

source" reference work. Its directory, for example, will not replace that of *Literary Marketplace*. Nor will its statistics on titles published replace those Bowker cumulations by subject in *Publishers Weekly* and the *Bowker Annual*.

Noticeably lacking is any reference to scholarly publishing except in total sales and in the directory. University presses are a small segment of the book industry, but their status is of vital interest to the academic librarian. Omitted from the chronology and the annotated bibliography are the report of the National Enquiry, *Scholarly Communication* (Johns Hopkins, 1979) and Fritz Machlup's *Information through the Printed Word* (Praeger, 1978), the first volume of which is devoted to and entitled *Book Publishing*.

Also surprising is the lack of notice given to the two readership surveys undertaken in 1978, by Yankelovich, Skelly and White for the Book Industry Study Group and by Gallup for the American Library Association.

In summary, it seems as if the editors have not yet found the focus for this annual. It probably cannot be all inclusive, but there should be a place for a continuing in-depth statistical analysis of the economics of book publishing. Until then, librarians will be better served, in these days of tight budgets, by continued use of the sources at hand rather than investing in a new subscription.—*Mary E. Thatcher, University of Connecticut, Storrs.*

Powell, Judith W., and LeLievre, Robert B. *Peoplework: Communications Dynamics for Librarians*. Chicago: American Library Assn., 1979. 190p. \$6.50. LC 79-18018. ISBN 0-8389-0290-1.

Peoplework should constitute required reading not only for its intended (target) audience, but for all who regardless of profession or occupation would wish to learn the secret of better understanding themselves and others. That the authors did, however, aim their book toward the library profession rather than any other is simply explained: (1) one of the authors is a librarian (the other is a psychologist), and (2) librarians are the human connection between people and their information or knowledge needs. Thus, according to the authors, the success

of the library is in direct ratio to the ability of the library's staff to relate positively to the people who use it.

This book is about communication—humanistic communication. Basic interpersonal, intrapersonal, and group communication concepts are dealt with, and by extension this book can be said to cover the organizational, mass, and inter- and intracultural contexts. The authors use a heavy arsenal of theoretical documentation to back up their points. It is not the most easy book to read; rather it must be read, cogitated, and digested.

The latter phase of the process (digestion) is greatly facilitated by the problem-solving exercises that are found at the end of virtually every chapter, greatly enhancing the book's value to the reader.

In fact, the authors graciously invite feedback in the form of comments, criticisms, problems, and solutions to all unanticipated or unaddressed areas that appear or should appear in their book, thus closing the communication loop and making the exchange between them and their readers dynamic.

The fundamental premise of this book is that education must come to grips with both the affective and the cognitive domain. Hence, it is posited that one cannot sort out a person's feelings, values, and attitudes from individual thought processes, or to put it another way, a person's fantasies and emotions are inextricably interwoven into his or her intellectual processes. This realization on the part of educators constitutes a giant step toward teaching people to learn how to think for themselves and to be in control of their own emotions, making them whole and creative human beings capable of learning, thinking, and understanding throughout their lives.

The authors introduce a number of models that tie into three pivotal variables: confluence, competence, and creativity. Notably among these models are Jones' and Samples' theories of affective education; the values clarification model; the self-awareness/self-esteem models; problem-solving models; group dynamics models; and others. This book is highly recommended for all libraries, both institutional and personal.—*Mary B. Cassata, State University of New York at Buffalo.*

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