt to identify and study factors in institutions of higher education which may influence students in their choice of librarianship as a career.

The background, description, and methodology of the study are presented in compact form. A review of the literature on the subject of recruiting as related to librarians covers some seventy-five publications. Steps in the procedure followed in the collection and treatment of data included: (1) the compilation of information on the educational backgrounds of recent graduates and stu-

dents of library schools; (2) the selection of a group of colleges and universities for preliminary study; (3) the preparation and distribution of a questionnaire to the library school graduates and students who had attended these institutions; (4) the exclusion of certain institutions in the group from further consideration; (5) the identification and treatment of factors which influenced students in the remaining institutions to become librarians.

The educational backgrounds of 8,459 persons were examined, 1,491 pretested questionnaires were mailed and replies were received from approximately two-thirds of this group, fifty-one colleges and universities were selected for study, and five major factors were identified which had influenced respondents for certain institutions to enter the library profession. These factors were: (1) the influence of individuals; (2) the influence of publicity; (3) the influence of use of libraries; (4) the influence of work experience in libraries; (5) the influence of library education.

Four chapters are devoted to the discussion of these five influences, use of libraries and work experience in libraries being combined into one chapter. Extensive and pertinent use of quotations taken from the returned questionnaires is an effective and interesting feature of these chapters. The final chapter summarizes the relative importance of the major factors, their positive and negative influences, the major factors in combination, the findings as they relate to the findings of previous investigations, general conclusions of the study, and the author's suggestions of further problems for investigation.

Since this reviewer recommends that this study be read in its entirety, he is taking the liberty of recommending another brief monograph which could be read with profit by any librarian interested in the problem studied by Dr. Reagan. "The Pursuit of Excellence; Education and the Future of America," Panel Report V of the Special Studies Project, Rockefeller Brothers Fund, published at about the same time, and written principally by John W. Gardner, president, Carnegie Corporation of New York, president, Carnegie Foundation for the Advancement of Teaching, and a friend of

libraries, is a study dealing with a broad question of which the library profession is an integral part.

If a more effective program of recruiting of librarians is to occur, with an emphasis on excellence, the Reagan and Gardner studies appear to offer the bases for such a program.—*Eugene H. Wilson, Dean of the Faculties, University of Colorado.*

Two Books About Books

The Illuminated Book: Its History and Production. By David Diring. New York: Philosophical Library, 1958. 524p. illus. \$25.00.

History of the Book. By Svend Dahl. New York: The Scarecrow Press, 1958. 279p. illus. \$6.00.

Dr. Diring's work is the third volume in his series dealing with early bookmaking, its predecessors being *The Alphabet* (1948) and *The Hand-Produced Book* (1953). The present work treats of illumination in the Near East and Europe, beginning with an illustrated (not illuminated) Egyptian papyrus roll of the twentieth century B.C. and ending with the death of illumination at the beginning of the sixteenth century.

The book is divided into seven long sections: Chapter I deals with manuscripts of the ancient world but also discusses copies of ancient authors made throughout the medieval period; Chapter II treats of Byzantine illumination which the author says "from the standpoint of the history of civilization" is "one of the most important of the present book"; Chapter III covers Hiberno-Saxon, Carolingian, and Ottonian illumination; Chapter IV digresses into Islamic and Hebrew painting; Chapter V, the shortest (forty pages), is titled "The Golden Age of Illumination" but deals with England only, in the twelfth-fifteenth centuries (not mentioned are the splendid English drawings of the tenth and eleventh centuries since they are not illuminations); Chapter VI is devoted to Italy, tenth-sixteenth centuries, and Chapter VII covers French and Flemish work of the same period, in the longest section of the book (ninety pages). Each chapter is followed by a bibliography and accompanied by plates, ranging from