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."

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