

READ

THE ADULT LITERACY & LITERATURE MAGAZINE

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INTERNATIONAL
BOOK YEAR
AROUND THE WORLD

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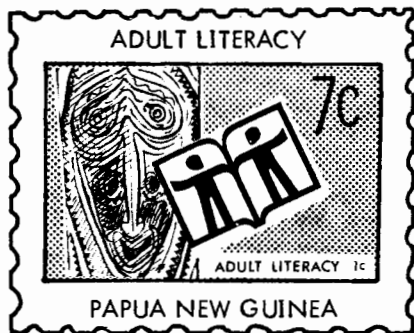
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A LITERACY STAMP
FOR PAPUA NEW GUINEA?



"There are 750 million adult illiterates in the world, approximately half of all the men and women over 15 years of age."

World population shows an average increase of 28.3% in 10 years but new literates are not increasing at this rate. Papua New Guinea, a developing country with its own problems of illiteracy, could well lead the world in a new venture to help combat these rising illiteracy figures

New Zealand issues a set of Health stamps annually. Switzerland produces stamps to help their children and environment. Finland has had a stamp to provide funds for the Red Cross and the Philippines for T.B. These stamps are bought for the current postage rate plus a small extra that goes to the particular cause named on the stamp. Can Papua New Guinea produce an annual issue of literacy stamps?

We suggest 2 alternatives. Firstly there could be an issue of an 8c, 11c and 26c stamp. Each meets a common current postage rate plus 1c that would go to Adult Literacy. However, there may be opposition to such a scheme on the grounds that this may confuse nationals, especially in rural areas. Therefore the second suggestion is that it may be more practical for the Department of Posts and Telegraphs and the Administration to cover the 1c surcharge for literacy. Ultimately it would prove a good investment for the Post Office. The more literates - the more letters - the more revenue for the Department. The issue would then be for a 7c stamp, the current domestic letter rate, and a 10c or 25c

for overseas postage. Small print would indicate that 1c will be designated for literacy.

As people in Papua New Guinea and thousands of Philatelists around the world bought the Literacy issue they would become involved in the fight for literacy in this country. As overseas people received the stamps they would see that Papua New Guinea was doing something unique to help meet their problem.

Five years ago Papua New Guinea issued a series of commemorative stamps dedicated to Higher Education, then in its infancy. At least this highlighted the need for more attention to be focussed in that direction.

Now we are asking that the spotlight be turned onto one of its greatest basic needs - adult education.

Papua New Guinea never fails to issue commemoratives in honour of the South Pacific Games. It remembers Human Rights year, and even the International Hydrological Decade when it could boast of only one hydro power station of any consequence!

Now in this International Book Year we are asking for not only commemoration but also a tangible token of a genuine concern for Papua New Guinea's illiterate masses

If Papua New Guinea, the new nation, could lead the world in an annual issue of literacy stamps, it could be justly proud of itself.



I consider the struggle against illiteracy to be the most imperative and the most inspiring task of our present generation.

Director General to Unesco.



Only when a group of people is taught to read for themselves can there be any lasting good from a programme of aid. Remember this: all knowledge, all pleasure, all inspiration is recorded in the written languages of the world. Every aid to the human mind is available to those who can read.

Dr. Frank C. Laubach



BOOKS FOR ALL!

by Rene Maheu

Director-General of Unesco

As we embark on the year 1972 which has been unanimously proclaimed International Book Year by Unesco's General Conference, I invite all the countries of the world to join in this great venture, each according to its resources and needs, and to adopt the Year's slogan "Books for All".

For thousands of years the written word and for centuries the printed word have played a vital role in the preservation and transmission of knowledge. They have been man's most effective ally in fashioning his thought and in his conquest of freedom. Even if certain cultures have been founded on communication by word and gesture these cultures can no longer hope to survive or indeed develop in the modern world without recourse to the written word.

The book is the most dependable and the most convenient instrument of communication ever devised by man. With the book the human mind for the first time was able to conquer time and then space. In the past quarter of a century we have witnessed the development of the book as one of the means of mass communication and we must not fail to recognize the role and place of the book in the service of the new spirit of community that the mass media have made possible.

There exists in the world today a tremendous need for reading. So great is this need that for large portions of the world's population one can speak of a veritable "book famine". Yet while the technical revolution that has taken place in the production and distribution of books has made it possible to place on the market an ever-increasing number of relatively inexpensive, good quality books, the developing countries are suffering from a scarcity of books that is becoming more acute as educational opportunities grow.

The developing countries at present produce no more than one-fifth of the total number of books published in the world so they must rely on book imports from abroad to help meet at least part of their needs. In the long run their full requirements can only be met by setting up their own national publishing industries.

Unesco's world programme for the promotion of books aims specifically to redress this serious imbalance between the developed and the developing countries. But the

problem is not only one of quantity.

It is equally or more important that the book--the unparalleled instrument for setting down man's wisdom and knowledge--promote individual fulfilment and social progress; that it give all persons a chance to appreciate the best that the human mind has to offer the world over; and that it serve to create a better understanding between peoples as a necessary step toward a true and lasting peace.

Even in countries with a thriving publishing industry, the book has by no means as yet become an integral part of everyone's life. These countries have no problem of getting the book to the reader, thanks to their extensive distribution systems and outlets. More often than not, the real problem for many of them now (though it varies considerably from country to country) is how to get the reader to the book. This is borne out by the high percentage of non-readers revealed by recent surveys.

Has the time not come for a full re-appraisal of the problems of publishing so that electronic and audiovisual techniques, which are exerting a growing influence on books, may be placed at the service of the publishing world? Since the book can no longer be isolated from the other major information media, should we not now re-examine its role in society?

These are the types of problems the world community is invited to ponder during International Book Year so that solutions may be worked out with the help of course of public authorities but also with that of all types of institutions whether they be regional, national or international as well as private individuals.

If International Book Year must be, above all, a national effort within each country aimed at mobilizing energies and resources and sparking off concrete initiatives, it must also be a vast movement of international co-operation.

In view of the immense needs of the developing countries, governments and bodies administering bilateral or multilateral aid programmes should make available to these countries the necessary technical and financial assistance to promote national book production and distribution.

During International Book Year, a preponderant role will naturally be played by the organizations grouping the professional members of the book world--such as the authors, publishers, librarians and booksellers--who have been closely associated with the launching of International Book Year and who have further demonstrated their co-operative spirit by adopting a common "Charter of the Book".

But International Book Year is above all the concern of the millions of ordinary people for whom reading books is part of their daily occupation, or a means of personal enlightenment or a source of escape and reverie--in a word, inseparable from happiness and the dignity of living.

Let us all work and act together to make "Books for All" a reality for all.

--The Unesco Courier, January 1972



SUCCESSFUL DISTRIBUTION WORKSHOP

What are the most effective means for book distribution in Papua New Guinea?

At a three day workshop in April representatives from 13 mission organizations sought after answers to this problem. Rev. Kevin Engel, for many years director of the Central Tanganyika Press in Tanzania was the instructor.

Not only has Rev. Engel wide experience in literature distribution work but also he possesses an infectious enthusiasm for the subject which he is able to pass on to his listeners.



DELEGATES
AT WORKSHOP

Top Row:

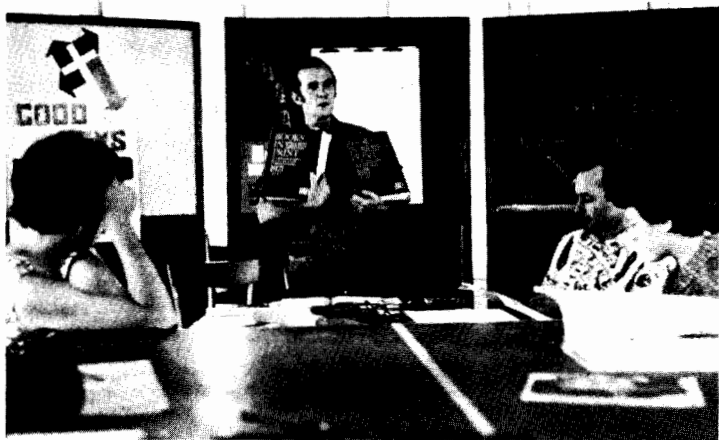
M. Heirdon, Fr. teMaarsen,
D. Gurumang, P. Roe,
R. Ellis, Rev. R. Reeson,
A. Richart, S. Siddy

Bottom Row:

Rev. K. Engel, D. Verhecken,
Mrs. W. White,
R. Gwyther-Jones,
R. Simpson, A. Fry

The literature distribution workshop organized by K.P.I. at the request of the Christian Publishers Association was held in Madang in May. It was attended by missionaries from many parts of the country both Protestant and Roman Catholic.

All aspects of distribution were dealt with in general terms with specific illustrations being drawn from Rev. Engel's experience in Africa. Discussions followed with all participants adding to the dialogue from their own experiences.



Amongst specific subjects dealt with were: management, staff training, advertising, display and window dressing, cataloguing, ordering, stock control pricing, and selling techniques in urban and rural situations.

There are many skeptics, I confess I was one, who just don't believe it is possible to sell books (in substantial numbers at least) to nationals in Papua New Guinea. Kevin Engel helped to change the opinion of several of us.

Faced with a similar dilemma that faces us in this country--low literacy rate, poor economy, no developed reading habit, difficult communications and the high cost of production--the Central Tanganyika Press and other publishers got together in conference to jointly promote literature. The dramatic increase in book sales in East Africa is evidence of their success. The secrets of that success were the subjects dealt with in the Madang workshop.

The need to devote time and energy in promoting the product of our labours was continually emphasised. Both publisher and bookseller should not expect books to sell themselves without intensive market research, up-to-date selling methods and a genuine concern for the reader. It is wrong to sell the wrong type of book to a person simply to improve sales statistics. On the other hand it is equally improper to operate a book distribution system so inefficiently that a person has difficulty in obtaining literature. Most of the participants at the workshop admitted inefficiency for one reason or another. Now, armed with the experience of Kevin Engel and their fellow participants we can expect to see a renewed vigour in the personal and cooperative efforts of at least a handful of literature workers in this country.

- Roy Gwyther-Jones

letters to the editor

TOO MUCH, TOO EARLY

Your commentator (Roy G-J) on Political Education (P.22, Read, April 1972) suggests that with self government looming and independence close behind, the political education project in Goroka area may be another case of "too little, too late."

How does one assess what is too little or too much, and what is correct timing? Educators have introduced us to the concept of "readiness for learning", dependent on both maturation and experience, including education. At what point are Papua New Guineans now in terms of readiness for political learning?

A University student once described his course there as like trying to drink from a firehose. Are the abstract concepts like democracy, independence and unity, and subsidiary concepts like one vote one value, equality of opportunity and freedom of choice rather like the gush of water from the firehose, just too much at this time? Are Papua New Guineans at present really more concerned with practical issues of education, a viable economy and a comfortable life? Could the very richness of ideas result in tuning out, disregard of good but difficult ideas, and the creation of a negative attitude towards both mentors and ideas.

As Helen Marten remarks on P. 19 of the same issue of Read, retention of material is inversely proportional to the number of different ideas in the material. Let us ask first whether the audience has the maturation and experience to grasp the concepts, and then proceed accordingly. I suspect that we may find "too much, too early" more apt than "too little, too late" when examining many of the crash programs so popular of late in Papua New Guinea.

- Psi., Port Moresby

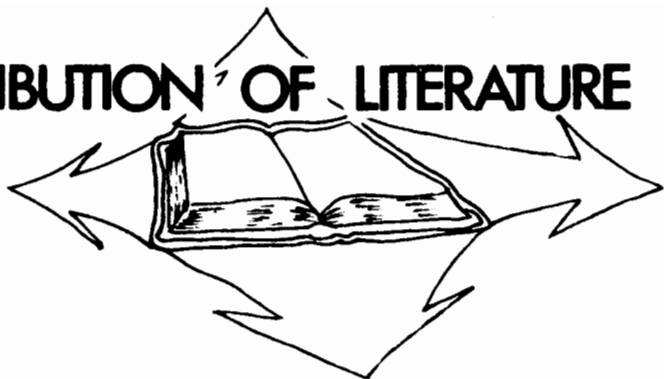
Dear Sir,

Conrad Hurd has done it again! "On Joining the Cassette Set" was like a breath of fresh air and an incentive to find the finance to try what my own limited observation suggests is a wonderful literacy aid. Last year some men who said they could not read had a great time following some stories from "Acts" on a little cassette player. These were supplied to us through Gospel Recordings in Sydney. The only thing not to do is use C120's because they are not foolproof and there's only one thing worse than a twisted or broken tape---that's a cassette in a similar predicament!

- Keith Ludgater



DISTRIBUTION OF LITERATURE



WOODLARK ISLAND (MUYUW)

The first mistake we made in distribution of vernacular literature in the Woodlark area was in expecting people to buy secular books. Now we realise that it is not part of the culture of the people to buy books to be read for interest or pleasure or even knowledge. We should have put the books in libraries or given them away free.

Vernacular hymn books and Scriptures are part of the Woodlark culture, so people will spend money to buy them. The Woodlark people have had some parts of the Scriptures, at least in the local lingua-franca for over 50 years. Hymn singing has also become a part of their culture through long contact with the Christian church. They will use their hymn books for evening entertainment as well as for Sunday worship meetings. Singing is and has always been important in their everyday life. There were also reasonable sales for "How the Jews Lived", probably because it is so closely linked with Scripture.

Another interesting feature is that desire for a book is stimulated by the knowledge that a person can read it. Few will buy a primer in order to work on it. If people work on class copies they will often want to buy a primer after they have completed it. People are more likely to want single books of Scripture after they have been reading them in classes. Single books of Scripture often sell well initially, but once sales decline they soon cease permanently. However for hymn books and well bound New Testaments and Bibles there is a continuing demand.

- David and Daphne Lithgow
S.I.L.
Papua New Guinea

BOUGAINVILLE ISLAND (BUIN)

The Buins number 8,000-10,000 (inclusive of dialects). The only literacy done by us was early trial classes with illiterates in order to test and adjust the alphabet. Then later there was a class with literates and semi-literates to further test reactions to the alphabet chosen.

In May 1971 four secular titles were printed: "How the Jews Lived" at 30¢ publication cost; "The Story of Transport" at 25¢ ; "People of Papua and New Guinea" at 50¢ ; and "Buin Stories" at 20¢ publication cost, totalling 950 booklets.

The last title aroused the most interest, probably due to the very familiar Buin illustrations.

For the first 8 months books were sold at publication costs, then all were sold at 20 so that school children wouldn't be choosing a title on the basis of its price. (On another occasion I would prefer to average the publication cost of several books and add a few cents to help towards cost of distribution. Where transport was involved, costs averaged \$15 per 100 books sold.)

Distribution was as follows:

To language helpers	12
In villages - by Buins	15
- by me	10
In Buin town and market	247
To Buins in Lae	14
(Trainee nurses, soldiers, Institute of Higher Technology students)	
To or through teachers at government and mission schools	243
Total	<u>541</u>

290 have also been distributed to teachers and I estimate that 2/3 of these would already be sold.

The above channels of distribution have not been exhausted by any means.

- Margie Griffin
S.I.L.
Papua New Guinea

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"People are the common denominator of process. So...no improvement is possible with unimproved people, and advance is certain when people are liberated and educated. It would be wrong to discuss the importance of roads, railroads, power plants, mills, and the other familiar furniture of economic development....But we are coming to realize... that there is a certain sterility in economic monuments that stand alone in a sea of illiteracy. Conquest of illiteracy comes first.

John K. Galbraith, 1964.



600 MILLION NEW LITERATES

A crucial point has been reached in the massive world effort to wipe out illiteracy, according to the latest information received by Unesco.

Some of the updated statistics covering the last two decades look like light at the end of the tunnel. They show that:

- round the world, the number of people who can read and write has risen by 600 million since 1950, the rate of increase keeping ahead of the rate of population growth;
- in the regions with the greatest illiteracy--Africa and the Arab States, Asia and Latin America--illiteracy rates have dropped over the past ten years;
- the tide is turning in Latin America, where the percentage of illiterates has been cut by more than a quarter to 23.6 per cent and where, for the first time and against the world trend, the absolute number of illiterates has been reduced;
- despite the rise in population, the number of illiterates rose marginally less than had been predicted.

But world figures, also serve several warnings. The estimates reveal:

- a staggering total number of illiterates in the world--even counting the reduction on the predicted rise: 783 million instead of 810 million;
- in Africa and the Arab States the drop in illiteracy rates still leaves 73.7 per cent of the adult population unable to read and write;
- even on the most optimistic projections, the number of illiterates in 30 years is not likely to be less than 650 million or about 15 per cent, so the problem of illiteracy may not be solved this century.

Replies to a questionnaire sent to Unesco Member States make the perspective clearer and tend to confirm hopes that at last the right approach to the problem has been taken on a world scale. According to the Unesco statistics, the proportion of illiterates

in the world--not far short of 50 per cent in 1950 and still 40 per cent in 1960--is now down to 34.3 per cent.

The 73.7 per cent illiteracy rate in Africa and the Arab States and the 46.8 per cent rate in Asia still represent a gigantic task, but in ten years Latin America has cut its rate from 32.5 per cent to 23.6 per cent, demonstrating what can happen when the two-pronged attack through primary education and adult literacy instruction begins to break through.

For in 1957, Latin American countries launched a continental "major project" to extend primary education and, in ten years, increased enrolments by 35 million children. Adult literacy programmes on the continent, such as Colombia's famous "Radio Schools of Sutatenza" have also been in operation for some years and are gaining impetus.

In Asia and Africa, however, relatively newly independent countries have only begun to tackle the problem of providing primary education, let alone adult literacy teaching.

Replies to Unesco's questionnaire show that literacy and adult education are now widely regarded as integral parts of social and economic development. Roughly half the countries with a literacy problem take this view, and have included literacy in their national development plans. Allied to this is an increasing acceptance of the "functional literacy" approach promoted by Unesco: literacy teaching that gears reading, writing and arithmetic to daily life and work, with literacy and job training combined as part of industrial and agricultural development projects.

After a long count-down, Unesco-assisted projects under the Experimental World Literacy Programme are just beginning to have a measurable effect, the most advanced Projects now having reached the expansion stage: in India, 64,800 adults are being taught, in Iran, 55,000; in Mali, 40,000; in Tanzania, 20,000.

Enrolment in these 13 projects has risen from 25,000 in September 1969, when the first became operational, to more than 235,000 today. The rate of increase in enrolments will speed up this year and if countries decide to create future programmes they will have a solid base of literate workers to build on.

The "if" is a big one. Future action to combat illiteracy will depend on the priority given and the funds available: in neither case is present evidence cause for optimism. For example, returns from 44 countries giving figures which are internationally comparable reveal only four (only one a developing country) spending more than three per cent of their education budget on adult education, including literacy. Three-quarters of the countries were allocating less than one per cent to adult education and since literacy forms only part of this, the priority--or lack of it--is clear.

In fact, developing countries have rapidly increased their total spending on education in the past decade. But though the percentage of the total education budget of

Cont'd on page 23



THE BOOK YOU CANNOT IGNORE

Nineteen Seventy Two is International Book Year. It is a year for international cooperation in promoting literature. In reading through international literacy and literature magazines it is rather surprising to note the almost complete absence of references to the best selling title in the world, namely the Bible. The Bible is still one of the great motivating factors in literacy and as a piece of literature represents a significant proportion of the world's total production. Even Chairman Mao's 'Little Red Book' with a staggering total circulation of 470 million fades into insignificance when compared to the annual circulation of the Bible Societies alone of 78.2 million copies. This by no means represents the total circulation. For example, in only 5 months last year over 1,000,000 copies of 'The Living Bible' were circulated. Taking into account numerous other organizations devoted to the distribution of the Bible it would be safe to estimate an annual circulation of well over 100,000,000 copies of scripture a year.

Not only has it the largest circulation but it is also available, in whole or part, in 1,450 languages.

For over a century the Bible Societies of the world have played the major role in the promotion of the most popular of all best sellers.

The 'New Look' Society

There are now 50 Bible Societies operating in 150 countries. These Societies are actually supplying scriptures to 225 nations, colonies and protectorates.

Their total budget, increasing yearly, is now \$20 million (U.S.) a year. Although each Bible Society is a self-autonomous unit they all are part of the United Bible Society whose headquarters are in Geneva, Switzerland. The Bible Societies are non-sectarian and their sole objective is to spread the word of God by the publication and distribution of scripture in the languages most readily assimilated by the peoples of the world at a price they can afford to pay. In a day when Marshall McLuhan and his host of disciples who are heralding his attacks on what he has coined the "Gutenberg Galaxy" as the death knell of literature and claiming that linea type communication is

finished it is evident that the Bible Societies are either unaware of these 'significant facts' or are just behind the times.

The anomaly, however, lies in the fact that there is a greater demand for literature today than ever before in the history of man. The demand however is from the millions of the relatively newly literate nations. And despite claims to the contrary there is still a huge and growing demand for literature in the more highly developed nations of the West. It is estimated that there are about 1,000 new titles of books produced every day and the consumption of paper per one person in the world is about one ton. Naturally a considerable portion of this is not used in the production of literature but it is still reasonable to suggest that the printed page has still some time to run before piling into extinction.

The Bible Societies are still producing the 'same old stuff'. They are still concentrating on one Book whose message has not changed for two thousand years. What is even more remarkable is that they are still selling it and it remains the top seller of all books in the world.

Why then do I call it the 'New Look' Society? It is because of the shift in emphasis in the Bible Societies. Since 1960 the emphasis has been shifting from the 'Black Book' or 'Buk Tambu' as it is known in Papua New Guinea to meeting the need of the different strata or levels of society.

They are changing their presentation but not changing the message.

In translation the Dynamic Equivalent approach is being used. The most popular example is of course the T.E.V. or 'Good News for Modern Man' version of the New Testament which has exceeded 30 million copies.

The most radical changes are taking place in the area of distribution. Realizing that modern man, not dedicated to the Christian message, is too preoccupied to open the covers of the traditional 'Black book'--one thousand pages, they are producing selections of scriptures with hidden persuaders on the covers in order to encourage the commuter, the rushed business man, or the harrassed housewife to spend a few moments reading the life changing text.

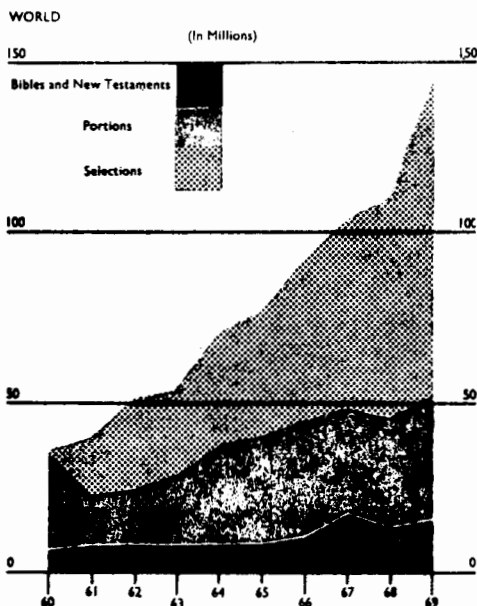
In producing these selections a number of criteria are considered: the age of the readers, their educational level, their prejudices and preconceptions, common language areas and ecclesiastical acceptability to name but a few. Selections are often chosen to meet the need of the moment--an agricultural show, sports event, or even the controversial theatre show "Jesus Christ Superstar".

Another new emphasis which may help account for some of their success in marketing is the involvement of the local churches. The old system of paid society colporteurs is on the way out. Special courses are continually being held to stimulate interest in and provide training for clergy, missionaries and laymen in scripture distribution throughout the world.

Considerable assistance is given to translators by a staff of consultants by means of translators' institutes and direct consultation. And finally many societies budget to assist in the production of scriptures translated by many organizations and individual translators. All these aids are helping to maintain the Bible as the most popular book on earth.

The message remains unchanged but the dimensions are different. During International Book Year the Bible cannot be ignored. As pure literature as well as a moral and spiritual force it still has the greatest impact of any book.

GRAPHS OF ANNUAL SCRIPTURE DISTRIBUTION DURING THE 1960's



These graphs and statistics taken from Communicating through Scripture, Book 2 The Exploding World show the change in emphasis in scripture distribution during the past decade.

During the 1960's the world's population grew by 58.2 million people each year. The Bible Societies distributed an average of 78.2 million copies of Scripture per annum:

Bibles	..	4,527,106	(5.8%)
New Testaments	..	6,337,519	(8.1%)
Portions	..	30,151,544	(38.6%)
Selections	..	37,187,527	(47.5%)

Assuming every copy of Scripture was received by a different person:

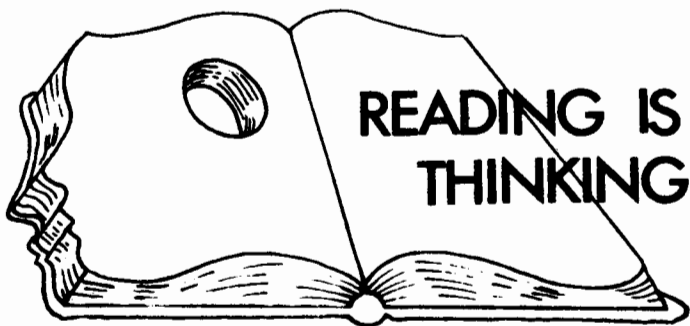
- a. In 10 years only 21.9% of the population was reached one copy for every 4.5 people.
- b. Bibles and New Testaments:
 - (i) one for every 32.9 people
 - (ii) one for every 17.3 people under 25
 - (iii) one for every 9.1 Christians.
- c. Portions and Selections:
 - (i) one for every 5.3 people
 - (ii) one for every 2.8 people under 25
 - (iii) one for every 1.5 Christians.

– Roy Gwyther-Jones



NEW PUNCTUATION MARK

A new punctuation mark – the first since the quotation mark appeared 300 years ago – has been invented by Martin K. Specter. It is called an "interbang" – a combination of question mark and exclamation point, intended to be used for rhetorical questions, such as "Would you believe it?" or "What do you know about that?" It looks like this
 ? + ! = ?



Reading involves not only literal reading, where the students get full and accurate meaning from the lines, but also critical reading, involving the ability to read carefully and to react intelligently to the ideas expressed by the author. Reading carefully involves the ability to ask questions to elicit the main ideas, to relate details to these ideas and to follow the author's train of thought or line of argument. Reacting intelligently involves not only following the ideas expressed but thinking about them critically, comparing the ideas with previous knowledge and tying them in with previous experience. The student has then fully involved himself in thinking about the topic, and is beginning to be a critical reader.

Reading critically includes, as well as actively questioning the material, selecting and choosing the material which best suits the readers' purpose, and finally passing judgement upon the worth of what has been read.

Choosing the reading material wisely is a rather sophisticated skill, hindered in Papua New Guinea by limitations in the reading matter available in most schools. The student must be sure as to what his purpose in reading is, whether it be to find facts, to find illustrations or examples, to enjoy a story or to learn about a hobby or interest. If he knows exactly what he wants to find out he can begin to assess the material available. Firstly, the student should be made aware of the importance of thinking about the source of his material – the British Army and I.R.A. versions of the troubles in Northern Ireland, or the Israeli and Arab versions of clashes over the Suez Canal, or 1946 and 1968 versions of the Pacific War would show the students these differences. Comparing the reports of an incident in different newspapers, the Post Courier and The Australian and the Sydney Mirror, for example, would exemplify this.

Secondly, he should be aware of the ways in which words influence ideas. He should be able to recognise propaganda and bias. Students in Papua New Guinea, being a select group of literates, have an obligation to interpret and explain to their people, so

it is doubly important that they can recognise and assess biased material. Newspapers, magazine articles and advertisements are useful to help students to look at words carefully, and interpret the exact meaning.

The student who knows what is his purpose in reading, looks critically at the source of his material and can assess the way words influence ideas can select his material on a fairly sound basis.

Passing judgement on the worth of what has been read depends on recognising the difference between fact and opinion. Exercises assessing whether a given statement is true, false, probably true or probably false help to develop active reading, students being encouraged to make their own judgements. Students must form their own reactions to what they are reading, and must learn to compare their reading material to what they already know. They should be presented occasionally with material which contradicts known facts, and encouraged to state exactly why the material is incorrect.

Advertisements and cartoons are good material to teach critical reading. Editorials or letters to the editor presenting many points of view are readily available. Political news and sports news especially sports editorials and columns, are also useful. The relevance of headlines and captions can be included. News articles and stories where there is an admixture of straight reporting and human interest stories or new items combined with intrusion of opinion help the student to think about and discuss critically what he is reading every day.

Thus critical reading depends on three levels, comprehension, interpretation and evaluation. The student must understand what he has to read, interpret its significance and determine its worth and importance on the basis of his own experience. Teaching critical reading is based on presentation of different material and depends on discussion as students weigh up the arguments, reflect on what has been read and react to it in their own way. Reading is thinking. Critical reading is critical thinking – a skill which we should be teaching our students if they are to cope intelligently with the millions of words passing out of the printing presses every day.

- Pamela Riley
English in New Guinea
April 1972



IS ENGLISH PIDGIN?

We take a word from another language
We pronounce it the way we like,
We give it the meaning we want,
Then we call it English.



WHY TEACH ADULTS TO READ



Why do we spend our time teaching adults to read? Why do we work so hard at such a difficult task? Why do we spend so much effort and money teaching men and women to read and write? Is it worth the hard work? Is it right to spend money in this way? Why do we do it? Can we justify our belief that men and women need to know how to read?

We believe that men and women need to know how to read. We believe this for several reasons. First, because the world is in serious trouble. The world's troubles are increasing year by year. The human race has never had so many serious problems.

In the world today there are two kinds of people. Some people are educated, well-fed, healthy, well-housed, and able to earn a living. Other people are uneducated, sick, hungry, badly housed, poor and unable to earn a living. The numbers in the second group are increasing very much faster than those in the first group. Their condition is getting worse and worse. The gap between the two kinds of people gets wider every year. As the gap gets wider, there are growing emotions of fear, hatred and bitterness. There is more violence, more immorality, less respect for law. Ignorance feeds the flames of violence.

The number of illiterates in the world is increasing in spite of the world-wide spread of education. This is because of the population explosion. In 1950 there were approximately 500 million illiterates over 15 years of age in the world. Now, in 1970, their numbers have increased to approximately 600 million.

The percentage of illiteracy has gone down in this same 20-year period from 42% to 40%. But the population increases faster than our efforts to educate.

If you look at a map of the world that shows where there are the most illiterate people, you will find them in the same parts of the world where there is also the most poverty, disease, and hunger. Illiteracy, poverty, disease and hunger are always found together. Why?

This question leads to the second point, another reason why we believe in teaching people to read. We believe in teaching people to read because reading is more necessary now than it was in the past.

New kinds of knowledge are appearing every day, and this new knowledge is spread through books, magazines and newspapers. Think of the advances in knowledge about food values. Fifty years ago vitamins were unheard of. Or consider the new knowledge about medicine. Many new drugs and new kinds of operations have been developed in the past ten years. In agriculture, too, many new methods have been developed recently. We are having an explosion of knowledge, and people who can read are benefiting from it. The man who cannot read falls further and further behind into poverty, disease and hunger. The man who can read can improve his condition.

What about the radio? Is reading necessary when people can listen to helpful programs on the radio?

The helpful radio programs do teach good lessons, but this kind of teaching is not enough. The man who listens to the radio does not always understand what he hears. Even if he understands he often forgets. The programs are short, so he learns only a little bit about any subject. He needs more complete information and he needs to have it repeated. Also, he may not care about the subjects he hears on the radio. He would like to choose other subjects.

The literate man hears of new things on the radio, then he opens books to read more about them.

The illiterate man often learns very little from what he hears by radio, because he does not try to remember what he hears. Even if he does remember a few facts, he cannot add to this knowledge as his literate neighbor can.

People ask us why we teach adults. Should we not concentrate on educating the children? We answer that it is not a matter of choosing one or the other. We must teach both adults and children. Should we neglect a man 20 years old, for example, and let him live his life in ignorance, unable to benefit from all this new knowledge?

Other people ask, why teach reading when people need so many other things. They say, why not give them medicine or better housing or some economic help. Again, our answer is that we must do all these things, not neglect one kind of help for another. Reading is a means toward self-help. Teach a man to read and you help him to help himself.

The third reason we believe in teaching people to read is that we are Christians. As Christians we want all people to hear the Gospel. As Christians we are Christ's representatives in the world. Jesus said: "I came that they might have life, and that they might have it more abundantly."

As Christians we know that reading the Scriptures gives us joy. It gives us strength, guidance, comfort. An illiterate man has to receive this help second-hand. It is as

though he were unable to feed himself, and had to wait for others to dip the spoon into the Word and feed him. The Bible is closed to him, and so are all devotional and other religious reading material. He is shut off from this rich fellowship with other Christians. We want to teach him to feed himself. We want to open to him the doors of a wider fellowship with Christians of other places and other times.

As Christians we cannot be content to sit in our comfortable houses, eating good food, enjoying good health, while more than half the people around us are poor, sick, hungry and illiterate. As followers of Jesus, we want to share our blessings with those in need.

These, then, are our reasons for teaching people to read:

1. The world is in serious trouble, and ignorance makes the troubles worse,
2. Reading is more necessary now than in the past because of the explosion of new knowledge,
3. We are Christians, and our brothers' welfare is our concern.

- Marjorie Dye
Cairo, Egypt
"Word at Work"
April, 1971.

600 MILLION NEW LITERATES (cont'd from page 13)

developing countries nearly equals that being spent by industrialized lands (in Africa, the 1965 average of 16.4 per cent is even higher), the absolute amount is incomparably less for populations which are frequently incomparably greater.

While their Gross National Product only inches forward, there is small prospect of much more money being found by the developing countries themselves. Dr. V.K.R.V. Rao, when he was India's Education Minister, advocated a national emergency programme to reduce the 150 million illiterates in the 15-25 age group to 50 million by 1981. Even at a cost of only \$4 a head, this would require \$400 million. India's Fourth Plan, however, provided for only \$1.3 million.

The dilemma is whether resources should be concentrated on providing primary education or whether the problem should be tackled through adult literacy instruction. Belief is growing that the best solution is an attack on both fronts; reports of drop-out rates (as high as 81 per cent in Africa) indicate that merely providing schooling is not the whole answer. Until the problem of resources is solved at an international level, however, part solutions are likely to set the pace for progress.

- The Unesco Courier
February, 1972



ILLITERATE? - NO NON-LITERATE? - YES

... We must of necessity banish all affected Rehetorique and use altogether one manner of lanugage. Those therefore that will... acquaint themselves with the plainest and best kind of speech, must seek from time to time for such words as are commonly received, and such as properly may express in plain manner, the whole conceit of their mind.

Marshall McLuhan's Gutenberg Galaxy Signet Paperback p. 279
(Statement written in Old English language 1604 quoted in Jones's 'The Triumph of the English Language' p. 202)

Whether McLuhan is supported, opposed, or simply ignored, all most surely support his use of the new negative term "non-literate".

"Nigger and Leper" as linguistic forms may be etymologically valid, yet nevertheless because of their connotations, war is being declared against these terms. No longer in America today does the word "Nigger" simply refer to the colour of one's skin, but rather its use carries overtones of being socially degraded. So also "Leper" bears implications of being outcast. Now add to this verbiage scrapheap the Oxford Dictionary-authenticated word ILLITERATE. The Concise Oxford Dictionary gives a three-fold definition of illiterate: 1) Ignorant of letters. 2) Un-learned. 3) Unable to read. The first and last phrases are indeed acceptable, but by what right does literate man lay absolute claim to learning? On what does he base his superiority and self elevation so as to deny the ability of learning to all others? It is a sobering thought to realise the Psalmist David, a non-literate, was still capable of many profound thoughts. For in the 19th Psalm, we read "day unto day uttereth speech, and night unto night sheweth knowledge. There is no speech nor language where their voice is not heard." I understand that in London, the original copy of the Magna Carta shows that King John signed it by placing an "X", for he too was a non-literate!!

The term illiteracy, describing an abstract social phenomenon of neuter gender is just as acceptable as the term leprosy, an accurate medical term. However, in personalising these terms to read, literate and leper, they are given masculine and feminine genders, referring now to real live people. Definition has allowed other ideas and extensions which have fouled the original content of these words and should therefore bring about their consignment to history. If when the term illiterate is used, there is no conditioning sub-conscious relation to that which is diseased, poor, dirty, and deservedly so, then it can be a valid term. However, today these degrading overtones are often allowed in its

use and may even be a factor in the apparent public apathy to this social problem.

The word non-literate like illiterate is a decidedly negative term. Yet the former has more positive content (that statement is made by an Irishman and should, therefore, be allowed to stand). The non-literate suggests a person who AS YET has not had the opportunity of learning to read and who should therefore be the object of concern and the subject of renewed endeavours to impart the skills of reading and writing.

- J.D. Howard

Literacy Today,
July-August 1971.



INTERNATIONAL BOOK YEAR AROUND THE WORLD

During the first week of April, publishers and booksellers in Thailand will sell books at half price to mark the country's first Book Week.

★

EXPOLIBRO, the International School Book Fair, opens this month in Bogota, Colombia, where a Latin American Regional Centre for Book Development has been set up with help from Unesco.

★

During January, letters in the U.K were franked with the slogan "International Book Year 1972: Books for All".

★

The Asia Foundation in the U.S.A. will donate 1,000,000 books and professional journals to institutions and individuals in Asia during 1972.

★

A study course for librarians from Asia and Africa on the role of public libraries in social, economic and cultural development is being held in the U.S.S.R. during International Book Year.

★

"Books for All " was the theme of the fourth International Book Fair held last month in Cairo, where a Unesco-sponsored meeting on book development in the Arab countries is to be held this Spring.

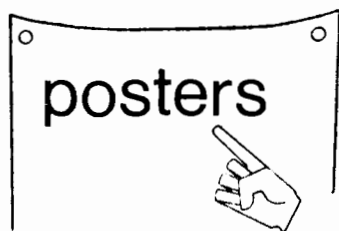
★

Unesco is preparing a special bibliography of children's books that promote international understanding.

★

A "Talking Book for the Blind" Library will be opened this year by the government of Malta.

TEACHING FROM



The extreme shortage of books in the early years of the Soviet regime in Russia, gave rise to the method of teaching reading from posters. It was used with varying degrees of success in many areas.

The teacher displayed each poster and used it as subject matter for a short talk. In this way a variety of subjects were covered at minimum expense. The picture on the poster was very simple in outline, so that the beginners could learn to "read" pictures. The talk was kept very short so as not to lose the interest of the class. New literates are not used to a sustained effort of attention.

Beneath each picture was a caption. The sentence was broken up into words, which in their turn were analysed into syllables and letters. The letters were identified and used to build other words. Presumably a blackboard would have been essential for this part of the programme.

This method of teaching may be feasible in areas where the production of primers is not economically practical. It may also be useful in supplementing other methods of teaching.

Roy Gwyther-Jones

In the Atzera programme we used charts for the pre-reading lessons. These proved to be particularly helpful for inexperienced and possibly nervous teachers. The same would be true in using posters. The teacher can have a pointer to hold, he has something to point to and he can be sure that all the class is following the lesson. Use of charts helped the confidence of the teachers and helped establish a more unified class.

Ann Cates

We regret that it is not possible to fill orders for books. All orders should be sent directly to your local bookstore or the publisher listed.

BOOK REVIEWS



PRIMER FOR TOBACCO GROWERS

Produced by: Institute of African Adult Education,
University of Ibadan, Nigeria, 1967.

This experimental series of primers and readers was designed for the Iseyin area of Western Nigeria. In co-operation with the Nigerian Tobacco Company and the Government of Western Nigeria the Institute is conducting research and experiments into a functional literacy programme for tobacco growers. The object of the investigation is to demonstrate that through a literacy programme linked to their interests and productive activities, the farmers in question can produce tobacco of better quality, thereby increasing their incomes.

The Primer is actually a series of primers and readers--12 job oriented readers preceded by 6 others. They are together designed to take the learners to the stage of functional literacy. The first six readers (including the primer) are intended to develop fluency in reading, the habit of reading for meaning, the understanding of visual symbols, the arithmetical skills and the knowledge of basic biological principles needed in tobacco growing. It is felt that without this amount of preparedness the learners will find it difficult to comprehend fully the technical knowledge necessary in their occupation to which they will be exposed in the later job-oriented readers.

Since one of the main objectives of the functional literacy experiment is to improve the economic output of the adult learners the series of readers deals, one by one, with the particular operations in tobacco growing that the adults will be expected to perform soon after class study.

It is hoped that this functional approach to literacy will be more meaningful to the learners who may thereby acquire reading and numerical skills faster and for an immediate purpose.

The course is in the mother tongue, Yoruba, and lasts about 12 months.

The job-oriented readers use a programmed learning approach so that little or no supervision would be required. However, the preceding books are meant to be accompanied by extensive teaching. Each lesson is only one page and has a great deal of new material so it is suggested that 4 hours of teaching be given to each.

Information on the effects of the programme will be gladly furnished by the Institute.

"TORN BETWEEN TWO WORLDS"

by Margaret Reeson

published by Kristen Pres, 205 pp, \$4.95 (Aust).

I read it and I liked it. I liked it because it is a truthful book. Unlike many missionary books it does not fall into the trap of lauding the successes of the mission only. It is obvious that the author is not afraid to include the failures, disappointments and frustrations of both the mission and the people to whom the missionaries have come to minister.

The story commences in October 1950 when two boys caught their first startled glimpse of white men. The men, whom they at first believed were spirits, belonged to a patrol from the Australian Administration and the Methodist mission. In the years that followed the two boys, Wasun and Sond, were drawn inexorably into the pattern of change.

The resulting tensions have created in them a complicated pull between the ways of their clan and the ways of the white man--between animism and Christianity, the old and the new, right and wrong. They found it impossible to abandon one world in favor of the other.

Set in the Mendi valley of the Southern Highlands of Papua New Guinea their story is the story of many thousands of young men whose lives are undergoing the stresses and tensions of change in one life time that took centuries in western society.

It is a true story told principally by the two young men--one of whom availed himself of the education of the white man while the other passively resisted it.

Wasun receives his education in Australia which brings him knowledge and prestige enough to become a candidate for the House of Assembly. However, despite his sophistication he still remains a 'man of Mendi'.

Sond, on the other hand, has to face up to the sometimes overwhelming conflict between his loyalty to his clan and his desire to serve Christ seldom moving away from his own valley.

This book will be profitable reading for every 'outsider' desiring a more enlightened understanding of the mind of the indigenous people of this country. By outsiders I would include especially missionaries who may be able to learn much from the twenty years of experience portrayed so readably between the covers of this book.

- Roy Gwyther-Jones.

THE NEED FOR NATIONAL ARTISTS



"There must be plenty more art studios in New Guinea." These are the thoughts of Lahui Sibona, a new trainee artist with Kristen Pres in Madang.

Lahui, from Tubusereia village near Port Moresby finished Form III at Sogeri High School in 1969, then spent 2 years at Goroka Technical School. Now at 19 years he is employed as an artist with Kristen Pres.

Lahui feels that drawings for books or Bibles must be drawn so that New Guineans can understand them. He says, "It isn't good to only have pictures from other countries. It is better for us to look at pictures which illustrate our ways."

He thinks there ought to be more Art Studios and says, "The government or church must begin schools for teaching pen and ink drawing (commercial art training). It isn't good that we lose the ways our ancestors drew. It is better to develop a New Guinean style. Then we can show people in other countries that we too have ability to draw."

One of Lahui's latest projects is the illustrating of "O Muhi"--a book to be soon published by Christian Books New Guinea and printed at the S.I.L. press. His 12 black and white illustrations will certainly add to the message of "O Muhi"--the Christian answer to some of the moral questions facing people in Papua New Guinea today. He is helping to establish a distinctive Papua New Guinean style using the foreign medium of pen and ink.

However, there is no formal training available for illustrators in this country. If the publishing industry is to be set on a firm indigenous footing then the government should accept responsibility for training. It is probable however, that it will become the lot of the church to provide these facilities as has been the case in many developing countries in Africa.

FACT and OPINION

ADULT EDUCATION ENROLMENTS

More than 800 people in the East New Britain District have enrolled for Adult Education classes on the Gazelle Peninsula this year. A spokesman for the Department of Education in Rabaul said that subjects included commerce, mathematics, English, history, typing, commercial mathematics, automotive mechanics and literacy classes.

Papua New Guinea Newsletter, 20 April 1972,
Vol. 6, No. 8

LIBRARY COMPLETED

The Acting Public Relations Officer at the Institute of Technology, Lae said the first stage of the new library costing about \$222,000 had been handed over to the institute by the builders. Carpeted and air conditioned, the library will accommodate 75,000 volumes, 200 readers and 25 library staff.

Papua New Guinea Newsletter
23 March 1972, Vol. 6 No. 6

We acknowledge the need for adequate library facilities for our tertiary institutions, though we may call to question the necessity for carpeting! It is of interest to note that for only one twentieth of the cost of this project 2,775 adult illiterates could be taught to read. This is based upon an estimate of \$4.00 per pupil per year.

WHAT ABOUT A BONUS?

There is a 25% bonus offered to Australian publishers for the production of Australian publications. Even the controversial "Little Red School Book" was ruled eligible for the bonus even though banned by school authorities as pornographic.

What about some consideration being given to the struggling infant publishing industry in this country? If the publishing industry in Australia needs government assistance how much more the industry in Papua New Guinea.

CULTURAL FESTIVAL FOR LAE

A festival of cultural and traditional activities is being planned for Lae later this year.

The newly-appointed Director of Cultural and Traditional Activities, Mr. R. W. Rogers, hopes that students, teachers, parents and other interested people will be able to participate in the festival.

Mr. Rogers is also planning a visit to various areas to hold discussions with parents, teachers, members of district education boards and other organisations about the revival of traditional culture.

The Cultural and Traditional Activities Section is a new organisation within the Department of Education which will encourage schools and communities to participate in cultural activities.

'The main purpose of this job is to increase interest and enthusiasm in the culture of Papua New Guinea before it is lost', Mr. Rogers said.

Mr. Rogers is planning to set up a demonstration centre at Lae for dance, art and craft festivals.

Initially, he will work in the Kaiapit and Bulolo areas of the Morobe District but later if time permits, at Lae, Finschhafen, Siassi Island and Salamaua.

'I will encourage choral work, mainly songs of the people, arts and crafts festival of the children', Mr. Rogers said.

Papua New Guinea Newsletter,
9 March 1972

Why not preserve these cultural and traditional activities through literature and/or cassette recordings?



The Atzera literacy programme, centred at Kaiapit, is currently running a competition for articles and illustrations on items of culture and traditional activities. Worthwhile entries will be compiled into a book on Atzera Culture.





S.I.L. ASSISTING IN POLITICAL EDUCATION

According to a report in the New Guinea Post Courier of the 19th April, the Government has plans to intensify political education programmes throughout Papua New Guinea. The Chief Minister, Mr. Somare, said that this was being done at the request of national leaders and the United Nations.

"The programme," he said, "would have three main aims:

1. Explain P.N.G's political systems;
2. Show how these systems might be made to respond democratically to the will of the people;
3. Promote the cause of national unity."

"Throughout the programme, close co-ordination will be maintained between groups directly or indirectly involved in promoting political awareness."

"These groups might include political parties, tertiary institutions, news media, mission organisations, interested individuals and appropriate Government departments," Mr. Somare said.

The responsibility for co-ordinating the groups would lie with the interdepartmental political education committee.

Mr. Somare said that the methods and aids used for the programme would be determined by the results of the Goroka political education "pilot" project, which began on May 1 and is expected to run for about six months.

S.I.L. is playing an important role in the programme. It has produced one of the booklets being used. This, together with another booklet and a series of five pamphlets is being translated into three vernacular languages by S.I.L. translators. They will also be produced in Pidgin and English.

The materials are also being used in the literacy programmes currently being conducted in the Goroka area.

MALI'S LITERACY PILOT PROJECT

Well over 1,200 literacy training centres attended by more than 40,000 farm workers have been set up in Mali under the pilot project in functional literacy, launched in 1966 with aid from Unesco and the United Nations Development Programme. The centres were built by the farm workers themselves and are largely staffed by volunteer instructors. The aim is open 2,500 centres for 100,000 farm workers.

The Unesco Courier, January 1972

UNESCO COPYRIGHT INFORMATION CENTRE

In 1971-2, Unesco will establish and operate an International Copyright Information Centre on Books, in order to alleviate the financial problems of the developing countries in securing copyright for domestic book production and greater access to protected works.

The new Centre will--

- (i) collect information on books that could be made available to developing countries on terms as favourable to them as possible;
- (ii) arrange for the transfer to developing countries of rights ceded by copyright holders;
- (iii) advise on the establishment of national copyright information centres and, where necessary, act as a link between such centres;
- (iv) help in the development of simple model forms of contracts for translation, reprint, and other rights required by developing countries;
- (v) study ways and means of securing copyright and other rights where foreign currency is not available; and
- (vi) promote arrangements for adaptation and publication of works, particularly those of a technical and educational nature.

South Pacific Bulletin, Vol. 21, No. 2

TRADE OBSTACLES TO EDUCATION

The United Nations Conference on Trade and Development has asked Unesco to make further studies on obstacles to international trade in education, scientific and technical materials required by the developing countries, including equipment needed to set up national book publishing industries. In reporting on these trade problems, Unesco will draw facts from surveys a number of countries will carry out during International Book Year.

The Unesco Courier, January 1972

