

There are some inconsistencies in the keyword descriptions – for example Classic Bookshelf is described as “Literature”, whereas Classic Book Library is “Fiction”. “Various” is frequently used where another more meaningful term might be appropriate for resources such as the Biodiversity Heritage Library.

The most obvious observation is that this book would be fantastic as an e-book itself. Navigating the resources via a single click would be straightforward, and it could include scope to update and add entries, add comments, become a social tool. However, the print format makes it a good starting point for anyone new to this area who may find the new technologies and number of resources available on the Internet overwhelming.

Colleagues experienced in this area suggest that searching the Internet for free ebooks relies to an extent on serendipity due to the organic and constantly changing nature of the Web, which in turn relies on a user’s confidence and familiarity with navigating the Web. This book provides a friendly and reassuring introduction to what can be an unmanageable and overwhelming subject. For those already working in this area, it highlights many resources worth investigating that may have been overlooked. Ideally this will be the first of many future revised and expanded editions!

Ann Etkind, Sarah Halliday, Sue Thomas, Cathy Tong

Improving students' Web use and information literacy: a

guide for teachers and teacher librarians

James E. Herring, Facet Publishing, 2011

This latest addition from Herring’s body of publications for teachers and teacher librarians on the internet has many benefits. The Web is established as an information source, so it is only befitting to have an update of his practical tips based on sound pedagogical theory.

The style layout is clear, making it a joy to dip into. Each well-structured chapter follows the same format stating clearly its scope, with individual introductions followed by helpful headings, and completed with conclusions re-emphasising the coverage, supported by lists of references. There is of course a comprehensive index, and the chapter references are compiled together to form the bibliography, which in itself makes for an interesting read.

Increasingly the Web is seen as the first tool for information so it’s imperative that all students are information literate. It is commonly recognised that Google is the most popular search engine – though not necessarily the best, so professionals need to raise awareness of specialist search engines. However, the advanced search facility of Google can be exploited much more. Another gem for schools suggested by the author is the use of copyright-free images. We are also reminded that metasearch engines are better than single search engines, and are advised to try Dogpile or Ixquick.

He flags up the emergence of visual search engines – a positive development for visual learners.

The author includes references to guides on effective searching on the Web, such as the Berkeley Library guide and an easily digestible catalogue of other guides for those wanting to focus on Web searching in schools. Most information professionals will want to hone their information literacy skills and use the tips in this book to enhance their quality of teaching. Herring helpfully provides outlined staff in-service training sessions with detailed timings.

The growth of Web 2.0 is covered in a chapter about blogs, wikis, social bookmarking, podcasting, photo sharing (Flickr's Creative Commons) and social networking. There is a nice comparison between blogs and wikis, with wikis coming out as the better tool for learning. Anyone not yet familiar with social bookmarking can read briefly about Sqworl, Diigo and the better known Delicious. It's always useful to be reminded of freely available tools.

The chapter on information literacy attempts to define this term, although I suspect it will be changing again before too long. Those wanting to

read about a different model of information literacy to the UK's Seven Pillars¹ will find this enlightening as it includes the Big 6 model, the ISP model, NSW DET and the PLUS model, with examples from schools in Australia, UK and the USA. He makes the point that there needs to be a whole school culture, and he provides some bulleted suggestions of how to achieve this collaboration. Herring asserts that there is little evidence to support the premise that if students are Web users they will be effective Web learners. Even university students can falsely believe that Web searching is easy and intuitive, yet to be effective, search strategies have to be learned/taught.

Towards the end of the book, the author goes on to describe clearly some of the emerging terminology such as learning objects (another term for learning websites), so that the reader can feel in touch with new developments. It's also reassuring for some to read that website development is not such a technical challenge these days. Very practical advice is offered on the different stages of website design and tips about format, templates and use of colour. Also, advice is given about navigation with tabs and windows, links to specific parts of websites, enhancements with

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http://www.sconul.ac.uk/groups/information_literacy/papers/sp/model.html

graphics, sound and video, and lastly accessibility considerations. The author admits that ICT changes are made swiftly, and one of the biggest difficulties is that while information is easily accessed, and will be more so with new mobile devices, but students' abilities to search effectively, evaluate and reflect, still needs to be developed through information literacy. This affords a great opportunity for collaborative work between teachers and teacher librarians.

My only criticism was a slight irritation at the repeated use of the full phrase "teachers and teacher librarians" throughout the text, but here is a book that should be passed around the staffroom to various members whether they are practitioners and teachers or those deciding on the curriculum content.

Janet Morton, Faculty Team Librarian, University of Leeds

Permissions: a survival guide

Susan Bielstein, Chicago University Press, 2006

Susan Bielstein's book on clearing permissions is subtitled "Blunt Talk about Art as Intellectual Property", and blunt it certainly is. But it's also funny. I don't think I have ever laughed before

when reading a book about picture permissions, but page 7 of this book made me laugh out loud. The page is completely blank, apart from a caption:

Plate One: Francis Bacon, Study after Velasquez's Portrait of Pope Innocent X (1953). The Bacon Estate asked to read the relevant text for this image and subsequently refused permission to publish it.

As a publisher, you will frequently be confronted with the seeming wilfulness of IP owners who insist on unreasonable terms for reproduction, or who simply (as here) refuse permission at all.

Any book that reveals how much was paid for permissions for all the images in a book will be of interest to anyone who has ever been involved in clearing rights for image reproduction in books or websites. Bielstein's book shows how the picture budget for her book totalled \$1511.18, with 18 of the book's images cost nothing at all.

The book is a mixture of practical tips and general principles, which is what makes it interesting. Alongside an examination of the laws of intellectual property is an attempt to state what a reasonable position on rights might be; the actual state of affairs for image rights is inconsistent and perverse, varying from country to country and from year to year. Clearing rights frequently applies to many or all countries, but of course IP law varies widely from country to country, with the further