

Information literacy and cultural heritage: Developing a model for lifelong learning (Chandos Information Professional Series), by Kim Baker. Witney, Chandos Publishing, 2013, 198 pp., US\$47.50 (soft cover), ISBN 978-1-84334-720-0 (available from Co Info)

Imagine an information environment in which a single seamless search request could locate resources spanning the collections of the library, the museum and the archives, regardless of where the assets are housed or which institutional unit oversees them. With *Information literacy and cultural heritage* Kim Baker enters virtually uncharted territory as she outlines a synthesis of information literacy skills and cultural heritage awareness in the context of lifelong learning using the resources of not only libraries, but also archives and museums (LAMs) as well.

Baker's scenario offers us something better than allowing our clients to think that the Google God and Wikipedia are the world's most authoritative information sources. Remembering that there are many places throughout the world where the Internet is not a daily fact of life, where different worldviews exist in different political, religious and economic contexts, Baker's proposals are generic. No system is seen as being preferable or superior, but the LAMs are portrayed as catalysts of lifelong learning, information literacy and cultural awareness, working together towards a common goal by sharing expertise, information and resources.

The book is presented in seven chapters, each examining an aspect of the topic, and the final chapter charts a way forward for those keen to advance the vision. Chapter 1 explores cultural heritage in the context of LAMs. It seeks a definition of the term and explores how the history and traditions of a people provide the sense of identity and continuity. Cultural heritage in digital contexts provides the focus of Chapter 2. It addresses the many challenges posed by the Digital Divide and emphasises the role of LAMs in providing cultural heritage information relevant to a specific country within their institution's buildings and within the community.

Chapter 3 reviews the library models of information literacy standards and competencies, while Chapter 4 extends the concept of critical thinking, the most essential element of information literacy. The need to take cultural sensitivities into account when promoting critical thinking is emphasised. Finally, Chapters 5 and 6 propose a generic model for lifelong learning and give guidelines for adapting the model to local contexts.

While broadly proposing the formation of LAM consortia, Baker points out that there is nothing preventing local LAMs from adopting, adapting, developing and applying the model anywhere in the world. The book is well set out and easy to navigate, with its detailed contents pages, abstracts and a concluding summary for each chapter. It is well indexed and includes a comprehensive bibliography; it is certainly recommended as of vital interest to everyone with a vision of LAMs working together to create a new and better network of lifelong learning worldwide.

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