

Lone arrangers should first concentrate on making their archives feasible and “good enough,” then identify and prioritize projects, such as writing more descriptive finding aids for key collections, pinpointing materials with preservation or conservation issues, or digitizing fragile or historically significant items.

Reference and outreach are complicated for lone arrangers, as they must balance aiding researchers with the rest of their duties. Zamon suggests limited hours, but warns, “It is up to you to enforce your own access policy.” She differentiates between providing reference and research services. Reference connects patrons to the information they seek and educates them on how to search for material. Research is finding the specific information for the researcher. The latter may be the more realistic option for small repositories and can be streamlined by creating vertical files of duplicates of frequently requested items, FAQs, lists of important people or events, and timelines. Equally imperative is outreach and internal advocacy activities, such as Web sites, exhibits, presentations, workshops, classroom use of archival materials, oral history projects, community programs, and social media.

Case studies from diverse institutions demonstrate solutions to archival challenges. Photographs of archives and lone arrangers and figures containing policies to incorporate into one’s own institution are also included; Zamon also adds a deed of gift that is too vague to be useful as an example of what to avoid. Selected readings and a resource guide of national and regional organizations append the book.

*The Lone Arranger: Succeeding in a Small Repository* is an excellent book, recommended for those with no formal training in managing archives. While the books in the Society of American Archivists’ Archival Fundamentals Series II provide an in-depth, theoretical understanding of archives, this book is meant as a practical resource for those with minimal time to get an archives operational. Zamon provides the essentials on how to administer an

archives, and the book serves as both an introduction to how archives should function, as well as an aide memoire of archival basics for experienced professionals. —*Margot Note, World Monuments Fund, New York.*

*Environments for Student Growth and Development: Libraries and Student Affairs in Collaboration.* Eds. Lisa J. Hinchliffe and Melissa A. Wong. Chicago: Association of College and Research Libraries, 2012. 267p. alk. paper, \$60.00 (ISBN 9780838986097). LC 2012-004883.

Librarians are no strangers to collaboration; many have worked with faculty to provide integrated information literacy instruction or other academic services, such as computing, to create learning commons. It is somewhat surprising, however, that there’s so little published about library partnerships with student affairs, especially when one considers their services and support in various areas that encompass the physical, emotional, and mental well-being of students and that ultimately impact their learning. Clearly, student growth and development are common goals for libraries and student affairs. Thus, I wondered what might explain the gap of research in this area. The authors suggest that librarians may be unfamiliar with the work of student affairs professionals, which would hinder efforts to build partnerships. Or perhaps libraries and student affairs are just discovering the collaborative potential as assessment becomes a focus for best practices—see for example, M. Bresciani’s *Case Studies for Implementing Assessment in Student Affairs: New Directions for Student Services*, 2009. Regardless, Lisa Hinchliffe and Mellissa Wong provide a concise and practical resource for librarians and student affairs professionals who might ask “how” instead of “why.”

In the first two chapters of the book, Dallas Long, Head of Access Services and assistant professor at Illinois State University, introduces the readers to the fundamentals of student affairs and

explains the underlying educational theories and models concerning learner development. With a better understanding of areas of student affairs, librarians can clearly make a larger impact in such areas as citizenship, assessment, and career services. These chapters also uncover the big picture and the relevance of partnerships between librarians and student affairs: education and development as a whole. Following these two chapters are thirteen case studies that concisely describe various collaborative scenarios between the libraries and student affairs: promoting collaboration, introducing programs and services, enhancing access to patrons with disabilities, creating learning commons, and more. The case studies come from institutions that vary in size and illustrate collaborations with various service points, which should satisfy the needs of librarians working in various environments. Hinchliffe and Wong conclude with "Lessons on Collaboration," in which they stress the role of environment, highlight best practices, remind us of the potential for collaboration in various situations, and provide a select bibliography for further readings on student affairs, strategies for collaboration, and partnerships between libraries and student affairs.

Hinchliffe's reputation as an information literacy expert is well established nationally and internationally. She has lectured at conferences, given workshops, and is one of several ACRL Immersion Program's faculty. The program provides librarians with intense training in various aspects of information literacy, from instruction to assessment, and prepares them to create or improve information literacy initiatives at their own academic institutions. She holds two masters' degrees in educational psychology and library and information science. Currently she is Coordinator for Information Literacy and Associate Professor of Library Administration at the University of Illinois at Urbana-Champaign. Melissa Wong is a seasoned librarian, consultant, and adjunct faculty at San Jose State University

and the University of Illinois at Urbana-Champaign, where she earned her master's degree in library and information science. She has administrative experience as previous Director at Marymount College, California, and as instructor, having developed and taught information literacy courses in several universities.

Several librarians have written articles about collaboration initiatives in their institutions, as illustrated at the end of Hinchliffe and Wong's book in "Resources for Further Readings." This book is unique, however, because it serves as a cumulative reference resource for a topic that is generating increasing interest. Librarians can certainly find resources that treat collaborations and student affairs independently and even some articles bridging these two services; but, to my knowledge, this is the first resource that aggregates fundamental information for professionals interested in building such partnerships within their academic institutions by providing an overview of the professions and illustrating collaborative initiatives with case studies. Professionals in libraries or student affairs who may be considering building such partnerships will find Hinchliffe and Wong's *Environments for Student Growth and Development* an essential source of information.—*Ethan Pullman, Carnegie Mellon University.*

*The Library of Congress and the Center for the Book: Historical Essays in Honor of John Y. Cole.* Ed. Mary Niles Maack. Washington: Library of Congress in association with the University of Texas Press, 2011. 223p. \$24.95 (ISBN 9780844495255). LC2011-020436.

Mary Niles Maack, Professor Emerita of UCLA's Department on Information Studies, has edited an admirable volume dedicated to John Y. Cole, the "foremost expert on the history of the Library of Congress," and, as the founder of the Center for the Book, a significant figure in promoting the history of the book and library history. This festschrift originated with papers delivered at a research forum