services that are traditional to public libraries, the book will be of less interest to most academic librarians. Public librarians and library school students are the principal audience. As a result, overall, this book serves as a valuable source for public librarians who want to reevaluate and reexamine their instructional services.—*Ning Han, Mississippi State University.*

Transforming Information Literacy Programs: Intersecting Frontiers of Self, Library Culture, and Campus Community. Eds. Carroll Wetzel Wilkinson and Courtney Bruch. Chicago: Association of College and Research Libraries, 2012. 263p. $62 (ISBN 9780838986035). LC 2011-050153.

Librarians have long been viewed as gatekeepers, stationed at the boundary between information resources and information users. In an era of ubiquitous information, when there is no gate left to keep, libraries are reexamining their culture and priorities as they adapt to a rapidly shifting environment. Perhaps one of the most dramatic responses to this era of change has been libraries' increased emphasis on information literacy. However, as the editors and contributors of *Transforming Information Literacy Programs* observe, libraries are still torn between their traditional role as service organizations and this still-evolving idea of the academic library as an institution fundamentally engaged in teaching and learning. The ambitious agenda of this book is to survey the current landscape of information literacy programming development, identify frontiers as yet little explored, and "serve as a catalyst… for transformational change" in libraries.

Transforming Information Literacy Programs is broken into four sections, each with two to three chapters. The sections explore the metaphor of the "frontier" including "Outlining Current Boundaries," "Frontiers of Self," "Fortifying Institutional Partnerships," and "Charting Next Steps." The nine chapters all fall within the larger theme of their respective sec-

tions, and the sections follow each other in logical order.

The first section, "Outlining Current Boundaries," focuses on the current state of information literacy, both in the literature and in practice. In the opening chapter, the editors, Carroll Wetzel Wilkinson and Courtney Bruch, provide a literature review that, for the most part, focuses on the main challenges librarians face when working with information literacy. Rather than stop there, they conclude with a review of the literature on changing institutional culture to focus on information literacy and provide a list of specific recommendations for ACRL leaders, key campus officials, individual instruction librarians, and groups of librarians to foster an information literacy culture. In the second chapter, Dr. Celene Seymour continues the theme of "outlining current boundaries" by investigating the culture of information literacy instruction using an ethnographic study of nine information literacy instructors. She analyzes the challenges they see in their work, the successes they have accomplished, and what they believe the future holds. Her chapter provides rich, individualized accounts of the challenges information literacy librarians face, as well as areas the profession needs to address, including better preparation for teaching, the need for a more precise definition of information literacy, and the need for more institutional support for information literacy.

The second section, "Frontiers of Self," offers two different accounts of the librarian's relationship with information literacy. It begins with an engaging essay on the inherent difficulties in defining critical information literacy by Dr. James Elmborg, who has written extensively on the subject. In it, he provides a framework for thinking about information literacy as a "complicated set of interwoven practices" rather than a "goal-driven, product-driven activity." He asks readers to rethink librarians' current relationships with students and become collaborators with them rather than instructors. The

second chapter in this section, by Noël Kopriva, focuses on how information literacy instruction is shaped by the feminization of both teaching and librarianship.

The third section, "Fortifying Institutional Partnerships," focuses on institutional issues facing instruction librarians. Anne E. Zald and Michelle Millet discuss how the Coates Library at Trinity University successfully implemented a universitywide program that integrated information literacy outcomes in course curricula across campus, in response to the university undergoing accreditation. They highlight the necessity of the library being "actively engaged" with other campus partners, especially organizations that control the curriculum, as well as the importance of having a library administration focused on advocating for the "educational mission" of the library. Robert Schroeder then provides a literature review on the connections and associations between critical thinking and information literacy; he also reports on a survey that asked respondents their views on the relationship between the two concepts. He finds that the concepts are similar enough in their goals that partnering with other organizations on campus who are interested in promoting critical thinking is beneficial in assisting the library's own goal of furthering information literacy. The final chapter in this section, by Jo Ann Carr, focuses on methods of creating a "seamless information literacy curriculum" for K–12 and higher education. She offers suggestions to the leadership in ALA, ALA's divisions and state chapters, and librarians in academic, school, and public libraries on what they can do to assist in building a comprehensive information literacy program.

The fourth section, "Charting Next Steps," includes two chapters about strategic actions that instruction librarians should take to illustrate their importance to their institution as educators. April D. Cunningham and Carrie Donovan discuss the evolving role of librarians from service to teaching and report on the results from a survey that investigated the "perceived effects of evaluation procedures and reward structures on librarians' teaching and the effect of librarians' teaching on their evaluations and rewards." Using results from their survey, they then propose a useful set of best practices for the documentation and review of librarians' contributions to teaching in academia. Nancy H. Seamans' final essay looks back retrospectively at information literacy in libraries and reports on discussions she had with several library leaders concerning the successes and failures of library information literacy instruction in the last twenty years, as well as pointing to opportunities for the future.

Transforming Information Literacy Programs does not offer any easy answers on transforming into an information literacy culture at an academic institution; several authors throughout the book note that information literacy itself has no set, easy definition even within the library profession. This book does, however, offer librarians multiple perspectives on what information literacy means to a number of instruction librarians, library deans, and faculty members in LIS and related professions, many of whom have worked in academia and academic libraries for years. These perspectives serve to illuminate some of the key issues instruction librarians face when working in academic institutions, and they shape the authors' responses to how librarians can overcome some of these issues.

Overall, this book provides a useful overview of the issues faced by librarians who provide information literacy programming at their institutions. It provides a nice mix of well-indexed and documented research reviews, case study, surveys, and essays and balances the theoretical aspects of creating an institutional information literacy culture with practical ideas on what individuals and groups of like-minded librarians can do to work toward this goal. This is a great book for librarians who undertake any teaching responsibilities on their campuses and can serve as a tool to start or continue the

discussion within your library about the importance of and need for a more comprehensive information literacy focus both in your library and on campus. Several chapters would be very useful in courses in library school, including the two chapters in the second section highlighting different theoretical definitions of information literacy. Finally, library administrators and academic policy makers and strategists, especially those whose universities are undergoing accreditation or rethinking their strategic goals, should read this to be able to better articulate the need for information literacy learning outcomes within the university's mission and curriculum.—*Kate B. Moore, Indiana University Southeast.*

Christina Zamon. *The Lone Arranger: Succeeding in a Small Repository*. Chicago: Society of American Archivists, 2012. 157p. alk. paper, $69.95 (ISBN 1931666415). LC2011-052238.

Lone arrangers are the sole staff of an archives, often working alone or with a staff of part-time employees, interns, or volunteers. The term originates from the Lone Ranger, the fictional masked hero who, with his Native American sidekick, Tonto, crusades against injustice in the Old West. In an archival context, lone arrangers fight for access and preservation of the world's cultural heritage while battling budget cuts, administrative demands, and preservation problems.

With this in mind, *The Lone Arranger: Succeeding in a Small Repository* offers guidance and best practices on the daily challenges and work demands of small archives. Author Christina Zamon addresses a range of topics, including administration and management, budgeting, fundraising and donor relations, information technology issues, collection development, records management, preservation, reference and outreach, facility administration, disaster planning, and internship and volunteer programs. The volume's insight is relevant to both experienced professionals and novices in religious, academic, corporate, government, library, museum, or historical society settings.

The book exhibits a sense of humor on its cover by displaying a domino mask alongside the traditional archival accoutrements of white gloves and acid-free folders. Additionally, amusing chapter titles—"What Am I Doing Here?" "What Is This Stuff?" and "You Want What?" among others—demonstrate the bewilderment some archivists experience when starting work in a small repository.

For lone arrangers, time management and goal setting is vital. As Zamon mentions, "It is essential to take things in stride and learn to say no, while still trying your best to meet the demands of your job." This is especially important for archivists who tend to be perfectionists. She advises, "It is easy to focus too much on how something 'should' be done while we lose sight of what really 'needs' to be done. Look at archival standards as a goal to aim for, but don't feel as though you have failed if those goals are not met. When it comes to managing collections, any structure is better than no structure." Often, new archivists inherit less-than-ideal organizational systems, but, as the author writes, "Leave what has already been done and start working on the big picture by defining groups of records rather than individual records." The recommendations offered in Mark A. Greene and Dennis Meissner's influential 2005 *American Archivist* article, "More Product, Less Process," are ideal for lone arrangers who "may need to give up the idea of fully fleshed out finding aids in favor of simpler inventories or box lists."