

secondarily, it serves members of the public and other students on the initiating end of legal reference inquiries. In this, it differs subtly but importantly from established general legal reference guides for the public, such as those published by Nolo, Sphinx Legal, and the like. Toward these ends, Tucker and Lampson have divided the 17 chapters of material into four general parts.

The first part is a legal information overview whose content is the least unique in comparison to existing legal guides. Unfortunately, some of the information in this section is outdated. The most egregious example of this is that GPO Access is still treated as the primary delivery system of federal law when FDsys has been in the works for well over two years and is due to replace GPO Access for good before the end of 2011. The book's second part provides a decent summary of how to navigate the important distinction between providing legal *information* and providing legal *advice*. The third part organizes the available resources into various sub-specialties of law in the context of realistic reference questions but does not provide much depth; it is primarily a springboard to compiled lists of more greatly detailed resources. The fourth part is the most original; it offers collection development advice for legal materials and practical examples of web-based legal tutorials. Regrettably, even this section is marred with questionable statements; for instance, "as a general rule, all primary law—enacted law, case law, and administrative law—can be found . . . on the free web" (191).

This manual may ultimately prove useful to public librarians who feel extremely inexperienced in legal reference, but libraries with strict budgets would do better to rely on general research guides for the public, such as Nolo's *Legal Research* (9th ed.), augmented by the wealth of publicly available online legal tutorials like those available on Cornell's Legal Information Institute website.—Chris G. Hudson, Assistant Law Librarian for Serials and Government Documents, Emory University, Atlanta, Georgia

The Google Generation: Are ICT Innovations Changing Information-Seeking Behaviour? Barrie Gunter, Ian Rowlands, and David Nicholas. Oxford: Chandos Publishing, 2009. 207 p. paper \$80 (ISBN 1-84334-557-9).

This book is based on "The Information Behaviour of the Researcher of the Future," a research project funded by the British Library and the Joint Information Systems Committee (JISC), the latter a UK agency supporting higher education research. The three authors are mass communications and information studies academics affiliated with the University of Leicester (Gunter) and University College London (Nicholas and Rowlands). It is clear that two decades of rapid change in information and communication technologies (ICT) have changed the way people communicate, conduct business, and gather news. The basic focus of this project was to determine the significance of these changes for higher education, specifically how they affect student learning and whether teaching methods and the role of libraries will also have to change. In

other words, to what degree have older information sources been supplanted and has the Internet engendered new information-seeking behavior?

The authors focused on what they call the Google Generation, born 1994 and later—one generation younger than the Ys, born between 1978 and 1993—and they carefully document pre-Internet and early Internet behaviors, such as viewing television, reading books, and reading or watching news, and the rise of what they call the "information society." Their fourth chapter examines the evidence for the concept of the Google Generation, considers the defining characteristics of Web 2.0 tools and technologies, and finds a higher degree of user literacy among the Google Generation than in older research subjects. Learning styles of the Google Generation have a more social orientation through the encouragement of group work via blogs and wikis. The fifth and sixth chapters examine the implications of new technology in the distribution of content and the emergence of digital scholarship, while examining implications for librarians. One of the more interesting parts of the research focuses on commonly held assumptions about the Google Generation (e.g., their preference for visual information, their ability to multitask, and their impatience with delay) and examines the research literature for each.

Although this report has a research-based component, it depends heavily on an exhaustive review of the literature. The 30-page bibliography cites studies published between 1979 and 2008. A review of the literature would have to include more recent reports from EDUCAUSE, OCLC, ACRL, Pew, and others. Details of this project and associated reports may be found at <http://www.ucl.ac.uk/infostudies/research/ciber/downloads>.—Susan Hopwood, Outreach Librarian, Marquette University, Milwaukee, Wisconsin

I Found it on the Internet: Coming of Age Online. Frances Jacobsen Harris. Chicago: ALA, 2011. 248 p. paper \$45 (ISBN 978-0-8389-1066-5).

Frances Jacobsen Harris has an excellent understanding of teen activity on the Internet, and in this book, she provides a thorough review of social and technical issues in teen Internet use. Additionally, she includes an appropriate level of focus on how the relevant technologies work (including mobile wireless, instant messaging, web browsing, etc.), and she supports her assertions with extensive citations of influential research studies. Most importantly, Harris extends her review of the issues and looks further into how librarians can better interact with today's teens by understanding their learning behaviors and the role that the Internet plays in their lives.

One of the most effective ways she achieves this is through her use of anecdotes from the students at her school. From the perspective of a librarian in a university research library, this reviewer has found the anecdotal material to be incredibly useful in developing a better understanding of how teenagers learn today and what we should expect from the students who will attend our universities in the coming years. The characteristics highlighted in this book can be applied immediately

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to the development of information literacy programs for incoming university students, course-integrated sessions, and other efforts to increase the value of research and instructional support services for students.

This book complements important anthropological studies on student learning behaviors, such as Nancy Fried Foster and Susan Gibbons's *Studying Students: The Undergraduate Research Project at the University of Rochester* (ACRL, 2007). Recommended for librarians who work with teenage and college-age students, whether in high schools, colleges, universities, or public libraries.—Andrew Sallans, *Librarian for Digital Services and Computer Science and Head of Scientific Data Consulting Group, University of Virginia, Charlottesville, Virginia*

Making a Collection Count: A Holistic Approach to Library Collection Management. Holly Hibner and Mary Kelly. Oxford: Woodhead, 2010. 172 p. paper \$75. (ISBN 978-1-84334-606-7).

Part of the Chandos Information Professional Series aimed at the busy information professional, *Making a Collection Count* focuses on basic collection management and procedures in a holistic environment. Similar to other works in the Chandos series, it is designed to provide easy-to-read and practical coverage of a topic of interest to librarians. Rather than focusing upon one narrow or deep theoretical concept of collection management, the authors (both public librarians in Michigan) emphasize how various areas of library service—staff, collection, facilities, and technology—contribute to the overall development of a high-quality collection and library. The authors contend that effective management and evaluation of the smaller components of collection management will lead to meaningful improvement of all library services and settings, while also reducing costs and waste.

The book is divided into eight chapters, with the first two devoted to each stage of a collection's life cycle—selection, acquisition, processing, shelving, circulation, and weeding—and how to analyze and gather data at each step of the cycle. Analysis tools such as audits, statistics, and physical inventories are discussed in separate chapters, along with the connection between collection management and programming, signage, and displays. The authors discuss how vision and mission statements and collection management policies provide direction for a collection and also offer practical advice on how to maintain a viable collection despite budgetary restraints, the increased cost of new materials, and demand for new and different types of media. No one function or principle is discussed in great depth, with the text moving quickly from one topic to another, showing how all aspects of a library are somehow integrated with collection management. The final chapter, "Everything is Connected," shows how holistic library service contributes not only to a quality collection but to the quality of service in every area of the library. Most of the chapters include a list of relevant sources that the reader can consult for more information. The appendixes include an example of a public library collection management policy and a brief strategic

guide, geared toward small libraries, on how to negotiate with vendors. Black and white illustrations and photographs are scattered through the book, but add little to the text.

More about collection management than development, the book is an effective reminder that the main purpose of libraries—"making information available for someone to use"—is inextricably tied to every other function within a library (xv). Hibner and Kelly do a good job of discussing and recommending processes and procedures that librarians and library staff can follow to ensure that the services they provide to a community remain focused and vital. The book is an accessible and succinct introduction to the entire public library collection management process from beginning to end.

Although the holistic approach to collection management might appear new and different to novice practitioners, there is little here for experienced or university librarians, most of whom would be familiar with the workflow procedures described. The book is better suited to public librarians interested in examining collection management strategies in their libraries and to professionals new to library/information studies. It would also be particularly helpful for MLIS students, as it provides a solid basis for understanding the core processes and problems of collection management that libraries face today.—Debra Richey, *Research Librarian, California State University, Fullerton, California*

Managing Library Volunteers. 2nd ed. Preston Driggers and Eileen Dumas. Chicago: ALA, 2011. 328 p. paper \$55 (ISBN 978-0-8389-1064-1).

Although volunteers are often an important part of library organizational success, there is a dearth of current professional titles dealing with this topic. The second edition of *Managing Library Volunteers* is a well written and much needed comprehensive resource designed to provide an overview of all topics related to library volunteerism. The book is divided into six sections: Part I covers volunteer program specifics such as communication, evaluation, and legal risk, while Parts II through VI cover recruitment, training, recognition, discipline, and record keeping. Throughout the book, 38 sample documents are included. The authors recommend using them as is or as starting points. These are an excellent collection of resources that can help prevent the "reinvent the wheel" trap that is so common with administrative tasks.

Both authors come from a public library background, and this book has been written with public libraries in mind, but it includes an impressive amount of useful material for *any* library that recruits and uses volunteers. For those who own the first edition, it is worth updating one's professional library with this new version. The new edition uses the same organization as the first, but the content has been updated and expanded. One of the most useful updates is the inclusion of information related to "virtual volunteers" who complete tasks remotely, such as link testers and genealogy researchers. Other updates include sections on recruitment via library websites and the use of social media.