

Alex Byrne, chairman of IFLA's committee on Free Access to Information and Freedom of Expression (FAIFE), wrote an introduction for this volume. This book can serve as a primer for anybody wishing to know more about library associations in general and about the development of codes of ethics in particular.—*Sha Li Zhang, Wichita State University.*

*Expectations of Librarians in the 21st Century.* Foreword by Leigh Estabrook. Ed. Karl Bridges. Westport, Conn.: Greenwood (Greenwood Library Management Collection), 2003. 235p. alk. paper, \$67.95 (ISBN 0313322945). LC 2002-28438.

This is the third book in the Greenwood Library Management Collection series and consists of fifty-three short essays by information professionals. The contributors share their insights on what skills they think librarians of the twenty-first century must have to meet the growing demands of users and the resulting changes to library services and operations. This collection of essays will certainly be of interest to future librarians, but seasoned professionals also will find much that is thought provoking. These essays confirm that the changes and challenges many of us currently face are common to all academic libraries (only three of the essays are from public librarians).

There are several recurrent themes in these essays, including technology, library use patterns, communication, image, customer service, and, above all, change. The issues of change—what has changed, why it has changed, and how we deal with change—motivate nearly every essay. One contributor notes that change has become so prevalent that it permeates everything we do and that we should not expect a job description to remain stable for more than a couple of years. Though never articulated, the essays seem to fall into two broad categories: how the profession has changed, and what skills future librarians will need in order to work within this changing environment.

Several contributors claim that technology is undeniably the major cause of change. This change means that we must be able to provide assistance to users in a variety of software and hardware applications. The ability to distinguish between new technology and necessary technology is, perhaps, even more important. If it were just about technology, librarians would have been replaced with machines long ago.

In her foreword, Leigh Estabrook categorizes the characteristics that will be needed by future librarians into three broad areas: knowledge, skills, and attitudes. Other contributors emphasize that librarians of the twenty-first century need to have a broad general education, good communication skills, flexibility and open-mindedness, and the capacity to multitask. A sense of humor also was mentioned in several essays. Surprisingly few of the contributors emphasized strong subject specialties; instead, most recommended that future librarians be good communicators who have a broad overall education. On the other hand, subject specialization was emphasized within the context of the research university in which librarians work as fellow researchers with their teaching faculty colleagues.

Research on library user behavior indicates that patrons access information differently today than in the past. Because of this, the traditional dichotomy between public and technical services is blurring. Several contributors suggested that the distinction will disappear entirely because everyone who works within the library will focus equally on providing access to information. Most of the essays, especially those by Angela Horne and Lorena O'English, emphasize strong customer service skills; I encourage both of them to expand their essays in a future publication.

So what kind of person will most likely possess the new skills? All of the contributors addressed this question, but a couple of them were especially creative in envisioning the personal qualities needed.

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.

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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 21<sup>st</sup> 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 cataloging 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