



International Bibliography of Studies on Reading Primers and Basal Readers (IBSP)

Edited on behalf of the Reading Primers Special Interest Group (RP-SIG)

by

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Foreword

The purpose of the International Bibliography of Studies on Reading Primers and Basal Readers (IBSP) is to allow insights into the wealth of studies on textbooks for reading instruction at international level. IBSP has been compiled to serve as a tool for researchers, librarians, organisers of exhibitions and other persons with an interest in these genres of educational media. An added value of this bibliography is that titles of studies written in languages other than English are also presented in the English language.

IBSP is an activity of the Reading Primers Special Interest Group (RP-SIG), an international expert network founded in 2009 under the umbrella of its parent organisation, the International Society for Historical and Systematic Research on Schoolbooks. The bibliography has been prepared in conjunction with MANES, the Spanish Centre for School Textbook Research, Madrid.

Members and friends of RP-SIG and MANES have supported the preparation of this bibliography in many ways. Special thanks for providing data and advice go to Juris Cibuls, Riga (Latvia), Wolfgang Fickert, Erlangen (Germany), Olga Kabasheva, Moscow (Russia), Veronika Kalmus, Tartu (Estonia), Tuija Laine, Helsinki (Finland), Aneta Lewińska, Gdańsk (Poland), Jadranka Nemeth-Jajić, Split (Croatia), Gabriela Ossenbach Sauter, Madrid (Spain), Franciszek Pilarczyk, Zielona Góra (Poland), Alla Salnikova, Kazan (Russia), Dagrún Skjelbred, Tønsberg (Norway) and Anette Uphoff, Braunschweig (Germany). Olga Kabasheva has also helped to transliterate titles from Cyrillic script into Latin script. References to works of RP-SIG members are marked by an asterisk (*) preceding author's name.

This first edition of the bibliography is made up of two parts, and it contains 412 references. Part 1 – devoted to studies on primers and basal readers in individual countries – has 387 references. According to continents, the figures are 24 (Africa), 68 (The Americas), 14 (Asia), 7 (Australia and the Pacific) and 274 (Europe). 25 references to international / comparative studies are included in Part 2.

The information found in this first edition of IBSP is certainly uneven, not least in terms of coverage of continents, countries and language groups. However, we see the compilation of the bibliography as an ongoing project, and we strive to present enhanced editions in the future. Users should feel encouraged to contribute and share with us their knowledge. The next edition of IBSP will be published in spring 2012. Please send comments and suggestions concerning additional references to rp-sig@arcor.de.

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Content

Introduction	9
List of abbreviations and key to character	14
1. Studies on primers and basal readers in individual countries	15
1.1 Africa	15
Benin	15
Botswana	15
Burkina Faso	15
Cameroon	15
Central African Republic	15
Chad	15
Congo (Democratic Republic)	15
Congo (Republic)	16
Côte d'Ivoire	16
Ethiopia	16
Ghana	16
Guinea	17
Kenya	17
Morocco	17
Mozambique	17
Niger	17
Nigeria	17
Senegal	17
South Africa	17
Sudan	18
Tanzania	18
Togo	18
Uganda	18
Zimbabwe	19
1.2 The Americas	19
Argentina	19
Brazil	19
Canada	20
Costa Rica	20
Guatemala	20
Mexico	21
USA	21
1.3 Asia	24
China	24
India	24
Israel	25

	Japan	25
	Korea (South)	25
	Nepal	25
	Singapore	25
	Syria	25
1.4	Australia and the Pacific	26
	Australia	26
	New Zealand	26
	Papua New Guinea	26
1.5	Europe	26
	Austria	26
	Belarus	27
	Belgium	27
	Bosnia and Herzegovina	27
	Croatia	27
	Czech Republic	28
	Denmark	29
	Estonia	29
	Finland	30
	France	31
	Germany	32
	Greece	37
	Hungary	37
	Ireland	37
	Italy	37
	Latvia	38
	Lithuania	38
	Luxembourg	38
	The Netherlands	38
	Norway	39
	Poland	39
	Portugal	42
	Romania	42
	Russia	42
	Serbia	45
	Slovakia	45
	Slovenia	45
	Spain	46
	Sweden	48
	Switzerland	48
	Turkey	49
	Ukraine	49
	United Kingdom	49

2.	International / comparative studies	50
2.1	Cross-national historical and comparative studies on primers and basal readers in selected countries	50
2.2	Regional studies on primers and basal readers	53
	Latin America	53
	Europe	53
2.3	Studies on primers and basal readers in a worldwide perspective	53
	Exhibition catalogues and bibliographies	53
	Studies	54

Introduction

Reading literacy is widely regarded today as a core competence, important for everybody to master the challenges of the modern world. As described by the OECD in the context of its Programme for International Student Assessment (PISA): "Reading literacy is understanding, using, and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society." (OECD 2003, p. 108) Definitions of reading literacy, different as they have been over time and as they are today between academic disciplines and schools of thought, are always based on assumptions on a great number of issues: on humans as cultural beings, on the role of individuals in society, on the transmission of knowledge, on languages in which literacy is acquired, and also on tasks of education systems.

In a historical perspective, the expansion of reading literacy – generally conceived as reading and writing literacy – is closely linked with the development of education systems. Schooling and especially schooling at primary level includes the teaching of reading, regardless of its specific settings in public or in private schools, in group lessons or in individualised teaching, in the instruction of children or in adult education. This applies to societies which make formal schooling available only for parts of the population, but also to societies where universal access to education is guaranteed and enforced by law. The omnipresence of printed matter in modern societies, the promotion of early literacy skills in infancy and the advent of electronic media have so far hardly changed the basic link between reading literacy and schooling. As Robert Calfee and Marilyn Chambliss (1999, p. 179) point out with reference to the United States: "Most children are immersed in print from the moment they open their eyes, but school is where the acquisition of print-dependent skill and knowledge become critical."

School-based instruction, including reading instruction, relies heavily on textbooks. The invention of the printing press in China and later in Europe has facilitated mass produced textbooks. In Europe, Protestant reformers also introduced the use of people's languages in liturgy and the Bible, and they supported the circulation of catechisms (Gilmont 2003, p. 220). Here, in addition to catechisms, specific types of booklets or books have been printed since early modern times for the purpose of reading instruction: primers – in early modern Europe often designed as catechism primers – and basal readers. The historic link between letterpress printing and the teaching of reading by means of textbooks is underlined by the fact that primers are among the first printed books in a number of European languages, e.g. in Croatian (1527), Finnish (1543), Lithuanian (1547) and Slovenian (1551) (Sroka 2011). From that time, primers and readers have been created and used in school systems all over the world. Subject to underlying theories of learning to read, curriculum, the role assigned to illustrations and material design they have developed considerably. This includes the formation of specific national or regional traditions in the preparation and use of tools for teaching reading comprehension. Nowadays sets of media for initial reading instruction often include, in addition to primers, also workbooks, teachers' manuals, CD-ROMs and other interactive multimedia provided online. Moreover, the question of how best to teach reading is answered today in very different ways, and in some countries teaching practices become more and more important which do not make use of a primer or of basal readers, in favour of e.g. trade books or "experimental programmes". Academic critique expressed especially since the last quarter of the 20th century describes the primer as "boring", as not responding to the diverse needs of groups of learners and as retarding rather than improving reading skills. While some experts discuss the actual or impending "end of the primer" (Bergk 2002), in a global perspective primers as well as basal readers still enjoy remarkable market success today.

Considering the role of primers and basal readers over time and across language communities and systems of schooling it is not surprising that these types of textbooks have for decades been the object of public and academic attention. Proofs of this are special collections, exhibitions, exhibition catalogues and not least scholarly contributions in the perspectives of various academic disciplines and sub-disciplines. Disciplines involved in studies on primers and readers range from psychology and linguistics to history, ethnography, pedagogy, socio-linguistics, cultural studies, theology/religious studies and book or media studies, including book history. Often, primers and basal readers are also considered under the heading of school textbook or educational media research. More recently social perspectives have shed light on important features of schoolbooks in general and primers and basal readers in particular. As Allan Luke (1999, p. 186) describes it:

The forms and contents, ideologies and discourses of textbooks constitute an official and authorized version of cultural knowledge and literate practice. The writing, production, selection, and teaching of textbooks thus are part of the selective traditions of curriculum, the complex historical processes through which particular cultural and political interests construct what will count as valued knowledge. Because of their centrality in educational and language planning in nation-states, textbooks remain key and frequently contested elements in the social construction of literacy.

Another characteristic of primers and readers aimed at pupils in the first grades of the primary school is that they include simple images and illustrations as a reinforcing resource for the teaching of sounds, syllables and words. Thus, linguistic and iconic codes are very much related and in close association in the teaching of reading at the primary level. This characteristic has added to the interest of researchers from various disciplines in the study of primers and readers.

Studies on primers and basal readers, either specifically focused on these types of schoolbooks or related to school textbooks in general, usually cover phenomena in individual countries, and they are written in a great number of languages. This results in a scarcity of communication across language communities – a considerable hindrance for in-depth research. From this background, the purpose of the International Bibliography of Studies on Reading Primers and Basal Readers (IBSP) is to contribute to cross-cultural as well as to cross-disciplinary awareness by providing basic information about the wealth of studies on textbooks for reading instruction at international level. An added value is provided by the translation of titles of studies written in languages other than English into the English language. The bibliography is elaborated to serve as a tool for researchers, librarians, organisers of exhibitions and other persons with an interest in this field.

An endeavour of this kind is faced with a great number of challenges. Major challenges relate to

- the definition of primers and basal readers in an international perspective,
- the scope of the bibliography,
- the arrangement of entries about various types of studies,
- the acquisition and processing of information.

Reading primers and basal readers

IBSP encompasses studies on two types of textbooks for reading instruction: reading primers and basal readers. The terms “reading primer” and “primer” are used to describe books or series of booklets, developed as tools at the initial stage of reading instruction for the hands of learners. In this instructional process the primer quite often represents “the first book” not only in reading, but in textbook-based schooling as a whole, and it is typically used as a textbook in grade one. It is then often followed by series of basal (elementary) readers which are

employed in the early grades of schooling, i.e. at the primary level of education systems. A distinction between a primer and a reader is often made when reading instruction starts with the introduction of individual letters or syllables – the latter a typical content of primers. Nevertheless, also primers of this type quite often also contain a separate part with reading exercises. In certain cases this is reflected in denominations like “primer and reader for grade one” or “primer and first reader”, as in Estonian (*aabits ja esimene aasta lugemik*) or in German (*Fibel und erstes Lesebuch*). Moreover, the title of a book does not always announce that it is a primer or a reader, but here the books are as a rule identified as educational tools for specific purposes in the context of professional and cultural practices. Finally, a distinction between a primer and a basal reader is less easy in other cases.

As our primary interest is in textbooks for initial reading instruction we have focused on studies of readers for the primary grades of schooling. This implies that studies on readers with an explicit focus on readers for the secondary level of school systems are excluded.

As mentioned earlier, in a comparative perspective the specific settings of reading instruction differ greatly, and thus primers and basal readers are produced and used for example as textbooks for children as well as for adults, for use in state approved schools and for use e.g. in evening or Sunday schools, in group lessons or in individualised private teaching, e.g. home schooling, and instruction in official or minority languages.

The definition of the ‘primer’ as suggested here follows a pragmatic approach, and especially in an international perspective it is not always easy to decide whether or not an individual text should be regarded as a primer or not. However, in a great number of languages special terms exist for what we call primers in the sense described above: *Ābece* (Latvian), *abecedar* (Romanian), *aberi* (Karelian), *abetare* (Albanian), *alfabetario* (Greek), *alifba* (Tatar), *bukvar* (Serbian, Ukrainian, Belorussian), *elementarz* (Polish), *elementorius* (Lithuanian), *fibla* (Sorbian), *početnica* (Bosnian, Croatian), *šlabikár* (Slovakian). Frequently, the term used to denominate a primer has changed over time, e.g. in German (*ABC-Buch*, *Laien-Schule*, *Namen-Büchlein*, *Silben-Büchlein*, *Syllabir-Buch*) or Slovenian (*abecedarium*, *abecedar*, *plateltaf*, *abecdnik*, *abc bukvice*, *začetnica*, *prvo berlilo*). But even in these cases the terminology is as a rule clear enough to avoid major uncertainties in identifying textbooks as primers.

A decision which had to be made in the preparation of IBSP was to find consistent translations into English of the terms used in languages other than English for the first textbook employed in formal reading instruction. We have decided in favour of the terms ‘reading primer’ and ‘primer’ at the expense of the terms ‘abc’ and ‘abc-book’. We have done so because at least since the 20th century abcs and abc-books normally represent a genre which differs from primers in that it designates books of art rather than resources developed mainly for instructional purposes (for a terminological discussion of ‘abc-book’ see Indictor 2000). English language literature is far from being consistent in this question. For example, the relevant terms in some European languages – e.g. Finnish *aapinen*, Estonian *aabits* and even more so *abc* and *abc-bok*, used in Scandinavian languages – are often translated into English literally as abc or abc-book. Moreover, in Russian two terms exist side by side: *bukvar* and *azbuka*. While the term *bukvar* in our context is undoubtedly used in the sense of reading primer, an *azbuka*, which can again be translated literally as abc-book, is either a textbook based on an elaborated didactics of reading instruction or a book containing an illustrated alphabet. As far as didactically informed *azbuki* are considered in Russian language literature we have used the term abc-primer in our translations. Every effort has been made to be consistent in translations of non-English titles into English as pointed out in this paragraph, but consistency for the reader of this bibliography certainly ends where titles of studies in English rely on other terminology.

Document scope

This bibliography considers publications on reading primers and basal readers from all over the world written in the perspectives of various disciplines and covering a great number of thematic approaches. No restrictions are made in relation to place of origin, language or quality of content. References to reviews of books and articles are included, added to the respective works. Coverage of this bibliography includes books, journal articles, reviews, selected chapters, working papers, conference papers and proceedings. In addition, Doctoral and Masters' theses are included provided that they have been published. Studies on textbooks in general or on children's books are included in this bibliography only in those cases when they cover primers and/or readers to a considerable extent. In some of these instances short editorial notes are added indicating to what extent the content of the work relates to primers and/or readers.

As a rule (with some exceptions in individual cases) only texts with a minimum of five printed pages are considered. Otherwise no restriction is made on the physical type of works. In addition to truly scholarly studies the bibliography also incorporates references to other types of text, including bibliographies and exhibition catalogues.

Arrangement of entries

Each reference in this bibliography is given in full only once. Cross references are used to identify works in Part 2 of the bibliography which are relevant under more than one heading.

The bibliography has two parts: Part 1 presents studies with a focus on primers and/or basal readers in individual countries. This part is structured according to continents and then countries in alphabetical order. The guiding principle employed to assign studies to a country is the destination of the primers and/or readers considered in these studies. In Part 1, for each country in principle the following groups of studies are distinguished: a) bibliographies, exhibition catalogues, booklets accompanying exhibitions and descriptions of library collections, b) historical studies, c) studies on contents of contemporary primers and readers (in the sense of "contemporary" at the time the study was published), d) studies on illustrations in primers and readers and e) studies on the use and impact of primers and readers in reading instruction.

Part 2 presents works with a cross-national perspective on primers and/or basal readers. This part has three sections: Section 1 presents cross-national historical and comparative studies on primers and/or readers in individual countries (in most cases: in two countries). This section is structured according to countries in alphabetical order, as a rule based on the first country mentioned in the title of the study. In the case of literature of a comparative nature we have added an identifier to each entry consisting of COM (for 'comparative'), the name of the country and a serial number. These identifiers allow for cross references both in the same section, under the heading of the second or third country considered in the respective comparative study, and in Part 1 of this bibliography. – Regional studies – with a focus on the situation in Latin America and Europe – are considered in section 2. Section 3 presents references to literature on primers and/or readers in a global perspective. The first subsection considers catalogues, bibliographies etc.; bibliographical entries in this subsection also have an identifier, consisting of GC (for 'global catalogue') and a serial number, which again allows for cross references in Part 1. The second subsection presents genuine studies, and it is structured according to authors, editors etc. in alphabetical order.

Acquisition and processing of information

Members of the Reading Primers Special Interest Group (RP-SIG) have been helpful to collect bibliographical references and to translate titles of works in languages other than English into English. MANES, the Spanish Centre for School Textbook Research, an institutional member of RP-SIG, has provided substantial support. Use has also been made of bibliographies and databases of school textbook research, especially of the online catalogue of the Georg-Eckert-Institute for International Textbook Research and of MANES databases (BIBLIOMANES).

RP-SIG and MANES are aware of gaps and limitations of this bibliography. The editors therefore look forward to comments and to suggestions.

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List of abbreviations and key to character

COM	'comparative', part of the identifier for bibliographic references to cross-national and comparative works
GC	'global catalog', part of the identifier for bibliographic references to global catalogs and similar works
N.N.	indicates studies where no name of author or editor is given
*	asterisk, used to mark bibliographic references to works of RP-SIG members, preceding authors' names

1. Studies on primers and readers in individual countries

1.1 Africa

Benin

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Botswana

Bibliography

▶ see GC-001

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▶ see GC-001

Cameroon

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Central African Republic

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Chad

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Congo (Democratic Republic)

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Study on the use and impact of primers and readers

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Togo

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Argentina

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Moser, Michael (2004). Koncepcja językowa lwowskiego elementarza "Rusko-slavenskij Bukvar" z 1847 r. [*The linguistic concept of the Lviv reading primer 'Rusko-slavenskij Bukvar' of 1847*], with a summary in Ukrainian. // Zinkiewicz-Tomanek, Bożena; Fałowski, Adam (eds.): *Ukraina. Między językiem a kulturą*. Series: *Studia Ruthenica Cracoviensia*, V. 1. Kraków: Universitas, pp. 65-70.

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United Kingdom

Historical studies

Alwall, Ellen (1991). *The Poet in the Reader. The Selection of Poets in English and Scottish Schoolbooks 1850 – 1974*. Stockholm-Lund: Almqvist & Wiksell (*Scripta Minora Regiae societatis humaniorum litterarum Lundensis*, 1990-1991:2).

Baker, Carolyn D.; Freebody, Peter (1989). *Children's First School Books. Introductions to the Culture of Literacy*. Oxford: Basil Blackwell, xxiv, 254p.

Bates, Rita M. (1997). The English primer – a circular journey // *Internationale Schulbuchforschung*, 19:3, 1997, pp. 249-258.

Butterworth, Ch. C. (1953). *The English Primers, 1529-1545: Their Publication and Connection with the English Bible and the Reformation in England*. Philadelphia: University of Pennsylvania Press, 340 p.

Cagnolati, Antonella (2008). Hornbooks and prayers: textbooks for children in Reformation England (XVIth century). // *History of Education and Children's Literature*, III/2, pp. 59-68.

Twaithe, Mary F. (1972). *From primer to pleasure in reading. An introduction to the history of children's books in England with an outline of some developments in other countries*. Boston: The Horn Book.

This is the first American edition. The first British edition was published in 1963, followed by a revised British edition in 1972. The book also covers ABC-books, primers and children's readers.

► see also: COMP_United-Kingdom-001; ► COMP_USA-003

2. International / Comparative Studies

2.1 Cross-national historical and comparative studies on primers and basal readers in selected countries

Canada

- ▶ see COMP_Suriname-001

Estonia

COMP_Estonia-001 *Laherand, Meri-Liis (1998). Loomariik eesti ja soome aabitsate illustatsioonidel [*The fauna in illustrations of Estonian and Finnish primers*]. Kodu ja kool muutuvast ajast: artiklite kogumik / toim. Jaan Mikk, Inger Kraav, Tiia Pedastsaar (181 - 191). Tartu: Tartu Ülikool

COMP_Estonia-002 *Kalmus, Veronika (1998). Varjatud õppekava eesti ja vene aabitsates [*The hidden curriculum in Estonian and Russian primers*]. Mitmekultuuriline Eesti: väljakutse haridusele. Projekti Mtte-eesti noorte integratsioon Eesti ühiskonnas väljaanne (VERA II), Tartu, pp. 321-333.

- ▶ see also COMP_Germany-001; COMP_Russia-001

Finland

COMP_Finland-001 Varis, Tapio; Heino, Jouko (1969). Aapianalyysi: Suomalaisen ja eräitten ulkomaisten aapisten sisältöanalyttinen tarkastelu [*An analysis of primers: A content analytical study of Finnish and selected foreign primers*]. Tampere: Tampereen Yliopiston Tutkimuslaitos, No 19.

- ▶ see COMP_Estonia-001; COMP_USA-001

France

- ▶ see COMP_Guinea-001; COMP_USA-003

Germany

COMP_Germany-001 *Sroka, Wendelin (1999). Political values in East German and Estonian primers in the 1980s – a comparative overview. // Jaan Mikk (ed.). Värtuskasvatus oppekirjanduses. Tartu: Tartu Ülikool, pp. 97-104.

COMP_Germany-002 Teistler, Gisela (2006). Religion und Kirche in den Fibeln Deutschlands und Italiens während der 1930er und 1940er Jahre [*Religion and church in Italy's and Germany's primers during the 1930s and 1940s*]. // Teistler, Gisela (ed.). Lesen lernen in Diktaturen der 1930er und 1940er Jahre. Fibeln in Deutschland, Italien und Spanien. Hannover, Hahnsche Buchhandlung, pp. 263-278.

COMP_Germany-003 Ullrich, Elmar (1971). Die Kritik an der Kinderwelt der deutschen Fibeln und die Fibeln im Ausland [*The critique of the representation of children's world in German primers and primers in foreign countries*]. // Pädagogische Welt 25, pp. 556-563.

- ▶ see also COMP_Sweden-001; COMP_USA-003

Greenland

- ▶ see COMP_Suriname-001

Guinea

COMP_Guinea-001 Anderson-Levitt, Kathryn M. (2004). Reading Lessons in Guinea, France, and the United States: Local Meanings or Global Culture? // *Comparative Education Review*, vol. 48, no. 3, pp. 229-252.

India

▶ see COMP_USA-003

Ireland

▶ see COMP_UK-001

Israel

▶ see COMP_USA-003

Italy

▶ see COMP_Germany-002; COMP_USA-003

Japan

▶ see COMP_USA-003

Korea (South)

▶ see COMP_USA-003

Mexiko

▶ see COMP_USA-003

Norway

▶ see COMP_USA-003

Russia

COMP_Russia-001: *Sroka, Wendelin (2004). Wo leben wir? Wie sprechen wir? Wie schreiben wir? Zu Konstruktion von kultureller Identität und Differenz in Lese-
lernbüchern Russlands und Estlands der 1980er und 1990er Jahre [*Where do we live? How do we speak? How do we write? On the construction of cultural identity and diference in primers of Russia and Estonia of the 1980s and 1990s*]. // Matthes, Eva; Heinze, Carsten (eds.). *Interkulturelles Verstehen und kulturelle Integration durch das Schulbuch? Die Auseinandersetzung mit dem Fremden*. Bad Heilbrunn: Klinkhardt, pp. 201-228.

▶ see COMP_USA-003

South Africa

▶ see COMP_Zimbabwe-001

Suriname

- COMP_Suriname-001: Klink, Cornelia (2001). Som les vo leri vo lesi – Einige Lektionen des Lesenlernens. Mehrsprachigkeit im Unterricht der Herrnhuter Missionsschulen [*Som les vo leri vo lesi - Some lessons in learning to read. Multilingualism in education provided by the Herrnhut (Moravian) Brethren*]. // Mende, Klaus Dieter (ed.). Vielfalt des Lehrens und Lernens als Merkmal Vergleichender Pädagogik. Festgabe zum 60. Geburtstag von Dietmar Waterkamp. Sonderheft der Reihe „Internationale Beziehungen im Bildungswesen, herausgegeben im Auftrag der Gesellschaft für Vergleichende Pädagogik e.V., Dresden: SFPS, pp. 115-146.
This article analyses primers for mother tongue reading instruction published by the Herrnhut (Moravian) Brethren in mission schools in Suriname, Labrador (Canada), Greenland and Tanzania.

Sweden

- COMP_Sweden-001: Willke, Ingeborg (1965). ABC-Bücher in Schweden. Ihre Entwicklung bis Ende des 19. Jahrhunderts und ihre Beziehungen zu Deutschland [*ABC-Books in Sweden. Their development until the end of the 19th century and their relations to Germany*]. Lund: Bonniers, 411 pp.

Tanzania

- ▶ see COMP_Suriname-001

Turkey

- ▶ see COMP_USA-003

United Kingdom

- COMP_UK-001: Goldstrom, J. M. (1972). The social content of education, 1808-1870: a study of the working class school reader in England and Ireland. Shannon, Ireland: Irish University Press, xv, 226 p.
▶ see COMP_USA-003

USA

- COMP_USA-001 Hyona, Jukka; Destefano, Charles; Hujanen, Heli; Lindeman, Johanna; Poskiparta, Elisa; D'Heurle, Adma; Niemi, Pekka (1995). Primers as socializing agents in American and Finnish schools. *Comparative Education Review* 393, pp. 280-98.
- COMP_USA-002 Zimet, Sara G.; Wiberg, J. Lawrence; Blom, Gaston E. (1971). Attitudes and Values in Primers from the United States and Twelve Other Countries. // *Journal of Social Psychology*, 84, pp. 167-174.
- COMP_USA-003 Blom, Gaston E.; Wiberg, J. Lawrence (1973). Attitude contents in reading primers. // J. Downing (ed.): *Comparative Reading. Cross-national studies of behavior and processes in reading and writing*. New York: Macmillan, pp. 85-104.
This study covers primers from the U.S., France, Great Britain, India, Israel, Italy, Japan, Mexiko, Norway, Russia, South Korea, Turkey, and West Germany.
▶ see COMP_Guinea-001

Zimbabwe

- COMP_Zimbabwe-001 Dube, Bevelyn (2006). Illustrations as vehicles of gender stereotyping: an analysis of selected primary school readers in Zimbabwe and South Africa. Paper prepared for the FOTIM Gender Studies Conference, Pretoria, 17 to 19 January 2006. Thohoyandou: University of Venda, 13 p.
Web: www.fotim.ac.za/fotim_conferences/genderconf/papers/dube_paper.pdf

2.2 Regional studies on primers and basal readers

2.2.1 Latin America

- Torre Revello, José (1960). Las cartillas para enseñar a leer a los niños en la América Española [*Primers to teach how to read to the children in Spanish America*]. // Thesaurus, vol. XV, pp. 212-234.

2.2.2 Europe

- *Sroka, Wendelin (2011). Fibeln und Fibel-Forschung in Europa – eine Annäherung [*Primers and research on primers in Europe – a rapprochement*]. // Bildung und Erziehung 64, no. 1, pp. 23-38.

2.3 Studies on primers and/or basal readers in a worldwide perspective

2.3.1 Exhibition catalogues and bibliographies

- GC_001: Ethnologue (2009). Primers. Index of SIL publications on Primers listed by country. In: Lewis, M. Paul (ed.). Ethnologue: Languages of the World, Sixteenth edition. Dallas, Tex.: SIL International.
Web: http://www.ethnologue.com/show_subject.asp?code=Zprm.
This bibliography lists the primers produced by the Summer Institute of Linguistics primarily in vernacular languages according to continents and countries. Africa: Benin, Botswana, Burkina Faso, Cameroon, Central African Republic, Chad, Congo, Cote d'Ivoire, Democratic Republic of the Congo, Ethiopia, Ghana, Kenya, Mozambique, Niger, Nigeria, Senegal, Sudan, Togo, Uganda. Americas: Bolivia, Canada, Chile, Colombia, Ecuador, Guatemala, Guyana, Honduras, Mexiko, Panama, Paraguay, Peru, Suriname, United States. Asia: Afghanistan, Cambodia, China, Indonesia, Pakistan, Philippines, Thailand, Viet Nam. Pacific: Australia, Papua New Guinea, Solomon Islands.
- GC_002: Timoshenko, Ludmila (1991). Bukvar' – nachalo vseh nachal' [*The primer – the beginning of all beginnings*]. Daugavpils: Daugavpils University Press, 68 p.
- GC_003: Hofer, Adolf; Schweizer, Robert (1984). Kinder lernen lesen: Fibeln aus aller Welt. Ausstellungskatalog [*Children learn to read: Primers from all over the world. Exhibition catalogue.*] Esslingen: Kreissparkasse Esslingen-Nürtingen, 120 p.
- GC_004: Teistler, Gisela (2003). Fibel-Findbuch. Deutschsprachige Fibeln von den Anfängen bis 1944. - Eine Bibliographie [*Primers in the German language from the beginnings until 1944. A bibliography*]. Osnabrück: Wenner, 623 p.
This bibliography covers primers in the German language produced and used in Germany, Austria and Switzerland, as well as in Argentina, Brazil, Cameroun, Croatia,

Czechoslovakia, Denmark, Estonia, France, Hungary, Italy, Latvia, Lithuania, Luxembourg, Poland, Romania, Russia, Slovenia, Ukraine and Yugoslavia.

GC_005: Kiil, Randi; Sveum, Tor (red.) (1994). Bibliografi over Margarethe Wiigs samling av abc-bøker fra mange land [*Bibliography of Margarethe Wiig's collection of primers from many countries*]. Tromsø: Universitetsbiblioteket i Tromsø & Tromsø museum, 107 p.

2.3.2 Studies

Boyer, Ludwig (1999). Lesen lehren international: Ansätze zu einer weltweiten Sicht des Erstleseunterrichts [*Teaching to read seen internationally: Approaches towards a global perspective on beginning reading instruction*]. Wien: Österr. Gesellschafts- u. Wirtschaftsmuseum, 159 p.

Marinšek, Marjan (2000). Prva berila z vsega sveta [*First readers from all over the world*]. // Moje prvo berilo. Velenje: Pozoj, pp. 141-222.

Takala, Annika; Vepsäläinen, Kerttu (1983). Elements of world view conveyed by ABC-books and first readers in different countries. University of Joensuu, Publications of the Department of Education, no. 29. Joensuu: korkeakoulun offsetpaino, 60 p.