



Let's children love reading - an effort of a migrant city

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Abstract:

Child's reading promotion is a complicated systematic project which involves a complete process from creation, publication, recommendation to marketing and procurement. The promotion involves participation by households, kindergartens, schools, communities, libraries and book stores and is affected by the reading atmosphere at the whole society. Public library, as an important part of child reading, plays its unique role and indispensable part in the whole process.

This article, taking Shenzhen as an example, introduces the city's unique environment in promoting child reading and its relevant institutions such as government agencies, book sellers, schools, kindergartens, libraries, media and the ways to promote child reading. It also introduces a child reading service network comprised of an independent children library, children libraries affiliated to city libraries, reading rooms at communities and villages, and book dispensers that scatter at terminals, public areas and busy streets.

The significance of child reading had been wide recognized with China's economic growth and social development. It is becoming a hot topic of public concern at the beginning of the century.

Shenzhen, one of the special economic zones in China, is a city of migrants. It became a metropolis from a village through 30 years of development. It is also a culture-based city with people of different ethnics, education background and economic situation from different parts of the country. It has more than 1 million children and child reading promotion has unique feature, representing China's future in this aspect.

1、 Unique urban environment in child reading promotion

1) Fast-paced economic growth and unique population structure

The city's GDP reached 780.65 billion yuan in 2008, an increase of 12.1 percent year on year. The per capita GDP was US\$13,153 ranking the first among mainland cities. Its export reached US\$179.7 billion, an increase of 6.6 percent, ranked No. 1 among Chinese cities for consecutive 16 years¹.

As a pioneering city of China's reform and opening up, the city's economic growth had attracted the flow of migrant workers. The city's population had reached 14 million and only 2.5 million have permanent residency permits, the rest 12 million are migrant people with residence cards².

The migrant population comes from different parts of China with different dialects, habits and customs, different education backgrounds. It is also the only city except Beijing that has 56 ethnics of the country. The ethnic population reached 500,000³.

Latest statistics showed the population aged between 0-18 is 1.07 million. It is a city of migrant children whose population at schools for the nine-year compulsory education reached 568,000, accounting for 69.7 percent of total student population from primary schools to junior schools⁴.

The statistics indicates Shenzhen is a city with multiple culture elements where more than 1 million children of different backgrounds can enjoy free and open public facilities.

2) Advanced culture-based public service system

Building a culture-based city is a strategic choice of Shenzhen's urban development. It exerts deep impacts on different parts of the city, making the city own advanced public culture service system, facilities and abundant and excellent publishers. All these had laid solid foundation for promotion of children reading.

(1) Good reading atmosphere for all

The city took the lead in China to initiate Readers' Month since November 2000 to advocate reading, spread knowledge by inviting scholars and experts from the country to give lectures. A variety of activities related to reading were developed in communities, villages, households, schools, enterprises in November in the past 10 years. The Readers' Month had attracted around 57.4 million residents to be involved in 1,916 projects and activities in 10 years. The city reading atmosphere had been greatly enhanced and reading had become a widely accepted value which is shaping resident habit and life pattern.

¹ Xu Zongheng. Shenzhen Government Work Report [EB/OL]. (2009-02-23)[2010-04-14].http://www.sz.gov.cn/zfgb/2009/gb644/200904/t20090402_953310.htm.

² Zha Zhenxiang. Researches on Populations and Problems in Shenzhen and Strategies [J]. Special Economic Zone Economy, 2006 (10) .

³ Hu Mou, Liu Yanyan. Minority Ethnics in Shenzhen Exceeds 500,000 [EB/OL]. (2009-04-08) [2009-10-10].<http://gd.people.com.cn/GB/123935/123955/9092416.html>.

⁴ Cai Peiyi. 2010 Shenzhen Education and Livelihood Events Eyed [EB/OL]. (2010-03-12)[2010-04-14].http://www.szeb.edu.cn/SZEB/HTMLDynamic/XWZXB_376/201003/info13003.html.

Table for Readers' Month⁵

Serial No.	Year	Theme	Number of activities	Participants (by millions)
1	2000	Creating Reading Atmosphere for Better Society	50	1.7m
2	2001	Seeking Truth and Carrying Forward Humanism	65	2.7m
3	2002	Building Citizens Ethnics and Realizing Cultural Rights	129	3.0m
4	2003	Improving City Taste and Enjoying Healthy Life	102	4.5m
5	2004	Improving Residents' Quality and Facing City's Future	100	5.0m
6	2005	Reading For Fun	130	6.5m
7	2006	Let City Respected Because of Reading	319	7.0m
8	2007	Reading A Book Solidly	312	8.0m
9	2008	I Read, I'm Happy	332	9.0m
10	2009	City Adores Reading. Reading Shapes City	377	10.0m
Total			1916	57.4m

(2) Library service network covering the whole city

One goal of building a City of Libraries is to building an easily accessed, well functioned service network covering the whole city. In line with the plans of City of Libraries from 2003-2010, Shenzhen had built 604 libraries including three city-level libraries, 6 district-level libraries and 595 libraries in villages and communities⁶. Forty book dispensers had been installed at residential quarters, industrial areas and Metro stations, providing convenience for resident just like ATMs for users to withdraw and deposit cash. Around 200 dispensers will be installed this year. The four-level network had extended library service to the corners of the city for residents to share culture resources.

In 2006, Shenzhen unveiled indices for a livelihood and library collection is one important index. By the end of 2010, book collection in libraries would have reached 18 million, or two books for a person in average. By 2009, book collection had reached 17.85 million and books for children had been greatly enriched.

(3) Good and well-functioned distribution network

Compared with other cities, Shenzhen has good book distribution network including the first and then the largest book sales center in China--- Shenzhen Book City. The city now has

⁵Shenzhen Readers' Month Attains Big Success in 10 Years [J].Information for Decision Makers,2009 (44) .

⁶Ding Weimin.“Learning from Shenzhen Experience”—Book Dispenser Popularization Meeting in Shenzhen [N].Daily Sunshine,2009-12-07(A2).

four sales centers whose floor spaces are above 10,000 square meters in prime locations. The city also has the only 24-hour book store – Starlight Reading Store, in the mainland.

Beside book stores, there are around 100 small ones scattering in communities, according to the city's public culture facilities service guidance book in 2009. There are more than that in actual situation, for example, the book stores approved by the Nanshan culture authority alone are 136.

During the Reader Month, the flows of Shenzhen residents at Shenzhen Book City reached 35,000 on average and 70,000 at peak⁷. The per capita expenditure on books in Shenzhen had ranked for 19 years in China⁸.

2、 Child reading promotion, a concerted effort of the whole society

1) Readers' month ---- an effort at governmental level

The organizing committee of Readers' Month recommended around 50 children publications each year for children. Around 50,000 children attended the book exchange activities at the first Readers' Month. The youngest participant is only five years old. To promote reading, the committee organized international fairy tales festival since 2004. The annual event promoted fairy tales among children and their enthusiasm was aroused. In the sixth year of Readers' Month, the participants to the Fairy Tales Festival reached 50,000.

The Readers' Month promoted reading at communities, schools and households. Around 90 percent of schools developed activities to foster children's interest in reading. In 2008, Shenzhen Readers' Month organizing committee initiated selections of Schools of Reading to promote reading activities. In two years, 108 schools had won the title.

Beside Readers' Month, the organizing committee also staged seminars and forums to promote child reading. The China National Children Literature Creation Symposium held in 2004 attracted 120 writers in this field. An international forum on child reading was held in 2007 and in 2009 U.K.-Sino Reading Culture Forum was held.

2) Children book promotion--- an effort of book sellers

In Shenzhen, the children book sections at three Shenzhen Book City stores cover more than 5,000 square meters. The shelves all open to the public and were convenient for visitors to choose and read. Shenzhen has a variety of publications suitable for children because of booming of printing and publishing industry.

The book stores frequently organize children book exhibitions, story telling competitions and debate contests. Book publishers also often invite writers and scholars to give lectures on children reading. For example, in 2009, three stores of Shenzhen Book City organized 32 book exhibitions, 18 writer-signed book sales, 20 lectures and other 25 series of activities. Children literature writers, at the invitation of book sellers, visit schools or meet children to promote books. Children education experts are also often invited to give lectures to parents on children reading.

⁷He Wenqi. Special Edition of Shenzhen Readers' Month the 10th Anniversary[N]. Shenzhen Economic Daily, 2009-11-01(B01-B12).

⁸Qu Jing, Wang Chuanzhen. A Reading Choice of a City – the Opening of 10th Anniversary of Shenzhen Readers' Month[EB/OL]. (2000-11-02)[2010-02-24]. <http://news.qq.com/a/20091102/001876.htm>.

Visiting book cities and selecting or reading favorite books are becoming increasingly popular among many families at weekends.

3) School involvement in child reading ---- an effort from education circle

Schools play the most active role in promoting child reading.

(1) Starting from school library

According to the city's rule on library size at schools, a primary school must own a library of 120-319 square meters, and 263-730 for middle schools. The collection at a high school is 40 books per student, 30 books for a secondary student and 20 books for a primary school student on average. The city's 394 public schools have a collection of 20 million books. By 2009, the average size of libraries at Shenzhen schools is 298 square meters and per capital books owned by primary school and secondary school students is 26 and 41 books by high school students⁹.

Schools also established an evaluation system on libraries to promote children reading. Some schools build reading corridor and class corners to extend library service and provide convenience for children to read.

(2) Reading promotion from teaching reform perspective

The Chinese language courses standard stipulated by the Ministry of Education in 2001 had rules schools to cultivate students' interest in reading and expanding the reading scope. It also stipulated amount of students should have in extracurricular readings. In nine-year compulsory education, students should read more than 4 million characters. From Grade 1-6 in primary schools, the total reading amount should be no less than 1.45 million characters. During the secondary school period, the total amount should be no less than 2.6 million characters. Every student is required to read 2-3 classic novels. To implement the new standard and promote quality education, many schools started teaching reform and researches on education topic from planning of courses and teaching tactics and included extracurricular teaching into regular courses by establishing a reading system combining classroom reading and after class reading, household reading and school reading. In Nanshan District, schools have at least one reading class a week in their courses. Nanshan Experimental School initiated a reading program Read and Write Before Age 8 to solve the difficulty that Chinese language teaching lacking the pace of reading, which advanced the independent reading of children two years than normal. The time consumed at independent reading at the classes accounted 1/3 of that Chinese language classes. The reading of an average student of Primary 2 could reach above 1 million characters. The program had been promoted at 44 classes of 16 schools. Yucai School had compiled their own school textbooks, using the classic well-known pieces of home and abroad to cultivate students. Based on the school books, the school compiled a set of seven books of 3 million characters called Reading for Youth. Houhai Primary School started with picture-book reading and introduces reading courses to Chinese language classes. It promoted Happy Reading in an all-sided way from inside classroom to outside classroom, from Chinese language teaching to other

⁹ Wang Jianfeng.Nanshan Promotes Reading for the World to Share[N].Shenzhen Special Zone Daily, 2009-09-09(A14).

courses. It promoted creation through reading and popularized reading at households through activities at schools.

(3) Reading, part of school culture

Reading activities had been widely promoted by schools as part of their campus culture and many schools in Shenzhen had established reading groups such as social themes investigation of Cuiyuan, ecological reading at Hongling School, book exchanges at Binhe School and Reading Square at Nantou High School¹⁰. Among them, the most well-known one was the Culture Reading at the Nanshan Campus affiliated to the Central Research Institute of Education Sciences and Happy Reading at Houhai Primary School.

The Nanshan Campus affiliated to the Central Research Institute of Education Sciences initiated Paradise Bird program to promote reading materials to students according to their levels and develop a variety of activities such as reading festival, writers' dialogue and Fairy Mums .The school set up 41 reading clubs in classes, each of which have shelves and recommendations of books on walls. The ecological reading room of Houhai Primary School, Happy Book Club, Book Corridor and House Reading Alliance are very popular among students. The reading festival, book drifting and weekly activities of Little Bookworm are well-known to households in the neighborhood.

At the booming of reading activities at grass-root level, schools in Nanshan District initiated a book reading alliance to promote child reading, which attracts teacher from other cities to learn.

(4) Child reading at kindergarten

In Shenzhen, many kindergartens feature pre-school reading courses. In 2009, the pre-school education committee started a research on the strategies of pre-school reading and class room teaching. Many teachers had involved in the research and promote the program.

Many kindergartens, in cooperation with Nanshan Library, involve in the selection of My First Book, and organize forums for parents to share with readings experience with experts. In 2009, 36 kindergartens Longgang District organized 2,800 children to the district library to experience the fun of reading.

4) Parents a key role in child reading---- an effort from household

A seven-year-old girl impressed attendants by reciting classical Lao-tse at the awarding ceremony of Shenzhen's model reading family in 2004. She is a reflection of how a family can guide children to read. The girl's parents spent ten minutes on reading to her classical works every day, with the help of which, the girl managed to recite Lao-tse and The Analects at the age of 6¹¹. There is an increasing number of families in the city, who attach a great importance to guiding children to read. They insist on reading with children no matter despite a heavy workload. They exchange with each other on children's reading difficulties by setting up a QQ group, taking parting on-line forum discussion and having a regular

¹⁰ An Peizhi. China National Non-Adults Culture Forum Concludes [EB/OL]. (2007-12-03)[2010-02-24]. http://sztqb.sznews.com/html/2007-12/03/content_728.htm.

¹¹ He Wenqi. Special Edition of Shenzhen Readers' Month the 10th Anniversary [N]. Shenzhen Economic Daily, 2009-11-01 (B01-B12).

get-together¹².According to a survey, 46.38 percent of parents have done careful reading of books guiding children's reading and 64.14 percent are of view that it's better for children to start an early reading.63.16 percent of parents often read or tell stories to children and 50 percent of children began to read before the age of 3.

On top of parents' spontaneous efforts and a positive influence of Reading Month, schools, kindergartens and some social institutes are trying to enlist parents in promoting children's reading.

Nanshan School Affiliated with China National Institute for Educational Research has initiated promotion activities in the city's residential communities¹³.Houhai Primary School is the first domestic school to set up a story mum squad, who organize regular story party, making and telling stories and sharing reading experience¹⁴.

5) Creating atmosphere for child reading ----- an effort from media

News report is a way to promote children reading. Shenzhen has 10 newspapers and 5 magazines, accompanied by 12 TV channels and 4 radio channels, which often cover children's reading, especially on occasion of World Children Reading Day on April 2, World Reading Day on April 23 and around International Children's Day. Some media opens special reading page, theoretically discussing reading problems. Shenzhen Press Group held China's first roundtable conference of newspaper reading culture in 2006, touching on reading guidance through reading pages of a newspaper.

Media also sponsor and plan some reading activities. During the 10 th Reading Month, a reading competition involving parents and children was organized by Shenzhen Youth Daily and radio channel of children. Shenzhen's performance in promoting children's reading has attracted a wide coverage by some national mainstream media.

6) Efforts by other social bodies and caring people dedicated to children's reading

Shenzhen Caring Office called on 12 schools to donate books to schools and children in poverty-stricken areas, collecting 30,000 books¹⁵. Songqiang, deputy director of Nanshan District, paid visits to schools, telling stories to children. An increasing number of volunteers have been engaged in promoting children's reading. These promoters of children's reading have attracted a gradual attention.

3、 Our efforts: public library's promotion of children's reading

Shenzhen's construction of children's reading facilities is approaching perfection, including an independent children's library, 7 district children's reading rooms, 20 sub-district

¹² Li Wei.Investigation on Children Situation in Shenzhen on World Children's Day[EB/OL].(2009-11-20)[2010-02-24]. http://www.szlgnews.com/lgnews/content/2009-11/20/content_4200080_2.html.

¹³ Li Qingming. 2006-2007Annual Duty Report[EB/OL].(2007-07-09)[2010-02-24].<http://www.docin.com/p-283191.html>.

¹⁴ Zhang Xiaoxu.Home Story Party of Houhai Primary School[EB/OL].(2008-03-27) [2010-02-24].<http://www.szeb.edu.cn/edunews/content.asp?id=8469>.

¹⁵ Zhou Yuanchun.Book Donations to Children in Mountainous Children[N].Shenzhen Special Zone Daily,2007-10-9(B4).

children's reading rooms, several hundreds of children's reading corners, 40 self-service library terminals across the city.

1) Resource construction of children's reading

Shenzhen Children's Library officially opened on April 23, 2009. In response to citizens' demand, Shenzhen Library opened a children's reading room on December 20, 2009. A total of 1,898 reading seats are available for children, covering an area of 13,511 square meters with a collection of 1,049,929 books and 1,890 children newspapers. Besides, 20 sub-district libraries have independent rooms for children's reading, totaling 888 seats and 1,705 square meters, 132,041 books in collection.

Children books should account for 10 percent of the total collection of a community library, according to the city's regulation of community libraries. Most Of the 575 community libraries, which have not independent rooms for children's reading, have a collection of children books that account for 10 percent of their total volumes. Adults and children share reading rooms in these libraries. There are about 20,000 children books in the 10,000-book collection available in the city's self-service library terminals.

Shenzhen's children's reading facilities total no less than 15,216 square meters, with a collection of 1,201,970 books and 2,786 children seats. Each seat is shared by 395 children with a per capita book collection of more than 1 book. Each square meter of reading area is shared by 72 children.

Each library offers a unique alternative of books. Children's Library provides classical cultural books and paintings, as well as comics. Libraries in Longgang and Yantian provide toys and related education books for children below 6. Luohu's library focus on collection of picture books. Many libraries have opened electrical reading rooms.

Libraries at city and district levels

No.	Name of Library	Establishment of Children Reading Room	Collection (copies)	Children Periodicals (types)	Size (sqms)	Seats (number)
1	Shenzhen Children Library	April 2009	878,069	1,122	9,405	1,200
2	Shenzhen Library	December 2009	23,400	130	700	100
3	Futian Library	August 2008	40,000	140	520	120
4	Bao'an Library	1993	25,000	56	300	70
5	Nanshan Library	Nov. 1997	33,322	137	230	80
6	Yantian Library	2004	10,869	143	460	102
7	Longgang Library	Nov. 2005	9,546	48	727	158
8	Luohu Library	Sept. 1998	29,723	114	1,169	68
9	Total		1,049,929	1,890	13,511	1,898

Libraries with independent Children Reading Rooms

No.	Name	Districts	Collection	Size (sqm)	Seats
1	OCT Library	Nanshan	5,021	160	80
2	Yucai Library	Nanshan	5,258	200	80
3	Pingdi Subdistrict Library	Longgang	1,500	20	6
4	Henggang Subdistrict Library	Longgang	6,000	60	60
5	Kuichong Subdistrict Library	Longgang	3,000	30	25
6	Longgang Subdistrict Library	Longgang	3,500	70	30
7	Pinghu Subdistrict Library	Longgang	2,000	60	50
8	Children English Library	Futian	5,974	80	30
9	Xixiang Subdistrict Library	Bao'an	10,000	80	30
10	Fuyong Subdistrict Library	Bao'an	12,000	60	80
11	Songgang Subdistrict Library	Bao'an	12,000	80	59
12	Longhua Subdistrict Library	Bao'an	2,000	50	10
13	Guanlan Subdistrict Library	Bao'an	11,000	120	70
14	Minzhi Subdistrict Library	Bao'an	2,500	30	30
15	Huangbeiling Subdistrict Library	Luohu	5,435	100	54
16	Dongxiao Subdistrict Library	Luohu	7,470	60	28
17	Nanhu Subdistrict Library	Luohu	10,556	110	30
18	Guiyuan Subdistrict Library	Luohu	20,827	150	60
19	Cuiling Neighbourhood Children Library	Luohu	3,000	120	36
20	Sunshine Juveniles Library	Luohu	3,000	65	40
Total	20		132,041	1705	888

2) Proactive and multi-channel promotion of reading

Libraries had proactively promoted reading among children through various activities and channels.

Shatoujiao Community Library had a five-year Xiao Ju Deng (orange-peel lamp) plan (2007-2011) to promote reading to children. The related activities of the plan, aiming at guiding children in reading, include over 20 reading events with below five themes, fun reading, reading grow-up books, read and share, reading classics and reading Internet books. Over 280,000 children had participated in the events.

Many libraries had better utilized their resources by circulating those books. Circulating libraries had been set up at the schools, and the books were borrowed collectively and replaced on a regular basis. Luohu District had added the function of Students Homework Room to 98 community reading rooms across the district and purchased special chairs for children. And the reading rooms open to students from 16:30 to 18:00 on weekdays as a place to read books and do homework. This had attracted more than 380,000 children visiting community libraries or reading rooms in 2009.

Shenzhen Children's Library had initiated the Ivy Program to share literature resources of Shenzhen Education Technology Center and other libraries of primary schools or middle schools. This initiative was to consolidate resources of school libraries and public libraries.

Through building a platform connecting all the libraries covered by Ivy Program, readers will be able to borrow or return books at any of the Ivy libraries and visit literature of all Ivy libraries. Now this program has enabled students of “Ivy” schools to borrow books from Shenzhen Children’s Library but return at school libraries. According to the agreement signed by Ivy schools, the school libraries should open to community children at least half a day per week to share books to those children. Already 24 schools have joined the Ivy program.

3) Equal services to promote reading among children with disabilities and disadvantaged children.

All children’s reading rooms in Shenzhen is free and equally open to all children despite their hukou registrations or ethnics. The opening hours of children’s reading rooms cater for children’s timetable and open in the noon, afternoon, evening, weekends and holidays. To satisfy the different requirements of different age groups, the children’s reading room is usually divided to several areas in age group. Room decoration, such as the wall color and furniture, is also designed according to children’s characteristics.

Children with disabilities and disadvantaged children enjoy equal services at the library. Shenzhen children’s library had a blind children’s reading room of 52 square meters and 16 seats. There are more than 1,000 categories of books for the blind, and reading equipment such as vision aid, pringing for the blind.

The Carnation reading program is the program aimed at providing special services to special children. In Nov. 2004, Shenzhen Children’s Library opened in Yuanping School, a school for children with disabilities, a branch library of 150 square kilometers, 50 seats and 7555 books. In 2007, the Library set another branch at Children’s Hospital for Home of Leukemia. The branch library is of 40 square meters with 12 seats and 929 books. And some fun reading activities were also held there.

The Library paid great attention to migrant children because their parents are mostly poor educated or earn little money and couldn’t do much to guide them reading at home as well as the schools migrant children attend were usually in difficult conditions and couldn’t provide a good reading environment for them. So Shenzhen Children’s Library had made good efforts to arouse their interests and promote reading in them. The Dandelion Migrant Children Program launched by the Library had set branch libraries in communities where migrant children resided. The first branch library for migrant children was opened on Jun 1, 2009. Besides this program, in 2008 Nanshan Library bought 3057 books to set a school library in Baiwang School, a school for migrant children.

Various events and services were also offered by each library to migrant children. In 2009 Yantian Library organized 30 English training courses to migrant children free of charge. Luohu Library presented picture notebooks to 50 migrant children. Nanshan Library will hold a dictionary look-up contest on April 23 every year at remote schools for migrant children. The contest will help them to use the dictionary and will present dictionaries to them. 1262 children had participated in the contests during the past 4 years.

4) Promoting reading through activities

Organizing a variety of events is another important approach Shenzhen public libraries adopted to promote reading in children. Shenzhen Library and Shenzhen Children's Library are the hosts of Reading Month. In 2009, a total of 798 children reading events were organized by Shenzhen public libraries and attracted 121,112 children participants while Shenzhen Library Children's Reading Room, Nanshan Library and Luohu Library were under renovation.

There were many types of the events, including large-scale events such as poetry readings, fairy tale plays, and small-scale events like children story-telling and children's film festival. The events featured both reading and extended aspects for children. For example, the Picture Books Roles Get-together focused on books and handiwork was an extended item for children. The events were also designed for different target audiences. Sister Hong Story-Telling was designed for children, the Children Early Education Lecture was designed for parents, and Family Reading Competition was designed for families to participate. The forms of the events were both competitions and performances, such as Reading Response Essay Competition, Plaza Art Performance and Plaza Parade. Apart from paper books, there were e-books and Personalized E-book Producing Competition was held to use the modern information technology to promote reading. The schedule of events catered for festivals such as Shenzhen Reading Month, Apr 23 World Reading Day, International Children's Day, and some events were held on a regular basis, such as Little Doctor Mailbox held each month. Some reading events were only held once but some reading events were held for many sessions. Such as Daxin Primay School Reading Event was only held once and Family Reading Competition had already ten sessions. The events were held by both city-level and district-level libraries and grass-roots libraries.

5) Promoting reading through cooperation

Cooperation in promoting children reading is a practice long existing in the Library industry. Cooperation could share the expenses, labor and place required by those promotion activities thus help to achieve maximum impact to society. Kindergartens and schools are the best partners. Because kindergartens and schools can organize more children and parents to take part in the activities and transfer them from potential readers to real reading fans.

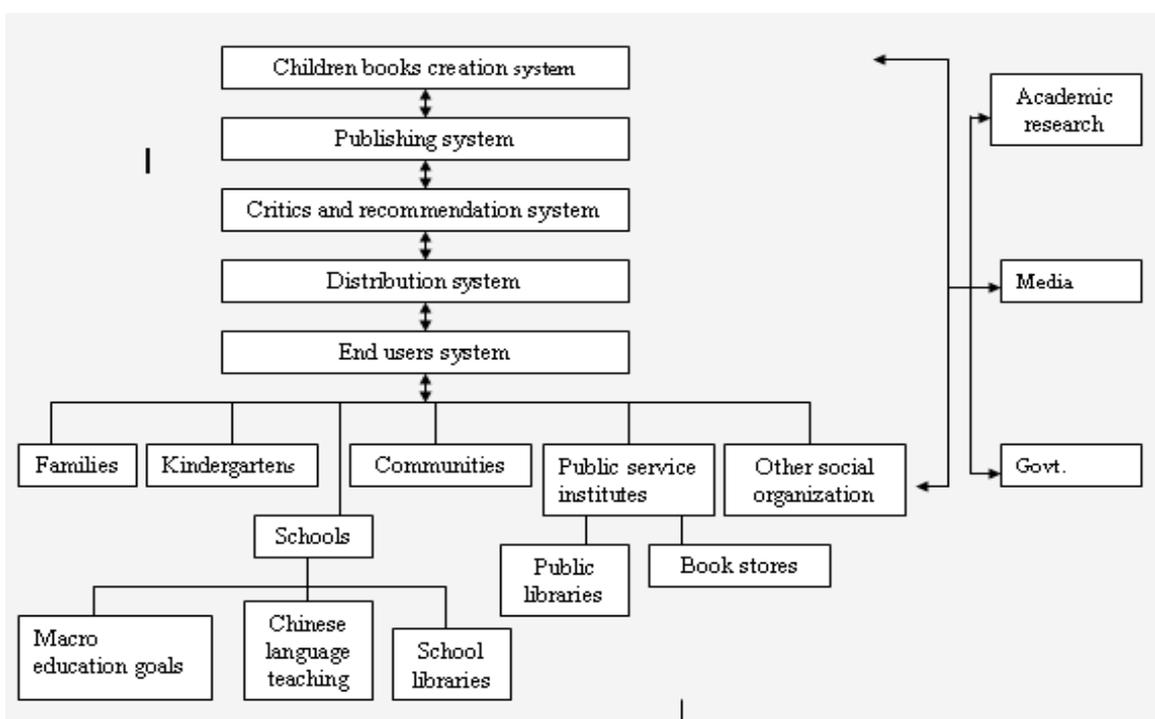
Some administrative institutions relating to children are also good partners. The cooperation with education bureau could carry out the promotion event in a larger scale and attract all the schools within its administrative district. And cooperation with technology authorities can get support on expenses, talents and technology especially in science popularization event. Cooperation with Next-generation Care Committee could mobilize social resources and attract officials' attention. Cooperation with media could expand the impact of the event.

Volunteer is another kind of partner. Volunteers will support libraries as faculty and labor. Shenzhen Children's Library has recruited some volunteer teachers with art specialty. And volunteers had set up Chinese Culture Community with children. Nanshan Library had hired volunteers to work for promotion events.

4、 Summary

How can we make children love reading? If we observe this topic in the aspect of the society, we find children reading promotion is a complicated social program. But in the aspect of producing and circulation of children books, the promotion is a vertical system ranging from producing and publishing of children books, recommendation and comments, sales and purchase to utilizing the children books. In the aspect of reading environment, the promotion involves families, kindergartens, schools, communities, libraries and bookstores and it's a horizontal system. However, scientific research, the media and the government may affect all kinds of segments and environments of the promotion, so it's a comprehensive system.

Illustration below can explain:



In this system, subsystems interact to each other. Only the promotion launched collaboratively by the governments, schools, families, libraries, media and non-government organizations and children books production, publishing, commenting and utilizing segments can achieve real effectiveness and efficiency.

The significance of promoting reading among children is its success will improve the development and progress of the society. Fortunately, Shenzhen government is dedicated in promoting public reading and takes the cultural development as city's strategic development. This policy is good to children's reading. In a word, children's reading in Shenzhen had been pushed by collaborative efforts from the governments, libraries, bookstores, schools, kindergartens, families, media, NGOs and individuals. These efforts had strengthened the atmosphere for children's reading and optimized the environment where children can read books.

Based on those achievements, Shenzhen had established IBBY Shenzhen Branch, the third branch of IBBY (International Board on Books for Young People) in China. Nanshan District is awarded by IBBY the China Reading Promotion Example District A Principal in Shenzhen had been awarded China's Top Ten Personnel for Reading Promotion and took the post of committee member of National Primary and Middle School Reading Guidance Committee. The well-known individuals in reading promotion and teachers often exchanged their experiences across the country and demonstrated Shenzhen's practice to lead other districts. Shenzhen students had been invited by IBBY to attend the Annual Session of IBBY.

Ellis Vance, former vice president of IBBY, said Nanshan lead the promotion of children's reading in China and reached the international level¹⁶. Patsy Aldana, president of IBBY, said Nanshan's reading promotion experience is worth sharing all over the world¹⁷.

Meanwhile, we should say there are still some challenges in promoting children's reading in Shenzhen. How can we make the promotion be valued and proposed as a government program as now it is under the big name of public reading? In the aspect of systematical and planning, Shenzhen lacks a mid-to-long-term objective. How shall we develop a long-term and systematical plan of promoting children's reading? And how shall we allocate resources and optimize their utility to avoid low-efficient rework? How can we achieve a higher coverage of the children's reading by covering every child especially disadvantaged children? Besides reading promotion activities, what else can we do to make the reading promotion more targeted and influential, such as research on children's reading psychology and children's reading classification? How can we make early education reading involve the family much earlier and make full use of the family strength? In conclusion, we have to continue making efforts to resolve the outstanding issues for Shenzhen's children reading promotion.

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