

those two factors were probably responsible for keeping the cost of the book at a level affordable by those who really need it. A small basic glossary of design terms is included.

This book has some excellent information, but it is so basic that it can be recommended only to people who have had no opportunity to work with library interiors, with the hope that it will inspire them to read further.—*D. Joleen Bock, Appalachian State University, Boone, North Carolina.*

U.S. Book Publishing Yearbook and Directory, 1979-80. White Plains, N.Y.: Knowledge Industry Publications, 1979. 186p. \$35. ISBN 0-914236-43-1. ISSN 0193-6417. Distributed exclusively to libraries and institutions by Gale Research Co.

This annual record seems to be a logical extension of the periodic reports and major market studies that have been produced by Knowledge Industry Publications for the book publishing industry. (See the review of Benjamin M. Compaine's *The Book Indus-*

try in Transition, College & Research Libraries 40:384-86 [July 1979].) Current information on book publishing exists in a variety of scattered sources, so it is with anticipation that the librarian opens this new "one-source reference."

The physical format is pleasing. Charts and tables are easily read and well spaced; boldface has been used effectively for headings and emphasis within the text. The twenty sections are clearly defined, and sources of data are carefully noted.

The volume begins with a month-by-month chronology from January 1978 through June 1979 of news items; mergers and acquisitions appear again in a separate listing. The expected statistical analysis of the book industry begins with an overall review of receipts, sales, exports and imports, number of titles published, and book prices. Most charts are complete through 1978, and book prices are projected for 1979. The number of titles published for 1978 is a preliminary figure, and no subject analysis is given.

A section on the leading book publishers is followed by five-year financial summaries of forty-nine selected publicly owned publishers/printers. Another section, on cost factors, will be of major interest to librarians because paper prices, book printer wages, and shipping rates are outlined. Also noteworthy is the section on market indicators, education, libraries, retail bookstores, and direct-to-consumer sales.

This issue also contains sections on international publishing, education in book publishing, best-sellers, notable subsidiary rights transactions, authors' advances and royalties, book trade associations, employment and salaries in book publishing, an annotated bibliography of recent books on book publishing, and finally, a fifty-five-page directory of 1,200 book publishers in the U.S. that lists name, address, phone number, and a very general indication of type of material published.

This first issue pulls together many meaningful statistics, lists, and facts from a range of sources: Knowledge Industry Publications reports, publications of the U.S. Bureau of the Census, Department of Commerce, *Publishers Weekly*, *Bowker Annual*, etc. However, it is not yet a complete "one-

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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.*