"The main results of bibliography come from doing it, not from having it" (108). I suppose that is the reason that Abbott's book lacks bibliography or footnotes. It also fails to mention the role of book reviews, an omission that seems peculiar coming from the editor of a scholarly journal. Abbott is right that human indexing is superior to that done by computer, and he claims that he personally indexes his own books. He must have indexed this book by one of his efficient formulas since it is quite inadequate. Perhaps he only indexed that which he considered important while oblivious to the fact that others might wish to find material in his book that he does not think particularly important. The book does include a glossary, which will be helpful to nonlibrarians.

This reviewer admits that he did not follow Abbott's advice and master his book in one hour but rather read his every word. Personally, this reviewer found the book both enlightening and irritating; after all, it is Abbott's personal journey through the library, and he loves traveling: "it is easy and fun to do library research" (209). And, so it is.—*Fred J. Hay, Appalachian State University*

Kevin Smith. *Owning and Using Scholarship: An IP Handbook for Teachers and Researchers.* Chicago: Association of College and Research Libraries. 2014. 240p. Paper, $54.00 (ISBN 978-0-8389-8747-6).

This book is explicitly designed as a handbook on intellectual property. It enables teachers and researchers to quickly find and consult a particular area in intellectual property. The author pays close attention to scaffolding and reinforcement of essential aspects of intellectual property (for example, the Digital Millennium Copyright Act) to ensure that the reader benefits from these elements no matter the point of engagement. Smith has also embedded teaching and research examples specific to copyright in chapters 4 and 5 that serve as quick references for the reader. The efficient narrative, combined with Smith's agility in delineating and contextualizing intellectual property theory, application, and emerging issues in academia, makes this an essential title to add to library collections.

As an entry point, chapter 1 quickly brings the reader up to date on the history of intellectual property using the framework of technological and legal revolutions. This framework clarifies the subsequent impact upon modern-day scholars in the evolution from the print domain, driven by an economics of scarcity, to the digital domain, driven by the economics of abundance. Chapter 2 takes the reader further into the intellectual property landscape by identifying the key laws under the intellectual property header that relate to academia, the legal statute behind each, and how they inform scholarly activities. As one would expect, this chapter is necessarily replete with details and definitions, as well as acting as a preamble to the heart of the book and the intellectual property law that is the "everyman" of the intellectual property laws: copyright.

The next three chapters—3, 4, and 5—form a kind of copyright trilogy that guides the reader successively deeper into the copyright domain. The reader is first introduced to the intricate subject of ownership of scholarly work (chapter 3), which is then followed by the topic of using copyrighted work in scholarship (chapter 4), and finally wrapping up with a discussion on copyright management and dissemination of scholarly work (chapter 5). The author ameliorates the complexity of copyright by enriching explications with interesting, brief examples of legal exemptions, rules, and cases. These three chapters familiarize the reader with the junctures and essential decision points necessary to understanding and navigating scholarly communications and copyright.

The next, and final, two chapters go beyond the copyright domain to remind the reader that technology, the Internet, and digital communications continually challenge, push, and exceed the boundaries of laws and countries initially drawn in a purely brick and mortar era. Take, for example, the protection measures emerging

outside copyright, referred to as paracopyright. Paracopyright includes efforts related to licensing and technological protection measures (chapter 6) undertaken by rights holders and vendors who fear that copyright law protections are insufficient. Such efforts have emerged in the vacuum created by the slow pace of legal revision, yet it is essential to learn and understand how to work with these measures and leverage them accordingly. By deepening this understanding, the reader can consider more clearly the ramifications of the borderless digital domain, technological neutrality, and harmonization of international copyright laws (chapter 7). Thus the reader is better positioned to contemplate the future and leverage him- or herself to contribute positively to the advancement of the scholarly record and the public good.

Academia and beyond are currently (and likely will be continuously) in a landscape of constant change driven by the ever accelerating pace of technology, the Internet, and digital communications. The explosion of digital content, combined with the growth in sophisticated content and learning management platforms, social media, and MOOCs have taken our online lives and experiences to a new level—and along with it underscored the challenge of operating under 20th-century laws in a rapid, agile 21st-century reality. The sheer speed of the digital 21st century can be daunting in its ability to catch us wrong-footed—more reactive, less proactive. This rapid and agile 21st-century reality is driven by creativity and creative expression. For librarians, this book is an essential tool to increase awareness, engagement, agility and proactive support of creativity and academic expression on campus and at large.

While researchers and teachers undertake the highest and most respected levels of creative expression for the purpose of scholarly discovery and the advancement of knowledge, it is important for all contributors to the 21st-century digital domain to understand the intellectual property landscape, including where they are positioned and how to navigate to better, and further, contribute. Given the growing student population across all teaching and learning modalities, the quality of their academic work, projects, and innovations that they want and should contribute to society's body of knowledge, it is critical for librarians to be informed participants. While it is hard to know when or where that question related to intellectual property will come, it will come. And there is a good chance that more of these questions will come from students who are not planning to pursue higher academic degrees to formally enter into the discourse. Students of today, from all educational levels, are engaged with contributing to scholarly and practice-based knowledge.

Kevin Smith is a librarian and attorney specializing in copyright and technology law. As the Director of the Office of Scholarly Communications at Duke University, he works to ensure that the Duke community is informed about, and engaged with, the evolving landscape of scholarly communications. Kevin Smith has authored several books related to copyright in academia, is involved in the national copyright conversation, and is well known for his blog *Scholarly Communications@Duke* in which he addresses policy, developing issues, and potential solutions for scholarly communications in the 21st century.—*Carol R. Kentner, Harvard University*

Peter C. Brown, Henry L. Roediger, and Mark A. McDaniel. *Make It Stick: The Science of Successful Learning.* Cambridge, Mass.: The Belknap Press of Harvard University Press, 2014. 313 p. Hardback, $27.95 (ISBN 978-0-674-72901-8) LC 2013038420.

This very informative handbook for the "science of successful learning" is the fruit of eleven cognitive scientists working in concert as part of an "Applying Cognitive Psychology to Enhance Education Practice" research grant, which studied the impact of the latest developments in the field of cognitive psychology as applied to education over a ten-year period. The authors of this work consist of two of the cognitive scien-