

READING AND INTERPERSONAL COMMUNICATION

Reading is the safest and most useful means of socializing people; it is the cornerstone of civilization and the most perfect means of cultural and interpersonal communication. There is a direct link between reading and all forms of manifestation of development, economic aspects included. A society that reads cannot be poor. In societies where people read more, they live better and men feel better accomplished, and they fulfill their missions and functions as human beings. In this viewpoint, current global problems, similarly to the past, are not problems of development but of reading.

The developed world is essentially a literary world. Countries suffering from problems of low economic growth cannot keep up to the pace of development without massive reading culture. The relationship between poverty and reading is an indirect, perpetual, and historically proven rapport. Africa is the part of the world illustrating the link between the lack of reading and lack of development. It is the richest continent in natural resources. It is also the oldest continent and the cradle of mankind. It is the land with the most favorable climate conditions for human well-being. There, in contrast to all other continents, there is no winter. There is eternal spring and summer. Africa is also the most durable piece on the tectonic plates of the earth. There are less earthquakes, volcanoes, hurricanes and natural disasters than in any other parts of the world. Even its underground is the richest of all continents. However, it is the least developed continent in the human world. There is no doubt about the capabilities of its people in building civilizations. They are the builders of the European and American civilization miracles, the builders of various richest and most ancient civilization centers in the history of mankind. Great and original Africa lacks nothing to be developed and advanced like other areas of the world, except for reading. Even the little Africas scattered over the world lack nothing, except for the key to development and progress: reading.

It should be emphasized that reading has and will always be confronted with opposition and mistrust. Similar with any fortune and worth and everything precious, reading has been prey to

manipulators, counterfeiter and degrader. The higher the value of coins and banknotes, the greater the attempt of counterfeiters to emit false banknotes; as reading is the cornerstone and gemstone of culture and civilization it has been and will be the target of manipulators. This is quite normal, though not nice or right. No manipulator tries to counterfeit pennies but many dream of counterfeiting masterpieces.

In order for reading to be a gemstone, advisable and beneficial, reading should be free, independent, and free of ideologies. Reading does not have to serve anything because it serves itself. Just like the issuing of counterfeit coins in economy leads to a financial crisis, the proliferation of forged reading leads to the overall poverty of the society.

The confrontation between the two great geopolitical blocks during the Cold War was a confrontation between two methods of reading, rather than between two paths of development. The latest university rankings in the world clearly indicate this situation. None of the university from the countries of the former Eastern Bloc is within the set of the top three universities in the world¹. This is a direct consequence of falsification and distortion of reading in these countries. It is a consequence of misuse of reading to establish and strengthen cults and not to seek and establish culture. The more ideological the reading in the communist eastern bloc was, the more was culture impoverished, and the more was social

¹ <https://www.timeshighereducation.com/world-university-rankings/2018>. This list includes universities from Brazil, Saudi Arabia, India, New Zealand, Singapore, South Africa, Turkey, United Arab Emirates, Iran, Israel, South Korea, China, Malaysia, Uganda, Jordan, Pakistan, Qatar, and Taiwan. The first university from the former communist countries of Europe is the University of Tartu (Estonia) ranked between 301st -350th position. In this ranking, the first university from the eastern European bloc is Lomonosov University of Moscow, in the 199th place. In another ranking of *QS World University Rankings* there is no university from the countries of the former Eastern Bloc in Europe in the top 300 universities. The first to be ranked from this list is the Prague University ranked 317th.

<https://www.topuniversities.com/university-rankings/world-university-rankings/2019>. Likewise, the third-ranked rankings by the Shanghai University of Excellence leaves out the universities of the former Eastern block. Tartus University in Estonia is also ranked here at position 301-400. On the other hand, just under this ranking, the University of Prague is ranked at position 201-300. <http://www.shanghairanking.com/ARWU2018.html>

development stagnated. The more powerful the opponents, the doubters and the counterfeiters of the communist world became, the greater the cultural backwardness, economic decline and social deprivation. Poverty and impoverishment, that Albanians have been experiencing for two centuries and that climaxed with the profound economic crisis of the 1980s and 1990s, and that is languishing from the 1990s, are indicators of a reading crisis. This situation is due to scarce, defective, distorted and blind reading.

An important aspect in assessing the importance of reading in the tradition and culture of a society is the expansion of the concept of culture and civilization beyond the emphasis of the erudite culture and the limitation of civilization in limited, rare and, moreover, discontinuous times of cultural and scholarly erudition. In the Albanian case, the misreading of history led to the idea that Albanians did not have an erudite culture until the beginnings of the use of Albanian writing. The lack of texts written in Albanian until our Common Era does not mean that there was lack of culture, or disuse of the Albanian language as a means of communication and transmission of culture and civilization. Illiteracy in a given language, in this case in our mother tongue, cannot be considered as a lack of erudite culture. Lack of written language cannot be interpreted as a lack of culture. Culture and contributions to civilization may exist even if the written language is not the same as the spoken language.

This view would broaden the range of Albanian culture and civilization, including a large number of works of art and written manuscripts, ordered or sponsored by Albanians, in addition to books or manuscripts written in Albanian. Albanian authors left major works of global heritage written in various Mediterranean and European languages. In this category, there are geographic and cartographic works considered as the world culture heritage by UNESCO, philosophical treatises published and translated into different languages, historiographic works, architectural projects, which can expand and enrich the civilization that is transmitted through works of linguistic and literary terms in Albanian, written in Latin, Ottoman or Greek alphabet.

Thus, we could understand the reasons why we did not use the development of Albanian writing but fell behind and why we falsified and distorted the reading by establishing cults and idols

and not cultivating knowledge and culture. This is the first and foremost step towards development. It is the safest way to walk along and not behind others.