

A hoped-for sequel will perhaps profile the experience of Marine Staff Sergeant Jimmy Massey, transferred from Iraq to the U.S. for *psychiatric evaluation* after he questioned the indiscriminate killing of Iraqi civilians.

To conclude, these are some choice Levinson quotes:

- "Censorship aims to stop discussion and disagreement by punishing those who have the nerve to answer back to authority or fashion."

- "Censorship has two main thrusts: efforts to keep people from saying things deemed dangerous or disturbing, and efforts to keep information secret."

- "People seldom thank you for exposing their shortcomings, and punishment for breaking rank is often harsh; those who blow the whistle are routinely ostracized, silenced, and stripped of power."

- "It is easier to laud dissidents somewhere else, harder to champion those who challenge home truths, but protection of unpopular beliefs is what the First Amendment is all about."

- "We can defeat ideas only if we know about them, and the more we know, the better prepared we are to address the circumstances that make them appealing."

- "Arbitrarily applied rules are a method of control and a popular one in a democracy where it is preferable for people to police themselves."

- "Ironically, as our tolerance of variety in sexual conduct increases, so does our punishment of sexual expression."

- "Art may not change us, but it can show us a way to change our mind. It allows us to muck about in the unimaginable, no small gift, and to do that requires license in all senses of the word—permission, liberation, boldness, immoderation, unruliness, any of which can be alarming."

- "For fundamentalists, dissenting words and ideas are not just dangerous but Satan's playthings."

- "It's easier to ban books than to ensure that everyone knows how to read them, or to arrest parents for photographing naked kids than to stop domestic brutality."

- "Thoughtful adults regularly equate distastefulness of expression with danger and warn of contagion, as if adolescent attitudes were a communicable disease."

- "Research institutions worry that if they get a reputation as unfriendly to industrial research, corporations will take their projects—and money—elsewhere."

Honesty, decency, candor, fairness are ... familiar refrains in this book—along with the sickening realization that they will not necessarily be honored. — *Sanford Berman, ALA Honorary Member, Edina, Minnesota.*

*Knowledge Organization and Classification in International Information Retrieval*. Ed. Nancy J. Williamson and Clare Beghtol. Binghamton, N.Y.: Haworth, 2003. 244p. alk. paper, paper \$22.46 (ISBN 0789023555); cloth \$37.46 (ISBN 0789023547). LC 2003-27498.

This book is a collection of fourteen articles simultaneously copublished as *Cataloging & Classification Quarterly*, vol. 37, no. 1/2 (2003). These articles address various issues related to the linking of the world to information resources via the Internet, multinational intranets, and domain portals and gateways.

Editors Nancy J. Williamson and Clare Beghtol, two prominent authors in the

## Index to advertisers

Annual Reviews	94
Archival Products	148
Choice	97
East View Information Services	183
EBSCO	cover 4
Idea Group Publishing	93
Image Retrieval	cover 2
Libraries Unlimited	cover 3

field, have compiled an excellent set of papers addressing knowledge organization. Presented in four sections by nineteen authors from six countries, *Knowledge Organization* covers a broad range of issues from general classification schemes to the organization of knowledge, resource management, knowledge discovery, the linguistic and mathematical foundations of the architecture of knowledge to issues related to cross-cultural and cross-language system applications. A common theme throughout the book addresses the problem of information retrieval for specific linguistic and cultural communities.

The authors of the papers in section I discuss the adaptation of general bibliographic classification to specific subject contexts, and they compare and suggest modification of classificatory schemes as they are applied to the specificity of concepts expressed in different languages. In "The Future of General Classification," Jens-Erik Mai addresses the goal of being able to access multiple collections with a single retrieval language. Libraries and information organizations could save more money and better facilitate the exchange of knowledge "if documents in different collections were organized and represented with a common classification system, the access to the material would be enhanced since the documents on the same subject matter would be classified under the same entry across all collections." According to the author, "the future task for classification research is to explore the theoretical foundation and principles for the construction and use of general classification systems that serve a worldwide audience for the purpose of organizing knowledge and the sciences." Additional articles in this section focus on the process of adapting a classification to a particular culture or context, the difficulties of translating classification from a source language to another language, and

the impact of classification specificity on information retrieval.

The articles of section II examine organization of information resources. In "Knowledge Organization from Libraries to the Web: Strong Demands on the Weakest Side of International Librarianship," Maria Inês Cordeiro outlines some major themes concerning the use of library subject access systems in the area of networked information. Michèle Hudon, author of "Expanding Audiences for Education-related Information and Resources: Classificatory Structures on the World Wide Web," looks at the organization of education-related resources by addressing two major questions: (1) in a context of global exchange, are education-related resources on the Web organized in such a way as to maximize efficiency in identification and retrieval? and (2) in virtual libraries with specialized collections on education, do classification schemes and terminology reflect anything other than local perspectives and systems? Findings show that education-related resources on the Web appear to be equally accessible (or inaccessible) to international as to local audiences. In "Text Mining and Data Mining in Knowledge Organization and Discovery: The Making of Knowledge-based Products," L. J. Haravu and A. Neelameghan present two important approaches to the creation of information products. The approaches are: (1) the planning, designing, and development of a composite multilingual, multimedia CD product, with the potential international, intercultural end users in view; and (2) the application of natural language processing software in text mining. The authors use text-mining software to link concept terms from a processed text to a related thesaurus, glossary, classification schedule, and facet classification. They believe that "the products of text mining and data mining could be made more useful if the features of a faceted scheme for subject classification are

incorporated into text mining techniques and products."

Section III is focused on the role of human language technologies in the information society, the potential of lexical patterns to help terminologists retrieve knowledge-rich contexts, and the determination of the potential usefulness of common language terminology.

Section IV addresses the ontological foundation of knowledge organization, points of view on knowledge in organization, and the impact of bibliographic and statistical studies on knowledge organization and classification systems. In "The IFF Foundation for Ontological Knowledge Organization," Robert E. Kent explains how ontologies and the process of semantic integration are represented with the concepts and terminology of the Information Flow Framework (IFF). Comparing knowledge management models, Chu Wei Choo, in "Global Perspectives on Managing Knowledge in Organizations," uses the Social Science Citation Index database to identify influential works on knowledge management. Choo implores researchers to explore "the influence of cultures in different countries on the organizational process of knowledge creation and transfer." D. Grant Campbell's study compares the classification of national and international economic data in the North American Industry Classification System (NAICS) with that of Library of Congress Classification (LCC).

This book highlights recent contributions to knowledge organization and classification at the international level and offers its readers recommendations concerning the application of various systems and software. *Knowledge Organization and Classification in International Information Retrieval* is a first-class collection for system developers, researchers, practitioners, and people having an interest in theories of knowledge. —*Kaba*

*Abdoulaye, International Islamic University, Malaysia.*

***The Film Preservation Guide: The Basics for Archives, Libraries, and Museums.***

San Francisco: National Film Preservation Foundation, 2004. 121p. alk. paper, \$8 (ISBN 0974709905). [Also available online at <http://www.filmpreservation.org>]. LC 2003-24032

Most librarians and archivists look on film collections with a certain amount of trepidation. Compared to print publications, manuscripts, and even photographs and sound recordings, film seems particularly complex in terms of its format, specifications, and conservation or preservation needs. Those who know only a little about film have visions of rusty cans of nitrate-based film spontaneously combusting or the multiple reels of mix-and-match elements that mysteriously combine to make a complete item. This guide goes a long way toward dispelling any fear and loathing of this medium.

In her preface, Annette Melville, director of the National Film Preservation Foundation, explains the collaborative nature of the guide. With the Image Permanence Institute at the Rochester Institute of Technology, the L. Jeffrey Selznick School of Film Preservation at George Eastman House, the Council on Library and Information Resources, and members of the Association of Moving Image Archivists, the National Film Preservation Foundation assembled a group of professionals to plan, write, and edit the guide. The work of putting this guide together included needs assessment workshops, where other professionals expressed their concerns about film and what they'd like to see in a guide. Students at the Selznick School gave the guide a once-over, adding another layer of collaboration to the project, and the draft went through a series of reviews by an editorial com-