



Implications of Research in Reading and Communication for Publishers

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ONE WAY to justify inclusion of this topic in *Library Trends* might be to extend my remarks past a statement of the obvious: that each valid result of every reading research study has implications for at least some publishers if one defines "implicate" as the dictionary does, "to involve intimately or incriminatingly."

The scope of this issue of *Trends* is ambitious, and the search for implications for publishers, panoramic. It seems especially true when one recalls that there are as many kinds of reading and degrees of ability or inability to read as there are kinds of publishers with varying degrees of concern, competence, and capital to support the publishing habit. Should this paper attempt to cover *all* types of publishers, educational and "trade?" Should it seek the implications for publishers in every kind of research study on learning to read, reading instruction, reading habits, reading levels, reading materials? To gain perspective on the topic it was discussed with members of the Association of American Publishers (AAP), the book publishing industry's trade association and with the program planners, who suggested a marketing orientation with focus on: (1) communicating reading research results to publishers, (2) implications for publishers in several selected studies, and (3) limiting factors that affect publisher application of reading research findings. This third aspect necessarily considers the economics of publishing and the important community of librarians and booksellers who influence, and, in large measure, determine the accessibility and availability of books to their various publics.

Publishers are discovering and reacting to reading research in the areas of learning to read, reading retardation problems, reading

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needs of the visually handicapped, vocabulary levels and reading motivation. In 1967, McGraw-Hill published Jean Chall's important study, *Learning to Read: The Great Debate* in which the author analyzes and summarizes prior research and urges new research partnerships and directions.

Have publishers been responding effectively to repeated urgent demands for relevant material: high-interest, low reading level materials to spark and capture the new reader; books that represent minorities fairly; materials for urban-centered people; bilingual media; and books that treat the sexes equally; etc.? What publishing trends are emerging from the present questioning environment in which the President's zero funding recommendations for library grant programs and severe cuts in other education funding cast a pall over the institutional market for books and related materials in 1974 and beyond?

Graubard, introducing the splendid issue of *Daedalus* on "The American Reading Public," described publishing as "a curious enterprise—a business for some, a vocation for others—its objectives defy easy definition. While the purpose of providing diversion for the reader need not conflict with that of instructing him, it is seldom that the two can be realized simultaneously."¹ Even some publishers would agree to the "curious" descriptor, but it could be argued that aspects of publishing that defy easy definition result from the fact that the business and pleasures of publishing are inextricably tied to the reader and his or her needs and wants. There can be no prolonged separation. Some editors and publishers, particularly those concerned with educational materials, lean heavily upon the results of reading research. In "trade" publishing, however, there seems to be very little research about who reads, where these people are, what motivates them to buy and to borrow books, why they prefer one book over another, why they understand some books but not others, and how they become addicted to the book habit. All publishers should know considerably more than they do now about nonreaders. How can these people be influenced and encouraged to become readers? Publishing people spend a great deal of time discussing potential research on book readership, reading habits, book-buying patterns, and the like—and do little real research.

Research proposals which speak to the book trade as a whole or to the publishing sector are expensive; prospective results are often too

general to be useful to the publishers and booksellers who would finance the study or too specific to be useful to all sponsors. Individual publishing houses sponsor some serious research, but the findings are necessarily proprietary. The book community needs a new version of O.H. Cheney's valued study, *The Economic Survey of the Book Industry, 1930-1931*. That study, prepared for the National Association of Book Publishers in 1931, was partially updated and reprinted by the R.R. Bowker Company in 1960, with a new introduction by Robert W. Frase, one of the industry's leading economists.

Another study that warrants replication is Louis Wilson's *The Geography of Reading*.² Data describing the distribution of libraries and library resources across the nation in 1938 showed the relationship of that distribution to bookstores and other retail book outlets. It would be useful to have current factual information in order to understand better the complex and subtle relationships of libraries, bookstores and publishers to those who read and buy books.

As responsible citizens and as businessmen, publishers are concerned with the worldwide illiteracy rate. In the United States alone, the 15 million people who cannot read cannot function well in society, nor do they buy books! Herman Liebaers, Director of the Royal Library, Brussels, and President of the International Federation of Library Associations, recently pointed out the importance of the reciprocity that exists between libraries and booksellers, noting that "each builds the other's readership, for the same readers buy and borrow books, the same nonreaders avoid both bookshops and libraries."³

Some years ago, McClellan advocated a similar view: "A number of investigations have been made into the reading habits of people and wherever these have touched upon the relationship between borrowing and buying of books they have confirmed the thesis that those who borrow most tend to buy most."⁴

Somewhat parenthetically, I should note that within the past several months I have received six unsolicited letters from librarians and people in the book trade querying the feasibility of selling books in or through libraries. We know from the above comments that this is not a new idea and that a precedent exists in libraries, such as the New York Public Library, and in many museum bookstores. Books are sold increasingly in elementary and high school classrooms and

through their libraries. A joint committee of the publishers', booksellers', and wholesalers' associations discussed this idea briefly at a recent meeting with the single admonition, "Caution!" Those in the business of selling books feel that librarians generally do not have the expertise to run a bookselling business successfully; they could get their institutions into serious financial trouble. A review of some previous efforts to sell books in libraries appears to substantiate this view.⁵

There might be some new and innovative means, not yet implemented, for some libraries, especially in areas now unserved by bookstores, to provide bookordering procedures for their patrons, working with willing wholesalers and booksellers. Library users would then have the opportunity to order books while they are visiting the library, where they have the reference tools and staff to guide them, and at the moment their appetite for book ownership is greatest. Currently there are more questions than answers, but the topic seems to merit further study, and some trial efforts.

In every educational publishing house there are at least several people on the staff responsible for research in reading. These people are intensely concerned with conducting research; with keeping up with the literature; and with attending reading conferences at which they confer with research specialists, gaining new insights and filtering the findings to others in their firm, to their editors, school and library promotion and marketing people, and field salesmen. Multimedia packages of educational material are a response publishers are making to the growing educational media center concept, which is increasingly discussed at reading and related educational conferences. Individualized learning and the establishment of media centers are vitally important to publishers. The success of such centers calls for a commitment on the part of teachers, librarians, parents, students and publishers. Hospitable media environments in which all concerned share in the learning process are no longer "blue-sky"; effective models exist in Pennsylvania, Florida and North Carolina.

Publishers are interested in research about multilingualism; the reading needs of Chicanos, Latin Americans, Indians; the kinds of materials to help overcome some of the known problems in discrimination between the sexes; materials supportive of the role of the family; and books that give readers a chance at fair employment and instill pride. Publishers such as McGraw-Hill, Houghton Mifflin,

and others are developing new kinds of testing procedures for the evaluation of materials. A glorious, although sometimes bewildering, array of materials is being provided, yet gaps and biases persist. There still remains a need for children's books based on children's interests, that depict their lives, reflect their real worlds, and are so completely enticing that they "can't put them down."

Publishers of books for young people are ever more aware that some reading difficulties are caused by the differences between the formal written word and children's oral language. This area of reading research gives new direction and structure to reading series such as those published by Holt, Rinehart & Winston and Scott, Foresman, to programmed readers produced by Behavioral Research Laboratories and McGraw-Hill, and to audiovisual systems like the reading laboratories of Educational Development Laboratories.

Many publishers already know much more about what is needed than they can produce economically; they are stopped by the diversity of the marketplace. According to Austin J. McCaffrey, vice president of the Association of American Publishers, some educational publishers have invested huge amounts in pursuit of new materials and in reading research. "A company like Scholastic," he said recently, "probably has spent more in money and people-time than most other firms combined."⁶ More than 30,000 new book titles and editions are produced each year in the United States; simply publishing more is not the answer. How to publish economically what is needed—that strikes at the heart of the problem.

The lack of consensus among reading specialists about specific materials needed and differing opinions about reading instruction methods, readability formulas, and the like, creates enormous risks for publishers. Publishers necessarily hesitate to invest vast sums of money and staff time in developing educational materials without some reasonable assurance that these titles will sell in sufficient quantities. Publisher interest was evidenced by the large turnout in January 1973 at the first seminar for the instructional materials industry on the National Assessment of Educational Progress (NAEP), held in New York City.

National Assessment, a project of the Education Commission of the States (Denver, Colorado), reaches no conclusions, but does point to some of the shortcomings and successes of education. Even the preliminary reports from NAEP are full of significant implications for publishers.

According to NAEP, the project was "created to provide educators, scholars, and lay persons concerned with education with data regarding the educational achievements of various groups of young Americans in ten subject areas."⁷

The need for NAEP grew from the recognition that many billions of dollars were being invested annually in the formal education of young people, but the various measures of educational quality were generally based upon known factors about "inputs" into the educational system and few facts about "outcomes." What are students actually learning? NAEP is designed to gather and report data about the knowledge, understandings, skills, and attitudes at four age levels ranging from 9 years old through adults (ages 26-35). The project obtains data about the percentages of individuals at these age levels in the nation as a whole and within certain specified groups who are able to respond to various exercises that reflect their knowledge and skills. Scholars, educators, students, and lay persons have all participated in determining objectives for each of ten subject areas, of which "reading" is one.

Careful examination of the project's "theme reports" and NAEP's "Reading Summary" are highly recommended. Publishers are finding helpful clues about how various groups perform in given situations, in various geographical settings, and at various age levels. The project should help to describe what differences, if any, exist in the real world between members of various groups and the nation as a whole. NAEP will assess change or progress over five-year periods so that educators and publishers can learn how successful their materials and teaching methods are. There are many uses of the NAEP data for publishers and their editors, designers and marketing personnel.

Some problems for publishers are the results of the economics of publishing. Herbert Addison⁸ of the Thomas Y. Crowell Company has described for college teachers and college textbook authors how a "typical publisher" spends a "typical dollar": manufacturing costs — \$0.30; editorial expenses — \$0.09; marketing, including advertising and promotion — \$0.21; general overhead, including accounting, shipping and warehousing — \$0.18; authors' royalties — \$0.15. These direct costs add up to \$0.93, leaving a \$0.07 profit on the typical dollar, before taxes. Another \$0.03 goes to the Internal Revenue Service. The publisher is left with approximately a \$0.03 profit. With only one out of every 250

textbooks selling over 25,000 copies, the cost of experimenting with new and innovative textbooks is very real for the publisher.

Test results in a March 1973 report on methods used to teach New York City school children to read and discussing ways to assess their reading progress showed a general decline in reading proficiency in the New York City schools. An average of 66.3 percent of the elementary school pupils and 71.3 percent of junior high and intermediate students read below grade level. The urgency inherent in these findings was recognized by New York City Assemblyman Leonard P. Stavisky, who said, "There is no greater problem in American education today than that of reading difficulty."⁹ These words speak directly to publishers, some of whom have been criticized for not producing textbooks that meet students' needs. There are signs of improvement, but not by a longshot is the problem solved. In a 1972 Michigan review of twenty-five social studies textbooks of major publishers, the Department of Education found that only 31 percent of the books could be rated "very good." According to a newspaper account of the Michigan survey, "In many schools, outside materials, paperbacks, collections of documents, films, television and newspapers have been introduced into courses to supplant textbooks. But the books are still lugged back and forth by most students and are still the major source of courses."¹⁰ Publishers, damned if they do and damned if they don't keep textbooks rolling from the presses recognize that the traditional textbook is getting vigorous competition from other, perhaps more stimulating, kinds of educational material.

In the affluent 1960s, good years for education and libraries, publishing attracted many who tried to nourish themselves in the library field. If a house or two successfully published a particular type of book, nostalgia or needlework, for example, the marketplace was soon heavy with similar titles. Much-needed books on ethnic studies were published, but some titles touted as "relevant and viable," were not of high quality. A lack of sensitivity in title selection and a lack of informed professional judgment was apparent in sectors of the publishing industry and library world alike.

Publishers remain interested in the three "Rs," the reader, the writer, and the profit-and-loss statement. Generalizations about people in publishing are frequently as careless as those about readers. In assessing publisher reaction to research studies in reading and communication, one must take care not to generalize a

specific finding nor make a specific case out of a sweeping generality. Dangers are inherent in drawing conclusions inconsiderate of the many influences that bear on an individual's motivation and capability to read and a publisher's economic and intuitive drive to make a book public. The finger has often been pointed at publishers for not providing sufficient quantities of materials necessary for the slow reader, the new reader, the nonreader. From the publishing perspective these admonitions are vexing indeed, for there are many firms in the industry whose staffs would appreciate definitive answers to questions about what special materials are needed for the slow reader, nonreader, or new reader.

As publishers winnow suggestions they receive and conceive for new works, the evidence suggests that reading "groups" that appear to need special materials are not groups at all, but rather a heterogeneous population. Mediocrity tends to derive from broad pleas that "publishers need to provide more materials for the Asian-American child, for the Indian," etc. Publishers need specific guidance from specialists. Helen Lyman's newly published work which offers criteria for evaluating reading materials and provides much useful information about the new literate and the use of the media may be an effective step in the right direction, and her research will be of significance to publishers.¹¹ But even she notes that "publishers are only beginning to produce special materials suitable to the interests of various groups. Uncertainty exists about what is needed and the extent of that need."¹² In these sentences rest the crux of the problems underlying the publishing decision.

How might more effective, systematic communication be achieved among publishers and academicians, reading research specialists, and librarians? Are publishers passive providers of materials — mere merchandisers—or do they share responsibility for conducting reading research, thereby adding substantively to the growing body of knowledge about reading? Competent studies of reading and book-buying habits hold great promise for publishers and others in the book trade. Steinberg, in his carefully reasoned article, "Books and Readers as a Subject of Research in Europe and America," says:

In the United States research into reading is generally carried out by librarians and sociologists as an advisory service to libraries. The actual research, therefore, is often done in libraries and by university institutes of librarianship or sociology. Frequently it is

directed almost exclusively to the practical needs of libraries, and the world of books outside tends to be overlooked.¹³

Steinberg notes that in Europe research about books and readers is mainly sponsored by booksellers and publishers and is empirical in nature, commercially oriented, and consequently biased in its findings.

The increasing use of broadcasting media to promote, advertise and discuss books is apparent. Publishers know and are not alarmed that readers watch television. Indeed, some have even blessed the marriage of the media. For example, in January 1972 Rand McNally announced a \$150,000 promotional campaign for its 1973 spring list of travel guides. The campaign included a series of several hundred filmed television commercials to be aired by dealers locally, with their own taglines inserted. Local access to books is vital to readers and to publishers, librarians and booksellers.

The joint committee of the Association of American Publishers (AAP), the American Booksellers Association, and the American Association of Book Wholesalers has been exploring the feasibility of an institutional advertising campaign on behalf of books and readers generally. The committee recognizes that people must be reminded to read, to give books as gifts, and to build home libraries—an important message the broadcast media can help transmit.

Not long ago one could rather clearly distinguish general "trade" publishers from educational publishers; the demarcation lines are blurring. The AAP itself is the result of a 1970 merger of the American Book Publishers Council and the American Educational Publishers Institute. In the AAP each member publishing firm belongs to one or more of six divisions representative of the types of books they publish and of their markets: general "trade" book publishing (i.e., books sold through regular trade channels to the general public and to libraries and other institutions); scientific, technical and medical book publishing; school; college; mass market paperback publishing; and mail order/book clubs. The publishing firms belonging to the AAP are believed to publish approximately 85 percent of all current U.S. titles. Estimated book publishing industry sales reported by the AAP for 1972 are \$3,173,000,000. The total number of U.S. books in print now exceeds 300,000 titles. With this brief set of facts as background, one can distinguish currents of change in publishing.

Some very hot literary properties are bringing public attention to paperback publishing houses. Very large monetary advances by book clubs have made headlines nationally. Hardcover publishers produce paperbacks; paperback originals are published in hard covers by the original publisher or by a reprint house. International copublishing is on the increase. Publishers are reaching beyond their traditional markets in schools, religious groups, colleges, and the general public in an effort to identify and publish for more specialized needs: books on ecology, drugs, sex education and the plethora of crafts books reflect changes in publishers' audiences. Book distribution patterns resulting from this sharpened definition of "the reader" and "the buyer" are changing. Books on crime, violence and the occult are being published and are selling well because publishers find that readers, increasingly exposed to more explicitness in the popular media, want to read about what they have seen and heard. As noted earlier, television does not threaten to turn away book readers. In fact, in a discussion about the changing paperback publishing industry, a Bantam vice president is quoted as saying that television "gives people another chance to get hooked on the whole genre."¹⁴ Celebrity "gossip" books are selling well. In 1971 it was reported that Bantam printed 1,700,000 copies of Garson Kanin's *Tracy and Hepburn*. Mysteries have an enthusiastic audience. As evidence, more than 350,000,000 copies of 82 Agatha Christie novels have been sold in the U.S. alone. The fantastic sales record already chalked up for *Jonathan Livingston Seagull* makes that book a publishing legend in its own time. We have evidence that more people are reading. What they are reading shows that the publishing industry is engaged in both trend-setting and trend-following.

Several trade book publishers were asked by the author if they, their editors, and their production people pay close attention to research studies in reading. The response might come as a surprise. A clear preference among trade publishers to be free of intentional influence from reading specialists for the books they publish for the general public was found. Why? Dan Lacy, McGraw-Hill's senior vice president had this succinct reply: "Trade books are an *end*, not an instrument; a goal, not a tool."¹⁵ A responsible trade publisher recognizes the need to provide readers with a refreshing variety of books, some written by authors who experiment with new ways of writing, with poetry that is fresh, insightful and not published to a readability formula. Writing that is exciting, vital, creative must be

given a publishing chance to find its audience. Publishers of trade book houses which also have educational divisions, of course, pay attention to reading research results for those divisions. Series of books in the language arts, for example, are a major stake for McGraw-Hill, with grammar, composition and spelling materials comprising major components of their educational list. Houses such as Scott, Foresman; Harper & Row; and Holt, Rinehart & Winston have for many years published some general-type books that are influenced by reading research results, particularly in their series books for young readers.

Traditional trade houses such as Charles Scribner's Sons and Doubleday are crossing into the educational arena. Scholarly presses are publishing some trade-oriented titles. The relatively small, venerable trade house, The Viking Press, which has a fine juvenile trade list, is in the process of publishing an important series of materials for the Aesthetic Education Program of CEMREL, Inc., materials for grades K-12 that will present aesthetic qualities of the arts and the impact of these on children's daily lives. The trends toward individualized learning, open universities and classrooms-without-walls seem to be turning publishers away from traditional one-kind-of list building.

Publishers are seeking knowledge from their customers about the use of supplementary learning materials and are producing more leisure-time books. This attitude, a conscious effort to seek help from the marketplace, was reinforced at a recent seminar sponsored by the Technical, Scientific and Medical Division of the AAP where it was noted that buyers of scientific and technical books are likely to hear more often and in more ways from their publishers. Marketing and distribution are the two publishing functions that most people agree need improvement. Edward Booher, president of the Books and Educational Services Group of McGraw-Hill, pointed to the fact that editors are concerned about censorship, copyright, and the changing needs for and nature of educational and information products.¹⁶

Current controversies challenging the assumption of a direct and high correlation between dollars spent and learning have serious implications for publishers and reading researchers alike. If, as many assert, home backgrounds exert considerably greater influence on student achievement than schools do, then new and different kinds of reading programs and hence new materials will be called

for. As preschool programs increase and children are formally taught to read beginning at the age of two, a theory about which Daniel and Margaret Melcher speak eloquently and convincingly, then new studies and materials are indicated. The cost-quality issue seems likely to be around for some time. Diana Lembo Spirt and John Gillespie have recently gathered and published much important information about the role of paperbacks in schools.¹⁷ They call on publishers to be adventurous in the titles they reprint, and they urge teachers and librarians to welcome paperbacks for their educational value. Some in publishing see an important trend, informally tagged the "new paperback revolution" by Richard Snyder, Simon & Schuster's publisher. Publishers are searching their own hardcover backlists with an eye for high quality books that are relatively easy to read, yet stimulating and informative in content. They are publishing these books in relatively inexpensive paperbacks and, importantly, are trying to send them to market through distribution channels akin to mass-market paperbacks, in mass-market-sized editions. Some of the firms now reproducing their own children's book titles in quality paperbacks ranging from \$0.95 to \$1.50 are: Viking's "Seafarers," Houghton Mifflin's "Sandpipers," Crowell's "Crocodiles," and Avon's "Camelot" books.

To the extent that hardcover publishers of "quality" juveniles can overcome some of the perplexing problems inherent in the present book distribution systems (and there are some current constructive approaches), one can expect many fine titles to appear in the kinds of book outlets attractive to buyers who seem reticent to enter the more traditional bookstore. Perhaps the good will push out the bad. Some reading experts, librarians, and publishers are excited by the appeal of high quality paperbacks as a stimulant to impulse buying among those who do not read or buy books regularly. Those who have watched the book buyer in the supermarket dig for the dollars probably share a dismal feeling about the range of materials available there—generally so limited and limiting.

Raising the book-consciousness of a generally nonbook-conscious public is a complex matter, but the main elements can be broken down into categories. The AAP's General Publishing Division is doing an excellent job of calling publishers' attention to their responsibility to people who create, distribute, enjoy and benefit from books. A publisher must be attentive to the author, distributor,

seller, librarian, parent, teacher and, of course, to the ultimate reader. A publisher who does not react to needs of all who form this continuum might be left with a warehouse of unsold, unread books which, as Sartre so wisely said, are "nothing but a handful of soiled paper." For philosophical and practical reasons, publishers are intensely interested in avoiding biblio-pollution. The present uncertainty of the institutional market could reduce the diversity of materials being published. This is a grave matter not only to all concerned with reading research but to authors and publishers and people who want to read and should be able to select their readings from a wide range of materials.

Some specific reactions publishers are making to readers' needs are given, staccato-fashion, below.

Item: It is said that in North Dakota there are only four general bookstores, one for every 150,000 residents in the state. Certainly more people in North Dakota want to read than have ready access to books through bookstores and libraries. For one publisher, Meredith Corporation, the statistical need is being translated into Meredith's Mobile Idea Center, a 36-foot vehicle designed as a traveling bookstore to reach consumers in nonmetropolitan areas—people who do not normally have access to the firm's books and magazines.

Item: The rapid and continuing growth of book clubs is making books more accessible in homes and in schools and is enlarging the number and variety of titles available. In 1970, Robert R. Nathan Associates, Inc., prepared a report for the AAP entitled "The Economic Importance of Book Clubs to the Publishing Industry." Among other findings, it was reported that "book clubs have many profound and closely related effects on publishers, readers, authors and society at large. The evidence suggests that book clubs have significantly improved distribution in the book publishing industry, increasing readership and sales. They provide a critically important increment to the narrow margin of publishers' profits, and cause books to be published that otherwise would not be."¹⁸ Current figures bear this out.

Jack Barlass, chairman of the Mail Order and Book Club Division of the AAP, recently told the members that book club sales have grown from \$180 million in 1967 to an estimated \$369 million in 1973. In 1967, book club sales accounted for 7 percent of total book

sales; the estimate for 1973 is 11 percent. And, he noted, J.S. Eliezer Associates predicts that book club sales will reach \$815 million by 1980, or 14 percent of total books sales.¹⁹

Where do people get their book reading material? It is known that they use libraries, they buy books through bookstores, directly from publishers, through book clubs, and in paperback, from newstands, in terminals, etc. It is heartening to note the recent increase in the number of retail book outlets and to know that chains like B. Dalton and Walden have opened and are planning to open many more retail stores, especially in high-traffic areas in suburban shopping malls. A recent estimate I heard projects that retail outlets for general trade and paperback books will probably triple or quadruple in the next decade. An increase in the number of book outlets has significant implications for readers and for publishers. Mass outlets could, on the one hand, encourage the publication of more "common denominator" types of books, with specialized publishing becoming an even greater risk than it is today. On the other hand, specialized book clubs are increasing in number and variety and through these clubs people with interests in very specific topics can be conveniently served and the reading habit nurtured.

A recent study on the reading habits of adults stated that "reading is a ubiquitous activity of American adults."²⁰ Amiel Sharon of the Educational Testing Service conducted a survey of a national sample of 5,067 adults to discover "What Do Adults Read?" A major finding was that people differ greatly in the amount they read, although it was found that "the average person reads for almost two hours on a typical day."²⁰ This study is of particular interest in that it considers all kinds of reading, not only in the printed media, but the incidental reading of signs, instructions, packaging labels, and the like. Sharon reports that persons with high socioeconomic status tend to read more of all kinds of printed matter than those with low economic status. From the sample it is also concluded that the five percent of all adults who are not able to read are at the extreme low end of the socioeconomic curve and frequently depend on others to read to them. It is not possible here to review Sharon's other significant findings concerning reading tasks and the assessment of adult literacy but this report is recommended for its substantive findings about the importance of reading in our daily lives.

Item: The publishing industry is now helping librarians and the book trade get books to readers faster and more economically by

cooperating with the Library of Congress in the important Cataloging in Publication (CIP) program. More than 450 trade book publishers are now participating in CIP, a program designed to print professionally prepared cataloging data on the copyright page of the book itself. The program, which is moving ahead successfully and rapidly, has future potential for reading and book-buying research. The CIP program, begun in July 1971 with a \$400,000 matching grant from the Council on Library Resources, Inc., and the National Endowment for the Humanities, now is assured of continuing support by federal appropriations granted to the Library of Congress. To date, the Library of Congress has "CIPd" well over one-half of the annual output of new trade titles published in this country. The goal is to have CIP in all U.S. trade books, and, as feasible, to extend the program to include selected government documents.

Item: The publishing industry is moving ahead on the standardization front. Publishers are encouraged to use International Standard Book Numbers, currently being assigned to about 85 percent of all new books published. A system to uniquely identify, by number, booksellers, libraries and library systems, schools and school systems, is being developed by a new subcommittee (Z39 SC/30) of the American National Standards Institute. Any system that improves book acquisition and ordering procedures has implications for readers and publishers alike. Another systematic numbering scheme is being implemented for serials, the International Standard Serial Number, and a Standard Order Form is being developed. All the threads, when eventually tied together, should form a snug net to capture the now disparate, sometimes inefficient, individual manual and computer systems in operation. Only a systems analyst would take pleasure in the numbers themselves; general interest is in the utilization of these systems by publishers and educational institutions who will be able to turn their computers away from housekeeping chores to learn from them what books are selling in what parts of the country, to what kinds of readers, and conversely, which titles are not selling. Once these facts are known, the thrust can be to learn better how to improve the products of the publishing industry.

Item: In October 1971, the AAP's College Division, in cooperation with the National Association of College Bookstores, cosponsored a

market survey of "Book Buying and Reading Habits of the College Student and the College Professor." Gerald Sussman, chairman of the College Division's Marketing Committee, stated that "the related search for new methods of teaching, substantial changes in course content and offerings, and the concurrent freedom of book selection exercised by the faculty, are only a few of the results that have broad and important implications for all of us. We see the effects of this academic 'revolution' on our business. College bookstores have been faced with such problems as rapidly increasing inventories and less certainty of sales."²¹

A few findings from the study will reinforce statements about publishers' attentiveness to reading research. The surveys were conducted in 36 locations with findings derived from about 1,000 personal interviews conducted with college students and some 300 personal interviews with college faculty. The survey found that:

College students spend an average of only about six hours a week reading non-course related material. Females appear to spend even less time doing this.

Faculty members appear to spend an average of eleven hours a week reading non-professional material, an average of five hours a week reading newspapers, four hours a week reading magazines and about four hours a week reading non-professional material. The majority (67%) get their professional books (non-adoption) from the publisher directly. They get them this way primarily because they "receive free/complimentary copies" (24%) and it is a convenient, simple way to obtain books (20%).

Faculty members said they spent an average of \$115 on professional books and \$58 on non-professional books during the last academic year. Professors in "social science" departments were the big spenders—\$154.²²

Item: 1972 was International Book Year. Spurred by that year of intense international book programs, publishers are increasingly attentive to book needs internationally. Many publishers are producing bilingual materials for domestic use and are seeking copublishing ventures abroad. Today's publishers have great mobility. They exhibit their products at international trade fairs such as those in Frankfurt, Jerusalem, Tokyo and Warsaw.

Librarians and other reading research specialists could help the worldwide book community by advising our publishers about English-language materials of interest to foreign librarians and other reading research specialists, especially in the underdeveloped countries. A wide array of U.S. books go abroad as the industry's ambassadors. Our publishing industry, which hopes to gain an increasingly substantial share of the worldwide book market, should be showing itself off to greatest advantage. What kinds of American books, at what reading levels, do reading research specialists know are needed to satisfy an international book hunger? This is a channel of reading specialist/publisher communications that needs to be opened wider, to mutual benefit.

Item: In the United States, the AAP is conducting a major experimental reading program for a class of largely unserved people—prisoners. The association's Books for Prisoners Project is now providing ten selected prison libraries with about \$100,000 worth of current, relevant books. One federal, one state, and eight New York City prisons have each received about 1,700 titles cited in a booklist prepared by an ad hoc Libraries for Prisons Committee chaired by Ted Slate, librarian of *Newsweek*. Working closely with prison officials, industry and librarian volunteers have organized the collections, have insured inmate access to the books, and are conducting personal follow-up interviews. The long-range goal of this program is to improve prison libraries generally by calling public and legislative attention to the need for continuing funding and professional staffing of prison libraries. Research based on the results of this pilot program is revealing much about the reading preferences and needs of this special group of people.

This article intended to acknowledge, by fact and by inference, some of the broad implications of reading research to publishers. The fact that publishers have not responded to all identified reading needs does not mean they are insensitive to the problems raised by research in the fields of reading and communication. Those who are the message carriers between the publishing industry and the library world share the responsibility and the privilege to influence the publishing decision. Ways must be found to continue the dialog between publishers and reading researchers. Only then will the state of the publishing art be, to quote a phrase heard recently, at least "almost very good."

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