Karen Fisher used the personality characteristics of eight historical figures (including Charles Darwin for his ability to synthesize ideas and observations from a variety of fields, Barbara Jordan for her talents as an eloquent spokesperson, and Arthur C. Clarke for his ability to envision the future and anticipate change) to illustrate her point, and Carla Stoffle made it a team project by asking various people within her library to participate in the project.

The editor's introduction explains the reason for the seemingly unorganized arrangement of the essays, but it would have been more useful to know something about how the book was conceptualized and if the papers were solicited broadly (when and where) or if they were by invitation only. All of the essays are well written, but as most are no more than two to four pages each, they tend to suffer from being overly broad and general in nature. It would have been useful to know something about each contributor and especially what each does in librarianship; the duties for which these librarians are responsible probably influence their perspectives on the question of what skills future librarians should possess.

The inclusion of an index is usually a welcome addition, but it should at least be properly alphabetized and the indexing terms should be evaluated. Unfortunately, this is not the case. Perhaps it would have been better to omit the index entirely than to create one that does not reflect the full content of the volume.

Index to advertisers

All but a couple of the contributors are from academic institutions, and for future librarians to get a full picture of librarianship in the twenty-first century, the collection should have included contributions from librarians outside academia. Though many of the job skills required by academic librarians also pertain to public and special librarians, my experience in special libraries leads me to conclude that jobs outside academia would place greater emphasis on communication, marketing, budgeting, and analytical skills. Despite some editorial shortfalls, *Expectations of Librarians in the 21st Century* is an enjoyable read and an excellent way to begin or continue a dialogue about issues related to the library's future.—*Susanne K. Clement, University of Kansas.*

High-Level Subject Access Tools and Techniques in Internet Cataloging. Ed. Judith R. Ahronheim. Binghamton, N.Y.: Haworth, 2002. (Copublished simultaneously as *Journal of Internet Cataloging*, vol. 5, no. 4.) 115p. alk. paper, cloth $39.95 (ISBN 0789020246); paper $24.95 (ISBN 0789020254). LC 2002-151190.

Although librarians have used the Internet for quite some time, only recently have they begun to investigate how to use classification methods to improve access to online information. According to Judith Ahronheim, metadata specialist librarian in the University Library of the University of Michigan, the problem with using existing Web tools is that subject headings are not easy to use and require constant upkeep. This book's authors propose to apply library cataloguing techniques to the Web interface. This is a far more complex endeavor than it may seem. These articles suggest a series of ideas, problems, and solutions to the application of online subject classification.

Diane Vizine-Goetz, building on Alan Wheatley's article "Subject Trees on the Internet: A New Role for Bibliographic Classification?" (*Journal of Internet Cataloging* vol. 2, no. 3/4, 2000), compares the DDC classification scheme with the subject format used by Yahoo! and

LookSmart. Essays by Stephen Paul Davis, Kathleen Forsythe and Steve Shadle, and Jonathan Rothman present ideas on how to create and develop access tools that are based on a classification system. For example, Davis describes how a project by Columbia University Libraries has been able to provide easy access to Web-based resources by using the vocabulary from the Library of Congress classification system. The article by Forsythe and Shadle is especially useful for it illustrates how the University of Washington Libraries transferred its existing online catalog into the Web environment. Although the project dates back to 1997, its history provides helpful information concerning the problems and their resolutions that were discovered along the way. The article by Dennis Nicholson, Gordon Dunsire, and Susannah Neil provides insights into the High-Level Thesaurus project in England, demonstrating the challenges that were encountered in developing a shared search engine that would satisfy librarians, archivists, and museum workers.

High-Level Subject Access Tools and Techniques in Internet Cataloging does not provide a simple answer on how to best create subject access in Internet cataloging; however, it does provide ideas for further exploration. The book is well organized, easy to read, and highly informative. Notes are provided at the end of articles, and the book includes an index for easy consultation. Many of the articles also provide graphs and charts that help make the data provided in the text more easily understood. This book is an invaluable source for anyone who wants to better understand the implications of cataloging the Web.—*Alessia Zanin-Yost, Montana State University, Bozeman.*

Smith, Abby. *New-Model Scholarship: How Will It Survive?* Washington, D.C.: Council on Library and Information Resources, 2003. 49p. $15 (ISBN 1887334998). Also available online from http://www.clir.org/pubs/reports/pub114/pub114.pdf.

An article by NEH chair Bruce Cole published in June 2002 in *The Wall Street Journal* bore the title "Our American Amnesia." It decried the dangers of forgetting history and pointed to a host of signs that our national amnesia is "worsening." The consequences are serious, Cole points out: "Citizens kept ignorant of their history are robbed of the riches of their heritage, and handicapped in their ability to understand and appreciate other cultures." Most thoughtful contemporaries will likely agree with Cole: As a nation, we simply cannot afford to lose any more ground when it comes to memory.

And yet consider the Internet and its role as an increasingly important site of meaning in our lives. The Internet is as notorious for the ephemerality of its resources as it is for the explosiveness of its growth. Whole galaxies of popular culture, public opinion, social life and history, and indeed reflection and research arise and disappear without leaving a trace. "Daily, new landmasses form and then submerge," writes novelist Jeanette Winterson in *The PowerBook* (2001): "New continents of thought break off from the mainland. Some benefit from a trade wind, some sink without a trace. Others are like Atlantis—fabulous, talked about, but never found." Ironically, just such a disappeared continent is the NEH's own project "My History Is America's History," touted on a government Web site (<http://www.pueblo.gsa.gov/cic_text/misc/my-history-p/my-hist.htm>) as "a virtual 'front porch'—a cyberplace where families can drop by to exchange stories [and] to explore the tales from history that help make sense of [their] own and [their] ancestors' lives." Yet, if you go to this Web site at <http://www.myhistory.org/>, all you get is a laconic "'My History Is America's History' has closed its operations." Forgetfulness abounds indeed.

Although the task that Abby Smith has set herself in *New-Model Scholarship: How Will It Survive?* has to do primarily with the preservation of "complex and often unstructured digital objects" that are created by sophisticated research projects at