

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 Unfortunately, some of the information in this section is outdated.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