

Planning and organizing reading campaigns

A guide for
developing countries

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International Reading Association



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Preface

Unesco has long been concerned with the question of reading. The plan of action entitled 'Books for All' launched during International Book Year 1972 singled out promotion of the reading habit as one of the four principal objectives for worldwide action. More recently, the Unesco World Congress on Books (London, June 1982) adopted a set of six targets for the 1980's with the overall aim of moving 'Towards a reading society', and emphasized the need to create a reading environment in all types and at all levels of society.

The importance of reading—to the individual and to the community at large—has never been questioned, and much attention has been paid to improving methods and techniques for teaching the skill of reading. It is only gradually, however, that specialists and laymen alike have become aware that reading is more than the ability to de-code letters and symbols—that it is, in fact, a process that depends upon a host of personal and environmental factors, and a habit that must be stimulated and encouraged if its full benefits are to be reaped. Nowhere has this proved more evident than in the developing countries where massive efforts to spread literacy have often foundered for lack of sufficient materials and motivation to transform a newly acquired skill into an indispensable and rewarding part of everyday life.

The present publication is intended to assist in this endeavour by presenting a systematic and coordinated approach to stimulating and sustaining the reading habit. It is especially geared to the needs of developing countries but offers suggestions for action that may well be adapted in industrialized countries where ever growing segments of the population read little or not at all. It highlights the importance of planning

and organization at the national level and emphasizes that '... efforts to promote the reading habit will be most effective if they involve virtually all segments of society at every level, from the family, community and school through local, intermediate and national levels of government'.

The authors are Ralph Staiger, Executive Director of the International Reading Association and Claudia Casey, International Co-ordination Officer of the Association. They have brought to bear on this text long experience and expertise in the field of reading. Mr Staiger is the author/editor of a number of publications, among them *Roads to Reading* and *The Teaching of Reading*, both published by Unesco. The authors are responsible for the choice and presentation of the facts contained in this booklet and for the opinions expressed therein, which are not necessarily those of Unesco and do not commit the Organization.

Introduction

During the past three decades developing countries have allocated a large portion of their resources to increasing educational opportunities for both children and adults. Education has been viewed as a key to overcoming the misery of poverty and dependence on industrialized countries. Massive efforts have been made to reduce illiteracy, for the ability to read and write is seen as the basic building block for further education and development.

Along with recognition of the need for greater literacy has come awareness of the need to provide an adequate and appropriate supply of reading materials for developing nations. A large portion of the books available to readers in developing countries is still imported from industrialized nations. Sharing information in printed form across national boundaries is essential to give non-industrialized countries access to data in science, technology, economics and other crucial academic areas, so that each country may make use of the experiences of others. But there is also a need for materials written by indigenous authors and produced by local publishers that will help countries to gain a clearer idea of their identity, encourage them to see the worth of their unique cultural point of view, preserve that culture in written form, and to develop it further in their own way and not in a manner imposed from outside.

A considerable effort has been made during the last two decades to establish and strengthen local publishing concerns. Though progress has been made much remains to be done and there are many problems to overcome. The need for locally published materials is especially acute in the case of new literates who, experience has shown, may revert to illiteracy within a few months after completing a basic course if they do

not have enough reading material that makes sense to them in the context of their everyday lives.

During the most recent decade there has been another kind of effort related to the promotion of basic literacy, the increase in education, and the development of book production and distribution. It concerns the concept of readership and the need to encourage the reading habit. As Gopinathan has perceptively pointed out 'the rationale for publishing is the reader—if he can read, and in what languages, if he can buy and what he will buy, what he prefers to read, and so on'¹. Readership promotion first emerged as an international issue during International Book Year in 1972 when the Unesco General Conference approved the promotion of the reading habit as one of four objectives included in its long term plan of action under the heading 'Books for All'. Since then a number of countries have decided to conduct readership promotion campaigns. They have realized that people must read in order to benefit from the advantages that literacy offers, and local publishing endeavours must have a sufficient market in order to survive and grow.

Readership promotion programmes generally combine the efforts of publishers, booksellers, librarians, educators, authors, translators, governments and other segments of the population. Organizers of these campaigns recognize that the concept of lifelong learning through reading is one that requires support and attention by all those who already appreciate books and reading. They also know that the benefits of literacy are not only of an economic nature but also can have significant positive impact on the quality of the intellectual and spiritual life of individuals, and help all segments of the population become true participants in the development of their countries. Perhaps through these efforts governments will come to recognize that the development of the reading habit is as essential to the well being of the country as universal primary education and basic literacy programmes.

The purpose of this book is to serve as a guide for those who wish to promote the reading habit. Part I provides suggestions on how to organize and carry out readership campaigns. Part II includes ideas for involving different groups in a campaign as well as specific activities that have already been conducted and found useful in developing countries.

Part I

Laying the groundwork

Reading is a basic tool for learning and for enjoyment. It is the means by which literate persons can gain access to the vast and varied supply of knowledge and experiences that has been preserved in written form. It can be used to fulfill many purposes. Too often, however, those who can read have only a limited appreciation of the several different needs it can help to meet. The following list of reasons for reading, compiled by Gray and Rogers, provides a helpful framework for developing plans to promote increased reading:

As a ritual, or from force of habit.

From a sense of duty.

Merely to fill in or kill time.

To know and understand current happenings.

For immediate personal satisfaction or value.

To meet practical demands of daily living.

To further avocational interests.

To carry on and promote professional or vocational interests.

To meet personal-social demands.

To meet socio-civic needs and demands (good citizenship).

For self-development or improvement, including extension of cultural background.

To satisfy strictly intellectual demands.

To satisfy spiritual needs².

This section sets out a series of steps to be followed and some considerations to keep in mind in planning and carrying out readership campaigns. The suggestions are based largely on the experiences of developing countries which have undertaken such activities as well as the experiences and knowledge of the

authors. The ideas expressed in this text may be modified to meet the economic and political needs of particular situations.

There are, however, two basic principles to remember regardless of the specific conditions that must be dealt with. First, efforts to promote the reading habit will be most effective if they involve virtually all segments of society at every level, from the family, community, and school, through local, intermediate, and national levels of government. Second, patience and persistence on the part of readership campaign leaders will be essential for, as Staiger has pointed out, 'habits grow over a period of days, months, and years. The automatic response of a habit can come only with long practice'³. A readership campaign should not be considered as a single impressive effort, but as a continuing series of different kinds of activity within a long-range context.

Organizing a committee

Many countries now have national book development councils. They may be called national book trusts, national book councils, or national book institutes. Abul Hasan has written that 'the main objectives of a council (are), namely, to stimulate and co-ordinate the publication and use of books in such a manner that they become effective tools of national development, and to integrate book promotion plans into overall national development planning'⁴. Where such bodies exist, the responsibility for organizing and implementing readership promotion activities can logically become part of their programme. When we talk about promoting the reading habit, though, we mean the habit of reading printed material in many forms. Promoting reading as a regular practice in a general way will undoubtedly benefit book publishing in the long run. From the point of view of affordability and inclination, however, other types of printed matter may be more effective to encourage increased reading by some groups. Hasan says further, 'In any case, a large and composite body like the council can remain dynamic only if it is reactivated periodically in the context of rapidly changing conditions affecting books inside and outside

the country'. Certainly the added dimension of promoting the reading habit can bring a new dynamism to the work of this central agency.

In countries where a book development council does not yet exist, it is recommended that a planning committee for readership promotion be set up comprising the same type of membership as that proposed for a council. The core should consist of representatives from the groups most directly involved in the production and distribution of reading materials—publishers, authors and booksellers—as well as those who work to develop and encourage the use of reading ability, teachers and librarians. As far as possible, to ensure their support, organizations representing these professions should also be invited to participate. Where there are no established associations, an individual respected in his field and known to have a national outlook should be asked to take part.

In addition, the Ministries of Education and Culture and the National Library should be invited to send representatives. Ideally, readership promotion efforts should have the full support of the government, for the benefits of literacy for the country cannot be reaped unless people make use of their reading ability. Indeed, in some countries the government has initiated readership promotion programmes because it has realized their importance for the national interest. If this is not possible, perhaps the planning committee can eventually convince the government authorities concerned of this importance. In any case, at the outset the committee can show its awareness of the need for government involvement by having official representatives present when plans are laid. Much more can be accomplished if efforts are co-ordinated and duplication is avoided. Making use of channels already established by the government for communication and distribution is a wise use of resources. A representative from the Ministry of Information or a similar governmental agency should also be involved as readership promotion requires extensive use of the mass communications media.

Finally, experience in development projects has shown that the successful promotion of an idea or practice is based on the knowledge, attitudes, and beliefs of the people who will be expected to adopt it. Consequently, it would be helpful to have

representation from an academic discipline in which the characteristics of various groups in the population are studied, such as sociology. This person will have background in methods of collecting information that will be helpful when a readership survey is planned.

As planning progresses, representatives from business, industry, and service organizations can become involved. However, to start with, a committee constituted from the above components will form a group which is small enough for fruitful discussion and also representative of the sectors most directly involved in promoting the reading habit. Just as important, this kind of committee will make it clear from the outset that promoting the reading habit has profound potential significance for the country, deserving of attention from both the private and public sectors, and much more than a commercial venture on the part of publishers.

Deciding on a target audience

The first task of the planning committee will be to decide on a target audience for the readership promotion campaign. Committee members should be given background material that will help them reach their decision—for example, reports on previous reading promotion activities, a review of channels through which reading materials are currently provided, information about relevant government programmes such as efforts to develop adult literacy, plans to improve elementary or secondary schools, etc. Since these programmes are addressing needs which the government has already identified as being worthy of attention and support, it is logical to try to tie readership promotion efforts in with them. If this is done, the costs will be lower and the government more likely to support readership promotion.

After this review, the committee might consider the following categories of audience towards which readership promotion efforts might be directed:

Children in school.

Children not in school.

Adolescents (12 to 18 years old) in school.

Employed adolescents.

Unemployed adolescents.

Parents.

Literate adults who do not read.

Urban populations.

Rural populations.

The distinctions can be refined even further than this list allows. For example, the committee might decide to focus on children in school in urban settings, or in rural settings, only. If the target population is to be children, a simultaneous effort should be made to reach parents. While much can be done in schools to develop the reading habit, home attitudes and the availability of books in the home have an important influence. Probably the committee will see a need to reach all, or almost all, of the groups in the above list. Recognition of such a broad need should not be discouraging. Indeed, it will be helpful in developing a long-range plan which allows for the gradual addition of new components and groups as activities develop and financial support becomes available. How then should priorities be determined and plans for both the short and the long term be set?

Determining short and long range plans

It is useful to consider the following factors in a general way to try to determine priorities for the programme.

Cost

Cost, of course, is always a consideration. Some types of programmes will require the preparation of materials or payment of personnel. Others can make use of existing facilities or projects, and be carried out at relatively small cost. It may

be possible to convince individuals or communities who will benefit from the project to underwrite the cost themselves.

On the other hand, projects which require a large expenditure might be more amenable to funding by government, foundations or other resource bodies. Are programmes for certain audiences or certain types of activity more likely to attract support from the financing agencies with which the planning committee is familiar? Can some efforts be initiated on a small scale to serve as pilot projects which will demonstrate their usefulness and the logic of extending them to other communities? From what sources and in what amounts can funds be obtained relatively quickly? A consideration of expense, identification of funding sources and the time needed to obtain adequate funds might help determine which activities can be mounted soon and which should be put off until later.

Infrastructures

The importance of linking readership promotion activities to current government-sponsored programmes has already been considered. What other institutions, agencies, or organizations might be willing to become involved in readership promotion efforts—state and town governments, businesses and industries which have supported literacy programmes for their workers? Can readership promotion efforts be linked to rural development projects and programmes concerned with the well-being of women? How well organized are these channels? How easy is it to communicate with them regularly? Can co-operation be obtained readily from newspapers, radio and television stations? Assessing the extent to which the co-operation of various groups in both urban and rural communities can be enlisted, the ease with which this can be done, and the likelihood of being able to use existing communication channels can also help determine short and long-range plans.

Personnel

Similarly, agencies or institutions that have personnel with suitable background and experience to help with readership

promotion activities should be considered. Will these personnel need any additional training and how might this be accomplished? For what kinds of activity can the services of volunteers be arranged? How can volunteers be recruited? Will they also need training and if so who will train them? Information on the availability of personnel and the need for training can help set plans.

Reading Materials

Another way to determine the sequence of programme components is to consider the current availability of reading materials of different types. Many governments have recognized the need and are taking steps to promote reading among rural populations, especially those who are newly literate. The planning committee may also have identified this as a need to be met through its readership promotion programme. However, this effort is likely to require the production of suitable materials. On the other hand, it has been recognized in many places that literate, well-educated people in metropolitan areas do not buy books for themselves or for their children, or make use of available library facilities. The committee will want to conduct promotion activities for this group. Determining the current availability of reading materials, the extent to which they are used, and requirements for new materials can help determine the priorities of its readership campaign.

Preparation Time

The time needed to prepare for different activities should be estimated. Some projects might call for the preparation of reading materials. Others may need audiovisual materials or scripts for radio and television. It may be necessary to train personnel. Time will be required not only for the training but also for planning the training programmes. Time may be needed to gather information to help plan parts of the campaign. Perhaps some of these requirements can be met simultaneously through the work of different committee members or co-operating institutions. Assessing these needs realisti-

cally will assist the committee to decide where to place components in the general scheme.

Readership Surveys

In a paper presented to the Conference on the Promotion of Reading in Africa in June 1980, S. A. Amu Djoletto of Ghana made the following point :

'Ideally, however, the suggestion is that each African country south of the Sahara should first of all find out the real reading habits of its people... it is suggested... that in drawing up and implementing campaign strategies for the promotion of reading, a simple but important rule that should not be forgotten is that the people must, at least initially, have access to what they wish to read rather than what someone else decides they ought to read'⁵.

Probably the beginning of any habit can be traced to the desire to fulfill some emotional, psychological, spiritual, or physical need. A particular way of acting or thinking was adopted because of the knowledge or belief that it had some value for the fulfillment of this need. A habit developed when experience reinforced this belief.

In promoting the reading habit, it is wise to look at what is already known about the value the intended audience places on reading by examining what use they currently make of this tool. This information may be obtained from figures of library use, newspaper and periodical circulation and from distribution patterns.

Previous readership surveys are an important source of information. If surveys have already been done in the country, the committee should make every effort to obtain copies and review their contents and findings, not only for the information they contain but also with an eye to what else needs to be known about reader audiences.

The Institute of Philippine Culture conducted a survey of reading habits among Filipinos in selected cities in 1980 at the request of the National Book Development Council of that country⁶. In reviewing previous studies, Ricardo Abad listed the following limitations :

'They usually focus on samples of students in a particular school and a particular place. They also tend to emphasize

specific aspects of the reading pattern—reading skills or reading interests, for example—and provide scant information on other facts of reading behavior, the use of other media, and the relationships between background characteristics and media use. Moreover, many of these studies were conducted in the early or mid 70s, thus prompting a need for updated information on the Filipinos' reading habits.'

If no readership surveys have been done recently in the country, conducting one should be a priority in the campaign plan. John Guthrie and Mary Seifert explain how to conduct such surveys effectively and describe recent readership surveys in many countries in their book *Measuring Readership: Rationale and Technique*⁷.

Preparing a funding proposal

Foundations, government agencies, lending institutions, and other sources of financial support may have their own application forms or specific formulae to be followed, and requirements for certain kinds of supporting documentation, which should be adhered to by those who would like to request funds. After identifying the entity or entities to which a proposal might be submitted, information should be obtained about these sources and their requirements to avoid the risk of having the proposal rejected before it is read thoroughly because it was not suitably prepared.

When the funding source does not have specific requirements or forms, or these requirements cannot be determined, the following guidelines may be useful in writing a proposal that is clear, concise, informative and logical^{8, 9}

Summary of Request

The summary is best written after the rest of the proposal has been prepared. Even though it will constitute the first page of the request, the important points can be highlighted more easily

once the details of the following sections have been worked out. The summary can be preceded by a table of contents for the evaluator's convenience.

A summary provides the reader of the proposal with an overview of the project his agency is being asked to consider supporting. If written clearly, it can help to engender confidence in the project and arouse the reader's interest in the details to follow. The summary should be short, perhaps one or two paragraphs, and at most one page. It should begin by identifying the council, committee, or other organization submitting the proposal together with its qualifications for conducting the project. If the project is to be carried out by a particular subgroup of the committee or a co-operating agency, this should be mentioned. This should be followed by a short statement of the problem or the need to be met by the project, its objectives and a sentence or two on the methods to be employed to reach them. Finally, the amount requested in the proposal should be indicated.

Introduction

The purpose of this section is to establish confidence in the organizing group, in its intentions, and its qualifications and those of co-operating agencies so that the funding source will be convinced that the project can be carried out with reasonable success. It should therefore provide more detailed information about the committee and any co-operating agencies which will work on the project. A brief report of previous related types of programmes or activity in which members of the committee have taken part should also be included here.

Statement of Problem or Need

It is important in this section to avoid giving too much space to the general problem of promoting the reading habit. The focus should be on the intent of the project so that the problem can be stated in reasonable dimensions. If the project will have several parts, there should be a description of each of the needs to be addressed including the target population, and whatever supporting statistics are available for each. It should be shown

as clearly as possible that the committee has looked into the situation thoroughly and is not simply assuming that such needs exist.

Goals and Objectives

A goal might be considered a statement of optimum outcome for the project. For instance, it might be to develop a reading community through library services. Objectives are stated in more manageable proportions. Their scope allows for some measurable outcome. An objective delineated within this goal might be to increase the use of existing library services. Another might be to extend library services to areas where they are not yet available.

If the statement of the problem or need has several dimensions, there should be at least one objective for each of these dimensions. A time-table for conducting the various parts of the project should also be included in this section. Such a schedule is very important, and should be realistic.

Methods

This section should clearly describe the activities that will be carried out to fulfill the stated objectives. It should include reasons for choosing these particular activities. For instance, if publicity on library resources is planned through radio and television, there should be an indication of the audience to be reached, e.g., the number of sets in the broadcast area, knowledge of successful use of these media for other types of publicity activity, and so on.

Evaluation

The proposal should include a plan for evaluating the outcome of the activities. Criteria for success should be determined by all those involved beforehand. This plan should also include provision for interim evaluation so that the methods can be modified if necessary before the end of the stated time period for this part of the project. The evaluation section should also describe how the outcome data will be gathered, analyzed and reported, and by whom.

Budget

The budget should be as detailed and realistic as possible. The items contained should follow naturally from the description of the methods set down in the foregoing section. All anticipated personnel, material, and equipment costs should be estimated as accurately as possible. While making sure that sufficient funds are requested overestimating should be avoided as padding the budget could seriously damage the credibility of the project.

In addition to the funds requested, details should be included of services that will be provided by volunteers, donations of material or other funds that have been promised as well as grants obtained from other sources, indicating what part of the project these will cover.

Future Funding

Many foundations and other support agencies prefer to finance a project only once. They view their support as 'seed money' to initiate a programme. Success in obtaining a grant could depend on providing information about how the programme might become self-supporting after the initial stage, or be adopted by an institution or government agency once it has shown its worth. Plans to obtain support for the continuation or expansion of the programme in the future should be specified.

Current readership campaigns

At this point, it probably will be useful to review the components of readership campaigns that are presently underway in four different countries. These surveys differ in scope and are being presented as models which can help clarify the thinking of the planning committee, particularly in relation to the resources available to it. Common to all four campaigns is that they have been planned to be carried out in stages. Regardless of whether only one activity or several will be undertaken at each stage, the intention is to build on previous stages and to produce results that will have a continuing effect.

Malaysia

The readership promotion campaign of Malaysia is being led by the General Publishing Division of the Dewan Bahasa dan Pustaka (Language and Literacy Agency) which is government supported entity. The General Publishing Division was established in 1975 to: (a) publish general books for children, youth, and adults, and (b) develop the writing of general books for these three categories of reader. At the end of the year, the total print run for every title produced was only 1,000-2,000 copies. This figure did not constitute sufficient reading matter for even one percent of the literate population, and the reading of the books was generally reserved for the middle class.

The first mini children's book fair was held in Malaysia in 1976. Through this fair it was learned that Malaysian children did like to read. They simply did not have enough variety and quantity of reading materials. In addition, throughout the decade of the 70s writers' associations organized meetings and workshops. Several writing competitions not only revealed new talents but also attracted people's attention to books and literature. Due to pressure from various groups the Ministry of Education increased the budget and improved school library services. By 1978 the print run on each title of children's literature was increased to 3,000 copies and several titles reached 5,000 copies. The promotion and distribution of books was also improved; the number of small bookshops increased and the problems of reading began to attract public attention. Several public libraries began to organize activities to encourage reading.

Despite this progress, the number of copies published of each title was still only sufficient to meet the needs of five percent of the literate persons who were able to buy books. Consequently, in 1978 the director of the General Publishing Division began to consider the need for a systematic and coordinated readership promotion campaign. The campaign plan devised included three strategies: 1) educating the general public to develop the feeling that reading is essential in a modern society; 2) producing more books, since efforts to motivate the reading habit would hardly be successful without sufficient reading materials; and 3) reaching more readers by

improving marketing and distribution networks, including service to rural areas and the development of libraries. It was decided that the main target audience would be readers between the ages of 10 and 40 in both urban and rural areas. This audience was selected because it was considered that the elementary education programme and school libraries were already providing sufficient service to the youngest readers and those over 40 were more difficult to motivate.

Although the Dewan Bahasa dan Pustaka took the lead in this effort, a plan was devised after a meeting of writers, teachers, librarians and publishers. They decided that the success of the campaign would depend on obtaining the involvement of many groups so that the general public would feel the campaign was their own. It was determined that full participation would have to come from: 1) the government, including ministries, departments, and business and development agencies; 2) social and educational organizations and institutions; 3) private sector groups; 4) publishers; 5) booksellers; 6) writers.

Five types of activity were proposed to be carried out within the three main strategies. These were: 1) providing information, education, and motivation through the mass media, special pamphlets, seminars, quizzes and competitions; 2) improving library services and facilities of all types, that is, public, school, office, rural, and mobile libraries; 3) improving promotional activities, distribution and marketing of reading materials; 4) providing training for the committee members involved in the readership promotion campaign, as well as training for librarians, writers, editors, illustrators, marketing men, and book-sellers; and 5) planning and undertaking research and surveys on reading habits and various other aspects related to reading and publishing.

The readership campaign was planned to take place over a period of five years. The General Publishing Division of Dewan Bahasa dan Pustaka was designated as the secretariat for the campaign with a permanent staff of two officers. In addition, it was decided to form an advisory committee of experts from local universities to advise the secretariat on policy planning, strategies and programmes of action.

The campaign was officially launched in January 1980 by

the Minister of Education who indicated that he would give full support to this very important project. The launching ceremony was followed by a meeting of 180 people representing various government ministries, state governments, semi-government agencies, libraries, institutions of higher learning, the press, professional and mass organizations, private firms, and the campaign research committee which had been formed before the launching ceremony.

The initiation of the campaign was given wide publicity by local newspapers, television and radio. The response of the public was far beyond expectations. Immediate effects were : several letters received from rural areas asking for help to establish or improve small libraries or reading centres, the expansion of library activities and the number of mobile libraries operated at the state level. In addition, the national government decided to give more money and attention to the development of public libraries. Several kinds of activity including small book exhibitions, reading sessions, and storytelling sessions were organized at the state and district levels. The citizens of Petaling Jaya, a prosperous middle and upper class residential area on the edge of Kuala Lumpur, decided to turn their public aquarium into a children's library. There had been no library previously in that suburb. The books for the initial collection were bought from or donated by publishing firms. The new library was staffed by a librarian and run with the help of volunteers. In some communities teachers began getting children together in the evenings to read story-books not related to school work.

Further developments followed these immediate responses. The National Book Development council was reactivated. The largest publishing house in Malaysia belonging to the president of the Malaysian Publishers Association began publication of *Berita Buku* (Book News) to serve as a regular bulletin on the promotion of books and the reading habit. Other plans agreed to by leading Malaysian publishers included publication of a national catalogue to be updated every year, and regular meetings at least once every three months to discuss various topics and problems related to the publishing industry and reading promotion.

Efforts to develop organizational machinery for the cam-

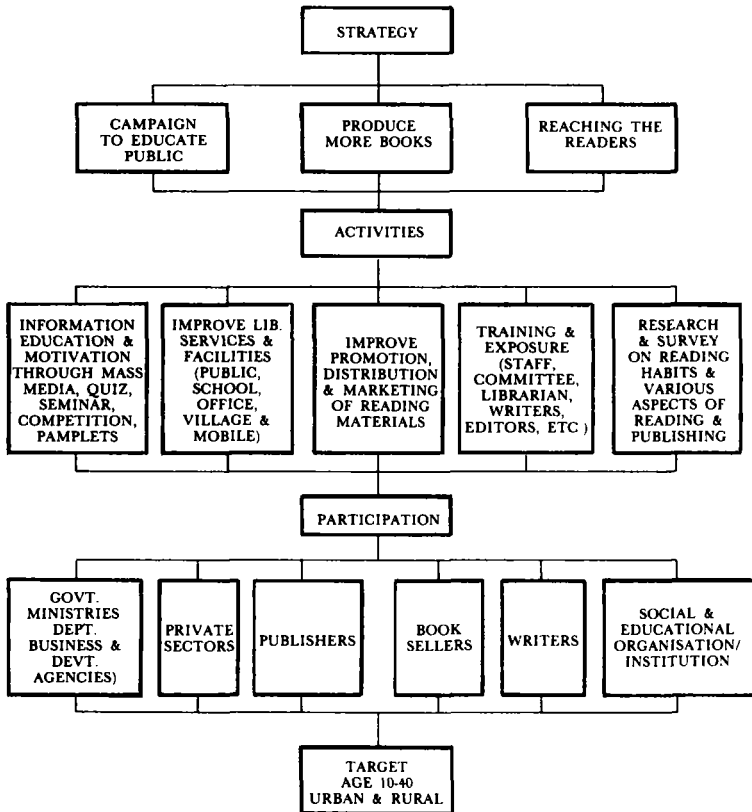
paign also continued. By the end of December 1980 five Malaysian states had officially formed their own readership promotion committees directly under the office of the chief minister of the state. Two district library projects were set up, both in small towns in poor states to serve as models for district libraries as well as the basis for further study on the development of district and village libraries or reading centres.

A grant of US \$ 10,000 was received from the Noma Fund for the Promotion of Reading in Developing Countries administered by the International Reading Association. (The fund is no longer in existence.) This grant was used to buy books and equipment for the two district library pilot projects, to publish adapted and translated versions of two pamphlets for parents originally issued in English by the International Reading Association, to organize a course for five librarians, and for publicity.

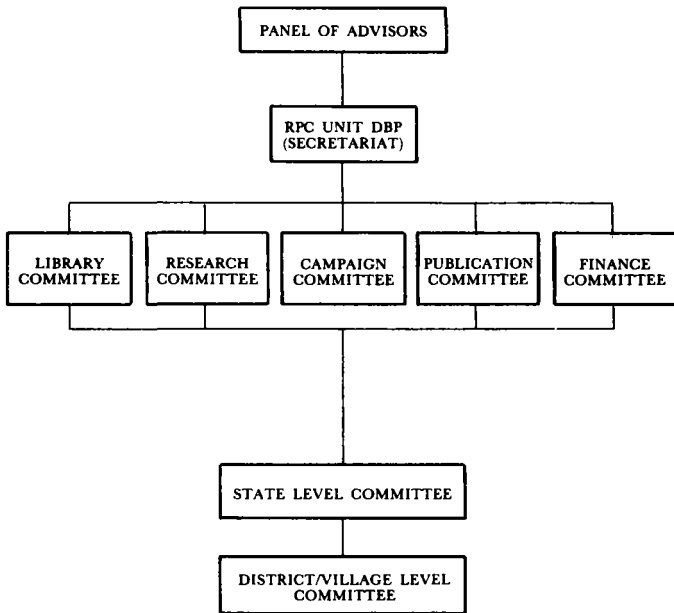
A second grant of 3,000,000 yen was obtained from the Toyota Foundation of Japan to cover the costs of the research aspects of the campaign plan. In December 1980 and January 1981, a pilot study entitled 'An Investigation of the Reading Habits and Interests of Malaysian People' was carried out by a research team. The report on the findings of the study was completed in April 1981. The research committee is now planning a major study to validate the findings of this representative sample, which will also be supported by the Toyota Foundation grant. A national library committee was also established, which in conjunction with library associations, librarians from state libraries and sympathetic government officers, will make a special effort to acquire more official support for libraries since their importance is still not recognized as a high priority.

A month-long celebration was recently organized to publicize different types of activity concerned with the promotion of the reading habit. This celebration, which was aimed at the general public, focussed on the theme 'Reading: The People's Habit'. A chart of the components of the Malaysian readership promotion project and organization of the machinery for it appear below.

MALAYSIAN RPC PROJECT



ORGANISATION MACHINERY FOR RPC PROJECT



Nigeria

Early in 1978, an exchange of correspondence took place between the National Library of Nigeria and the International Reading Association regarding a possible readership campaign for Nigeria. In March 1979, during the International Book Fair at Ile-Ife, the matter was discussed at a meeting of representatives of the International Reading Association, the Noma Award for Africa, the Regional Centre for Book Promotion in Africa and the National Library of Nigeria. In November of that same year the National Librarian appointed a working committee to prepare a programme for the readership campaign. After several planning meetings, this committee was able to submit a programme to the National Library Management Board which was approved in 1980. In November 1980 a national implementation committee for the campaign was set up by the Board. This committee comprised a professor of English with an interest in reading promotion as the chairman, representatives of the Nigerian Book Development Council and the Department of Library Studies at the University of Ibadan, the Deputy Chief Librarian for the Central Library of the Lagos Island local government, the Chief of the Reader Services Division of the National Library, representatives of three Nigerian publishing houses, the director of the Bendel State Library Service, individuals from the Institute of Education at Ahmadu Bello University and the Nigerian television authority, and the secretary of the National Library.

The working committee set out the following aims for the readership campaign: (a) to inculcate the reading habit for other than sheer utilitarian and examinations purposes; (b) to encourage reading; (c) to ensure the provision of books and other reading materials adequate in number and variety, relevant to the culture and situation, and at a price that all can afford; (d) to identify problems which militate against the development of good reading habits; and (e) to initiate and execute activities that would eliminate these obstacles. The campaign intended to reach children and young adults, parents, and new literates through newspapers, periodicals, books, and comics. A lengthy list of activities was prepared to fulfill the

aims. Thus far, a significant number of activities have taken place.

Reading surveys were carried out in English and three Nigerian languages to ascertain the types of material that people read, the frequency with which people read, the sources from which they obtained reading materials, the types of reading material used most by different age groups, and the reasons for reading.

Committee activities such as awards of prizes for creative writing and artistic illustration of books by Nigerians, and training seminars for writers, translators, and illustrators encouraged creativity and participation by new authors and artists. Seminars on editing, book production, management, and printing to improve standards of publishing and printing facilities in the country were conducted. Other activities were aimed at improving distribution and consumption patterns, and publicized the role of literacy and its importance to the nation.

Promotional items such as chest buttons, shopping guides, posters, public transport stickers, bookmarks, T-shirts, and stamps were widely distributed. Radio and television were used effectively to supplement these activities.

The campaign plan called for local reading implementation committees to be established in each state. This has been accomplished in several states already and work is continuing in co-operation with local education experts to involve additional states. Financial support for this campaign was provided by the National Library.

Pakistan

When the constitution of the Pakistan National Book Centre was revised and its status upgraded to that of National Book Council, the Ministry of Education assigned it the task of preparing a national book development plan in co-operation with national professional associations of writers, publishers, booksellers, and librarians. As a first step, the National Book Council determined that a number of studies should be undertaken to gather current information on various sectors of the book industry. These surveys were to look at the book distribution system, problems and constraints on the develop-

ment of publication, problems of authors and their possible solutions, the economics of book publishing, book printing facilities and their deficiencies, paper requirements, a census of book production for 1979-80 by subject and languages to identify gaps and problems, a census of periodicals by language and fields of specialization, a study on reading habits among students and general readers, and finally a survey of library facilities and their development needs.

The National Book Council proposed a project that included several types of training course. Many of these were geared to improve the knowledge and abilities of professionals in the book industry. A unique part of this plan included courses for teacher trainers in colleges and institutions. The focus of these courses was on ways in which teachers could help develop the reading habit in their students. It was expected that approximately 300 teacher trainers would take this course over a period of five years. They in turn would pass on this knowledge to their student teachers who would then have a better background in how to influence their young pupils to become readers.

The content of the courses for teacher trainers encompassed the following topics: 1) the importance of reading; 2) ways in which people are motivated to read; 3) the psychology of children and adults of different age groups; 4) reading preferences of various groups of society; 5) skills and techniques of reading; 6) promotion of reading habits as a part of curricular and extracurricular activities; 7) selection of books and use of libraries; 8) promoting reading habits by the family, teachers, social groups, mass media, librarians, book exhibitions, book promotion and publicity, and book-clubs; and 9) the availability of reading materials: supply and distribution, cost and ease of access, content and design. The first of these courses was held in 1979. By September 1980 four week-long courses had been completed in co-operation with provincial education authorities.

In that same month, the Council issued the first instalment of the Urdu translation of the Unesco publication *Roads to Reading* in its journal *Kitab*. This book described activities in many countries undertaken to promote the reading habit. The journal was distributed free of charge, as are all of the Council's publications, to the Council's board members, all college and

university libraries, provincial education departments, important publishers and booksellers, learned bodies and research organizations, and eminent men of letters. Additional sections of *Roads to Reading* were to appear in translation in following issues of the journal.

In October 1979 the National Book Council received a grant of US \$ 10,000 from the Noma Fund to conduct a survey on 'methods and measures, academic, administrative, and financial, necessary to promote reading habits among (a) students and (b) general readers'. In addition, a portion of the funds was used to support a seminar on the promotion of reading habits.

The reading habit survey was conducted during 1981 and the report completed by the end of that year. In addition to the findings of the survey, the report included information from in-depth interviews with scholars, writers, and opinion leaders as well as detailed recommendations to be implemented in the future. By the end of 1981 the Council had also completed the other surveys listed at the beginning of this section.

Plans were made to hold the seminar on the promotion of reading habits over a period of three days in conjunction with the meeting of the board of management of the National Book Council. About 30 participants, including curriculum specialists, representatives of the Ministry of Education, principals of teacher training colleges and institutes, and experts in children's literature were expected to participate and to discuss the findings of the survey on reading habits as well as the outcome of the training courses for teacher trainers which have now been conducted at the provincial level throughout the country. It is hoped that these courses can be extended to the district level in the future. The seminar participants also discussed recommendations made during a meeting sponsored by the Asian Cultural Center for Unesco in August of 1980 which concerned the promotion of reading for the rural populations of Asia and the Pacific.

During 1982 work on the preparation of a national book policy was continued. This was the first instance in which such an exercise had been carried out in Pakistan and it was mentioned as part of the country's five year plan for 1978-82.

Kenya

In 1979 the director of one of the larger publishing firms in Kenya decided to organize a committee to plan a readership promotion campaign. The committee comprised one of the country's leading booksellers, the director of the Kenyan National Library Service, the director of the Adult Education Department in the Ministry of Housing and Social Services, the chairman of the Kenyan National Academy for the Advancement of Arts and Sciences, a leading Kenyan author, the director of broadcasting for government television and radio stations and a newspaper representative.

During their first meeting the committee discussed a preliminary plan which had been prepared for them by the International Reading Association and decided to narrow their focus to school children between the ages of 10 and 15. After primary school fees were eliminated in 1973, enrolment in elementary school increased considerably in Kenya. More children were learning to read, but at the same time there was a tremendous dearth of reading material for children.

The committee decided that the first step in meeting this need would be to conduct a survey of reading habits and interests of these children, beginning with children in schools in Nairobi. The Textbooks Centre Ltd. offered to provide some funds for the survey and the Unesco National Commission made its duplicating facilities available for the questionnaire. In addition, a grant of US \$ 10,000 was obtained from the Noma Fund for the Promotion of Reading in Developing Countries.

During the second meeting of the committee the questionnaire was refined and the Kenya National Academy for the Advancement of Arts and Sciences agreed to carry out the survey. This work was undertaken at the beginning of 1980 and the report completed in April of that year. Based on the results, the committee decided to sponsor a national book award scheme to encourage Kenyan authors to write more literature for children. It was decided to invite submission of manuscripts of adventure stories for children ages 10-12 and historical biographies for children ages 13-15.

Two first prizes were to be given, one for a manuscript in English and one for a book Kiswahili, the national language.

Second and third place prizes would also be given for both languages. The competition would be open to all Kenyans and three months allowed to prepare the manuscripts. The committee planned to publicize the award through press conferences on radio, television, and newspapers, and leaflets distributed to schools. It was agreed that three judges would be hired to read the manuscripts considered among the best after a preliminary screening by the committee members.

Having made these plans, it was realized that additional funds would be needed in order to be able to continue the scheme over a period of at least three or four years so that it would have the desired effect of producing more successful authors for children and an increase of children's literature. Efforts were therefore made to obtain additional support from the Ministry of Culture and the Ministry of Basic Education as well as charitable organizations and service organizations. In addition, the Ministry of Culture was encouraged to purchase at least 2,000 copies of each of the winning books to be given to public libraries and adult education centres.

In the meantime, the Kenya National Book Development Council was reactivated. The committee offered this project to the Council and they expressed considerable enthusiasm. It is hoped that the survey of reading habits and interests can be carried out on a nation-wide basis among children aged 10-15 at some time in the future.

Colombia

Promotion of the reading habit in Colombia is carried out by the Colombia Institute of Culture with functions under the auspices of the Ministry of Education. Within the Institute, the Division of Cultural Development has the responsibility for the co-ordination, promotion, training and assessment programmes of the local cultural centres (Casas de Cultura) and public libraries through which readership promotion activities are conducted. Contacts with local communities are made through six regional offices, and six cultural promoters who have been trained for this task by the institute. The Division also uses a mobile unit with audiovisual aids and has just established a documentation centre.

Plans for the promotion of the reading habit have been based on the results of a preliminary assessment which showed that :

- 1) Many people who can read do not do so. The group which is familiar and comfortable with books is very small and must be extended.
- 2) Plans must be based on facts and not on abstractions or generalizations. For instance, in a poll of 2,000 mothers, 70% agreed that reading was important but did not read themselves.

It was decided that the campaign would have a special but not exclusive emphasis on children. Attempts would also be made to reach youth and adult groups in rural and urban areas.

For several years the cultural centres and public libraries had operated separately. For the past three years the Institute has urged these two institutions to work together. Libraries have been shown that they can carry out activities related to the promotion of culture such as conferences, exhibits, concerts, puppet or theater workshops, reading seminars, etc. Cultural centres have been encouraged to organize libraries so that they can lend books to those who participate in their activities. This new type of institution has been named an Integrated Cultural Centre.

During 1982, the Institute organized twelve experimental workshops on reading. Eleven were regional meetings financed by funds from the national government and from regional and departmental organizations interested in this work. The twelfth workshop was national in scope and supported by funds from the Organization of American States.

The fundamental purpose of the workshops was to introduce the participants to books 'as friends' and to train them to introduce books to others in their communities. The majority of the participants were community cultural leaders; most were teachers from small townships. Each participant was required to select three books worth publicizing and to present them to the rest of the group. The workshops also included reading exercises and discussions of Colombian and Latin American literature as well as artistic creation. At the end of the workshop, each participant presented a plan for extending the

readership promotion campaign to his or her community. These plans were extensively discussed.

In the future, writers and other intellectuals will be invited to give lectures about their favorite books during the workshops. At the national level, these lectures will involve famous writers from throughout Latin America. It is also planned to include secondary-school teachers and university professors as participants, as well as librarians and directors of the cultural centres.

In addition to lending support to the national workshop, the Organization of American States has contributed to the financing of the publication '*Hagamos Cultura*' (Let's Make Culture). Issue No. 3 of this journal was devoted entirely to matters concerning reading.

During 1982 the Institute also began using radio to promote reading with good results. Thirteen Colombian stories were recorded on tapes and cassettes which were sent to 25 provincial radio broadcasting stations and to 200 regional cultural institutions. Requests were received from additional radio stations to broadcast the stories and cultural promoters, librarians and directors of cultural centres have found that the cassettes are an effective instrument for attracting children to their institutions.

The Institute now has plans to undertake an extensive publicity campaign beginning in 1983 aimed at the upper middle class and making broad use of newspapers, television, posters and other mass communications media. Well known writers and intellectuals will contribute to this effort.

Part II

Possible campaign components

This portion of the book presents specific activities that can be undertaken by or with nine different groups in both the private and public sectors. It includes activities that have been carried out effectively in several countries as well as additional ideas which might be adapted to suit particular situations.

Government

Ideally a government will recognize that nurturing the growth of a national body of literature and encouraging the spread of reading deserve its attention and will itself sponsor a sustained co-ordinated campaign to promote the reading habit. The Malaysian campaign, for example, was initiated by the government-supported publishing agency Dewan Bahasa dan Pustaka and has served to stimulate the private sector, citizen groups, and individuals. Similarly, the campaign now under way in Nigeria has been led by the National Library and the Ministry of Education.

Those aspects of readership promotion which require the participation of government include the enactment of laws that facilitate the development of national publishing and the distribution of reading materials. In his report on the situation of the Latin American book market, Alberto Augsberger provided an excellent summary of book laws adopted in Argentina and Colombia. The two laws differ in some specific aspects, but they share the common characteristic of being 'promotional laws' as opposed to protectionist laws. A promotional law is defined as 'essentially designed to make concessions without introducing restrictions and to offer encouragement without imposing prohibitions'¹⁰. Part of a readership

promotion campaign can be the development of similar enhancing laws in countries where these do not yet exist.

The government can also officially recognize organizations of booksellers, authors, and publishers. Ultimately, the government can agree to support and co-operate with the national book development councils in which all these representative bodies will participate. A notable example of such co-operation is the relationship between the Ghana Book Development Council and the government which set up an authorship development fund administered by a board of trustees operating through the Book Development Council. The purpose of the fund is to help writers of both textbooks and general books. As one result of this co-operation, the authorship development fund supported, through the Ghana Education Service of the Ministry of Education, the publication of core textbooks with full Ghanaian background for use in primary and middle schools. The Book Development Council also established a children's literature foundation committed to the production of good quality books for Ghanaian children. These combined efforts and the provision of funds have made it possible for 200 persons to have their books published between 1975 and 1980. As of June 1980, there were 500 additional manuscripts accepted and awaiting publication through this channel.

S. A. Amu Djoletto maintains that 'education practices in Africa today are such that they practically do not develop in the individual the habit of reading. This creates serious problems for the first cycle school leavers who are the bulk products of the formal education system. Indeed, the majority revert to illiteracy in no time for want of use and back up, most of which only the book, through reading, can provide'⁵. He states further that one of the major reasons for this failure of educational effectiveness is that children do not have books to take home with them to practise their reading. Many governments arrange development loans to build school buildings, train teachers, and provide school textbooks. Opportunities for supplemental reading are vitally important and it should be recognized that the establishment of school libraries, or at least the provision of additional reading materials beyond basic textbooks, is not a luxury, but can in fact make the difference as to whether reading is continued after school attendance is

finished. Governments might arrange for a portion of their education development loans to include funds for additional reading materials. Similarly, community development programmes which include an adult literacy component might be broadened to include support for the establishment of community reading rooms and for the production of reading materials for new literates beyond the basic literacy course.

Thailand and Indonesia provide examples of countries which are making use of World Bank loans for reading promotion efforts. The Thai Ministry of Education has requested permission from the World Bank to use loan funds to buy some books for all schools. Their project includes the 'bookbag' programme which will use volunteers to take books, approximately 100 copies, from school to school in rotation. Each school will be able to keep the books for one or two weeks before they are moved on to the next school¹¹. Indonesia has arranged a World Bank loan which has enabled it to serve rural readers through the use of 'micropu', that is, a car equipped with an offset printing press. These units go from district to district and print booklets, newsletters, leaflets, and posters which have been prepared by district field workers in non-formal education.

The importance of having government leaders participate in general publicity campaigns to promote the reading habit should not be forgotten. Statements by top government officials concerning the benefits of the reading habit for the nation and for individuals can serve to plant the seed of this idea which subsequent campaign activities and publicity can cause to grow. The successful campaigns in Malaysia and Nigeria have received good support of this type from their Ministries of Education at both the national and state levels. The Malaysian Deputy Minister of Education expressed his belief in the readership campaign in the following remarks addressed to a meeting of the Asian Co-publication Planning Committee in August of 1980¹².

'We believe that economic and social development achieved by a nation will ensure a more meaningful future, if the majority of the population are willing not only to spend their income on consumer goods, on food and clothing, furniture and cars, but also on reading materials which will lead towards the development of a reading culture... We need a

knowledgeable public who can think and make rational and logical judgements. One of the simplest and most effective ways to achieve this objective is through reading, because reading is a 'thinking' process and 'intellectual' training that enables a person to make critical analysis. This becomes more important because our present society is being flooded with all sorts of manipulated informations, and we therefore need more thinking and critical people than ever before. The effort to involve a larger proportion of the adult population in the decision-making process of the society and of its different organizations requires more informative materials to be read and distributed to a greater number of people from all walks of life, not only in the urban but also in the small villages.'

Specific activities and attitudes within the larger campaign can also be encouraged by government representatives. For instance, in Indonesia, the Minister of Education and Culture appealed to parents to celebrate important events by giving books to their children. In that same country, the government encouraged teachers to write books for writing contests as a way of increasing their understanding of how to educate their students¹³.

Often ministries of finance, trade and commerce are involved in the preparation of regulations that will benefit publishing. Reforms in postal regulations that favour distribution of reading materials, special tax arrangements for indigenous authors, relaxation of customs charges for the import of raw and partially processed materials for publishing and other such matters are topics for discussion and publicity in the context of a readership campaign. The heads of ministries can be invited to be interviewed in newspapers or on radio and television to discuss the benefits expected to accrue to the country through these regulations.

Likewise, ministries of information, communication and broadcasting should be requested to help, not only by providing time on radio and television stations and space in newspapers, but also by giving advice and co-operating with librarians, publishers and educators in producing programmes about books and reading that will be attractive, dynamic and in keeping with the nature of those media.

In some countries there have been complaints that intensive efforts by the government itself to produce sufficient reading materials, particularly school textbooks, have taken income from private sector publishing houses and interfered with the development of the publishing industry. Booksellers have also suffered because they have been bypassed in the distribution of these reading materials. In other countries the private sector receives government encouragement. In Sri Lanka, for instance, the Secretary to the Ministry of Educational Services, who is also the chairman of the national book development council, has organized a committee of representatives of the book industry to plan for a national bookclub. The intention is to develop a membership of 10,000 individuals. The club will have a dual purpose. First, to make quality books available to the members at concessionary prices, and secondly, to encourage publishers to issue quality books since they will have a guarantee of minimum purchase¹⁴.

Two other countries in which the governments have programmes to support private publishing efforts are Thailand and Indonesia. The Thai Ministry of Education evaluates children's books issued by private publishers. Those considered of good quality are stamped with the seal of the Ministry, which then recommends that school libraries buy them. That Ministry has also initiated the practice of connecting book-giving with religious ceremonies. On occasions when robes and other necessary items are given to monks, the Ministry also offers books which will eventually be included in the school library on the temple campus¹⁵. In Indonesia, each year the government selects for their quality a number of titles that have been produced by national publishers and purchases them for school libraries. In 1980, 105 titles were chosen and each one published in a minimum of 125,000 copies.

Suffice it to say here that federally—and state-supported libraries are another channel through which governments can promote the reading habit. Their role will be discussed in a separate section.

Book Industry

The main purpose of a readership promotion campaign is to encourage literate people to read more. At the same time, there

must be an adequate supply of appealing reading materials as part of the motivation to read. As the major producers and distributors of reading materials, the role of publishers and booksellers in increasing reading is an important one.

S. Gopinathan points out that 'In many Third World countries, it is a coalition of publishers, booksellers, printers, educators, librarians that is creating the conditions for improving the publishing environment... Third World governments listen more to civil-servant librarians than to commercial publishers, the latter seen largely as being profit-motivated'¹. Regardless of how others view their efforts, however, most Third World publishers would probably agree that there is another, more altruistic aspect to their work which helps sustain them despite the difficult conditions for publishing that exist in so many developing countries. This is the function of helping to develop a national identity, preserving the nation's culture, and contributing to the country's general development. Arthur A. Nwankwo, Chairman of the Fourth Dimension Publishing Co. Ltd., Nigeria made this point well when he said :

'I think we all agree that the chief objective of every publishing house in Nigeria is to make money... However, we publishers have a more serious and responsible commitment to our nation and to its peoples. All of us are aware of the literacy problem facing our country. Our educational system at present is not geared toward our development needs. Our masses have no relevant literature that encourages them to spend their leisure time reading. What is our role as publishers? It is this: to provide the reading and teaching materials to fill these gaps'¹⁶.

And, he might have added, there is a responsibility to distribute those materials wherever they are needed.

The publishing industry is a complex one. It involves locating sufficient capital, trying to arrange for trained personnel, obtaining adequate equipment and supplies, dealing with regulations on the import of raw materials, enlarging limited markets, improving under-developed distribution channels, and discovering new authors. The reason for mentioning these problems here is to consider how at least some of them might be dealt with during a readership campaign.

If the country does not have a national book development policy, working towards the adoption of one might be a long-range component of a readership campaign. A well-designed, comprehensive 'promotional law' can help alleviate some of the problems that make publishing and distribution so difficult. Of course, the government will have to be involved in developing the policy and should, in fact, take the lead. But if it has not yet recognized the need, book industry members can begin laying the groundwork for this legislation themselves.

They can obtain copies of existing book policies from other countries and learn how they came into being; seek advice from appropriate international organizations and the Regional Centre for Book Promotion in their area, if one exists. They can mention the idea to legislators of their acquaintance, and prepare a plan for collecting information that might be needed to formulate the policy. (The studies undertaken by the Pakistan National Book Council mentioned in the current Readership Campaigns section of this book might be helpful.) They can also request the assistance of librarians, educators, and others who are concerned about the book needs of the country to help present the case to government officials.

A national book development council would be the logical organization to co-ordinate the efforts of the book industry in the development of book policy. If there is no national council, establishing this body can also be part of a readership campaign. Working together, publishers, booksellers, writers, illustrators, designers, and printers can accomplish more to improve the quality and quantity of reading materials than they can as individual companies or staying with their own professional organization. The framework of a national council can assist the pooling of resources to provide training courses in all facets of book production. The need for adequately trained personnel is still great in most developing countries. Scholarships for study of new production techniques and management practices can be provided with the understanding that the recipients would return and offer courses to inform and train others. A national council can sponsor the publication of training manuals not only on publishing but also on business management, customer service and display design for booksellers. It can also offer; or co-operate with library and teachers

organizations and universities to offer, courses for writers, especially in children's literature for which there is so great a need.

Abul Hasan has thoroughly treated the importance and role of national councils in the Unesco publication *National Councils for Book Development*. If a council functions as he indicates, it will be a 'non-publishing, non-profit-making organization with the avowed task of strengthening and streamlining the infrastructure of the entire book industry'⁴. In addition, it will be an entity with a national outlook and, as such, will be in a good position to convince the government and society at large of the contribution indigenous literature can make to the development of the country.

Organizing training courses of the type described above can be part of a readership promotion plan, perhaps on a more limited scale, with the idea that this task can be assured by a national council when it comes into being. For the short-term, individual companies or professional organizations can be responsible for presenting the courses. If background information is not available, an investigation can be made to learn if students in university courses are producing manuscripts, especially children's literature or material for new literates, which are suitable for publication. This co-operation can serve as a means to discover and encourage new authors.

Publishers can invite teachers and librarians to suggest topics for children's books and also encourage them to write for children.

Possibilities for co-publishing ventures to serve the same language group in several countries can be explored. Les Nouvelles Editions Africaines has found this an effective means of cutting costs, encouraging new authors, and producing more books for the French-speaking people in Ivory Coast, Senegal, and Togo. S. I. A. Kotei suggests that many of the Negro-African languages can be media for trans-national publishing as well¹⁷.

Regional co-operation among publishers can also be investigated. The Association of South East Asian Publishers is a significant example of such co-operation. The following are the objectives adopted by ASEAP members, representing the national book publishers' organizations in Indonesia, Malaysia,

Singapore, Thailand and the Philippines, during their First General Assembly in 1981:

1. To promote greater co-operation among the publishers in the countries of the region.
2. To encourage indigenous authorship and the creation of relevant books for all levels of the region's population.
3. To promote the reading habit as indispensable to self-development in an age of science and technology and fast-changing environments.
4. To promote the development of libraries as an essential educational service.
5. To make books of all types readily available to all sectors through the expansion of book distribution and marketing facilities.
6. To ensure adequate rewards to authors as well as to all professionals engaged in the development and promotion of books.
7. To work for the resolution of legal and other issues which inhibit the healthy growth of book publishing as an industry.
8. To initiate programmes and projects designed to strengthen the indigenous publishing industries in all the countries of the region.
9. To present and promote the interests of the ASEAP to such international bodies as Unesco, the International Publishers Association, and others.

The ASEAP assembly also adopted a plan of action related to these objectives. The results of their efforts will be worth attention from publishers in all countries.

Most countries need more extensive, current information on the reading habits and interests of readers. Book industry representatives can encourage the collection of this information as part of a campaign. Although such surveys are usually planned and conducted by institutions with research expertise, publishers and booksellers can be consulted about the content of the questionnaire so that the findings will be useful for publishing and marketing.

Publishers should consider whether the works of their authors might be presented in other than book form, such as serialization in newspapers, to develop a larger following at lower cost. Gopinathan points out that 'newspapers—and

magazines—have larger readerships in Third World countries (than books). In Singapore and Malaysia for instance, writers in Chinese and Malay first published in newspapers and even today literary supplements are a major avenue for new writers'. The practice of serialization is becoming very popular in Nigeria, according to Ejike Nwankwo¹⁸. Kotei mentions half a dozen popular series now being issued in Kenya. These series are printed on news-print and present complete novels which are about the length of a magazine article, written and edited to suit both rural and urban dwellers¹⁷.

Digests have been available in Pakistan for about ten years. The first was the *Urdu Digest* modeled after the *Readers Digest*. It was so popular that it quickly attracted competitors and about 30 digests are now published.

Distribution is still problematic in many countries. Poor postal systems and bad or non-existent roads make it difficult to provide reading materials to more readers. Part of a readership campaign can be conducting a study to determine new distribution channels, for example the possibility of using channels through which other kinds of products are distributed.

Perhaps bookshops can be set up in schools where there are no libraries. The books need not all be new. They can be second-hand. A rental service may be provided.

In China, rural readers can buy books through 6,600 supply and marketing co-operatives. In addition, bookshops in cities have set up mail order departments to serve rural areas and do not charge postage for surface mail parcels. There are also travelling bookshops that send selected books where they are needed. The Shifang County Bookshop is one of these and is considered a model in the province for the conscientious service provided by its staff. In co-operation with supply and marketing co-operatives, the staff sent materials to help production teams grow a new type of hybrid rice. When a plant disease occurred in the rice, the staff helped the peasants locate the exact book they needed to overcome the problem. Booksellers must know how to provide good customer service as well as how to manage a business. Training courses for this purpose can be part of a readership campaign¹⁹.

Harbans Bhola suggests that adaptations and translations of popular books published in the country, and classics from other

countries, can be suitable reading materials for new literates²⁰. In countries that have more than one official language or large minority language groups, translations can also serve more highly educated populations. Good translation work is slow and painstaking. The translator must know both languages well and be familiar with the speech and language idiosyncracies of the audience for whom he is translating. He must also have a sense of literary style. Unfortunately, good translators are scarce and the fees they receive do not attract other able people to take up this work. Recognizing the contributions of translators through prizes and equitable payment arrangements can be part of a readership campaign. If there is no translators association in the country, they might be encouraged to organize one.

Authors also deserve recognition during a readership campaign. Their work is the reason for the publishing industry's existence and the substance out of which the national literary heritage grows. When markets are small, royalty income is correspondingly low. Some indigenous authors are drawn to write for foreign audiences to earn a living from their work. An important part of a campaign should be promoting a positive attitude towards indigenous works.

The number of awards to recognize quality writing is growing. Some countries honor the body of an author's work to recognize increasing skill and significance over time. Awards ceremonies, fully publicized, are a good way to bring authors greater attention, satisfaction, and perhaps more income. Arrangements can be made to interview writers on radio and television and in the newspapers. They can be invited to speak at business luncheons, and meetings of service and professional organizations. Book-signing ceremonies can be organized. Children's authors might read their books to young readers over the radio and visit schools. Many ways to increase the visibility of authors can be devised during a campaign.

Writing competitions with monetary prizes are conducted in some countries to encourage new writers, especially authors of children's books. Publication of the winning manuscript(s) is guaranteed. Governments may agree to purchase a certain number of copies of the book to distribute to school and public libraries.

Similarly, outstanding book illustrators and graphic desi-

gners should be recognized. Their work makes books more attractive and pleasant to read, important factors when increased reading is desired. They can be given greater recognition during a readership campaign through television and films shown in schools and libraries in which they demonstrate and explain their art. Training courses in these areas can also be part of a campaign plan to improve the quality of locally published books.

Libraries/Librarians

The contribution to be made to a readership promotion campaign by libraries and librarians should be considered a key element. Planners in many countries view libraries as the most logical, cost-effective means of providing reading materials for the greatest number of readers. A continuously growing library network can also enhance the growth of indigenous publishing in that purchases for library collections can guarantee at least a minimum number of book sales for quality materials.

Devising a scheme to increase the number of libraries in a country might well be part of the long-range aspect of a readership campaign. For the short range, it might be best to begin by trying to increase the use of existing library facilities. Part of such an effort can include making sure that all possible library users are informed about the types of material available in libraries, the hours of opening, the types of service offered, and library locations.

The mass media should be used to spread this information as widely as possible. Publicity can also include statements by regular users about the purposes for which they visit the library and why they enjoy it. The services of a person with marketing or advertising expertise can possibly be obtained to help present information on libraries attractively and effectively.

Colorful posters, which may include a slogan to catch people's attention, can be printed and displayed in markets, banks, stores, schools, and other places which potential readers commonly frequent.

Another part of a readership campaign might concern the provision of additional services or activities in libraries. The

value of multi-faceted programmes especially for children is being increasingly recognized in many countries. The promotional activities for young readers undertaken by the National Library of Singapore supply a notable example of such programmes.

In Singapore the National Library also serves as a public library. This system consists of the central library and four full-time branches. In addition, mobile libraries serve eleven community centres and three part-time branches. In the central library and four full-time branches the staff conducts story hours in the country's four official languages—Malay, Chinese, Tamil and English. Storytelling is especially popular with the children. Reading clubs, creative drama groups, special school holiday activities, excursions and book discussion groups are also used to introduce books to children. The librarians provide encouragement and guidance in reading through library tours, book talks at both libraries and schools, the distribution of book lists on many subjects, and setting up attractive book displays on varied themes.

Library hours for pre-school children are also conducted periodically. While the children are attending the sessions and engaging in activities such as finger plays, nursery rhymes, songs, and picture book stories, their parents are made aware of the kinds of reading material suitable for and available to these young children. The success of these programmes is evidenced by the steady increase in children's library membership which is free of charge for all children up to the age of 15. This rate of increase is greater than the growth rate of the number of children in the population. In 1980, about 63% of the primary school students and 55% of secondary school students held membership in the National Library²¹.

The two urban libraries sponsored by Banco del Libro in Caracas, Venezuela, also conduct various programmes for children. In addition to activities involving books and storytelling, the children can engage in painting, drama, games, viewing films, musical programmes, and clay modeling. Grecia Russo de Ludert, who served for many years as the Librarian of the Biblioteca Mariano Picon Salas, reported that even though television was available to the children in the library, she could not remember a single instance when a child asked to watch

television because there were so many other activities in which to participate²².

Adults might also be more attracted to the library if additional programmes were provided for them, for example, book discussion clubs or periodic meetings with authors on the library premises. Perhaps a change in the library's hours of opening would make it easier for more people to become regular readers. If space permits, other kinds of cultural events can also be planned in the library, such as dramatizations of plays by national authors, musical programmes, display of art works and special craft items. Library patrons can be given an opportunity to suggest other activities, either verbally or in writing at the main desk of the library. Perhaps discussions can be held with regular library users to help plan these programmes. Whatever additional services are offered, they need to be well publicized and undertaken with a positive spirit which presents the library as a place where life can be enriched in many ways.

Many of these activities can be undertaken at little or no additional cost. If the staff of trained librarians is limited, which is the case in many countries, the help of volunteers might be sought. They might be recruited from women's organizations, service clubs, Boy Scouts and Girl Guides, university student organizations, and other similar groups. With a little training volunteers can provide valuable assistance to the professional librarian. Calls for volunteers can be broadcast on the radio and posted in the library itself. Their services should be recognized in tangible ways, such as presenting certificates for a certain number of hours donated, hanging a roster of volunteers in the library, and having newspaper articles written about these volunteer services.

If an expansion of library services is contemplated as part of the long-range readership promotion plan, it may be necessary first to do some preparatory work in the communities which will receive them. Ideally, the communities will themselves request such services, as in the case of Malaysia, already described. On the other hand, it may be necessary to visit the communities to lay the groundwork and plant the seed of the idea that reading is a useful activity and a library or village reading centre will be beneficial to the community.

Regarding the promotion of reading in rural areas, Djoletto has written 'It is something that will be difficult to universalize at once through some kind of imposition. My experience is that it is a personal affair which the rural people must themselves embrace first as an idea and then be encouraged to implement largely for themselves by themselves from the very simple and modest beginnings with literature that they themselves want to read. This kind of community participation does have a multiplier effect that generates perseverance, endurance, and long-lasting habits⁵.' It may also be necessary to stimulate interest in urban districts, particularly those which have populations of a lower socio-economic level. In Venezuela, for instance, the staff of the Banco del Libro found that they needed to educate the public about the concept of a lending library because the people were not familiar with the idea. Leaders of the Abadina Research Project on 'Library Use Skills and Reading Development for Primary School Children' in Abadina, Nigeria, found that parents of children from the lower socio-economic group in the study, even though some were literate themselves, were reluctant to take the responsibility of having their children remove books from the library to read at home for fear of loss or damage²³. In addition, reading may still be viewed as an activity carried out by the highly educated and elite of the country, rather than a practice which is open and useful to all.

The materials to be placed in these new libraries need to be carefully selected to interest potential readers. Where the oral tradition of learning is still strong and electricity is available, audiovisual materials can be a good means for making the transition between oral tradition and reading. A film or slide tape presentation about the nature of the library and the enjoyment of books is a good way to arouse interest.

Mobile libraries are increasingly being used to reach rural populations and marginal areas of urban centres. If a building is to be constructed, however, its design should be in harmony with its surroundings. A substantial structure is no doubt appropriate for a national library building but is not necessary for small community public libraries. In fact, inexperienced, potential library users may be put off by an imposing building. This is true in industrialized as well as developing countries.

Djoletto emphasized the importance of appropriate library architecture and the need to provide a quiet place for reading where communal life offers no such opportunities.

The Constance McCullough Reading Room on the grounds of a school near Chiengrai, Thailand, epitomizes the notion of an inviting and comfortable local reading centre. It was built under the supervision of Nakorn Pongnoi, director for the distribution of funds for worthy educational projects of the Thai Hill Craft Foundation. Funds for the reading room, about US \$ 2,000, were contributed by friends of Dr. Constance McCullough, who has dedicated her life to the teaching and promotion of reading and was Nakorn Pongnoi's teacher. The local villagers provided the labour and some of the material available in the area such as bamboo and wood. The reading room includes a substantial area for beautiful plants. A stream runs through it. The ceiling is opaque so that sunlight can filter in to nourish the plants and provide soft light. This section of the room is two stories high. The area set aside for reading has a balcony running above the site of the bookshelves where parents who come to visit their children at the school can spend the night. The reading area itself is quiet and includes a selection of materials on several subjects so that the main users, grade 4 level literates, will have a choice in their reading. Illiterates from the area also use the reading room, where they are able to touch the books and look at the pictures and script²⁴.

Library services can be extended even without buildings if planners can work with the local people to develop book circulation systems and provide a small selection of materials. Such a system is now serving many villages in Peru. The programme began when a village priest decided to obtain more reading materials for the people of his community after they had completed a basic literacy course. The idea caught on in other villages. Now the national government regularly sends bags of books to the villages.

Each village elects its own librarian. This person receives no pay, for the people are poor, but the position is one of considerable status. The librarian takes the books around to the villagers, talks with them, learns what they are doing and what they are interested in. Sometimes she (it is usually a woman)

reads to illiterate villagers. Every few weeks, the book bag is exchanged with another village to renew the selection. Once each year these local librarians, who are also known as information gatherers, are brought to the capital for one week of training. Since the librarians are often re-elected, the effects of the training are cumulative²⁵.

Careful analysis—preferably at an early stage of the readership campaign—of the special conditions and opportunities that exist in local situations will no doubt stimulate ideas about other novel ways to provide library services.

Teachers/Schools

‘One of the clear points to emerge from research into reading failure is that there was no association between reading and pleasure... Voluntary reading is associated with pleasure, and pleasure is a strong motivating factor for the development and extension of all kinds of reading’²⁶. These words are quoted from the Unesco publication *Promoting Voluntary Reading for Children and Young People* which contains guidelines for teacher training courses. The author Ann Irving goes on to point out that schooling is one of the most important influences in a child’s life. Since most children in most countries learn to read in school, the teacher has an important responsibility not only to teach reading but also to guide and encourage children to continue reading for lifelong benefit from the beginning. Her book contains many helpful suggestions for teachers.

Given the significance of the teacher’s role, one might rightfully ask what factors make teachers capable of fulfilling it. What help do they need to feel ready and enthusiastic about leading their students into the pleasures of reading? Examining teacher training courses and making recommendations to help teachers become better prepared to motivate the reading habit in their students can be an important component in a readership campaign plan.

Irving’s book includes an outline course syllabus titled ‘The Promotion of Voluntary Reading in Schools’ that will be a helpful guide to developers of curricula for teacher training.

It seems useful to mention a few characteristics that should increase the likelihood of teacher success in motivating students

to read: familiarity with and appreciation for children's literature and knowledge of how to evaluate its quality; knowledge of child psychology and development and the major concerns of children in different stages of life; willingness to be patient with the errors of beginning readers and to overlook errors if the child seems to understand the content; knowledge of various ways to teach reading and flexibility in teaching to meet each child's learning needs; personal enjoyment of reading and ability to share this pleasure with students; willingness to work with parents to encourage children's reading; knowledge of how to help children obtain information and become independent learners through reading.

Revising a training course will benefit teachers still in preparation. However, providing the opportunity to attend a condensed course during school breaks can increase the capability of teachers who have finished their training. The example of Pakistan, cited earlier, can be followed by offering this course to teacher trainers who will in turn instruct their student teachers.

There are many ways in which teachers can arouse their students' interest in reading. They can instruct them in the use of the school library, if there is one, help them in selecting books, allow time for 'free' reading during the school day, read aloud to them, arrange for them to read to each other in groups, write stories, together with the children, make books and illustrate them. The publication *Local Stories for Beginning Readers* is a good teacher resource for this purpose²⁷.

The newspaper is an inexpensive source of reading matter. The teacher can have young children identify letters and pick out words in the newspaper that they know. Older students can practice locating facts, identifying main points, and recognizing the structure of informative text through the use of the newspaper.

Teachers organizations or writers' groups might arrange for children's authors to visit schools and talk about how they write. For some children this personal contact with a writer can be the spark that keeps them reading in the future. Children's book illustrators can also meet with the children and demonstrate their work.

Teachers can learn to be storytellers to emphasize the

liveliness of books. They can also have children act out stories for the rest of the class.

Under the readership promotion plan teachers could be informed of the many ways of promoting reading in school. They might be reached through radio broadcasts. Perhaps the Ministry of Education or the teachers association would be willing to prepare inexpensive booklets for them.

Another important role for the teacher is stimulating parents to support their children's reading. Ways that parents can do this are discussed in the section entitled Family/Community. Teachers can visit homes or address community meetings on this topic. They can suggest that parents buy books for their children and encourage them to use mobile libraries where these are available. If families are poor, the teacher might help to organize a community effort to obtain books for which each family could provide a small amount. A community member, perhaps a literate mother, can be chosen to be the custodian of this little collection and hold story hours for children. This kind of programme can reach children who do not attend school as well as students. Teachers can also seek out members of the community who are able and willing to write stories for children based on local events and customs. These stories can become part of the community library.

Organizing teachers and assisting them to work with parents can be another component in the readership campaign.

Family/Community

The increasing number of children attending primary schools all over the world is testimony to the value that parents place on education for their children. Unfortunately, in developed and developing countries alike, parents all too often leave the education of their children totally to the schools, usually because they are not aware of things they can do to enhance the child's development in the first years of life, make school learning more effective, and encourage a positive attitude toward learning as a continuing process. An important part of a readership campaign can be educating parents about how they can help their children.

The role of the family in developing the reading habit has also been recognized by the Regional Centre for Book Promo-

tion in Latin America and the Caribbean (CERLAL). This agency is co-operating with a number of Latin American countries to undertake extensive research on factors that affect reading behaviour. They reason that since the dynamics and structure of the family are related to the development of the individual personality, and since the individual is conditioned by the system of family reactions, including values which in turn affect the growth of habits and attitudes, it is possible to assume that the habit of reading is also related to the characteristics and history of the child's family. They intend, then, to try to identify both positive and negative aspects of family life which have an influence on the future reading behaviour of the child.

A child's enjoyment of reading in the future can depend on whether he learned to read easily at the beginning. The degree to which the child has matured physically, socially, and mentally in the early years has a direct bearing on the ability to learn to read. Things that parents can do to enhance their child's general development during the first five years are summarized in the brochure 'Your Home Is Your Child's First School'²⁸.

The relationship between early childhood development and reading habits would certainly be an appropriate topic for radio and television programmes as part of a readership campaign. Radio particularly can be used to reach the largest audience possible. This part of a campaign would be a logical project for a woman's organization to sponsor. Perhaps the organization would be willing to sponsor the publication of brochures which can be distributed widely through schools and special projects for women as well as broadcasts.

Many development projects for women include demonstrations and information on how they can provide better care for their children. These programmes usually deal with nutrition, health care, and sanitation. Discussions about child development could easily be added. In programmes which include a literacy component, teachers and newly literate mothers could work together to write short stories, poems, and riddles which the mothers could read to their children, not only for the children's benefit but also to help the mothers practice their new literacy skills.

An article in the journal *Home Economics* described a functional literacy workshop conducted in Upper Volta. The reading materials prepared for the new literates during this workshop described through dialogue ways in which women could use their time more efficiently to achieve greater success in fulfilling their responsibilities²⁹. Such didactic materials could easily include messages about the importance of early childhood development and the role of the mother in encouraging reading.

UNICEF sponsors a Pre-School Centres programme which began in Nepal in 1975. It is now functioning in Sri Lanka, India and Peru also. In each village, the working mothers who want their children to be cared for at the Centre select a young woman to be in charge and each contributes a small amount towards her fee. In Nepal and India the fee is set locally through negotiations between the mothers and the young woman.

The pre-school centres (balwadis) are often attached to construction sites where the mothers work or in the villages. UNICEF provides the young women with three months of training when they learn about reading readiness activities they can undertake with the children and how to give some initial instruction in reading. They also prepare materials to use in the centre. In Nepal, each centre must register with the Nepal Children's Organization. After registration, the centre receives some government assistance, often a blackboard, to help carry out the programme³⁰.

Another innovation which may be worth duplicating in other countries comes from the Republic of Korea. There, the Saem Toh Sa Publishing Company has initiated publication of a magazine entitled *Mommy and Baby*, which is intended to be read by mothers to pre-school children. According to the editor, this has the advantage of including two levels of readers, mothers and children. The experience helps both mother and child develop their knowledge and emotions together, and the image of the mother reading provides a model for the child³¹.

After children have begun reading, there are other kinds of supporting activities which parents can undertake to encourage them to continue to read and to develop satisfaction through reading. These, too, can be promoted as part of a readership campaign.

While the presence of books in the home does not guarantee the formation of active readers, research has shown that, generally, good readers come from homes in which there are books and other reading materials. Even a small collection of books can provide a better atmosphere for reading. Other ways in which parents can encourage their children to read are by serving as models and reading themselves, offering praise for reading, and reading to the child. Through these practices, parents show that they think reading is a worthwhile activity.

The Philippines have adopted a parent-child reading plan, patterned after a programme that originated in Japan. In this plan children spend 20 minutes each day reading to their parents, usually the mothers. As with the magazine *Mommy and Baby*, the idea here is for the parents and children to share the pleasure of the story together. In addition, this plan provides an opportunity for illiterate parents to support their children's reading.

In his article 'Opportunities to Use Family Resources for Reading in Developing Countries in Southeast Asia', Yaakub bin Karim of the Ministry of Education in Malaysia points out that the frequent mismatch between the language taught in school and that spoken at home can raise a barrier to parent involvement in children's reading. The parents may not be proficient enough in the second language to help the child and the problem is compounded if they are illiterate. He suggests, however, that there may be other adults in the family such as aunts, uncles, and brothers and sisters, who have a higher level of education and can be of help³².

He suggests also that adults provide a reading environment in the home

'by buying reading materials, telling the children stories based on their own experiences, interacting with the children in a more relaxed and comfortable manner, or just encouraging them to use the school and public libraries more extensively. In very remote rural areas, where such facilities are not available, parents can motivate children by showing an interest in their school work. Parents should ask their children what they have learned in school and perhaps try to develop some form of related learning task for the children at home. The parents can give the children some time for study

rather than asking them to engage in tasks which are not related to the children's school work'.

Experience has shown that adults will continue to use their reading abilities if they find them helpful in conducting their daily lives and improving the quality of their lives. Children may also be motivated to read if their reading ability can be put to use for the benefit of their family and their community. Martha McSwain presents the example of Chioma, a Nigerian girl, who read the school notice to the mothers in her village to tell them when the health officers would come to administer an anti-measles vaccine to all preschool children. She read the newspapers to the mothers of her extended family, and the directions on how and when to administer medicine to their babies. She was also instrumental in helping her village produce more yams than any other in the entire division by reading aloud to the farmers the directions on how to use a bag of free fertilizer given by the government as part of the 'Feed the Nation' programme. She also helped her neighbours read their mail every Friday. McSwain points out that Chioma's 'reading skill was a resource for many in the community, and the gratitude of her neighbors was motivation for her continued learning'³³.

In some Latin American countries the task of writing down grandfather's stories is given to the children of the family who have some schooling. This is often done in the evening when the family is gathered together. These written stories are then shared with other members of the community who delight in reading them. Even though the readers have heard the stories many times, something is added when they are available in written form.

The community setting can also encourage increased reading among adults. Experiences gained from development projects of other types show that such projects are more successful if the inhabitants of the community have a voice in their development, planning and execution. The same can be true for readership promotion programmes.

The Korean village mini-library programme is a notable example of a project that spread because of the interest engendered among the people themselves. Though it was started by a dedicated individual who began carrying boxes of

books from village to village, it grew because the people were involved. The initial collection of books and a bookcase are provided for each interested village, but the village inhabitants must raise funds for the purchase of additional books to build their collection.

Similarly, Bangladesh has initiated a national book club under the leadership of the Unesco National Commission in that country. The club provides even the poorest with the chance to read more books by serving as a channel for the distribution of reading materials. The people themselves must be willing to contribute a small amount each to buy one new book a month.

Planners in some countries are now taking book exhibitions to rural communities. These exhibitions seem to be quite effective in stimulating reading interest. If such a programme is part of the larger readership campaign plan, rural communities can be invited via the mass media to submit a request for an exhibition to be held in their village so that it will have the fullest support and attendance when it is arranged.

Family and community attitudes towards reading do influence the amount of reading done by children and adults. The readership campaign plan should include components that will encourage more positive attitudes and more opportunities for reading within these two settings.

Mass Media

During the Conference on the Promotion of Reading in Africa, held in Yaoundé, Cameroun in June 1980, some of the participants requested that the effect of television viewing on reading habits be discussed. Interestingly enough, the participants most desirous of exploring this topic represented countries where television had not yet been introduced. They had heard claims from industrialized countries that television viewing interfered with the practice of regular reading, and wanted to know how they might keep this problem from occurring in their countries when television did become available.

There is a growing body of research, gathered in several countries, which indicates that where the reading habit is already established, television viewing will be done in addition

to, rather than in place of, reading. Investigators are also discovering that the presence of television in the home by itself does not necessarily diminish reading. Other factors such as a limited appreciation of what reading can be used for, lack of sufficient and suitable reading materials, and the attitudes and needs of the family also figure prominently in the choice of television watching over reading.

In late 1979 a representative sampling of school children in Nairobi, Kenya were surveyed about their reading habits through a questionnaire prepared by the Kenyan National Academy for the advancement of Arts and Sciences at the request of an ad hoc committee on a national readership campaign. A second questionnaire was used to collect information from parents and teachers with a focus on primary school children. The reason for collecting information from parents and teachers as well as children was 'to produce exploratory insights into the issues that relate to the encouragement of reading among young people just coming into the educational system³⁴.'

The results of this survey showed that a majority of the children had a predisposition to read for pleasure in their free time. Eighty-seven percent stated that they spent at least an hour a day reading for pleasure. When asked why they did not spend more time reading, the most frequently expressed answer was lack of library facilities, closely followed by lack of time and lack of money for books. A lack of interest was the reason cited least frequently.

It was also found, however, that more than two-fifths of the households in the survey had TV sets and that 44% of those watching TV did so for more than three hours a day. Most of the children in this survey came from middle class homes and had parents who believed in encouraging reading. However, the survey revealed that these parents had a strong inclination to place the major responsibility for encouraging reading on the schools. While there was a need for more reading material and more libraries, the surveyors concluded that there was also an attitudinal dimension involved in developing the reading habit. The parents needed to acknowledge the necessity for them to co-operate with the school to increase their children's reading. The report cautioned that 'with the growth of TV watching in

the home, the dichotomy of reading in school and not reading at home will only increase unless that shared role is emphasized'.

The August 1981 issue of *Parapara*, a journal of children's literature for Latin America, was devoted entirely to the topic of television and reading³⁵. The first article entitled 'Television, Learning, and Reading', described a study undertaken by the staff of a small library, San Jose de la Urbina, located in the densely populated, low socio-economic area of Petara on the edge of Caracas, Venezuela. Sixty children between the ages of 6 and 14 who were regular users of this library were interviewed. It was found that the majority of the children spent approximately four hours a day watching television. Many of the parents were absent from home a large part of the day. When they were home, they preferred to have their children with them. The mothers especially were more content when their children were watching television and not playing in the streets. For them, it was a choice of the lesser of two evils. They did indicate, though, that when possible they preferred that their children go to the library or take part in directed sports activities.

In another article in that issue of *Parapara* a librarian from a middle class neighborhood in Caracas maintained that when children are left in the care of someone other than their mother, television is the main recreational vehicle used to entertain them. In addition, many mothers told their children to watch television and did not spend time telling them stories, looking at books with them, or encouraging them to make up their own stories.

S. Gopinathan has cited the 'habitat factor' as one of the reasons for the popularity of television in Singapore³⁶. He points out that 70% of Singaporeans live in apartment blocks averaging 20 stories. It is difficult for parents to provide their children with opportunities for play and to supervise these activities. Consequently, television is often used as a substitute for outside activities. In addition, television viewing is a family oriented activity in Singapore and television is regarded as a responsible medium. Programmes and commercials are censored and television is used by the government for educational and information purposes.

Obviously, there are social factors that make television viewing an important part of home life in some countries which takes up a substantial portion of family time. How then can this medium be used to enhance the reading habit rather than interfere with it? As the Kenyan study suggested, the role of the parents is important. Parents can be helped to understand both the potential benefits *and* the potential deleterious effects of television on their children. Nicholas Criscuolo has cited the following positive and negative aspects of television in the brochure 'You Can Use Television to Stimulate Your Child's Reading Habits' published by the International Reading Association:³⁷

Television is relaxing and amusing.

Television is a distraction from stress and busy daily activities.

Television can help to enlarge the child's vocabulary and background of experiences.

Television characters can help the child relate to someone who is making a worthwhile contribution to our world.

Careful television watching and listening can sharpen visual powers and strengthen good listening habits.

Many television programmes and books contain some common elements: conversation, character development, setting (time and place), plot.

On the other hand

Television can limit the use of language.

Television may reduce the child's ability to think critically.

Unrestricted television viewing can create problems since the content of some television shows is unsuitable for youngsters.

The San Jose de la Urbina study discovered that the parents exercised little control over what their children watched. It also indicated that though the children did not think they learned much from television, they did in fact pick up a great deal of information through this medium. Unfortunately, they were not helped to view television critically. It was disquieting to the investigators that the majority of the children 'accepted television without any critical spirit, without analysis, in silence, and almost total apathy, and they received more or less unconsciously all which was presented to them with a great ultimate confusion of ideas'.

In addition to helping parents understand the effects of television, they can be encouraged to limit the amount of time their children watch it and to help them learn to choose programmes with care. Discussing the content of television programmes is also helpful. Parents can help even young children distinguish between what is real and what is imaginary. They can encourage older children to seek out more information in books and magazines on a topic that interested them on television. If there is little money to purchase reading materials, parents can take their children to the library if there is one available. It is increasingly apparent that parents are not aware of the many ways they can help their children with regard to television and reading. Informing them and encouraging them to do so can be an important part of a readership promotion campaign.

Another way television can be used to promote reading is through broadcast of programmes based on books. In the United States, the increase in sales of books that were serialized on television has been well documented. Gopinathan points to the same effect in Singapore for readers of both English and Chinese. Similarly, the children in the San Jose de la Urbina Library study said that they managed to save what little money they had to buy comic books and magazines about their television heroes. And when a series of television programmes based on a book series was broadcast, these books were extremely popular at the library during the weeks the programmes appeared.

Gopinathan suggests further that an analysis of studies on the television programmes preferred by children might yield information useful to publishers in selecting and writing stories for children. In Singapore it was found that the preference of pupils in the Chinese stream for certain types of television programmes matched well with the types of book they read. In planning additional book-based television programmes, it would also be helpful to pay attention to the books that are already available to children to strengthen the link between television and reading.

A co-ordinating committee for readership promotion can play an important role in building this link by making sure that the programmes are well publicized through radio and televi-

sion, and in newspapers. Announcements should include information on where the book can be obtained and mention other books by the same author or of the same type.

Schools can also help. The readership promotion committee should make sure that teachers are well informed about television programmes that can lead to further reading. Teachers in turn can notify parents that these programmes will be available and encourage them to have their children watch. They can also suggest that their pupils read other types of related material after the programmes have been shown.

In his book *Television and the Classroom Reading Program*, George Becker suggests that teachers make a special effort to recognize the television interests of their students by preparing reading and writing activities and materials for use in the classroom that are related to television viewing³⁸. He proposes, for instance, that students be asked to write a summary of their favourite programmes and compare this with the summary in the TV guide. Students can be encouraged to write to television stations to express their opinions about the TV programmes that they watch. Classroom discussions about popular TV programmes can help students view television critically and develop an understanding of how television and reading can be complementary for enjoyment and informational purposes, rather than mutually exclusive.

Countries which use television for classroom instruction have a special opportunity to make use of this medium to promote reading. A lively reading of a children's book, perhaps by the author, or a dramatization by children of a popular story can be broadcast as part of the reading lesson to make books come alive for children. Teachers can help plan these programmes by submitting titles of books their pupils like.

The National Library of Singapore has extensive reading promotion activities for children in its main building and branches. These activities include storytelling, book talks, dramatizations, and special school-holiday activities, among others. Occasionally, these library activities are televised to reach out to children who are not able to participate directly.

Publishers might follow the example of IKAPI, the Indonesian Publishers Association. This organization arranges televi-

sion programmes to discuss problems pertaining to the world of books in general and to national books in particular.

In most developing countries radio is more widespread than television. It can reach more people and poorer communities that are distant from urban centres. Radio can be used to promote visits to bookstores and libraries, to publicize schedules for mobile library vans and encourage their use, and to broadcast slogans or discussions that stimulate people's awareness of the importance of reading. National authors can be interviewed about their lives and their reasons for writing to develop greater interest in locally published materials. As with television, radio programmes can be based on books.

The Ghana Book Development Council has found radio very effective in stimulating children's reading. The GBDC sponsors a radio programme every Sunday morning called 'What Do You Know?' Children are asked if they have read certain books and the books are described. The children rush to buy the books that are mentioned, giving substantial evidence of the success of this programme. Similarly, the Ministry of Education in Thailand uses both radio and television to recommend good books to children.

The Instituto Centroamericano de Extension de la Cultura, based in Costa Rica, uses radio creatively to influence farmers to continue employing their reading and writing abilities. This institution sponsors a radio programme which answers questions submitted by farmers in writing. Each year it publishes an almanac entitled *Escuela para Todos* (School for All) which is distributed throughout Central America³⁹. The almanac contains articles on topics in which the farmers have expressed interest as well as information helpful for farming. This publication not only helps to meet the real need of farmers but also engages them strongly in the psychological sense because they have provided ideas for the content.

Research data such as that gathered by the Institute of Philippine Culture in 1980 can help determine more precise applications of radio and TV broadcasting to promote reading within specific contexts⁶. This survey of reading habits included questions on the amount of time per day people listened to radio or watched television, when these media sources were used, and for what purposes. The same kinds of question were

asked about the reading of newspapers, magazines, comics and books. A preliminary analysis showed an emergent pattern of use of print and non-print media alike. It was found that 'newspapers are usually read in the mornings, comics and magazines in the afternoon, and books, if opened at all, in the evenings'. Radio listening was most often done in the mornings and television viewing in the evenings. The main purpose for radio listening was to gain information. Television was viewed for its entertainment value. The investigators concluded that the print media sources were used as an extension of the non-print media sources in that newspapers were reported as the best reading material to gain information, and comics and magazines the best sources for pleasure and entertainment. The purposes of book reading were extremely limited, being mainly to acquire knowledge. It also became apparent that many of the respondents considered reading more appropriate for younger persons and for the elite.

The researchers recommended that ways be found to build 'mechanisms which will make reading serve more multiple functions than simply a tool for school, an extension of television, an intellectual meat for the elite'. Their suggestions might also have included the recommendation to concentrate readership promotion efforts via the broadcast media during those times when people were known to make use of radio and television, based on the findings of the survey.

Newspapers can also be used to promote reading. First, as the least expensive and most widely distributed form of reading material, they are in themselves a useful means to make continued reading possible. When they are distributed free of charge to rural areas, as is the case in Thailand and Indonesia to name just two countries, they can be even more effective.

Second, in many countries they are already used to inform people about the publication of new books and to present interviews of national authors. This practice can be increased.

Third, special newspaper pages for children can be published. In Sri Lanka an entire newspaper for children, 'Mihira', is issued weekly and distributed throughout the country through a network of 1,000 newsagents¹⁴. Recently the Associated Newspapers of Ceylon Ltd., the largest group of newspapers in that country, began co-operating with the Education Department to

distribute also the Sinhala journal *Nuwana*, published by the Education Department as a supplement to 'Mihira' to disseminate knowledge about new areas of learning to a wider audience of students. This additional use of the newsagent network has increased the circulation of the journal from between 3,000 and 4,000 copies to 137,000 copies with the possibility of doubling this number. The head of the newspaper group has suggested that the newsagents network might also be harnessed to distribute selected books to rural areas where bookstores are non-existent and libraries inadequate.

The mass media can indeed be effective means for increasing reading. These are just a few ideas about ways in which they can be used for a readership promotion campaign.

Business/Service Organizations

The enhancement of economic development is one of the reasons frequently cited for conducting literacy campaigns in developing countries. The growing needs of industry for a larger pool of literate employees has been a significant factor for some governments in making a decision to support literacy programmes. The idea of functionalizing literacy is most often mentioned in connection with literacy programmes for rural dwellers. The government of Algeria recognized the importance of this concept for industrial workers as well. According to Bouzid Hammiche, 'if functional literacy is defined by its methodological characteristics, in that, taught while actually at work, a man studies and learns in his own concrete environment and is enabled to improve his working capacity, we can say that in Algeria the choice is for this method⁴⁰. Within this framework Algerian business enterprises were required to provide for literacy teaching on their premises. Their contribution was to include space for the classes, time off for their workers, and partial payment of the expenses. Many employers in Kenya allow their employees time off to attend literacy classes.

No doubt all countries could cite numerous instances in which literacy has benefited business and industry. Yet as communication continues to increase among all countries, and as more countries become interested in and are able to make

use of advanced technologies, basic literacy, if retained, is soon likely to be insufficient for the needs of the business sector. In his paper 'Reading: Why Industry Cares and What One Company Is Doing About It', Robert F. Lauterborn of the International Paper Company presented case after case where U.S. industries experienced significant financial losses, sometimes mounting to millions of dollars through accident or damage to equipment, because their employees could not read adequately⁴¹. Many of these companies responded to the problem by establishing reading improvement courses on site at their own expense.

It should not, therefore, be difficult to convince business leaders that promoting the reading habit is an appropriate effort in which they can participate. An invitation to be involved might be enough.

Panama provides an example in which business has not waited for an invitation but has taken its own initiative to encourage increased reading. The Junior Chamber of Commerce there has offered to furnish the building materials and the initial collection of books to establish a library in each of the 19 districts of Panama City provided that the people in each district are willing to build their own building and commit themselves to continue increasing the collection of materials from their own resources. The Junior Chamber of Commerce also sponsors a half-hour weekly radio programme, part of which is devoted to encouraging parents to read to their children and buy books for them. It uses its billboard for similar public service messages. A general campaign to promote the reading habit could considerably enhance such independent initiatives.

There are many ways in which business representatives can help in a campaign. Abul Hasan has pointed out how the involvement of business in the programmes of a National Book Development Council can ease the financial constraints that interfere with the development of national publishing. He states, 'The representatives of the book industry sitting on the council along with the officials from the ministries of education, finance, commerce and industry, can educate financiers about the complexity of the book business and join forces to prepare schemes which would meet the special financial needs of at

least small publishers and booksellers⁴. He goes on to show how the Indian Book Development Board was able to get substantial tax relief and improved credit arrangements for publishers.

Businesses can also help ease the lack of sufficient reading materials so essential to the development of the reading habit. They can be encouraged to start a newsletter for their employees which is written at a level that can be read by new literates, if necessary, in more than one language. Where local libraries are in short supply, they can set aside space for a small lending library on their own premises for their employees. The collection can include newspapers and magazines, and a small selection of books of varying difficulty. They can encourage the initiation of an employees' book club that could be company supported or financed by interested employees. The company newsletter can regularly include information on new additions to the collection and discussion of their contents. Industries which employ large numbers of women might follow Italy's example and establish small libraries of children's books which mothers can borrow to read to their children. Similarly, the Metropolitan Bank in Bangkok sponsors a library programme for its clients' children.

Business leaders can also be involved in general promotion of the reading habit. Statements by well-known and regarded members of the business community about the value of reading to business, to the country, and to them personally can be aired on radio and television and included in newspapers. Their co-operation in hanging posters to promote reading in places of business, industrial plants, banks, etc., can also be valuable. They can invite national authors to speak at business luncheons to support the national publishing industry and encourage writing for local audiences. Of course the possibility of financial support from this sector should not be forgotten.

Service organizations likewise should be invited to contribute to readership promotion efforts. Their interest has already appeared in some places and should be encouraged to continue. For instance, the Indian Reading Association, a professional organization for educators, has gained the support of the Lions Club to open reading rooms for young people. These facilities are intended to encourage increased reading and to develop good reading tastes. Publishers have helped to establish the

reading rooms by donating materials. The Lions Club is giving 40 rupees per month for each reading room to continue their development. In turn, the Lions Club has asked for the advice and assistance of the Indian Reading Association to help them establish reading rooms in other locations.

In recent years, Rotary International commissioned an article on literacy written by a Swedish member of that organization who is also a reading specialist. This same expert, Eve Malmquist, has now received funds from Rotary International to gather much more extensive information from several countries on the status of literacy. The report will be published in the near future in book form, and will include information on how the reading habit is encouraged.

In Thailand, both Lions Clubs and Rotary Clubs are encouraged to have 'Rotating Book Boxes' as part of their activities. They have also been asked to help start home libraries for individuals. The leaders of the Malaysian Readership Promotion Campaign are requesting assistance from the Lions Club for their programmes.

Organizations for young people such as the Boy Scouts and Girl Guides can also participate directly in a readership campaign. Scout leaders can schedule discussion periods to consider the value of lifelong learning through reading as an aid to the development of citizenship and the benefit of the family, community and country. Scouting organizations might sponsor regional or national essay contests on reading. A new merit badge related to reading can be instituted. This badge could be earned for a certain number of hours devoted to reading to young children, the sick, the illiterate or the elderly, or for providing volunteer time in school or public libraries. Each local scout group can establish a small library consisting of books that the young people suggest and which support the values promoted by the organization. Special projects or fund-raising events can be carried out to purchase the books.

If camping experiences are available to the scouts, camp managers might consider adding a component somewhat in the style of the 'Camps for Young Readers' conducted in Hungary and other Eastern European countries⁴². These camps, conducted for young people ages 10 to 25, are based on the concept of reading as a means of developing thinking, interpreting the

world, and shaping the future. About 100 camps are organized each year with 40 to 50 young people invited to participate in each.

A camp period lasts 10 to 12 days. Discussions begin with individual and common problems of young people and then move on to consider the individual's place in the community and the world. The campers are encouraged to discuss what they read and to form and argue for opinions. In addition to reading, they participate in activities and discussion on fine arts, theatre, music and science. The intention is to provide a milieu that helps the unfolding of the personality as well as the discovery of the worth of community participation and development.

General Publicity

The foregoing sections of this book have described activities that can be undertaken with specific groups. The focus of this section will be on efforts aimed at the general public.

An annual Book Fair is ideal for drawing attention to books and reading, increasing awareness of the reading resources that are available, and developing greater interest in the works of indigenous authors. If there has not been a Book Fair in the country, it could be included in the readership campaign plan. Publishers from neighbouring countries might be invited to exhibit to increase the attractiveness and scope of the Fair. Publicity about the event should start several weeks in advance. The mass media should be used extensively and notices should be sent to schools, libraries, universities, professional and service organizations, the business community. Colourful posters should be prepared and distributed widely throughout the city and suburbs, and in nearby towns. If children's books are included in the exhibit, this should be clearly stated in the announcements and parents encouraged to bring their children. It should be emphasized that *everyone* is welcome.

If a Book Fair is already held, ways to increase attendance should be found. Is it well known that books purchased at the Fair can be had at a discount? Are the displays well organized and attractive? The help of a marketing expert might be sought to plan ways of increasing the effectiveness and amount of publicity. If the Fair has taken place only in the national

capital, a smaller version might be mounted in provincial and district capitals throughout the country as part of the readership campaign.

Most people, regardless of their educational level, know little about how books are made. The Book Fair might include a pictorial display of the steps involved in producing a book. It should not be too technical and should use photographs or clear drawings with short captions. The display might include actual materials in different stages of production, beginning with a manuscript submitted by an author.

In some countries, a Book Fair is one part of a National Book Week which includes a full programme of book and reading related events. Ghana and Singapore are two of these countries.

The Ghana Book Development Council has found their Book Week to be a good opportunity to accomplish a number of things at once⁵. The Book Fair itself promotes publishing, distribution and the benefits of reading. The mass media are used at this time also to promote publishing, reading, and the use of libraries. During the week, all sectors of the book industry meet to assess their performance of the past year, share ideas, and plan strategies for the future. Competitions are held of writing, illustration, and book design. The Ghana Association of Writers and the National Association of Writers sponsor a night for writers of prose and poetry. The climax of Book Week is a well publicized banquet during which distinguished Ghanaian authors are honoured in cash and citation 'to demonstrate the nation's appreciation of intellectual effort, its endorsement of indigenous writing and the excellence of life which creativity transmits to the people'. The importance of reading for children is emphasized throughout the week.

In Singapore book week is conducted under the title Festival of Books⁴³. The National Book Development Council of Singapore and the National Library have collaborated closely in planning these events. The programme has grown so extensive and complex that recently a limited company called the Festival of Books Singapore Pte, Ltd., was incorporated to run the Festival and Book Fair.

Programmes have included costume and poster competitions, and storytelling for younger children as well as special

events for teenagers and adults. A screening of films based on books was particularly popular. The occasional attendance of well-known authors has also had great impact and will in future be a regular part of the Festival. Seminars and training courses for book personnel are sometimes held. In 1981 a Regional Seminar on the Promotion of the Reading Habit was conducted. The Book Fair organizers have encouraged exhibitors to plan programmes of their own. The success of the Festival and Book Fair is attributed to well-planned publicity from the early stages. In addition to free publicity in the mass media, attention is sustained during the week through paid advertisements in all local dailies. For 1982 a National Reading Month was held from mid-August until the time of the Festival. It was aimed mainly at parents and teachers of pre-primary children in kindergartens and day care centres.

A Book Fair or National Book Week can be a good setting for launching a national readership campaign. Or it can be launched a few weeks ahead and other kinds of activities conducted in the interim to build momentum and make a strong impression. The following are additional suggestions for general publicity.

Use radio and television to show the complementarity between the oral tradition and written language. Show how books are a means for preserving and developing a culture. Arrange for occasional book sections or regular book columns in local newspapers. Conduct a campaign to urge giving books as gifts.

Organize a conference on the promotion of reading which is open to the public. During the conference, give prizes to the winners of reading contests and essay contests on the value of reading. The conference can also include a report on the national attitude toward reading.

Prepare give-away items that can be distributed during special reading events—items such as bookmarks, buttons, T-shirts and balloons. Devise a bookmotif and slogan that can be the symbol of the readership campaign and be used on postage stamps, posters and other publicity materials.

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