
COURT, Joy. *Read to Succeed: Strategies to engage children and young people in reading for pleasure*. London: Facet Publishing. 2011.

288 pages. ISBN-13 978-1-85604-747-0. £44.95 (£35.96 for CILIP members)

At first glance this book appears to cover a relatively broad topic that of the importance of reading for children, reading the information on the back of the book narrows this down further to suggest discussion of reading in a school setting and the role of public library schemes in supporting children to read. The forward, by Alan Gibbons, along with the introduction set the tone for the book giving examples of good practice as well as personal insights from the contributors.

The aims of the book are to highlight the importance of encouraging reading from an early age which in turn assists with social skills and personal development. The book has a bias in that its case studies are based on schemes for encouraging reading in school aged, or even pre-school aged, children; however this works well given the context of trying to encourage positive reading experiences from a young age.

The book encompasses a range of case studies with international coverage and I believe it showcases a good variety of different creative ways to engage young minds in the pleasure of reading, giving examples of low budget as well as national schemes which have more funds available. Whilst the book gives ideas aimed at children, I think there are ideas and suggestions that librarians and teachers of all ages could use or adapt to their own settings and age ranges. Although it is aimed at encouraging children to read, I feel that many of the suggested activities could be adapted for use with reluctant readers of all ages, and therefore the book is relevant to anyone with an interest in reading and encouraging reading, even simply amongst friends and family.

The book is split into thirteen chapters, each dealing with a different case study all of which emphasise the importance of collaboration between different organisations, such as school and public libraries or librarians and teachers. Many of the case studies also stress the importance of becoming embedded in curriculum or policy at local, regional or national level wherever this is possible. The different chapters also give useful statistics and examples that would be of use when trying to predict the impact of implementing activities or events to encourage reading.

Although I work in an academic library my interest in the book was twofold, firstly through trying to encourage students that reading books for pleasure (and indeed for their courses) is something that they can enjoy. Secondly I am involved in facilitating a reading group and potentially changing from an adult group to a younger audience. For me personally the book left me feeling inspired by all the amazing activities going on in the wider library community.

I would recommend this book to anyone with an interest or passion for encouraging reading and readers, some of the chapters will resonate with individuals more than others and therefore I would not suggest reading from cover to cover, instead the book lends itself to dipping in and out of different chapters as

the reader wishes. The book may sit more practically in the realm of public and school librarians and teachers; however I found it inspirational and think that it would benefit anyone with an interest in the area.

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