

be “in charge of publicity and jackets,” which included the designing of the latter. Through this, his appreciation of the visual appeal of books was bolstered by the practical experience of trying to make books look good. His office in the Victorian building that served as both staff headquarters and stock warehouse was next to that of philosopher and art historian Herbert Read, who served part-time as a literary adviser and from whom Franklin claims to have learned how to be “lazy.” A recurrent painful intrusion into that laziness is described: “I often found there were few troubles in my life so excruciating as meeting authors. There we sat in my small room, the two of us, as he seized the moment of total egoism to explain his book...there were times when, trying to follow an author’s exposition, I suffered near-ulcerous stomach pain.”

For that and other reasons, Franklin decided to chart a new course in his life and became a book dealer, and the next few chapters offer witty and sharp-eyed reminiscences of other dealers, such as Hans Kraus, and of clients, including his most important, the American millionaire Paul Mellon, whom he aided in augmenting the magnificent collection that eventually moved with Mellon to his English country house at Wormsley Park.

As is often the case with book dealers, Franklin’s own collecting and scholarly interests and his work in the trade went hand in hand, or sometimes hand out of hand. For example, his deep interest in William Morris (whom he describes as one of his heroes) led him to the acquisition of a complete set of all the Kelmscott Press books, including an example of each title printed on vellum when such existed, or on paper when no vellum copies were printed. One notable exception to this was his copy of the Kelmscott Chaucer, which was on paper not vellum; but even that was special, being a presentation copy from Morris and Burne-Jones to Swinburne. Franklin sold this beloved set to fund other ventures.

Morris is the topic of one of the more or less self-contained essays that make

up the chapters of the second half of the book. Along with an assessment of Morris, these essays include as topics the Daniel Press, the manuscript of Nijinski’s unexpurgated autobiography and the troubles and pleasures the temporary ownership of that document brought to Franklin, and the elegance of the printing of Giambattista Bodoni, who in the author’s eyes was typographically “the finest of them all.” Along with these are Franklin’s convincing defense of the Bowdler family and their various editions of “Bowdlerized” Shakespeare plays, and three essays devoted to men who Franklin wishes had more current renown: the Oxford engraver Joseph Skelton, the comic writer Robert Surtees and his chief illustrator John Leech (the latter a surprising favorite of Ruskin’s), and finally the 18th-century amateur antiquary William Fowler. The Fowler essay is one of the longest and best in the book. Franklin owns all of the very rare folio volumes of Fowler’s works, including the almost impossibly rare third volume. Fowler created accurate and luminously hand-colored engravings of ancient Roman mosaic floors that had been unearthed from English soil and of English stained glass windows. The story of his life and unusual publications is fascinating.

The book closes with an essay about the author’s sister, the scientist Rosalind Franklin, who died of cancer in 1958 at the age of 37. Rosalind Franklin was key to the discovery of the structure of DNA, and Franklin recounts and clarifies her contribution, which for many years was insufficiently recognized.

Colin Franklin has written many valuable books. This latest one will inform and please book lovers of all sorts. — *Scott Krafft, Northwestern University.*

Priscilla K. Shontz and Richard A. Murray. *What Do Employers Want: A Guide for Library Science Students.* 1st ed. California: Library Unlimited, 2012. 119p. \$45 (ISBN 9781598848281). LC2012-005693.

In a sluggish economy, it is a challenging task for graduates in many disciplines struggling in exhaustive job searching to land a dream job. There is no exception for library and information science graduates. Book titles on job hunting and careers are available to guide the job search and interview processes. There are some books explicitly tailor-made for the library and information science discipline, such as *How to Stay Afloat in the Academic Library Job Pool* (edited by Teresa Y. Neely), *A Librarian's Guide to an Uncertain Job Market* (by Jeannette Woodward) and *Working in the Virtual Stacks: The New Library & Information Science* (by Laura Townsend Kane). This book, *What Do Employers Want: A Guide for Library Science Students*, available in print as well as in electronic version, is yet another guidebook to add to the collection for job search advice in library and science professions.

What Do Employers Want: A Guide for Library Science Students is co-authored by the editor and assistant editor for LIS-CAREER.com, which is a website giving career development advice for those who are in or considering a library-related career. They are also co-editors of the title *A Day in the Life: Career Options in Library and Information Science*. Shontz is a past presi-

dent of the American Library Association New Members Round Table and has more than 18 years of experience in academic, public, special, and school libraries. She also authored *Jump Start Your Career in Library and Information Science*. Murray has more than 15 years of experience as a metadata librarian and as a cataloger specializing in Spanish and Portuguese language materials.

The overall scope of this publication provides guidelines for library science students to act proactively in preparing themselves for the job market. Discussions are about ways beyond a graduate degree education for matching the job requirements. These include sharpening professional identity skills via networking; avoiding common errors in the job search process; learning tips, tricks, and tactics in job interviews, as well as various innovative ways in daily activities to work beyond and above in transition from student status to information professional status.

The book layout uses Sections and Chapters for arrangement and presentation. The book content is subdivided into two sections, "The Student Experience" and "The Job Search," with eleven chapters in total. Chapter 1 talks about the main theme of the book, "What Do Employers Want," and explains the overall attributes in knowledge and skills that employers are looking for from candidates. These include working well with others in the organization, presenting positive energy with good initiative, and being innovative in a tactful manner. Chapter 2 to Chapter 11 are divided into two sections, when the gear switches to the students' perspective and the job recruiting process in different library organizations. The two main sections, "The Student Experience" and "The Job Search," focus on identifying key issues toward a successful job hunt. In "The Student Experience" section, the focuses are on students' library science education, past job experience (both part-time or full-time experience), professional identity establishment (physical appearance in professional associations

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or online identity in social media), and additional transferable skills (in presentation, technology, and language). In “The Job Search” section, the discussions are how to survive in the job search process in different environments such as academic libraries, public libraries, federal and state government agencies as well as special and nontraditional library sectors. These areas range from preparing resumes and cover letters to taking interviews on site or on Skype. Resources and an index are provided in the back of the book to facilitate readers’ further exploration.

Although “What Employers Want” is a catchy main title for this book, the subtitle “A Guide for Library Science Students” explains the rest of the publication more specifically. In fact, there is only one chapter with seven pages to elaborate “What Employers Want.” Readers may be disappointed if they expect to take a glimpse of what specific skills or current trends employers are looking for in various job positions. Along with this, the theme on the subtitle is a bit narrow for library science students. Most library studies programs are now renamed as library and information science studies to reflect the evolving work environment and job descriptions of librarians beyond traditional library activities.

Overall, this book is timely in that it came out during a slow job market. Besides talking about the job search, this book advocates that students should think ahead about their career as soon they start taking classes. This publication is not only a guide for library and information science graduates to prepare themselves for various facets on job search in librarianship, but also for anyone thinking of a career as an information professional. The book will also serve as a useful reference resource in employment collection in any library, academic or public. — *Judy Li, University of Tennessee.*

Milena Dobreva, Andy O’Dwyer, and Pierluigi Feliciati. *User Studies for Digital Library Development.* London, U.K.:

Facet Pub., 2012. 272p. FSC accredited paper, \$99.95 (ISBN 9781856047654).

This collection of detailed, technical essays is the go-to text for any library director and/or librarian who wishes to optimally digitize a collection of any sort. From the very beginning of the book, the editors make a convincing case that digitized collections are not of the one-size-fits-all variety. Rather, digitized collections should be carefully tailored to meet the particular research needs of the library’s own user constituency. Therefore, it is crucial that administrators and IT professionals conduct well-designed user studies before embarking upon a project that could be entirely—and expensively—wrongheaded.

To best articulate this argument, the editors have aggregated twenty-four essays that demonstrate various perspectives on user studies, as well as different models for orchestrating them. Furthermore, the text provides invaluable charts that delineate the methodologies suggested by the chapter authors. The authors of these essays hail from all over the world: the United Kingdom, Germany, Denmark, the Netherlands, Italy, Malta, Canada, Israel, Scotland, Switzerland, Greece, and Hungary, thus providing truly international perspectives on the area of user studies. The essays are presented in five fundamental parts of the text. The titles of the parts and the impressively lucid introduction are themselves illuminating. Part One, “Setting the Scene,” does precisely that: it provides readers with a firm foundation and context for apprehending and critiquing the ensuing chapters.

Part Two, entitled “Methods Explained and Illustrated,” supplies numerous examples of successful methods for evaluating the needs of digital library users. Standard assessment such as questionnaires and focus groups receive mention. Perhaps more unexpected and provocative are other methods such as “deep log analysis” and “eye-tracking” of users. Deep log analysis provides decision makers with data gleaned from the “digital