and connections that link humanity together in societal systems. This gives archives, and those who select and manage them, primal powers in society...Yet it is a power often unrecognized by most members of society, who do not see or understand the role archivists play in the contested realms of power distribution and control" (p.133; p.140).

Grounded in historical and cultural theory, the book situates archivists as agents of social memory construction, rather than passive curators. The concept of archives as a location of social values emerges when studying the historical development of American archives, but his observations are universally applicable. He writes, "The American people have always had an ambivalent relationship to their history and to archives. Founded in part on the notion of escape from the shackles of European traditions and with the vision of being a 'city on the hill' for a utopian new world, the United States has often been future-oriented and indifferent to the past" (p. 80).

Incorporating the published writings of literary figures and scholars in many disciplines, such as Milan Kundera, Nelson Mandela, and George Orwell, Jimerson calls for a renewed emphasis on archives as a means of securing accountability, open government, social justice, and diversity and identity. He provides a history of literacy, documents, records, record-keeping systems, and repositories and traces the development of the archival profession. Many of the current issues archivists face have been ones that they have grappled with since the 1930s: creating an archival identity, debating ethics, and promoting the profession to stakeholders and society.

Jimerson urges archivists to abandon their positivist rhetoric of neutrality and embrace the authority of records to promote social responsibility and democratic accountability. He writes, "Archives provide a forum to recognize and legitimize the role of disfranchised groups in society...By acknowledging and overcoming the tendencies toward privileging the records of powerful groups in society, archivists can provide a more balanced perspective on the past" (p. 217; p. 232). The challenge is to make "the documentary record more complete than it has been, not to make it absolutely complete and flawless" by "fill[ing] in the gaps, to ensure that documentation is created where it is missing, and to address the needs of those outside the societal power structures" (p. 298; p. 303).

Archives Power: Memory, Accountability, and Social Justice is highly recommended for information professionals who select, preserve, and ensure access to records of enduring value, as well as others interested in protecting social memory, cultural history, and the documentation of the human condition for future generations. Readers should also follow the lively discussion amongst archivists who participated in a virtual reading group of the book at readingarchivespower.wordpress.com.**—Margot Note, Information Manager and Archivist, World Monuments Fund, 95 Madison Avenue, 9th Floor, New York, NY 10016, USA** <**mnote@wmf.org**>.

Collaborative Information Literacy Assessments: Strategies for Evaluating Teaching and Learning, edited by Trudi E. Jacobson and Thomas P. Mackey. New York: Neal-Schuman Publishers, Inc., 2010. 242p. $85.00. ISBN 978-1-55570-693-7.

Collaborative Information Literacy Assessments: Strategies for Evaluating Teaching and Learning is the third faculty-librarian collaboration focused information literacy instruction book edited by Thomas P. Mackey and Trudi E. Jacobson. This book's 242 pages are divided into three parts. Part I, Business, includes two chapters with case studies outlining effective collaborative information literacy approaches from authors focusing on business. Part II, Social Science and Education, is comprised of three chapters with examples centered on the Social Sciences and Education. Part III, Humanities, provides three Humanities-based case studies.

Each of the three sections includes an introduction by the editors effectively framing the case studies that follow. Also included in the book is a forward, preface (which includes an overview of how the book is arranged), acknowledgments, afterword, brief summaries of the editors and authors, and index, round out the book.

As with the editors' previous books, *Information Literacy Collaborations that Work*, and *Using Technology to Teach Information Literacy*, the case studies in this book focus on how faculty-librarian partnerships can be harnessed to further integrate information literacy. Unlike the other two books, however, the focus of this book is on subject specific collaborations. Each case study provides an institutional overview of the information literacy climate. A literature analysis or review is included in each chapter, as are bibliographies, and appendices including materials used in the case studies.

Of most significance, however, is the inclusion of an assessment section in each case study. According to the editors, such assessment "reinforces the importance of taking an integrated approach to assessment that considers the relationship between the evaluation of learning outcomes and improved course design and teaching" (p. xiv).

This third offering focusing on how librarian-faculty teams can further information literacy programs is well conceived. While the case studies included are specific to collaborations within subject areas, the book does offer effective strategies for evaluating teaching that can be applied beyond these subject-specific collaborative models. Academic librarians-regardless of discipline-will find this book helpful in measuring the effectiveness of collaborative information literacy programs.**—Nadaleen Tempelman-Kluit, Instructional Design Librarian, Bobst Library, New York University, New York, NY 10012, USA** <**ntk2@nyu.edu**>.

Measuring Academic Research: How to Undertake a Bibliometric Study, by Ana Andres. Oxford: Chandos Publishing, 2009. 169p. $95.00. ISBN 978-1-84334-528-2.

Bibliometric research, which Andres refers to bibliometrics as the "science of science" (p. 1), has been the preferred tool for evaluating the impact of journals and other sources on individual authors and of authors on their field of study for many years, particularly since the development of *Science Citation Index* and related tools. It has been a fixture in the evaluation of research and the productivity of researchers in many fields, and libraries have used it regularly the years to make purchase decisions for individual journals and, more recently databases, to establish core collections in disciplines they support and evaluate their collections. This seems appropriate given the capacity of this tool to determine the likelihood that publications and their authors will be found by those working in any given field of study.

Measuring Academic Research is a guide to the use of bibliometrics designed to introduce its readers to this area of study and how one performs bibliographic research. Andres is social science methodologist at the University of Barcelona, and her emphasis throughout the book is to lay out a systematic approach to this kind of work. She begins with a definition and discussion of the historical background of bibliometrics (also referred to on some occasions as infometrics) and then goes through the steps one must take in developing this kind of study. This is followed by chapters laying out the theory behind studies concerning descriptive analyses, author production, journal productivity, and scientific collaborations along with discussions as to how this theory can be applied to various situations. Two chapters follow that talk about author and journal citation analyses, and the

book closes with a discussion of general considerations to be considered and a set of final thoughts about the use of bibliometrics.

This is a short book and, like most books about research techniques, it is not light reading. It is also a bit pricey. But if the reader is trying to develop a bibliometric study and wants a well documented, indexed manual as a guide that is well written and provides a number of very good examples of "best practice," they will find it here. Andres writes well, and the organization of the book is designed in a way to provide within a few hours a thorough understanding of the breadth of the field. In the course of a study, it can also be used as a reference tool. Clearly, she has met her objective, producing a useful book that belongs in libraries and might be a reasonable investment for people new to this area of research.**—Delmus E. Williams, Associate Professor of Education, Northcentral University, Prescott Valley, AZ, USA** <**delmus.williams@gmail.com**>**.**