



A window open on the world

The Courier

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**1972
INTER-
NATIONAL
BOOK YEAR**



Photo © Babey, Basle, Switzerland

Book-lovers of Baghdad

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Iraq

Taken from a 13th century Arab manuscript, the "Makamat", this miniature portrays the deep respect in which the book is held in the Arab world. By the 10th century, Baghdad, the capital of Iraq, boasted two academies and some hundred libraries. The "Makamat" was a collection of tales in alternating prose and verse by al Hariri (1054-1122) one of the great masters of Arab literature. It was copied and illustrated at the beginning of the 13th century by the calligrapher and artist al-Wasiti, the earliest Arab painter whose name has come down to us. The illustration, depicting two Arab students, is taken from the book "Education" in the series "Man through his art", published under the sponsorship of the World Confederation of Organizations of the Teaching Profession with the financial support of Unesco.

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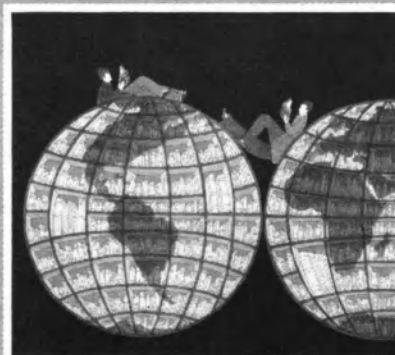
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"Books for all" is the slogan of International Book Year 1972, proclaimed by Unesco. As Unesco's Director-General states in his message published on the following page, the developing countries at present produce no more than one-fifth of the books published in the world, and are experiencing a veritable "book famine". Even in countries where publishing thrives, the book has not yet become an integral part of everyone's life. Unesco's campaign for the promotion of books will focus world attention on the problems of book production and distribution and on the role of books and reading in furthering individual fulfilment and social progress. This issue is the first that the Unesco Courier will devote in 1972 to International Book Year.

Drawing executed specially for the "Unesco Courier" by Coleman Cohen, Paris.

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1972

International
Book Year

BOOKS FOR ALL!

by **René 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 under-

standing 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 nation-

nal 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.

Within the framework of International Book Year, Unesco is publishing a study on the book situation in the world today, entitled "The Book Hunger". The study was written in part by Prof. Robert Escarpit, the French author and critic, and in part by Ronald Barker, Secretary of the Publishers Association of Great Britain. The following article is a condensation from two of Prof. Escarpit's chapters.

"Girl Reading, with Red Background", by Pablo Picasso, an oil painting on wood, 1953.

READING HABITS AND BOOK HUNGER

by Robert Escarpit

WILBUR SCHRAMM, in *Mass Media and National Development* (published by Unesco in 1964), describes two families in developing countries. One family is African. Communications are intense within the family group, but it seems to be totally unaware of what is happening just a few miles away. One of the children has been to school, but from lack of practice he has forgotten how to read and write, for there are no newspapers

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or books in the society in which he lives.

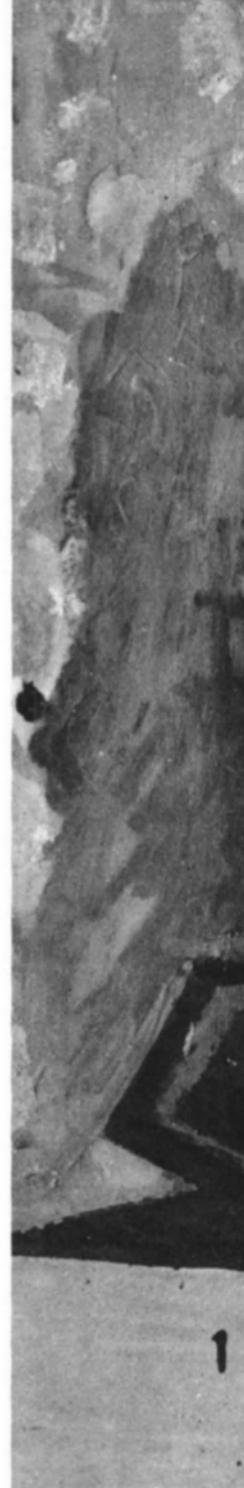
The other family is Asian. Its links with the outside world are more numerous and long-standing, but the whole social structure and the traditional psychology of the elders prevent any real exchanges of ideas and knowledge taking place with this outside world, of which the family is both well aware and apprehensive. Experience is built up locally in conformity with an ancient wisdom which has used written expression for centuries, not to disseminate thought, but to conserve it.

What meaning can reading have in these two families? In the former, literacy teaching and schooling lead up blind alleys. It is possible, at the cost of great effort, to teach members

of this family to decipher a text, but actual reading will not result until the need for communication is felt, that is, until there is a desire for change.

Insofar as reading represents an approach to others, a re-creation from something offered by others, it represents a quest for what is new. If it is to have meaning, there must be a will to innovate. In the case in point this may occur as a result of practical education in agricultural techniques, and the first steps along this path may come from listening to a crackling old wireless set rather than sitting over a book or newspaper.

In the Asian family, too, it is the will to innovate which must provide the urge to read. But here it is more likely to lead to a clash between generations with politics entering into





Lady Bagrit Collection, London © Kunststalt Max Jaffé, Vienna - Spadem

the picture. Whether or not written communication is actually used will then depend largely on opinion trends, the steps taken by the authorities and the enterprise shown by producers and distributors at the national and regional levels.

In both cases reading will come into its own eventually, for only reading makes it possible to obtain information at will and thus establish attitudes and consolidate new ways of thinking and behaving. However, the means by which these new ways of thinking and behaving are established differ greatly from one situation to another and so, too, do the ways in which reading becomes a part of social life.

It is therefore understandable that the "reading habit", which does not

mean the same thing even in the two cases considered above, has a different meaning again for a city-dweller in a highly developed country reared from infancy in and by means of the written word, and so accustomed to consulting it to bring his stock of information up to date that he is sometimes even unaware of doing so. Since it is no longer part of a vital process or motivated by a social or psychological need, reading in a consumer society becomes a marginal activity, a means rather than an end in itself.

In other words, "not reading" is not at all the same thing for a man living in a world where reading has no place, no purpose, no permanent support, as it is for a man involved, be it unwittingly, in the reading of a huge

variety of material—newspapers, publicity, printed forms, instructions—amongst which books are but one item.

A survey conducted in Italy, in 1962, revealed that out of 400 persons of all social strata 31 had never read a book and 129 no longer read books. In other words, 40 per cent were non-readers. Another survey carried out on 2,277 persons in Hungary, in 1964, showed that 39.4 per cent were non-readers. Finally, the results of a survey conducted in France, in 1967, by the French Public Opinion Institute (IFOP) showed that in an *adult* population of 6,865, 53 per cent were non-readers.

However, if differences in criteria and methods are taken into account, this percentage, which shocked French

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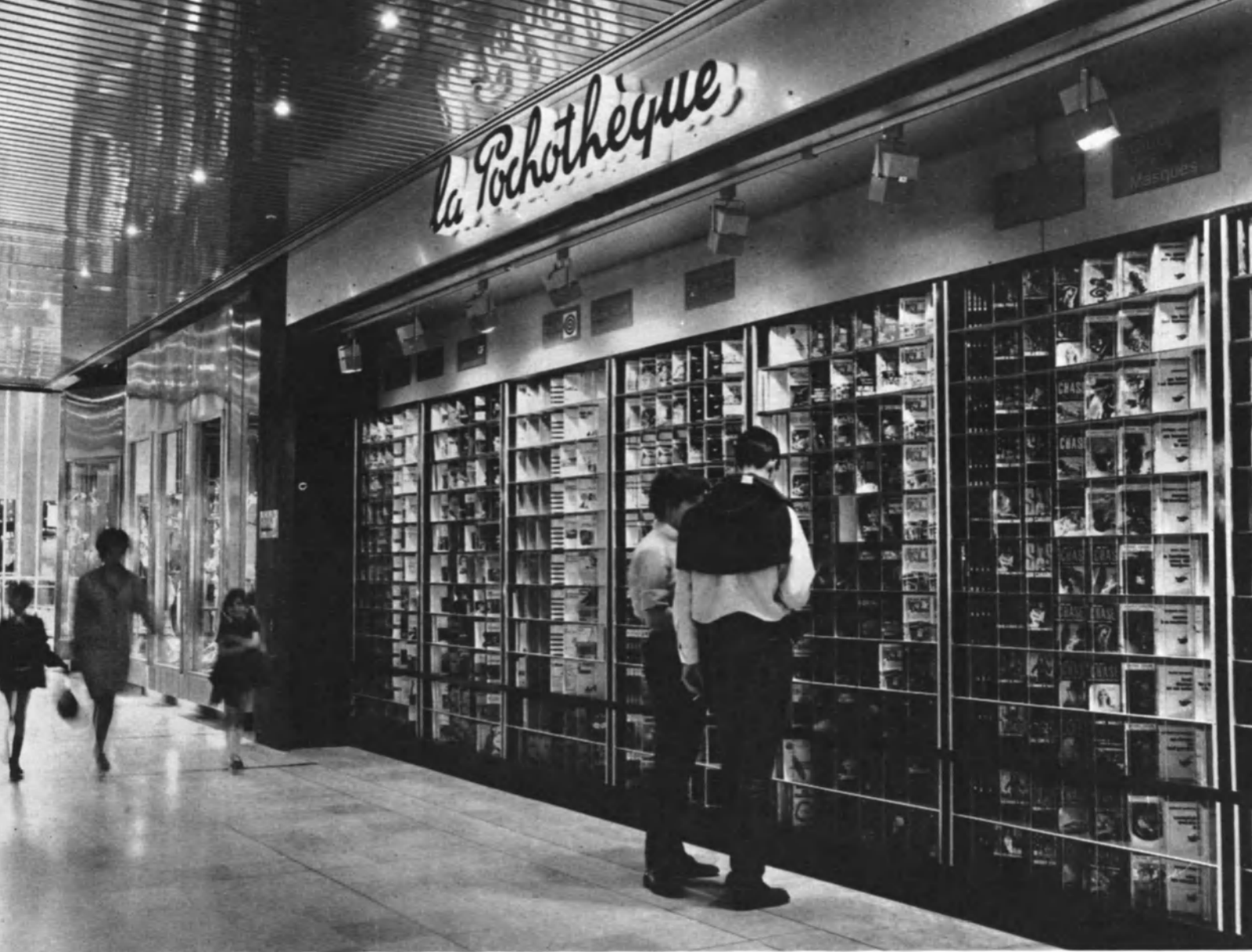


Photo Serge de Sazo © Rapho, Paris

BOOK HUNGER (Continued)

opinion at the time, is not in contradiction with results obtained elsewhere. Even in the most highly developed countries a fairly large proportion of those who are able to read never, or hardly ever, read books.

Paradoxically, this proportion is probably larger in the developed countries, where schooling for all has made learning to read an obligation, than it is in countries where progress in development is in fact measured in terms of the literacy rate and where those who can read are very highly motivated to do so.

In the Netherlands, where reading is very widespread, a survey in 1960, in which the question of not reading was not specifically raised, showed that 40 per cent of the persons interviewed said that they did not like reading. Yet, in East Pakistan, a sample survey made in 1963-1964 among 145 families of government employees of all levels revealed only 53 non-readers out of a total of 488 persons over the age of 12, that is, less than 11 per cent.

The percentage of non-readers would probably be higher still if the investigation were confined to those

over school age. Lack of interest in reading is not so common in youth. Two surveys on the reading of young recruits, one conducted in Switzerland in 1960, the other in France in 1962-1963, gave very similar and remarkably low percentages of non-readers: 7 per cent in Switzerland, 8,9 per cent in France.

This fact is confirmed by the Italian survey mentioned earlier. Out of 400 persons interviewed 160 were non-readers, but whereas 31 said that they had never been interested in reading, 129 said that they had lost the habit. The latter had therefore been readers when they were young. And the 31 persons who had never read even when they were young, represent precisely 7.75 per cent of those interviewed.

The problem is therefore one which arises in adult life and particularly among young adults, who are the most likely to lose their reading skills through lack of practice.

The age at which reading skills tend to be lost varies; the less schooling received, the earlier it happens. In the survey of young French recruits the proportion of non-readers was

12.9 per cent among those who had left school more than seven years before enlistment, whereas there were no non-readers among those who had left school less than two years before or who were continuing their studies.

Students are by far the most assiduous readers everywhere, but this does not mean that once their studies are completed they will not eventually be in danger of becoming non-readers in their turn. There are even indications that persons in senior positions who are also university graduates read less than middle-grade personnel. This is probably because senior personnel are constantly subjected to the pressures of modern life, whereas middle level staff are usually protected by social legislation which provides them with statutory leisure time.

However, the tenuous character of reading habits has more remote causes, going right back to the child's pre-school years. It is probably then that fundamental attitudes towards books are formed. It has often been shown that the child who meets books for the first time when he goes to school tends to associate reading with the school situation, especially if



Photo © Paul Almasy, Paris

The appearance of the mass circulation book has been called "probably the most important cultural development in the second half of the 20th century." The paperback is now as much a vehicle for classics of literature as for technical texts, as much for educational material as for popular fiction. It has spread from the bookshop to new sales outlets in supermarkets and petrol stations, drug stores and village shops. Left, multi-storey bookshop in Bogota, capital of Colombia, where Unesco recently helped to set up a Latin American Regional Centre for Book Development. Far left, self-service paperback display in a new French supermarket.

no reading is done in the home.

If school work is difficult or unrewarding the child may acquire a distaste for reading and drop it altogether once he leaves school. It is therefore most important that books should become part of a child's life, of his play and everyday activities, before he starts school. Familiarity with books before learning to read is a sound basis for the skills to be acquired later.

Once schooling is over, obstacles to reading increase. These obstacles are of many different kinds, but they can be summed up under three heads: first, the physical, psychological or social obstacles which have their origin in the reader himself, second, those due to the machinery of book production and distribution, third, those inherent in the actual reading materials and the purpose for which they are designed.

Among obstacles of the first type lack of time is generally the chief excuse given for not reading. More often than not it simply conceals a deeper, more pervasive aversion. It may even be asked whether reading is ever regarded as a pastime by most

readers, at least in the same way as sport or watching television.

It is important, nevertheless, to take the work-leisure ratio into account insofar as fatigue is one of the most frequent reasons given for not reading. However, here too caution is required. Although the physical tiredness of the manual worker and the mental exhaustion of the executive are indeed obstacles to the effort which the simplest reading demands, it has been found that many people (mainly those engaged in intellectual work) say that they do not read much because they are tired and also that they read for relaxation.

It appears then that a certain margin of "availability" is necessary for reading and that it depends not only on working hours and working conditions but on the reader's situation generally: housing conditions, home environment, economic level, tenure of employment, and so on. It also seems that this availability is not in itself enough.

The disadvantages stemming from the tendency to associate books with school work are just one example of the many social stereotypes which

prevent people from reading. The mistrust, and hence disdain, once felt for an occupation which did not make any call on what were traditionally regarded as virile qualities may have been attenuated, toned down, and have assumed different forms, but nonetheless remain latent in many circles.

Other cultural stereotypes, which have emerged more recently, tend to set value on reading, but they do not always succeed in profoundly changing the old attitudes. Persons interviewed in surveys generally recognize that reading is "a good thing", reading "has its uses", reading is "necessary", but they are inclined to regard themselves as exceptions—even if they sometimes also blame themselves—on the ground that they have no time, have other things to do, or simply give preference to other activities. Hardly anyone says now that reading is "all right for women", but there is still a widespread feeling that reading is "good for other people", particularly, it is implied, those who have nothing better to do.

Now, as all reading is to some extent active, no one reads unless he

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A startling finding : TV and radio promote reading

wants to read. One of the main reasons why people do not read in the developed countries is that, despite the progress made in education and its generalization, books are still alien to the vast majority. In other words, the technical progress of barely five centuries, which has made possible the proliferation of books since the invention and development of printing, has not been followed by comparable progress in the evolution of mental attitudes.

In our "literate" societies "pre-literate" attitudes prevail. Part—though only part—of the hold of the audio-visual media is due to the fact, not that they are "modern", but rather that they appeal to earlier, not entirely forgotten ways. And this can lead to an enrichment of life, if the habit of reading can take its place and play its part along with this return to earlier habits.

If this is true of countries with an old written culture, it is even truer of emerging countries which have gone straight to the audio-visual media. Contrary to what Marshall McLuhan seems to be saying, it is not certain

that all the suns of the Gutenberg galaxy have yet come to life.

Around 1970, world book production was running at approximately 500,000 titles and from 7 to 8 thousand million copies per year, the annual growth rate being about 4 per cent for titles and 6 per cent for printing runs. Between 1950 and 1970, world production of titles doubled and the production of copies trebled. In the same period, taking into account adults who became literate and children who attended school, the world's reading population more than doubled.

This shows that individual consumption of reading matter increased slightly and we can say with some confidence, therefore, that books are still holding their own even in an era of mass communication.

It is undeniable that audio-visual communications media have promptly satisfied a demand which has been latent for several generations and that they are currently in the throes of a vigorous expansion. It would be misleading to equate this "take off" expansion with that of printed communications, which, in a large part of the

world, have long held pride of place. Moreover, in the most highly developed countries, the rate of expansion, first of radio broadcasting and then of television, is showing a tendency to level off to that of books.

The book, which has been in existence for more than 4,000 years, is a wonderful means of communication in which messages are coded and can be reproduced, multiplied, moved, retrieved and decoded by any individual who has the key to the code or, in other words, who can read.

Over the centuries, efforts to perfect books have dealt with the form of the thing itself: scroll, folio or pamphlet; with its material: papyrus, parchment or paper; or with the process of reproduction: hand-copying, hand-printing, mechanical printing, offset, etc. In the nineteenth century, the point was reached, with books published in large editions and with newspapers, when a communications network had been established which satisfied the needs of industrial society.

This, of course, had its counterpart. For the machine to work, the decoding technique had to be popularized. All

Out of a world production of some 500,000 book titles in 1969, about 225,000 (45 per cent) came from Europe (the U.S.S.R. excluded), representing scarcely 13 per cent of the world's population. Around 1970, Africa, Latin America and Asia (without Japan but including the People's Republic of China) were producing only 19 per cent of the world's books, although they contained about 50 per cent of the world's literate adults and 63 per cent of the children at school. Below, village campus of "Literacy House", at Lucknow, India, a centre that has trained 12,000 teachers and other specialists for literacy campaigns since 1953. Unesco has given technical assistance to help African countries step up schoolbook production. Below right, children in a bush school at Beré (Chad) learn to read with primers produced in Africa.

Photo Marilyn Silverstone © Magnum, New York



over the Western world, the movement towards mass literacy went hand in hand with the development of books and newspapers. This was a vital necessity so that the social mechanism could have the information circuits which were indispensable to its smooth running. The progress of education, compulsory schooling and literacy, for example, created new needs. At the beginning of the twentieth century, practically all the developed world's communications were channelled through books and through newspapers.

At this stage, saturation was reached. This was due to the ponderousness of the machinery for distribution among a public continually on the increase, and also to the relative slowness of the coding and decoding process in a world where it was becoming essential to save time. The printed communications system, progressively saturated in the first half of the twentieth century, began to fail, bringing about a general crisis in the newspaper world and publishing.

It was at this juncture that audio-visual means of communication made their appearance. Quickly they took over a large share of the responsibilities which the written word had been carrying and which it was no longer able to shoulder. This relief was effective in the first place because it made it possible to grasp an event immediately, whether the happening was fact or fiction.

Newspapers were more directly affected by this than books simply because events are the domain of newspapers. Finding themselves freed from the concern of covering topical events as closely as possible,

newspapers sought a new balance with radio and television broadcasting either by providing considered comments or by comparative news presentation.

Where books were concerned, the consequences were slower to show themselves. They were also more complex. So far as the contents go, it is likely, for example, that coming years may see a certain regression or at least, a change in fictional literature. This is no doubt because informative literature such as essays, reporting, histories and works of popularization, better satisfies the needs of a public whose horizons have suddenly expanded.

There are no limits to the questions which radio and television can ask but it is more difficult for them to provide the constituents of an answer. In any case, the pressing problem facing books, whether they are fiction or not, is how to follow up information which is proliferating, obsessional, with a temporary and, by definition, fleeting import.

Books have also been transformed in the material sense. A real book revolution was beginning in the years preceding the Second World War, but it has developed especially since 1950, affecting manufacturing techniques and distributing methods and showing itself, more particularly, in the appearance of the paperback. The paperback, which is produced in very large numbers, is sold at a price suited to the purchasing power of the masses and distributed through a network of sales outlets which have little in common with the traditional bookshop.

The mass-audience book has placed within the grasp of countless readers

immense treasures of science and culture hitherto denied to them. In addition, the boundaries between the various types of intellectual output have become less marked. The paperback is as much a vehicle for popular fiction as for educational material and as much for the classics as for technical handbooks and research publications.

Nowadays, books can no longer be treated separately from other communications media. In a large variety of ways such as the use of colour illustrations, the support of visual or sound material and publication in periodical form, books are acquiring something of the flexibility of audio-visual media with which they have increasingly closer links. As a general rule, the development of radio broadcasting and especially of television, increases readership and creates a demand for books in direct proportion to the size of the audio-visual network.

In fact, what characterizes the audio-visual media of the present time, is that the coding and decoding of information is almost entirely automatic and requires only a minimum of initiative when received. The response of the recipient is of only secondary importance to the way the system works, and feedback to the broadcaster exists only in a precarious and marginal fashion, if it exists at all. In addition, the rate of reception and the order of chronological sequences have been fixed once and for all, which makes it difficult to reconstruct the message on arrival and to fit it into an independent system of thought.

This is why it is impossible, when

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Photo © Léon Herschtritt - ParImage, Paris



audio-visual media are used for teaching or for artistic transmission, to dispense with the written element such as the report, the commentary, the duplicated lesson or the book. Written communication seems to be an irreplaceable compromise between the demands of dissemination and those of feedback. Even on a large scale, reading is an act corresponding to the act of writing. It cannot be reduced to a simple receiving mechanism. The recipient has to show some initiative and in this respect, reading is an element of progress.

Books, having lost their former monopoly and having thus been freed from their bonds, have in some respects become the hub of modern communications. We need to find a new kind of book, however.

In countries which have been developed for a long time, people still have an attitude towards books which goes back to the time when they were instruments for the internal communication of a culture of initiation reserved for the reading élite. Through force of circumstances, books have gone down into the market place, but they will long remain the prisoners of their myths and legends.

In contrast, countries which began their development during the last few decades do not need to take the long way round which the written word represents in order to meet the first urgent demands of mass communication.

Untrammelled by pre-existing situations, vested interests or established organizations, they can choose, within the limits of their material resources, more advanced solutions than were open to countries which have preceded them along the road to development. However, the more they take the audio-visual "short cut", the more urgent and immediate will be their need of books, which alone make it possible to consolidate gains and move forward.

Here is where the real problems arise. The developing countries, through their efforts in the matters of schooling and literacy, are preparing people for the reading of books, but what they lack are the means of producing those books.

Experience shows that the development of the audio-visual network in a country depends directly on the growth of that country's gross national product, whereas the impact of economic progress on reading becomes apparent only after a long interval of time and does not make itself fully felt until the reading public has grown large enough to provide its own producers.

It follows from this that the position of books in the world shows marked inequalities if considered by regions rather than globally. With an ever-widening need for reading material, we find areas of abundance, areas of scarcity and areas of famine. ■



BOOKS ELECTRONICS TELEVISION

by *Lev Vladimirov*

Left, Book Fair at Gorky on the Upper Volga (U.S.S.R.) draws buyers to open-air bookstalls. The Fair was a feature of 1970 celebrations marking the 750th anniversary of the city (formerly Nizhni-Novgorod and birthplace of the novelist Maxim Gorky). In 1970, the Soviet Union's book output totalled 1,309 million copies, representing nearly 16 per cent of world production.

Photo © V. Vortenko-Tass, Moscow

MA RTIN LUTHER, the great reformer, called the introduction of the printing press "a second deliverance of mankind—a deliverance from intellectual darkness", and Abbé Sieyès, the 18th century French political theorist, maintained that "printing has changed the fate of Europe; it will transform the entire globe."

The introduction of the printing press to Europe brought a rapid increase in book production. By 1500, half a century later, just over 30,000 titles had been printed in Europe, while production reached about 250,000 titles in the 16th century and exceeded seven million in the 19th.

Today, even modest estimates forecast that over 25 million titles will be published during the 20th century. In one year alone, 1970, over 1,300 million books were printed in the Soviet Union—more than were produced during the first 150 years of book printing in Europe.

Small wonder that some researchers speak of an "explosion" of printed matter. And yet, paradoxical as it may seem, since printing is in its golden age, certain forecasters say that the traditional book is facing extinction, that a general crisis in the publishing industry is imminent, that our age carries the germ of a disease that will kill the book, and that the monopoly of the press as a means of mass communication is ended.

LEV VLADIMIROV is Director of the Scientific Library of the Vilnius State University (Lithuanian S.S.R.) and a prominent Soviet expert on books and librarianship. From 1964 to 1970 he was Director of the Dag Hammarskjöld United Nations Library in New York. Secretary of the Committee for Library Education of the International Federation of Library Associations (IFLA), Lev Vladimirov has published numerous studies and articles on the history of books, librarianship, bibliography and library organization.

Indeed, the cinema, radio, television, tape-recorders, video tape-recorders, microcopying, electronics, cybernetics and other remarkable inventions are invading the field that had until recently been monopolized by books. And though the growing need for information has led to an increase in publications of the traditional type, at the same time the production of reprographed and photocopied microbooks, as well as "talking books", has steadily developed.

In trying to define the further development of the book in our time many defend the traditional book unconditionally and reject everything new; others predict that books will disappear or that they will at least lose their importance, that the book market will shrink, and so on.

In my opinion, both points of view are wrong. Pessimistic predictions are disproved by the steady growth of publications throughout the world. According to Unesco, world book output has grown from 285,000 titles in 1955 to 487,000 in 1968.

However, an analysis of the correlation between the population figures in the various countries and their share in the world's book output shows that there still is an astounding lack of correspondence between these two figures. The population of the U.S.S.R., for example, accounts for 6.8 per cent of the world's population, but its book output represents 15.6 per cent of world production.

Recent Unesco statistics show how disproportionately book production is distributed among the various continents. Europe, North America and the Soviet Union produced nearly 75 per cent of all books published in 1969, the largest proportion coming from Europe, which, with only 13 per cent of the world's population, produced 45 per cent of the titles.

Asia (excluding Soviet Asia), with 56 per cent of the world's population, produced no more than 20 per cent of the books, South America with about 5 per cent of world population, published 2 per cent, and Africa, with almost 10 per cent of the population, produced less than 2 per cent.

Closing the book gap has become an important priority for developing countries, and to bring book production up to the level of five books a year per capita, output would have to be raised almost twentyfold in Africa, twelvefold in Asia and sixfold in South America. It is thus illogical to say that the printed word is about to decline and that the book age is as good as over.

Only market conditions can explain the drop in book output in France from 19,289 titles in 1966 to 18,646 in 1968, in Italy from 10,593 to 8,868, and a simultaneous rise in output in Great Britain from 28,789 to 31,372 and in the Federal Republic of Germany from 22,720 to 30,223.

Naturally, in the industrialized countries, where the publishing industry is well developed, output grows more slowly than in the developing countries. In Cuba, for example, the output rose between 1966 and 1968 by 25 per cent and in Ceylon by 30 per cent, but it has not reached its maximum even there, and the need for books is far from satisfied.

The headway made by education does much to expand the book market. It is ridiculous to speak of a saturation of this market when Unesco tells us that 800 of the 2,225 million adults in the world are still illiterate. There is still plenty of "virgin land" to be tilled and books will be the main implement used for that purpose.

The dissemination of information

'Never will electric power have as much force as the electricity enclosed in the printed word'

and culture through many channels is typical of our times. You may get to know one of Shakespeare's tragedies by reading a volume of his works, but you can also see it on the stage or the screen, hear it on the radio, view its performance on TV or hear it as a recording on an LP or on tape.

Except for the first two, these possibilities were not available in the last century. This abundance of channels gives rise to definite problems and disproportions, especially since some channels "jam" others and develop at their expense.

In countries where the number of illiterates is particularly high (75-90 per cent of the population) books and the press are, for a long time to come, unlikely to become a nationwide means of communication. Newspapers, magazines and books are therefore of necessity addressed to the narrow section of the literate audience. Radio and TV, on the other hand, are rapidly becoming mass media.

However, in the developing countries too the growth in literacy and the rise of the cultural level are quickly raising the importance of books. The book is the foundation on which the culture of a nation is built. Other means of communication, even such progressive ones as television, are only auxiliary means of cultural development.

ADDRESSING the General Council of the International Federation of Library Associations in 1968, J.E. Morpurgo, Director of the British National Book League, said: "Five times in my lifetime I have heard that the book is finished. First, there was the silent film; and the pleasure of seeing Pearl White or Theda Bara rescued from the railroad line was said to be spelling life to Miss White or Miss Bara and death to the book. Then voice was added to the lovely, piano-tinkling, near-silence of the cinema, and the stridencies of Hollywood were thought to have shattered all hope of a future for the book. There followed—or there ran coincidental with the talking film—sound radio; entertainment, enlivenment, enlightenment, taken into each man's home... and, it was thought, destroying the opportunity and the will to read. And most recently came two most potent alternatives to print: television and cybernetics... And yet the book survived."

Why did it? What makes us believe that the traditional book, despite the development of other effective means of intellectual communication, will not only survive but also preserve its function as "one of the greatest means of

human progress", and will extend that function?

First and foremost, because none of the new technical communication means can fully replace the book as a source of information. Radio and TV can be called means of "instantaneous" or "express" information. Their informative action stops the moment the broadcast is over. The book, however, is a means of constant information, an enormous reservoir from which we can draw any amount of information at any time required.

RESearch has shown that the capabilities of various media differ greatly according to the nature and complexity of the information being transmitted. Simple facts are best conveyed orally (including the use of radio and television). To put over more complex information, a combination of sound and images gives better results. Highly complex information is best relayed and imparted by a printed page containing illustrations. And an ordinary book, unlike a "speaking" or a microbook, does not require any kind of electronic apparatus.

It has also been shown that we assimilate information much more quickly by reading than by hearing (even without the aid of new methods of speed-reading). And we should also take into account the aesthetic aspect of the assimilation of knowledge—the pleasure we derive, for instance, from reading a new book, a perfect product of the printer's art.

The book has indeed travelled a long road, from the Bible printed by Gutenberg, a work whose make-up closely copied those of medieval manuscripts, to the masterpieces of the modern printing industry.

Improvements in printing technology have led to such a tremendous increase in publishing that, in some respects, man nowadays resembles Goethe's sorcerer's apprentice who was able to conjure up the spirits but unable to control them. The libraries were the first to feel the catastrophic effects of the growing avalanche of publications, which posed many serious problems.

F. Rider, director of the library at Wesleyan University (USA) drew attention to this danger as early as 1944. He forecast that by the year 2040, the Library of Yale University would have about 200 million volumes, occupying 6,000 miles of shelves. Its index cards, if the method of indexing was preserved till then, would require about 750,000 catalog-

uing drawers, which would occupy an area of no less than 80 acres. The yearly increase of the library stock would be 12 million volumes and their insertion in the catalogue would require a staff of about 6,000 people.

Though the author may have exaggerated, the problem is clearly an urgent one, even if the book stock increases half as quickly as he expects. Microcopying, in his view, is the only way out of the dilemma.

The microbook has already established itself firmly in libraries. The Dag Hammarskjöld Library of the United Nations in New York stores microfilms of newspapers, and as of 1969, U.N. documents were also being microcopied. The microbook is widely used in most scientific and specialized libraries. This will help to resolve the acute problem of providing storage space for books. It will also extend the life of publications printed on low quality paper, help libraries to acquire unique editions, reduce postage fees on the sending of books from one library to another, and offer many other advantages.

But, in my view, it is not the "overpopulation" of the book world and library storage that should rank as the "No. 1 problem". The main problem is the enormous volume of scientific and technical information. Academician A. Nesmeyanov of the USSR has written: "According to provisional data, about 10,000 journals in the world are of interest to chemists. These publications contain no less than 200,000 articles on chemistry and chemical technology. About 5,000 books, over 30,000 patents and about 20,000 scientific reports are published every year on chemistry and chemical technology..."

"If a chemist began, on January 1, to read all the publications of professional interest appearing during the year and read them for 40 hours a week at the rate of four publications an hour, by December 31 he would have read only one twentieth of these publications."

SIMILAR conditions prevail in the other sciences. Ever-growing streams of information submerge the researcher, complicate his work, and lead to an unnecessary waste of resources and effort. Without the use of technical means, notably of electronic computers for the storage and retrieval of information, nothing can be done to improve this state of affairs. The traditional methods and means of information retrieval are entirely inadequate today.

Only computers can resolve the



Photo © André Kertész, New York

Since its first emergency aid to war-damaged libraries 25 years ago, Unesco has developed a broad and varied programme designed to increase and improve library services. It has provided training fellowships for librarians, organized seminars and courses and has set up two librarianship training centres in Africa at Dakar (Senegal) and Kampala (Uganda). The New Delhi Public Library Project, launched in 1951, has been followed by further pilot projects in Colombia, Nigeria, and the Ivory Coast. Photo shows Mr. Julien Cain, Chairman of the French National Committee for International Book Year, in his study. Mr. Cain is President of the French National Commission for Unesco and was for 34 years Director of the Bibliothèque Nationale in Paris.

intricate problems facing the modern librarian. From personal experience as director of the U.N. Library in New York, I can say that this library needed computers to index the mass of U.N. documents and publications, a problem it could not cope with before these machines were introduced.

Yet even though I believe that electronics have a great future in the information services, the idea that the library of tomorrow will be a library without books and even without librarians is both fantastic and fallacious.

It is said that the most prominent feature in the library of tomorrow will be people and not books, since the book in its traditional form will be extinct. Such a library, it is foreseen, will resemble a laboratory in which there will be switchboards instead of tables, dictaphones for ordering printed matter, data and information, automatic distribution mechanisms for their delivery to the reader's switchboard, screens of electronic machines to reproduce the literature supplied and even push-button translating machines in case the reader does not know the language the text is written in.

This view of the library of tomorrow presupposes a different type of librarian from the one we have today. His main attribute will be a knowledge of machines whereas the main task of today's librarian is to be familiar with books, to know the requirements of the readers and to satisfy them.

Owing to the giant growth of the volume of scientific knowledge, the differentiation and specialization of the sciences and research institutions, more and more libraries will specialize in particular fields. Naturally, as in the world of science, this will go hand in hand with integration. Our age is the age of specialized libraries and specialized networks of libraries, which supplement each other, and are co-ordinated and interlinked by every means of communication.

Nevertheless, the traditional book will hold a place of no little importance in the technological process of these "information factories". In ordinary lending libraries the traditional book will probably continue to play the principal and decisive role.

The new technical means are not

the enemy of books, but their ally and helper. The historic role of the book as a means of establishing contacts between people, satisfying their spiritual needs and providing a source of knowledge will grow in step with mankind's social, cultural and scientific advance.

Answering those who bemoan the imminent death of the book in the age of technological progress and predict its replacement by new convenient mechanisms for word and thought transmission, Stephan Zweig wrote:

"No power source has been able to create as much light as is sometimes emitted by a small volume, and never will electric power have as much force as the electricity enclosed in the printed word. The book is a never-aging and invincible force, the most concentrated and multiform; should it then be afraid of technology? Is it not with the help of these same books that technology improves and disseminates? Everywhere, and not only in our personal life, the book is the alpha and omega of all knowledge, the foundation of every science." ■

Marshall McLuhan achieved world celebrity with the contention, expressed notably in his book, "The Gutenberg Galaxy," that one of the great transformations of modern society is the decline of the written word and the rise to pre-eminence of audio-visual media of communication. On the occasion of International Book Year, the Canadian educator and thinker explains his views in the following article written specially for this issue of the "Unesco Courier." We have also asked the noted writers, Alberto Moravia, of Italy, and Alejo Carpentier, of Cuba, to present their points of view on the future of the book in the modern world (see articles pages 23 and 24). On page 30, Y.V. Lakshmana Rao, Director of the Asian Mass Communications Centre, looks at the future of books in developing countries, particularly with regard to young people.

by Marshall McLuhan

Polonius: "What do you read, my lord?"
Hamlet: "Words, words, words."

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WHEN Gutenberg transformed the European manuscript into a new uniform and repeatable package, he ended the regime of oral scholastic philosophy and provided the means of retrieving the world of pagan authors.

Any new technology simultaneously erases its predecessor and restores a much older form of experience. At the same time that the new intensity of words as visual objects came into play against the old oral ground, words became visual counters in a new "objective" sense. The world of resonance and multi-levelled depth of verbal structures which had been the basis of the exegesis both of the sacred page and the Book of Nature, was suddenly muted by high visual stress.

New kinds of rational authority were substituted for the old resonance with its affinity for magic and metamorphosis. Thus, in More's *Utopia* in 1512, Hythlodaye comments on the fading scholastic philosophy as an oral thing in distinction to the new forms of discourse which came in with the recovery of the ancient writers:

"Your scholastic philosophy is not unpleasant among friends in familiar communication, but in the councils of kings, where great matters must be debated

and reasoned with great authority, these things have no place... for speculative philosophy thinks all things suitable for all occasions. There is another philosophy that is more urbane, which knows as you would say her own stage, and therefore orders and behaves herself in the play that she has in hand, playing her part accordingly with comeliness, uttering nothing out of due order and fashion."

Clearly, scholastic philosophy was a form of discourse that would not do in the new era. It was doomed, not because of its content or meaning, but because it was chatty, conversational discussion that took all manner of things into account at any given moment. In communication among friends it's natural to interrupt and to interject observations at any point. In such oral interchange there are numerous simultaneous vistas of any topic whatever. The subject is looked at swiftly from many angles: classic notions and insights concerning that subject are, via memory, on the tip of every tongue in the intimate group.

Such an oral form assumes encyclopedism, not specialism. With the coming of print, specialism developed because the individual reader, by solitary effort, could speed over the super-highways of assembly-line printing without the company or comment of a group of fellow learners and disputants.

In his university studies on the 18th century Christopher Wordsworth records how written examinations were introduced at Cambridge when it became impossible for examiners to keep up with the individual reading

and studies of their students. As books became cheaper, the quicker and more diligent students discovered that they could acquire knowledge for themselves where previous generations had been dependent on the oral teaching.

Today, deep into the electric age, the authority of visual connectedness and quantified measurement has yielded to the facts of quantum physics in which the mode of relation of events is via the "resonant interval" of Heisenberg and Linus Pauling. With the advent of telegraph and telephone and radio and TV as service environments, totally new figure-ground relationships have come into play. In science and in fiction, in art and in politics, the fact of audience involvement in all aspects of the social process has become an irresistible datum.

So far as the book is concerned the mode and means of involvement of reader as co-author and of audiences as actors has been the symbolic or discontinuous form in poetry and painting, and music, in press and novel, and in drama. The mosaic or collage, inevitable with the telegraph press, for example, offers us the world under a single date line and offers up the world audience as a daily sacrifice of ritual participation in the making of news.

With the advent of electric information environments, the former connected forms of discourse and social organization have steadily been supplanted by decentralist and discontinuous patterns. The market, which had been the figure for the industrial ground of hardware production, has become increasingly diaphanous as information and credit replace specie and bullion.

MARSHALL McLUHAN is Director of the Centre for Culture and Technology of the University of Toronto (Canada) and professor of Humanities at Fordham University, New York (U.S.A.). Among his books are "The Mechanical Bride" (1961); "Explorations in Communication" (with E.S. Carpenter, 1960); "The Gutenberg Galaxy" (1962); "Understanding Media" (1964); "The Medium is the Message" (with Quentin Fiore, 1967); "From Cliché to Archetype" (with Wilfred Watson 1970).

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THE YESTERMORRO



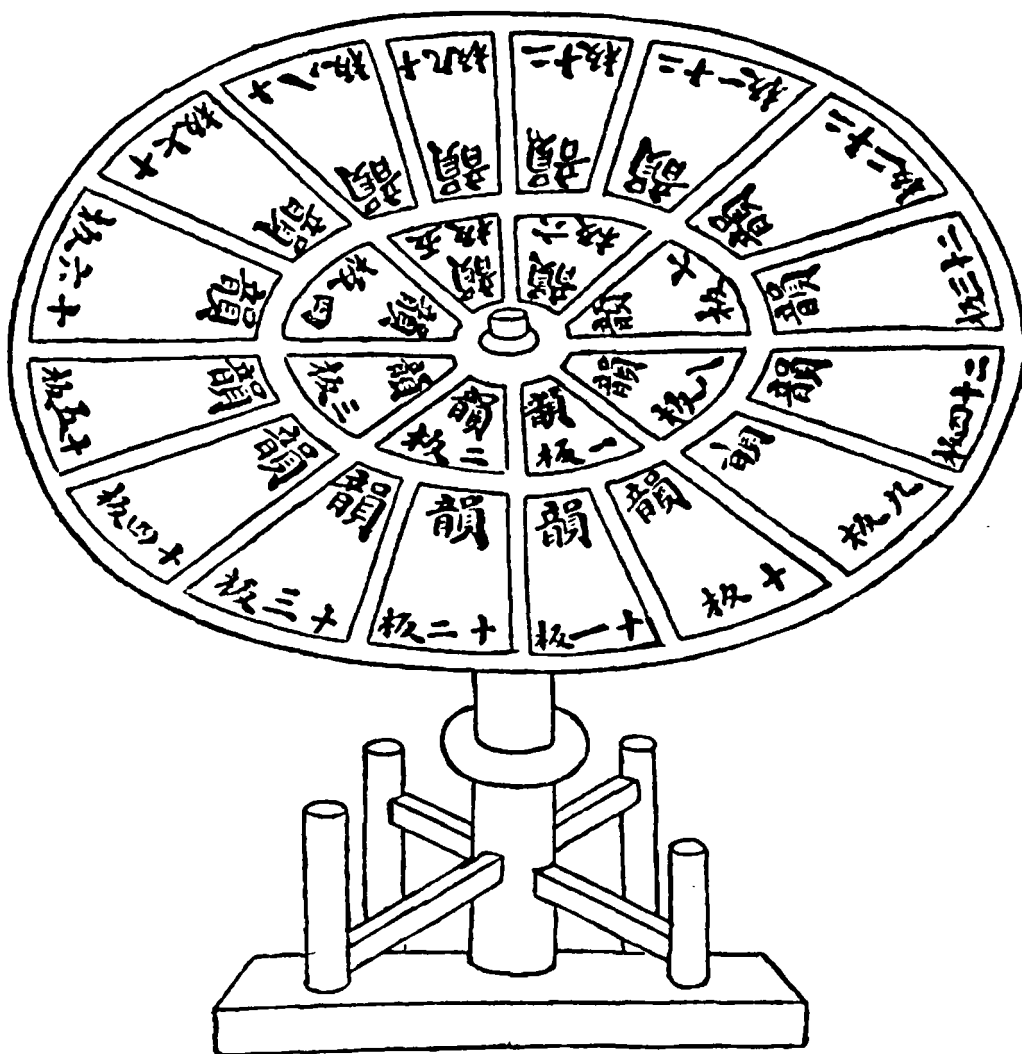
Photo © "Le Surréalisme" Paris

OW OF THE BOOK

"The new electronic interdependence", says Marshall McLuhan, "recreates the world in the image of a global village", an aphorism aptly portayed by the optical trickery of this Salvador Dali painting, "Visage paranoïaque", (vertically a face, horizontally a group of villagers).

CHINA, BIRTHPLACE OF PRINTING CENTURIES BEFORE GUTENBERG

Contrary to widespread belief, paper, printing and movable type were invented, not in Europe, but in China, several centuries before the birth of Gutenberg. Paper, without which printing would be impossible, was invented by Ts'ai Lun in 105 A.D., and was in use in China over 1,000 years before it came to the West (see map below). The oldest printed book extant (photo left) was produced in China, in 868 A.D., by Wang Chieh, who thus can claim the title of the first known printer in the world. This book, a Buddhist text, was printed by the xylographic or block printing method in which each page was engraved on a block of wood. Chinese printing reached unsurpassed heights during the Sung Dynasty (10th century) with Feng Tao, whose name is as famous in the Orient as Gutenberg's is in Europe. Several thousand copies could be run off in one day with the block printing method, which remained popular in the Orient even until modern times because of the thousands of ideographic characters in Chinese and other languages as compared with under 30 letters in the European alphabet. Movable type was invented by a Chinese printer named Pi-Sheng in 1045 using fired clay, to be followed shortly thereafter by movable type using tin, wood, bronze and other metals. Korea and Japan made extensive use of such metallic types. In 1403 the Korean king T'ai Tsung decreed that characters should be cast in bronze so that more books could be printed. By the time printing began in the West, three fonts of type had been produced at the type-making factory founded by the Korean king.



Above, wheel-shaped, rotating table for the storage of fonts of movable type invented in China by Pi-Sheng in about 1045. Characters were stored according to their "yun", or rhyme, in eight inner and sixteen outer compartments. The table was made of light wood and the table top was about 7 ft. in diameter. The typesetter sat between two such tables, one of which contained a selection of the most usual Chinese characters. This table was described by the Chinese printer Wang Cheng in a history of movable type in 1314.

Drawing from "Science and Civilisation in China" by Joseph Needham, Cambridge University Press, 1965



Photo Bockwitz Collection

Right, this printed playing - card was found near Turfan in the Chinese province of Sin-Kiang. It measures roughly 1½ by 3½ inches and dates from about 1400. Playing-cards were almost certainly a development from dice and it is probable that the transition from dice to playing-cards occurred towards the end of the 10th century at the same time as the transition from manuscript rolls to pagged books.



Photo © Museum für Volkerkunde, Vienna



Photo Philips, Paris

some experts. Electronic wizardry has now made possible the recording of voice-prints by which an individual can be identified almost as readily as by his fingerprints. Right, six voice-prints of five different people saying the word "you" (one person's voice was recorded twice, top left and bottom right). Above, the 25 ft high "Cosme — Chevalier of Space", a sculpture in light by Jeanne Renucci-Convers in Paris, symbolizing the complex world of audio-visual communication.

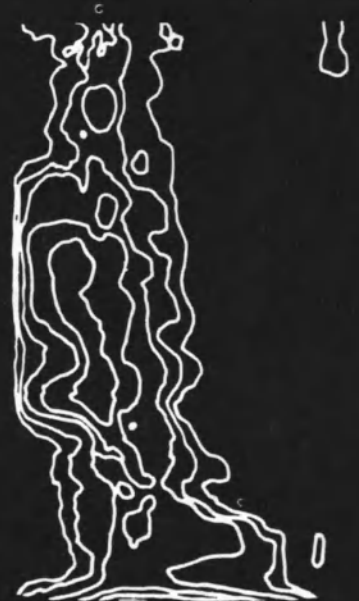


Photo Bell Telephones Laboratory, U.S.A.



Photo © Gerard Dufresne - Idea Focus - Paris

**22 BOOKS
SAVED
FOR THE
YEAR 2000**

It will take until the year 2000 for the precious book collections of the libraries of Florence, ravaged by the floods of 1966, to be fully restored. At the National Library alone, a million books and documents were damaged. Above, a cleaning and drying centre set up in a former tobacco-curing shop. Despite the enormous efforts made over the past five years, it will take another 30 years to complete the page-by-page repair of this vast mountain of books, which form a priceless portion of Italy's cultural heritage. In response to Unesco's appeal generous international aid was made available to the Italian Government for this herculean task. With Unesco's co-operation, an International Book Preservation Centre is being established to continue and supplement the work of the two research laboratories already set up in Florence to safeguard the damaged books and archives.

by
**Alberto
Moravia**

THE IMAGE AND THE WORD

THE notion that the book and the printed word are in rapid decline gained its widest currency following the spectacular success of the image and the media of visual communication—the cinema, television, advertising displays, strip cartoons, road signs and so on.

But few persons appear to have given much thought to the fact that the image owes its success, in turn, to the entry into history's arena of large masses of humanity, including their new literates and total illiterates.

The illiterate person undeniably has a distinctive visual awareness. For him the whole world is a vast system of visual signs and symbols waiting to be interpreted and translated. The origin of writing itself, with its slow progression from the representation of an object to a form of symbolism, shows that primitive man used his eyes for tasks that civilized man later entrusted to his ears.

So in the first place, what we are dealing with is not so much a decline of the book as a triumph of the image, a triumph due in far smaller measure to those who have always been readers than to those who only yesterday did not know how read.

If this is so, as I myself believe, we can expect at any time to see a steady decline in the influence of the image and a corresponding resurgence of the book. In other words, as millions upon millions of illiterate men and women learn to read and write, they are likely to abandon the primitive, direct language of the image in favour of the more elaborate, more indirect language of the printed word.

Modern man, moreover, uses the picture in ways that are basically different from those of primitive man. In the primitive world, it marked the first steps in communication; today it is only a provisional return to conditions that are perhaps temporary. The modern world is not so much a

primitive world as one temporarily "primitivized". In other words, even in the progression from the language of the picture to the language of the printed word we can observe once again the phenomenon of ontogenesis (the development of the individual) which duplicates the phenomenon of phylogenesis (the development of the whole human species).

That this hypothesis is plausible is furthermore borne out by the huge circulation of paperbacks. Between the traditional book and the paperback there is not just a difference of quality and price. In reality, the two types of books are profoundly different in nature.

The traditional book was rooted, indeed still is rooted, in an organic, stratified cultural context that has lasted for centuries. The paperback, on the other hand, scatters the seeds of the culture of all ages and all regions wholesale upon completely virgin soil. In the space of a few years, the entire population of our planet, only now barely emerging from illiteracy, has been inundated, without any preparation, with the culture of thirty centuries.

The danger is that this culture will be not assimilated, but thrown together, condensed and reduced to mere formulas and synthetic aggregations in a vast grinding operation of destruction. After which the masses would apparently be free to revert to the image, thenceforward the sole medium of communication.

This, indeed, may be the direction taken by marxism in China with its rejection of the culture of the past as "Bourgeois". Mao Tse Tung has said that the vast masses of the Chinese people are like a sheet of blank paper on which one can write whatever one wishes. What will be written on this paper we still do not know.

Besides, the image itself has recently appeared to be reaching its limits. The fact that the spectator takes in the picture passively, without any effort of interpretation, ultimately results in the picture itself losing its full force and becoming a victim of this passivity. People watching television or a film at the cinema simply do not see what is happening before their eyes on the screen; or if they do see, they do not really comprehend. Passivity has atrophied their powers of concentration, rendering them

inattentive to the point of blindness.

Of course, they "see" the road sign indicating a school, or the cowboy astride his horse firing his gun, but now what they "see" is nothing more than a response to the same conditioned reflex devoid of any mental reflection and hence any communication. Marshall McLuhan admits this when he says that "the medium is the message."

The decline of the book is by no manner of means, then, a certainty. Even if we ignore the fundamental fact that the book springs from nature, that is from the faculty natural to all human beings to utter words and shape them into organized speech, we should not overlook the fact that the book is made up of words which are "also", under certain conditions of poetic creativity, images. Thus there is no substantial difference between the image suggested by the book and the image that appears on the screen. In fact there is only one difference, though an important one: the image on the screen allows for no play of imagination; it is what it is.

Nevertheless, we must distinguish between one type of reading and another type of reading, between one book and another book. Reading some books is no more than a simple physical exercise. Such books, written for mass consumption, conventional in content and in style, are not read in the full sense of the word but rather are skimmed through by the reader: when the eye passes from one ready-made phrase to the next, from one cliché to another, the "reader" may believe he has been "reading" but in reality he has done no more than register the notations of a verbal mechanism that is as incomprehensible as it is insignificant.

For a book to be properly "read" it must first be really "written". If it is true that the book is in decline this is due not to the fact that the broad general public does not read but to the fact that they read books that have not been "written" but merely printed.

A book, then, must be thought out and created or it is not a book. Indeed, the future of the book is bound up with the poetry, creativeness, descriptive power and imagery of the writing. The future of the book will be assured if we succeed in "writing" books; it will perish if we content ourselves with merely printing them. ■

ALBERTO MORAVIA, Italian novelist and writer, is one of the great names of contemporary world literature. His first book, "The Time of Indifference" (1929), was written when he was twenty years old. Since then he has published some thirty novels and volumes of short stories, a number of which ("The Woman of Rome", "The Conformist") have been made into films. Globe-trotter as well as writer, he has also published studies on the U.S.S.R., India and the People's Republic of China.

REVERIES OF A SOLITARY READER

by **Alejo Carpentier**

MAN, with never-ending ingenuity, with his unending urge to build and destroy, ever critical, alert, nonconformist, ever disposed to call into question, has recently begun to ask whether the book (and why not consider its fantastic proliferation throughout the world?) is not now inadequate as an instrument for the propagation of culture; whether it is not destined to be replaced by more direct means of information, with more immediate message potential; by media which are more complete because they bring into play more organs of perception, associate the audible and the visible, music with image and the

word; media whose speed in analyzing a case, a fact or a conflict is unsurpassable and whose immediate actualization of an event can never be matched by the printed word bound in books and volumes.

Disturbing and arbitrary theories have emerged because of this, supporting the thesis that culturally, the cinema, journalism, television, which appear to tell us more in fifty minutes, in an hour or an hour and a half, are more powerful than the book, the novel or the essay which, being the result of six or seven years of work, force us to read and meditate for several days—in the little time at our disposal after daily occupations and earning a living. "Voire", as Panurge would have said, driving his sheep into the immense sea of hypothesis.

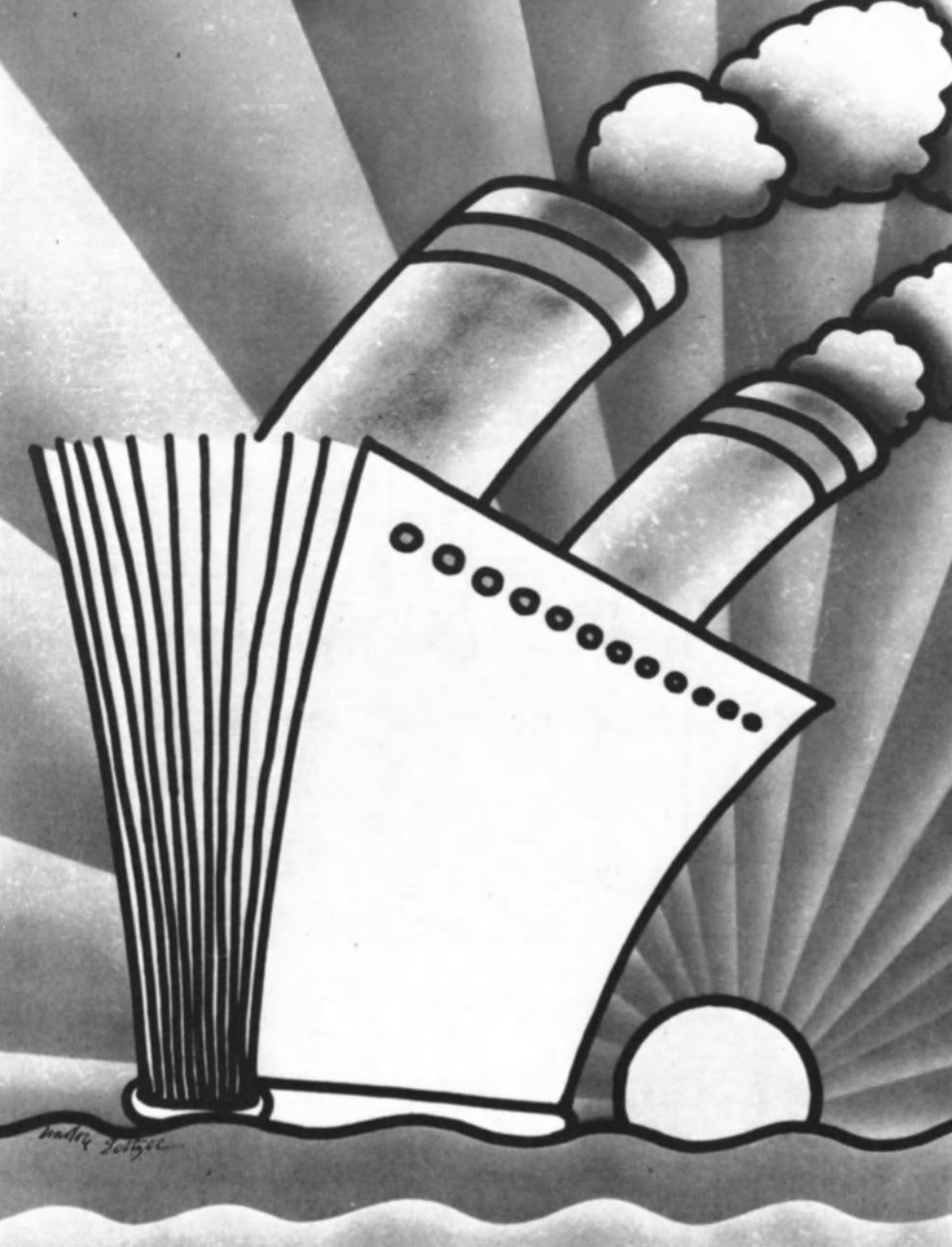
However, the strait-laced censors adopt a different position, criticizing with surprising ignorance as novelty, as a new phenomenon typical of the evil spirit of the times in which we live, the tastes of our century.

And to begin with the simplest in

order to proceed to more complex matters, let us consider the lamentations and the anathema, which members of the "Holy Office" of a certain kind of culture utter against "comics", those comic strips which our children like so much and which we older people without children have also enjoyed over the years.

This fashion for comic strips is blamed for the fact that new generations are abandoning reading. But those who argue in this way too easily forget that the spirit and technique of the comic strip—that is, the narration of facts, by means of a succession of images in anticipation of the cinema—was already perfectly developed in the codices of Mexico which narrate, through a sequence of scenes and figures, the conquest and the events leading up to the twilight of the Aztec Empire. They show us how La Malinche was dressed and the costume worn by Cortes. And what is the beautiful Bayeux tapestry but a chronicle of the Norman conquest of England, using the figurative techniques of the comic strip?

ALEJO CARPENTIER of Cuba is one of the great contemporary novelists of Latin America. His many books have been translated in 22 languages and include, in English editions: "The Kingdom of this World" (1957), "The Lost Steps" (1957), "The War of Time" (1958), all published by Knopf, New York, and "Explosion In a Cathedral" (Little Brown, Boston, 1963). Carpentier is a musicologist and expert on the history of Cuban music. He was formerly director of Cuba's national publishing house in Havana and is currently Counselor for Cultural Affairs at the Cuban Embassy in Paris.



Drawing © Isador Seltzer, from a poster prepared by "The New York Times"

It was the great Swiss humorist, Rodolphe Toepffer, who during the last century initiated the comic strip as we know it today with his *Dr. Festus* (1840). In 1889-1893, the French writer and illustrator Christophe followed the road traced by Toepffer with his now classic *Famille Fenouillard*, and also his *Sapeur Camember* (1890-1896).

When I was a child, before the First World War, there were a number of mass-circulation children's newspapers in Paris: *Le Petit Illustré*, *Le Cri-Cri*, *L'Intrépide*, *La Semaine de Suzette*, *L'Epatant*—with the unforgettable adventures of the *Pieds Nickelés* by the humorist, Forton, which in time also became a classic.

Contemporaneously English children were following the tricks and tribulations of Buster Brown and his dog (1902). And towards the year 1913, the great Bud Fisher in the United States invented those extraordinary characters, Mutt and Jeff, who for more than forty years figured in the pages of newspapers, along with *Bringing up Father* by George McManus, *Popeye*

of the energizing spinach, *Tarzan*, *Terry and the Pirates*, *Superman*, *Mandrake the Magician*, and his extraordinary adventures—all of which inspired a new mythology which still draws us to the pages of our newspapers.

But all this, Lord Censors of the Holy Office of Culture, has not stopped the publication and re-publication, the many translations of Tolstoy, of Pirandello, Marcel Proust, James Joyce, Thomas Mann, Hermann Broch (I do not wish to prolong this extremely facile enumeration of great names) whom the ordinary public of the last century would have considered "difficult" not to say unreadable.

Science fiction? It is a literary genre which has always existed. Its classical writers include Luciano de Samosata, the medieval author of a *Romance of Alexander* (the Great) who descends to the bottom of the sea in a glass ball, *Orlando Furioso* who swims across the ocean, Cyrano de Bergerac with his trip to the moon, Swift, the inexhaustible Swift, H. G. Wells whose *The First Men in the Moon*, *The War of the Worlds*, *The Invisible Man*, *The*

"If the invention of the ship was thought so noble, which carrieth riches and commodities from place to place, and consociateth the most remote regions in participation of their fruits, how much more are books to be magnified, which as ships, pass through the vast seas of time, and make ages so distant to participate of the wisdom, illuminations and inventions, the one of the other?"

FRANCIS BACON

Island of Dr. Moreau were my intellectual sustenance at the age of thirteen.

The serial? The novels of chivalry were serial stories with *Amadis de Gaule* in the vanguard; serials (and good ones) were the works of Xavier de Montepin, Emile Gaboriau, Eugene Sue, at the beginning of the nineteenth century, up to that super-serial (which also has marvellous literary qualities) *Les Misérables*, by Victor Hugo, the first great best-seller of world literature, a book that still has a vast public in the whole Spanish-speaking world—to the point where the employees in the Cuban cigar and cigarette factories, who are read to while they work, periodically request by popular acclaim a new rendering of the story of Jean Valjean.

The serial as we daily view it on the television screen did not do the slightest harm to the development of Balzac's mighty work, nor did it hinder the pre-surrealist poetic stirrings of the older Victor Hugo, nor the slow, universal and sure distribution of the works of Baudelaire and Rimbaud.

CONTINUED NEXT PAGE

After the unrivalled dominion of Victor Hugo, author of *Hernani*, Emile Zola was the second author of best-sellers in Europe before Tolstoy and without forgetting Dickens the wide-spread popularity of whose works came later. Nor should we forget that whilst Zola's genius reaches its height in *Nana*, in *L'Assommoir* and *Germinal*, this great writer had begun his career with books like *Thérèse Raquin* and *Les Mystères de Marseille* which were little different from the worst serial now seen on the television screens of the world.

And who was it who selected, made immortal and caused the great and authentic works of Zola to be translated whilst ignoring the trivial and superfluous? The reading public.

Similarly, the cinema public has been able to forget the dreadful melodramas starring Francesca Bertini, Gustavo Serena, Itala Almirante Mancini, Hesperia, etc., which Cines of Rome and Ambrosio of Milan used to give us at the beginning of the century, and to retain the unforgettably great films (I refer to the mature works) of a Chaplin.

The public has, in the end, developed a critical sense which, while not preventing them from appreciating the informational, recreative and even the instructive value of the mass media, increasingly turns towards the "Book"—and I intentionally write Book with a capital "B".

For the Book, despite the speculation and ridicule of those "distillers of the fifth essence" as Rabelais would have called them, continues to flourish day by day; it is gaining more ground and winning more readers.

One key fact which speaks for itself demonstrates this and would convince a child whose culture had not advanced beyond Tarzan and Superman. Publishing houses are growing in number in an astonishing fashion throughout the world.

And the publisher is a man who lives and prospers on this strange, poor and apparently unproductive merchandise—the book. Poor because its production implies long-term investment and involves spending money on the publication of a book by an unknown author which, at best, will cover the costs in one year or two (if ever).

In order to prosper, the publisher must organize a distribution network, look after publicity, and attempt to impress on the unheeding passer-by the title of a novel, a book of poetry or essays his firm has produced. All this implies a concern unknown to other types of businessmen who sell the public articles of everyday utility.

Reading is, in a certain sense, a luxury. The book is bought with the money left over when people have spent what is needed to acquire everything else, that is, all their daily necessities.

Yet, let us consider publishing on a world scale. We do not need to



The fall of the ancient Aztec Empire: a 16th-century 'strip cartoon'

The "Lienzo de Tlaxcala", left, the most famous of the Mexican Codices, tells the story of the conquest of Mexico and the fall of the Aztec empire in almost strip cartoon style. It was probably produced in about 1560, nearly half a century after the events described by Tlaxcala Indian artists. This priceless document was

Tlaxcallã



Yliycan.



Tecoaccimco.



preserved at the town hall at Tlaxcala, but it disappeared in 1867. However, facsimiles exist in the Bibliothèque Nationale, Paris. The double-headed eagle and coat of arms of Emperor Charles V are reproduced on the frontispiece of the Lienzo Codex surrounded by many symbols and figures. We reproduce on this page some of the 80 drawings in which the narrative was unfolded. Top right, council of Indian chiefs at Tlaxcala. Above, left and right, Hernando Cortes and his Indian interpreter and friend, Dona Marina, receiving gifts. Right, the tenth drawing in the sequence has all the hidden meanings of a rebus: following an Indian guide, Cortes sets forth along "the great road" which leads past the Popocatepetl volcano; the three stakes in front of his horse represent the snares laid for him by the enemy. The dog following the soldiers is no doubt one of the Spanish battle dogs which played a great part in the Conquest; the road leads to the city of Chalco.

Chalco.



No croissants for breakfast

mention France, Germany, England and all the other countries which have a long-standing tradition in the field; but during my childhood, publishing houses in Latin America could almost be counted on the fingers of the two hands. There were printers, of course, who, in return for a certain sum of money, published (never more than 2,000 copies) books that were either the work of eminent professors or of well-known poets, or of essayists whose names were familiar from the newspapers.

When the edition was printed, the author had to pick it up himself and distribute it personally to the booksellers where it was received with reluctance if not with hostility ("All right. Leave me a few copies, but I'm not very hopeful...").

After all his labour and disappointment, the writer was usually left with a thousand or so unsold copies which were stored in the cellar or the attic of his home, sometimes consigned to oblivion—in rare cases, rediscovered because of the retrospective curiosity of a later generation which suddenly discovered a precursor in our poor author who had already passed on without further ado. (We make an exception of the continental reputation of Ruben Dario, but let us also remind ourselves of how little the overwhelming greatness of Cesar Vallejo was understood when he was still among us.)

Moreover, the attitude of the public all over the world has changed towards the book (I am not referring, of course, to the developing countries where one cannot speak of a reading public for the simple reason that an immense proportion of human beings in such places cannot read or write).

Since each person draws his observations and conclusions from some personal experience, I recall my father's and grandfather's generation for they were, in their time, regarded as highly cultivated people.

Of what did their education consist? Of everything that was necessary in order to exercise their professions with decency and sometimes with real talent. My grandfather was a lawyer, my father an architect. They were up to date in all that could be useful and could increase their skill in their respective professions. But for the rest? They were cultivated men, considered to be extremely cultivated in the cultured circles in which they moved.

But of what did their culture consist? In the humanities, they knew the Greek, Latin and Medieval classics, the writers of the great ages of Spain, France and England, German romanticism, the literature of the nineteenth century and of the contemporary period.

In their conversation, they spoke intelligently of Balzac, Flaubert, Zola, Dostoevski, Tolstoy, Ibsen, Galdós, Pio Baroja, Valle Inclán and, of course, of poets and dramatists whose names have, in many cases, fallen into the most cruel oblivion.

They had some notion of philosophy. They knew a great deal about history, especially Michelet. In other fields, they had naturally read Darwin, Haeckel, Le Bon, Renan, Taine, Emerson, although they did so sporadically and without any great diligence. For the rest, they believed that philosophy was better left to the philosophers (a group of people whose activity is rather difficult to define, if we agree with the amusing essay of Raymond Queneau); archaeology was for the archaeologists, sociology for sociologists, science for scientists.

As for politics—Oh! as for politics—sleight of hand is a "game for the vulgar", my grandfather used to say. Anatole France, aesthete with dilettante tastes in philosophy, politics and everything, author of lives of saints in which he did not believe, a real *touche-à-tout*, as the French would say, was, it should not be forgotten, the master of a whole characteristic generation of the time.

Let us look today into the windows of a bookshop in Paris, London, Buenos Aires, Mexico, Havana, or anywhere. There, novels are displayed on equal terms with books which deal with the excavations of Sumer, Crete, Mexico or Peru; everyone of my generation has read Freud, Jung, Lacan (and I shall keep the list brief); they have read Marx, Engels, Gramsci, Lukacs; there are books of philosophy which in these recent years, have become true best-sellers; cybernetics, science, the exploration of space (new forms of science fiction but this time with real men stepping onto the moon) passionately interest a whole generation.

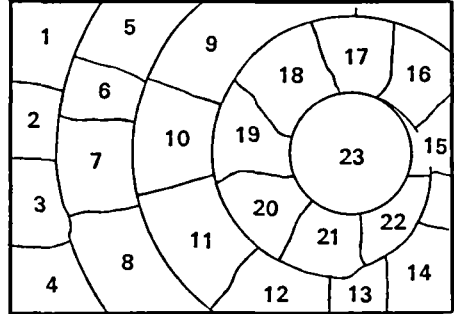
There are more and more book series; art books are now cheaper; lives of composers, histories of music, treatises on organography *ad-usum delphini* (all with the appropriate gramophone records), politics, contemporary history, present-day sociology, discoveries, the exploration of the planet, structuralism, Levi-Strauss, and so on (1).

The reading public grows larger, more curious every day, with a greater thirst for discovery, more power of assimilation, with the desire to reach regions which were yesterday unknown to them. And because of this, one is not surprised by the fact that pub-

(1) A French humorist recently declared that the great names of the present epoch were James Bond and the Reverend Father Teilhard de Chardin.



Photos 1, 2, 3, 5, 6, 8, 10, 13, 14, 20, 21, 22 © Roger Viollet, Paris. Photo 17 © Roger Viollet-SPADEM. Photos 11, 12, 19 © René-Jacques, Paris. Photo 9 © Armand Colin, Paris. Photo 15 © National Periodical Publications, New York. Photo 16 © Tate Gallery, London. Photo 7 © SPADEM, Paris.



lishers last century (save in the exceptional cases of Victor Hugo and Zola) printed literature on the basis of editions of 2,000 books (and it was smaller in the case of philosophy and sociology); while today editions of 20,000, 30,000, 50,000 and even 100,000 are usual.

And so far as I know there is no publishing house in Europe or Latin America which during the last 30 years has gone bankrupt: the proof, as people say, that the business is viable. And it is viable because there are readers. Readers for whom the mass

Right, Children on their way to school at the water village of Ganvié, Dahomey, in West Africa, where the school "bus" is a canoe, carry their precious books on their heads. A major obstacle to increasing book production in the developing countries is the shortage of printing paper resulting from inadequate local production and the difficulty of obtaining the foreign currency needed to buy paper from abroad. The recycling of waste paper could help to alleviate the paper shortage while at the same time safeguarding forest resources and combatting pollution. Far right, reels of cardboard produced from recycled waste paper.



Photo Bernheim - UNICEF

Books are young in the Third World

by Y. V. Lakshmana Rao

SEVERAL times during my own lifetime, the end of the world has been predicted by one or another sect of religious determinists. Some of them have even gone to the extent of distributing their worldly possessions. If I had some stocks in a publishing firm today, I should perhaps be selling them, for the death of books has now been announced by technological determinists.

To us in the developing countries who have not yet partaken fully of what life has to offer, there is a vested

interest in its continuation; so also in the media (of which the book is one) as vehicles for passing on of stored knowledge and new information to our young people.

The question then is how best this can be achieved, using the available resources, the existing abilities and the present state of knowledge itself—and the effectiveness of the various media open to us. To a student of mass communication, this is what the question boils down to. Should we necessarily have to choose between the media? Or can we use the old and the new side by side, as our resources permit. Should we put all our eggs in one basket, be it print or electronic, or for that matter, our greatest asset: oral communication channels.

No scholar who has gone into the question systematically has so far suggested either the abandonment of the old or the exclusive introduction

of the new, costs be damned. This is as true of the developing countries as of the developed where the print media have had to contend with the newer media for several decades.

Years of experience and research in such societies have shown that the media do not kill each other; they cannot push each other out completely but that, like the proverbial mother-in-law and daughter-in-law, they learn to live with each other and that by and large they learn to live fairly comfortably—if they are able to adapt to new circumstances and indeed to take on new roles of a complementary and supplementary nature.

Whether in such a process the book, for example, were to turn into a "non-book" and television were to become increasingly more informative and instructional than it now is, so be it. But we have no assurance as to what might happen.

The realities of the developing

Y.V. LAKSHMANA RAO, of India, is Director of the Asian Mass Communication Research and Information Centre in Singapore. A communications specialist, he was a member of Unesco's Division for the Development of Mass Media from 1965 to 1969, and was previously Deputy Director of the Press Institute of India, in Delhi. He is the author of "Communication and Development: a study of two Indian Villages" (University of Minnesota Press, 1966).



Photo © Unilever Ltd., London

countries do not warrant the taking of the risks inherent in hunches (and perhaps fads), however accurate they may eventually turn out to be. The possibility of their being wrong is not only much greater but the costs of such an eventuality are too high for the developing countries to bear.

This is not to deny that the newer media can play a significant part in the overall developmental efforts of these countries. However, the resources that are likely to be available for a long time to come will make it imperative that within the context of communication development the brunt of the tasks of information storage and retrieval will be borne by the print media in such societies despite the advent of electronic media and computers.

The book will have to continue to provide the information and knowledge required by the average citizen to take full part in the changes taking place around him. This is especially true for the younger people who are the mainstay of the revolutions taking place in the developing countries.

The communications revolution, unfortunately, is not the only revolution that is taking place in the developing countries today. The revolutions that the West went through—political, industrial, social and technological—are today occurring in the developing societies all at once and all together.

These revolutions are having to be handled by people with relatively less experience and knowledge, and with far greater urgency—and with far more limited resources. Added to this is the fact that, in addition to their own revolutions, they are confronted with the technological and other developments in the West, thanks to the communications revolution.

To the extent that the events, the ideas and the problems of the West are impinging upon the developing nations, the proposition that the world is tending towards becoming a "global village" may have some truth in it. However, it is unrealistic to believe that internationalism is just round the corner. One would like to believe that this indeed could be true, but then we are confusing fancy with fact.

In fact, it seems that one of the essential needs of the developing society, rightly or wrongly, is the development of a sense of nationhood as a prerequisite for nation-building. The leadership in the developing countries are now involved in injecting such a sense of nationhood in the people, even while taking part in the larger task of bringing about the "global village" through participation in international forums.

In the developing countries, one is generally concerned with the very real villages where most of the people are illiterate, uninformed and lack the

basic skills necessary for development and are unaware of the basic concepts essential for modernization. Even the young boys and girls in these villages lack such skills.

In the cities, on the other hand, the relatively more educated youth find themselves in a state of limbo which has led to a great deal of discomfort for them and to the society of which they are part. They have neither a strong sense of nationhood nor do they feel genuinely international.

The question before the leadership is how to give youth that sense of involvement that is necessary before they can take their rightful place in society. To be able to do that, they should obviously be provided with a good knowledge of that society. They should know its history and its culture.

If the media are going to play an important part in such transmission of information and knowledge, the question which has to be answered is whether these countries are going to depend on the media available to them here and now or wait for the newer media to get up to the state of readiness which is essential before they can meet the increasing needs of these countries.

We know that the nature of the "transcript of society" has generally moved from oral to print. The developing countries are at this stage. They

CONTINUED NEXT PAGE

All our eggs in one basket?

are aware of the fact that the printed transcript is available now. Also that such transcript can enable the younger generation in these countries to expose themselves to the history and culture of their own people even as the generations before them.

The advantages of the print medium and of books are too well known to be taken up here at any length in such a short discussion. Print can provide the required knowledge at a time when the young people are ready for it and when they are in the mood to expose themselves to such transcripts. That time is now. In a more specific sense, print media can be "consumed" when a person wants to—and at the speed at which he is able to learn. He can go back to it if he needs to.

It is also known that the newer electronic media, because of the very nature of their limitations, do not have the advantages of freedom of exposure in time and to a lesser extent, in space. At this stage in their development, the electronic media are also not able to provide the depth necessary for a fuller understanding of many of the complicated techniques of society's production processes or of society's human problems.

The leadership is therefore not willing to burn up its present advantages of the store of knowledge available for transmission through print because of the promised potential of newer media whose ability to transmit knowledge faster and more effectively—and "through all the senses"—remains to be tested and to be proved beyond reasonable doubt, especially when one takes into account the tremendous costs involved.

It should also be noted that if the age of print is being overtaken by the age of the electronic media in the advanced countries, in large parts of the rest of the world, the age of print has not lived its full life. It should also be noted that these countries are even today in the stage of "oral culture" and still "tribalized". If the problem of the developed countries is to "re-tribalize" man, what of those countries which have not been "de-tribalized" in the first place?

We are talking of societies where even young people are today uninvolved, non-participants and inactive despite the existence of an "oral culture" all around them—a state of affairs which has been described as stemming from the evils of the print age. Will the introduction of an electronic age directly without further recourse to print, bring about a different form of "tribalization" which

will lead to involvement, participation and action?

It is true that in the industrially advanced countries, the advent of television and its spectacular rise on the communications scene led to widespread conjecture that this must be the final blow that would make the book a relic of the past and return the world to a speech and gesture civilization. But the initial impact and rise of television soon settled down to a more reasonable plateau and it became obvious to most people that the book would survive.

The age of print to which such premature obituaries have been written elsewhere has not had its full span of life in the developing societies. If and when it has completed its tasks and is willing to hand over its responsibilities to the newer media, these societies will perhaps be willing to accept the mortality of this medium.

Meanwhile, however, there are no such signs of ageing; the book has not even grown to its full potential and right now those responsible for its nurturing and for its development, are busy with the problems connected with the rearing of this "child". Many of these people are in fact the relatively more educated young people of these societies with their own visions of the future. They are not only the readers of the books, but also the contributors. They are aware that if they are to enlarge their own sense of participation and involvement, it is through the print media that they can express themselves and that they can multiply their messages to a wider audience.

The electronic media cannot give them these opportunities, because they are limited by the very nature of their transmission and also by the controls to which they are invariably subject. In the developing countries, they are also invariably government controlled and operated.

THESE young people are also aware of the fact that the knowledge of their cultures as well of other cultures is available to them in the books in the libraries which are accessible to them and from which they can more easily retrieve the particular information they are looking for. Figures on library usage conclusively prove that the largest number of their users are young people. This is only partly the result of their immediate educational needs.

Such evidence of consumption of print is not confined to the developing countries. Partly it is true that the educational system and the age at which the educational experience is

being gained within the formal structure, do have a bearing on these figures of media consumption.

But what is the alternative, especially in the developing countries, where print is by and large the only available medium for information retrieval? (We must also remember that the leadership in many of these societies is neither willing nor able to throw its young generation on the imported products of television material produced in cultures vastly different from their own, however dedicated the leaders may be to the achievement of that citizenship in the "global village". The villages they are immediately concerned with are their own real villages in which young people are growing up, often with not even a sense of the "nation-village").

A PART from exposure to the printed medium in schools, libraries and at home, these young people are also active consumers of the electronic media where they are available. They realize that the media are complementary and supplementary to one another, just as they know that their fathers or their teachers may not be the repositories of all wisdom. They watch certain media at certain times and go back and forth through all the media that are available to them.

Unfortunately their choice is relatively limited in the countries they live in. They have to supplement what little they learn from one medium by whatever is available in the other. Today they find that while the audio-visual media are able to inform them up to a point, they have to go to the books to learn in depth and to learn when they are in the mood. Perhaps tomorrow they will be able to get far more out of the audio-visual media at the time and at the place they happen to be in, but that is for that uncertain tomorrow. Their problems are today's problems just as their parents' problems were yesterday's.

As far as these young people are concerned, human channels of communication have existed since time immemorial, the print media have also existed since time immemorial, the audio-visual media are today available only to a lucky few and will perhaps be available to more people in times to come. The book, however, continues to surround them and was available yesterday, is available today and will be available in all the tomorrows.

They see no signs on the horizon of the dawn of universal television or of widespread usage of computers, let alone the death of books. ■

Letters to the Editor

BOGOMIL SYMBOLISM

Sir,

With reference to your article on the Bogomils ("The Stones with the Raised Hands," May 1971), may I point out that figures depicted in the same attitude exist in paintings in the catacombs of Rome, dating from the days of the early Christian church. In particular, a woman in prayer figures in a 4th century fresco in the catacombs of Thraso and another can be seen in the catacombs of Priscilla. The latter is flanked by two groups of smaller figures representing members of the family, recalling the group reproduced on your centre pages.

With regard to the Bogomil carvings of stags, I wonder whether they are a mystic symbol based on Psalm 42: "As the hart panteth after the water of the brooks, so panteth my soul after Thee, O God."

R. Marcadet
Garches, France

CONTROVERSIAL QUESTIONS

Sir,

I am sixteen years old and find your magazine interesting and full of ideas. However, I wish you would devote more space to controversial questions such as the problem of drugs, youth's place in society, the problems of immigrants, the exploitation of casual labourers, sex education and many other subjects of immediate concern to modern society and thus to the youth of today.

I want the "Unesco Courier" to be not a "passive" magazine, but one which points the way for the younger generation with all its doubts and uncertainties.

Anna Vincenti
Turin, Italy

PITTSBURGH'S ANTI-SMOKE

CAMPAIGN

It was pleasing to read in your July 1971 issue that Pittsburgh, U.S.A., has made substantial progress in reducing air pollution. But some of the favourable changes would have been made whether or not there was a smoke control law. For example, railroads were already converting from steam to diesel because of economic reasons. More importantly, there has been some backsliding. In many cases, the electrically-propelled trolley cars have been replaced by diesel buses.

Henry R. Korman
Washington, U.S.A.

While it is true that diesel and electric locomotives have now ousted steam because they have proved to be more efficient and cheaper to run, this was not the case in 1941 when the Pittsburgh smoke abatement ordinance was enacted. In 1943 there were nearly 43,000 steam locomotives and only 2,100 diesels in service in the United States, and, in fact, the U.S. railroads had more steam locomotives than diesels in service up until 1951. At first the Pennsylvania Railroad, a major coal haulier, opposed the Pittsburgh smoke abatement ordinance, not only because

it feared a loss of revenue from coal freight, but also because of the high cost of converting coal-fired locomotives to diesels as compared with the more normal process of phasing out. — Editor.

ANSWERS TO RACISM

Sir,

Sincere congratulations on your issue dealing with racism (November 1971). Well illustrated and clearly and intelligibly presented, it will bring home the problem to readers from every walk of life. It is a remarkable contribution to the fight against racial prejudice and discrimination, and its stimulating message that all men are brothers will make a deep and lasting impression on youth.

Albert Levy
Secretary General
Movement against Racism,
Anti-Semitism, and for Peace
Paris, France

'YOUR ENVIRONMENT'

Sir,

In our Spring 1971 issue of "Your Environment" we put on record our particular regard for the "Unesco Courier" as a valuable source of environmental information. Your July 1971 issue, including the Menton message, was most interesting, as was its striking cover. It is reassuring to see that a periodical in which so many disparate interest groups come together can yet speak out strongly about problems which now confront all of us together. Sectional interests pale into insignificance by comparison with the global environmental crisis which threatens the entire fabric of life on earth. A common commitment to the wellbeing of our planet may yet bring about the worldwide community toward which we are striving, and toward which we must all look for survival and fulfilment.

Walter C. Patterson
Editor, "Your Environment"
London, England

"Your Environment", a quarterly magazine, is available from 10 Roderick Road, London NW3 2NL, England. (One year's subscription: £2 U.K., \$6 U.S.A.)

TEACHING THE BLIND

Sir,

You will be interested in hearing that since the article about Touch & Learn Centers for the Blind appeared in the "Unesco Courier" (May 1971), I have been receiving letters from all over the world.

It seems that the interest in the new methods of blind education is very great. People are mostly interested in hearing about the new Thermoform Machine, the geographic maps and my method of teaching handwriting.

Elisabeth D. Freund
Former Curator
Overbrook School for the Blind
Philadelphia, U.S.A.

FROM THEORY TO PRACTICE

Sir,

As a United States citizen teaching in Canada, I am frequently impressed by the subtle differences in pedagogy which I have observed. In my opinion, we Americans tend to assume that all of the exciting and worthwhile educational innovations must originate in the States. My purpose in writing you this letter is to call your attention to one of the new ideas we are beginning to export successfully to educators all over the world.

"Elements" is a six-page newsletter which distils the findings of recent and significant educational research into a concise form that is readable and meaningful to elementary school teachers and administrators. Each issue highlights a specific area of instruction at the elementary school level and the articles contain many helpful suggestions to teachers for translating the best of current theory into practice.

Willard F. Reese
Editorial Assistant
"Elements"
Alberta, Canada

"Elements" is published monthly, from September to April, by the Department of Elementary Education, University of Alberta, Edmonton, 7, Alberta, Canada. (One year's subscription: \$2.50.)

UTOPIAN DREAM?

Sir,

I recently came by chance across your issue of November 1970, in which Mr. Philip Noel-Baker states in his article on "The Arms Race"; "...if a Treaty of General Disarmament had been made by a compromise between Kennedy's and Khrushchev's draft treaties of 1962, the world would now enjoy unbroken peace."

It is true that, if men did not exist, there would be no wars; but unfortunately—or fortunately depending upon your point of view—men do exist and, almost from the cradle, begin fighting tooth and nail among themselves.

Please spare us from the inept "if onllys" of utopian dreamers.

Y. Chabrier
Colombes, France

LOVE OF CHILDREN

Sir,

I heartily support the reader who proposed (June 1971 letters page), an issue of the "Unesco Courier" stressing the need for love of children. Such an issue should tell of heroes and heroines of all nationalities who, throughout the ages, have shown their love of little ones. One very good example would be the Japanese lay-priest, calligrapher and poet, Ryokan San.

Sakuichiro Kanae
Tokyo, Japan

BOOKSHELF

RECENT UNESCO BOOKS

■ Index Translationum - 22

(International Bibliography of Translations)

Multilingual with bilingual (English-French) introduction, 1971, 900 pp.

(Paperback: £11.40, \$38.00;

Cloth: £16.80, \$42.00)

■ New Trends in Integrated Science Teaching

Vol. 1, 1969-1970

Prepared by P.E. Richmond (Teaching of Basic Sciences Series.)

Composite: English-French 1971, 381 pp. (£2.10, \$7.00)

■ UNISIST—Study Report on the Feasibility of a World Science Information System

(Unesco-International Council of Scientific Unions)

1971, 161 pp. (£1.20, \$4.00)

■ Agriculture and General Education

(Educational studies and documents, new series, No. 2)

1971, 35 pp. (30p, \$1.00)

■ Radio and Television in Literacy

(Reports and Papers on Mass Communications, No. 62)

1971, 82 pp., (60p, \$2.00)

■ Agricultural Education in Asia: A Regional Survey

1971, 226 pp., (£1.20, \$4.00)

■ Technological Development in Japan

A case study prepared by the Japanese National Commission for Unesco

(N° 1 in a new series: Case Studies on Technological Development) 1971, 153 pp. (£1.05, \$3.50)

BOOKS ON KOREA

■ The History of Korea

By Sohn Pow-key, Kim Chol-choon and Hong Yi-sup

Korean National Commission for Unesco, P.O. Box Central 64, Seoul, Rep. of Korea, 1970 (\$6.00)

■ Modern Korean Painting

Korean National Commission for Unesco, Seoul, 1971 (\$17.00)

■ Korean Studies Today

Edited by Lee, Sung-nyong

Associate editors: Kim, Pang-han and Min, Pyong-su

Institute of Asian Studies Seoul National University, 1970

UNESCO NEWSROOM

Margaret Mead awarded Kalinga Prize

Dr. Margaret Mead, the noted American anthropologist, has become the first woman to be awarded the Kalinga Prize for the popularization of science. It was presented to her last month by M. René Maheu, Director-General of Unesco. Dr. Mead is the author of a number of widely-read books, including "Coming of Age in Samoa", based on her stay among the Samoan people, "Male and Female", "Culture and Commitment: A Study of the Generation Gap", and "Rap on Race", a dialogue with the American writer James Baldwin. Unesco administers the £1,000 Kalinga Prize, awarded annually by an international jury. Previous winners have included Louis de Broglie, Sir Julian Huxley, Dr. Augusto Pi Suner, Konrad Lorenz, Bertrand Russell and Jagjit Singh.

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 educational, 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.

Sweden & Unesco aid Cuban industry

Sweden has given \$2,280,000 for a joint project with Unesco to aid Cuba's industrial development. The grant, together with Unesco technical aid and equipment, will enable the Cuban Government to set up a technical institute for industrial electronics that will train over 2,000 skilled workers and technicians. The grant brings to more than \$12 million the aid given by Sweden to various countries during the past six years under Unesco's Funds-in-Trust programme.

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.

1,000,000 African refugees

Over one million Africans have become refugees as a result of upheavals in their countries during the past decade. A recently published United Nations paperback, "As They Came in Africa", tells in photo-story form what the Office of the United Nations High Commissioner for Refugees is doing to help these homeless persons to build a new life. "As They Came in Africa" is available from all bookshops, price \$1.25 or local equivalent.

Instructional Science Journal

A new English language quarterly, "Instructional Science", addressed to educators, scientists, mass media experts and all those concerned with the science of instruction, will publish its first issue next month. For further details and a free specimen copy write to Elsevier Publishing Company, Journal Division, P.O. Box 211, Amsterdam, The Netherlands.

Flashes...

■ The world's five most translated authors in 1969 were Lenin (290 works), Jules Verne and Georges Simenon (126 each), Shakespeare (102) and the children's writer Enid Blyton, reports the latest volume of "Index Translationum", Unesco's international bibliography of translations.

■ 350,000 tons of wastepaper were recovered in Sweden in 1970 for re-use by the paper industry.

■ 80 per cent of TV broadcasts in American Samoa (South Pacific) present school and informal educational programmes.

■ Most persons (60%) in the Fed. Rep. of Germany prefer to get daily news from the newspapers; 18% opt for TV, 13% for magazines and 8% for radio.

■ The Soviet Union has taken special measures for the rational use and preservation of the natural resources of Lake Baikal in Siberia.

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