field about strategies that could be used by library staff when interacting with students with disabilities. Primarily though, the highlight for participants was the chance the forum provides to network with colleagues, relishing the opportunity to feel part of a group that shares goals and faces similar hurdles or dilemmas. Like our own small group, the larger TLDIG community, and the forums in particular, provide a valuable tool to help members in their professional well-being and development, as well as personal support and a greater strength and credibility than as individuals.

As in all fields of endeavour, being part of a team ensures that you feel supported in your trials, encouraged to try new options and committed to putting all your efforts towards achieving desired outcomes. When this results in all library users having best possible access to all resources in the library, it's a win win situation!

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Book
review

Improving the quality of library services for students with disabilities

Edited by Peter Hernon and Philip Calvert

Libraries Unlimited, Westport Connecticut, 2006

When considering their role in meeting information needs, libraries tend to focus on the general population they serve. This book looks specifically at the needs of one group - students with disabilities–when considering libraries' service quality assessment. Suggesting that there has been a tendency to make assumptions, and often to purely address minimal legal requirements, the book puts the case for a well researched data-collection process to ascertain the library-related expectations of this user group so to improve services.

With academic libraries as its primary focus, there are contributions from library directors and campus disability officers from tertiary institutions in both New Zealand and the United States making the book comprehensive and relevant to Australian tertiary libraries, although specific reference to the Australian experience is fairly limited.

The first section of the book considers trends, definitions, examples of approaches and the broader context, including legal aspects, whilst the latter part considers the practical intricacies of the survey itself.

Two versions (one focussed on students with physical disabilities, the other on those with learning differences) of a data collection instrument, based loosely on SERVQUAL but refined to allow more flexibility and input of local relevance, are then detailed. It is suggested that this flexibility will enable academic libraries to better address the issues of this specific target group.

There are undoubtedly particular difficulties facing those trying to gather information about the needs of library users with disabilities. Anecdotal evidence regarding a low response rate, and problems reaching the target audience within the constraints of privacy legislation, given that only users prepared to *declare* their disability can be approached, are discussed. Noted also is the reluctance of many of the students to appear critical and the fraught nature of a text based questionnaire for students with learning disabilities. Good communication between library staff and campus disability support services is suggested as a critical tool in the process.

The lengthy bibliography and a thorough index complete this book and make it a helpful resource for any library keen to review their service approach so as to ensure that no member of the library is, to use Hernon's succinct phrase, 'left behind'.

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