

projects, the nuances of encoding practices, and the discipline and rigor of the work. She is less happy with the results of these projects, the limitations of available tools, and the fact that many of the best databases are now legacy systems with uncertain futures. Most readers should find her an even-handed and judicious guide who is careful to stress that electronic texts and corpora represent but *one* approach to a variety of linguistic and stylistic issues and that they should always be used in conjunction with other tools and approaches. Moreover, she is frank about the labor-intensive nature of encoding: It is not an inexpensive textual tool by any means. And this makes it all the more crucial to be able to evaluate the benefits of text-encoding projects in comparison with costs. I cannot resist sharing at this point my wish that the people who imposed EAD on us had as much foresight. But that is another conversation.

As much as I learned from Hockey's book, I thought it flawed in one respect. Readers coming to it without sufficient background in the subject will be put off and probably discouraged by its long passages on encoding practices. For Hockey, this sort of thing is probably second nature. For many readers, however, it may only confirm their worst suspicions of text encoding as an arcane, nerdy pastime, best avoided by serious scholars who know how to think, read, and write. If the book has a second wind, perhaps Professor Hockey could edit out the more tedious examples of encoding practices from an otherwise admirable and commendable text.—*Michael Ryan, University of Pennsylvania.*

**Urgo, Marisa.** *Developing Information Leaders: Harnessing the Talents of Generation X.* London: Bowker-Saur (Information Services Management Series), 2000. 221p. \$70 (ISBN 1857392531).

Although numerous books and articles have been published about Generation X, this one is unique in that it relates the talents of Generation X to the world of libraries and information centers. This gen-

eration should not be ignored: It brings new perspectives to the twenty-first-century workplace and will confront a whole new set of challenges as its numbers grow in the library profession. A Gen Xer herself, Marisa Urgo is knowledge manager at the U. S. Office of Minority Health Resource Center. One of her ongoing professional priorities includes researching and writing about the recruitment and retention of the next generation of information professionals. Her passion for this subject is apparent. Her writing style is clear and readable.

Urgo begins by addressing the various definitions of Generation X; the Gen Xers' reputation as slackers who care little about society or its future is soundly refuted. On the contrary, Gen Xers bring innovative ideas concerning technology, communication, and library promotion to the working world. Throughout the book, Urgo stresses that although technology is influencing change in the library world, it will ultimately be people, especially Gen Xers, who will introduce and sustain the most meaningful changes. Gen Xers are prepared; they've grown up in a society characterized by constant change and welcome its challenges.

Urgo explains that Generation X librarians have a different perspective on work than those from previous generations; they see their relationship with their employers as being "an even exchange of expertise for pay and benefits." If employers are willing to invest in their Gen X employees, their employees will be willing to invest in them. Gen Xers desire a workplace that allows them flexibility, skills development, and the opportunity to be creative. Urgo outlines the ways in which managers can improve their relationship with their Generation X employees and, at the same time, improve their library or information center by taking advantage of the zeal and creativity that Gen Xers possess. Managers need to encourage their employees to take risks that might ultimately enhance library services and also to offer training and development opportunities that give Gen Xers an

incentive to stay. A careful reading of *Developing Information Leaders* will help library leaders to learn management techniques and recruitment, training, and development ideas specifically geared toward Generation X.

Although the intended audience for this book includes those managers who want to know more about the "big picture" concerning Generation X employees, it is also for the Generation X professionals themselves. Uργο interviewed a small sample of Generation X professionals and summarizes their concerns about library education, library employment, and the future of the information professions. She also discusses some of the issues that Gen Xers will inevitably face in their professional future: how to take an active role in the library profession, address the image problems surrounding the profession, and recruit more minorities into professional positions.

As this new wave of librarians enters the profession, it is critical that managers appreciate and channel the unique talents that we Gen Xers bring with us. As for us Gen Xers, we must be prepared to become active participants in the profession we will be leading in the very near future. In her introduction, Uργο states that this probably is the first book of its kind to explore the generational differences among professionals who are working together in library and information centers. It is a good starting point for extended discussion of this subject in that it addresses some of the more important issues determining our profession's future.—*Christine Giannoni, Dominican University.*

**Smiraglia, Richard P.** *The Nature of "a Work": Implications for the Organization of Knowledge.* Lanham, Md.: Scarecrow Pr., 2001. 182p. \$49.50, alk. paper (ISBN 0810840375). LC 2001-020328.

This book is concerned with the philosophical underpinnings of a topic near and dear to the hearts of all librarians: a "work." Works are our bread and butter. We spend our days cataloging, classifying, searching, and retrieving them. We

endeavor to build catalogs that adequately represent them and that function as convenient guides to their retrieval. Yet, we seldom take the time to question the essence of works, to understand the concepts behind them or their implications for our daily practice. This book goes a long way in exploring these issues.

Smiraglia begins with a philosophical inquiry into the nature of a work. Although written clearly and concisely, this first chapter would have benefited from the inclusion of a few more examples to better ground the discussion. The next chapter is a short history on the concept of a work and how it has evolved in Anglo-American cataloging. Thoroughly researched and including many quotes from the original sources, this discussion shows how changes in publishing, printing, and library collection policies fueled the need for collocation. This need, in turn, presented librarians with the difficult chore of developing principles of collocation. Similarly, a chapter dealing with bibliographic relationships presents studies that show how difficult it can be for a patron to find all the variations of a given work. Furthermore, it demonstrates how important it is to document that two works are related and also how they are related; the nature of the relationship between works is important to readers.

Enlarging the scope of the discourse, Smiraglia moves away from librarianship and considers the topic in an interdisciplinary manner from such perspectives as linguistics, philosophy, and semiotics. This discussion articulates two basic principles: Works are characterized by both their mutability and immutability, and works are social constructs that change with both each individual's perception of them and the roles they serve in specific societies.

Two chapters are devoted to the topic of bibliographic families: The first presents an attempt to quantify the terms by which these families can be defined; the second presents a qualitative analysis in the form of case studies. Four detailed statistical studies are presented on the bibliographic