

- ① 15-20 MIN
- ② 200 people -
- ③ WASH. PC
- ④ Call for ~~at~~

Association of American Publishers, Inc.



1718 Connecticut Avenue, N.W. / #700
Washington, D.C. 20009-1148
Telephone 202 232-3335
FAX 202 745-0694

THE ASSOCIATION OF AMERICAN PUBLISHERS PROMOTING LITERACY AND READING

The Association of American Publishers (AAP) is concerned with the promotion of reading and literacy in the United States. Over the years, AAP has lent its support to a wide variety of reading promotion and literacy programs, working with partners such as the International Reading Association, Reading is Fundamental, the Barbara Bush Foundation for Family Literacy, and The Center for the Book in the Library of Congress.

Several years ago AAP became involved in supporting an innovative program, Reach Out and Read, which uses pediatric clinics and medical personnel to promote early childhood literacy. The program is now operating at clinics and hospitals nationwide. In December 1998 AAP President Pat Schroeder joined First Lady Hillary Rodham Clinton and Reach Out and Read founder Dr. Barry Zuckerman at the kick-off of the Reach Out and Read Coalition of Greater New York. At the December 1 event members of the coalition, which represents 24 area hospitals and community health centers with more than 40 Reach Out and Read programs in the five boroughs, were challenged to "prescribe" a million books by the year 2000.

AAP is involved in promoting the President's America Reads Challenge, and was among the organizations represented at a White House conference in the spring of 1997 at which the First Lady launched the "Prescription for Reading" partnership. Pat Schroeder met with Mrs. Clinton and others at the White House in January 1998 to discuss the partnership's accomplishments in its first 9 months.

Significant research activity over the past few years has created a new understanding of how the brain develops and the crucial role of early language experiences, including reading. While most parents understand intuitively that reading to children is a positive experience, they may not be aware of the newest discoveries in neuroscience which show that reading aloud actually stimulates the growth of a baby's brain. As part of its broad initiative to encourage adults to read to children every day, AAP put together a short *Fact Sheet*, citing some of the recent research. The *Fact Sheet* has been widely distributed to AAP members and others interested in getting out the message about the importance of reading aloud to very young children.

In March 1998, AAP President Pat Schroeder joined "The Cat in the Hat," and singer Carly

Simon, in a birthday tribute to Dr. Seuss at the Children's Museum in New York. AAP co-sponsored the event, which was part of the National Education Association's nationwide literacy initiative Read Across America.

Early in 1998, AAP made contact with Professor Susan Neuman of Temple University who had just published a study (*Books Make a Difference: A Study of Access to Literacy*), based on a dramatic literacy intervention program called "Books Aloud." Funded by the William Penn Foundation and administered by the Free Library of Philadelphia, the \$2.5 million Books Aloud program inundated some 330 day-care centers, serving almost 18,000 economically disadvantaged children in the Delaware Valley, with new, high quality, age-appropriate children's books, along with bookcases and storage racks. Day-care workers were given basic training in using the books effectively. Pre- and post-program assessments revealed significant *and enduring* changes in the early literacy abilities of the "Books Aloud" children. AAP prepared a brief summary of the Temple University study which has been widely disseminated to member publishers and others.

AAP has taken the lead in bringing together a coalition which includes Professor Neuman of Temple University, the Institute for Civil Society, and the National Association for the Education of Young Children, and has established an industry advisory committee of prominent children's publishers, to explore the possibility of developing and expanding the "Books Aloud" model to reach children in day-care centers across the country.

PRELIMINARY PROGRAM

1999 Annual Meeting

Mayflower Hotel, 1127 Connecticut Avenue, NW, Washington, DC

The Marketplace for Ideas: On Paper and Online**WEDNESDAY, MARCH 17 (St. Patrick's Day)**

- 2:00 pm - 5:00 pm Registration
- 4:00 pm Board of Directors Meeting
- 6:30 pm General Reception in Celebration of Irish Authors, Members of Congress invited
Entertainment - Irish Music in honor of St. Patrick's Day
- 7:30 pm Dinner (Sponsored by Berkery, Noyes & Co.)
Speaker: Malachy McCourt
Introduced by: Robert Miller, Disney Publishing Company

THURSDAY, MARCH 18

- It's About Education, Stupid
- 8:30 am - 9:30 am Two legislators: Senator James Jeffords (R-VT) and Senator Edward Kennedy (D-MA) invited.
- 9:30 am - 10:30 am Michael Milken Keynote on Education
Introduced by: Brian J. Knez, Harcourt Brace & Company
- 10:30 am - 10:45 am Annual Business Meeting
- 10:45 am - 11:00 am Coffee Break
- 11:00 am - 12:00 pm The Electronic Retailing Revolution
Keynote by Jeff Bezos, Amazon.com
Introduced by: Michael Lynton, Penguin USA
- 12:00 pm Luncheon with Speaker. Host: Linda Wertheimer
Honors Award to National Public Radio -- Kevin Klose, President and CEO.
Also attending will be a number of NPR program hosts introduced by Scott Simon.
Award to NPR given by: William Wright, The Hearst Book Group.
- 2:00 pm - 2:30 pm Get Caught Reading
Candy Lee, Troll Communications LLC
Robert Miller, Disney Publishing Company
Lynn Goldberg, Goldberg, McDuffie Communications, Inc.
Courtney Muller, Association Expo and Services
- 2:30 pm - 2:45 pm Break
- 2:45 pm - 3:30 pm Business Without Borders
Robert Rubin, Secretary of the Treasury
Introduced by: Peter Jovanovich
- 3:30 pm - 4:30 pm What is a Portal and Why Do I Need One?
Steve Case, AOL
Jack Weinbaum, Disney Online
Introduced by:
- 4:30 pm - 5:30 pm Reception (at hotel)

Meeting Adjourned

**For Brian Knez, President & Chief Executive Officer
Harcourt, Brace & Company**

(90% peak)
overwhelms
mean

**INTRODUCTION FOR
HILLARY RODHAM CLINTON**

Hillary Rodham Clinton has brought to her role as our nation's First Lady an extraordinary commitment to improving the lives of children. From an ambitious effort to increase immunizations for pre-schoolers, to her work to expand children's health insurance coverage, her advocacy for innovative prenatal care programs, and her efforts to reform the nation's foster care system, Mrs. Clinton has exemplified the message of her 1996 book *It Takes A Village*--that each member of society shares the responsibility for our children's well-being.

From our industry's perspective, perhaps the most exciting aspect of Mrs. Clinton's "Children's Crusade" has been her role in promoting the importance of reading aloud to children. The White House "Brain Conference" which she hosted in the spring of 1997 helped to publicize research findings about the role of early language experience in actually wiring the circuitry in a baby's brain during the critical period from birth to age 3. "There are few things that I believe could make a more dramatic difference over the next 10 years in this country than to persuade parents of all educational and economic levels to take this mission of reading to and talking with their young babies seriously," she said. Acting on this conviction, in April 1997 she launched the "Prescription for Reading Partnership," bringing together pediatricians, publishers, librarians, booksellers, philanthropic organizations, and others in a nationwide effort to bring books and reading into the lives of young children. I'm pleased to note that AAP has been a Prescription for Reading Partner from the very beginning. Now in its second year, the Partnership continues to make a profound difference in the lives of children and families across the nation including the 750,000 children served by the Reach Out and Read pediatric literacy program (efforts are underway to expand this to 1¼ million children this year).

It is my great privilege to introduce to you our talented, wise and compassionate First Lady-- Hillary Rodham Clinton.

Office of Scheduling Rep

Organization:	
Association of American Publishers	
Requesting:	☒ Speaker ① ☐ Meet/Greet ☐ Video ☐ Letter (Greeting)
Other:	
Event: ① Annual mtg ② Book Expo '99 "Get Caught Reading" Campaign	
Date of Event:	① Mar. 18 flexible Location: ① DC - Mayflower Hotel ② Apr. 30-May 2 ② L.O.S Angeles
Contact: Patricia S. Schroeder	
Recommended By:	

Delivery and Notes

1 Deliver To: From: _____ Date: _____	2 Deliver To: From: _____ Date: _____
3 Deliver To: From: _____ Date: _____	4 Deliver To: From: _____ Date: _____
Status: ☐ Regret ☐ Pending ☐ Accept ☐ Letter (Greeting) ☐ Video	

THE WHITE HOUSE
WASHINGTON

Hillary
~~Pam~~ -

FYI - First Lady is honorary chair of "Kids Love A Mystery" week - later this month. Is it a program sponsored by the Mystery Writers of America to encourage children to read - mysteries, of course.

Alice

cc: [handwritten signature]

Association of American Publishers, Inc.

1718 Connecticut Avenue, N.W.
Washington, D.C. 20009-1148
Telephone 202 232-3335
Fax 202 745-0694

Patricia S. Schroeder
President and
Chief Executive Officer

January 15, 1999

[handwritten] Judy Platt

First Lady Hillary Rodham Clinton
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20500

347
3000
2090

Dear Hillary:

Thank you for your letter of January 8th. Here are more details on the two invitations for you to consider.

AAP
option
↓
[handwritten signature]
Phelps

In Washington on March 18, the Association of American Publishers will hold its Annual Meeting at the Mayflower Hotel. We'd be thrilled to salute you for your efforts on behalf of reading and literacy. I can't imagine anyone better than you to fire up our publishers to continue their strong commitment so we can get a Million Books for children for the Millennium. Since CEO's of America's major publishing houses will be at the meeting, it is the perfect forum to challenge them to do even more. I've taken the liberty of attaching our program for this year. Of course, anything can be moved to accommodate your schedule.

The second event I would like to invite you to attend is BookExpo '99 which will be held in Los Angeles April 30-May 2. This is America's national book show, and we're using it to launch our new *Get Caught Reading* campaign. Inspired by the success of the "milk mustache," the book industry finally got its act together for a first-time nationwide campaign targeting the elusive 18-34 age group with the message that reading for pleasure is "as cool as it gets." We've got Rosie O'Donnell and Whoopie Goldberg to appear in "Get Caught Reading" print ads that will run in magazines nationwide. We have designated May 1999 as "Get Caught Reading" month and *no one* could launch this campaign better than you!

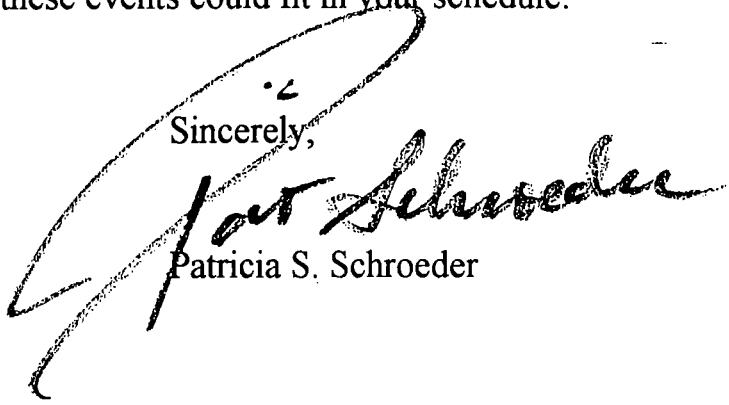
There is such a renaissance in writing going on in this country, no citizen should miss it. Booksellers and publishers from the whole country will be at BEA. That's why we're launching this month long industry wide campaign in Los Angeles and we'd love to have you kick it off at a huge rally there. Many celebrities will also be there. Obviously, if you have time, it would be great to feature your book with a book signing. We are desperate to get this country more focused on reading.

"Get Caught Reading" is burying the "eat your peas" message of the past for a new "Reading is so much fun it ought to be close to illegal!" message. I'm also enclosing a packet on the "Get Caught Reading" campaign. You totally understand the message and adding your voice to ours will really help blast the message to the public through all the clutter and noise.

Please consider both of these invitations. Needless to say, both events are flexible enough to work around your schedule. Please call me anytime at (202) 232-3335 Ext. 231 if you need any more details. What a joy it would be for the whole book industry if either or both of these events could fit in your schedule.

All my best,

Sincerely,



Patricia S. Schroeder

cc: Patti Solis Doyle, Director of Scheduling
Nicole Rabner, Domestic Policy
Melanne Verveer, Chief of Staff

Enclosure

Association of American Publishers, Inc.

1718 Connecticut Avenue, N.W.
Washington, D.C. 20009-1148
Telephone 202 232-3335
Fax 202 745-0694Patricia S. Schroeder
President and
Chief Executive Officer

February 16, 1999

First Lady Hillary Rodham Clinton
Office of the First Lady
The White House
Washington, D.C.

VIA FAX: 456-6244

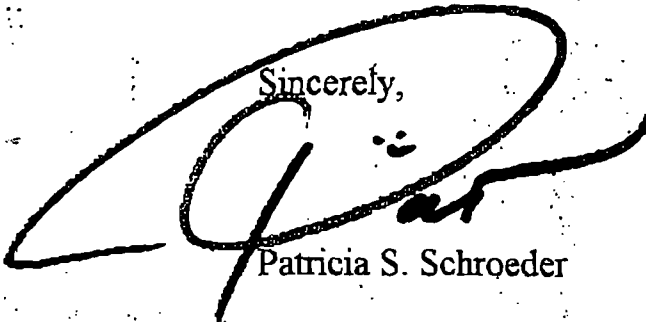
Dear Hillary:

Book publishers are still turning cartwheels after hearing you will be able to address our Annual Meeting in Washington, D.C. on March 18th I've called Molly Buford to say anytime, anyway!

Thanks so very much and I'll be happy to work with anyone re details and content.

All my best.

Sincerely,


Patricia S. Schroeder

cc: Ms. Molly Buford

*you made me
sing! Thanks!*

Patricia S. Schroeder
President and
Chief Executive Officer

Association of American Publishers, Inc.

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**A CONVERSATION WITH PAT SCHROEDER,
PRESIDENT AND CEO OF
THE ASSOCIATION OF AMERICAN PUBLISHERS,
ABOUT "GET CAUGHT READING" MONTH**

As President of the AAP it has been one of your goals to launch a nationwide campaign to promote books and reading. Why have you felt this was an important effort and what is the philosophy behind this particular campaign?

My goal was to get the book industry together to promote the sheer joy of reading for adults. I wanted a slogan with attitude that reminds people that even though they may have less discretionary time than they used to, there is no better way to use it than indulging in this Renaissance of wonderful writing going on in America right now. And, besides, one of the great things about books and magazines in 1999 is that they don't have a Y2K problem!

What is the message of "Get Caught Reading" and how will it appeal to the 18 - 34 year-old lapsed reader whom you hope to influence?

"Get Caught Reading" is meant to be a light, fun reminder of the joys of reading. The tone is not serious and preachy, but surprising and, I think, of great appeal to younger readers.

There are so many information and entertainment choices competing for peoples' time that often books, which require time, quiet, and focus, are put aside with an "I'll get to it when I have time" attitude. We want people to make time for books and to remember how satisfying and fun it is to browse a bookstore, hold a new book in your hands, and discover new worlds on the printed page.

Why did you choose Rosie O'Donnell and Whoopi Goldberg as celebrities for the campaign as opposed to, say, Tom Wolfe or Anne Rice?

We purposely wanted mainstream celebrities who would be recognizable to the majority of the population and, in particular, those under age 35. And while we did not want to use authors, we did want celebrities who are self-proclaimed booklovers. Rosie O'Donnell and Whoopi Goldberg fit the bill perfectly and we are honored that they agreed to be photographed for our campaign.

Did the celebrities pick the books they are seen reading in the ads?

Rosie and Whoopi are avid readers and were eager to be shown reading one of their personal old favorites. I think the fact that the books are picked by the celebrities adds a wonderful flavor and

The *Get Caught Reading* campaign is picking up steam!
Here's a look at our progress so far.

- The following magazines groups will run the ad in their May issues *pro bono*:
 - *TV Guide* will run the ad in its May issue.
 - Condé Nast has donated full page ads in *The New Yorker*, *Vanity Fair*, and *Mademoiselle*.
 - Disney will run full page ads in *Discover*, *Family Fun*, *Disney Adventures*, and *Disney Magazine*.
 - Andrews McMeel will run the ad in *Mary Engelbreit's Home Companion Magazine*.
 - *Reader's Digest*, *US Magazine*, *Scientific American*, and *Explorations* will run the ad.
 - The ad will run in the magazines of Gruner & Jahr, Hearst, Time Inc., and Scholastic — specific titles to be determined.
- Magazine editors at the above magazines and others will feature *Get Caught Reading* in their May Letter from the Editor or run articles on the campaign in April or May.
- BEA will print the *Get Caught Reading* logo on name badges and use campaign artwork for all show signage and in the events program.
- Celebrity photographers Timothy White and Gregory Heissler have shot Whoopi Goldberg and Rosie O'Donnell, respectively, *pro bono*.
- Goldberg McDuffie Communications has created a public relations strategy and press releases to ensure coverage before and during the campaign. Pat Schroeder will be booked for interviews.
- The *New York Times*, *USA Today*, *Publishers Weekly*, *Book Publishing Report* and *Daily Variety* have run stories on the campaign. Media coverage from additional publications will follow
- Berkery Noyes has donated \$10,000 to help fund the campaign.
- Horizon Paper will supply paper for 10,000 posters and bookmarks, to be printed *gratis* by Quebecor Printing.
- Andrews McMeel, Avon Books, HarperCollins, Hyperion, John Wiley & Sons, Simon & Schuster and St. Martin's Press will run the Rosie ad in their Spring or Fall book catalogs.
- Readers Digest will print the *Get Caught Reading* logo on all cartons mailed in May.
- American Geophysical Union, Avon, Disney, Henry Holt & Co., Humanics Publishing Group, Hyperion, McClanahan Book Company, Pelican Publishing Co., Purdue University Press, Rainbow Books, Time Inc., Troll Communications, University Press of America, U.S. Congressional Handbook, and William Morrow will run the *Get Caught Reading* logo in their print ads during the month of May. Other publishers have agreed to do so as well, and Troll will include information on the campaign in a mailing to every school in the U.S.
- Barnes & Noble, Borders, Books-A-Million and Levy Home Entertainment will provide stores with promotional materials such as posters, stanchions, buttons, bookmarks, gift seal stickers, shopping bags, and banners.
- We are talking to Amazon.com about running a campaign banner on their home page.

For more information or to obtain logo or ad artwork, contact the AAP, 212/255-0200:
Barbara Meredith, ext. 223, bmeredith@publishers.org
Katie Blough, ext. 257, kblough@publishers.org

One major component of the campaign is print advertisements in a host of national magazines, which will donate the space to the AAP in support of the campaign. Already, Conde Nast has donated a page for the ad in Vanity Fair, The New Yorker, and Mademoiselle. Two major celebrities, Rosie O'Donnell and Whoopi Goldberg, both proud booklovers, have enthusiastically embraced the project and have been "caught reading" in striking photographs that will be used to promote the campaign. The ads communicate a love of books and promote the pleasures of reading, not a particular title.

The Magazine Publishers Association of America is behind the campaign and the AAP will be approaching specific magazines about running the ad in their May issues. Among the magazine groups which have offered support for the campaign are Gruner & Jahr, Hearst Magazines, Reader's Digest, Disney Magazine Group, National Geographic, and Time, Inc. Six major trade publishers will run the Rosie O'Donnell "Get Caught Reading" ad in their spring catalogs: HarperCollins, Hyperion, Simon & Schuster Childrens, Avon Books, John Wiley & Sons, and Andrews McMeel Publishing. Warner Books, Hyperion and William Morrow have committed to running the "Get Caught Reading" logo in all of the book advertisements appearing in May 1999 and other publishers are expected to join this effort.

Retailers are jumping on board as well: Barnes & Noble, Borders and the American Booksellers Association have all voiced their support and are eager to display posters and other signage to remind their customers that May is "Get Caught Reading Month." The AAP is encouraging booksellers around the country to plan their own "Get Caught Reading" promotions and special events during the month.

"AAP has been thrilled by the broad-based support of everyone in the industry from the book manufacturers and book publishers to booksellers and librarians," said Schroeder. "This is a major first for us."

Other elements of the campaign that have been confirmed are:

- a "Get Caught Reading" web site has been established, allowing retailers to link their home pages and use the site to highlight "Get Caught Reading" events at outlets around the country.
- an eye-catching logo has been created that will be used in advertisements, on stickers, bookmarks, posters, buttons, T-shirts and other promotional items.
- Oglivy & Mather Worldwide has created the print ads pro bono and photographers Gregory Heisler and Timothy White have donated their remarkable talent to the project. Paper and printing costs have also been donated by Horizon Paper and Quebecor Printing, and Berkery Noyes has donated \$10,000 to help fund the campaign.

"A national book campaign sends an overwhelmingly positive message throughout this country and is long overdue," said Mel Parker, Chairman of the AAP trade executive committee. "'Get Caught Reading Month' is a historic and monumental effort by every aspect of the book publishing industry and, we hope, one that will become an annual celebration of our greatest love - reading."



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Telephone 212 255-0200
Facsimile 212 255-7007

FOR RELEASE ON DECEMBER 7

CONTACT: Camille McDuffie
Goldberg McDuffie Communications
(212)446-5106

**ASSOCIATION OF AMERICAN PUBLISHERS DESIGNATES MAY 1999
AS "GET CAUGHT READING" MONTH**

National Industry-Wide Campaign to Promote Buying and Reading Books

**Rosie O'Donnell and Whoopi Goldberg
Will Star in Campaign**

New York, New York - The Association of American Publishers (AAP) announces an ambitious national industry-wide program designed to encourage reading and book buying, particularly among 18 to 34 year-olds. The campaign, entitled "Get Caught Reading Month," will take place throughout May 1999 and will be launched at Book Expo America (BEA) in Los Angeles April 30 - May 2.

"Until now publishing has done very little to promote reading," said Pat Schroeder, President and Chief Executive Officer of the AAP. "'Get Caught Reading Month' is directed at infrequent or lapsed readers and will serve as a surprising, eye-catching reminder of the joys of reading, particularly among 18 to 34 year-olds who often don't make time for books when the internet, television and so much other media compete for their attention. The campaign will be fun and light - not preachy."

"Get Caught Reading Month" involves the cooperative efforts of every arm of the book publishing industry. All major trade publishers have endorsed the campaign, including Random House, Simon & Schuster, Warner Books, Penguin Putnam, and Hearst Publishing, and the AAP has also gained the support of the magazine, library, and retail communities, many of whom are donating their resources to the cause.

"I am delighted that the AAP is spearheading a campaign to promote books and reading and think everyone in our industry will benefit, in addition to all those people who are inspired to pick up a good book," said Laurence J. Kirshbaum, Chairman of Time Warner Trade Publishing. "This is a project that everyone in publishing can wholeheartedly embrace."

"This is a signature effort for the book business," commented Bob Miller, Vice President and Group Publisher, Buena Vista Books, Inc.

Updated 3/16/99

PRELIMINARY PROGRAM

The Place

The former Alex Haley Farm, Clinton, Tennessee (near Knoxville) -- the Children's Defense Fund's Center for spiritual renewal, leadership development, and intergenerational, interdisciplinary, and interracial communication.

The Date and Time

3:00 p.m. Friday, March 19, 1999
to
10:30 a.m. Sunday, March 21, 1999

The Mission

An interdisciplinary, intergenerational and interracial group will convene to discuss and develop proposals for how creativity and scholarship can bring new energy, renewed advocacy, and targeted actions to the problems of race and poverty which threaten the futures of our children, families, and communities and to dedicate the Langston Hughes library donated by Len and Louise Riggio with a John Hope Franklin - Maya Angelou Reading Room and a Mrs. Rosa Parks sitting area.

The Participants

Three hundred artists, scholars, writers, public officials, media, foundation, corporate, youth, religious, and community leaders

Imagitas

March 4, 1999

John Whipple
VP Government Relations
McDonald's Corp
One McDonald's Plz
Oak Brook IL 60523

Richard L Crawford
Dept Dir for Gov Relations
McDonald's Corp
1725 DeSales St NW
Washington DC 20036-4406

Amy Murray
Communications Supervisor
McDonald's Corp
2915 Jorie Blvd
Oak Brook IL 60523

Dear Amy, Jack and Dick:

SUBJECT: 3/18/99 AAP Annual Meeting Details

Imagitas (formerly TMSI) and McDonald's are planning to distribute 13MM Parent's Guides titled "Raising Tomorrow's Learners" in October 1999. The editorial focus revolves around "reading as the on-ramp for the information superhighway." (Parent's Guides are part of the McMoms program, which Jill Marchick manages with Imagitas.) Content for this program is being developed in partnership with the U.S. Dept. of Education.

Pat Schroeder, former Congresswoman from Colorado, is the CEO of the Association of American Publishers, Inc. She has invited us to attend her Annual Meeting on March 18, during which she would like First Lady Hillary Clinton to make mention of the McDonald's/Dept. of Education initiative as part of her remarks on the topic of reading to children.

Jill asked us to provide you with a program (attached) and proposed language for Mrs. Clinton's remarks around the McDonald's initiative. We are forwarding this information to the three of you at the same time so the right people at McDonald's are involved.

Key attendees are the CEOs of the major publishing houses in the U.S., representing 80% of the books published in America. According to Pat, approximately 200 people will be in attendance, including the CEOs of the ten major book publishers. (Pat provided me with a list of confirmed attendees as of 3/2/99 - which is available if necessary.)

Pat Schroeder suggested the following language for inclusion in Hillary Clinton's speech (obviously McDonald's can review/input to this).

*
"Getting the private sector and the public sector to work together has been one of my main goals. I've worked hard to do that with Reach Out and Read. How delighted I was to hear McDonald's will be joining up with the Department of Education and others next October to remind families how important it is to read to children.

"Thirteen million booklets glued to Happy Meal bags will tell parents how to nourish children's brains through reading. This is exciting information based on government research during the year of the brain.

"It's a real constant challenge to break through all the clutter and noise with good news like this. This partnership will sure add fire power to help parents get news they can use."



71 Fifth Avenue
New York, NY 10003-3004
Telephone 212 255-0200
Facsimile 212 255-7007

FOR RELEASE ON DECEMBER 7

CONTACT: Camille McDuffie
Goldberg McDuffie Communications
(212)446-5106

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Draft 3/16/99
Paul Glastris

10 min
Scott + Linda

FIRST LADY HILLARY RODHAM CLINTON
REMARKS BEFORE ASSOCIATION OF
AMERICAN PUBLISHERS
MAYFLOWER HOTEL
WASHINGTON, DC
March 18, 1999

Acknowledgments: Harcourt, Brace & Co. CEO Brian Knez [kin-nez]; Pat Schroeder; NPR on-air personalities including Linda Wertheimer and Bob Edwards and NPR CEO Kevin Close.

Thank you, Brian, for that generous introduction. I also want to thank Pat Schroeder for inviting me here today, and for the tremendous energy, commitment, and good cheer she brings to everything she does. I want to join AAP in saluting the staff of National Public Radio for all of your efforts over the years to promote a love of reading and an appreciation of the many fine writers our nation is now producing. *for our time*

And I especially want to thank America's book publishers, for your many efforts over many years on behalf of children and reading. You know, the cause of early childhood literacy has gained a great deal of positive attention and support in the last few years, and I am very grateful for that. But there is a special place in heaven for those who came through with support early on. I'm thinking of how the AAP stepped in and funded the printing of the original Reach Out and Read program manuals, back before that program went national. It is hard to exaggerate how crucial such early support can be. You have a right to be proud of that, and I encourage you to continue and strengthen your support.

The idea that parents should read more and speak more to their children must seem intuitively obvious to almost every one of us in this room. Our parents no doubt read a great deal to us, and nurtured in us a love of reading, and we've tried to do the same with our children. But we now know that reading and talking to children is more than just a good idea. A burst of new scientific research has shown that it is crucial to the long-term development of minds of children. Less than two decades ago, we thought that a baby's brain structure was virtually complete at birth. We now understand that it is a work in progress, and that everything we do with a child has some kind of potential physical influence on that rapidly forming brain. We also know from studies in which day-care centers were flooded with fine children's books, that reading to small children has a profound positive influence on their learning abilities. *which helps has an impact*

But there are many parents out there who were not raised in a book-rich environment and who therefore do not spend a great deal of time reading and talking to their children. One study found that two-year-old children whose mothers talked to them a great deal knew 295 more words than children of less talkative mothers. If we could somehow get to these parents and encourage them to be more verbal and to read to their children, we could go a long way towards eliminating the tragic cognitive and learning gaps we so frequently see when children enter

But

Some don't know about its benefits. Other just don't have the confidence.

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to learn
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For
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Pat
Schroeder
CEO
AAP
close

Read
and
speak
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children

created
a new
read

a smile,
a hug,
reading
"Goodnight
Moon"

kindergarten. The question is, how best to get this message out to parents.

One promising answer is ^{to} engage pediatricians and nurses in the campaign, on the theory that parents trust the information they receive from medical professionals. That was the theory behind the successful Reach Out and Read Program. Two years ago next month, I had the honor of announcing a new national effort, based in large part on Reach Out and Read, to use the ~~reach~~ ^{reach} and influence of doctors and health care professionals, along with librarians, to encourage and enable more parents to read to their children and make those children readers themselves. We called our national effort the Prescription for Reading Partnership, and we picked that word "prescription" for a reason. When we think of "prescriptions" we think of those slips of paper doctors give us for medicine that have been scientifically proven to improve our health. We wanted to emphasize ^{that} reading is as much a vital and proven long-term benefit to our children as inoculations, medical checkups, good diet, and exercise.

I am proud to say that in just two years, **tk tk stats on how many more doctors are participating and children have been reached; Nicole will provide.**

But we clearly must do more. And as the President has so frequently said, the time to do more is now, when our nation is stronger, our economy more prosperous, and our people more confident than at any time in years. I am proud of what my husband has accomplished during the last six years to help children and improve education. This administration has increased investment in early childhood learning through Head Start. It ~~has~~ ^{has} greatly expanded after school programs that keep children in the classroom and off the street during the hours when many parents work and juvenile crime soars. It ~~has~~ ^{has} begun to organize an army of tutors to help elementary school children learn to read and middle and high school students prepare for college. It ~~has~~ ^{has} made progress towards connecting every school and library in America to the Internet. It ~~has~~ ^{has} helped reduce class sizes by in the early grades by helping schools hire more teachers. And it has presented a strong new agenda that would increase support for our public schools but also insist that we invest in what we know works for our children--and stop investing in what we know does not work.

But it will take more than actions by government to boost learning so that all of our children can grasp the tremendous new opportunities that knowledge-based economy of the 21st Century will afford. The private sector can and must play an important role. That is why I am privileged to be able to announce two new private-sector-led initiatives that can have a tremendously positive impact on our children.

First, beginning next month, AAP will begin a public awareness campaign called "Get Caught Reading," designed to spark an interest in reading among Americans age 18 to 34-- the age group that includes parents of young children. The campaign will include posters in major book store chains and donated print ads in major magazines such as *Vanity Fair*, and will feature the stars Whoopie Goldberg and Rosie O'Donnell. You know, one of the best ways to get parents to read more to their children is to get parents to read more themselves. In the press of demands both at home and at work, too many parents spend what little free time they have veg-

as ^{more} parents struggle to ^{balance} the demands at home & work ^{and} at home, ^{reading} ^{is} ^{another} ^{activity} ^{to} ^{do} ^{every} ^{day}

reading is ^{unlike} ^{that} ^{reading} ^a ^{lifelong}

for a lifetime.

Be! ^{Presidents}

Wave

and ^{perhaps} ^{not} ^{improving} ^{was} ^{big} ^{to}

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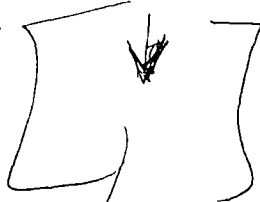
The President has also ^{created}

by encouraging all children to read & their parents keep

ing out in front of the tv. *Don't think* They have forgotten how relaxing and fun it can be to curl up with a good book. This campaign will remind them. *of the joys of reading.* You will be hearing more about it later today.

Second, I am pleased to announce that the McDonalds Corporation will team up with the U.S. Department of Education and others to remind families of how important it is to read to *their* children. Beginning next October, McDonalds will produce 13 million Happy Meals bags that have attached to them booklets telling parents how to nourish children's brains through reading. This is exciting information based on government research. And it will be presented in a way that can break through the clutter and noise and empower parents directly.

KICKER TK



explain to them
of daily life,

Reading can be a pleasure and should be

Quote story?

remember Wells

Sam - he told about my parents (verb)

① ②

CDF retreat

Children Define Fund.
best can improve us } melange

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BOOK PUBLISHER & MAGAZINE GROUP SUPPORT

BOOK PUBLISHERS:

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BALLANTINE BOOKS
BANTAM DOUBLEDAY DELL
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MediaTalk

With Celebrities in Tow, Publishers Go A-Courting

After months of fits and starts, the trade association for publishers is ready to do for books what milk producers accomplished with celebrity milk mustaches: make reading hip.

Today, the Association of American Publishers is announcing a monthlong campaign in May to court a younger generation of readers with a catchy slogan ("Get Caught Reading"), fashion magazine advertisements and celebrity volunteers (Rosie O'Donnell and Whoopi Goldberg) to promote reading, and most important, book buying.

"I've just been very impressed with how receptive everyone has been to the idea," said Patricia Schroeder, the former Colorado Congresswoman and the association's chief executive.

There were many hurdles before the association reached this point of showing off photos of Rosie O'Donnell musing over a copy of "The Bean Trees" by Barbara Kingsolver. At one point the association considered a campaign, but backed away from a price tag estimated in the millions of dollars. This newest campaign, which is being subsidized with volunteer labor and seed money of about \$60,000, also had to appeal to all publishers, who naturally would like celebrities to pose holding copies of their newest titles.

But on this detail, the association achieved unity by declaring that celebrities would promote only older, backlist titles of their choosing. The notion was that magazine publishers

would be more willing to devote free advertising space if the campaign dealt with titles of the past, Ms. Schroeder said. The publishers also were striving for a campaign that tries without eat-your-peas preachiness to reach their target group of 18-to-34-year-olds.



Rosie O'Donnell

"I think this is really needed," said Robert S. Miller, the publisher of Hyperion, who is on the campaign's steering committee. "We are in danger of losing the younger generation and we need to show them that books aren't just something like a flu shot."

DOREEN CARVAJAL

NEWS

AAP Woos Small Publishers; Looks to Promote Reading

FOLLOWING LAST year's revision of its dues structure in an effort to accommodate small book publishers, the Association of American Publishers is launching a broader campaign to attract small independent publishers into the association.

AAP president and CEO Pat Schroeder noted that 70% of AAP's members have annual sales of less than \$5 mil-

lion, emphasizing that "their diversity and unique perspective give us a better understanding of publishers' concerns."

At the 1999 annual meeting in Washington D.C. in March, the AAP will present several new initiatives for small publishers. Among them are: a special full day small publishers annual meeting, to be held prior to the AAP annual meeting on March 17. It will focus on such industry topics as online book sales, sub rights, audiobooks, and wholesalers from a small and independent publishing perspective. The AAP also plans to add a seat to its board of directors (a publisher with sales under \$20 million) to represent smaller publishers. There are also plans to offer a variety of cost-saving benefits to prospective members.

At this year's annual meeting, the AAP revised its dues structure, establishing a flat membership rate of \$195 for publishers with annual sales under \$1 million; and a simplified rate of \$1



ROSIE THE READER: Celebrities will help front and center.

per thousand dollars for houses with annual sales up to \$40 million. For more information contact Tom McKee at (212) 255-0200 ext. 263; email: tmckee@publishers.org.

The AAP also announced plans to launch Get Caught Reading Month in May at the BEA show in Los Angeles. The program is designed to encourage reading and book buying among 18- to 34-year-olds. Whoopi

Goldberg and Rosie O'Donnell will serve as celebrity book readers and will be featured in a series of magazine ads in space donated by members of the Magazine Publishers Association of America. The ads will also show up in the catalogues of several publishers.

Schroeder said the effort was intended to "to get the book industry together to promote the sheer joy of reading."

—CALVIN REID

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Retailers and wholesalers to be announced.

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Esther Margolis
Newmarket Press

Mel Parker
Chair, AAP Trade Committee

Marly Russoff
Hearst Book Group

Association of American Publishers:

Pat Schroeder
Tom McKee
Barbara Meredith
Kathryn Blough

WHAT INDUSTRY LEADERS HAVE TO SAY ABOUT THE CAMPAIGN

Initial reaction from ABA members to the AAP "Get Caught Reading" campaign has been most enthusiastic. We look forward to hearing more about the AAP's plans and providing feedback about how we may all work together to promote books and reading.

Oren J. Teicher
Chief Operating Officer
American Booksellers Association

As a mother and a book lover I have never really understood why books were not considered more "cool." Let's face it, books can do so many positive things for people: books educate, entertain, and touch the soul. A national book campaign is long overdue! I am honored and thrilled to be working on a campaign that can enhance the lives of so many.

Courtney C. Muller
Industry Vice President and Show Manager
Book Expo America

PRO BONO SUPPORT

Advertising Agency:

Ogilvy and Mather Worldwide

Publicity and Public Relations:

Goldberg McDuffie Communications, Inc.

Celebrities:

Whoopi Goldberg

Rosie O'Donnell

Photographers:

Gregory Heisler

Timothy White

FUNDING SUPPORT

Berkery, Noyes, & Co.
Horizon Paper
Quebecor Printing

GREGORY·HEISLER

Bio - Gregory Heisler

Gregory Heisler is a New York-based photographer whose technical mastery and thoughtful responsiveness allow him to creatively interpret an unusually broad range of subjects.

He is perhaps best known for his trademark editorial portrait covers and essays for TIME, LIFE, SPORTS ILLUSTRATED, GENTLEMEN'S QUARTERLY (GQ), ESQUIRE, HOUSE & GARDEN and THE NEW YORK TIMES MAGAZINE. He has also photographed award-winning advertising campaigns including the "Dewar's Profiles" and those for Benson & Hedges, DuPont and Kodak.

His prior work has encompassed highly acclaimed annual reports and brochures for prestigious clients ranging from American Express to The American Ballet Theater. Gregory has been profiled in magazine articles in ESQUIRE, COMMUNICATION ARTS, LIFE, and numerous industry periodicals. Among the kudos he has received are the ASMP Corporate Photographer of the Year Award (1986), the Leica Medal of Excellence (1988), and the World Image Award (1991).

In 1991 TIME magazine set a precedent by calling upon Gregory to create the first commissioned photographic "Man of the Year" cover in the magazine's history. The resulting controversial portrait of President George Bush (as TIME's "Men" of the Year) paved the way for his subsequent "Man of the Year" commissioned portraits of Ted Turner (1992), "The Peacemakers" Yitzak Rabin, Nelson Mandela, F.W. deKlerk and Yasser Arafat (1994), Newt Gingrich (1995), AIDS researcher Dr. David Ho (1996) and most recently Andrew Grove (1997), CEO of Intel Corporation. He has, in fact, created six of the last seven "Man of the Year" portraits, among his more than 30 TIME covers over the last decade. And in 1990 the City of New York broke with its time honored tradition of oil paintings by selecting Gregory's portrait of Mayor Edward I. Koch. It was the first photographic Official Portrait (translated to ink-on-paper as a fine art lithograph) to hang on permanent exhibition alongside the prior works-on-canvas in City Hall.

Gregory is a sought-after lecturer and teacher at scores of international seminars. Nationally, he has taught at the International Center of Photography (ICP) and The New School for Social Research, both in New York City, the National Geographic and The Smithsonian Institution (Masters of Still Photography Program) in Washington, D.C., and in the William A. Reedy Memorial Lecture series. He most recently conducted a class in the Master of Fine Arts Program at New York's School of Visual Arts.

While his principal focus is portraiture, Gregory's enthusiasm, curiosity, and drive bring him an unconventional range of projects. His love of the craft, manifested in his "hands-on" approach to all aspects of the photographic process, keeps him intimately involved in the creation of his imagery.

508 BROADWAY • NEW YORK NY 10012

212-777-8100

FAX: 212-966-1794 • E-MAIL: GHPHOTOINC AOL.COM

TIMOTHY WHITE

PHOTOGRAPHY

Photographer Timothy White's signature celebrity portraiture has won him critical acclaim during his almost 20-year career, making him a favorite among Hollywood's elite.

White began his career as a photojournalist in 1980, after attending Rhode Island School of Design. He traveled abroad shooting for such publications as the New York Times, Travel and Leisure, and Geo. He later turned to the entertainment industry. After training with renowned industry photographers, White soon opened his own New York City studio. Early on, he learned the technical side of photography as well as the art of dealing with people. According to White, both sets of skills have played a key role in the success of his career.

White's work is omnipresent in the entertainment industry, appearing on movie posters, CD covers, in TV and print ads, and numerous entertainment magazines. Known for his ability to "connect with his subjects and pull something wonderful out of them," White has become one of Hollywood's most sought-after photographers. His signature "pin-up" work for Esquire magazine -- a unique photographic interpretation of 1940's painter Albert Vargas' illustrations -- earned him praise from fashion circles as well.

White is regularly written up in industry journals and has been presented with numerous awards. He was recently named one of the 100 most important people in photography by American Photo magazine.

During his limited free time, White takes to the open road either on his Harley motorcycle or in one of the many vintage cars he collects and restores. It was on one such excursion that he discovered the town of Amboy, CA, in the middle the Mojave Desert -- up for sale! White decided to purchase the town with a partner -- not only for preservation purposes, but because "it's a magical place...and perfect for photo shoots!" says White.

Spontaneity and risk-taking set White's photography and photo sessions apart as well, and explain why demand for his work in the entertainment industry continues to increase exponentially.

Setting himself apart once more, White is also at work on an atypical book for a photographer. Eyespeak (working title) is a unique, day-in-the-life memoir driven as much by his words as by his photos. In it, White manages to be both manic and poignant as he shares intimate and humorous, behind-the-scenes details of his working hours with some of Hollywood's most familiar faces.

While continuing his work in still photography, running and promoting his own town, and writing a book, White has also begun directing commercials and music videos. Having just signed with Villains, one of the country's hottest film production houses, he hopes to break as many molds in cinematography as he has in still photography.

White is also actively involved with such charities as Amnesty International, God's Love, We Deliver, The Nature Conservancy, The Pediatric Aids Foundation, and The Seeing Eye Society.

For more information, please call (212) 971-9039.

**A CONVERSATION WITH PAT SCHROEDER,
PRESIDENT AND CEO OF
THE ASSOCIATION OF AMERICAN PUBLISHERS,
ABOUT "GET CAUGHT READING" MONTH**

As President of the AAP it has been one of your goals to launch a nationwide campaign to promote books and reading. Why have you felt this was an important effort and what is the philosophy behind this particular campaign?

My goal was to get the book industry together to promote the sheer joy of reading for adults. I wanted a slogan with attitude that reminds people that even though they may have less discretionary time than they used to, there is no better way to use it than indulging in this Renaissance of wonderful writing going on in America right now. And, besides, one of the great things about books and magazines in 1999 is that they don't have a Y2K problem!

What is the message of "Get Caught Reading" and how will it appeal to the 18 - 34 year-old lapsed reader whom you hope to influence?

"Get Caught Reading" is meant to be a light, fun reminder of the joys of reading. The tone is not serious and preachy, but surprising and, I think, of great appeal to younger readers.

There are so many information and entertainment choices competing for peoples' time that often books, which require time, quiet, and focus, are put aside with an "I'll get to it when I have time" attitude. We want people to make time for books and to remember how satisfying and fun it is to browse a bookstore, hold a new book in your hands, and discover new worlds on the printed page.

Why did you choose Rosie O'Donnell and Whoopi Goldberg as celebrities for the campaign as opposed to, say, Tom Wolfe or Anne Rice?

We purposely wanted mainstream celebrities who would be recognizable to the majority of the population and, in particular, those under age 35. And while we did not want to use authors, we did want celebrities who are self-proclaimed booklovers. Rosie O'Donnell and Whoopi Goldberg fit the bill perfectly and we are honored that they agreed to be photographed for our campaign.

Did the celebrities pick the books they are seen reading in the ads?

Rosie and Whoopi are avid readers and were eager to be shown reading one of their personal old favorites. I think the fact that the books are picked by the celebrities adds a wonderful flavor and

certainly authenticity to the ads.

"Get Caught Reading" is an ambitious industry-wide campaign. How are all the different arms of publishing - the publishing houses, stores, magazines, and libraries - contributing to the campaign?

It is thrilling to see every facet of the publishing industry embrace this campaign. Publishers are running our "Get Caught Reading" logo in their ads for May books, retailers are agreeing to display "Get Caught Reading" signs, wear our "Get Caught Reading" buttons and create "Get Caught Reading" displays. "Get Caught Reading" will be the theme for the 1999 Book Expo, which will take place in Los Angeles in late April. Magazine publishers are donating pages in their publications for the ads and this is just the beginning. Everyone in publishing is being creative and coming up with clever ideas for spreading the word about the fun of reading. Everyone in the industry will reap the benefits of this energy and enthusiasm.

What will be happening in May 1999 "Get Caught Reading" Month?

"Get Caught Reading" will be a slogan that will be everywhere in May. When you open a magazine, there will be our ad; when you go in a bookstore, you'll see signs and displays. We want to localize the campaign and hope that governors, mayors, local celebrities and community bookstores will find different and creative ways to present this. Mother's Day in May presents another opportunity to encourage "Get Caught Reading." There are a number of events in the works that all come together for May. Our hope is that by reminding people over and over of the joy of reading, many lapsed readers will come back into the fold and experience again the satisfaction of a good book



71 Fifth Avenue
New York, NY 10003-3004
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MAY WILL BLOSSOM AS “GET CAUGHT READING MONTH”

*A Message from Pat Schroeder
President & CEO
Association of American Publishers*

At BookExpo '99 in Los Angeles, the Association of American Publishers will unveil a new nationwide campaign designed to fire up interest in reading and book buying. As the late April launch builds into a celebration of “May is *Get Caught Reading* Month,” booksellers across the country will be able to take advantage of the high-profile campaign to plan their own promotions and special events. Let's work together to make the whole greater than the sum of its parts.

The “Get Caught Reading” Campaign

First, a bit of background on the campaign itself. As one of my first initiatives as AAP's new President and CEO, we brought together some of the best and brightest marketing, publicity and PR people in publishing to explore the possibility of developing a nationwide, institutional campaign for books. Admittedly, similar initiatives in the past had suffered from a notable lack of support and funding, with trade publishers unable to agree on a unified approach, target market, or even the proven value of a generic campaign. This time, however, my enthusiasm was more than matched by that of Mel Parker, Chairman of AAP's Trade Committee, whose team proposed a print-based national advertising campaign.

As the broad outlines of a book campaign began to emerge, it was clear that we needed to avoid a “literacy” or a “reading is good for you” tack, and to target the key 18- to 34-year-old market—a market inundated with competing entertainment and information choices. And we needed to hit them with the message that reading books for pleasure is easy, natural and “in.”

After looking at a host of proposals, Ogilvy & Mather Worldwide was selected to develop the print campaign. The ads, which will appear in popular consumer magazines during the month of May, will feature film, sports, music, literary and other celebrities, at home or at work, reading a book (a classic backlist title carefully selected for or by them).

The campaign has the support of the AAP Board of Directors (which provided initial seed money) and is endorsed by AAP's major trade publishers. All of the pieces — funding, celebrity

commitments, creative talent — are falling into place. Rosie O'Donnell and Whoopi Goldberg have already enthusiastically embraced the project and have been “caught reading” in photographs that will be used to promote the campaign. The project has also gained the support of the magazine, book, library and retail communities, and we are grateful to those who have generously agreed to donate their resources to the cause.

Celebrating May as “Get Caught Reading Month”

Designating May as “Get Caught Reading Month” fits well with the new date for BookExpo. We can launch the campaign at BEA in Los Angeles at the end of April, and we hope many authors will travel out from BEA to bookstores to promote their books.

The whole idea behind the celebration of “May is Get Caught Reading Month” is to get people buying and reading books. We’re even thinking of creating a New York City cab driver audio message featuring a celebrity reading a line or two from a book and signing off with the statement, “Get Caught Reading.” Booksellers are encouraged to jump in with both feet. We’re challenging the bookselling community (a famously creative lot) to come up with more ideas on ways to celebrate “Get Caught Reading Month” than we could possibly imagine.



Goldberg McDuffie Communications, Inc.

PUBLICITY STRATEGY TO PROMOTE AAP'S "GET CAUGHT READING" CAMPAIGN, MAY 1999

The Association of American Publishers' "Get Caught Reading" campaign, which debuts May 1 1999, will promote the pleasure of reading and owning books. Through tasteful photographs of celebrities reading a favorite backlist title, the ads will be eye-catching and low-key and should appeal to the 18 – 34 age group, a group that needs to be wooed back into bookstores.

We are extremely excited about the campaign and believe it can be effective in making reading a "hot" activity. With Pat Schroeder as the energetic spokesperson and some terrific celebrity photographs, we believe we can secure widespread visibility for the campaign and "Get Caught Reading Month" beginning on May 1. Our publicity ideas and strategy for the "Get Caught Reading" campaign are as follows:

PUBLICITY IN THE TRADES

As plans for the campaign are confirmed (i.e., a few celebrities are "on board"), we will place brief stories in the publishing trade publications, including Publishers Weekly, BP Report, Subtext, American Bookseller, Library Journal, and AAP Monthly Report. We will approach these same trade publications for larger stories in late April/early May as the campaign kicks-off.

PRE-CAMPAIGN "BUZZ"

In the few months leading up to the campaign, we will work to place a few items in the gossip and entertainment press about the celebrities chosen for the ads and what books they are reading. One or two such items would heighten anticipation for the campaign and create a sense of excitement about it. For example, there may be an interesting item about why Rosie O'Donnell or Whoopi Goldberg is shown reading a particular book. We would approach the following about such an item:

Liz Smith
"Page Six" NEW YORK POST
"Jeannie Williams" USA TODAY
"People" ASSOCIATED PRESS
ENTERTAINMENT WEEKLY

LONG LEAD MAGAZINES

We will approach a range of major magazines in advance for stories and feature items to run in May issues about Get Caught Reading Month. Among the publications we will target are:

VANITY FAIR
VOGUE
ELLE
HARPER'S BAZAAR
TIME
NEWSWEEK
ENTERTAINMENT WEEKLY
ESQUIRE
REDBOOK
GOOD HOUSEKEEPING
FAMILY CIRCLE
MCCALL'S
PARENTS
CHILD
READER'S DIGEST
SEVENTEEN
YM
JANE
NEW YORK
PARADE
USA WEEKEND
THE NEW YORK TIMES MAGAZINE

PRESS MATERIALS

We will create a press release announcing the campaign as well as customized pitch letters to secure interviews with Pat Schroeder. In addition, we would like to include a quote from each celebrity featured in the campaign about the importance of reading and/or why they chose to be photographed with a particular book.

NATIONAL TELEVISION

We will approach the following national television programs in advance to secure interviews with Pat Schroeder on May 1 or soon thereafter:

"DATELINE" NBC TV (for a story on the importance of reading)
"20/20" ABC TV

"TODAY" NBC TV
"GOOD MORNING AMERICA" ABC TV
"CBS THIS MORNING" CBS TV
"EXTRA" SYNDICATED (it may be necessary to get a quick quote from one of the celebrities to secure an entertainment program)
"ACCESS HOLLYWOOD" SYNDICATED
"ENTERTAINMENT TONIGHT" SYNDICATED
"LIVE WITH REGIS AND KATHIE LEE" (would need a celebrity to go on with Pat Schroeder)
"ROSIE O'DONNELL"
"MORNING NEWS" CNN
"LARRY KING LIVE" CNN
CNBC
MSNBC
FOX NEWS CHANNEL
BLOOMBERG TV
"CHARLIE ROSE SHOW" PBS
"WEEKEND TODAY" NBC TV
"OPRAH"
"ABOUT BOOKS" C-SPAN
C-SPAN 2

In addition, we would work with MTV and VH-1 to secure mentions of "Get Caught Reading?" Month (again, one of the celebrities may have to be involved). We would also urge TV hosts to discuss "Get Caught Reading" month during the "host chat" segments of their programs (this would include Jay Leno, David Letterman, and Kathie Lee and Regis).

RADIO

We will approach select national and NYC and Washington local radio about interviews with Pat Schroeder on May 1 & 2. Among the programs we will approach:

"All Things Considered"/"Morning Edition" NATIONAL PUBLIC RADIO
"Diane Rehm Show" WAMU Radio
"New York & Co." WNYC Radio
"Spotlight" ABC Radio Network
"First Light" Westwood One/NBC Radio Network
AP Radio
"Jim Bohannon Show" Mutual Broadcasting System
"Bookworm" KCRW Radio

“Milt Rosenberg Show” WGN Radio
Wisconsin Public Radio

PRINT FEATURES

We will work to secure select print interviews for Pat Schroeder about the campaign and the importance of promoting reading. For some newspapers, this will be a publishing story; for others a culture or feature story. Among the publications we would approach are:

THE NEW YORK TIMES -- we would offer publishing reporter, Doreen Carvajal, the first story on the campaign to break in the Monday Business section before the campaign starts.

PUBLISHERS WEEKLY

THE WASHINGTON POST – David Streitfeld may be interested in this for his Sunday Book World column.

THE WALL STREET JOURNAL

ASSOCIATED PRESS

REUTERS

USA TODAY

THE PHILADELPHIA INQUIRER – Carlin Romano may want to interview Pat Schroeder.

NEWSDAY – Paul Colford, publishing reporter, would probably be interested.

NEW YORK POST – Media reporter Keith Kelly would be interested.

CHICAGO TRIBUNE

LOS ANGELES TIMES

SAN FRANCISCO CHRONICLE

ADVERTISING AGE

BP REPORT

ON-LINE PUBLICITY

There are a number of on-line chat programs that we would approach for interviews with Pat Schroeder, including Amazon.com, Barnes & Noble on line, and Borders.com. In addition we would work with these web sites to encourage running the Get Caught Reading tag-line each day when users access the site.

ADDITIONAL PROMOTIONS

AAP has some wonderful ideas for special promotions in bookstores around the country and through special polls to ask people what they are reading. If these promotions lend themselves to publicity, we would seek coverage for them.

###

FUJI HH51800

HH51800 067

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Get caught
reading.

Rosie O'Donnell reading THE BEAN TREES.

FUJI HH51800

HH51800 067

Other American Express Publications



Get caught
reading.

Whoopi Goldberg reading *PETER PAN*

10

HH51800 11

HH51

Peter Jovanovich
Chairman
Patricia S. Schroeder
President and
Chief Executive Officer
Thomas D. McKee
Executive Vice President

Nicholas A. Veliotis
President Emeritus

November, 1998

Dear Colleague:

You may have heard that the Association of American Publishers (AAP) has launched an all-out national campaign to promote reading, magazine and book buying to a market sector that research has shown to be virtual NON book readers — 18-34 year-olds.

Everybody connected with "*Get Caught Reading!*" — celebrities, advertising agencies, publicists, photographers, book publishers and retailers, educational institutions — has lent unequivocal support, *pro bono*, in the form of scores of creative services. We've developed a marketing plan to tap into as many communication vehicles as possible — from rock stations to websites, from book catalogs and magazine ads to in-store promotions. ROSIE O'DONNELL and WHOOPI GOLDBERG have been photographed "caught" in the act of reading their favorite books. They, too, have donated their images as emblems of the campaign. And other celebrities have expressed enthusiasm for doing the same.

The campaign will go into high gear early next Spring. Major magazine publishing groups have offered full-page ad space for Rosie's and Whoopi's photos with the "*Get Caught Reading!*" logo announcing "*Get Caught Reading!*" month — May, 1999. By next May, we predict the youth market will have discovered that it's chic, cool and even awesome to be "caught reading."

The campaign needs your help. The seed money to pay the basic production costs for press kits, buttons, bookmarks, and stickers is used up. Now we turn to you, friends of the book publishing industry, to help fund this vital all-inclusive industry effort.

There are three levels of sponsorship: Champion (\$10,000); Partner (\$5,000); and Underwriter (\$2,500). Of course, larger contributions will not be refused! Those supporting the campaign will be acknowledged at the AAP Annual Meeting and at BookExpo America.

We hope you will say yes to the very first industry effort to get people to buy more books! On behalf of the publishing and retailing communities, thank you in advance for your support. If you have comments or questions please call me at 202-232-3335 or call Barbara Meredith in our New York office, 212-255-0200, ext.223.

Sincerely

Pat Schroeder
enclosure

Get Caught Reading

Yes, I want to support the *Get Caught Reading* Campaign!

Name _____

Company _____

Address _____

Phone _____

Fax _____

E-Mail _____

1) Champion (\$10,000) _____

3) Underwriter (\$2,500) _____

2) Partner (\$5,000) _____

4) Other amount _____

Method of Payment (Please fax this form to (212) 255-7007.)

_____ Check (please make payable to Association of American Publishers
Get Caught Reading Campaign, 71 Fifth Ave, New York, NY 10003.)

_____ Credit Card

☐ American Express

☐ Visa

☐ Mastercard

Account # _____

Expiration _____

Name of Cardholder _____

Signature _____

GET CAUGHT READING

- The following magazines will run full-page ads in their May issues *pro bono*:
TV Guide, People, The New Yorker, Vanity Fair, Mademoiselle, George, US Magazine, Business Week, Gear, Harper's Bazaar, Redbook, Esquire, Good Housekeeping, Publishers Weekly, Discover, Family Fun, Disney Adventures, Disney Magazine, Reader's Digest, Scientific American, Explorations, Jr. Scholastic, Scope Magazine, Nickelodeon, Biblio, and Mary Engelbreit's Home Companion Magazine
- The ad will run in the magazines of Hachette and Gruner & Jahr — specific titles to be determined — and magazine editors at the above magazines and others will feature *Get Caught Reading* in their May Letter from the Editor or run articles on the campaign in April or May.
- The theme of BEA will be *Get Caught Reading* — the logo will be printed on all name badges, and campaign artwork will be used for all show advertisements, signage and in the events program.
- Celebrity photographers Timothy White and Gregory Heissler have shot photos of Whoopi Goldberg and Rosie O'Donnell, respectively, “caught reading” *pro bono*.
- Goldberg McDuffie Communications has created a public relations strategy and press releases to ensure coverage before and during the campaign.
- The *New York Times*, *USA Today*, *Publishers Weekly*, *Book Publishing Report* and *Daily Variety* have already run stories on the campaign, and media coverage from additional publications will follow. In May, Pat Schroeder will be booked for interviews on radio and television.
- Berkery Noyes has donated \$10,000 to help fund the campaign.

(Continued)

GET CAUGHT READING

- Horizon Paper will supply paper for 15,000 posters and bookmarks, to be printed *gratis* by Quebecor Printing.
- Andrews McMeel, Avon Books, HarperCollins, Hyperion, John Wiley & Sons, Simon & Schuster, St. Martin's Press and other publishers will run the Rosie ad in their Spring or Fall book catalogs.
- Readers Digest will print the *Get Caught Reading* logo on all cartons mailed in May.
- American Geophysical Union, Avon, Disney, Henry Holt & Co., Humanics Publishing Group, Hyperion, McClanahan Book Company, Pelican Publishing Co., Purdue University Press, Rainbow Books, Scholastic, Time Inc., Troll Communications, University Press of America, U.S. Congressional Handbook, and William Morrow will run the *Get Caught Reading* logo in their print ads during the month of May. Other publishers have agreed to do so as well.
- Troll Communications will include information on the campaign in a mailing to every school in the U.S.
- Barnes & Noble will create and provide its stores with campaign window posters, cafe tent cards, bookmarks, and signs, and will include the campaign logo on all promotional signs during the month of May.
- Borders, Books-A-Million and Levy Home Entertainment will also provide stores with promotional materials such as posters, stanchions, buttons, bookmarks, gift seal stickers, shopping bags, and banners.
- Talks are in the works with Amazon.com about running a campaign banner on their home page.

For more information or to obtain logo or ad artwork, contact the AAP, 212/255-0200:

Katie Blough, ext. 257, kblough@publishers.org

Barbara Meredith, ext. 223, bmeredith@publishers.org

**FIRST LADY HILLARY RODHAM CLINTON
REACH OUT AND READ
BALTIMORE, MARYLAND
JUNE 10, 1997**

Talking Points

[Acknowledgments: **Mayor Schموke**; **Dr. David Ramsay**, President, University of Maryland at Baltimore; **Dr. Donald Wilson**, Dean, University of Maryland School of Medicine; **Dr. Morton Rapoport**, President and CEO, University of Maryland Medical System; **Dr. Michael Berman**, Professor and Chairman, Department of Pediatrics, University of Maryland School of Medicine, Maryland's Hospital for Children.]

- I am delighted to be back in Baltimore. During my visit in September, I received a bumper sticker and pin declaring Baltimore 'the city that reads'. So I am very pleased to be here today to further the tradition of reading in the City of Baltimore and help launch the Baltimore Prescription for Reading Partnership.
- This day is possible because of the efforts of so many people working together. I would like to thank the Annie E. Casey Foundation for their generous support; Reach Out and Read, without whose leadership this day may not have come; Scholastic Publishing and First Book, who have been such important partners in our efforts to 'prescribe reading'; the American Academy of Pediatrics for recommending that pediatricians prescribe reading to infants and toddlers as part of standard pediatric care; and all the wonderful institutions in Baltimore who are joining the Partnership.
- We are beginning to understand just how important reading is to a child's emotional and cognitive development. We now know that a baby's brain is a work in progress. And that brain, like the baby's body, needs to be nourished through activities with parents or caregivers like reading books, singing songs and telling bedtime stories. These activities actually help the baby's brain grow and strengthen emotional bonds.
- We know that most parents come into contact with a pediatrician. They might not take their child to a library or preschool program until the child is over the age of three, but they will, in all likelihood, come into contact with a health care provider. If that doctor or nurse were to prescribe reading-- and take it a step further by handing that parent or caregiver a book-- in most cases, the parent will try to follow through on the doctor's prescription.
- We have to help parents understand that, no matter their educational level or reading ability, they can stimulate their children's emotional and intellectual growth by talking to and reading to their children, even when they stumble over a few words here or there. Most likely, their children won't even notice. But they *will* notice the power of reading and books to take them on fascinating adventures and introduce them to interesting ideas.

- In an event at the White House in April, I had the privilege of announcing the Prescription for Reading Partnership-- a national campaign to put books in the hands of parents who bring their young children to the doctor, and to get doctors to prescribe daily reading. The partnership-- which we are launching today in Baltimore-- challenges communities across the country to bring together pediatricians, hospitals, health centers, book publishers, libraries and literacy organizations to encourage and enable parents to read to their children on a regular basis.
- The National Partnership has already secured more than a quarter of a million books to be distributed through health clinics around the country and commitments to train pediatricians and health centers to prescribe reading and provide books to hundreds of thousands of children.
- Baltimore is a city that reads. Your efforts to work provide every child in Baltimore with a strong foundation to thrive in a new century serves as a model for cities all across the country.
- I know that there are already many institutions in Baltimore doing wonderful things to encourage reading. For example, the Greenspring Pediatric Association at Sinai Hospital has been training medical residents on the role that health professionals play in reading. Beginning today, all of the participating hospitals in Baltimore will adopt the program.
- And today, we are joined by David Kirk, author of *Miss Spider's New Car*, which he and I will read to some of Baltimore's youngest citizens in just a few minutes.

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THE ASSOCIATION OF AMERICAN PUBLISHERS PROMOTING LITERACY AND READING

The Association of American Publishers (AAP) is concerned with the promotion of reading and literacy in the United States. Over the years, AAP has lent its support to a wide variety of reading promotion and literacy programs, working with partners such as the International Reading Association, Reading is Fundamental, the Barbara Bush Foundation for Family Literacy, and The Center for the Book in the Library of Congress.

Several years ago AAP became involved in supporting an innovative program, Reach Out and Read, which uses pediatric clinics and medical personnel to promote early childhood literacy. The program is now operating at clinics and hospitals nationwide. In December 1998 AAP President Pat Schroeder joined First Lady Hillary Rodham Clinton and Reach Out and Read founder Dr. Barry Zuckerman at the kick-off of the Reach Out and Read Coalition of Greater New York. At the December 1 event members of the coalition, which represents 24 area hospitals and community health centers with more than 40 Reach Out and Read programs in the five boroughs, were challenged to "prescribe" a million books by the year 2000.

AAP is involved in promoting the President's America Reads Challenge, and was among the organizations represented at a White House conference in the spring of 1997 at which the First Lady launched the "Prescription for Reading" partnership. Pat Schroeder met with Mrs. Clinton and others at the White House in January 1998 to discuss the partnership's accomplishments in its first 9 months.

Significant research activity over the past few years has created a new understanding of how the brain develops and the crucial role of early language experiences, including reading. While most parents understand intuitively that reading to children is a positive experience, they may not be aware of the newest discoveries in neuroscience which show that reading aloud actually stimulates the growth of a baby's brain. As part of its broad initiative to encourage adults to read to children every day, AAP put together a short *Fact Sheet*, citing some of the recent research. The *Fact Sheet* has been widely distributed to AAP members and others interested in getting out the message about the importance of reading aloud to very young children.

In March 1998, AAP President Pat Schroeder joined "The Cat in the Hat," and singer Carly

Simon, in a birthday tribute to Dr. Seuss at the Children's Museum in New York. AAP co-sponsored the event, which was part of the National Education Association's nationwide literacy initiative Read Across America.

Early in 1998, AAP made contact with Professor Susan Neuman of Temple University who had just published a study (*Books Make a Difference: A Study of Access to Literacy*), based on a dramatic literacy intervention program called "Books Aloud." Funded by the William Penn Foundation and administered by the Free Library of Philadelphia, the \$2.5 million Books Aloud program inundated some 330 day-care centers, serving almost 18,000 economically disadvantaged children in the Delaware Valley, with new, high quality, age-appropriate children's books, along with bookcases and storage racks. Day-care workers were given basic training in using the books effectively. Pre- and post-program assessments revealed significant *and enduring* changes in the early literacy abilities of the "Books Aloud" children. AAP prepared a brief summary of the Temple University study which has been widely disseminated to member publishers and others.

AAP has taken the lead in bringing together a coalition which includes Professor Neuman of Temple University, the Institute for Civil Society, and the National Association for the Education of Young Children, and has established an industry advisory committee of prominent children's publishers, to explore the possibility of developing and expanding the "Books Aloud" model to reach children in day-care centers across the country.

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What the Experts Say About...

**THE IMPORTANCE OF READING
TO INFANTS AND YOUNG CHILDREN**

"As President of the American Academy of Pediatrics, I can tell you that pediatricians are acutely aware of the role reading plays in infant brain and child development. We strongly recommend daily reading to children from six months of age."

Dr. Robert E. Hannemann, President, American Academy of Pediatrics 1996-97.

"My goal is that by the year 2000, giving information about reading to children will be as routine in pediatric practice as giving immunizations. Both are critically important to promoting children's health and well-being."

Dr. Barry Zuckerman, Chief of Pediatrics, Boston Medical Center, Co-Founder, Reach Out and Read

"If books are part of loving parent-child interactions from an early age, children will associate the presence of books with all of the positive feelings of being held and loved. Undoubtedly, these associations are encoded in a profound way in a child's developing brain. Picture books provide an ideal context for parent-child interactions that are loving and stimulating."

Dr. Robert Needlman, Division of Behavioral Pediatrics & Psychology, Rainbow Babies' and Children's Hospital, Cleveland, Ohio

"As pediatricians know, growing up healthy means much more than the absence of disease. It means growing up with love and attention, and acquiring spoken and written language. It's exciting to offer a child a beautiful book and watch it do its work, cast its spell."

"Growing up without books is growing up deprived and with a deprivation that puts one at risk for failure...If we want our children to grow up reading, we have to do everything possible, and we have to do it as early as possible."

Dr. Perri Klass, Medical Director, Reach Out and Read, Boston Medical Center & Assistant Professor of Pediatrics, Boston University School of Medicine.

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BOOKS MAKE A DIFFERENCE

New Study Highlights Crucial Role of Books for Pre-Schoolers

“ When kids from middle-class families enter first grade, about 1,000 hours of their lives have been spent being read to. Kids from poor families enter first grade with only 25 hours of read-aloud story time. What a sad statistic and what a waste of precious time!”

Pat Schroeder, President & CEO, Association of American Publishers

In the fall of 1997, Professor of Education Susan B. Neuman of Temple University published a study¹ based on a dramatic literacy intervention program called “Books Aloud.”

Funded by the William Penn Foundation, the \$2.5 million program, literally inundated more than 330 day-care centers, serving economically disadvantaged children, with 90,000 new, high quality, age-appropriate children’s books (approximately 5 books per child).

Bookcases and storage racks were also provided, resulting in the reorganization of physical space at the day-care centers to include reading activity areas and library corners.

Day-care center staff were trained in using the books effectively, stressing the importance of reading-aloud activities.

400 three- and four-year-olds in “Books Aloud” programs were studied, along with 100 children in a control group from child-care centers not involved in “Books Aloud.” Here’s what they found:

- Pre- and post-test assessments indicated “significant changes” in the “Books Aloud” children’s early literacy abilities;
- Post-program testing indicated “significant and substantial differences” between the

¹*Books Make A Difference: A Study of Access to Literacy*, Professor Susan B. Neuman, Temple University, October 1997

THE IMPORTANCE OF READING TO INFANTS AND YOUNG CHILDREN

American families need relevant, focused, timely information concerning their children's well-being. Most parents know that it is nice to read to children every day, but are unaware of the newest discoveries in neuroscience showing that reading aloud actually stimulates the growth of a baby's brain. The AAP has put together a short list of citations to help adults understand that reading aloud to children is as important as fastening their seat belts and providing good nutrition.

A burst of research activity in the past few years is giving us a whole new understanding of how the brain develops and the crucial role of early language experiences, including reading. Extraordinary advances in neuroscience have been facilitated by the development of sophisticated research tools such as brain imaging technologies, making it possible to study the actual growth and workings of the brain.

These technological advances have come at a time of growing concern about the health, well-being and academic achievement of America's children.

Several important conferences, including a White House Summit in the Spring of 1997, have focused not only on the scientific findings but on their public policy implications as well.¹

What the research shows:

- ◆ An infant's brain structure is not genetically determined. Early experiences have a decisive impact on the architecture of a baby's brain.²
- ◆ "A child care provider reads to a toddler. And in a matter of seconds, thousands of cells in these children's growing brains respond. Some brain cells are 'turned on,' triggered by this

¹*Brain Development in Young Children: New Frontiers for Research, Policy and Practice*, University of Chicago, June 1996; *White House Conference on Early Childhood Development and Learning*, April 1997.

²*Rethinking the Brain: New Insights Into Early Development*, Report of the Conference on Brain Development, University of Chicago. (This report is available from the Families and Work Institute, 330 Seventh Avenue, New York, NY 10001).

particular experience. Many existing connections among brain cells are strengthened. At the same time, new brain cells are formed, adding a bit more definition and complexity to the intricate circuitry that will remain largely in place for the rest of these children's lives."³

- ◆ The development of early literacy skills through early experiences with books and stories is critically linked to a child's success in learning to read.⁴
- ◆ Development of literacy is a continuous process that begins early in life and depends heavily on environmental influences.⁵
- ◆ Children who are read to from an early age are more successful at learning to read.⁶
- ◆ "...reading aloud to children is the single most important intervention for developing their literacy skills," according to a 1985 study by the National Commission on Reading⁷
- ◆ Early reading experiences are now recognized as being of such importance that the American Academy of Pediatrics recommends that "pediatricians prescribe reading activities along with other instructions given to parents at the time of well-child visits." The President of the Academy, Dr. Robert E. Hannemann, stated: "We strongly recommend daily reading to children from six months of age."⁸

³*Ibid*

⁴Snow, C.E. & Ninio, A. (1988) "The Contracts of Literacy: What Children Learn from Learning to Read Books," in W.H. Teale & E. Sulzby (Ed.) *Emergent Literacy: Writing and Reading*, Norwood (as cited in Reach Out and Read Program Manual)

⁵Schickendanz, J.A. (1986), *More Than the ABCs: The Early Stages of Reading and Writing*, National Association for the Education of Young Children, Washington, DC

⁶Teale, W. (1988). "Emergent Literacy as a Perspective for Examining How Young Children Become Readers and Writers," *Emergent Literacy*, Norwood.

⁷As quoted in "A Pediatric Early Literacy Program," the Program Manual for Reach Out and Read.

⁸Press Statement, American Academy of Pediatrics, April 16, 1997 (for additional information, American Academy of Pediatrics, Chicago, IL-- 847-981-7131)

Families Learning Together

Helping Children Learn through Public/Private Partnership

The Next Event in development...
"Families Learning Together"
(working Title)

The Partners: McDonald's, the Department of Education, and a funding Sponsor (TBD)

Partner Objectives:

Shared Objectives:	• Increase parental involvement in children's education (e.g. reading aloud) • Enhance consumer perception of each partner to drive affinity/loyalty • Create a large, annually repeatable equity promotion for partners
Sponsor-specific:	• Drive awareness, traffic and/or sales of Sponsor's brands or products
McDonald's-specific:	• Reinforce McDonald's brand and relationship with families
DOE-specific:	• Forge alliances with the private sector; drive Presidential Initiative

Concept/Positioning: A week-long promotion in Fall of 1998 to communicate the methods and benefits of strong parental involvement in children's education. Partner objectives will be attained by:

1. Maximizing the value and awareness-building potential of the McDonald's brand and the credibility of the DOE
2. Distributing 12,000,000-15,000,000 "Families Learn Together" guides--One with each Happy Meal purchased; each guide contains a tear-out 'postcard to the President'. Families send the postcard to pledge their support of the *Families Learn Together* principles, which include reading together as a family.
3. Balancing serious and also fun opportunities to enhance education and learning; i.e. the booklets will contain the top six learning games families can play, along with book recommendations
4. Credentialing the program with all assets; DOE, McDonald's, Presidential Initiative

How it Works:

- Step 1- Customers receive a "Families Learn Together" guide with purchase of a Happy Meal.
- Step 2- Family signs & mails a postcard, a family pledge to the President to learn together
- Step 3- Sponsor may provide additional benefits for visiting a retail location, or provide a coupon or voucher to drive their business; could help to support larger DOE grass-roots efforts
- Step 4- 10 lucky postcards are selected randomly to win a library of top-rated children's books, and home computer systems with top-rated educational software programs.

Supporting Elements:

Broad Media:	• DOE offers public service announcements and grass-roots efforts
In-restaurant:	• Posters, counter cards and 36 million McDonald's trayliners displaying President Clinton letter
Sponsor Retail (optional):	• In-store drawing entry literature for giveaway, POS posters, etc.
Public Relations:	• Leveraging the Presidential initiative and power of the partners, a coordinated media blitz by DOE, McD's, Sponsor & TMSI • National launch press event hosted by Secretary of Education

Next Steps:

1. Identify potential commercial Sponsors
2. With Sponsor and DOE, refine and build details of promotion

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McDonald's and TMSI



89% of households with kids ages 2-7 visit McDonald's an average of 4.2 times a month!

- Over 22 million customers visit a McDonald's restaurant each day
- 12,000 U.S. restaurants (opening nine new restaurants each day)



Happy Meals

- Over 53,000,000 a month
- Families with kids ages 2-7

McMoms Magazine

Targeted Advertising

- "McMoms" super heavy users
- 925,000 members

Sampling

High Value "Themed" Sampling

- One per customer with purchase of a Happy Meal
- 4,000,000 per event

Happy Meal Onserts

Single-Sponsor Content Driven Advertising

- Glued to Happy Meal Bag
- Up to 12,000,000/week

Books Make a Difference: A Study of Access to Literacy

This study examines the impact of an intervention targeting economically disadvantaged children in child care centers. The program was designed to 'flood' over 330 child care centers with high quality children's books, at a ratio of 5 books per child, and provide 10 hours of training to child-care staff. Conceptualized as a formative experiment, this study examined the project's impact, systematically sampling 400 3- and 4- year old children randomly selected from 50 centers across 10 regions and 100 control children from comparable child care centers not involved in the project. Children's early literacy skills (receptive language, concepts of print, environmental print, letter name knowledge, concepts of writing, and narrative competence) were assessed prior to and following the study, with a post-test-only sample, and kindergarten sample to look at its longer-term impact. Instrumental goals were assessed throughout the project, using photographic accounts of the physical environments of classrooms, literacy-related interactions between teachers and children in sample classrooms, and storybook reading activity in both treatment and control classrooms. Results of the instrumental goals indicated enhanced physical access to books, greater verbal interaction around literacy, and more time spent reading and relating to books as a result of the intervention. An examination of end goals indicated that children in the intervention group scored significantly higher than the control group on 4 of 6 assessment measures, with gains still very much evident six months later. Findings provide powerful support for the physical proximity of books and the psychological support to child care staff on children's early literacy development.

Books Make a Difference: A Study of Access to Literacy



Susan B. Neuman

Temple University

Books Make A Difference: A Study of Access to Literacy

Storybooks hold a special place in children's early literacy development. Studies (Clay, 1991; Cochran-Smith, 1984; Durkin, 1966; Snow, 1983; Wells, 1985) reflect the sheer range of learned behaviors: As children are read to, they acquire an enormous amount of topical knowledge. They learn that words can create imaginary worlds beyond the immediate here- and now. They learn that written language has its own rhythms and conventions. And through these activities, children learn the values and the conceptual tools associated with reading. Although many experiences are said to contribute to early literacy (Bus, Van Ijzendoorn, & Pellegrini, 1995; Cochran-Smith, 1984; Holdaway, 1979; Snow, 1983; Teale, 1984), no other single activity is regarded as important as the shared book experience between caregivers and children.

Consequently, a critical focus in early literacy has been to "get books in children's hands." However, as an accumulation of studies (Lareau, 1989; Mullis, Campbell, & Farstrup, 1993; Wilson, 1987) poignantly show, great disparities exist among middle- and low income communities in resources available in homes or child-care sites. Feitelson and Goldstein (1986), for example, found that 60 percent of the kindergartners in neighborhoods where children did poorly in school did not own a single book. Given the estimate that a typical middle-class child enters first grade with approximately 1,000 hours of being read to, while the corresponding child from a low-income family averages just 25 hours (Adams, 1990), such differences in the availability of book resources may have unintended and pernicious consequences for low-income children's long-term success in schooling.

Further, changing demographics (Ramey, & Campbell, 1991) suggest that many of children's earliest literacy opportunities will likely occur in

contexts outside of the home, in nearby child-care centers and be modeled by child-care staff, in addition to family members. In poor neighborhoods in particular, early child-care has become a necessity. With welfare reforms requiring mothers to return to school or work, the majority of their children, even infants, will be enrolled in programs for more than eight hours a day (Helburn, 1995). As a result, child-care programs have had increasingly to respond to parents' needs not only to care and nurture their children, but to educate them as well.

Providing for children's educational needs, however, has not been a primary focus of traditional caregiving (Spodek & Saracho, 1992). Although boundaries between child-care and early childhood education have become increasingly blurred, most child-care contexts are still characterized by the use of minimally trained caregivers whose focus is on ensuring that children are safe, fed, and clean (Hayes, Palmer, & Zaslow, 1990). Yet strong evidence indicates that children in economically distressed communities are especially in need of stimulating early language and literacy learning environments (Hart & Risley, 1995). Economic disadvantage has been associated with both gradual and linear declines in cognition across the entire preschool period, with even stronger declines when tests are predominantly verbal (Burchinal, Lee, & Ramey, 1989). Once in place, these patterns unfortunately have shown remarkable resistance to change (Juel, Griffith, & Gough, 1986).

Some preschool intervention programs (Bereiter & Engelmann, 1966; Tough, 1977) have translated these needs for economically disadvantaged children into structured, early academic programs specifically designed for "at risk" children. The conventional wisdom has been that such children need more controlled instructional programs, more review, drill, and practice. As Polakow (1994) describes, these settings have often unfortunately become "at risk landscapes" (p. 150), rigidly segregating children by gender, race, and

ability, increasing stresses already present in their vulnerable young lives, and providing the very poorest quality of language and literacy instruction. Elkind (1981) warns that such early formal instruction impedes children's natural motivation to learn and further contributes to lower self-esteem.

Thus, the question becomes: How can we expose children to greater quantities of print and meaningful language opportunities at a very early age and so enable them to explore and express their natural curiosity?

Overwhelming evidence (Elley, 1989; Feitelson, Kita, & Goldstein, 1986; Holdaway, 1979) in early literacy research suggests an answer: Increase the volume of children's playful stimulating experiences with good books.

Authorities (Snow, 1983; Wells, 1987) argue persuasively that listening and responding to stories is the basic means by which children come to understand the functions and structures of written language. Some (King, 1989; Wells, 1990) even suggest that the story is the fabric of all discourse, the place where connections between speech and written language are made.

One approach to increasing the volume of book reading, which has been used successfully in a number of worldwide literacy campaigns, is to "flood" classrooms with high-interest illustrated storybooks (Ingham, 1981; Pumfrey, 1988), and to train teachers in methods that ensure that children interact with books frequently and productively. For example, in evaluating the effects of "book floods" on students' acquisition of a second language in elementary schools, Elley and his colleagues (Elley, Cutting, Mangubhai, & Hugo, 1996) found striking gains for children from ages 7-12 in nine countries in reading comprehension, word recognition, and oral language. By immersion in meaningful texts, children incidentally learned language, and were highly motivated to read and engage in other communicative activities.

Yet, unlike these book floods, there were a number of clear differences in attempting such an approach in child-care centers. For one, nonprofit

child-care centers are independent organizations, not centrally administered by an overarching structure; each, therefore, must be considered as a separate entity. Second, although developing countries have used "book floods" successfully in government-sponsored projects, the numbers of schools involved have been small; here, the projected scope for this project was to be far more wide-ranging, influencing thousands of young children. Third, unlike school-related programs, training and educational experiences of child-care staff varies dramatically across centers, with many child-care workers having little formal education; estimates of annual turnover rates at child-care centers, in fact, typically range from 23 to 59% (Phillips & Howes, 1987). And finally, even though research findings have emphasized the primacy of early experiences from infancy through age 5 in language and literacy, book floods have never before been tried with such young children.

Nevertheless, the compelling argument that given certain literacy-specific experiences children might make gains from the start was reason to attempt such a bold strategy. However, working with child-care centers required a different approach than previous book-flood projects. It called for an organizational structure that provided for material supplies, further conceptualized around two powerful predictors of quality in child-care programs (Howes & Smith, 1995): Training of staff and an ongoing support network. From this initial formulation, what emerged was a theoretical model of access to books based on physical and psychological proximity--the great book flood of "96"--providing access to high-interest storybooks, material supplies, and training to child-care workers within an ongoing network of organizational support well-known to many child-care centers--the public library.

What was envisioned?

Known as Books Aloud, the program aimed at enriching the language and literacy opportunities for children in child-care programs in a large metropolitan area in Pennsylvania. Targeting economically disadvantaged children, the program was designed as a loosely structured collaboration among five county library systems and the Free Library of Philadelphia. By any criteria, the projected reach of the program--its size and scope--was impressive. In total, 337 child-care centers serving 17,675 children, ages infant to 5 were selected to participate on the basis of economic need. At a ratio of 5 books per child, high-quality hardback children's books were to be given to centers for a total of 88,960 books, along with bookcases, and storage racks to display them. Collaborative activities between centers and libraries were planned throughout the year, giving local libraries over 54,150 new books, along with special events such as puppet shows, speakers, and storytellers. Equally important, Books Aloud was to provide 10 hours of training to child-care staff at their local library branches on read-aloud strategies and thematic activities.

Conceptualized as a formative experiment (Newman, 1990), this study was designed to examine whether or not or to what extent the project reached its pedagogical goal: To improve the early literacy abilities of economically disadvantaged children. In the course of this experiment, we attempted to address such questions as: What do people (teachers, aides, children) do with greater access to books? How do social practices change? How does the child care community fit early literacy into its ongoing history? And, what is the shorter-, and longer-term effects of greater access on children's literacy abilities?

The Experimental Design

The study was designed as a formative experiment (Bruce, & Rubin, 1993; Reinking, & Pickle, 1993). This type of experiment attempts to make explicit connections between theory and field-based research: What works, why it works, and the underlying principles that might guide such interventions in the future. Placing a high value on socially-relevant research (Eisenhart, & Borko, 1993), a formative experiment entails the collection of data to determine what factors in the educational environment might enhance or inhibit an intervention's effectiveness in achieving its pedagogical goal (Reinking & Watkins, 1997).

Perhaps the most distinctive feature of a formative experiment, however, is its accommodation to revision (Reinking, et al., 1993). As Newman, Griffin, and Cole (1989) suggest, "the study of how education interventions work can never be far removed from the task of engineering them to work better (p. 147)." Thus in light of incoming data, adaptations are implemented, carefully documented and described, allowing for the possibility of reaching the pedagogical goal more efficiently and effectively. Thus, the formative experiment is well-suited for a short-term, longitudinal intervention that can accommodate ongoing revision. Further, it provides for a rigorous analysis of specific outcomes of the projects as well as the processes by which these goals were achieved.

Data collection in this approach typically combines both formative and summative experimental strategies. For these reasons, we used multiple and complementary methodologies, creating a mosaic of methods that combined both a controlled experimental study, with a collection of observational and naturalistic studies. Analyses and interpretations of the project's impact, therefore, are based on many different indicators designed to examine

whether access to books and training of child-care staff might enhance children's early literacy abilities.

Subjects and Setting

We used systematic random sampling procedures to select a sample from the larger number of centers receiving the intervention. On the basis of economic need, the majority of centers (255) were from Philadelphia. To take into account the disproportionate number of child-care centers in the city, we devised a strategy to oversample five counties (Bucks, Chester, Delaware, Montgomery, and Camden, New Jersey, with a total of 82 centers), and slightly undersample Philadelphia. Philadelphia was partitioned in five separate regions considered to represent differing neighborhoods and economic areas, and treated as if they were separate regions. Five centers in each of these 10 regional areas were then randomly selected: five counties, and five areas within the metropolitan Philadelphia area, for a total of 50 centers. Within each of these centers, four children (2 girls and 2 boys) from two classrooms, one for 3- and one for 4-year olds, were randomly selected to participate in the study. The initial sample, therefore, represented 50 centers (5 per region) and 100 classrooms (10 per region), for a total of 400 children (40 per region).

At the same time, regional directors were asked for names of comparable child-care centers that would not be involved in the Books Aloud program. Ten of these child-care centers agreed to participate; five children were then randomly selected from two classrooms in each center, totaling 20 classrooms of 100 children in the designated control classrooms. Table 1 gives the distribution of the sample by age, gender, and ethnicity, as well as by the percentage of subsidized children as a general measure of income level.

Insert Table 1 about here

Data collection techniques. As a multifaceted phenomenon (Snow, Baines, Chandler, Goodman, & Hemphill, 1991; Sulzby, 1985; Teale & Sulzby, 1989) children's early literacy consists of a set of attitudes, expectations, and skills related to written language. To ensure an accurate assessment of the range of children's capabilities, the following standardized assessment and performance tasks were selected as pre- and post-test measures.

1) Environmental print: Measuring visual cue reading, or children's understanding of print in context, children were asked to identify 10 signs in their environment from the Test of Early Reading Abilities (Reid, Hresko, & Hammill, 1981). These items were generated by TERA's authors through the systematic observation of print in preschoolers' environment. Interrater reliability, established through time sampling was reported to be .89, exceeding the minimal requirements. Items included a McDonald's sign, candy, letter, stop sign, soft drink, cereal, school crossing sign, menu, coupon and toothpaste.

2) Letter knowledge: Children were given a set of letters (Clay, 1979), and asked to identify what the symbols were (letters, not numbers), and then asked to identify a string of 10 capital letters.

3) Concepts of print: Using the first 10 items from Clay's Concept of Print, children were asked to identify various conventions such as knowledge of the front of the book, understanding that print not pictures tell the story, and directionality, as well as concepts of letter and word, and capital and lowercase letters.

4) Peabody Picture Vocabulary Test: Children's receptive vocabulary was examined by pointing to representative pictures of objects or actions. It was scored according to standardized procedures.

5) Concepts of writing: This task examined how children conceptualized writing as a system. Using a prompt developed by Purcell-Gates (Purcell-Gates, 1996), we asked children to write their name, and anything else they could. Children's responses to this task were then scored on a typology, reflecting the nature of how close their understanding of writing approached the conventional: 1) Writing is scribbles (no evidence of writing-like forms); 2= Writing is drawing (picture symbols); 3= Writing involves letter-like forms: (scribbles with letters, letter-like and number-like forms); 4= Writing involves letters mixed with numbers (pictured embedded with print; letters with numbers and number strings); 5= Writing is making letters (ungrouped letters; letter strings); 6= Writing is making word-like forms (pseudo words; parts of name); 7= Writing is making a complete word (word is recognizable); 8= Writing is making words (more than one word; marked by spaces between words).

6) Concepts of Narrative: This task examined the development of narrative competence. Using a wordless picture book, children were asked to pretend to tell a story, using Whose mouse are you? by Ruth Krauss (with the few words eliminated). . This task was chosen to ensure that all children would feel that they could successfully do the task, even if they could not yet read. As Berman and Slobin (1994) have suggested, even young children understand that wordless picture books are meant to be read. Using a prompt by Purcell-Gates (1996), the task was begun by reading the title of the book, then asking the child to 'read' the story to her/his friend (a stuffed animal), prompting "once upon a time" if needed. All stories were audiotaped and later transcribed verbatim.

The story was chosen because the pictures were clear, it was relatively short (12 pages), and it seemed to follow a basic 'cat and mouse' chase game which was neither gender nor cultural-specific. (We learned, in retrospect that pictures in the text tended to encourage labeling more than 'storying,' probably depressing scores on this measure.)

Children's responses to this task were scored according to a protocol developed by Elster (personal communication, 1997), based on research by Berman and Slobin (1994). It relies on two factors of written language: local structure (event components) and global structure (overall plotline). Transcripts of children's pretest and posttest stories were coded on a three-level scale: Local structure (1=prenarrative labelling of pictures; 2=describing pictures and showing events; 3= inferring relations between situations that are not visible on the printed page; and global structure (1=no causal relations between events; 2=chaining events in a temporal series--'and then'; 3=overall action-structure with thematic coherence). Interrater reliability was established by two coders independently coding 20 narratives, yielding 100% agreement. Scores in each category were added together for a total score.

Piloted carefully beforehand, these tasks collectively took 20 to 30 minutes to individually administer to each child. With the help of 10 school psychology doctoral students, pretests were conducted in the beginning of October and posttests in May. In addition, a subsample of treatment and control children were subsequently assessed once again in kindergarten to determine the longer-term effects of the intervention.

At the same time, we attempted to account for the attrition in our treatment and control groups due to the high mobility traditionally found in economically distressed communities (Wilson, 1987), as well as to buttress our findings by ensuring that the posttest findings were not due to the effects

of the pretest. Therefore, we added two randomly selected posttest-only groups from the larger population of treatment (N=71) and control classrooms (N=57). Pretest scores for treatment and control groups were examined for comparability. Aside from differences in the Letter Name Knowledge measure, (treatment group higher than control, $p < .001$), other measures showed no significant differences between groups.

These measures served as benchmarks for recording potential changes in children's early literacy. At the same time, however, we needed to understand more about the processes of change: What kinds of changes might or might not occur in classrooms which could influence children's access and early literacy development?

Measuring instrumental goals Three sources of additional data were collected to examine instrumental goals: Photographic accounts of the physical environments, literacy-related interactions between teachers and children in each of the sample classrooms (not control), and storybook reading activity in both treatment and control classrooms.

Prior to and following the intervention, research assistants examined the arrangement of books in library corners and/or bookcases, bookshelves or places that might contain books in each of the 100 targeted sample classrooms. The research assistants took photographic accounts of each area. These pictures were analyzed independently by two coders to establish categories of change in environments. Categories included: no change, differences in the number of books available, their location, the extent to which an area had been created or enhanced, as well as whether or not labels, functional print, and other literacy extensions, such as areas for writing were added. Both coders then examined each picture, with disagreements arbitrated by the researcher most familiar with the site.

At the same time, behavioral observations of children-teacher interactions in their daily activities were conducted, using momentary time samples. Specifically, before the intervention began, two observers visited each treatment classroom two times for one hour in the morning (generally considered the most language-rich time). Each focal child was then observed for three minutes over five cycles, with the total amount of time observed per child being 15 minutes. For each cycle, observers wrote notes about the child's behavior, and their interactions to or with or from the teacher/aide during the three minutes, then turned to the next child, and so forth. After the observation, each observer independently coded and counted the number of literacy interactions either initiated by or directed to the child. Once agreement was established (85% and above) between the observers' codings, individual observers visited the majority of classrooms. The total number of interactions for each observation was then averaged for an estimate of teacher-child literacy interactions in a hour per classroom. Seven months later, after the books had been delivered, and the bulk of training had been completed, we conducted a second round of observations using similar procedures.

We also collected daily schedules from each teacher in the treatment group prior to the intervention to provide some indication of teachers' read-aloud activities. These schedules indicated that storybook reading was hardly ubiquitous in classrooms as some research (Dickinson, 1994) has suggested. Many schedules focused on skill-based instruction with no evidence of any storybook activities during the day (20%), other schedules indicated brief time periods generally sandwiched in with other circle-time activities (73%). Only a very small number of centers appeared to schedule more than one reading time per day (7%) (See appendix)

Storybook reading activity for treatment and control groups was examined toward the end of the study using a 14-item questionnaire. This questionnaire examined the average frequency of read-aloud activity, interactions during reading and thematic activities, as well as children's reactions to storybook reading (see Appendix).

Throughout the year as well, extensive naturalistic observations, and informal interviews with teachers were conducted to capture reactions to training and its consequences on actual classroom practices. Other data gathering techniques including focus groups, debriefings, and surveys are described in a comprehensive technical report (Neuman 1997).

Together, these data sources detailed both instrumental- and end-goal outcomes. It also provided us with a means for making direct attributions of causal effects: If children's literacy activities increased and their developing skills improved compared to those in control sites, we could argue with some assurance why, how, and to what extent books and training might make a difference in children's early literacy development.

The Intervention: Materials and Training

As it was envisioned, the project was designed to "flood" child-care centers with books and to train staff on effective reading-aloud techniques through monthly workshops at local library branches. To begin with, all participating Directors and child-care staff were invited in early fall to 50 demonstration sites in local libraries across city and county areas to preview children's books from a list of 350 titles, developed by the Free Library of Philadelphia. Titles reflected quality literature in various categories: board books for infants and toddlers, concept books, multilanguage, multicultural, predictable, narrative, classic fairy tales and folk tales. Children's librarians gave book talks, highlighting various titles, books for different purposes for reading, and books for building thematic units. Child-care staff were then

encouraged to browse and make selections for their particular centers. Approximately two weeks later, centers receive their selected libraries at a ratio of five books per child along with open-faced book shelves to display them.

The Training Model. Designed by the public service support office of the Free Library, the purpose of training was to enhance teachers' knowledge of early literacy and its development through storybook reading, combining basic theoretical and developmental principles with concrete activities that teachers might try in their classrooms. The project originally called for 21 trainers, known as preschool specialists, to serve as liaisons between the library and child care centers, providing monthly workshops in local library branches to staff, with an occasional visit or two to centers.

Trainers, however, did not anticipate the enormous task that lay before them. There was great variability among centers. Some centers had highly trained staff, and were accredited by the National Association for the Education of Young Children (NAEYC). Other centers could be described as good, solid, child care programs, in existence for many years. Still many others, however, were extremely needy, suffering from tremendous turn-overs in personnel, little curriculum planning, and paltry budgets. Often in dangerous high crime, high poverty areas, some of these centers were in buildings of great disrepair-- guards placed in areas to ensure young children's safety. Further, few teachers, with the exception of two areas in the city, had any qualifications for teaching beyond high school and previous experience.

Logistical issues, as well, served as a major stumbling-block to the original training model. Teachers were reluctant to return to dangerous areas for library workshops at night. Scheduling workshops at lunch or naptime often meant trying to find coverage for an already overextended

staff. In addition, there was the issue of the benefits of such training. Skills, socialization, safety and nurturance were seen from our focus groups as the primary goals in child care, not early literacy. Although new children's books and furniture were regarded as most welcome additions to the centers, unknown trainers bringing largely imported content, were not greeted with open arms.

Poor turn-out, and limited implementation (in some centers, boxes of books remained unpacked) forced trainers collectively to rethink the original training model. For one, it was clear that training goals needed to be differentiated: what was appropriate for one center would not necessarily be the same for another. Second, staff development designed to enhance reading aloud and alter heavily skill-based instruction, needed to acknowledge and work within teachers' beliefs. Recognizing that these beliefs reflected a social reality and understanding of the world from individuals' experiences and unique perspectives, trainers would seek not so much to change beliefs, but to stretch them in ways that might allow for new practices. Third, it became obvious that some centers would not take advantage of training unless it was on-site.

What emerged was a more context-specific approach than had been originally anticipated. This staff training and support model called for site-based training focusing on differentiated goals, demonstrations, and coaching activities in centers. Working 15 hours a week, trainers scheduled workshops and visits to 15 to 20 centers in an area, trying to make bi-weekly contact with directors and staff. More than "trainers," most viewed their role as "facilitators;" or "resource people." As one specialist put it, "I'm not this huge knowledge base; rather let me come in to the center and share what I know with you and what you know with me."

Thus, trainers attempted to cover a specific series of topics, though the order of presentation and length of time spent on them varied across centers and regions. The description of the content of training is based on hundreds of hours of observations in training workshops.

The development of literacy. The first part of the training focused on the importance of the early years in establishing a foundation for literacy development. Trainers emphasized the ways in which storybook reading may initiate children into the world of print, capturing their imagination and interest through words and illustrations. They encouraged teachers to view storybook reading not only as a pleasurable activity, but as an important learning tool. They emphasized that children learn vocabulary and the ways in which words and sentences are organized through listening to stories. They also focused on the development of skills subsumed under literacy-- recognizing letters, distinguishing print from other marks on the page, understanding that print represents spoken words, learning how to hold a book, to turn pages, to start at the front, to wait for the ending, and a myriad of others skills that serve children well once they enter formal schooling. Trainers encouraged teachers to consider children's age and developmental level when selecting books for their center, describing a variety of familiar text genres including board books and narratives.

Since directors and teachers were able to select the books that "flooded" their individual centers, trainers focused on several additional characteristics to consider in the everyday activities of the child care program. Books for settling down, chewable books, classics, multicultural books in which children "get to see themselves," and stories that children might enjoy reading on their own were shown as trainers emphasized both child development principles and appropriate practices in selecting materials to read to young children.

Reading aloud to children. The training focused on the techniques of reading aloud. Trainers encouraged teachers to put storytime into their written schedules and to prepare a special cozy place in their rooms where storybooks could be read. They emphasized the importance of picking books appropriate for children's interest and understanding. Key aspects included the predictability, pattern, and rhythm of the story lines; the length of the text, and the level of vocabulary and concepts. Teachers were shown how to adapt the book, if necessary, by modifying the language or reading only a portion of the story at a time. Other considerations included teachers' interests. "Read only the books you like," one trainer reminded teachers. "Never read a story cold--Be sure to read it aloud ahead of time, so that you can pause at significant places and "look into your children's beautiful eyes."

Trainers focused on the importance of establishing storybook reading routines. These included: developing a consistent seating arrangement so children knew where to sit, cueing them with a particular song that storytime was about to begin, and outlining rules of conduct for children. "You might think it impossible, but you have to do magic." Especially in the beginning, trainers recommended ways to avoid interruptions while reading so that children could hear the rhythm and language of text. They suggested ways to deal with disruptive behavior, such as allowing each child to hold a book, or developing a buddy system with an aide to take care of the child, but "to try never to stop the reading." Rereading books was highly recommended for helping children to attend, and to understand language patterns, the structure of stories, and the functions of language apart from the present, ongoing events. At the end of the storyreading, teachers were encouraged to engage children in discussions by asking questions, and then to thank them for listening so well. As one trainer said, "your goal is to take them to story

land, and make it fun." Teachers received handouts of both read-aloud tips, and 100 great read-aloud books.

Story extenders. This part of the training focused on techniques to enhance children's responses to stories. Extenders or "stretchers" were described as "stretching the ideas" of the story to create greater meaning for children. Teachers were encouraged to use books to stretch children's ideas in science, art, and other areas by involving them in active, hands-on activity. Trainers emphasized the importance of manipulatives, such as stick puppets, and flannel board activities in helping children develop a better understanding of concepts and vocabulary.

Knowing the teachers' interests in skill-based instruction, trainers highlighted the types of skills that could be taught in developmentally appropriate ways through storybook reading and story extenders. They demonstrated how flannel boards could be used to teach common sequencing activities like getting dressed, as well as colors, subtraction, and addition. Teachers could also use puppets as valuable visual cues to new words when teaching children finger plays, rhymes, and sing-along activities.

Trainers also emphasized the importance of story retellings, suggesting that it reflected children's assimilation and reconstruction of the story. Children often use the language that goes with the story ("Once upon a time..."), as well as the intonation of the teacher who reads them the story. Visual aides like flannel boards and stick puppets provide prompts for remembering story sequence and help children to use more vivid vocabulary in elaborating the story. Following demonstrations by the trainers, each center was given a flannel board, along with ideas for making materials to enhance children's learning of their favorite stories.

Taking care of books. Reminding teachers that a "well-used book is a well-loved book," this topic focused on the care and maintenance of

storybooks. With the prop of a "book buddy," a stuffed animal-like book with long arms and legs, trainers modeled the care and handling of books for teachers with the children in the classrooms. The trainer would begin, "Books are wonderful friends and I brought a special friend with me today. This book buddy has a jacket to protect him--just like you and I might wear a jacket to protect ourselves from the rain and snow." Trainers described the book cover as a "face" and the book pages, as "arms," encouraging children to personify its features. "You wouldn't want to write on Buddy's face, would you? "You wouldn't want to bend a book's pages, just like you would never bend your arms way back. A book gets hurt when you bend its pages." Each child would then practice touching a book's delicate "spine," and turning pages, following the sequence "across, down, and over." Book buddy lessons were designed to teach children to respect books, take care of them, and not to rip their pages.

Teachers were encouraged to design their own libraries for children's independent readings. Trainers recommended moveable furniture, books accessible at children's eye level, small tables where children could sit and read, rugs and/or sit-upons, and the regular circulation of books at least once a week to keep children's interest and enthusiasm. Information books placed in other centers, as well, were recommended, like cookbooks in kitchen areas, weather books in science, and counting books in math areas.

Within these library-like settings, each classroom was provided with a "book hospital," a small box where books could be placed for repair. "Even the best-cared for books occasionally get sick." Materials for the book hospital included: invisible tape, glue, eraser for crayon marks, and cleaner for book covers. Taking tattered books, trainers showed teachers how a "fix-it" lesson might provide a wonderful opportunity for children to show their love and caring of books. In this respect, trainers hoped to convey the

message known long ago by the Velveteen Rabbit, that to be "real" was to be "touched, cared about, and loved for a long, long time."

Generally, trainers held workshop sessions for teachers and aides during children's naptimes. Sessions might often combine topics, re-visit various issues (such as classroom management) according to the needs of the center. Following these more formal sessions, trainers would then visit classrooms, model each of the activities, and provide additional ideas or supports as needed. Visits to centers occurred biweekly throughout the seven-month period.

Teachers and staff were either asked or required by directors in the centers to participate in sessions, with the understanding that they would receive one inservice credit for every hour in training. Since teachers were required by the state to participate in at least 6 hours of training a year, workshops in most areas tended to be very well-attended. In fact, the majority of teachers took advantage of the 10 credit hours possible throughout the project.

Results

The results first describe the impact of the intervention on the instrumental goals. Here, we focused on changes in the physical environments of classrooms, and teacher-child literacy interactions in the treatment classrooms. We also examined storybook reading activity in both treatment and control settings. Next, we turned to the end goals, analyzing the effects of these changes for children's reading and writing development at the end of the year. Finally after returning six months later, we once again examine the skills of children now attending kindergarten.

The Instrumental Goals

Changes in the physical environment. Results of the photographic analysis indicated impressive transformations in sample classrooms. Out of

the 100 classrooms examined, 83 enhanced children's access to print. Table 2 describes the types of physical design changes in classrooms. For example, 56 classrooms which previously had little more than a book case lined up against a wall, now had an area dedicated solely to books and reading. In 25 classrooms, teachers added comfortable pillows, beanbag chairs or rugs to their library area, creating a warmer, cozier environment for reading. Some 35 classrooms labeled areas in the library, with titles such as "Little Lambs Library" or with children's art work that extended the themes of books read and reread. Suggesting greater integration in other curriculum areas, 23 classrooms now included books in interest centers, such as science, math, and music.

Insert Table 2 about here

Bookshelves filled with high-quality books were common in most centers. In addition, posters provided by the library, as well as book covers depicting some of the favorite titles added color and dimension to the walls. Some centers added 'author of the month' displays, with the author's picture, a summary of the author's life, and scenes from their books. Writing centers nearby included paper for children to practice writing and sending messages to one another (see examples of before and after intervention).

Thus, the arrival of books and furniture appeared to set a number of changes in motion. In order to make room for books and bookshelves, teachers with the help of teacher trainers rearranged furniture, rugs, and interest centers, creating areas for reading and writing. As these data indicate, such changes subsequently provided for children's greater access to literacy materials and activities.

Teacher-Child Literacy Interactions. Whether or not or to what extent these physical changes might affect behavioral changes was the next logical question. Research has indicated that verbally rich environments in which children converse with others enable them to accumulate experiences with the qualitative features of language. However, adult-child interactions have never been described as particularly rich in early childhood settings. In fact, studies (Bruner, 1980; Wood, McMahon, & Cranstoun, 1980) have documented that the small amount of adult-child talk tends to be relatively brief, and adult-dominated with children's roles often confined to following teacher directives and imperatives. Nevertheless, on the basis of ecological studies (Barker, 1968; Gump, 1989), it was reasonable to consider that the physical changes in classrooms might influence behavioral changes like literacy-related interactions. We defined these interactions as talk related to reading a book, singing a song, doing a word puzzle, and spelling or writing/drawing activity.

Insert Figure 1 about here

Figure 1 examines the teacher-child literacy interactions in the 20 classrooms per area, and as a total sample (100 classrooms), both before and after the intervention. These data indicate that literacy interactions almost doubled over the 7- month period. Before Books Aloud, about 5 literacy-related interactions between focal children and teachers were observed per hour. After Books Aloud, about 11 interactions per hour were recorded. In this analysis, we were unable to compare treatment and control groups, since the metric used to gauge the amount of talk per class could not easily be estimated (more children came from each class in the control group). Still,

these data suggest an improved language environment for Books Aloud children at the end of the year.

Reading to children. More than any other activity, however, it was reading often, reading in a manner to actively engage children's minds that was the central focus of this project. Consequently, we surveyed teachers' activities in both treatment and control groups several months after the completion of training and regular visits from trainers.

Table 3a compares teachers' self-reports of reading aloud activities in the treatment and control classrooms. These data reveal that Books Aloud teachers were likely to read more often for more minutes in more subject areas to groups and to individual children than teachers in the control group. In fact, meaningful differences between groups were recorded for every measure of time spent reading.

Insert Table 3a about here

Further, Books Aloud teachers seemed to regard storybook reading not as an isolated activity, but as an interactive event. These teachers more frequently involved children in learning activities both during and after reading than control group teachers.

Insert Table 3b about here

Moreover, there was a reciprocal effect. Children in Books Aloud classrooms wanted to be read to more frequently, to spend more time pretending to read, and looking at books during free play than did their counterparts in the control classrooms.

Insert Table 3c about here

In sum, these data suggest that teachers' routines and behaviors appeared to have a powerful effect on children's motivations, interests, and time spent reading. Greater access to books and training seemed to influence teachers' interactions, attention, and time devoted to storybook reading.

The End Goals

This analysis focused on the impact of these changes on 3- and 4- year old children's early literacy abilities. Using a Solomon-Four design, we conducted a series of one-way ANOVAs to examine differences between treatment and control groups. We followed the same procedure for each of the six assessment measures. First, we examined pretest scores to determine whether or not initial differences existed between treatment and control groups. No significant differences were recorded with the exception of the letter knowledge test, which favored the treatment group ($p < .001$), and the global features of narratives ($p < .001$). To account for these differences, analysis of covariance was conducted for all subsequent analyses on these measure. Second, we conducted one-way ANOVAs with each posttest measure to examine if there were differences between the two treatment groups (pretest-posttest; post-test only groups), or the two control groups. Differences between scores were not significant. These results indicated that posttest scores had not been sensitized by pretest measures, thus allowing us to combine the two treatment groups together and the two control groups. Finally, we conducted a series of ANOVAs to determine differences between treatment and control groups on posttest scores.

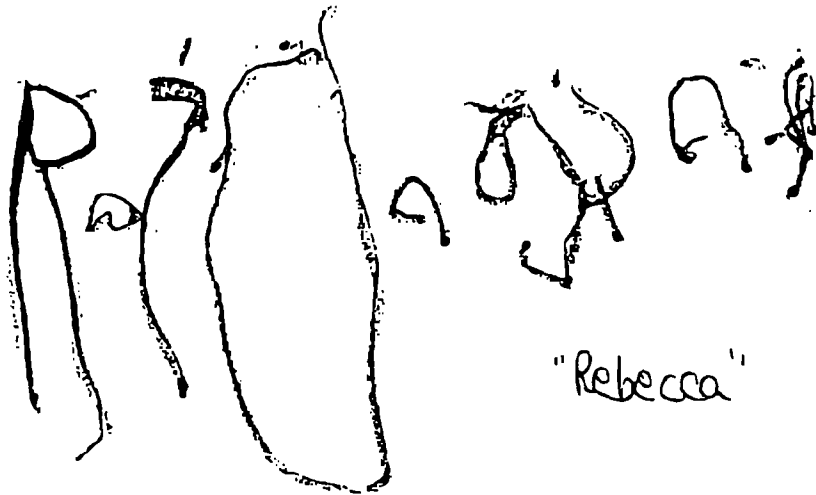
Insert Table 4 about here

Our analysis indicated that access to books and training of child-care staff, indeed made a difference. On all measures, Books Aloud children outdistanced their control counterparts. For four of the six measures, these differences were statistically significant. Books Aloud children showed greater gains than the control group on concepts of print, letter knowledge, concepts of writing, and narrative competence. In contrast to these measures of decontextualized language, there were no significant differences on environmental print. Further, receptive language scores remained rather flat throughout the year.

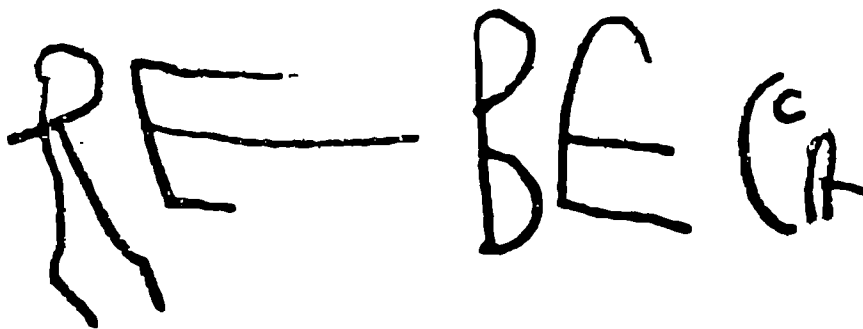
As shown in the tables, some differences were more striking than others. For example, though higher to begin with than the control, posttest scores on letter knowledge for the Books Aloud group was far more dramatic than those of other measures. Nevertheless even the more modest differences reported on other measures, like Concepts of Print indicated educationally significant and meaningful differences.

Not only did Books Aloud children learn more about the basic print conventions and letter names; they also appeared to develop a better sense of how these abstract symbols actually work. Concepts of writing and narrative competence are skills that are typically learned not through formal instruction, but through active engagement in the activities themselves, thus reflecting children's cognitive perceptions and their knowledge of how literacy functions. Yet on these measures as well, developmental gains favored the Books Aloud children.

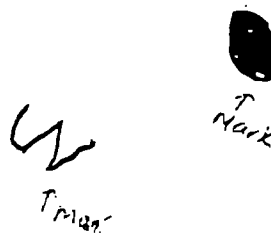
Serving as a mirror of children's motoric and graphic control, for example, both groups tended to write their names using linear scribbles or mock letter-like forms in the beginning of the year:



At the end of the year, however, there were discernible differences between groups. On average, Books Aloud children were now making strings of letters, using more conventional forms, indicating that they knew what was, and what was not, a "letter."



On the other hand, control group children were still mixing letters, numbers, and pictures, indicating their view that multiple symbols may be used for reading:



T Mark

T Mark

Similar developmental changes were evident in children's understanding of narrative. Compared to their control counterparts, Books Aloud children seemed to develop a better sense of what constitutes the story form of discourse. As was true with name writing, children in both groups at the beginning of the year were relatively similar in the stories they told: As described by Berman and Slobin (Berman, et al., 1994), children, by and large, produced verbal accounts in response to the pictures, describing scenes and events as if they were static, only occasionally referring to sequential relations between pictures. Samantha's pretest story for example, illustrates many of these features:

There was a mouse. He got in a cage. It's dark. Mouse got in his mouth. White one and a black one. He got in a cage. He made a mess. The end. (No. 249)

At the end of the year, however, Books Aloud children were more likely to elaborate on sequences of pictures, and focus on temporal, or even occasionally, causal relations between events, evident of overall plot structures. Samantha's posttest story:

This is a story about a silly mouse. Once there was a mouse that lived in a castle with a ghost. A haunted house. There was a cat in the house that ate the mouse. And the jack box put the mouse into the cage and the jack box popped out. Then the mouse went to the Rocky mountains, and he got off of one of the mountains, and stood down on the haunted house. And the cat spit

out the other mouse. And cut the jack box. And they all went to get their other friend. Then there was a mouse named Tony and that mouse lived just in a house. Then they had jello cake and food everywhere. And they had a car race. And they painted. And then the mouse was done painting. And that's the end. (No. 249)

Growth in children's stories in the control group, on the other hand, tended to focus less on relations between events, and more on picture saliency rather than narrative importance. For example, although DeShawn's story depicted some of the pictures as dynamic events, there was little evidence of organization (temporal or causal) in story line:

There was two mouses. That's what it is. There was one in the cage; he was trying to get out. One was up on a building. One was crying. One was a tiger; ROAR! He was trying to jump up this cage but he couldn't. It was two mouses. One was tired. One was sleepy. One was tired. BJ came over to paint; and BJ sat down, right there. It was two mouses with big ears. One was sleeping then there was a big one with big ears.

Taken along with the instrumental goals, we might calculate the following equation on the basis of these results: > physical access to books + > verbal interaction around literacy + > time spent reading and relating to books, = > reading and writing development.

Entering kindergartners. Our final analysis, six months later, was to determine whether children's progress was maintained in kindergarten. It was not an easy task. Of the original sample of 500 children, 66 (N=32 treatment; N=31, control) in the metropolitan area had returned the next fall as kindergartners. Unfortunately, however, these children did not attend certain school clusters. Rather, they dispersed to 45 different schools, and 52 different classrooms. Slightly more than one-third attended kindergarten in the child-care centers; more than 1/3 went to religiously-based kindergarten classes, and about 1/4, to public schools in various parts of the city.

In addition to other data sources (Neuman, 1997), we individually assessed each child's early literacy skills. To avoid a ceiling effect, we examined both upper- and lower-case letter name knowledge, in addition to

receptive language, concepts of print, and concepts of writing. We also included two phonemic awareness measures, tapping children's rhyming and alliteration capability (Maclean, Bryant, & Bradley, 1987) and word recognition (Fergus, 1997).

Insert Table 5 about here

The results of this analysis were striking. On every measure, performance of the Books Aloud children was superior to the control group. On four of these measures these differences were significant. As shown in the Table, scores indicated greater knowledge of the concepts of print, vocabulary, letter name knowledge, (both uppercase and lowercase), writing, and phonemic awareness skills. Even after six months had elapsed, results indicated that the gains made by children in the Books Aloud program were still very much evident.

These findings suggest the cumulative reach of reading storybooks to children. Regular book reading influenced not just one, but many skills related to reading success. Through engagement in storybook reading, children learned more about written forms, about how the abstract symbolization worked, about how stories are told and retold, and even about letters apart from their context. Kindergartners' performance, as well, appeared to indicate that crucial skills were likewise influenced by storybook reading. Only receptive language skills continued to remain static over time (Burchinal, et al., 1989; McCartney, 1984). Consequently, these results provide further reason for the importance of storybooks in young children's lives: Children's growth in reading and writing serve to confirm and extend its importance in these early years.

Conclusions

Eisenhart and Borko (1993) have argued that field-based, formative experiments should be held to two standards: a standard of usefulness and value to educational practitioners, and policy-makers; and a standard of theoretical and methodological practice as defined by the research community. This research provides such evidence, building a compelling case for the importance of books in children's early literacy development. Young children need rich and diverse reading materials for literacy development. Yet in spite of this need, recent statistics show the paucity of materials often reported in economically disadvantaged communities. Local libraries in poor neighborhoods, for example, continue to remain terribly underfunded; the site of this research, Pennsylvania, reported to be lower than 48 other states (Philadelphia Inquirer, June 1-4, 1997). Monies for books in child care centers, as well, are typically scarce; in this state, less than 1 dollar per week per child is available in subsidized child care for supplies (Department of Education, personal communication, 1997)--a budget item that must be shared with crayons, paper, and pampers. Without the richness and diversity of reading materials, is it surprising that many of our children seem ill-prepared for literacy instruction?

Further, this research adds to the theoretical literature, documenting the distinction between the idealization of the training intervention, and its realization. In this study, training evolved from a rather classic workshop model to one that became increasingly contextualized, sensitive to teachers' existing beliefs, and varying child care contexts. It was through such adaptations that we learned more about the psychology of teachers' changing beliefs and practices. It argues for an ecological theory of access that includes both physical and psychological proximity.

Results of this study provide demonstrable evidence that close, physical access to books matters. The physical proximity of books--especially attractive, high quality books within young children's sight lines--has a "coercive" effect. In such literacy enriched environments, however, children are not merely passive recipients bombarded with stimuli. Rather, they act as active agents in their own development, exploring, discovering, and using the physical environment as an important medium for their transactions. It is through this dynamic series of transactions, as much previous research has substantiated (Morrow, 1988; Neuman, & Roskos, 1997; Weinstein, 1991), that young children seem motivated to use and learn more about literacy.

The physical placement of books in close proximity to children is critical for early literacy. However, it is by itself, insufficient. People matter as well. Recent studies (Helburn, 1995; Whitebook, Howes, & Phillips, 1989), have confirmed the importance of providing high quality instructional assistance for children's cognitive and social development in child care settings. Five million children attend child care centers every day, yet only 1 in 7 centers is considered to be of sufficient quality (Helburn, 1995). Training of staff is imperative in early child care (Arnett, 1989), with even modest amounts shown to influence child care workers' attitudes and behaviors. A previous study (Neuman & Roskos, 1993), for example, found that training paraprofessionals in assisted instruction in ecologically supportive environments provided powerful incentives for children's active engagement in literacy and subsequent learning from print. For Vygotsky, in fact, such assisted performance by more capable adults was considered the fundamental nexus that distinguished the proximal zone from developmental learning.

Child-care workers in large urban areas, however, often come to their teaching positions with little professional training. What they teach tends to build on their best instincts and experience, their own values, and their sense

of what is right for young children (Katz, 1994). Therefore, how to engage staff in training is a crucial concern. On the basis of observations and survey results, training workshops in this study appeared to enhance teacher's knowledge base about the role of storybooks in early literacy. They provided an important "antidote" to the readiness perspective which continues to predominate instruction in these contexts. But perhaps even more importantly, the in-class collaboration between trainers and staff provided social and psychological supports to teachers in the process of change. Trainers visited teachers regularly in their centers, modeled, co-taught, held special events and celebrations together at local library branches throughout the year. These trainers encouraged, collaborated, often prodded teachers to try out new behaviors--to take on new risks, supporting their efforts along the way. Acting like coaches (Neuman, & Gallagher, 1994), they served as constant advocates for the importance of reading to children.

From our view, it was the physical proximity of books and the psychological proximity of people around them that enhanced the placement, opportunity, and access to books for children. With these supports, caregivers began to play a critical role in children's literacy, reading more often, offering helpful assistance and encouragement, communicating their hopes and expectations about reading and writing. Involving children in more developmentally appropriate literacy activity, these caregivers began to shape what skills children may know and how they may come to see the role of literacy in their lives. And as they later discovered, such efforts proved to be a wise and timely investment likely to reap enormous benefits for children's future achievement.

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FAX NUMBER: 456-2505FROM: Chris TrahanSUBJECT: Books make a differenceTOTAL NUMBER OF PAGES 53 INCLUDING COVERSHEET.COMMENTS: Paul

Here is the study. I apologise for this
huge fax. If you need anything else, please
let me know.

Chris Trahan202/232-3335 ext 238

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Table 1. A Description of the Sample

Characteristic	Books Aloud (N=400)	Control (N=100)
Age in Months	48.30 (SD=7.13)	46.05 (SD=7.86)
Age in Years		
2-years	5	
3-years	183	15
4-years	202	82
5-years	10	3
Ethnicity		
Caucasian	29%	33%
African-American	65%	59%
Hispanic	4%	8%
Other	2%	
Gender		
Male	198	52
Female	202	48
% of Subsize Children (Average)	65% (R=0-100)	68% (R=0-100)

Table 1a. Posttest-Only Sample

Characteristic	Books Aloud (N=71)	Control (N=57)
Age (in years)		
3-years old	33	32
4-years old	38	25
Gender		
Male	34	24
Female	37	33
Ethnicity		
Caucasian	21	36
African-American	49	17
Hispanic	1	3
Asian	0	1
% of subsidized children (average)	65%	68%

Table 3a. Teachers' Storybook Reading Habits: Books Aloud vs. Control Classrooms

Question	Books Aloud	Control
No. of times per day spent reading to children		
4 times	21%	11%
3 times	29%	17%
2 times	36%	50%
Once	13%	17%
Not at all	1%	5%
Reason for not reading more often to children in class		
Does not apply (I always read to them)	36%	27%
Too busy with other things	47%	56%
Children not interested	17%	11%
No books available	0%	6%
Times children are read to individually		
Frequently	37%	11%
Sometimes	39%	56%
Not very often	23%	28%
Not at all	1%	5%
Average no. of minutes spent reading in class		
More than 20 minutes	31%	12%
11-20 minutes	49%	44%
1-10 minutes	19%	33%
0 minutes	1%	11%

Table 3b. Interaction During Storybook Reading Activity: Books Aloud vs. Control Classrooms

Question	Books Aloud	Control
Do you....		
Engage children in an activity like singing before reading		
Frequently	32%	29%
Sometimes	50%	50%
Not very often	14%	17%
Never	4%	4%
Interact with children while reading?		
Frequently	26%	11%
Sometimes	44%	56%
Not very often	24%	25%
Never	6%	8%
Discuss a book after reading?		
Frequently	64%	45%
Sometimes	28%	45%
Not very often	7%	10%
Never	1%	
Do activities that go along with the book?		
Frequently	42%	40%
Sometimes	50%	45%
Not very often	8%	5%
Never		10%
Use books to teach in other areas?		
Frequently	57%	35%
Sometimes	37%	47%
Not very often	6%	0%
Never	0%	18%

Table 3c. Children's Storybook Reading Activity: Books Aloud vs. Control Classrooms

Question	Books Aloud	Control
Frequency of children reading books on their own		
Frequently	85%	83%
Sometimes	15%	17%
Frequency of children asking to be read to		
Frequently	58%	39%
Sometimes	37%	56%
Not very often	5%	5%
Frequency of pretending to read		
Frequently	66%	61%
Sometimes	34%	39%
Frequency of asking questions about reading		
Frequently	72%	50%
Sometimes	28%	50%

Table 2. Summary of Physical Design Changes in Childcare Classrooms (N=100)

Category	Number of classrooms in which change was evidenced
-----------------	---

In the 100 classrooms photographed:

Fewer books available to children	16
No changes	1
More books available to children	68
A designated book area has been created	56

Existing areas (37 classrooms) have been enhanced with:

Inviting furnishings (rugs, pillows, bean bag chairs)	25
An additional book case	37
Appropriate literacy-related labeling and functional print	35
Literacy-related props (puppets, dress-up clothes, etc..)	4
A book area has been placed in one interest center	19
Books incorporated in other classroom areas (i.e., science, math, music)	23

Table 4. Comparing Growth in Reading and Writing

Measure	Books Aloud		Control	
	Pretest	Posttest	Pretest	Posttest
Receptive Vocabulary				
	28.17% (SD=24.47)	29.34% (SD=26.16)	25.34% (SD=21.23)	27.10% (SD=25.65)
Concepts of Print**				
	20.80% (SD=18.24)	33.67% (SD=24.29)	24.17% (SD=17.34)	27.30% (SD=20.04)
Environmental Print				
	38.53% (SD=15.71)	48.03% (SD=16.43)	40.14% (SD=14.29)	44.86% (SD=16.89)
Letter Name Knowledge***				
	39.03% (SD=43.00)	66.75% (SD=40.69)	18.89% (SD=29.62)	39.73% (SD=37.96)
Narrative Competence*				
Local Structure	1.84 (SD=.72)	2.21 (SD=.62)	1.26 (SD=.64)	2.00 (SD=.62)
Global Structure	1.18 (SD=.82)	1.63 (SD=.74)	.81 (SD=.74)	1.26 (SD=.84)
Total	3.02 (SD=1.46)	3.83 (SD=1.28)	2.51 (SD=1.34)	3.31 (SD=1.37)
Concepts of Writing***				
	3.31 (R=1-8) (SD=4.99)	5.53 (SD=2.11)	3.13 (SD=1.84)	4.14 (SD=2.29)

RETAIL MARKETING CAMPAIGN

- Provide artwork to retailers for the creation of posters, window displays, buttons, gift stickers, bookmarks, T-shirts, inclusion of the logo in print ads, and other promotional items.
- Create *Get Caught Reading* staff picks sections in bookstores.
- A campaign Web site (<http://www.caughtreading.com>) has been established. Retailers will be able to link their home pages and use the site to highlight *Get Caught Reading* events at outlets around the country.
- Provide logo art to book clubs who wish to enclose *Get Caught Reading* statement stickers in mailings.

ADVERTISING, PROMOTION, PUBLICITY PLAN

- Provide artwork to publishers so they can include the campaign logo in all May 1999 ads.
- Develop story ideas and column items for broadcast and print promotions.
- Place the *Get Caught Reading* tag line in comic strips such as Jules Feiffer or "Cathy."
- Enlist MTV and VH-1 to do fifteen-second spots featuring celebrities reading from their favorite book and telling their viewers to "Get Caught Reading."
- Ask talk show hosts who feature book and author segments to use the tag line *Get Caught Reading* as a sign-off during the month of May.
- Create a New York City cab driver audio message featuring a celebrity reading a line or two from a book and signing off with the statement, "Get Caught Reading."
- Get David Letterman or Jay Leno to mention the campaign in their monologues and have Imus and Regis & Kathie Lee talk about it on the air.
- Focus on a particular day and get Congress to declare it *Get Caught Reading Day*.



Goldberg McDuffie Communications, Inc.

ABOUT LYNN GOLDBERG AND GOLDBERG MCDUFFIE COMMUNICATIONS

Lynn Goldberg has been immersed in publishing for twenty-five years. She was publicity director at Farrar, Straus & Giroux and Pantheon Books, and publicity manager of Random House before founding her own agency fifteen years ago.

Lynn Goldberg's recently renamed company, Goldberg McDuffie Communications, has promoted books for the major publishing houses, including Random House, Simon & Schuster, HarperCollins, Harcourt Brace, Doubleday, and Viking-Penguin. Among the best-selling publicity campaigns the firm has created are *UP ISLAND* by Anne Rivers Siddons; *DRINKING: A LOVE STORY* by Caroline Knapp; *PAULA* by Isabel Allende; *HAVING OUR SAY* by the Delaney Sisters; *THE ROYALS* by Kitty Kelley; and *THE DAY DIANA DIED* by Christopher Andersen.

The company's campaigns for *THE NATURALIST*, the memoirs of E.O. Wilson, and *THE ENCYCLOPEDIA OF NEW YORK CITY* won two LMP Awards, a prestigious publishing honor, in 1994 and 1995 respectively.

Other authors the firm has worked with are Umberto Eco, P.J. O'Rourke, Harold Bloom, Mary Gordon, Studs Terkel, George P. Shultz, Olivia Goldsmith, Dr. Juliet Schor, Arlie Hochschild, Joyce Carol Oates, William Wegman, Maurice Sendak.

Goldberg McDuffie has been successful in publishing several industry launches, such as the Everyman's Library for Knopf, the re-launch of The Modern Library for Random House, the launch of Metropolitan Books for Michael Nauman, and the launch of Perseus Books.

In addition to the agency's efforts on behalf of the book publishing industry, Goldberg McDuffie Communications has played a role in many successful magazine launches including: Elle, Mirabella, and Entertainment Weekly.

Lynn Goldberg is a member of the boards of Poets & Writers and The New School for Social Research Master of Fine Arts Program. She serves on the Advisory Boards of the Small Press Center and the Jerusalem Book Fair. She has been Treasurer of the Publishers Publicity Association and the program chair of the Women's Media Group. The company does pro bono projects for the Harlem School of the Arts and Heritage College, located on the Yakama Indian Nation Reservation in Washington state, for which Lynn Goldberg is a member of the President's Council.

Camille McDuffie, President, began her career at Viking before joining Lynn Goldberg's agency in 1987. She has handled most of the firm's major book and magazine campaigns. The firm's name was changed in 1997 to reflect her contributions. She is a member of the Women's Media Group.

Michael Olson: Setting the association agenda

By Mary Lynn F. Jones

Michael Olson, the American Society of Association Executive's (ASAE) president, joined his first association — the Cub Scouts — when he was 8. Forty-seven years later, he counts himself as a member of 17 groups, from the American Automobile Association to Eagle Scouts of America to the U.S. Supreme Court Historical Society.

"I'm a believer," said the 55-year-old Olson, who first headed an association at age 23. "I try to walk the talk."

Since becoming head of the "association of associations" last August, Olson has set an ambitious legislative agenda. At the top is a new item: President Clinton's budget proposal to tax investment income, which Olson called "a real make it or break it proposal for thousands of associations," who depend on that income to run programs without raising dues significantly.

If the tax wins out, he asserted, money lost from one source will have to be made up by another — likely, membership dues.

"We're very concerned about the message that the concept sends out, that the administration looks at the tax-exempt community as a source for revenues at a time when we have the largest surplus that we've had in 20 years, [when] we're looking at \$800 billion or so over the next decade of projected surpluses," said Olson, whose group represents almost 25,000 association executives and suppliers.



MICHAEL TEMCHINE

ASAE President Michael Olson

"Just the concept of picking on the 501(c)6 community as a convenient cash cow for the government is just not going to hold water," added Olson, a 32-year member of the group he heads. "And we're going to have to fight that with all of the resources we have at our disposal. It's actually a rallying cry for the association community."

Olson also plans to use heavy resources for another key priority: eliminating the lobbying tax on associations that was passed as part of the Omnibus Budget Reconciliation Act of 1993.

According to Olson, the law states that

any association engaging in state or federal lobbying must calculate what percentage of its budget goes toward lobbying activities — such as legislative alerts, grassroots networks or lobbying salaries — and then tell members that that percentage of their dues is not tax-deductible.

"For the first time in our history, we're finding that the privilege of free speech, when it comes to associations, now has a price tag on it," said Olson, who blamed the administration for the tax. "And, unlike any other segment of American society, associations were being hit with a tax for speaking out on the issues that impacted their members."

The ASAE has taken its claim to court, where it lost at the district court level and expects a decision from the U.S. Court of Appeals by the summer. Olson is more optimistic about his chances in the U.S. Supreme Court. And he's prepared to go there.

A Supreme Court case would rally the profession and make the tax a more high-profile national issue, he hopes. "I have great confidence that, given the history of the current Supreme Court justices' rulings on free speech issues, they will be consistent in supporting the association community on our position."

While the Supreme Court tackles that issue, Olson plans to focus on Capitol Hill, where he said Sens. John Breaux (D-La.) and Paul Coverdell (R-Ga.) have proven helpful. A recent study by Wirthlin Worldwide for the ASAE showed that, while Hill staffers were aware of lobbying

efforts, they didn't know about associations' other tasks, including setting try standards and providing information.

"If we're not as well-known on things as we would like to be," said Olson, "it's much our fault and our challenge to anyone else's. Advocacy has become one of our primary objectives, and that advocacy extends to not any one particular issue as much as it does to an awareness of associations and the role they play in communities."

Olson has already made a name for himself in the political community, where he served on Mayor Anthony Williams' transition team. Calling Washington his "second home of sorts," Olson said he urged Williams to apply no additional taxes on associations and would encourage groups to headquarter in the District.

When Olson and Williams first met at a fundraiser last year, "We talked about the associations that did not move to Washington over the years, because it was not the right environment for them. They didn't have the support from the Hall. They didn't feel that it was a good place for their employees to work."

Olson added, "He has the opportunity now to reverse that thinking and to lead in helping associations either relocate for the first time or relocate to the District. I could just see this potential there."

Now, though, Olson may pick up another role in a different association. He is head of the Washington office for Ler Rhyne College in North Carolina, where he went to school.

Raising Tomorrow's Learners, Today
Concept

"Reading is the on ramp to the Information Highway." Reading is a core skill that every child needs to conquer in order to succeed. As children progress in school, computer skills become increasingly important also. There are numerous ways both skills can build on and reinforce each other.

Since this ParentSource guide is intended for parents with children ages 2 - 7, it will focus on unique and fun way parents can build a "love of reading" within their children - - - and how computers can help accomplish this. Additionally, this guide could address an unmet need of parents that was documented in the post-event research for the *Getting Comfortable with Computers* guide, that is, knowing where to find helpful and safe Internet sites for their children.

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Raising Tomorrow's Learners Today
Editorial Brief

This parent's guide will give tips on nurturing a love of reading, along with ideas for how computers can support reading. Parents will give tips on reading at home, and the U.S. Department of Education and other sources (including the American Library Association) will provide additional information.

Specific elements include:

- Creating a reading-friendly home
- How to encourage reluctant readers
- Recommended reading list from American Library Association (ALA)/American Academy of Pediatrics (AAP)
- Family pledge about reading
- Types of computer programs that support reading
- Computer activities to reinforce reading/writing (book reviews to DoEd; e-mail writing; learning the keyboard)
- Web sites that promote reading and books

The following is a page-by-page outline:

Cover	Raising Tomorrow's Learner's, Today
Pages 1-2	Introduction, McMoms & Dads ideas
Pages 3-4	More McMoms & Dads ideas
Page 5	Create a Reading-Friendly Home
Page 6	Sweepstakes promotion
Page 7	Sweepstakes entry form and pledge
Page 8	"All time favorite" reading list (from ALA)
Page 9	AD
Page 10	Encouraging reluctant readers; great websites
Page 11	AD
Page 12	Computer programs that support reading (This is more generic: talking books, storybook software, etc.)
Pages 13-14	Hands-on computer activities that encourage reading/writing
Back Cover	AD