ing a library that truly belongs to all. If politicians and citizens were as truly evenhanded and fair as these professionals, there would be little need for a book such as this. And because they are not, we can be grateful that the editors and the writers have shared their experiences to create a book of great value to those dedicated not just to the preservation of information and information systems, but also to culture and its legacy. "This was not an academic conference," Sturges concludes, but he and Rosenberg have, nevertheless, created a work of interest to academics, information professionals, and the engaged general public.—*Harlan Greene, Charleston County Public Library and the South Carolina Preservation Project.*

Distance Learning Technologies: Issues, Trends and Opportunities. Ed. Linda Lau. Hershey, Pa.: Idea Group Publishing, 2000. 252p. $69.95 (ISBN 1-878-28980-2). LC 99-048171.

Distance Learning Technologies is not recommended. The stated purpose of this compilation is "to provide both academicians and practitioners with a body of knowledge and understanding regarding the distance learning technologies." The editor is a financial consultant with Salomon Smith Barney, Inc.; her academic background was with the School of Business and Economics at Longwood College. Many chapter authors have expertise in management information systems and business management; some have expertise in educational technology. Despite the stated purpose of the book, it contains little on technology per se. Some interesting case studies are reported; however, they do not make the book a worthwhile purchase. In the preface, it is asserted that the book is organized into three sections: theoretical, conceptual, and case studies. However, it is unclear from either the table of contents or the chapters themselves that there is any distinction between sections. Case studies, for example, appear throughout the book.

If a misleading organizational layout were the book's only problem, it could possibly be overlooked. But many of the chapters focus on general educational principles and theories, and contain very little on distance learning or technology. In addition, the titles of many chapters do not reflect the content. On occasion, it is difficult to determine whether the chapter authors are actual practitioners of distance learning or are conducting literature reviews. Even when suggesting areas for further research, it is unclear whether the authors intend to conduct the research themselves or are recommending it for others to do.

A few of the case studies do present interesting and useful, if not innovative, information and represent the best the book has to offer. For example, the chapter on the Department of Defense's electronic school presents a model case study for successful implementation of distance learning with clearly outlined advice for the beginning distance learning practitioner. The digital video chapter also presents some interesting information, although its value is limited because the use of technology was tested in an on-campus environment. It would have been more interesting if the authors also had attempted to use the system in a remote situation and been able to discuss the results of using video technology across a distance with its associated issues of access, bandwidth, and download times. The Pepperdine case study also presents valuable advice on developing a sense of community in the distance learning setting. This topic is of interest to many in the field as a way to increase and maintain student motivation to complete distance learning programs. In addition, the chapter on using the Internet in Egypt presents a fascinating perspective. However, it too would have been more interesting had it contained less general theory and more detail on the implementation of the project and related issues such as translation of material into Arabic or the information infrastructure of the Arabic world. These rather interesting studies are refreshing bits in a compilation that adds little value to the literature on technology and distance learning and teaching.

The book contains no recognition or discussion of the need for library or support services for distance learning students. Librarians have been on the forefront of working with information technologies to provide remote services to students, and some of this information would have been a valuable contribution to this book.

Librarians and others interested in the use of technology to provide distance learning opportunities would be better served by looking elsewhere. This burgeoning field has sprouted many fine publications, both books and journals. People interested in the field of distance learning, or teaching in general, would be better served by the resources available through the Distance Learning Clearinghouse at the University of Wisconsin (http://www.uwex.edu/disted/) or Educause (http://www.educause.edu). Listservs such as DEOS-L keep practitioners and theorists alike abreast of new developments and issues while providing novices with advice and guidance. Within the library field, information on issues pertaining to library service and use in distance learning can be obtained through the *Journal of Library Services for Distance Education* (http://www.westga.edu/~library/jlsde/), as well as the January 2000 issue of the *Journal of Academic Librarianship*. The OFFCAMP listserv is dedicated specifically to the discussion of library-related services to remote students and provides an excellent forum for librarians engaged in these activities. Finally, the Distance Learning Section of ACRL is currently compiling a list of resources and other information to be included on its Web site.—*Barbara J. D'Angelo, Arizona State University, West.*

Mates, Barbara T., with contributions by Doug Wakefield and Judith Dixon. *Adaptive Technology for the Internet: Making Electronic Resources Accessible to All.* Chicago: ALA, 2000. 192p. $36 (ISBN 0-8389-0752-0). LC 98-31936.

"For people without disabilities, technology makes things convenient, whereas for people with disabilities, it makes things possible . . . [this] fact brings with it an enormous responsibility because the reverse is also true. Inaccessible technology can make things absolutely impossible for disabled people . . ."

Could Helen Keller or Stephen Hawking use your electronic indexes, journals, or catalogs? Could they access your library Web page? There are an estimated 12 million visually handicapped individuals, 11.7 million physically handicapped people, and 39 million individuals with learning disabilities in the United States alone. With passage of the Americans with Disabilities Act, it is incumbent upon academic and public libraries to make electronic resources available to all, including the disabled.

In *Adaptive Technology for the Internet*, Barbara Mates (Cleveland Public Library for the Blind and Physically Handicapped), Judith Dixon (National Library Services for the Blind and Physically Handicapped), and Doug Wakefield (U.S. Access Board) offer a blueprint for electronic resource access through the design of universally accessible Web pages and the provision of adaptive computer workstations in libraries.

An introductory chapter, entitled "Could Helen Keller Use Your Library?" offers an overview of the issues of universal access and assistive technology. It contains a useful chart of disabilities and the types of accessibility solutions available for assisting persons with visual impairments, blindness, mobility impairments, deafness, or learning disabilities.

Chapter two, "Click (W)Here(?)!---Basic Document Design," describes how to design Web pages that are accessible to the disabled through adherence to guidelines set by the Web Accessibility Initiative (WAI) of the World Wide Web Consortium (W3C). It is one thing to ensure that our own library Web pages are accessible, but what about the commercial databases and full-text sources to which our libraries subscribe? "[Librarians] should avoid subscribing to commercial sites that present obstacles to patrons us-