tive; each chapter also has its own list of references. Two big omissions are the contributors' credentials and an index.

A few errors remain in the text. One is in the Introduction, where the passage date for the ADA is given as 1991; the ADA was signed into law July 26, 1990. In his chapter on accessible text formats, Steve Noble states that library patrons have the option of ordering "large-print texts through the National Library Service for the Blind and Physically Handicapped (NLS)." This mistake is repeated six pages later. The Library of Congress, through NLS, does not distribute large-print material.

More should have been done concerning furniture, library-produced material (flyers, brochures), and descriptive videos. And Susan Beck's reliance on Phonic Ear products to the exclusion of other brands for certain types of listening aids leaves the uninformed reader underinformed. Moreover, it is surprising that there is no chapter on learning disabilities, especially because McNulty indicates how this population has grown in recent years, in colleges and universities.

There is a great deal to know about the ADA. It impinges on all areas of academia, not just the library. Concern about the law, and full compliance with it, needs to be part of our organizational culture. Access is not a static entity. It changes as quickly as new technology. Books such as this one assist in the decision making about what we must do to create a disability-friendly academic library. It is in everyone's best interest to do so—because it is the law, because it is right, and because "the disabled" is the only minority group anyone may join.—*Joann Block, Broward County Library, Fort Lauderdale, Florida.*

Krummel, D.W. *Fiat Lux, Fiat Latebra: A Celebration of Historical Library Functions*. Urbana, Ill.: Graduate School of Library and Information Science, Univ. of Illinois (Occasional Papers No. 209), 1999. 27p. $8 (ISSN 0276 1769).

The chief virtue of this engaging and informative overview of library history is brevity; if the old adage is right, this essay contains much wit and perhaps some useful wisdom. The overtaxed reviewer is suitably grateful for this contribution from a distinguished music bibliographer and long-time library educator at the University of Illinois. Here is a broad and sweeping vista, seen from the accommodating position of an elevated view after a moderate climb. Even those who avoid the study of history will welcome it and perhaps even point to it as a reminder that not all historical works can be dismissed as too long, too ponderous, or too pompous and pedantic, for it is none of these. And though properly documented, it is not surrounded by academic barbed wire as much—perhaps too much—academic writing is. Perhaps it is best described as a contribution in the tradition of the familiar essay, which tries to approach and contextualize a broad, significant topic in accessible language. If in doing so, it sacrifices analytical precision and empirical detail, it does so for a commendable, and perhaps more worthwhile, purpose.

Although much library history consists of journeyman spadework that only an aficionado could really love, D.W. Krummel has come on the scene to look over the entire valley, indicate the general pattern of succession among the species, pause occasionally to describe curiosities, and encourage the visitor to explore on her or his own. The central theme is reflected in the complementary opposition, suggested in the title and elaborated in the text, between light and the inevitable blind spots that light automatically creates; when one place is illuminated, countless others are hidden. The motto might be, Whatever reveals also conceals. This may sound flip and deliberately paradoxical, but it is really obvious, as the old joke about the drunk looking for his keys under the lamppost suggests. Asked why he isn't checking anywhere else, he says, "Well, I can only look where the light is." Thus, the writer is suggesting, our familiar library technolo-

gies are to be understood on an analogy with the lamppost. The classification schemes we rely on or dispense with, the catalogs and database systems we use for storage of records, the shelf space and the servers where we house materials, and the vocabularies we use to retrieve them—all of these not only help bring the field into sharp focus, but they also provide innumerable places where items get lost.

Using this as a point of departure, the remainder of the essay sketches a broad outline of library history that divides the field into seven great ages. Krummel observes that there is nothing special about the number seven, so perhaps his seven-league-booted stride from 3000 B.C. to the present age is simple coincidence. If so, it is useful for it enables us to fly high, something not enough of us do very often. When we do, we see extinct volcanoes, the floors of ancient oceans, riverbeds dry for centuries, and immense fields of petrified wood where green forests once flourished. And all this has brought us here.

In the earliest periods of recorded history, libraries and librarians in the agricultural empires of the Fertile Crescent tended working archives housing the evidence of the shared understandings of government. In the Greco-Roman period, the first academic institutions arose, and their libraries served to support them (not included in this necessarily truncated account, in the twilight of Roman domination, Greek-speaking grammarians developed the first systems of textual annotation). By the early medieval period, Christian Europe had supplanted and yet preserved these both with libraries devoted to the glory of God. Renaissance humanism radically challenged this emphasis on the divine and produced materials and collections devoted to celebrating human virtue and courage. Writers such as Francis Bacon—in the Age of Science, which began in the later medieval period under the Franciscan and other orders—substituted for this the idea that knowledge must benefit people, that learning must advance and improve the human estate. By the beginning of the eighteenth century, the spread of literacy had created a larger and more diverse reading public, and by the middle of the following century, that public was a mass audience, reading for many different and sometimes incompatible reasons. And a century after this, which brings us very close to the present, the Baconian ideal was transformed by very rapid technological development, which produced the array of record and material formats and media we all use today.

Krummel concludes with some recommendations for further reading. Unfortunately absent from this list is the book he once hoped to make from this essay, originally given as a lecture back in 1983. Specialists will poke holes—they always do—in the large, overarching framework, but most other readers will, I think, very much enjoy the informal and global treatment. As the author himself admits, much is missing, especially the essential story of libraries in the Islamic world. In the end, *Fiat Lux, Fiat Latebra* creates a blind spot of its own, for there is another fruitful opposition that remains latent, the contrast between *lux* and *tenebra*. The search for knowledge actually creates ignorance: the more we know, the more we do not know. What role do libraries and librarians play in the creation of ignorance? Obviously, this is a subject for another essay.—*Michael F. Winter, University of California, Davis.*

Librarians as Learners, Librarians as Teachers: The Diffusion of Internet Expertise in the Academic Library. Ed. Patricia O'Brien Libutti. Chicago: ALA, 1999. 296p. $27 (ISBN 0-8389-8003-1). LC 99-13042.

As early as 1994, members of ACRL's New York chapter planned a book documenting their experiences learning and teaching the Internet. The resulting collection of more than twenty articles by librarians, MLS students and faculty, and administrators should strike a chord with anyone who lived through the technological changes of the past five years.