



Chapter Five

SUMMARIES OF COUNTRY PAPERS

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BANGLADESH

At the moment no statistical data exist which reveal the exact present position of the book industry, though it can safely be said that there is a potential market for an indigenous industry.

The Bangladesh School Textbook Board, an autonomous body, is responsible for the publication, production and distribution of textbooks, which presented enormous problems in the aftermath of the liberation war. But during 1972 the Board published and distributed textbooks free at primary level and at 40 per cent of the cost price to those in secondary schools.

The Board has undertaken to produce 40 million copies of 105 titles during this academic session to the 7.5 million pupils at primary schools and 1.8 million in secondary classes. Textbooks on social studies have been re-written to conform to the aspirations of the new country.

The main problem is the production and supply of the books in time. This is one of the reasons why it has not been possible to maintain a high standard of production. Other contributory factors include the dearth of paper, printing ink, type and block making materials, and trained personnel.

As a means of effective distribution the Board and the book trade have combined to use the existing police stations (Thanas) as distribution points. The country now has 414 police stations with two agents each for the distribution of books.

An ambitious programme has been launched by the Government to eradicate illiteracy; to help facilitate the campaigns book vans are needed.

Among other needs are the establishment of local subsidiaries of publishing houses from Britain and other developed countries which could help in the local production of cheaper editions of textbooks for higher education; gift coupons for scientific and technical periodicals for the libraries of universities and research institutions; scholarships for training in book production and printing, and books for the deaf, dumb and blind.

FIJI

In 1971 there were 126,000 pupils in primary schools (about 90 per cent of all children of 6 - 13 attend school full-time), and 19,000 in post-

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primary institutions, representing in all over a quarter of the country's population. Estimated Government recurring expenditure on education for 1972 was a record \$9,444,000.

School books are obtained in various ways -

- i) Primary schools receive allocations of books under the Government "Free Issues of Texts" scheme.
- ii) Additional copies can be bought at cost price from the Government Supplies Department.
- iii) Primary schools also receive an annual per capita grant under the Primary School Libraries Scheme, with which Head Teachers buy books, including fiction, from a selected catalogue prepared by the Ministry of Education, Youth and Sport.
- iv) Government and Grant aided secondary schools receive annual allocations of funds for the purchase of textbooks and also library books.
- v) Local booksellers stock textbooks for direct sale to students.
- vi) A new scheme is being formulated to help primary schools replace basic texts.

The Ministry of Education is establishing a book production unit for workbooks, local readers, teachers' handbooks and activity cards. Up till now some of this kind of work has been printed by local firms, or, in the case of 4-colour productions, printed overseas.

INDIA

The explosion of educational and economic development, and the increase in literacy programmes leaves the Indian book industry poised to make great strides in this, the Second Development Decade. The book industry comprises both public and private sectors working together, represented by the Book Promotion Division of the Ministry of Education and Social Welfare and the Federation of Publishers and Booksellers Associations of India respectively.

In the public sector there are organisations at National and State level to promote and assist production. The National Book Trust is charged not only with popularising the reading habit, but with translating and publishing in multi-lingual editions celebrated works and children's books. The largest public sector publisher is the Publications Division of the Ministry of Information and Broadcasting, which produces for both

adults and children about 200 titles a year, aimed at providing the public with authentic and up-to-date information for general reading and with cultural works. The National Council for Educational Research and Training prepares textbook material which may be translated and adopted by regional textbook agencies. An example of such an agency is the Tamil Nadu Textbook Society, an autonomous body entrusted by the State Government with the publication of textbooks, of which 450 have already been published at college level alone. The 600 private publishers in the State of Tamil Nadu concern themselves with general and children's books.

The strength and also weakness of the Indian book industry is its size, for it is divided into different languages and spread over the various regions. Subject-wise its production figures in 1969 were -

Humanities	11,927 titles
Science and Technology	1,806
School textbooks	614
Children's books	405
Others	12,714

This made India the eighth largest book producing country in the world (42.4 million copies of 14,145 titles were produced in 1970), but even this works out to an average of only 26 titles per million of population compared with the Asian average of 50 titles, while only Rs 360 million or 0.1 per cent of the Gross National Product is invested in the production and distribution of books.

Book production therefore needs to be accelerated to meet the demands not only of the 68.34 million students that are estimated will be at elementary level by the end of the fourth Five Year Plan, 18.46 million in middle classes, 10.4 million at secondary stage and 2.66 million at tertiary level; but also for materials for new literates and for general reading matter.

Among the recommendations made to the Government by the Federation of Publishers and Booksellers are the following targets for 1975-80 - the increase in educational books from the present 16 pages per person per year to 64 pages and for general books from 4 to 36 pages; doubling the production figures of titles to 28,000 and the investment to 0.2 per cent of the Gross National Product, which would require an annual average growth in investment rate of 20 per cent.

In order to achieve these targets the following would be required - the development of human resources by systematic training programmes, particularly through the establishment of the National Institute of Training which is at present being considered; extension of the printing capacity and in particular greater use of offset and rotary presses: short and long term accommodation in terms of the financial

requirements of the industry: free flow into the country of materials, especially paper: the development of the machinery for distribution and expansion of the library system: Government finance to aid the industry, e.g. provision of free reading material in schools: the seeking of international co-operation in the development of paper mills and printing plant.

JAMAICA

The Publication Branch of the Ministry of Education is responsible for the provision of books for grades 1 - 9 in primary and all-age schools. Generally one basic reader is provided annually for every two enrolled pupils in grades 1 - 3, and one for every three in grades 4 - 9. However the ratio of books to pupils varies according to subject areas and grades, and the mathematics course now being introduced, which should be island-wide in 1974, involves two workbooks per pupil in grades 1 and 2. The allocation for books for primary and all-age schools for 1973-4 is likely to be \$408,000 (in 1971-2 it was \$134,400), which includes the production of a language programme for grade 1 and the start of a mathematics series for grade 2.

At Junior Secondary level the Government operates a rental scheme whereby students pay \$5 a year, of which \$1 is refunded if the books are returned in good condition. Students in High Schools either buy their own textbooks or rent them, if the school has such a scheme.

The Jamaica Library Service operates under the aegis of the Ministry of Education and in 1971/72 was allocated \$221,830 for the purchase of books (an increase of some 75 per cent over the previous year) and had 374,910 members. The Jamaica Library Service also runs the Schools Library Service, which selects and buys books for the 68 junior Secondary Schools and supplies about 760 primary and all-age schools with sets of books which are changed regularly. The School Library Service was allocated \$184,503 in 1972/73 for the purchase of books.

Some material has also been produced by the National Literacy Programme, for which a new intensified programme is planned.

Six companies are operating as publishers in Jamaica, of whom the majority are concerned mainly with the promotion of books edited abroad. The provision of books at secondary level is satisfactory, but no completely suitable reading or language programme has yet been produced at primary level.

Local printing facilities, though the quality of press-work and reproduction is high, are not yet suited to book production. Only one printer can sew a book of 160 pages; none can case-bind.

The Ministry of Education Bookstore distributes books to schools and educational institutions (330,313 copies in 1971-72). The Jamaica Library Service buys in bulk from publishers. However retail booksellers play an important role in distributing books to the public. Kingston itself has four large bookshops and a number of smaller ones; there are bookshops in the three other largest towns; and stores in country areas might carry a range of paperback fiction and popular school books. Parents who can afford to buy books for their children are actively encouraged to do so.

MALAYSIA

A young and active publishing industry has emerged since independence in 1957, and indeed most of the 70 or so publishers are less than ten years old. Its existence has been fostered by the reform and restructuring of the educational system, and could be said to be favoured by a growing national economy. However, though credit facilities have been devised and granted for local industries, book publishing has so far been excluded from these advantages. Thus expansion is hampered by lack of capital as well as by the lack of human resources, inevitable in a young industry.

Outside the field of school textbooks, in which the functions of author and editor can be exercised by those who are primarily teachers, there is a genuine lack of experienced authors and translators, and the trained editors to guide them, particularly for books in the national language. The demand for books, particularly at upper secondary and college level, and for general books, exceeds the human resources that can provide them, and the financial resources of the professional organisations, e.g. the Malaysian Book Publishers' Association and the Malaysian Booksellers' Association are not sufficient for the continued administration of training courses.

Book printing is in the hands mainly of about 25 major printers each employing up to five 4-colour machines and a number of smaller presses. Type-setting facilities are varied and there is adequate binding machinery available. All locally-produced books are printed in Malaysia, and in general the work is of a standard comparable with any developing country. However there are signs of strain, and without capital investment it is possible that in the future the printing industry will not be able to cope efficiently with the demands which will be made on it. There is, however, no restriction on the import of paper, which comes from Japan, Sweden, Germany, Australia and Taiwan, while two local manufacturers are capable of producing woodfree and wrapping paper.

Publishers supply the thousand or so retail booksellers in the country direct, at a discount of 20 - 25 per cent for school textbooks and 25 - 35 per cent for general books. The Dewan Bahasa dan Pustaka, however, has nine book-distribution agents in West Malaysia and two in the East.

Apart from schools, who buy seasonally, libraries are the main customers of the booksellers. There are about four hundred of these, mainly school libraries, but also including the recently established National Library, six state libraries, university and college libraries, and rural reading rooms attached to village halls. This number will increase as a result of the Ministry of Education's School Library Programme.

Where practicable, transportation of books is done by road. It takes, however, about a month for books from West Malaysia to reach East Malaysia by sea, and while it is difficult to supply the remote areas of West Malaysia by road, in the East it is virtually impossible. The

Malaysian postal system is a satisfactory one, but the postal rates are less than conducive to the system being used for the transport of books.

In 1970 over 15 million copies of books, mainly in English and Chinese, were imported from foreign countries, most of them educational and children's books from UK, Singapore, USA, Hong Kong and Japan. Some overseas publishers have their own agents in Malaysia or Singapore, while about twelve bookshops act also as wholesalers for foreign publications. In 1969 West Malaysia alone imported newspapers and periodicals to the value of over M \$5,000,000. About ten large distributors of imported magazines sell their wares through nearly 2,500 outlets, large and small, on sale or return.

MAURITIUS

There is a high literacy rate among the population of 900,000, the majority of whom are of Indian descent, but the diversity of languages accounts partly for the difficulty of local book production. The official language, and medium of instruction, is English; the lingua franca and the predominant language for general reading, is French; while Hindi, Chinese and Urdu are among the other languages in which reading materials are required. Education accounts for 1/6 of the current national budget, although at present physical facilities are such that only one-third of the pupils proceed to secondary schools.

Book imports during 1971 amount to - school textbooks CIF value £1025 (just over £700 worth from UK); other books £642.

The selling price of books is generally high. However textbooks commissioned by the Government are lent free to primary school pupils while secondary school pupils pay a nominal fee. There is little choice in textbooks and changes are infrequent owing to their cost to parents and pupils.

Government has in recent years commissioned primary textbooks from local and expatriate authors and entrusted them to foreign publishers. These comprise: English; 3 volumes (published in UK) - French; 6 volumes (France) - Hindi; 5 volumes (India - Geography and Atlas (UK)). The following subjects are being covered and tested out at present: Primary - General Science, Arithmetic, Civics, Urdu, Tamil, Telegu and Marathi; Secondary - History and French. A few local books of fiction have been adopted as set books in some private secondary schools.

There are no publishers in Mauritius, and thus no editors or experienced illustrators. Local writers take their MSS direct to whichever printer quotes the lowest price, and themselves have to perform the functions of publisher and distributor. The Archives Office records the private publication of 88 general books and fiction during 1972.

Printing was first practised in Mauritius in 1767, and the first newspaper appeared in 1773. Today there are 65 printers employing nearly 800 people. Most do jobbing work by letterpress. Four are capable of producing good quality illustrated books and, like the Government Press and the five leading dailies, have machines maintained by foreign technicians or locally trained ones. All machinery and paper are imported.

There are well-stocked public libraries in the towns, and a few mobile libraries. Each school has a library too. There are bookshops in the towns, and in the villages some general shops stock a few books.

The growth of educational TV and radio and the new College of the Air is likely to increase the craving for reading material, as the response to International Book Year demonstrated.

PAPUA NEW GUINEA

As in most developing countries, the original system of education was foreign, and in the main imposed by missionaries, administrators and merchants.

The original syllabuses for the Primary 'T' and Primary 'A' curriculum schools were basically Australian, while the Dual schools used both types to suit the two racial streams of pupils. During the last decade two courses have been published to match the English syllabus, the Minanda Series (Jacaranda Press) and the Pacific Series (Oxford University Press). Up until recently all teaching materials were produced overseas. Orders were collated by the three Curriculum Superintendents and sent to the Department of External Territories, who would call for tenders. This method, and the communication system within the island, were responsible for materials sometimes taking two years to reach the schools.

In 1971 the Pacific Horizons Reading Scheme of supplementary material for Standards 5 and 6 was completed, a non-commercial venture written on a voluntary basis by local teachers. This policy is now being extended to maths, science and language courses. Local printers are now also being employed, and all the materials for the primary science programme (devised under the direction of a Unesco adviser) were printed and manufactured in the country.

The Education Department has a Publications Branch and a Production Centre, which together can produce relevant material cheaply and in sufficient quantities. The Distribution Centre sends the materials to the District Education Offices, who distribute it by air, sea or road to the schools.

SIERRA LEONE

The basic situation has been exhaustively studied by two Unesco consultants, Philip Harris and Douglas Pearce in 1970 and 1972 respectively, and by Clifford Fyle of the University of Sierra Leone. All have reported on the need for books by Sierra Leonean authors at all levels in English and the local languages (there are 14 languages spoken among the population of 3 million), but particularly textbooks designed for the educational system, supplementary reading material with a local background, books for middle-level manpower training, and practical works for functional literacy. International Book Year was seen and taken as an opportunity for the Minister of Education to announce that action was intended to develop local book production.

Most books used in Sierra Leone are imported, though the Sierra Leone University, the Publications Centre of Njala University College and the United Christian Council Literature Bureau publish some books on local aspects in certain subject areas. The Publications Unit of the Ministry of Education published in 1965/66 a Teachers' Guide, a Handbook of suggestions for Teachers and a Careers for School Leavers Handbook; it now regularly produces a Journal of Education, and other items.

"The Ministry of Education is moving towards a system which will facilitate the purchase for primary schools." Secondary school pupils are required to buy their own textbooks, but students in Teachers' Colleges and scholarship holders at University level receive a book allowance. Primary schools also participate in a library service whereby they may borrow one book per child from mobile libraries and retain them for some six months. This, and other library services, are provided by the Library Board.

The lack of local book production facilities with the resulting need to import books with the attendant freight charges and other factors, is causing concern with regard to the price of books in Sierra Leone. It is hoped that this is one of the points which the proposed National Book Development Council will take up. The Council's main method of working will be through the book industry, which it will help to establish and promote. It will not itself indulge in any of the activities which are the responsibility of the industry.

SINGAPORE

The population of about 2.1 million, about a quarter of whom are of school or college-age, comprises three major groups: Chinese (76 per cent), Malay (15 per cent) and Indian and Pakistani (7 per cent). While English is the language of administration, law and government, all four languages receive equal treatment for official purposes and are represented in the mass media and in the education system, in which parents can choose the medium of instruction for their children,

though a second language is compulsory from the first year of school.

The book trade reflects this diversity of language, and is as a result fragmented, publishers (there are 32 members of the Singapore Publishers Association), printers and booksellers tending to specialise in a particular language. In spite of this, the emphasis on education and the relatively high per capita income have made text book publishing a viable part of the industry.

However there is a growing and genuine need for second language supplementary reading material, especially in the Asian languages; for closer orientation of textbooks to the learning needs of the children; and for the provision of children's literature which reflects the Asian rather than Western heritage.

It is Singapore's declared ambition to become an important international printing centre, which it is achieving with the influx of capital and technological expertise particularly from USA and Japan. But the process can be hastened by more systematic training of technicians. At the same time it has been recommended that the National Book Development Council should appoint a Training Board and in conjunction with the Publishers' Association, special training committees, to improve the expertise in publishing.

Bookselling is causing some concern. It is under-capitalised, and the industry is mainly concerned with competing in the textbook field. There are few outlets for general books. Help and encouragement are needed, particularly for the more responsible booksellers.

Singapore is a signatory neither to UCC or to Berne. Local copyright legislation is based on the UK Act of 1911. Piracy is not uncommon, and publishers can only take action under the Trade Marks Ordinance.

SRI LANKA

Though 80 per cent of the population are literate, their reading is largely confined to newspapers and magazines. And the rate of local book production has shown marked fluctuations, e.g.

<u>Year</u>	<u>Number of titles</u>
1961	2025
1963	1383
1964	1488
1965	1129
1967	1534
1971	1545
1972	900

Various factors must be taken into account. About 90 per cent of the titles

have been published by the authors themselves or by co-operatives which are not regular publishers. The Government took over in 1964 the publication of "educational and examination textbooks". The present "slowing down" can be attributed mainly to the severe economic crisis in the country. Foreign exchange restrictions have prevented the importation of machinery, increased the price of ink and severely hampered the availability of paper. The amount of locally-manufactured paper comprises only about one-third of the country's requirements. Of this the Government requires 75 per cent; as a result there has grown up a "black market", resulting in an increase in the price of commercially produced books. At the same time it is recognised that since the Government took over the publication of a certain area of textbooks, the quality of these has improved and the prices reduced.

The languages in which books are published are Sinhala, Tamil and, to a much lesser extent, English. A popular book in Sinhala will sell 6000 copies in two years, though an average printing run is 3000. Only 1500-2000 will be printed of an equivalent book in Tamil.

When the Government assumed responsibility for school books, the private sector was left with the task of producing supplementary books and creative works. Normally the publisher, the distributor and sometimes the retail trader, are one, and the Government entrusts the books it publishes to the private sector.

A big obstacle to local publishing is the cost of type-setting in Sinhala and Tamil, owing to the large number of characters involved*. This can amount to half the price of the published book.

The Sri Lanka Book Development Council is taking steps to encourage the publication of creative literature, to the extent of considering the purchase of a minimum of 2000 copies of a book. And if the Sri Lanka National Library Service Council can implement a broad scheme of buying, publishing of general works can be more fruitful. In 1971/72 only 178 out of 1348 local government bodies utilised the money allocated by the Government for library services.

Although the Sri Lanka Book Development Council has only been in existence for five months, it has already initiated action on several fronts, e.g. postal rates for books; the law relating to royalties; exhibitions and book fairs; translations from Sinhala into Tamil and vice versa; the proposed establishment of a major book depot and inquiry service in Colombo for retail traders; and the preparation of a scheme in consultation with the Government Paper Mills Corporation for paper for books to be more readily available.

***Editor's Note:** it has been estimated that 95 per cent of type-setting in Sri Lanka is done by hand.

WESTERN SAMOA

The first literature in the Samoan language was primer readers printed in 1830 by the pioneering missionary, John Williams. Shortly afterwards the Bible was translated into Samoan, and for the next hundred years or so pastors were virtually the only teachers of the printed word, even when the country became a Mandate and the New Zealand Government established schools. Today almost every family possesses at least one Samoan Bible, and the whole population is literate.

After World War II the need to learn English to pass overseas examinations was recognised, and this factor, combined with the employment of local teachers and leaders, some of them trained overseas, resulted in a general improvement of the standards of the village schools. Government schools were supplied with books in English, printed in New Zealand or in Africa. None were printed in Samoan, which was banned as a language in some top schools. Overseas examination results improved and English became the mother tongue of many people.

This was all very well, but a new generation was growing up which had little appreciation or knowledge of the Samoan culture or language. To offset this, the study of Samoan was made compulsory at all levels in school, and in 1964 a School Publications Division was established to supply reading material in the vernacular which would help in the teaching of language, customs and traditions.

Most of the books published so far are for primary schools - collections of stories, legends, translated classics, songs and poems - and for teachers. There are about 35000 children in primary schools, and the average print run of 8,000 copies at least allows for class sets for all schools. Since the beginning of the project there has been a marked improvement in written work in Samoan.

The Division suffers from a lack of trained illustrators, and also from demands on the Government Printing Works, but special equipment for its own use is on order.