

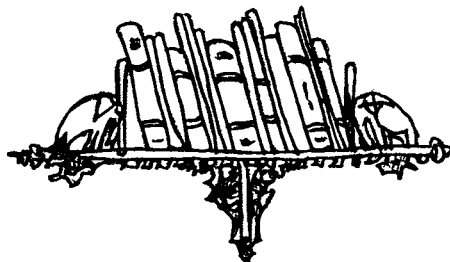


**PRIORITIES
AND
PLANNING
FOR THE
PROVISION
OF
BOOKS**

**COMMONWEALTH
SECRETARIAT**

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Report of the Commonwealth
Asia-Pacific Regional Seminar
held at the India International
Centre, New Delhi, India
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INTRODUCTION

For two decades at least, during which time 26 member States of the Commonwealth have achieved independence, various agencies have attempted, under the general heading of "book development", to encourage and help countries to produce the books they needed to foster their educational aims and policies. But in these countries local production of books has never matched the pace at which the educational systems have developed and the curricula been re-orientated to meet changing aspirations, especially where priority has been given to the use of national or local languages as media of instruction.

The rightful place of books in education (of general and popular reading material, and books for new literates and for children, as well as textbooks at all levels) has never seriously been questioned. But books of local origin are also essential to a nation's social, economic and democratic growth, and some concerted and planned effort is required if indigenous book industries are to be generated, a situation which major book producers of the world too have seen as an inevitable and essential factor in the strengthening of international ties and co-operation.

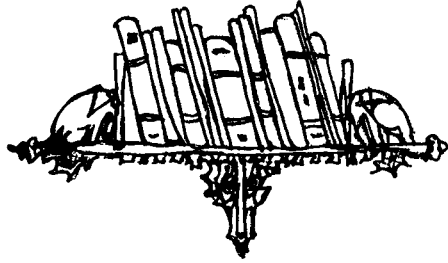
The development or re-orientation of the educational curricula of a nation can usually be devised by means of existing expertise, and administered through existing channels. But the preparation, production, publication, promotion and distribution of the books required to make the curricula effective call for a structure or chain of operations which it has taken even the most highly developed countries years to establish, not always with full success. It is not simply a question of finance, machinery and organisation. A book industry needs also the immediate acquisition of new skills and the application of new judgments in many fields and at many different levels.

Problems such as these were discussed at successive Commonwealth Education Conferences, until that which met in Lagos in 1968 suggested that positive recommendations for a Commonwealth Book Development Programme be prepared by the Commonwealth Secretariat. These were put forward at the Heads of Government Meeting in Singapore in January 1971 which endorsed them and transmitted them to the Fifth Commonwealth Education Conference which was to meet in Canberra the following month.

The first major step after Canberra was the appointment to the Secretariat in 1972 of a full-time officer with special responsibilities in the field of the development of indigenous book industries and the training of personnel for those industries. The second was the Seminar of which this is the final report. In some ways this Seminar was unique - discussion in depth of practical proposals for the creation or

strengthening of each facet of the industry in terms of local situations was combined with a genuine element of training for the participants, while bringing in contact with each other personnel with similar functions but of widely varying experience and from differing local conditions. It would be fair to say that every participant came with something of value to offer, and that all departed with the feeling that something positive had been achieved.

The Seminar could not have been held without the generous financial provision made by the Commonwealth Fund for Technical Co-operation which met the travel and subsistence expenses of participants and by the Commonwealth Foundation which met the travel expenses of two consultants. One must record deep appreciation of the generosity of the Government of India in playing host to the Seminar; the Seminar arrangements were excellent, as was the co-operation of all the officials who assisted. Thanks are also due to our lead speakers, consultants, participants and observers whose contribution helped enormously to make the Seminar successful.



Chapter One

SEMINAR RECOMMENDATIONS

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NATIONAL INITIATIVES FOR BOOK DEVELOPMENT

1. Governments might wish to recognise book publishing as an essential Social Service and accord it suitable priority in their national development plans.
2. A National Book Development Council should be established in each country to co-ordinate all book publishing activities and to advise governments and other agencies on the planning and promotion of a national book industry.
3. One particular Ministry should be designated as being responsible for all matters concerning the national book industry.
4. All countries should aim at providing their school children with the textbooks they require. In educational publishing school textbooks should receive the topmost priority. Textbooks should be prepared indigenously and as far as possible published locally.
5. Further, in order to facilitate freer flow of funds and other facilities to promote indigenous book industries, governments might wish to classify book production and publishing as a priority industry entitled to concessions and considerations afforded to other such industries.
6. Immediate consideration should be given by governments to the reduction or removal of taxes and excise duties on the raw materials indigenously produced and which are used in book production.
7. Governments should also consider the removal of restrictions on the import of all materials used in the making of books, including machines, spare parts, paper, board and binding materials.
8. In order to make books accessible to remote parts of the country Governments should give priority of consideration to the reduction of postal rates on books.
9. Consideration should also be given by governments to the granting of tax concessions to local publishers and authors as is already the case in some countries of the Commonwealth.

10. Public and School Library systems should be established or strengthened as vital components not only of socio-economic growth but also of a viable national book industry.
11. The levy of a cess of some type should be considered for assistance in the financing of library services.
12. Children's and National Book Weeks, Library Weeks, Book Fairs and Festivals should be organised as a measure towards establishing and promoting the reading habit.
13. Study should be given to the formulation, where relevant and advisable, of co-operative societies and professional associations of personnel concerned with the book industry.
14. Governments should use some of the scholarships and bursaries offered by developed countries to train personnel for the book industry and should, in their own national scholarship and bursary programmes, make awards for training in book production.
15. Governments should organise national seminars and workshops for training in various aspects of book production, calling where necessary on the Commonwealth Secretariat, Unesco, and other international organisations for assistance in planning and organisation of these programmes.
16. Any country which does not already have domestic laws governing copyright might wish to formulate these and consider, if it has not already done so, becoming a signatory to one of the international copyright conventions.
17. Countries which have no laws governing the statutory deposit of a copy of all published books in one or more national libraries or centres should enact one: those that have should take steps to enforce it.
18. Governments might consider it advisable to enact necessary legislation to ensure the adoption of international standard book numbering in respect of books published in their countries.

4 Seminar Recommendations

RECOMMENDATIONS FOR COMMONWEALTH CO-OPERATION

Information

1. The Commonwealth Secretariat should establish a Commonwealth textbook reference library of textbooks and supplementary readers in English published for and in the developing countries of the Commonwealth.
2. An annotated and descriptive list along with regular supplements should be compiled from the above and circulated to relevant personnel in governments and other interested agencies throughout the Commonwealth.
3. Any Ministry of Education should be free to request the publisher for two inspection copies of any title listed, for examination as to its suitability for use in its schools or for adaptation or translation, subject to the procurement of the necessary rights.
4. A similar collection and list should be compiled of children's books published in the developing countries of the Commonwealth which are in languages common to two or more countries, e.g. Hindi, Tamil, Malay, Bengali, English, etc.
5. The Commonwealth Secretariat should consider the compilation and publication of guide-lines to publishing in the developing countries.
6. The Commonwealth Secretariat should compile and circulate a manual on the organisation of Children's Book Weeks, National Book Weeks, Library Weeks, Book Fairs and Festivals.
7. Consideration should be given to the exchange of advertisements and book reviews on a bi-lateral, regional or Commonwealth basis, especially those from countries which do not publish a book trade journal.
8. The Commonwealth Education Liaison Committee should be asked to give consideration to extending their Newsletter to contain a regular section on book development in Commonwealth countries.

Research

9. In order to meet their book development policies efficiently and economically, the assessment of printing plant, other production facilities and trained personnel should be undertaken by consultants at the request of particular countries.

10. In order to make available textbooks within the purchasing power of students, further consideration should be given to the integration in certain regions of curricula to enable joint language and/or regional textbooks and supplementary readers to be produced in subjects like science, mathematics and English as a secondary language.
11. Assessment should be undertaken of the viability of establishing national or regional wholesalers in certain regions for the distribution of books.
12. A study should be made of the type-faces and sizes available in the various national and local languages which do not use the roman alphabet, with a view to recommendations being made as to cases in which it would be desirable to design and cast new type-faces.
13. Studies should also be made of the feasibility of romanising certain alphabets to enable standard and regional type-setting facilities to be more widely used; and of the simplification of certain non-roman alphabets to make type-setting easier and more economic.
14. An assessment should be undertaken of type-setting, printing and binding facilities in certain countries which might be made available to other countries.

Training

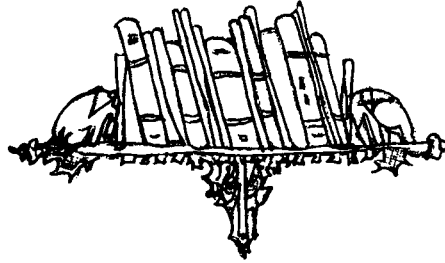
15. The Commonwealth Secretariat should assist in making available consultants to advise on and help in the establishment or improvement of the expertise of the local publications units.
16. Workshops on a national or regional basis should be organised in various fields, of which the following are recommended as priorities:
 - a. Publishing management
 - b. Editing
 - c. Production techniques for publishing personnel
 - d. Book design and illustration
 - e. The production and distribution of textbooks and supplementary readers
 - f. The publication of children's books
 - g. Distribution and marketing techniques
 - h. Bookselling
 - i. The functions of the teacher-librarian
 - j. The techniques of translation and the production of multi-lingual editions

6 Seminar Recommendations

17. The exchange of printing and publishing personnel for in-service training between Commonwealth countries should be encouraged.
18. Further consideration should be given to the establishment of a permanent Regional Training Institute which, with a full-time staff, which would conduct short and long-term courses in all aspects of publishing and authorship, in design and illustration, bookselling and printing technology, as well as conduct research and surveys. For this purpose the Commonwealth Secretariat's draft proposal for a Regional Training Centre (1970) may be re-examined in the light of current needs and resources.
19. Under the Commonwealth Book Development Programme further consideration should be given to the proposed Commonwealth Fellowship Scheme to include the provision of a substitute teacher or research worker to enable authors of school or tertiary level textbooks to concentrate full-time on their task of producing a manuscript.
20. Consideration should be given to the organisation of intensive editing/team-writing workshops designed to produce actual manuscripts of textbooks ready for production.

General

21. Consideration should be given to the establishment of Commonwealth Regional Book Development Councils and a Commonwealth Book Development Council.
22. The Commonwealth Secretariat should be requested to make available, free of copyright, reproduction "pulls" of certain of its publications of value to teachers and other educationists.
23. The Commonwealth Secretariat should be requested to provide governments with details of the scheme for the production of a low cost series of children's picture books in full colour.
24. In the selection of texts for syllabuses in modern literature suitable works of literature from the developing countries should wherever possible be given priority.
25. The Commonwealth Secretariat should investigate the possibility of providing for countries that need it a model copyright law.



Chapter Two

SUMMARY OF PROCEEDINGS

SUMMARY OF PROCEEDINGS

1. The Chairman of the Seminar Dr. S. J. Cooney introduced the co-Chairman, Mr. M. N. Rao. The purpose and objectives of the Seminar were then outlined. The participants were informed that against a background of the various processes, problems and experiences in the complex business of the provision of books, the Seminar would seek to identify specific problems within individual countries in the Asia-Pacific Region, and consider methods of resolving them. Various aspects of book production would be discussed with a view to formulating recommendations which would assist member countries in their efforts to establish a book industry. The report which would be considered at the end of the Seminar would comprise brief summaries of the discussions of the various topics and a list of practical recommendations.

BOOKS IN NATIONAL DEVELOPMENT

2. Various suggestions for a definition of a book helped in pointing out the difficulty of agreeing on a satisfactory definition. More important than a definition was the function of books.

3. While books could function as investment, decoration or as status symbols, this Seminar was concerned with their role in national development. Books were an essential instrument in the education process and education is the basis of national development. Books had a role in cultural development in preserving and transmitting a nation's cultural heritage and values. In social development the role of books was penetrating, as books afford the freest expression in democratic terms of popular views as well as those of dissent and of the minority, thus contributing to political and social maturity and stability. In business, industry and commerce, survival in this technological age was impossible without the aid of books which afforded ready access to information. This was true of all professions and walks of life. In every sphere of national activity books had a vital role to play and the per capita consumption and production of books could, therefore, provide a very real index of a country's economic and social development.

4. The advantages of the book over other forms of mass media like radio and television lay in their endurance, accessibility, freedom of choice, and economy. Other means of mass communication should and

in fact do only supplement and not substitute for books. A judicious combination and co-ordination of books, radio, television, etc., could yield the optimum results.

5. To be effective agents of national development, books must necessarily respond to national needs and interests. They had to have a local genesis and reflect the local environment. Foreign books had a part in keeping nations informed of the culture and thinking in other parts of the world and to keep them abreast with events and ideas. But social change and development could only be set in motion by writers, artists and publishers who could produce books relevant to national needs.

6. As the Seminar would discuss the part played by books in the life of nations, the speaker drew the attention of the delegates to the Charter of the Book sponsored by Unesco and adopted by all the international organisations.

7. In the course of the discussion that followed, attention was focussed on the definition of a book, the role of books as a form of mass communication, the need for the availability of books in remote and scattered areas, literacy and a reading public, the training of personnel, and the role of Government in providing and promoting books.

8. The consensus of opinion seemed to indicate that the length of a book was no true indication of its importance. The Unesco recommendation that a publication must have 49 pages to qualify as a book was unrealistic and would exclude much of children's literature. The other requirements of a book, i. e. that it should have a cover, be published and made available to the public, were accepted.

9. As a means of mass communication it was recognised that books could be effective if they were inexpensive and had an appeal to the masses in terms of relevance to their daily lives and if they were available throughout the country. Further they had to be made attractive in terms of production, presentation and content. Paperbacks were, therefore, the answer to the problem of providing suitably attractive and inexpensive books for the population. A vast programme of publishing required the organisation of a body of authors, a pool of editorial and publishing skills, facilities for printing in terms of plant and machinery, material, technicians, and the presence of distribution channels. There was also need for favourable fiscal policies to assist in ensuring that the products reach the consumer at the price he can pay for them. If it was accepted that mass education and enlightenment were essential for the progress of a nation, then the provision of the means for this was necessarily a social service and Governments had a vital part to play in mobilising resources for this purpose. Analysing various means of mass education, Unesco's Tokyo Conference on Book Production agreed that the book was the most inexpensive form of mass communication. It recommended to Governments the establishment of National Book Development Councils, which could bring the various components of a book industry and the Government together to evolve meaningful and effective programmes. There was

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need to see how far and how well this recommendation had been implemented.

10. The need for adequate rewards in monetary terms for authors and others engaged in the book industry, a point emphasised by Mr. Thapar in his inaugural speech, was reaffirmed. Governments appeared to be more ready to provide funds for the promotion of radio and television than to support plans relating to the production of books. Radio and television have an immediate and effective appeal, and no doubt are invaluable to modern society as a fast means of disseminating information on aids in education.

11. With large numbers of illiterates in many countries, books, as well as the modern media, should be used to the maximum extent possible to spread literacy and knowledge.

12. On the other hand the effect of media on the reading habits of the educated has also to be investigated. Do radio and television lead to a loss of the reading habit? Efforts should be made to encourage people, especially the young, to acquire habit of reading.

13. It was emphasised that a programme of book development in any country should be a joint effort by Government and public. What was needed was Government encouragement, not Government monopoly of the book industry.

14. In the textbook field, the link between book production and curriculum renewal was noted and the importance of the participation of teachers in curriculum development and textbook writing emphasized.

15. The use of national languages was also discussed. It was agreed that a national language policy was desirable, bearing in mind the rôle of books not only as a medium of instruction but also a vehicle for the spread of culture as an instrument of national unity.

16. Most speakers underlined the importance of planning for book development and of training personnel in all aspects of book production.

17. The difficulties of small countries were noted. Some of them would not find book publishing a viable proposition, and often had difficulty in interesting publishers in producing small quantities of special books they might require. Regional co-operation would seem to be the answer to some of the problems of these countries.

Summary of Suggestions

- (i) As they are the cheapest tool for the promotion and development of education, books should command a very high priority in programmes and plans for national development.

- (ii) The provision of indigenous books should be considered as a social service and governments should make available funds for book development.
- (iii) The first priority should be given to the production of textbooks and books for children.
- (iv) National Book Development Councils should be set up in all member countries of the Commonwealth.
- (v) The efforts of authors, illustrators, translators, publishers, printers and booksellers need to be recognised in terms of adequate monetary rewards by those concerned with the book industry and book development.
- (vi) Governments have a dual role as suppliers and promoters. They have to promote books and have to facilitate the availability of raw materials for production of books.
- (vii) Mass media like radio, television and newspapers should in their programmes give adequate publicity to books.
- (viii) Tax concessions, as well as a levy of cess of some kind, can be used to raise funds for establishing a book promotion programme on a national or state wide basis.
- (ix) There is need to educate the public to appreciate the value of books and to promote a reading habit.
- (x) Governmental and private sector efforts in the supply and promotion of books should complement and not compete with each other.

THE NATURE AND FINANCING OF PUBLISHING

18. Before going on to the methods of financing book publishing various aspects of the nature of publishing were briefly looked into. It was emphasised that the romanticism which used to surround the book industry had disappeared and as far as financiers were concerned the book industry had to compete for funds with other industries on equal terms.

19. In the private sector, a publisher has to get sufficient money to enable him to meet the various requirements of publishing, which could be outlined as follows:

- (a) The purchase of premises and equipment,
- (b) The employment of personnel, for example administrative personnel including accountants, clerks, etc., editorial and production personnel, and authors,

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- (c) Acquisition of manuscripts,
- (d) The arrangements for warehousing. It is often not necessary to acquire a printing plant as printing services could be obtained from printing firms,
- (e) Distribution, including advertising.

20. The financing of a book publishing programme is difficult, because financiers are hesitant to lend money for book production. This means that a prospective publisher would have to provide his own capital. Capital is necessary for paying the author and paying the staff. But suppliers' credit could be available for actual printing of books. Most bankers will not lend money against stocks of books held, as demands cannot easily be gauged. Moreover, books can remain in store for long periods and there is the risk of dead stock. On the other hand, banks are happy to lend money against raw materials like paper.

21. Another difficulty in the way of obtaining capital for publishing is the high rate of interest, especially as the waiting period before profits can show could be anything from five to eight years. Moreover, the book industry faces fierce competition and profit margins are very low; for this reason it could be termed a depressed industry all over the world. It does not enjoy the protection of government. Very few countries have taken any steps to protect the industry against foreign competition. The tendency has been to charge high import duties on materials like paper and newsprint, but to let in printed books and other printed materials free of duty. While general books do not yield much profit, textbooks on the other hand are more profitable to produce.

22. In view of the difficulties of financing book production it would appear that government should step in to encourage the book industry. There are four ways in which governments could participate:

- (a) Government could be a publisher. The danger here is that if government becomes a publisher, it might tend to want to dictate the content of the book. Moreover, government undertakings are usually expensive in terms of time, because of unavoidable bureaucratic processes.
- (b) Government could encourage the establishment of co-operative societies in the book field. Co-operatives thus formed should be financed by government to start with and be semi-autonomous in matters of financial control and administration in order to enable them to do their work in a businesslike manner.
- (c) A book publishing corporation could be established with an outright grant from the government.

- (d) Government could establish a machinery for publishing, for example, premises, printing press, printing materials including paper etc., and print books that have been approved either as general books or as textbooks. In this case government will be responsible for paying royalty to the authors.

23. On the basis of experience and performance it was suggested that the formation of co-operatives and corporations would be the best way for governments to support the book industry.

24. In the general discussion that followed the various points raised were examined and it was emphasised that although textbook production was most profitable, efforts should be made to look ahead and encourage the production of general books and cultural books also in order to ensure that books are made available not only for children and students but also for the general reader.

Summary of Suggestions

- (i) In countries which have nationalised their textbooks, there is need for efficiency and accountability of performance in this part of the industry.
- (ii) There is need for favourable discounts to booksellers and for reduction in postal rates in order that books can reach even remote rural areas.
- (iii) Experience in public sector publishing shows that commendable forms of organisation are co-operatives where governments provide the initial share money, and autonomous corporations where again government provides funds but the administration, programming and business aspects of the corporation are carried out by an independent board or body.

THE ROLE OF THE EDITOR

25. Whatever the size or constitution of a publishing organisation, the various editorial functions were the most vital of the process. Attention was drawn to paragraphs 13 to 23 and 36 to 48 of the Commonwealth Secretariat Working Paper on "Training for Book Development" in which the basic functions were described, and to the chart included in the Working Paper which illustrated the stages in the production of a book in which the editor is directly or indirectly involved. (See pp. 56-67)

26. The work of an editor could, and frequently does, start before a word of a book is written. It was the editor's job to establish a relationship with the author in which he could give of his best, and to act as a guide and helper in the planning and arrangement of the material, anticipating any problems that may arise during the actual writing of the book. An editor must understand fully not only the creative process of

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writing, but how each of his authors likes to work. He should not be tied to his desk, but should be prepared to go out and visit authors in their homes or places of work. The author/editor relationship was a personal one, and the better and closer the relationship, and the greater the confidence in the editor that the author has, the better will be the resulting manuscript, especially when it comes to making suggestions as to how the manuscript might be improved.

27. Attention was also drawn to Appendix 5 of the Working Paper, in which specimen training programmes for editors are outlined. Particular importance must be laid on copy preparation, the preparing of the manuscript for the printer. The printer could and would set exactly what he was presented with, and an uncorrected manuscript resulted in corrections and delays at the galley proof stage, both of which cause unnecessary expense.

28. In the discussion that followed the presentation of the paper the problems presented by panel editing especially in the case of textbooks were accepted as being very real. However even there the editor must be the person charged with the responsibility for decision when it was a question of language or communication and also of a subject if it happened to be his line of specialisation.

29. There was need to educate authorities about the duties and functions of an editor. State or national Textbook Boards are often not aware of the editorial function. Many of the problems faced currently by Textbook Boards could be obviated by employing competent editors.

30. It was agreed that the qualities and functions of an editor as outlined by the speaker tended to assume ideal conditions for operation within the industry. In several developing countries the publisher has a very small unit, sometimes comprising only one person, but nevertheless the functions should still be performed by him.

31. There was agreement on the need to recommend to the Commonwealth Secretariat to publish a manual on book publishing which could be a guide to developing countries which are proposing or organising local book programmes.

MARKETING, SUPPLY AND BOOKSELLING

32. First and foremost the emphasis was to be laid on market research. It was not enough just to produce books; the books and the people who need them must be brought together. It was therefore necessary to bring together the editorial, production and marketing functions of the book industry; no one of them can exist without the others.

33. The more precisely one would gauge the prospective market for a book the better it was for the publisher. It was usually inadvisable to print more copies than a careful survey of the market indicated would be required. Different kinds of books called for different techniques

of marketing. For example, producers of textbooks for use in schools would have for a first target not the bookshops but educational authorities who recommend and approve books for school use. Likewise, books for university use should be brought to the notice of professors and lecturers in the relevant subjects.

34. The selling of a book began even before the book was produced. Advance information about the book was necessary; this could take the form of a preliminary blurb, and announcements in an appropriate magazine, advance jacket proofs, etc. Everything possible should be done to prepare the audience for the publication of the book.

35. The library market was a very important one. It was essential to emphasize the importance of the role of the wholesaler as well as of the retail bookseller. Both should be given satisfactory trade terms and the publisher should be generous in the matter of allowing discounts. The advantages and disadvantages of a "firm sale" policy and "Sale or Return" policy were compared. From the publishers' point of view the firm sale was better, but in either case flexibility was necessary.

36. The use of co-operative societies in the distribution of books was recommended.

37. It was useful for countries to do what Australia has been doing over the years with great success, i.e. the organisation of Book Weeks and annual Children's Book Weeks as a way of getting people book-minded. Book Weeks had contributed a lot over the years to raise the standards of authorship, editing, readership, etc.

MARKETING OF TERTIARY LEVEL BOOKS

38. As a further development of the preceding theme, tertiary level books demanded the emphasis of certain types of marketing techniques. First was a careful choice of wholesaler/retailer in view of the fact that the specific nature of the titles plus their high cost in relation to other books required a considerable administrative skill. In the region frequently the bookseller untrained in arts or science had to decide the titles to be ordered for his local academic community.

39. A possible area of Commonwealth co-operation could be the exchange of advertisements which could be helpful in making countries aware of what books are available in the Commonwealth.

40. Where distances are great and hiring representatives uneconomic direct mail selling could be effective as it was comparatively inexpensive, and results could be directly related to expenditure.

Summary of Suggestions

- (i) Governments, in consultation with Unesco and the Commonwealth Secretariat, should negotiate with other countries favourable

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postal and air freight rates for books. Postal rates for books in all countries should also be minimal.

- (ii) Bearing in mind the need to sell books as cheaply as possible and also the need to find ways and means of establishing a healthy bookselling trade, discounts to booksellers, particularly in the case of indigenous books, should be as favourable as possible for them to function efficiently and effectively to promote these books.
- (iii) The establishment of a network of libraries in the urban as well as the rural areas should receive priority in the book development programme of countries. The organisation of periodic book weeks, book fairs, and other book festivals is useful in promoting books and the reading habit.

PRODUCTION TECHNIQUES AND THE ROLE OF THE PRINTER

41. Attention was drawn to paragraphs 49 to 56 and 84 to 92 of the Commonwealth Secretariat paper on "Training for Book Development". Printing is a service industry, and though the printer could be of great assistance to the publisher in recommending methods or techniques which might best be employed in a particular case, it was the responsibility of the publisher to give all the necessary directions and instructions clearly. The printer was entitled to, and would charge for any extra services that he was called upon to give, and adjust his estimate if the initial brief was insufficient or changed while the book was in the process of production. This meant that the publishing organisation must have a person or department with the necessary knowledge of printing technology to give the correct instructions, to work out the most economic method of producing the desired article, and to choose the printer who will give the best service and quality within the budget allowed. The best printer for a job would not necessarily be the one who submits the lowest estimate, and printers' estimates for a particular job often vary widely, according to the particular machinery that he has at his disposal.

42. It was a sign of an unhealthy book industry if a printer, in order to perform his own functions, had to take on roles other than his own, e.g. to install artists and typographers to do or re-do work which is the publisher's responsibility, or, as was the case in some developing countries where there are few or no publishers, actually to handle authors' works direct and distribute them.

43. Economic book production was also founded on an efficient system of scheduling. A correct printer's estimate should be based on his receiving from the publisher the material for each stage in the production of the book on or before the date agreed in advance. One day lost in keeping a schedule could considerably affect the final delivery date, or the quality of the service that he could provide.

44. All these factors applied to Government publishing and printing organisations as much as to those in the private sector. It was unrealistic to take the attitude that because Government subsidised certain factors in the price structure of a book, e.g. overheads, the most economic method should still not be pursued. Even if extra, and unnecessary costs did not affect the ultimate price of the book, these costs were still taken into account when the financial performance of the Government department was analysed.

45. In the discussion that followed, it was emphasised that prompt payment of bills was an incentive to the printer to keep to schedule, and in some cases even payment in advance was seen as an effective means of securing his full co-operation in producing the publication in time. There were creative printers who could advise the publishers. As a principle it was wise to leave nothing to the printer but to accept his suggestions when offered.

46. Costing of print work depended on many factors - one of them could well be the type of machinery used. In some cases the use of the latest machines increased the cost of printing. The production function in an organisation should also be aware of the comparative capacity of machines.

47. As far as possible the functions of the printer, the publisher, and the bookseller should be kept separate as they each required different types of expertise. In the developing countries the publisher was frequently a bookseller or a printer or vice versa; this did not generally lead to efficiency. Inter-dependent as they were the three organs of the industry should develop in their own fields and one should not abrogate the functions of the other two.

48. It was important in developing countries where paucity of funds and trained technical manpower were endemic, to consider the scope offered by intermediate technology. In the case of printing, the silk screen process was definitely economical in terms of initial outlays and training, especially for colour printing. Advanced as it was in printing, Japan still used this process very effectively.

Summary of Suggestions

- (i) Printing machinery in many developing countries was obsolete and replacement was essential. Expertise was required in the selection of machinery.
- (ii) The Commonwealth Secretariat should provide when requested, the services of a consultant to advise on the planning and setting up of a printing plant.
- (iii) Training at the managerial level in the printing industry was needed in order to rationalise existing practices and for it to function more efficiently.

IDENTIFICATION AND ENCOURAGEMENT OF AUTHORS
OF TEXTBOOKS

49. The first point to be stressed was the appointment of the author, for without authors books would not exist, although in some countries publishers now use editors to write books. It was important to distinguish the different responsibilities of the editor as opposed to the author.

50. Four factors were to be borne in mind in attempting to identify an author:- First, that the textbook author was likely to be an experienced teacher who understood both the limitations and the opportunities in a classroom. He was the one who was most familiar with individual differences and examination requirements: second, that the teacher should be an enthusiastic teacher and one who enjoyed the teaching role: third, he should feel the need to communicate with his pupils. If he had the ability to communicate, the problems involved in writing the textbooks were more easily solved for the author: lastly, the author had also to be a person who kept himself up-to-date with recent developments in his field. He should be interested in using library services, specialist journals, etc, for this purpose.

51. Adequate reward should be available to the textbook author, for only then would he participate fully in the project that he undertakes. It was not wrong to stress that certain monetary rewards result from having published the textbooks and not wrong that the author should consider these monetary rewards significant in the writing of his textbook. In developing countries where there is no tradition of writing, the editor had the responsibility of familiarising himself with the school situation, with the teaching profession and of going out to seek the authors.

52. Authors, once decided upon, must be encouraged in all stages of their work. And the first important pre-requisite was that the editor establish a systematic and personal relationship with the author. The editor has got to know the textbook author as an individual with his all problems, and with his all interests, and only on the basis of a close and harmonious relationship could the best talents of the author be brought to fruition. Secondly, the financial arrangements between the publisher and the author must be very carefully explained to the author. Many authors do not know the rewards they can expect or their obligations. Details about royalties, advances, payment for permission to use extracts, illustrations, etc, must be explained. Yet another way of encouraging an author was through provision of services.

53. Often the editor was the person most familiar with the syllabus, competing books and market requirements. This information he should communicate to the author, so that he could write his book in the light of the most reliable information. Benefits apart from monetary benefits

that arise as a result of a successful textbook being published should also be stressed, for example, the possibility of more rapid promotion.

54. In developing countries it was important to try and create a pool of indigenous textbook writers. It was probably true that the need was greatest in writers on science and technical subjects, since science and technology are a major means of socio-economic development. Any rational attempt to encourage authors must be done on a systematic basis and the planning could perhaps best be done by National Book Development Councils. It was often true, that a great many problems were faced by National Book Development Councils, but these problems had got to be overcome with active Governmental support and participation before real progress could be made in planned book development, especially in creating textbook authors.

55. It was suggested in the discussion that one way of creating indigenous textbooks could be through the standardisation of curricula and syllabuses for science and mathematics subjects, as this would allow for books to be written which would have a regional appeal. It was recognised, however, that there were many problems in dealing with standardisation of curricula, for each individual country often had different requirements and different examinations. In order to avoid wastage, co-publishing between commercial publishers and the Government should be encouraged. The problem that would arise where the textbook author selected may not have the necessary linguistic qualifications or sufficiently high level of subject competence was discussed and it was felt that various means could be devised to ensure that textbook writer could overcome these particular limitations, by the use of a consultant working through the editor.

Summary of Suggestions

- (i) Efforts should be made within each country to create a pool of indigenous authors especially in the field of children's books and science books, where there is a shortage of trained authors.
- (ii) Regional Associations should explore the possibility of devising common syllabus and core materials which could be used in more than one country.
- (iii) The National Book Development Councils, where they exist, should be encouraged to play a positive role in the planning and creation of a pool of textbook authors.

CHILDREN'S LITERATURE

56. The type of book discussed was literature for children - a kind of book that a child should want to and will take down from the shelf for enjoyment, for reference, for background knowledge and for discovery.

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57. Fiction has to be regarded as important in education as any other book of fact or reference as it tells us about other people, their cultures, about ourselves and about our responsibility to other people, particularly to minority groups, and also helps us to enjoy the experiences of others. Fiction therefore is education. The second category, factual books, children will use to discover information for themselves. This element of discovery was important as the object of education was not to instil knowledge into a child but, by giving the right type of book, to teach him how to find out things for himself. Having justified the need for children's literature we must use the public and school library services to ensure that books are available to children, as it was through them that children were going to be exposed to books. Often the attractive children's books were outside the buying capacity of the child and this was one of the basic problems of children's books in the developing countries. One answer was the public and school library system which can absorb a majority of each edition of children's book. In many western countries the children's book industry is underwritten by public and school library services, in U.K. up to 80 per cent.

58. The second priority was encouragement to the authors to write children's books. One of the obvious ways of obtaining authors was the provision of adequate rewards, but, what kind of authors did we need for children's books? The best writers for children were going to be and are those who are already experienced writers in other fields. Poets were very likely to be good writers for children because they are used to putting down ideas very simply, and briefly. The best children's books were written from remembrance of childhood. That was why children's books have a universal appeal - appealing to adults as well as children. They cross boundaries of time; they can be translated and are meaningful to children everywhere, for children are the same the world over. Further when considering children's literature we should rid ourselves of the constrictions of vocabulary and age groups. What was important was the interest level, because the child who was interested in a subject often read at a higher level than normal.

59. Language was another factor in writing for children. The language of children's literature need not necessarily and always be restricted to the grammatical language of the classroom for the children's writer had to be free to use language to create his illusions.

60. Dialogue was also very important and it should read naturally. As far as simplicity of language was concerned the best writers write simply anyway. Some limitations of length were necessary so that the author was forced to concentrate on situation, plot and character to the exclusion of long descriptive passages. It should be remembered that children have a great deal of imagination. The author of a children's book should aim to develop this faculty among his readers.

61. Finally the priorities for generating children's literature in a country. One priority is to put into writing myths, legends, folk tales

etc of a country for these give the children the background of their own culture, and these could be written at many levels. The second priority was the story of everyday life, again at all levels. The cultural and social background of children for whom we were writing matters only at the very youngest level, which meant that at other levels translations from other languages are possible. Other priorities should include the provision of children's picture books, more than 50 per cent illustration with running text which complements the pictures and holds them together.

62. Science books were perhaps the greatest priority, and in science books it was important to write in terms of things they could see and touch. Historical books and science fiction need not have high priority. Yet another field was biographies for children. Since children like to read about subjects in which they are interested, the subjects should be chosen with care. There was need for picture dictionaries, not the one which gave the meaning of the word but one which described how a thing worked.

63. Finally the importance of the diagram, the illustration and the chart should be stressed, for the non-fiction writer has to think visually as well as verbally. Illustrations supplement the text and both illustrations and text make up the whole book.

READING HABITS

64. The encouragement of reading habits was of basic importance to the development of book publishing in any country for the simple reason that it created an effective demand. Two things were implied in any discussion on the reading habit. The ability to read implied the existence of an educational system, and therefore literacy; and the facility to read implied a network of libraries. One major problem in providing these was that the potential reading public was often handicapped by the lack of purchasing power. The answer lay in large print runs resulting in low unit costs. But large print runs pre-suppose a large readership which could only come about by developing the reading habit.

65. Various measures could be taken to encourage the reading habit. The most important was developing it at a young age; and the school and home must provide all facilities and encouragement for reading at a young age. Further measures included the use of the book as a gift to children on festive occasions and the encouragement of the reading habit by the starting of children's book clubs. Thirdly a network of libraries in the country should be established. An attempt should be made to see that every school has a library. The idea of mobile libraries in the rural areas with a corner for children's books should be encouraged. Book fairs and festivals have a very important role to play and there should be a special section for children's books in every festival and fair. Finally, it should be ensured that reading was done for leisure, for enjoyment and for discovery, because unless

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developed as an automatic activity, outside the classroom, it would not contribute to intellectual growth.

66. It was pointed out in the discussion that followed the two talks that two major problems were the belief of some specialists that the language used in books for children had to be controlled and that correct language was necessary. Other speakers pointed out that often the school system with its examination bias failed to encourage reading and also that teachers themselves were not interested in reading. It was pointed out that since reading was a habit that could be formed, imitation was necessary and teachers should be encouraged to set an example. Other speakers pointed out that it was not profitable to write for children and therefore various measures had to be taken to make sure that adequate rewards were made to those who took up writing for children. It was also stressed that in some cases, local background was important and that not all children's books produced in one country could be used in another. It was agreed that selection was important.

67. On the question of attractive textbooks it was felt that though children's books have to be well illustrated, colour was not always necessary, and this could mean cheaper books.

68. The meeting was also in agreement that though it might still be necessary for school readers and books in the child's second language to be written by those who were primarily teachers, experienced adult writers and poets could prove an even more fruitful source of the new generation of children's authors.

Summary of Suggestions

- (i) The creation of public and school library system, which can absorb the majority of each edition of a children's book is a necessity for developing countries seeking to encourage the development of education through children's literature.
- (ii) It is necessary to promote, by various means, the creation of a pool of writers and illustrators of children's books in each country so that the children of each country would be reading material best suited to their own environment and characteristics.
- (iii) Some ways of creating this pool could be through the establishment of various sorts of rewards for children's authors and illustrators, and through the organisation of workshops in which those concerned with children's literature could meet and discuss problems and experiences.
- (iv) Further information on a subject in which the writer or performers in authority should be made available nationally and internationally so that authentic material regarding a

country can be produced in books required in another country e.g. a Fijian folk tale written and illustrated by Fijian experts could be part of a book on folk tales of the world produced in Malaysia or India.

GENERAL AND POPULAR READING MATERIALS

69. An examination of the position of general books and paperbacks in the context of education revealed that the most important thing in developing countries was the provision of textbooks, as education had first priority. Therefore, in developing countries, the proportion of textbooks to general and popular books was 70 per cent to 30 per cent, while in developed countries, the reverse proportion was true. But after having met educational requirements for textbooks, the second priority should be for general books and paperbacks, for these also help in manpower development. Therefore, we should attend to the production of an adequate number of general books, their efficient distribution, and the promotion of authorship for these books.

70. The paperback revolution was also a social revolution. Since the prospects of development were very greatly enhanced by the provision of general books, the State should seek to encourage the development of the general and popular book industry. The State should be concerned with the availability of adequate paper supplies, machinery for printing and binding, and should help in creating the situation whereby better distribution could be achieved by means of low freight and postal rates. It was very important that distribution of these books be seriously considered, for only then could a large number be distributed all over the country. One thing to remember in the production of general books was that standards have to be maintained while the price has got to be low, for readers like even cheap books to be of a good quality. This meant that we had to aim at standards which are prevalent in other countries relative to our own situation and, therefore, that what we need from other countries is not so much imitation but inspiration. It was, of course, true that other means of mass communication like radio and television have an important role to play in education, but the book represents stored knowledge and, further, was comparatively cheaper to own.

71. It was pointed out in the discussion that the author of a popular book faced problems different to those of the textbook author, in that he would have to write meaningfully and yet in a popular manner, and that was very difficult. It was agreed that Governments should seek to encourage the development of publishing facilities for general and popular books and that all concerned should explore unconventional avenues for the promotion and distribution of paperbacks and other mass publications. There was also discussion on the prices of books, and all agreed that to ensure the widest possible distribution price was very important and attention had to be given to the various factors of production which would enable price to be reduced. Book Clubs, it was felt, were one useful means of encouraging book distribution and book reading.

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Summary of Suggestions

- (i) Governments and the publishing industry should try to create a more favourable balance between the provision of textbooks and general and popular books.
- (ii) Governments should consider sympathetically the problem faced by general book publishers as regards paper, machinery and distribution.
- (iii) Some form of training should be given to publishers in the development of general and popular reading materials.
- (iv) National or regional seminars/workshops could be held to discuss programmes and to provide training.
- (v) Expatriate publishers should be urged to print as much as possible in the developing countries in order to impart the necessary operative and managerial skills.
- (vi) Efforts should be made to encourage the export of general and popular books from developing countries to developed countries. The two-way flow was beneficial to all concerned.
- (vii) Subsidised programmes like those operated by the National Book Trust of India could be established in countries where no such programmes exist and these should be encouraged as a means of reducing the high cost of books.
- (viii) Book clubs of various sizes and types should be created as a means of ensuring the widest possible flow of books.

BOOKS FOR NEW LITERATES

72. Writing for new literates was different from writing for any other category of learning. The following points should be considered when programming for the production of books for new literates.

73. First was the level of literacy of the group one was dealing with. Books have to relate to the reading level actually achieved by the group.

74. Secondly in literacy programmes the age group was essentially adult. Care should be taken to see that materials produced do not insult the intelligence of the reader. The problem was to produce books containing adult ideas in simple language. The writer must have a clear idea of what has to be conveyed and should give specific information relating to the actual problems of the readers.

75. The mechanics of writing a book required observation of the class at work, discussion of subjects with new literates, intelligent assessment of the level of knowledge already existing among the readers, and constructive criticism of the manuscript by field workers.

76. For reasons of economy and for psychological impact, in producing reading materials efforts should be related to other current programmes of governmental and other agencies operating in the field.

77. Imparting reading and writing skills was not a once for all exercise. It was essential for new literates to continue to be literate. For this, recognition and appreciation of their achievements in the form of gifts of books on suitable occasions and a provision of subsidised literature were necessary. The cost element for these had to be built in at the planning stage of a literacy programme. The content of the books would also dictate whether or not a new literate would continue reading. Books had to be not only functional; they had also to be enjoyable and entertaining. The organisation of literacy programmes was a comparatively new dimension in education. Books for new literates had necessarily to be local.

78. In the provision of reading materials certain broad principles could be learnt through one another's experience. In view of the magnitude of the demand, an impact could be made only through the pooling of resources in terms of money, expertise and production facilities. Periodic Commonwealth meetings of personnel engaged in this field should be useful, but participants should be those actually involved in producing books, not senior administrators.

79. There was need for the establishment of a Commonwealth Literacy Fund which could finance the production of books for new literates.

80. Comments from the participants focussed on the problem of the lapse into illiteracy of not only those who had acquired initial literacy but also of drop-outs from the school system who were now in the vital age group of 15-25. It was recognised that their needs had to be met through suitable literature. The importance of literacy in self-education was reiterated.

81. The session concluded with the recommendation that the implications of a Commonwealth Literacy Fund needed to be examined. The pooling of resources was to be recommended.

Summary of Suggestions

- (i) Books have to cater specially for the needs of the group with which one is dealing.
- (ii) Literature for new literates should comprise a large element of books for recreation and relaxation so that the habit of reading for pleasure is created in the new literate.

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- (iii) Books produced for new literates should be essentially local and immediately relevant to the existing programmes of the community.
- (iv) Free pooling of funds and expertise within the country and between countries is essential. Periodic meeting of personnel is necessary for interchange of experience and information.
- (v) For the production of books in vast numbers for new literates, the setting up of a Commonwealth Literacy Fund should be considered.

TEXTBOOKS AND SUPPLEMENTARY EDUCATIONAL MATERIAL

82. A textbook could be regarded as a standard work on its subject, combining the elements of authority and what the speaker preferred to refer to as "taste" rather than style. The New Zealand Government Publications Branch had developed to match the general feeling of changing authority and the flavour of life which is centred in the home.

83. The taste of the textbook depended less on the writer or artist than on the literary and art editors, on whom the responsibilities rested of satisfying the reader's sympathies through language and art.

84. There was a change in which material was being presented to the reader, particularly in social studies. The tendency today was to offer him the primary material itself, the presentation of which required a researcher rather than a lecturer and extensive advice to the teachers. The material could be in different forms, of which the book is only one; another was the collection or Study Kit, combining various media.

85. When the Publications Branch proposed to introduce a new syllabus or handbook this was generally because of dissatisfaction with what existed. This would result in a meeting of those most closely concerned, and the ultimate production of a draft for testing. Ideally the editor should be brought in from the beginning or at least at the committee stage.

86. The design and illustration were what gave a textbook its immediate attraction. But a textbook was also a literary object - and a really good book would be the joint conception of the team comprising the editor, the art editor, the author, the artist, and those who guide and approve as educationists and users.

87. In New Zealand there is not great reliance on existing teachers as authors of textbooks. Authors are those with some experience of teaching or are authorities in their subject. In-service training is given to teachers in the use of books and the interpretation of the syllabi. A textbook author is nearer to a researcher, especially where

kits of materials are concerned, the advantage of which is that one single item can be changed if necessary. There is paramount importance placed on design, not just physical design, but also on the way in which the material is organised and presented.

88. In the discussion it was suggested that money was not everything in the production of well-designed and attractive textbooks. Given the right printing machine (a two-colour litho press was instanced as being most suitable as well as being economic) a great deal of variety could be introduced on to the page at a cost which was infinitesimal when one was thinking in terms of printing in millions. But above all, quality in this field came from the expertise of the Editor and Art Editor. Economies could also be exercised by control of the planning and execution of the production programme.

89. It appeared that in a number of countries there was a shortage of suitable illustrators, and it was suggested that a list of illustrators in various fields in other countries, as well as writers on particular topics, would be helpful.

Summary of Suggestions

- (i) Money was not necessarily the only factor in providing textbooks of quality in design. One needs the right printing machines, on which technical advice could be obtained, together with editorial and design expertise, for which staff could be trained.
- (ii) Economics in textbook production could be achieved by planning and by careful control throughout all the production stages.
- (iii) The Commonwealth Secretariat should give consideration to compiling a list of illustrators suitable for different kinds of books; of writers on particular topics; and of sources of other illustrative material.
- (iv) The establishment of national standards on certain aspects of book production could settle many basic questions, contribute to cost reduction, facilitate day-to-day operations and generally make for better quality control of editorial and publication mechanics. National standards may be aligned with international standards on the subject wherever possible.

THE ROLE OF PUBLIC AND SCHOOL LIBRARY SERVICES

90. The concept of the book as a common wealth was a useful one and the best way of ensuring that this wealth was extensively distributed was to make it available in libraries, for the social purpose of a book was served only if it was read. Those countries where books were published in large numbers were those where libraries of all types exist. Through extensive purchases, libraries ensured a wide and

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stable book market and it was estimated that as much as 90 per cent of hard cover books published in developed countries was purchased by libraries. Thus we should want to ensure the development of a strong book industry through the promotion of library services.

91. There were various ways in which library services could be developed. It was important for the creation of an efficient library service that there be adequate and comprehensive legislation providing for the administrative set-up and for funds, either through a cess or grants by Central and State Governments. Further it was necessary to have a well defined national library policy of book acquisition for each library and the creation of an integrated public library system allowing for inter-library loan of books. On the point of provision of funds for library services, it should be stressed that demands for subscription and deposit of caution money by library users should be discouraged, for in poor countries citizens were not always able to afford the cost of such subscriptions and were, therefore, denied the opportunity of using library services.

92. Various types of library services could be established. One was the public library. In countries where local administrations were strong, they could be entrusted with the creation of public libraries. One very important aspect of the public library service which needed to be emphasised was that the public library should be a dynamic institution functioning as a community centre and providing a wide range of activities and opportunity for the city. This enabled the modern public library to be more than just a warehouse for books. The public library could also be the centre from which mobile libraries could fan out to other areas.

93. The second category was school libraries, and these were of extreme importance. Unesco had recommended that one per cent of the total expenditure (excluding capital expenditure) on elementary education should be allocated to library services and 2.1 per cent of the total expenditure on secondary education. These libraries should contain more than just books. They should also make provision for audio-visual aids and seek to become educational resources centres. In some areas it may be necessary to integrate public library services with school library services and the best means of achieving this integration should be carefully considered.

94. Another point that needed noting was the function of public and school libraries in the development of social and national responsibility. In most developing countries, democracy was a popular form of government, but democracy depended for its existence on an enlightened and literate citizenry. But unfortunately the educated elite constituted only about 5 per cent of the total population in these developing countries and, therefore, it was of very great importance that public library services should aim at reaching the widest number of citizens. The educated or literate citizen was an important catalyst in economic

development and library services could be considered as contributing to socio-economic growth. Some attention paid to providing facilities for specialists or professionals within the context of an integrated library system would, therefore, aid vigorous socio-economic development.

95. In the discussion that followed, it was pointed out that libraries had to make sure of adequate representation in their collections of books in the local language and in other languages, especially English, since English was the major second language of most Commonwealth countries. It was also pointed out that a start had to be made in providing library services, no matter how small or how inadequate it appeared in the beginning. One participant pointed out that in addition to providing reading material, the library should extend its services to providing extracts, references, documentation and other allied information.

Summary of suggestions

- (i) National library legislation should provide the administrative framework and structure, together with the provision of funds for school and public libraries. Libraries in rural areas merit priority in any programme of library service.
- (ii) The requirement of subscriptions to libraries and the deposit of caution fees should be discontinued.
- (iii) Libraries should seek to have a collection completely representative of the type of books produced in the country.
- (iv) Efforts should be made to integrate public library services with school library services in order to achieve economic use of resources.
- (v) Public libraries should seek to become more than just warehouses for books. They should aim at becoming dynamic institutions, offering a wide range of community services and facilities.
- (vi) The Unesco recommendations that a minimum of 1 per cent of the total expenditure (excluding capital expenditure) on primary education and 2.1 per cent (excluding capital expenditure) on secondary education, should be allocated to library services, should be endorsed.
- (vii) Libraries should make special efforts to provide facilities for professional working people requiring such services, especially those in rural areas.
- (viii) Library service development should be an integral part of national economic planning and must be recognised as one of the major contributing factors to socio-economic growth.

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- (ix) The establishment of statutory deposit libraries was recommended as they were the means of ensuring that there was a source of reference for all books published in the country. National bibliographies could be compiled and made available by these bodies.
- (x) Legislation, therefore, should be enacted creating national deposit libraries. Publishers on their part have to ensure that copies are deposited with these libraries.

PRINCIPLES OF TRANSLATION

96. Introducing the speaker and the subject, Dr. Cooney said that during the last week references had been made to the need for the world's store of knowledge to be made available to as many people as possible, and since much of this knowledge is written in foreign languages, translations were necessary. It was appropriate therefore that this Seminar should discuss the principles of translation.

97. The speaker said that he grew up accepting bilingualism as one of the basic postulates in the field of education, and as a teacher himself, he was dismayed by the present serious disinterest in language study. In the universities effective communication in the classroom and the campus had become difficult except through the local language. Since the mother tongue was not rich enough and the vast majority of the books were in English, the most urgent need was to promote the idea of bilingualism in the university. One of the devices that had been thought of was the production of a bilingual reader as a common textbook for courses prescribed in the mother tongue as well as English.

98. The ideal translator would be a person completely at home in the two languages and in the subject. Talking about the basic needs of translation and quoting from a report on scientific and technical translation published by Unesco in 1957, he said that translation involved much mechanical looking for equivalents of special terms in dictionaries. It was rarely that a word has a true equivalent in another language. Translations were meant to be literary and not literal. A translator had especially to find more than linguistic equivalents, and be imbued with linguistic sensitivity which went beyond syntax and construction. Education must foster this sensitivity.

99. The best introduction to the principles of translation was to study different translations of the same work, and the speaker quoted the example of Rubaiyat of Omar Khayyam. He concluded by saying that in the information field the translation boom had only just started. In the area of creative writing translations representing deeper levels of inter-cultural understanding may come no faster than the willingness of the human race to reach for the goal of one world. In both areas, the translator should be stimulated by the thought that he was making an important contribution to the world traffic in ideas.

100. In the discussion that followed, some questions were raised about how best to popularise a second language. The need for bilingual dictionaries was emphasised. Mention was also made of the need as a prerequisite for the training and development of a pool of lexicographers. It was agreed that translation was a creative art and the real task of the translator was to make the translation faithful to the original and readable. The production of books with parallel texts for school children was useful in promoting linguistic confidence.

101. The difficulty in getting people with the necessary qualifications to be effective translators especially at the university level was discussed. The solution seemed to lie in employing a small team of permanent translators who were also familiar with all the editorial functions. A participant commented that there are greater difficulties in translating books on science and technology than books in humanities and wanted to know whether the translator can be trained for this purpose. The speaker, in summing up the discussion, suggested that translation in the field of humanities was equally, or more, difficult, because of the degree of linguistic sensitivity involved. Those who have this facility and the necessary linguistic experience, could be trained in the principles of translation.

Summary of Suggestions

- (i) The role of the translator was crucial in contributing to the world traffic in ideas and understanding.
- (ii) Translation should be acknowledged as a form of creative writing. In translation what was important was linguistic sensitivity. Translations had to be literary and not literal.
- (iii) There was need for authoritative bilingual dictionaries.
- (iv) Ideally a country should have a pool of lexicographers. Currently a need was identified for the training of lexicographers.

MULTILINGUAL PUBLISHING

102. The latest advances in printing techniques have made simultaneous publishing in many languages possible. The potential this has generated for the exchange of ideas and knowledge on an international scale as well as within a nation - and historically most developing countries are multilingual - has created a new and exciting dimension in publishing. Co-operation between publishers nationally and internationally had made it possible now to provide illustrated books at a price which the average buyer could afford, and at a price that no individual publisher by himself could offer.

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103. Through the sharing of costs on artwork, blocks or plates, and an enhanced print order which in itself offers economies of scale, the individual publisher catering to a small language population has been enabled to place the books in the market at very competitive prices. The benefit of this technique could be particularly valuable for developing countries faced with problems of promoting national unity.

104. There were problems and these were mainly of adjustment and scheduling necessitated by co-operative functions. But these were essential birth pains in any new direction or development.

105. Indian publishers have been aware of the possibility of co-operation amongst themselves as a means of providing books to the public at reasonable prices. The Central Publication Exchange Unit of the Federation of Associations of Booksellers and Publishers was recently established for this purpose. In the public sector the National Book Trust produces multilingual editions of children's books as well as books for adults.

106. In the discussion that followed, various participants pointed out the very many editorial, production, and administrative problems involved in publishing translations. It was pointed out that if an author knew prior to writing that his manuscript was to be translated, this might possibly inhibit the free flow of style. In this connection, the usefulness of doing a master translation in a link language like English was discussed. Another participant referred to a technique whereby translators were given comments on difficult sections and the translations were broadcast and the feed back on the effectiveness of the translation was considered before the translations were produced in book form. The problems of differing lengths of equivalent words and the manner in which the language was written and read and the problems this posed to production of multilingual editions were pointed out, but all agreed that by means of various production techniques these would be overcome. It was also pointed out that in some instances a person with multilingual competence could perform a very useful service in suggesting words not available in the language of translation. Finally, it was suggested and agreed that it would be useful for governments to help to organise National Seminars and Workshops on problems involved in translations and multilingual publishing.

Summary of Suggestions

- (i) Countries which comprise multilingual and multi-ethnic societies were often faced with the problem of national integration. Political and economic stability could be established only through an awareness which went beyond the confines of language and race and accepted the concept of nationhood. Multilingual publishing had a vital role as an agent for the cohesion of disparate cultures.

- (ii) Most language groups do not offer a large enough readership for the economic pricing of books needed. Multilingual publishing offered advantages of economies of scale which could ensure that the costs being distributed over a larger number of publishers, prices of books could be considerably lowered.
- (iii) The areas which offered scope for such type of co-operation in publishing were:- children's books, art books, technical books and reference books like encyclopaedias.
- (iv) The establishment of the Central Publication Exchange Unit of the Federation of Publishers and Booksellers Association of India was a step in the right direction in this regard and it would be useful to receive periodic information on the activities of this agency.
- (v) Governments should help by organising National Seminars and Workshops on problems involved in translations and multi-lingual publishing.

COPYRIGHT AND THE FLOW OF MATERIALS

107. Dr. Cookey gave a short background to the Commonwealth Secretariat's paper on the subject. The need for a paper explaining clearly the meaning and functioning of Copyright had been expressed by several developing Commonwealth countries, and it was felt that an informative paper, written in simple straightforward language was necessary. The paper was commissioned specially for use at this Seminar. It was by no means a final paper; it was a draft for discussion at the Seminar. Dr. Cookey hoped the Seminar had no objection to his having invited Mr. Kanti Chaudhury, the Joint Secretary and Head of the Bureau of Languages and Book Development in the Indian Ministry of Education, to be present at the discussion of the topic; Mr. Chaudhury had attended several international meetings on Copyright and his presence would be valuable to the Seminar.

108. Participants were requested to consider the following questions:

- a) Would it be a help to publish the paper, after any suitable revision, separately as a pamphlet?
- b) Was it accurate in terms of the situations in developing countries?
- c) Was it clear?
- d) Were further additions necessary to make it more comprehensive but still simple?

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- e) Were there any special points in it to which the attention of governments should be drawn?

109. During discussion of the paper, many participants felt that it was both clear and helpful, and that it deserved as wide an audience as possible by being published as a pamphlet by the Commonwealth Secretariat, in which case the following factors might be added - further historical background to the present situation: guidance as to the relationship between author and publisher, and the various rights which are normally vested in the publisher: and a statement should be provided about the practice of photo-copying. The existence of the Indian Government Clearing Centre was also noted.

110. Most members felt that every country of the Commonwealth should observe international copyright, and as a step towards this each country should formulate its own domestic copyright laws. It was pointed out that certain countries whose names did not appear on the list of those subscribing either to the Berne Convention or to the UCC had, on independence, allowed for the fact that any part of their new legislation which did not cover aspects of the former arrangements made under the auspices of the country to whom they were originally attached, was to be regarded as still covered under the original legislation.

111. It was also pointed out that the Stockholm Protocol was intended to represent the aspirations of the developing countries to publish what they needed while still upholding the principles of copyright. Compulsory licencing should, if possible, remain in abeyance and, indeed, a questionnaire had recently been sent by Unesco to all member States asking for further information about the problems they might be facing. However, piracy could be avoided if the terms of publication were made easy to comply with. International copyright was to be respected, as long as it did not mean that works needed in developing countries become imprisoned in the countries in which they originated.

112. One speaker commented on the statement in the Paper which referred to the fact that under the Paris Agreement "there would be no case for compulsory licencing if a copyright proprietor made freely available a translation or reprint of his book 'at a price reasonably related to that normally charged (in the developing country concerned) for comparable works'." He asked if it was reasonable, in the interests of the development of local publishing, for foreign publishers to continue to take advantage of such guaranteed sales, especially where it was possible for a local edition under licence to compare very favourably in price and production with the original edition. He further suggested that authorities at school and college level should be directed to prescribe only editions of books that were locally printed and published. He raised also the question of British and American market rights, which affected also Australia and New Zealand. On behalf of the developing countries anyway he wished to point out that the importing country should be free to obtain supplies from the cheapest source. There

would be, of course, no harm to the interests of the author, and the speaker called upon publishers in the U.K. and U.S.A. to come to an agreement which would obviate a developing country having to pay a higher price for books which were available more cheaply.

113. Another speaker asked that royalty rates for books whose rights were sold internationally might be standardised. The meeting felt, however, that this would be both difficult and undesirable, and that if necessary bilateral agreements on the exchange and flow of copyright material could be entered into and these could be more effective and advantageous. For instance, a bilateral agreement between India and U.S.A. had resulted in over 45 publishers expressing their willingness to make available translation rights to India on reasonable terms, and a similar arrangement had been made by British publishers through their Association for publications to be brought out under Indian Government or State auspices.

114. As far as the remission of royalties was concerned, this often presented problems of foreign exchange. One speaker recommended the establishment of a Commonwealth Fund in Trust for this purpose.

115. Taxation itself on royalties was not felt to be an unfair imposition, however high it might be: what was unfair was double taxation, and inter-governmental action should be taken to avoid this.

116. Mr. Kanti Chaudhury said that historically the concept of copyright was contrary to Indian tradition. Observation or non-observation of copyright was a moral as well as economic problem. Advances in the field of science and technology would make copyright laws more complex than they already were. Xeroxing pages of books and magazines was already an international problem which had led to an international conference.

117. One member mentioned the need for some national archives, which had been removed to Europe by former metropolitan powers, to be returned to the countries concerned so that their nationals would have material available for writing certain books on history and sociology. This could well be true of other countries and co-operation of the metropolitan powers in this regard should be sought.

118. It was suggested that the Commonwealth Secretariat should co-ordinate with Unesco in this field.

119. With reference to national copyright laws, it was suggested that the Commonwealth Secretariat should prepare for the guidance of countries that needed it a model copyright law.

36 Summary

Summary of Suggestions

- (i) Where a country's educational requirements over a given period indicated estimates of a substantial sale of a publication, that country should be given a channel for producing its own edition rather than being required to import copies from the developed countries as suggested in the Paris Agreement.
- (ii) The Commonwealth Secretariat should strongly urge member states, who have not yet done so, to become members of one or other of the two Copyright Conventions, in the interest of its own authors.
- (iii) As a first step to becoming a member of an International Copyright Convention, a country should establish its own national copyright laws, and the Commonwealth Secretariat was asked, with the co-operation of Unesco, to help devise these.
- (iv) The Commonwealth Secretariat should include the following items in its proposed paper on copyright: information about the relationship between author and publisher; an examination of the various rights which are usually vested in the publisher; a statement about the practice of photo-copying and the laws of copyright with regard to this; further historical background to the present situation including major decisions of the Stockholm, Washington and Paris Meetings.
- (v) The Commonwealth Secretariat should consider the recommendation of standard rates of royalties for the payment of foreign rights in different kinds of books.
- (vi) In order to assist countries faced with foreign exchange difficulties, a Commonwealth Trust Fund might be established to help in the payment of royalties where the publisher would pay in non-convertible currency and the Fund undertake the transfer of this royalty in the currency of the country of the original publisher.
- (vii) Agreements should be reached by member states of the Commonwealth whereby double taxation on royalties was avoided.

THE ROLE AND FUNCTIONS OF NATIONAL BOOK DEVELOPMENT COUNCILS

120. The idea of a systematic and planned book development programme was of recent origin, and the National Book Development Council was a child of this idea. A country should produce its own books because such books would have a national approach and outlook, and would reflect the ideas, culture and traditions of the country.

121. A national book industry was a large complex consisting of four partners - author, publisher, printer and bookseller, whose success depends on teamwork. In addition there were auxiliaries like type-founders and paper-makers, and, of course, the consumers, of whom the most important were the libraries.

122. So that each partner could properly play his role, there needed to be a central agency to co-ordinate creation, production, distribution and promotion in the industry. Such a body could also eliminate clashes of interest between partners, and could fix targets and priorities. Whatever the name of such a body, its object should be to stimulate and co-ordinate the publication and use of books as effective tools of development. Its functions may vary from country to country, but the most common were -

- Creation - Encouraging indigenous authors. Ensuring adequate royalty payments. Guaranteeing freedom of expression within the limits laid down by legislation. Running workshops for authors.
- Production - Devising methods to reduce the cost of production. Ensuring the release of foreign exchange for materials.
- Distribution - Streamlining the system by organising proper channels. Developing the reading habit through promotion. Standardising discounts.

123. Other functions included - the creation and strengthening of professional bodies concerned with the industry, for these are a pre-requisite of the establishment of a National Book Development Council: the organisation of training at all levels: carrying out research and surveys: compiling and disseminating bibliographies and technical information: recommending tariff facilities and securing fiscal concessions: advising both the public and private sector on promotion and liaising between the Government and the industry.

124. Such a central agency should not publish books itself, it should be concerned only with promoting them. It should maintain contacts with similar agencies in other countries, from whom might be obtained advice and assistance.

125. Its constitution and composition would vary from country to country. Where there was no private sector of the industry, it would comprise by and large government officials, and the amount of autonomy it enjoyed would vary according to the circumstances. But where there was a private sector, all facets of the industry and all Ministries concerned should be represented. The status of the body would further be enhanced by the inclusion of prominent individuals who had no vested interest, and who could look at the industry objectively.

126. Full sessions of a National Book Development Council may be held only three or four times a year. In the meantime an Executive Committee can look after and execute their policies. But a Council must be re-activated and rejuvenated every 3 - 5 years, after which time it may even need to be re-constituted. The Book Development Board of India was founded in 1967, re-constituted in 1970, and was due again to be re-constituted in 1973. Among its recommendations which have been accepted by the Government have been: tax dispensations to publishers for a period of five years; the setting up of a training institute; reduction in postal rates for books; the launching of a regional textbook scheme; the rationalisation of imports and the promotion of exports; the abolition of the tender system for library buying; multi-lingual publishing; the publication of bibliographies; the organisation of seminars; and preferential treatment to publishers with regard to the import of paper.

127. The discussion commenced with an account of the establishment, functions and progress of the Karachi Regional Centre for Book Development in Asia. Originally founded in 1958 to assist in the production of reading materials for new literates in a few Member States of the region, it gradually grew in scope and activity and was extended to all Asian Member States. The succession of regional seminars, meetings etc., contributed towards Unesco giving serious consideration to overall national book development which led to the Asian Conference on the subject held in Tokyo in May 1966. The Centre has organised many national, sub-regional and regional activities such as studies, surveys, workshops, training courses and seminars over the years on different aspects of the preparation, production and distribution of books. It was also concerned to co-ordinate and assist the efforts of other bodies in the field like ECAFE, the South East Asian Publishers Association, the Tokyo Book Development Centre and the Regional Office of the International Publishers Association in New Delhi, as well as National Book Development Councils and professional associations. Unesco had particularly directed its close collaboration with the Commonwealth Secretariat.

128. Since 1969, when the role of the Centre was reoriented to deal with Unesco's expanded programme of book development in Asia, it has been consistently pursuing the matter of the creation and strengthening of National Book Development Councils. In December 1972 a Regional Seminar on the Establishment and Operations of National Book Development Councils was organised by the Centre in Manila. Twenty one participants from twelve Asian Member States attended. After exhaustive discussion on the actual functions and operations of such overall development councils, covering planning and co-ordinating, a meaningful book development programme, readership development crucial to sustain the book industry, trade, book production and distribution problems, clearing house activities on publishing policies, trade information, training, surveys, statistics and research functions, import-export book trade and miscellaneous operations, a general framework for the Establishment of National Book Development Councils emerged.

129. The Centre was committed to a one-week seminar cum training exercise for Executive Secretaries of National Book Development Councils to be organised in a suitable Member State offering host facilities in the fall of this year.

130. During further discussion the present situation of the National Book Development Council of Malaysia was outlined, and it appeared that at that very moment the Ministry of Education were considering the far-reaching but practical proposals that an expert committee had devised.

131. Among other points raised were: the funding of a National Book Development Council must come by and large from Government sources, which the Government should regard as an investment, but all other professional bodies associated with the industry should also contribute: a Council could and should in many instances act as a selling agent for rights of books published in the country: and that there was need for such a body, or an organisation or series of organisations performing the functions of a National Book Development Council, in developed as well as developing countries.

Summary of Suggestions

- (i) There is need for a National Book Development Council or some other body performing its function in every country of the Commonwealth, developed or otherwise.
- (ii) Governments should regard the outlay of funds to establish and maintain National Book Development Councils as an investment for the future economic and educational development of the nation.
- (iii) National Book Development Councils could have, where relevant, an important role in selling rights of books of its country overseas.
- (iv) National Book Development Councils could urge and remind governments of the vital role played by books in all spheres of life. This importance should be reflected in priorities assigned to book development in National Book Development plans.
- (v) Book Development Councils should be a forum in which the difficulties faced by the book industry as well as governmental or other efforts necessary to alleviate these problems, could be discussed and agreements on action reached.

TRAINING OF PERSONNEL

132. This topic was introduced by the Chairman. He said that during the discussion of the previous topics frequent mention had been made of the need for training personnel for the book industry. If countries were to benefit from the results of this Seminar it might be good to indicate some order of priority to guide those countries which wanted to start a book industry. The guide would be general since circumstances in the various countries differed.

133. The Seminar might make recommendations on the form that the training should take. Various aspects of training could be identified, e.g.,

- (a) Training locally, that is within the country where expertise is required;
- (b) Regional training, where personnel from neighbouring countries are drawn together at one centre; and
- (c) International training, that is, training in another country.

It would appear that by and large training locally was the best. Experts both from the country concerned and other countries could be assembled to provide training for a larger number of people than could be sent to other countries, and at less expense. Moreover, training locally would ensure that the training was geared to the conditions existing in the country.

134. Where problems were similar, regional training had the advantage of serving several countries at the same time. A permanent centre was not necessary for occasional regional training, although it would be necessary if regular courses are to be provided for publishing personnel.

135. There was room for training in countries with developed book industries, provided that basic training had already been given locally. This kind of training could take the form of bursaries to enable personnel to travel to other countries to see the latest techniques in publishing and printing; it could also take the form of attachments to publishers or booksellers or printers.

136. As far as the need for specific personnel was concerned, several speakers reiterated the need for developing publishing skills, and particularly those of the editors, to create the vital link between author and printer. As one put it, "High standards of production and presentation cannot be attained merely by high quality paper and printing; editorial skills have to be developed as much as writing skills if the end-product is to hold the interest of the reader."

137. Mention was made in this connection of the 3-year degree course including book publishing which was instituted at the University of Delhi in 1972, the syllabus of which was outlined in the Secretariat's Paper on Training. A proposal under consideration was the Postgraduate Diploma in Editing, Production or Promotion/Distribution.

138. In response to a suggestion for co-operation between Unesco and the Commonwealth Secretariat the Seminar was informed of the various activities in which the two organisations work in close collaboration. Unesco's proposal for the establishment of a Regional Centre for Training and Research in Book Development in East Africa was noted.

139. Consideration was given to the resources necessary for book development. It was agreed that every effort should be made to persuade governments to recognise the need for developing and financing a book industry. In addition to establishing a National Book Development Council each Government should designate one particular Ministry as being responsible for all matters concerning the national book industry.

140. Assistance could be sought from international bodies like the Commonwealth Secretariat and Unesco. Mention was also made of the assistance that can be received from organisations like the Commonwealth Fund for Technical Co-operation and the Commonwealth Foundation.

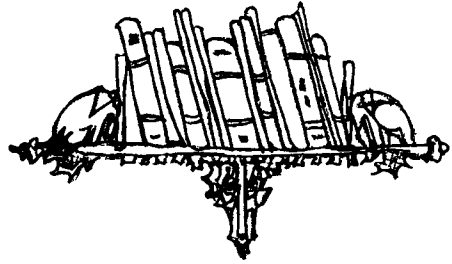
141. It was suggested that technical assistance could be obtained by bilateral agreements. It was recommended that countries which had not yet done so should take steps to establish a National Book Development Council and that Regional Book Development Councils should be encouraged to make co-operation among countries in a region feasible. The Commonwealth Secretariat was asked to look into the possibility of establishing a Commonwealth Book Development Council.

Summary of Suggestions

- (i) There was need for counter-parts to be trained who would in turn be able to conduct training at the national level.
- (ii) It was more effective to get people already engaged in the book industry to train on the job than to train new recruits. In this respect the importance of linking local training with local industry was underlined.
- (iii) It was felt desirable that wherever possible, high level training institutes should be established. These institutes should, in addition to training personnel, undertake surveys and research into the problems of the book industry.

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- (iv) Several speakers mentioned the need for information regarding facilities for training. Countries should feel free to write to each other offering or requesting information and the Commonwealth Secretariat should through its publications make information available to all countries.
- (v) It was generally felt that local training was the best solution to the provision of personnel. It was important, however, before any actual training started, that both the trainers and the trainees have a clear understanding of the objectives of the training course.
- (vi) Basic style manuals for general and technical writing and editing were essential for training as well as for professional use. As these would help in the establishment of national standards they merited priority of attention of publishers and governments.



Chapter Three

CONTRIBUTED PAPERS

BOOKS IN NATIONAL DEVELOPMENT

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One of the first achievements of the International Book Year was the framing of a "Charter of the Book" on a world-wide scale. Adopted by seven international organisations professionally connected with books, the Charter outlined the treatment which should be accorded to books commensurate with their vital role in society.

Education - A Basis for Development

Education, which is the primary function of books, is the basis for all development. Education is the basic investment in human beings and, therefore, the most essential factor in human progress. Investment in people is the most effective way for a society to develop since it helps produce conditions essential to successful modernisation.

That education is the basic capital investment that pays a nation rich dividends in the long run is a truism nowadays which no one can deny. But in order to lay the foundations for modern development, education has to be oriented to manual and other vocational training and also to self-education. This is not to undermine the importance of what Prof. Robert Escarpit in The Book Revolution calls the "literary books", for man does not live by bread alone. Non-utilitarian books like poetry, fiction, are both a means and an end. They inspire and entertain and develop the reader's personality. But three-fourths of the total world titles to-day consist of "functional books" which inform and educate and are the main factor in the growth of modern society. These books enable us to keep pace with new technological advances and provide an opportunity for learning new skills or perfecting older ones.

Books - A Basis for Education

"Books remain essential tools for preserving and diffusing the world's storehouse of knowledge." Thus begins the Preamble to the Charter of the Book, Article II of which emphasizes that "in an era of revolutionary changes in education and far-reaching programmes for expanded school enrolment, planning is required to ensure an adequate textbooks component for the development of educational systems".

Relationship of Books with Other Media

Despite the rapid strides made recently by other media of mass communication, the book continues to remain the most essential tool of learning; radio, television, film and other audio-visual aids have their own

supporting role in education. But they are a supplement, not a substitute to books. For a while it was thought that with more enjoyable and colourful transmission of knowledge these media had "an agreeable consumption" and might therefore have an adverse effect on books. But this fear has turned out to be unfounded since they only whetted people's appetite for more information and knowledge and further stimulated the urge for reading.

It is true that radio and television, by their very nature, can easily reach simultaneously a larger number of people than books. But they are much more expensive than books. Again the knowledge acquired exclusively through instant media is transitory and superficial. It goes as easily as it comes. Books convey information of a high order of complexity with more penetration than the audio-visual aids. Reading a book engages and occupies an individual far more deeply than listening to the radio or watching the movie or the television; hence the retention of the information conveyed is more enduring. In other words, the book serves basic, advanced and continuing education in depth in a way in which radio, television and other mass media cannot. Books have also the quality of standing merely on their intrinsic worth. As rightly pointed out by Thomas J. Wilson, former Director of the Harvard University Press, "Of all the major means of communication, only the book and the motion picture are financed entirely by the price which the purchaser pays for the product itself."

Books, however, can be a source of maximum benefit if their use is judiciously co-ordinated with other media of communication and audio-visual techniques and devices. In the world of today, none of these media can yield optimum results if it is utilised to the exclusion of others.

Books and Human Development

In his "Guide to Book Publishing", Datus Smith compares the book industry of any country to "a small switch that can set in motion and control an enormous machine or an electrical system carrying power to remote areas". This brings out the important role which the book industry, capable of being organised with small investment, plays in the overall development of a nation. We have already discussed how books are the principal instrument of education at all levels. We shall now see the invaluable contribution of books to cultural, social and economic development.

Books are an imperishable treasure of the wisdom of mankind through the ages. In the words of Thomas Carlyle: "All that mankind has done, thought, gained or been; it is lying as in magic preservation in the pages of books." They serve as a repository and means of preservation and dissemination of the cultural heritage of a people. The poetry and drama, the legends and epics, the traditions and values, the history and philosophy, the religion and mythology of a people, a society, a region or a period are all embodied in the pages of books, which transmit them faithfully from one generation to another. Books are the ambassadors of the cultural genius of a nation. No country can build up a national culture without the strong foundation of good and abundant books.

The social importance of books is too obvious to be emphasized. In responding to social needs, books are the most penetrating and free means of communication. The primary social function of a book is to inspire, inform and entertain. Beyond this, its larger purposes are to ensure freedom and diversity and contribute to social growth and political stability. Because of its independence from the advertising revenue and political influence with which the other media of communication are often menaced, the book is a true vehicle for the new, experimental voice and for the expression of minority views, dissent and criticism. No advanced society can function, and no less developed society can advance, without making a major, intensive use of books.

Books are also an indispensable instrument for the economic growth of a country. This is particularly true of the modern technological society which makes intensive use of the latest scientific and technical know-how contained in functional books. These books are the major means of providing readily accessible and vital information in the crucial developmental fields of science, engineering, medicine, agriculture and industry.

We therefore conclude that books play a vital role in cultural, social, economic and hence in human development. If we look at the largest book producing countries - U.S.S.R., U.S.A., U.K., West Germany and Japan - there would appear to be a direct positive correlation between book publishing and social and economic welfare. Thus the quantum of production and consumption of books is a very good index of a nation's general stage of overall development.

Promoting the Indigenous Book Industry - Significance and Need

Despite its overwhelming importance as an indispensable means for human progress, a great quality of the book industry is that it requires only limited capital investment and is capable of efficient organisation in small enterprise. Even in a developed country like the United States, book production and distribution represents half a per cent of the gross national product. In Japan it is about one per cent and in India it is only 0.1 per cent.

Foreign books are useful for many purposes during an interim period and for some purposes for ever. They present a world view and give an insight into the culture, the thinking and the achievement of other countries and thus broaden the mental horizon of the reader. Foreign books also help the indigenous book industry in its efforts to publish its own books. They have a special role in the present technological civilization and rapidly changing world by keeping us in touch with new advances in the fields of science and technology.

In order to be useful, books must respond to actual needs and interests of the readers. It is only an indigenous book industry that can reflect local ideas, culture and traditions. The nearer the books are calibrated to the needs of a specific country, the more effective they become as instruments of development. A book industry cannot be prefabricated and laid on from abroad if it has to suit the specific requirements of a nation. It is therefore a nation's own thinkers, writers and artists who can produce books that can enrich its culture, fit into its

educational system, narrow the gap between its intellectuals and the common man and ensure a speedy availability of books to meet its changing needs and environment.

Role of Government

Such being the importance of books, it becomes the bounden duty of every government to ensure adequate supply of books needed by its people. Government can achieve this objective by playing a dual role of publisher and promoter. As publisher it can assume direct responsibility of providing suitable textbooks and supplementary readers for its children and adult neo-literates at a price that they can afford to pay. Few private publishers in the world today have the resources to bring a whole generation of ideal educational literature within the reach of the common man. This means that the educational authorities charged with the transformation of educational systems must involve themselves in one form or another, in the fulfilment of this national need. According to an official agency of the U. S. Government, "Even in the most affluent societies, such as that in the United States, it has been found that the financial capacity of children, or of their parents, to provide the books required for their proper education is not adequate to meet basic needs" and "about \$400,000,000 is expended annually by public authority to buy textbooks and school library books for elementary and secondary school children". Pleading for the provision of adequate funds in every education budget for the purchase of books, Dr. Malcolm Adiseshiah, formerly Deputy Director-General of Unesco, in his Sital Primlani Memorial Lecture last year revealed that "this provision of the essential tool of education is not only the characteristic of socialist countries..... it is the normal practice in all countries where education is effective and truly universal." The State intervention for the provision of adequate school textbooks and library books is even more necessary in developing countries. The nature and extent of government involvement are not however rigid and should be viewed realistically in the light of national needs and available resources. Beyond selecting and purchasing textbooks for schools and libraries, they may range from the improvement of the necessary instructional materials through research and editorial development to direct publishing and distributing monopoly. In the opinion of Miss Barbara Ward, the well-known British political economist, State intervention is a real and present factor in countries at the lower and intermediate stages of economic growth. But "this must be considered an expedient, short range solution, because unless a State is prepared for, or elects to risk educational totalitarianism, textbook publishing must ultimately be diverted to the private sector, which would not otherwise fulfil its social mission."

Another important function of government as publisher in a democracy is to bring to the notice of the people the problems that face the country and to inform them what government policies and programmes are. Here again the involvement of government does not end with mere informing. In the present dynamic world when a nation progresses, the nature of its need for printed material also changes. The concept of publicity, indeed the whole meaning of information, becomes deeper,

wider, and more sophisticated. So the facts in a government publication need not necessarily be restricted to statistics and reporting about development and current problems of a nation, but can extend to imparting to its citizens and to the world outside a genuine understanding about its land and the people, art and architecture, history and culture, philosophy and traditions, to the extent that the private sector is unable to achieve.

Lastly, it is also government's responsibility to publish or assist in the publication of research monographs and scholarly material, which it would be uneconomic for the private sector to undertake. There is a vast scope of such publications in any country in developmental fields like education, science, agriculture, industry, natural resources and so on.

Government as Promoter

No less significant is the role of government as promoter of books. Book publishing is a complex industry the development of whose infrastructure depends upon government support in a variety of ways. Government can help the industry by identifying and encouraging creative writing; ensuring adequate supplies of essential materials from indigenous sources or from abroad, like paper, printing and binding machinery; organising training courses and seminars for book personnel to keep the industry abreast of the latest developments in the skills and techniques of book production and distribution; establishing a network of libraries, including book mobiles; reducing postal rates for books to promote their widest circulation; providing financial incentives like special tax dispensation and proper credit facilities to the book industry; making people book minded through regular book exhibitions and schemes for the promotion of reading habit specially among children; releasing periodically an up-to-date national bibliography and select lists of titles on special subjects like science and technology and juvenile literature; undertaking research and surveys on a national level relating to various aspects of publishing and marketing of books and making the results available to the industry and the national planners so that book production and distribution are integrated with the national development plans, and by guaranteeing the freedom to read with, of course, due regard to copyright and national interests. The promotion of a book industry is not difficult because its claims on the resources of a nation are modest. As it is, the industry already exists in one form or another in the developing countries. It is therefore easy to stimulate and aid expansion of those of its areas where promotion is urgently needed without waiting for the integrated overall development that an ideal national plan should prescribe.

THE NATURE AND FINANCING OF PUBLISHING

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I propose in this talk to focus attention on the problem of financing the publishing business, in the private sector and thereafter in the public sector. The emphasis will be based on experience in India which is basically the experience I have, but I also will include the experience I have acquired in the course of my research work on the industry in the United Kingdom and the United States of America.

What are the financial implications of the publishing business in the various sectors? I have heard a lot of talk about books and how they cannot be compared with other commodities. So far as the financing of books is concerned, it is the same as for any other commodity. In the book trade, the romantic approach is wrong, and the unfortunately high rate of demise in the book business is due to an inadequate appreciation of the financial problems right from the initial stages.

What I propose to do is first to outline quickly the publishing process and analyse the types of financing for the various processes. What has one to do if one wants to start a new publishing house? As the first step, any sort of publishing activity would require finance for setting up office premises and for the purchase of fixtures and adequate furniture for the office. Inevitably personnel are required to get the organisation going. Under personnel, you will require the normal administrative staff which in publishing is exactly the same as in any other industry. You would need accountants, clerks, stenographers, messengers and packers. On the other hand, you also require skilled editorial help in the context of conducting the business and this is quite difficult to get.

Thereafter, assuming that your organisation is set up, you would have to spend money on editorial services and manuscripts. You would locate, examine and assist the authors, would edit the manuscripts and after the manuscripts have been produced in book form, you would need the warehouse in which you stock the printed copies, so that the physical facilities for this would have to be identified well in advance.

Now supposing you have put up all these facilities for a new publishing house, if you get the manuscripts, quite a lot of time goes on the editorial effort to improve them. When the manuscript is in its finished form, the next step lies in manufacturing the book. Most of the publishers do not have their own printing and binding plants. The publishing industry is distinct from the printing industry and does not have to invest in printing machinery. Some publishers do put up a printing plant. Now the only point in relation to the production process which is important from the financial angle, is whether publishers supply the raw material,

*This is an edited version of the transcript of an extempore talk given to the Seminar.

namely, the paper and binding materials. This may require carrying of a large inventory of paper, etc. Many publishers cannot have this inventory and have to depend on the printers to supply the paper, in which case the cost rises to the extent the printers load on a certain margin of profit on the supply of the paper. You will have, therefore, to bear the increased cost against the saving which you may effect by not having to lock up your capital in the inventory of paper, binding materials, etc.

The production process itself takes quite a long time. It involves spending a long time in reading the proofs of the manuscript, not once but at least thrice. One has also to bear in mind that the initial preparation of a new manuscript for the press involves time and labour. I would like to emphasise that the lead time for producing a book is very long. One has to accept that even recouping the investment in the initial stage takes much time. Accepting the built-in difficulties, if the book is printed, you have the problem of releasing it and distributing it to the book trade, to the wholesalers and retailers, which involves large investments in sales promotion. The problem thereafter of recovering payment from booksellers is also a headache of the book trade. You will always carry a stock of books, because most publishers print sufficient copies for at least 18 months to three years and it generally takes 18 months to three years to sell out the whole edition. The inventory is always a great problem, because this is a most risky business and because of the nature of the business, I would say that it is not possible to avoid dead stock. Dead stock is a common problem of book publishers.

Now let us see how book publishing can be financed. Here again differences in financing exist, depending on institutional arrangements and the banking facilities available in various parts of the world. It is quite clear that to set up a publishing business initially, a certain amount of fixed capital is necessary for such purposes as purchase of furniture and fittings and equipment. In many under-developed countries it is difficult to find finance for this type of thing. In the developed countries like the U.K. and the United States, it is easier as there are hire-purchase agreements. In the under-developed countries however, it is the publishing company or firm that is required to pay for these facilities.

Even when you have these facilities, you will find that the cost of administration and even warehousing is very heavy from the very start. In the beginning, it will take at least a year and a half before one can hope to see any financial return on your investment. The cost of administration and editorial services will be a major burden in the operation of the business and there must be adequate planning to provide for it. So far as financing advances to authors is concerned, no bank will lend money for this purpose. However, after the manuscript is ready, and the fixing of the printing programme has been planned, it is possible to use some suppliers' credit. The printer generally gives two to three months' credit after he has delivered the books to the publishers. Let us suppose we print 2000 copies. If we can sell 800 copies, then we may recoup our printing bill. But it does not leave enough margin for your editorial and administrative costs which have

to be recouped once the business has been running for some time. After the publishers place the books in stock and release them, there are three problems of financing. Firstly there is the problem of giving of credit to wholesalers. Here it is the banks which often finance this credit, provided the distribution is in large shipments. If you sell 400 or 500 copies per shipment you can draw bills of exchange and bankers will advance the credit, but of course charge interest.

Since the demand for different titles cannot be gauged accurately and as dead stocks can be large, banks are very nervous about giving loans on the security of published books. It is a very real problem, and the financing of an inventory of books even on a marginal basis by financial institutions becomes a very difficult proposition. Therefore, in these circumstances, the need to use your own capital becomes even greater.

Then there is the problem of financing paper and raw materials if you are supplying them yourself. Every banker is happy to lend against paper, provided it does not deteriorate. The credit needed for the publishing business can be got from banks, but there are certain outlays which are non-financeable, some of which I have already mentioned.

What should be the ratio of borrowings to equity capital in a publishing business? In under-developed countries, the attitude of well-meaning publishers is that they should invest little money of their own. This is very risky. Since the gestation period is long and as stock accumulation is often large, and further as this is not a business in which profits are great, a high level of debt or a high level of borrowing means a larger interest payment burden. And it is important to remember that this amount is not easily recoverable, and very high interest charges often cause losses.

The next point when you start a publishing company is how many years will it take you before you can pay some dividend to the shareholders, or have some profit on your own investment? In America, I find that the waiting period is as long as seven to eight years. There is a long waiting period in England, say, five or seven years. In some under-developed countries, however, the waiting period may be shorter. The point that needs to be firmly re-emphasised is that the gestation period for the publishing industry is long, because of the inherent structure of its operations.

In India, whatever I have seen of book publishing indicates that it is a super-depressed industry and it is necessary to ask oneself why it is so and why its profits are low. One often finds the publishing company working for years, either at a loss, or on a 5 or 10 per cent profit margin on the investment. This low profitability of the industry is internationally prevalent. For instance, in America hundreds of publishing houses are started because it is believed that publishing is an easy business. But the failure rate there is also appalling. In India, one of the reasons why the profitability is low, unlike other industries, is that publishing does not enjoy the protection of the government, though almost every other industry enjoys such protection. It would be fair to say that this is one reason why in the developing countries the book publishing industry has not made progress. The Government of India, like Governments of other under-developed

countries has not the moral or political courage to protect the local book publishing industry against competition from abroad. Most raw materials like paper and binding cost less in the advanced countries than in under-developed countries, because these raw materials in the latter countries are subject to stiff local taxes or import duty. To start with, the cost of the indigenous raw materials in India is much higher and yet the books manufactured abroad are allowed to be imported duty free. It is almost impossible therefore for the local publishing industry in the developing countries to compete on the basis of cost. If the Governments place an import duty on books, Unesco will create an uproar and we have not the courage to deal with this problem. Also most publishers in developing countries are too small to arrange for international marketing in which economies of scale can operate. It is basically these structural and historical factors that keep the sales low.

Let us think of the comparative profitability of book publishing in relation to other industries. The flow of capital is ultimately determined by profitability. Now one finds, for the reasons set out earlier, that in most developing countries the profitability of other industries is much higher because these industries are invariably protected by the Government. Two other generalisations can also be made. In the first instance, it may be said that in the context of profitability the textbook business is more profitable than the general type of book business. One can also generalise on equity capital coming into the book publishing industry -- it is not going to come easily under these circumstances from the public.

Now this brings us to a few salient points connected with the book publishing industry in developing countries. There is a very clear need for State financing. But this may result in the nationalisation of the book industry as a whole. Frequently the idea is floated that the book publishing industry can plough back its capital. But you can plough back something only if you possess that thing! If there are losses only, you cannot plough back losses! In India, we have been able partly to recognise these difficulties. But we have not been able to tackle the fundamental problem. We have been able to persuade the Government to give substantial income tax relief to the publishing industry. But the tax concessions have some value only if there are substantial profits. However this is a step in the right direction. Most developing countries should consider granting such tax concessions to the publishing industry.

Most public sector publishing in the developing countries is in relation to school books. Sometimes State Governments undertake this activity because this is undoubtedly a sector of the industry where the sales are maximum and the profits are the highest. They have been taking over school book publishing under the guise that they are helping the school children. How is this publishing sector organised? In some States, school books are published by the Government and financed like other Government Departments. Then there is the co-operative society structure in which the Government pays in some initial money, resulting in the society becoming self-financing. Then there are the state publishing corporations. In some States, the Government forms a separate company under the Companies Act and allows it to operate. A final structure is one where the Government creates the editorial

materials and then allows private publishers to publish the books on a royalty basis. These are the basic structures of the school book sector. All these involve public money. How much more public money they require depends on how efficient they are.

Now coming to the college sector, throughout the world the Universities have their own presses. This involves use of University funds. Then there are the so-called subsidy programmes for producing college books which are based on the assumption that the students being poor, State subsidies have to be given to lower the prices of the needed books. In India, the National Book Trust has a big programme which is being subsidised by the Government. Then there is the British Educational Low-priced Books Scheme. There is also the so-called PL-480 programme under which American books are subsidised. There is too an Indo-Soviet programme under which the Government of the USSR subsidises books. The general argument of these programmes is that they are necessary because students are too poor to buy college books. The financing of such programmes depends entirely on the budgetary position of various Governments. It also depends on the relationship existing between the Governments. For these reasons, the financing of such schemes is unfortunately subject to fluctuation.

It may also be argued that the production of language textbooks by Universities requires Government money. They say that we must translate British and American books into Hindi, Gujarati, etc. But as this market is a limited one, you cannot sell much. The private sector cannot undertake this type of publishing. So the State Governments or the Central Government come in; they first translate and then produce the books. This is an area regarding which we cannot come to any conclusion. In India, we have a Rupees 18 crore project and by which Rupees one crore was given to each of the State Governments to translate foreign books into the State languages. Such projects are current in many other countries. Finally, we have in most countries a Governmental publishing sector. There are institutions like the National Book Trust in India started by the Central Government. Then there are Sahitya and Lalit Kala Academies; these are autonomous bodies. In my view, if these bodies are allowed to produce books, some pressure should be put on them to become self-financing. Initially, the Government may however give some financial aid. I would say that in relation to book publishing, the State should try to see that these institutions are run efficiently. I am not saying this in relation to other cultural activities.

This I think covers in broad terms the publishing sector and the financing of the public sector in the publishing industry in most countries. I have pointed out the various structures in relation to the financing of the book industry. Then there is the attitude of the banking systems and I do not think we can make any rigid generalisations on these matters. The book publishing industry has various problems and how they are tackled depends on the Governmental attitude and also the attitude of the industry itself. But if you are a professional financier, you should not think of investing in the publishing industry!

THE ROLE OF THE EDITOR

A. KAMM

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Whatever the size of the organization concerned in publishing books, whatever the process by which the original idea of the author reaches in book form its intended readers, the editorial function is a necessary and vital part of the operation. Already, during the discussions at this Seminar specific problems have been raised and questions asked by participants which are relevant to the role the editor, or the person or people performing the editorial function. For example -

"Who will decide what bias a publishing programme should have?" The Editor, basing his judgement on market research.

"We need expertise to direct our authors to produce the right material." The necessary expertise is that of the Editor.

"How can we adapt the rich heritage of our oral tradition to the medium of literature?" By the employment of editors to decide what shall be used and how it might most appropriately be adapted for different readers.

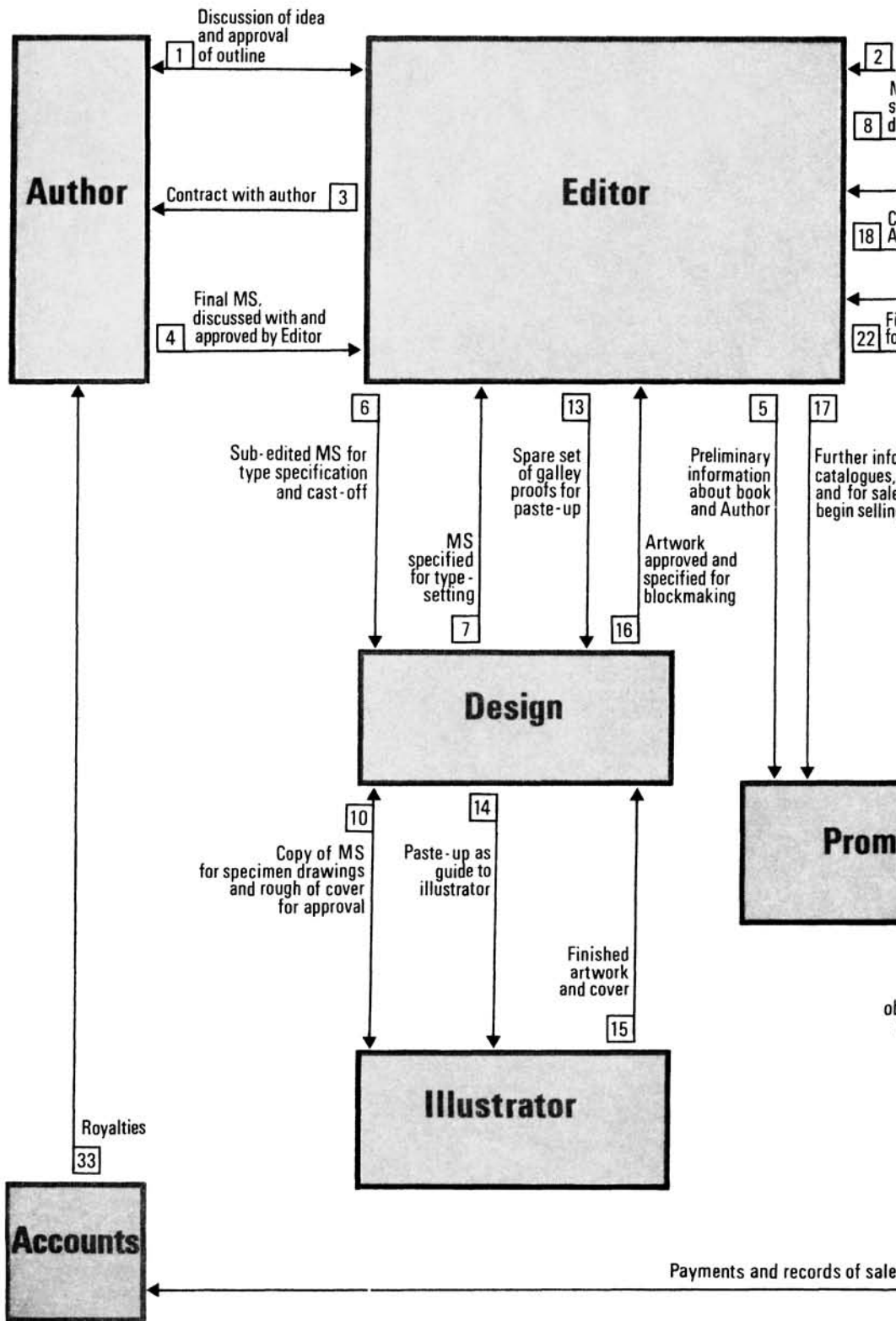
"How can we find out what material exists in other countries which might be of value to us?" It is one of the editorial functions to liaise with publishers in other countries and search for suitable material.

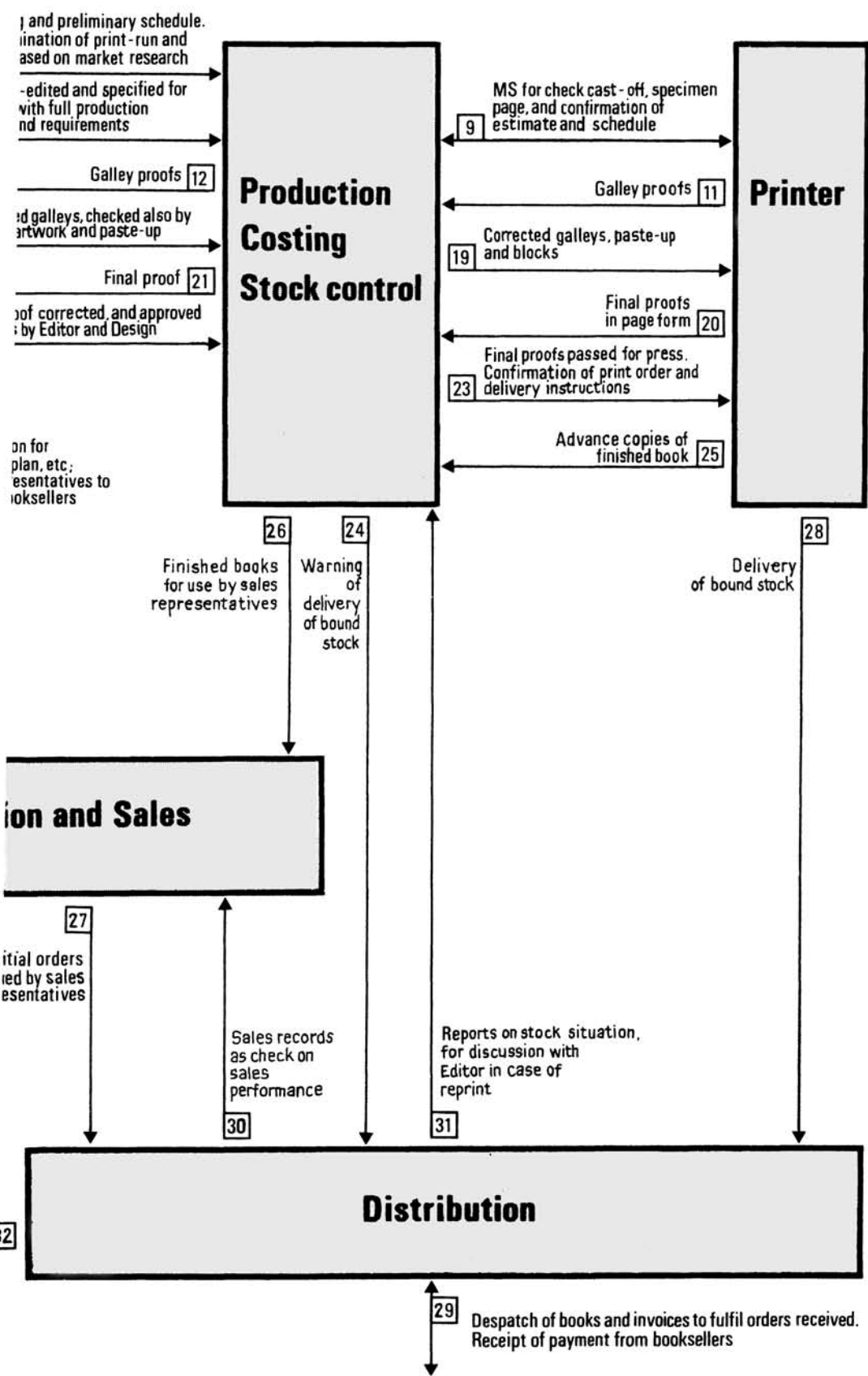
"It has been said that books should cater for mass aspirations. How do we achieve this and who will guide us as to what these aspirations are?" Through the work of the Editor, once again based on his market research.

"There are in my country many authors with unpublished manuscripts. Who will process them for publication?" The Editor.

"We must give thought to the interest level of the books we publish. Who will give the necessary guidance to authors?" The Editor.

"Who will decide what books we should publish?" The Editor, basing his decision on market research.





How can we train authors? By training first and employing editors. Produce editors, and the editors in their turn will produce the authors. At one time an editor may be handling the work of (and at the same time training) ten, twenty or thirty authors.

These are just some of the functions of an editor: some of the ways in which he can contribute to the development of an indigenous literature which is relevant to its readers and to the economic growth of a national book industry. But his most vital role is to create and maintain an atmosphere in which the author can give of his best. This means understanding not only what is involved in the craft of writing, but also how each individual author likes to work. The relationship between editor and author is a personal one, based on mutual respect. And the editor's work can, and frequently does, start before a word of the book has been committed to paper by the author. Where such understanding and such a relationship exist, there need be no question of what the author may feel as resentment at interference with his creative process. Indeed my own experience as an editor is that the greater the skill and craftsmanship on the part of the author, the more he will respond to whatever guidance the editor has to offer: and as an author, I have myself welcomed the help and encouragement of my editor.

The relationship between the editorial and other publishing functions is illustrated by the chart between pages 56 and 57. The Editor should be responsible not only for the content of a book, but also for its design. The designer, or the person performing the design function, is the architect of the book, using the facilities available to him to produce the most appropriate form and aesthetic appeal within the budget allowed. The designer understands artists and their work as an editor understands authors. He will direct the artist to produce the right form of illustrations to match the content of the book and the process by which it is to be printed.

The Editor generates the original publicity for the book. He also plays the absolutely vital role of producing the material in the most acceptable form for the printer. Indeed out of the 33 stages illustrated of the total publishing process, the Editor is directly or indirectly involved in no less than 18 of them.

The "Specimen Training Programmes for Editors" (see Appendix 4 of Secretariat Working Paper) give in three stages an outline of the knowledge and skills required to exercise the editorial function. In some small publishing organisations, the whole function must be undertaken by one person, or by the Publisher himself. In others there may be a staff to perform the various stages. But these stages must still be undertaken if books appropriate to their readership in every way are to be created, produced, promoted and distributed in the most efficient and economic way.

It may take some time for the necessary creative editorial skills to be exercised in many countries. But the role of the Editor in the economic production of a book is a factor which can and should be exercised immediately. Two ways in which he can help keep costs to the required minimum are -

- a) Provision of all the material required at each stage of the production of a book at the time laid down in the schedule between publisher and printer.
- b) Adequate and accurate sub-editing of the manuscript for fact, consistency of style, argument, usage, etc, and preparation of the "copy" for the printer.

It is the printer's job to set in type what he is given. If you give him an error to set, the chances are that he will follow that error; and if he does so, he is entitled to charge you for correcting it in type. The situation in many developing countries seems to be that a succession of revised galley proofs is the norm rather than the exception. It is a fact that recently the whole tertiary textbook publishing programme of a country has been held up not because of the lack of printing capacity, but because the available type-setting facilities were not such that they could undertake the setting, correction and revision in galley-proof of manuscripts which were unedited.

Let one illustration of the importance of copy preparation suffice. I was recently involved in the publication of a book, from the creation of the material to printed and bound copies, during the course of a training workshop. The text of one short story for children was typed out for the printer from a corrected version of the author's handwritten manuscript. This, under normal circumstances, would have been regarded as satisfactory material to pass to the printer. But I introduced into the operation an extra stage of copy preparation of the typescript, a stage with which most participants were unfamiliar. The editor found in $2\frac{1}{2}$ pages 29 errors made by the typist, mainly in spelling and inconsistency of usage. When the galley-proof of the corrected typescript came back from the printer, it contained only four errors. If the copy had not been prepared for the printer beforehand, there would have been 33, with the resulting extra cost of correction to be borne and the loss of time, which would have been disastrous to the schedule.

Corrections to metal type are costly out of all proportion to the original setting charge. They are even more expensive where film-setting is employed, and though film-setting is becoming an increasing factor in book production in developing countries, there is at present an extreme shortage of technicians who can make corrections to the film on to which the image of the type has been imposed.

Publishing, whether it is operated commercially or on a subsidised or Government basis, is still a business, and must be run on economic lines as a business. Even if overheads or other factors are not regarded when the selling price of a book is calculated, they still have to be paid and accounted for ultimately to some agency or other.

I have found, too, in my examination of certain developing book industries, an understandable desire to be self-sufficient, to look inwards. But in book publishing you need to look outwards or sideways as well. An uneconomic production can be made highly profitable if a portion of the edition can be exported or if a co-production can be arranged, or if the translation rights can be sold. Britain has a

thriving book industry not so much because it has a high rate of literacy, but because it is able to export over 40% of the books it produces. And this figure does not include the sale of rights. One answer to the problem of developing book industries and small or fragmented markets lies in co-operation between countries. The Editor, who is the main-spring of the publishing process itself, is also the contact or agency through which this co-operation may more readily be achieved.

IDENTIFICATION AND ENCOURAGEMENT OF AUTHORS OF TEXTBOOKS

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It may seem trite to suggest that the first point is to establish the importance of the writer, for without authorship of some kind books cannot come into being. What I have in mind is the distinction that I think publishers ought to make between the author, as commonly understood, and the editor who writes books on a variety of subjects and levels as part of his work. The latter feature is unfortunately not uncommon in some countries, but this is a trend that is to be condemned for it can do publishing a real disservice.

Several factors will have to be borne in mind when attempting to identify a textbook author. The first is that the textbook author is likely to be an experienced teacher who understands both the limitations and the opportunities offered by the classroom situation. He would need to have had at least three years teaching experience, preferably at a variety of levels. It should be remembered that lengthy experience does not necessarily mean more expertise. An experienced teacher is the one most familiar with individual student differences and potential and with the examination requirements that are a part of most education systems. The second factor to be borne in mind is that the individual concerned should be an enthusiastic teacher who enjoys the teaching situation and who feels the need to communicate with his pupils. When both the ability and the need to communicate is there - and communication can mean also the desire to gain acceptance of a particular approach, etc. - some of the problems involved in writing textbooks, especially the problem of motivation, are more easily solved.

Ability to teach and enthusiasm would seem to imply that the person selected to write a textbook would have kept himself up-to-date with developments in his field. Yet it is a factor worth noting if the textbook to be published is not to be depressingly similar to its rivals. Even enthusiasts are likely not to have been conscientious enough to have kept up with the required reading.

The problem of motivation was mentioned earlier. One particular aspect that requires consideration is the question of rewards, both monetary and professional. Adequate rewards should be available to the textbook author and it helps considerably if the author is in need of these rewards. It is certainly not wrong or ungentlemanly to state clearly what royalties the author may expect to obtain over a certain period of time, and to provide some advances on the royalties. In some countries authorship is seen as a sign of ability and the author's teaching career is thereby enhanced - the editor should use this fact to motivate his author.

Finally, in developing countries where there is no established tradition of writing, especially the writing of textbooks, the editor cannot afford to wait for the arrival of unsolicited manuscripts. The editor has the responsibility of familiarising himself with the school situation, the market needs for various types of books, and the requirements of examinations and to establish the necessary contacts with the training colleges and schools which will be his main source for authors.

Authors, once decided upon, must be encouraged at all stages of their work. This is especially important in a developing country situation where authors tend to be unsure and need the advice of editors, readers, teachers who may be asked to test material in the classroom, etc. The first important pre-requisite is that the editor establishes a sympathetic and personal relationship with the author. This may take a great deal of initiative and effort on the part of the editor, but is necessary and has to be done. The editor has got to know the textbook author and to see him as an individual with his own needs and problems, interests and talents, and only on the basis of a close and harmonious relationship can the best talents of the author be brought to fruit.

Secondly there needs to be complete honesty on the part of the publisher, especially as regards financial and other arrangements. A satisfied author is likely to be the one who feels he has had adequate recompense for his efforts and therefore is the one to continue to write and to encourage his friends to do so. An author who feels cheated is likely to do both the publisher and the publishing industry grave damage - especially in a situation where there are few authors. Many authors are often not clear about such items as subsidiary rights, payment for permission to use extracts, illustrations, types of royalties, etc., and it is helpful to have these things settled early in the project.

Yet another way of encouraging an author is through the provision of services. Often the editor is the person most familiar with syllabus requirements, competing books and market requirements. This information, if passed on early enough to the author, would enable the book to be written within the framework of the necessary context - market need.

In developing countries it is important to try and create a pool of indigenous textbook writers - they best understand their nation's educational needs and can bring to the books they write the insight into environment and experience that is the work of a good book. It is likely that writers in the humanities are easiest to encourage and the need is likely to be greatest in writers for science and technical subjects, an area that probably needs priority development since science and technology are a major factor in socio-economic development. Other priorities include the encouraging of writers of children's books, but any attempt to develop a pool of textbook authors must be done on a systematic basis and such planning can perhaps be best done by National Book Development Councils of the various States.

TEXTBOOKS AND SUPPLEMENTARY EDUCATIONAL MATERIAL

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I: SOME PRINCIPLES

What is a textbook?

In its earliest use in English, one of the senses of the word 'text' was 'gospel'. One is reminded that 200 years ago the only textbook in many English schools was the English bible - the authorised version of King James I. For a long time it was the main source of reference. Similarly, for centuries Euclid was learned and trusted as a textbook.

In another sense the word 'text' - from the Latin meaning 'to weave' - referred to the tissue of words, the web of the writing. 'Style' is an often misunderstood word, suggesting artificial contrivance; let us call this the nature, the taste, of the writing - has it a good taste?

A great factor in the influence of the testaments of the Christian faith - as I think of the sacred writings of other faiths - was that they had for many people a marvellous taste. Euclid was more an acquired taste.

Both these books could be spoiled by being forced on those for whom they had an unpleasant taste - the quality of a medicine rather than a food.

To us, then, a textbook is distinguished from other books by being regarded as a standard work, used in the study of a subject, combining within it those two elements which affect its value: an authority or authenticity, and a taste.

Here an interesting question arises: if the appeal of a book falls away, we may alter the flavour - by re-writing it or otherwise altering the presentation; but if its appeal fails because of a change in the idea of its authority, what can we do?

The Publications Branch of the Department of Education in New Zealand

Perhaps the best way of approaching the factors involved in the production of textbooks is to refer to what we know best, our experience. I hope that in particularising about my own country I may be taken as offering an example, not a model.

Our government publications branch began, largely for reasons of economy, to supply simple readers at a low cost. That was in 1907; but it really developed rapidly thirty years ago because of the growth of a certain spirit in the country - basically it was a feeling for a changing authority, a different flavour of life.

A young child's sense of authority is centred in the home, the flavour of life is largely contained within the home. There was a new developing sense of home, a new centre of gravity that was to be found in our own country rather than in the distant lands that most of our forefathers had come from. There was not a wish to be exclusive. We

could not ever call ourselves self-sufficient - indeed, we owe gratitude to those from whom our culture was derived. But we would examine and define our own experience; we would determine our priorities in accordance with the feelings of the people for a certain kind, or certain kinds, of life; we would evolve our standards, choose our own methods; we would ourselves experiment and try to invent.

Essentially, the textbook is grounded in the home, on the immediate living experience. From that base it moves out to encounter the wider experience of the world beyond.

Texture, or Taste

This is intimately connected with the kind of authority and experience embodied in the book. But more narrowly considered - as the kind of writing or kind of artwork in a book - it depends first on the qualities of the editors, the literary editor and the art editor. Not first on the writer or artist, for they will be chosen and to some extent guided by the editor.

The qualities of the textbook will depend first on the qualities of the editors, and the primary qualities we look to are a sense of language and art and a sympathy with the reader. If it were not that it has many interpretations, we might use the word 'love' to combine these qualities. They certainly include a capacity to respond specifically to the particular - to a word or cadence in the language, a line or texture in a drawing, or to the whole organisation of a piece. And to respond warmly to the nature and situation of a child sitting at his desk, perhaps in a state of uncertainty. (Because teachers are often looked to as the natural editors of textbooks one must ask if these qualities are necessarily present also in a successful teacher?)

Next, we look for imagination: the ability to see the end - or at least beyond the present; and the persistence to keep after it. These may be described perhaps as adding up to an editor's sense of conviction.

Then we come to experience: the record of education and work.

In making an appointment, we try by oral interview and written exercise, to test the best applicants for these qualities and this experience - which will give a textbook a good taste.

II: THE MECHANICS

I have spent some time on principles governing these two matters - the definition of authority and the selection of editors - because I think they are all that can hold generally. According to our success in following them, the standards of our textbooks and supplementary material will be determined.

Other factors that affect the production of textbooks and allied materials vary so much according to circumstance - in fact, if we accept these general principles they must vary - that a further account of one's experience can have only incidental value.

Nevertheless, I will give some account, briefly, of our purposes, methods and problems.

The Face of Authority

We have seen - or are seeing - a change in the way in which authority is applied in our textbooks - particularly in social studies. At one time, the matter was simple. When it was decided that a topic should be treated, you found an expert on the subject who could write suitably - a story or essay. He would be a person who had sufficient acquaintance with the primary materials of research, which he would have digested and interpreted for his readers.

Now we are tending to present the pupil with the primary material itself and to ask him to digest and interpret it. This requires that for the material of our textbook we employ the researcher rather than the lecturer.

We then have a publication which throws a greater responsibility on the individual teacher for the guidance and support of the student. The material for study must be accompanied by greater advice to the teacher on how to use and interpret it; and those who put the material together must have a greater knowledge of teaching method. The combination of researcher, writer, and teacher in the one person is not always easy to get; and it may be necessary to combine the services of several individuals.

Partly this present tendency gets its impetus from a reaction against the use - or perhaps the misuse - of authority in the past. But it is greatly bound up with the conception of a society in which decisions emerge from a reasoned consensus of the whole people: each citizen should be trained to recognise evidence, evaluate it, interpret and generalise from it. It is one conception of a democracy - which takes us back to the importance of particular circumstances, which I mentioned above.

This way of using authority leaves us with questions regarding the place in the lives of the young of accumulated experience and different orders of ability. Do you tell them, or let them find out, or tell them by letting them find out? Do we assume some known truth? How do we reconcile economy and ultimate effectiveness in our method?

Different Forms

The inevitable form of the essay or story was the bound book.

Primary materials may be presented in a book; but they may be equally, or perhaps more logically, presented as a collection of documents - sets of statistics, copies of reports, facsimile reproductions of agreements, reproductions of pictures, photographs, combined with film strips, films, tape recordings. The study kit, contained in a box or envelope.

Combination of Interests and Talents

When we as a government agency propose to produce a new syllabus or handbook for teachers - a change in the basis of study material or practice - it is because of dissatisfaction with what we already have.

Typically, that dissatisfaction will be felt to the point where there is a meeting. This will usually include representatives from the Department - inspectors of schools and curriculum officers - from teachers' colleges, from the teachers' organisations, very likely from

the universities.

They will discuss the matter to the point where a committee is formed, which will establish criteria and set lines of action. The committee itself may produce a document or they may assign a person or persons to produce it. This is usually issued as a draft for trial to selected schools and individuals. From the trial will come a further draft. Up to this point, the executive function has usually been carried by a curriculum officer, who will also be responsible for the in-service training of teachers. The draft, with the executive function, now goes to the editorial staff.

Up to this point, we have been dealing largely with matters of authority. If we think now of what I referred to as the 'taste' of the publication, very likely the best that can be done is to give it the neutral flavour of clear, accurate writing and proper arrangement. Perhaps that is generally appropriate; but if circumstances allowed I would like the editorial function to begin much earlier, perhaps right at the beginning, or at least with the committee.

In the case of the texts which support the syllabus, this is generally the case. Most of them are issued in the form of 'bulletins' - studies of single topics which can be more easily revised or added to or discarded than a full textbook; and these are initiated and carried through jointly by curriculum officers and editorial staff. The authorisation for publication is given by a superintendent in the Department, controlling the publications branch, who is responsible to an assistant director-general.

With major comprehensive textbooks, perhaps supporting extensive innovations in the syllabus, something like the procedure for handbooks and syllabuses may occur.

Design

When one of our publications has excited immediate interest, I notice that generally the first attraction is to the design and illustration. That is natural, and one must suppose that with students in school the reaction is the same as with adults outside the school. One's hope is then that the text will support the first impression.

Yet we think of a textbook as a literary object. My feelings with regard to the art editor are the same as to the literary editor. If we could have a book conceived together by both editors and the author and artist, in company with - I feel like saying the angels in heaven - but mean those others on earth who must guide and approve, then we would have a really good book.

CHILDREN'S LITERATURE

A. KAMM

It would be understandable, in view of the fact that for 15 years I was associated with children's book publishing in the West, if this paper were to be taken as written from that point of view. I would ask you at the outset to resist the temptation to do so. If I have any qualifications for introducing this topic at this particular meeting, they are that I was closely involved in the deliberations of the two main international seminars on children's literature in the national languages to be held in South Asia during the past decade.* The views and ideas I want to express here are not so much my own but those collectively of the participants in those seminars, and evidence of them is contained in the respective reports.

To what are we actually referring when we talk about "children's literature"? The most satisfactory definition is perhaps a negative one. The books that children are concerned with fall into three categories -

- 1) The textbook, by means of which, and the teacher's guidance, the child follows a prescribed course of study.
- 2) The school reader, or supplementary classroom book, written with a controlled vocabulary and designed primarily to provide reading practice or to increase the child's reading ability.
- 3) The children's book, in his first language or the language in which he reads fluently, and by means of which he can, on his own and of his own volition, use the skills of reading which he has acquired at any stage to extend his imagination and increase his awareness of the world around him.

It is this third category with which I am concerned. The book which a child, with or without adult encouragement, might be expected to take from the shelf and enjoy on his own, or use for reference, for background knowledge or for discovery. And where the right kinds of book are available, there is no reason why reading for information should not also be reading for enjoyment. Nor do I feel that in this gathering it is necessary to justify the importance of children's literature in the educational development of the child, even if we had not already had this reaffirmed by various speakers, notably the representative of Fiji.

*Mr. Kamm was Technical Director both of the Fifth Unesco Regional Seminar in Teheran in 1964, and of the Unesco Workshop on Children's Literature in Colombo in 1972.

As has been stated many times, the object of education is not so much to instil knowledge into a child as to teach him how to find things out for himself. Factual books of all kinds are vital for the exercise of the "discovery" method of teaching, whereby the children build up a knowledge of a subject through experiment and the use of books, and create their own reference books in doing so.

But fiction, at its best, is every bit as "educational" as any textbook or reference book. Fiction can tell us about ourselves, even facts which we will not admit to anyone else, and about the races, traditions, cultures and feelings of others. It can teach us about our responsibilities to others, particularly about the child's responsibilities to adults, and to minority groups. It can enable us, too, to enjoy the experiences of others.

To justify the existence of a national children's literature is one thing. To generate it is quite another. How can we ensure that there are children's books in adequate numbers, and of sufficient range, quality and attractiveness? The prime answer lies in the establishment of adequate school and public library services for children. Not just in order to expose children to books. But in order to make the writing and publishing of them a viable proposition. Children's books in this region need to be priced within the buying capacity of the child or his parents. This is virtually an impossibility where there is no library system which can absorb a good part of any edition which is produced, and thus ensure economic printing runs.

In many developed countries the children's book industry is under-written, in effect subsidised, by the State and Local Government authorities through the provision of school libraries and public library services for children. In Britain, for instance, about 80% of the sales of quality children's books are to schools and public libraries. Even in Malaysia the figure has been estimated at over 40%. These sales are not alternatives to those which otherwise might have been made to the public. They are extra, additional sales. But the equivalent figure for Sri Lanka, for example, is only about 4%.

Of equal priority is the encouragement of authors to write for children. Writing for children is much harder than writing for adults, because of the necessary limitations of length and subject matter. I do not believe, in fact, that anyone should be allowed to write for children until he or she has first learnt and practised the craft of writing. In other words, the best source of new children's writers is those who are already experienced in other fields of writing. Novelists and poets in particular, for the poet is a craftsman in precision and the choice of language. I would not myself try and turn, for instance, teachers into children's authors simply because they know the needs and tastes of children. I would turn first to those who have already proved themselves as writers, and persuade them to accept this new, and exacting, challenge. To be sure, the monetary rewards of writing children's literature are not, at the moment, great. But the challenge itself is often an incentive, particularly for, say, a novelist, who needs something new to try while he re-charges his batteries for the next adult novel.

The best children's literature is written from the point of view of a

remembrance of childhood, not necessarily from a knowledge of educational methodology and psychology. There should be no condescension when writing for children, whatever their age. The author needs to regard the child reader as his equal. This is why the best children's literature has that universal appeal - the appeal to the adult as well as to the child. And this is the simple and most valid test of a good children's book. It appeals also to the adult. This universality of appeal crosses boundaries too of time and place. The greatest children's books appeal to successive generations of children - they are meaningful also to children of different lands and backgrounds and cultures. Children, basically, are the same the world over; they have the same likes, dislikes, games, fears and joys. Children's literature, at its best, is one of the most potent unifying factors of the modern world.

I feel, too, that we must try and rid ourselves of the artificial restrictions raised by questions of "age-groups". I know how difficult it is for the hard-pressed parent, teacher or librarian, with little time and perhaps less knowledge at their disposal, to assess a book's suitability unless there is some indication on it of the age-group for which it is intended. But it is equally hard to assign a chronological age to a book. One book, it may be suggested, is for children of 8-10. But what is the background of these children? Are they, for instance, from a rural or urban area, for this factor will affect their general understanding of a subject as well probably as their reading ability. An educationally forward child of 7 can and will often respond to a book which is intended for 11-13 year olds. An eleven year old may only have a reading age of 7 and will certainly not respond to a book which states that it is for younger children. What is much more important is the interest level both of the book and of the child. A child who has a particular interest in a subject will be able to read and needs books on that subject which will be in advance of his normal reading level.

For this reason too I avoided bracketing limitations of language and style with those of subject matter and length as requisites of writing for children. The language of children's literature should not necessarily be restricted to the grammatical language of the classroom. The best writer possesses a natural simplicity of style, which will be heightened when he is restricted in the length of his book. He will then automatically concentrate on situation, plot, character and dialogue, the four essential factors in writing for children. It is the function of the editor to guide him and perhaps sometimes even to correct him in cases where the level of writing may tax the potential reader too much.

When writing for children, the author must be free to use language to create illusions of time, place, situation, and effect. As in this wonderful description -

"Then a searing flash split the night in two. For a long moment the whole sky was one flickering blast of greenish light that seemed to blind and dazzle and beat down at the very soul. And for that one last moment, Midir appeared poised on the very edge of the raised catapult platform, with Liadhan struggling in his arms, the lightning flare playing all around them both.

"Then, the woman still locked against him, he sprang outward into blazing space. In the same instant, the darkness cracked back again, and the pursuers blundered together in the place where he had been. The dreadful hare-like screaming broke off as though cut with a knife.

"Phaedrus thought of the black jagged rocks and the tide running far below.

"Then the thunder came, peal on clanging, crashing peal that seemed to shake the very roots of the great rock, and boomed hollow under the vault of the heavens, and rolled and reverberated away into the hills."

Rosemary Sutcliff. MARK OF THE HORSE LORD
(Oxford University Press, UK)

A writer may well be faced with situations in which the conventional dialogue of children's literature may be unacceptable. How does he represent reality when strong language would be the natural product of a character's reactions? One writer has done it this way -

"Over the river of milk, Louie cursed. He cursed the milk itself. He cursed the bottles it had been in. He cursed the crates the bottles had been in. He cursed the floating tops. He cursed the bottles that hadn't been broken. He cursed the road. He cursed the gutter. He cursed the van. He cursed his job. He cursed his luck. He cursed the day he was born."

E.W. Hildick. LOUIE'S LOT (Faber, UK)

If we accept the freedom of the writer to use language to create the necessary suspension of disbelief on the part of the reader, and the universality of appeal of great children's literature, then we may apply normal literary judgements to stories for children. A good story has a beginning, a middle and an end. To be true, a good adult story may have a beginning, a middle and no end that one can grasp at first reading! And this is the one great difference between writing for children and writing for adults. A good children's story must have a ending which satisfies the reader and leaves him with a sense of security, for many children read not only for enjoyment but because reading also gives them a sense of security.

Here is an example of a children's novel with a beginning that I feel will interest a child as much as it amuses me -

"He was late for school again. He was a fat, untidy little boy known to most people as Sprat. One day at the Papine primary school Sprat Morrison ate forty cents' worth of sprats: his lunch, Alvin Barrett's lunch, Desmond Harris's lunch, and Desmond's sister's lunch. It was the result of an elaborate bet as to who would get to sit at the back of Miss Watkins's health science lesson. Of course, Desmond's sister told all, and a caning was handed out to all the other participants, a special extra being reserved for the main criminal. Shirley Harris, as chief witness for the main prosecution, was let off with a scolding on

gambling and getting mixed up in 'bad boys' games'.
Miss Watkins spoke for fifteen minutes at prayers the next day on the sins of gluttony and dishonesty, and the news of Sprat's performance spread through the school."

The story itself follows fairly conventional lines - the apparently feckless hero making good, getting due praise and reward. But the author has succeeded in introducing an ending which is equally skilful.

"Sprat went slowly across the yard to his father. There by the shed leaned a brand new, sleek, gleaming bicycle. It had red grips on the handlebars, gears, two bells, and a carrier behind for books. The frame was enamelled a deep navy blue, and there was a nameplate riveted on below the headlamp, which read 'W.J. Morrison, 4 Hillside Drive, Papine.'

"With a strange feeling of elation and fate, Sprat took the bicycle from his father. His throat went very tight.

"It's nice," he said. "I like it very much."

Jean D'Costa. SPRAT MORRISON

(Ministry of Education and Collins Sangster, Jamaica)

To me it is the understatement in Sprat's final remark that reveals the hall-mark of the really good children's writer.

What could be said to be the priorities in generating a national literature for children? Here are just four -

1. The folk-tales, myths and legends of the child's country or culture. These must in any case be collected and retained as a part of any national heritage. They can be rewritten and arranged at any level of readership that is required.
2. The story of everyday life, which again needs to be written at different levels. It has often been suggested that such books should in content and illustration reflect the reader's own background and culture. Yet exhaustive but stimulating discussions, at the recent Unesco Workshop on Children's Books in Sri Lanka, led the participants to the unanimous view that this point has in the past been over-emphasised. It was felt that except at the very youngest level of readership, children not only respond and like, but actually need books which reflect cultures and backgrounds other than their own. And it is in this field of children's literature that the translation comes so much into its own and can and should be an integral part of a national programme.
3. The picture story book, which may consist of 50 per cent or more illustration. This is the first kind of book which a child comes across, and it will be read to him by the teacher or, in the right sort of home, by the parent. The pictures are not everything. The text must be such that it holds the attention not only of the child, but also of the adult who is reading it. For this is the kind of book

which, if liked, is going to be demanded several times a day.

4. Non-fiction of all kinds, that can be used to supplement what is taught in the classroom, and particularly science. The writing of science books for children presents particular problems, not only of terminology but also of environment. Because all examples and analogies must come out of the child's own experiences. The author too must be bubbling over with enthusiasm for his subject and with the desire to share that enthusiasm with the reader. I have already given two quotations above from a book written and published in a developing country. Here is another -

"Have you ever seen an artificial satellite?
 Perhaps you may have seen one without knowing
 what it was.
 You see a satellite at night as a bright speck moving
 in the sky.
 It is often brighter than the brightest stars.
 But you can see it moving as you watch it, unlike
 the stars.
 Don't confuse satellites with meteors (or 'shooting
 stars').
 A meteor flashes across the sky and vanishes in a
 few moments.
 A satellite seems to move much more slowly.
 You can watch it for some minutes before it
 disappears.
 Meteors are natural objects.
 They are little pieces of rock that burn up in the air.
 Artificial satellites are man-made objects, going
 around the earth - round and round and round."
 Reggie Siriwardena. SATELLITES
 (Hansa Publishers, Sri Lanka)

This very short book is a particularly good and ingenious example of the point I am making. For from enthusing and encouraging the child reader, the author turns to the subject of gravity, explained in terms as simple and evocative.

One should never underestimate the importance of illustration in a non-fiction book, particularly in the form of a diagram or chart. A diagram in the right place can be more effective than several pages of descriptive text. Thus a non-fiction author needs to think visually as well as verbally. He must plan his thesis in terms of illustration as well as text, and thus offer a continuous flowing exposition which employs both media equally.

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I hope that I have been able to suggest that children's literature of quality can come (and in two specific cases actually has come) from developing book industries. And if it is necessary to sum up the needs, they are: the development of school and public library services for children; the encouragement of existing authors of genuine quality to try their hand at this new form of writing; and editors who will research the market and guide these authors.

PROMOTING THE READING HABIT

ABUL HASAN

When we talk of the reading habit we take two aspects for granted - the ability to read and the facility to read. The ability to read presupposes the establishment of a system of education which provides literacy to all. The facility to read implies, among other things, the establishment of a network of libraries within the reach of every citizen. For historical reasons, our country is still lagging behind in providing this ability and facility to a large majority of its people. However, we are endeavouring to rectify this situation as early as possible, as would be evident from our Constitutional Directive to provide compulsory primary education and our schemes of adult literacy and expansion of libraries.

The Economic Problem

Whatever literacy and library facilities we have in India today, the problem of our reader goes much deeper. In terms of pages read it is estimated that the per capita annual rate in the world's leading publishing countries is around 2,000 pages, while it is only 32 pages in India. Even among our literate people - men, women and children - the reading habit is not much developed, for economic reasons. Our potential reading public is handicapped by the lack of purchasing power and has often to make a Hobson's choice - between a good book and a good shirt. Even in our economically better-off States, books hardly figure in the housewife's budget. Except for religious books, textbooks and professional publications, we seldom spend money on books. We invite poets from all over the country for public recitals, but ironically display a lack of enthusiasm when it comes to buying their poetry in the form of books.

The economic basis of our book industry has to undergo a thorough change before we can expect our readers to buy books. The answer lies in large print-runs of paperbacks resulting in low unit cost within the means of the average reader. Here again we enter a vicious circle. Large print-runs pre-suppose a large readership and the large readership can be built up only by developing the reading habit.

Catch Them Young

Lasting reading habits are best formed at a young age when the mind is most impressionable. Every home and school must provide facilities for reading to children at a young age. Once the reading habit is established at the kindergarten stage, it is carried through the rest of one's life; if not, even the art of reading may be lost. The promotion of children's books and children's magazines should, therefore, be given special attention. For this reason and also because the

number capable of reading books is now far greater among young people, books for children are considered to be the most important books in the world.

Reading by Ear

Japan has made many interesting experiments to promote the reading habit among young children. One of the Japanese projects which has met with great success recently is 'Reading by Ear'. Before thrusting books on children and commanding them to read, children are quietly and slowly trained by parents who read interesting stories and books aloud to pre-school children between the ages of three and five. Children, of course, love to have parents or teachers read books or tell stories to them. Even the most mischievous child will listen intently when someone is reading aloud or telling stories. The child's vocabulary is also built up by the time he comes to read books himself. The child also gets the knack of following the plot of a story unconsciously, which greatly facilitates reading at a later stage. The experiment has proved that the child who has undergone this training invariably grows up with a real interest in books.

When the Japanese children enter the primary school they borrow books from the school library and read them for 20 minutes each day to parents, mostly to the mother, even if she is busy with domestic work. In ten hours of reading, three or four titles are finished in a month. The mother and the child feel very close to each other and are quite happy at this point of contact. Thus, a romance of reading develops between the two which stimulates the reading habit of the mother also. The parents sign the school diary showing the titles and the number of pages read by the child. The school teacher examines the diary and fixes a seal of honour on it if the child has read the prescribed number of pages in a month.

Children's Impressions of Children's Books

Another successful subject in Japan is the national contest of children's impressions of children's books, sponsored by the Japan School Library Association and the Mainichi Newspaper Company. This is an annual feature which has been in existence since 1955. The Association selects some of the best books for primary, junior and senior high school children and the working youth. The books are both fiction and non-fiction, but not textbooks. Books selected for the contest are advertised in the Daily Mainichi and publishers pay fabulous amounts for full-page advertisements. The selected titles are then reprinted in large numbers - 200,000 copies each for the primary, 120,000 for the junior and 60,000 for the senior high school age groups. Children of the relevant age group are asked to write their impressions of these books. A Committee examines all these book reviews and the Crown Prince and Princess award prizes to the best child reviewers and also to the school to which they belong. The entire expenditure of the scheme is met by the Daily Mainichi, which also publishes the best reviews.

There is thus a give-and-take policy in this scheme. The publishers pay heavy advertisement charges to the leading newspaper

of the country and the newspaper pays almost an equal amount to meet the expenses of the scheme. Both in turn receive wide publicity and a large circulation of their product. The impact of this project on the development of the reading habit among Japanese children can be judged from the fact that about 1,600,000 children participated in the contest in 1968.

Books as Gifts

Giving packets of good books to the child as a gift on festive occasions like a birthday, New Year's Day and Xmas is another good tradition which promotes and sustains the reading habit in the child. Once the child becomes interested in books, he would be excited on receiving books on such occasions and would like to develop a library of his own. A packet of selected books for the summer vacation would be most welcome to the child. There could be other occasions also for giving books. I am reminded of a Japanese friend who gave 500 books to his daughter as part of her dowry and was not surprised to know that she valued this gift more than any other.

Book Clubs

Earlier I referred to inexpensive popular books which could play a vital role in the development of reading in our country. This brings us to the Home Library or the Book Club Movement. Apart from its economic advantage, the movement brings the village reader on a par with the urban reader. This is important because a majority of our people live in villages which have no book shops. The fear that such schemes of selling books by mail will damage the retail book trade is unfounded. On the contrary, book clubs breed a new clientele of book readers, who will eventually become customers of the retail bookshop.

Although book clubs have made some headway in South India we still do not have more than half-a-dozen book clubs in India with a total enrolment not exceeding 40,000. Considering the size and population of our country, this is but the appearance of a few stars in the sky. We hope that many more book clubs, including some for children's books, will be started soon. On its part, the government should also facilitate the free flow of books by devising special concessional rates for book post packets.

Book Markets

An important area in which government can help to foster the reading habit is the establishment of book markets in all important towns. While we make provision for vegetable markets, grain markets, cloth markets, etc., no town in the country has, as yet, a book market. Even in a place like New Delhi, there is not a single bookshop where publications in a particular regional language may be readily available. Indeed a lover of books has to go from shop to shop and locality to locality in order to buy books of his choice and interest. Here I am reminded of an American publishing expert who once remarked that in India books were not sold but purchased.

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The proposed book market should have attractive and specially designed stalls for youngsters. Such a market can also be a centre for national integration, bringing under one roof publications in all the major Indian languages. It could also develop into an attractive social and educational centre.

Book Kiosks

Another step which the government can take to popularise books and to promote reading is to set up book kiosks at vital points in collaboration with the agencies concerned, e.g. at petrol pumps, railway stations, post offices, schools and in places of children's interest. This is done with success in foreign countries and there is no reason why it should not be a success in India, where such devices are conspicuous by their absence.

Book Journals

Book journals are a necessary means of promoting the reading habit and catering to the special needs of the book reader. We have two book journals in English, viz. Indian Publisher and Bookseller, Bombay, and the newly started Indian Book Industry, New Delhi. Though primarily meant for the adult reader, they sometimes issue special numbers on children's books. For example, the August 1971 issue of the Indian Publisher and Bookseller was devoted to children's books in India. Apart from this, there are some magazines for the juvenile reader. All these journals should carry select bibliographies of children's books. This service is available to some extent for our books in English. The real need is to extent the service to juvenile literature in the regional languages.

Network of Libraries

It is necessary to set up a network of libraries throughout the country if we want to attain a fair degree of readership. The fact that 90 per cent sale of our books is to institutions and libraries lends further support to this need. Universities and schools should insist on compulsory library hours for every student each week. Students should be guided by expert library staff and should have direct access to books. A study recently made on some students of a secondary school of Ambala in Punjab revealed that only 18 per cent students make an intelligent use of the library. Until we are able to set up libraries in every school, we should at least have mobile libraries touching every village and all distant places.

All libraries should have a special children's corner with lending services. If possible, a three-dimensional visual display of scenes from well-known children's stories may be arranged in the Children's Section. This will not only add to the attractiveness of the library as a whole but will also tempt the child to read the book.

Book Fairs and Festivals

Book Weeks, Book Fairs and special book releases organised by professional bodies are also important. They not only provide

information about books but also help in fostering book-mindedness in the people. They lend prestige to the book as a commodity and create the kind of psychological atmosphere which is vital to the reading habit. Educational institutions should also organise Book Weeks and Fairs every year to promote reading among the students.

Reading For Pleasure

When I refer to promoting the reading habit of our children, I mean the reading that is done not as drudgery for the examination, but as a hobby for pleasure. Unless reading develops as an automatic activity, outside and unrelated to the classroom, it can make little contribution to the intellectual growth of the student and hence to his overall personality. According to a survey made recently a typical Indian student reads for less than an hour outside the class attendance, compared to four or five hours of reading by his counterpart in the U.S.A. or the U.S.S.R. .

In a symposium organised last year by a progressive secondary school in New Delhi as part of its Book Week Programme, some student speakers bluntly remarked that they had no time to read. According to them, the syllabus was so crowded and the examination demanded so much concentration on textbooks, that there was hardly any time to read outside the prescribed textbook. This is an important point for consideration by those responsible for framing our syllabuses and formulating our educational policy.

Reading is the mainstay of education and children are the largest consumers of books all over the world. Besides, reading is vital to the progress of the publishing industry in any country. It would, therefore, serve not only the national interest but also the interest of our publishers if adequate steps are taken to develop the reading habit of our children.

BOOKS FOR NEW LITERATES

PROFESSOR S. MATHAI

lately Vice President, Literacy International, New Delhi, India

I am glad that at this Seminar on "Priorities and Planning for the Provision of Books" a session has been set aside for consideration of questions relating to the provision of literature for new literates. I cannot claim any right to speak on this subject: I have been connected all my life with university education, and am not an expert on adult literacy or related matters. But during the last two years or so I have been actively associated with an organisation for the promotion of literacy internationally and have had occasion to read and discuss literature on literacy and adult education and have travelled widely to visit institutions and centres doing literacy work or supporting it.

Though the term 'new literate' should include the young boy or girl who has just learned to read and write, in common practice it is applied only to the older person who has acquired literacy relatively late in life. So what I propose to say about books for new literates will be about problems of providing materials for groups of persons who have been brought under the operation of an adult literacy programme. I may say right at the outset that the problems connected with the production of books for new literates are wholly of a different order from those connected with the production of books for school-children or college students or general readers.

Although large-scale and systematic efforts to eradicate illiteracy from the world are comparatively recent, there is already a large body of literature on various aspects of literacy work. A good deal of research and situational study has been conducted by various persons in different places, and much thinking and experimentation is still going on. On the subject of reading materials for new literates there are several useful books. I may commend to your attention, if you have not already seen them, the following publications:

Developing Readable Material by Dr. Edgar Dale
The Art of Readable Writing by Dr. Rudolf Flesch
The Provision of Popular Reading Materials (Unesco)

There are also several Conference, Seminar and Workshop Reports that are very useful.

Since this is not a conference of experts on literacy I shall refer to some points to be borne in mind when we address ourselves to the task of book-production for new literates. These are elementary points and would appear to be obvious to the expert: but we need not despise the obvious and it may be useful to remind ourselves of things that we do know.

Books for new literates must be related to the level of reading ability actually attained by the group for whom the books are intended. Since we are talking of adult new literates we must always remember that books meant for them cannot be like books meant for children who have just learned to read. The older persons have a certain maturity and a great deal more knowledge of life than young persons. Books put in their hands have to be written in simple language but the information sought to be conveyed has to be at a comparatively advanced level. The writer or writers of these books have to possess a special skill in conveying advanced information with a limited vocabulary and at a 'low' reading level. The danger of insulting the intelligence of the farmer or factory worker who knows his job, but has only just learned to read, must be avoided. This requires a great deal of patient study and preparation on the part of the writer and producer of the books. The writer must have a clear idea of what it is that is sought to be conveyed by way of information through the specially written book; and he must find out how much the reader already knows about the subject-matter of the book. Except in remote rural areas in some developing countries, many of the non-literate population now sought to be brought under the impact of literacy programmes are knowledgeable people with a good deal of skill and traditional wisdom. What they need is new knowledge and the ability to pursue knowledge for themselves. This is the main argument for literacy programmes in a world in which new communication media have greatly developed. Ability to read and write is a fundamental need of civilized man and the endeavour to abolish illiteracy from the world is justified on that ground alone. But it has been said that if our object is to convey information and demonstrate techniques, we can achieve it more quickly and efficiently through audio-visual means: the effort to make vast populations literate is waste of time and money. There is some force in this. It must however, be borne in mind that only by reading for oneself can a man give himself the opportunity to reflect on the new knowledge he acquires. A totally illiterate person, however well informed, cannot make notes for himself, cannot communicate with others through the written word, cannot understand instructions and descriptive material that may accompany the tools or equipment or fertilisers or other products that he buys; he would be handicapped in several other ways. A modern worker has to deal with his union, his employers, his co-operative, and often has to fill in forms in triplicate or quadruplicate. Literacy is essential even in this 'post-literate' era.

Books for new literates have to serve a dual purpose: they must convey information and they must help to advance literacy. The writer must therefore have both knowledge of the subject-matter and skill in writing graded readers and textbooks. One of the defects we sometimes find in books written for new literates is that they are conceived primarily as aids to the development of reading skill and therefore suffer from uncertainty of aims with regard to the specific technical information that is supposed to be contained in them. We speak of 'functional' or 'work-oriented' literacy these days: it is not

literacy for its own sake; it is literacy directly and intimately related to the function in life and practical interests of the group being educated as workers and citizens. So the writer of the book should seek to convey specific information. If the group of people who are being made literate are agriculturists by profession, it is not merely about seeds and fertilisers and such things that they wish to know: they also wish to know about agricultural co-operatives, how to deal with government officials who come to help them and perhaps embarrass them in the process, and so on. So a great deal of particular information relevant to the totality of their lives, and not merely the narrow piece of technical activity in which they are involved, could be conveyed to them by suitable written matter. So the production of reading material has to be related to the specific needs of the learning group. If the object of the literacy course is to bring about behavioural change, the actual problems of the readers' existence - whether factory workers, farm workers, or women being taught family planning, improved family life and all that sort of thing - must be understood by whoever is going to produce reading materials for them.

How do we set about writing a book or pamphlet for new literates? There is always some danger that sophisticated people like us might project ourselves into the situation of the new literates and really write books for ourselves rather than for those people. To avoid the risk of the book being somewhat removed from the realities of the situation some of the following guiding principles may be useful.

Observe a class at work before you start writing for them after they leave the class. Discuss with a few new literates what their problems are, both with regard to reading ability and to the content of books to be put into their hands.

If you are writing a book, say, on the production of bananas you must really study the subject of bananas. It is not enough for you to be knowledgeable about the 'register of words', the lexical aspect of the situation, and so on - all these are important - but you must know bananas; the 'topic' must be studied carefully. In this you will probably need to collaborate with other people. The writer, the actual professional writer, by himself may not be able to make a very good job of this without assistance from other people who grow bananas, for instance.

Find out how much the prospective readers already know. This harks back to what I said earlier - they may know a good deal. Collaborate with a specialist in the field, if possible, and with others engaged in other aspects of literacy work. The specialist should not be someone who habitually lives in Paris or New York, but should be one who has worked with the people in improving banana production in that area, someone who knows what the special problems are, such as the pests that attack bananas in that place, and so on. The book produced should help not only to improve literacy but also further knowledge, skill, productivity, etc.

Obtain the criticism of others before the book is printed or mimeographed; in other words, before the book is actually put into circulation it should have gone through a screening process involving

various people interested in the promotion of literacy, in helping to develop the socio-economic life of the area, in improving the general pattern of life there.

We live in a world in which everywhere 'planning' is the order of the day. The day of the old 'missionary' method of doing things is gone. So, however well-intentioned any of us might be, it will not do for us to ignore what the government of the country, or the administration of the area concerned, or other organised groups and associations are doing. In producing reading material the effort should be co-ordinated with any programme that government or other agencies have in the field. Otherwise the effort of different groups will be like loose bits of a jigsaw puzzle that don't add up to make a picture. This really means that the total effort of promoting functional literacy in an area, of which writing books is a part, should be a co-ordinated or unified effort. Everyone concerned should get together periodically and find out what the others are doing.

Another aspect of this matter, which may seem a little outside your immediate concern, must be mentioned. Books and pamphlets are written to be read: how do we ensure that what we produce is read? It could happen that material produced for new literates is not read by anybody. It may remain on tables and shelves at exhibitions and seminars, and not much used unless there is a follow-up programme for the new literates. It could also happen if the books are not related to the actual level of literacy achieved by the learners. I may mention an experience of mine when, a little over a year ago I was travelling in Africa, visiting a number of adult education and literacy centres. I was talking to a government official in a place where the entire literacy campaign was planned and executed by the government. He said to me something to this effect: "This whole thing is a bit of a fraud. Periodically the government sends out inspectors to various centres, and people who have learned to read are given certificates. Some of the people who receive certificates were actually seen to have been holding their papers upside down!" The fact was that they had not learned to read at all: they had learned by heart the passage that was supposed to be read by them in the test. I suspect the Inspectors knew this, but like Nelson on a famous occasion they decided to put their telescopes to their blind eye. My informant went on to say that at the beginning of an election period government and politicians become enthusiastic about "the liquidation of illiteracy in five years"; a vigorous campaign is organised, a great deal of noise is made and some activity set in motion. Then, when the election is over and the government is established they cool off till the next election.

This sort of thing happens in many places. Many literacy campaigns are hurried and intended to produce apparent results rather than real results; the training is most perfunctory and the real literacy attainment of many people involved is very poor. If some books are later put in the hands of these people they naturally do not have the ability to read them with pleasure or ease. People read only if they can do so with ease and facility and derive some pleasure from the act of reading. This is true even at the university level, as we have

found in India. In many of our universities English has been ousted from the place it occupied a few years ago. It was hoped that English would continue to be used as a 'library language' at least at the post-graduate level. But in actual practice students who do not have a fairly sound knowledge of English do not read many 'English' books at any stage.

Another aspect of this matter is that illiterate people very often are also poor people. So books that we produce for our village folk, whether in Africa or Asia, have to be given to them free of cost or sold to them at a very nominal price. It will be a good idea, at the end of a literacy course, to give a few books as a kind of present to the trainees, instead of giving literacy certificates only. This will of course cost some money. Where is the money to come from? Fortunately, that is a problem I do not have to worry about now! I can only say that some money has to be spent on making books easily available to new literates and this should be considered as part of the total cost of a literacy project. If you expect new literates to spend money on buying books for themselves, very often it just will not happen.

While I am on the subject of supply of books, may I also suggest that the activity of book production should be accompanied by a movement for rural and village libraries. There should be a wide network of libraries all over any region where a literacy programme is in operation, so that in addition to any books that you might be able to put into the hands of the new literates there would be other books available to them easily in some little local library. I need hardly point out that a library movement will have beneficial social effects of wider consequence than just helping literacy work.

I said at the beginning that some of the reading material for neo-literates could be mimeographed. In certain situations this may be the only practicable way of providing reading matter. But having said that I must say that it would be a great thing if reading material for neo-literates could be attractive to look at. Some of you may remember what Ruskin said about books: even the appearance of books is important. A book must be a work of art, not only with regard to what is inside it, but even in its cover and general get up. But here again money is involved. Perhaps we could put some attractively got up books in the rural libraries that I mentioned earlier.

These then are some of the problems connected with the production and supply of books for new literates. What can we, who have come together from different countries, do about them? Quite clearly, books for new literates involve some kind of pooling of our resources, and collaboration among specialists - writers, printers, scientists and artists. I would suggest three or four main things to be borne in mind when we try to tackle this matter.

We must learn from one another's experience. Now, books for new literates cannot be universal in character, because of the multiplicity of languages and the great variety of local peculiarities. So, if you were writing a book for people in Nigeria, another for people in Uttar Pradesh here in India, and still another, say, for people in the hinterland of Turkey, you couldn't write the same book for all of them: the books would have to be different. The question

therefore that would naturally arise is whether there is any purpose in discussing production of books in general terms. I imagine that the answer to this question would be that while the actual books and other material may be different there would be broad general principles that we can evolve by discussing things together. That is one of the intentions of this seminar. We learn from one another's experience, but we cannot entirely take over somebody else's experience: because experience is always local, immediate, particular.

Then, secondly, we must share expertise. Expertise can be of different kinds and at various levels - in subject matter, in the literacy aspect of book-production, organisational expertise, in printing techniques, and so on. In the Commonwealth it should be possible to make plans to make available to any region or community any skill or talent or know-how that the region or community lacks. The services of experts should be available wherever a felt need exists.

Related to this is the sharing of technical resources and facilities. A book may have to be planned on the spot, as it were, but we could not expect every group going through a literacy course to be able to print and produce books for itself. In the physical production of books there is need for a great deal of co-operation and sharing.

In many of the regions of the world there are peculiar problems that need the assistance of linguists and other specialists of that kind. For instance, in many of the native languages of the world, particularly in Africa, the literacy problem is complicated by the fact that the language has first to be reduced to writing: an alphabet has to be created, and symbols devised. I have visited centres in Africa where this was being done. They usually use a modified Roman alphabet as the most convenient. But many of the sounds of African languages cannot be reproduced accurately in the Roman alphabet. So special symbols have to be invented. In all this any local effort may prove to be insufficient; it must be backed and supported not only morally and by means of advice but also with money and operational assistance from wherever such assistance can be had.

There is need for constant criticism of what we do, in the good sense of the word criticism. Helpful and constructive criticism within the framework of the Commonwealth would enable us to improve our techniques and achievements constantly.

Then, finally, if we are to provide criticism, share expertise, learn from one another's experience, and pool our resources, there is obvious need for gatherings of this sort. Conferences may seem the most wasteful things in the world: they would seem to benefit no one but the people who travel to attend them. But this is not true. Now, at the end of my own conference-going days, looking back on a fairly long life and on several hundred conferences, I can say with some certainty that there is a gain not only to the individual who participates, but also to the society or institution from which he goes - gain in the form of heightened awareness and clearer understanding of problems and possible solutions. But we must see that we do not always send our big administrators to conferences; we must send also the little fellows, actual teachers, writers, technical

people. A conference literally is a 'bringing together'. A conference is an occasion when all of us bring our special talents, knowledge, experience, and we go away a little more heavily loaded, having acquired some more burden of knowledge and insight from other people. So I hope there will be more seminars and meetings of this kind at which we can think and plan together.

Before I conclude I should like to make one other suggestion: if we really want to tackle the problem of illiteracy and contribute to the improvement of educational standards in the Commonwealth, we might make a recommendation that there should be a Commonwealth Literacy Fund established, which could be utilised among other things for the production of reading materials - which is our concern now and for other purposes. As I have indicated, you cannot produce good reading material if you are also doing a number of other things for which money is needed. So I strongly recommend the establishment of a Literacy Fund which will enable us to take concrete steps to improve literacy standards in the Commonwealth and try out some of the suggestions that have been made here. It is my conviction that unless we greatly improve literacy levels in the developing countries all our efforts to raise standards of higher education and bring about economic development will be largely ineffective.

THE PRINCIPLES OF TRANSLATION

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I must begin by explaining the odd circumstances in which I have been identified as a person qualified to talk to so knowledgeable a group on the subject of translation. I have published no translations from or into either of the two languages that I know best, namely, my mother tongue Malayalam, and English. But I had the good fortune to be educated under school system that sought to make all pupils efficiently bilingual. I was unaware in those days that elsewhere in the country there were schools that apparently thrived on the notion that if you wanted to acquire the right sort of proficiency in English, you had to throw the mother tongue out of the window. I was yet to come across the fervid search for national identity through the simple device of refusing to learn any language other than one's own mother tongue. I grew up accepting bilingualism as one of the basic postulates in our sort of education.

I later discovered that there were simple-minded people in the country who felt that, with the coming of political freedom, there was no further need for the educated citizen to know any language other than his own. As a teacher of language myself, before my ignoble escape into administration, I was dismayed by the serious recession in language studies that decision-makers were conniving at. By the time I came to head one of the State departments of education, and subsequently to head a university, both positions in a region other than the one in which I was born and brought up, matters had come to such a pass that effective communication in the class-room and elsewhere on the campus became impossible except through the local language. And since the mother tongue of the students was not rich enough to meet the requirements of higher education, and the vast majority of books in the library were in English, I came to the conclusion that one of the most urgent jobs I had to attend to, was to promote the idea of bilingualism in the university.

One of the devices we thought of, in this connection, was the production of bilingual readings as a common textbook for the courses prescribed in the mother tongue and in English. The first of these bilingual textbooks entitled Pratidhwani (meaning: echo) was published in 1970. It contained 12 literary pieces, presented in parallel texts in English and Hindi. The idea of the book was explained in a preface I wrote, of which also the English and Hindi

versions were presented on facing pages. I should like to quote a few lines from it:

"This book is an experiment. By presenting parallel texts in Hindi and English, it seeks to give the student an opportunity to see how the same ideas and themes are presented through two media. It is also hoped that this would help in some measure to remove the fear of English that impedes the studies of many students. It should also help to correct the indifference to the mother tongue that distorts the studies of some.

"Some of the texts presented here were written originally in Hindi, some in English, and a few in other languages. The translations are not always literal. The differences between the two versions are themselves likely to be instructive. Why did the translator take liberties with the original text? Perhaps the student would disagree with him, and could attempt a more faithful translation."

A second Bilingual Reader was produced by the language faculty of the University in 1971 under the title Pratibimba (meaning: image). In the prefatory note, an intention to extend the experiment was announced: "The idea," it said, "was to take three or four of the textbooks presented here and offer them in other bilingual forms, such as Hindi and Gujarati, Hindi and Bengali, and Hindi and Kanada. This, along with some basic aids to study, might encourage students to make a meaningful acquaintance with other Indian languages." I must ruefully report that this promise has not been fulfilled yet.

A third Bilingual Reader (entitled Pratichhaya, 'reflection') was published in 1972. This has been acknowledged as the most satisfactory of the three experimental productions so far. It contains 13 pieces, six of them English originals (Bertrand Russell, Julian Huxley, Philip Altback, Bernard Shaw, Pyarelal and Arnold Toynbee) translated into Hindi, five Hindi originals (Harishankar Parsad, Upendranath Ashk, Prem Chand, Kunwar Narain and Sachchidanand Vatsyayan) translated into English. The other two pieces, from Gautama Buddha and Andre Malraux, were taken from published English translations and rendered into Hindi.

The experiment had its critics right from the beginning. When the first book came out, some people found fault with the Hindi renderings, and were somewhat embarrassed to discover that all the Hindi translations with one exception, had been taken from published books. The translations in the third reader were done on the campus itself, and I may mention the interesting fact that the translation of the Hindi short story, Kaale Sahabs (the Dark Sahabs) by the well-known writer, Upendranath Ashk, was done by a young American student, Miss Edith Irvin. The book has been well-received. Before I get on to the more relevant part of this talk, I should like to quote a paragraph from the prefatory remarks I wrote for the third reader:

"As a novelty, this experiment has attracted some attention. I am not sure however that the maximum advantage has been taken of the opportunity that the texts provided for deepening the student's understanding of the sheer magic that words perform in the hands of the masters. I like to think that we are only at the beginning of a continuing endeavour not only to remove linguistic timidity from the minds of young students, but also to promote in them an unquenchable keenness to cross linguistic barriers in their intellectual quests."

My part in the modest experiments outlined above is the tenuous basis on which I venture to talk to you on translation. I take comfort from the thought that reputations for expertise have before this been built on equally insecure foundations. Besides, it is not only the expert translator, but also the earnest user of translations, who is entitled to an opinion on the principles and problems of translation.

The ideal translator would be a person completely at home in the two languages involved, and in the subject of the work translated. Such paragons are not ordinarily available; there often is discussion on the degree of importance to a translator, of knowledge of the languages from which and into which the translation is made, as also knowledge of the subject of the work translated. The debate is somewhat like the pedagogical debate on the question: If you want to teach John mathematics, which should you know better, John or mathematics? Teachers know that there is no simple or single answer to this question, that would apply in all circumstances.

Before I deal any further with this debate on the priorities of skills in a translator, I should perhaps state how necessary it is to acknowledge certain basic considerations regarding the possibility or otherwise of translation from one language into another. In a report on Scientific and Technical Translating published by Unesco in 1957, the authors warn us: "Specialized translating involves much more than the mechanical looking up of 'equivalents' of the special terms in dictionaries... In fact, it is only rarely and by chance that a word has a true 'equivalent' in another language." If this could be said of technical writing where one should have accepted a one-to-one correspondence between terms in two or more languages, how much more would it be true of discursive or creative writing, where the writer often imparts to words fine edges of meaning that the dictionary knows nothing of. On the mere level of vocabulary apart from idiom, the question of equivalence presents obvious difficulties. I remember being warned, as a schoolboy, that the English word 'home' has no exact equivalent in my mother tongue or in most other Indian languages. I was similarly warned that English has no equivalent for the Sanskrit dharma. You may recall how T.S. Eliot, in his notes appended to The Waste Land, tells the reader how the incantation with which the poem ends, "Shantih Shantih Shantih, " could not be translated into English words: the nearest approach to the meaning of the Sanskrit word, said the poet, was 'the peace that passeth understanding.'

Again, on the plane of plain vocabulary, we are told that Arabic has thirty words for which English has only one equivalent, namely, 'camel' or perhaps two, including 'dromedary'. Icelandic, we are told, has forty equivalents for 'snow'. In my mother tongue, we use the same word for snow and mist: it is spoken in a region where no one has occasion to see any snow unless he travels nearly two thousand miles to the north. Anyone who has tried his hand at translation would know that this absence of equivalents for the names of objects on the material plane is the least of one's difficulties in rendering any work from one language into another.

This could explain the approach that Donald Keene adopts in his Anthology of Japanese Literature (published in the Unesco Collection of Representative Works). He says in his preface that "it is, first of all, an anthology of Japanese works which translate into interesting and enjoyable English. No matter how important a work may be in the original, if it defies artistic translation I could not include it." He says, later in the same preface, "As I have noted, the translations in this book are meant to be literary and not literal."

In the Unesco report referred to earlier, the authors summarise certain valuable observations contributed by Professor Agestino Severino to an Italian report prepared as a contribution to the main report. These observations give valuable guidance, which I should like to quote:

"The keynote of these observations is insistence that the problem of scientific and technical translating (as distinct from questions which merely relate to making translations available by filing and exchange) is essentially a cultural problem: function of spirit rather than brains... It follows, says this writer, that a quality a translator needs to possess, perhaps even more essentially than the ability to find linguistic equivalents, is a linguistic sensitivity which goes beyond mere knowledge of forms and constructions. Possessing this quality he may, even though his linguistic training be limited, far surpass in performance a more thoroughly drilled translator who lacks it. Provided this linguistic sensitivity is inborn, education may foster its development, but if it is not inborn, it cannot be instilled. Moreover, the translators must possess it equally in the language from which he is translating and the language into which he is translating. It is a fallacy to suppose that understanding of a foreign language is more important than ability of expression in one's own. On the contrary, 'whoever really knows his own language' - which is far from being a universal accomplishment - 'is in a position to translate accurately a scientific or technical text, even though lacking mastery of the foreign language'."

Professor Severino's observations evoked many comments from other experts. His denial of the possibility of instilling linguistic sensitivity if not inborn involved, according to one commentator, the "far-from-settled quarrel between the behaviourist and the hereditary schools of

psychology." Professor L. A. Hill (of the United Kingdom, serving at the time in Indonesia), while agreeing with Professor Severino's definition of what constitutes a good translator, added his opinion that nevertheless:

"There is a 'skill' element in translation, which can be improved by practise, or by drill. Professor Severino refers to drill only obliquely; but it is my experience that, though practice is less important than linguistic sensitivity, it can improve the quality of a person's translation considerably. This is in consonance with the view that translation is in part a 'skill', additional to the four main language skills (understanding, speaking, reading and writing), and largely independent of them.

"In my experience, practice in translation from language B into language A will improve one's ability to translate not only from B into A, but also from C into A, and from D into A, etc."

He suggests the translation skill is transferable between languages.

Professor Severino goes on to make the highly controversial point that if nobody is available who knows both languages well, it would be a mistake, (in his words 'remedy worse than the disease'), to arrange for a collaboration between someone who knows well the language from which the translation is to be made, and another who is similarly proficient in the language into which the rendering is made. On the contrary, the report cites the opinion of a committee of the Institute of Linguistics in London, that not only approves such collaboration, but also commends collaboration between linguists and subject specialists as "essential in all cases where the linguist is not fully conversant with the necessary language, including specific terms as well as professional or trade jargon. Even when the translator is a qualified expert, he should, if no longer engaged in the actual practice of the industry or science concerned, arrange for his translation to be examined by a specialist from the point of view of current terminology."

Dr. Elizabeth Andrews summed up for those who held this position:

"My choice in order of preference is: a translation done by a subject specialist mastering both languages; simultaneous collaboration of subject specialist and linguist; revision of scientist's translation by linguist; revision of linguist's translation by subject specialist."

A theoretical discussion of the principles of translation would be largely unreal for two reasons. One is that the process of translation means different things to different kinds of work, and also depends on the purpose of the translation and on the kind of reader for whom it is intended. The other, which applies more to discursive and creative writing than to the scientific and technical is that, as Henry Gifford puts it in his monograph on Comparative Literature (Routledge, 1969),

"Nothing can be taken as final." A discussion of the problems of translation is therefore best done with reference to specific fields and even specific books.

In our eagerness in India to equip our languages to take over some of the functions that English has been performing particularly in our higher education, we have taken up certain ambitious programmes of translation. The results of the endeavour are yet to be properly assessed. At the moment, my impression is that our performance has fallen far short of the promise. We have produced some opaque translations of standard works from English. An instance I may mention is a Hindi translation of Harold Laski's Grammar of Politics: Those who have used it complain that on every page, the reader is obliged to refer back to Laski's original text to ascertain what he really meant. Obviously, clarity and readability have been sacrificed to some unenlightened notion of fidelity to the original.

In the area of classic works, even a satisfactory translation does not ordinarily achieve the permanent appeal of the original. I remember looking into a book published by the Oxford University Press in the early sixties (on which I have not been able to lay my hands, for the purpose of this paper), in which an account was given of the succession of literary men in England from the seventeenth century, who had attempted translations or imitations of the Odes of Horace. Their number was more than a hundred and forty, and they ranged all the way from Milton to Leopold Amery and Duff Cooper. What emerged from the succession of translations was not only some idea of the whirligig of taste, but also of the perennial contemporaneity of a great poet. The translations of Homer in English afford similar lessons in cultural history. Keats was poetically excited On First Looking into Chapman's Homer. An irreverent critic of a later day expressed the wish that Keats had taken a second look into Chapman; he would then have written a different kind of sonnet. Others however have had that less favourable look into Chapman, and the history of English letters presents a succession of translations of Homer, notable among them, Pope, Cowper, Samuel Butler, Andrew Lang, T. E. Lawrence, W. D. Rouse and E. V. Rieu. It is not as if every new translation replaced what went before, as happens when books in the sciences and books of reference are updated. The taste of every generation calls for a new rendering of the classics. At the same time, one also finds it fortunate that there is now a version of Homer to suit every mood and every level of response.

Another example of every generation needing a new translation of a great classic is Tolstoy's War and Peace. Compare the different versions published in the Everyman Library, the World Classics and the Penguin.

Gifford, in the book I quoted from earlier, suggests that an excellent translator "may add a new potentiality to the mother tongue." This was done to the English language by the translators of the King James version. This has become so much a part of the English sensibility that the reactions to more modern versions of the Bible have been unfavourable in many quarters. When the New English Bible was published some years ago, Robert Graves went to the extent of saying

that if he took his oath on the new Bible, he would not feel obliged to tell the truth. And yet, there was a case for new translations into contemporary idiom. Critics pick out the perennial music of such passages as "Consider the lilies of the field, see how they grow, they toil not nor spin; yet I say to you that not even Solomon in all his glory was arrayed like one of these." They compare it with a modern version: "Look how the wild flowers grow; they do not work or make clothes for themselves. But I tell that not even Solomon, rich as he was, had clothes as beautiful as one of these flowers." Such comparisons place the modern version at a disadvantage, but take no notice of the many passages in the modern versions that convey clearer meanings than the traditional version.

Perhaps the best introduction to the principles of translation is through a study of different translations of the same work. When Robert Graves, in collaboration with Omar Ali-Shah, produced in 1967 what he claimed to be a faithful translation of the genuine Omar Khayamm verses, Anthony Burgess, in the course of his review, quoted an original rubaiyyat and work:

Gar dast dihad zi maghzi gandum nani
Az mai kaqui zi gusfandi rani
Wa anghah man wa tu nishasta dar wairani
Aish biwad an na haddi har sultani

In Fitzgerald's First Edition, this is rendered as:

Here with a Leaf of Bread beneath the Bough,
 A Flask of Wine, a Book of Verse - and Thou
 Beside me singing in the wilderness -
 And Wilderness is Paradise enow.

A little-known version by Brigadier-General E. H. Rodwell (Kegan Paul, 1973) gets closer:

If fortune favours me with bread of wheat,
 A gourd of wine, sufficiency of meat,
 With beauty sitting by me in the wild,
 Kings in my happiness may not compete.

(Fitzgerald moved too far away from that sultani.) Here is Mr. Graves:

Should our day's portion be one mancet loaf,
 A Haunch of mutton and a gourd of wine
 Set for us two along on the wide plain,
 No Sultan's bounty could evoke such joy.

A literal translation would run something like this :

'Should I be lucky enough to have a loaf made from the kidneys of wheat, together with a gourd of wine and a leg of mutton, and should I be sitting on the plain with one whose face is beautiful like the moon, then that would be bliss beyond the reach of a Sultan.'

"Fitzgerald seems to have got the singing from the mention of a lute in the preceding quatrain of the Calcutta version. The substitution of the book of verse for the leg of mutton is excusable only when we remember that grosser food than bread and wine is apt only for Victorian humorous verse.. This wishy-washy water-colour idyllism of Fitzgerald won't really do, but it has a certain music and is myopically picturesque. Graves has everything except the magic: even that 'mancet' fails to lift the loaf off the ground. He badly needs rhyme." (Anthony Burgess, Urgent Copy, 206-7)

In the informational field, the translation boom has only started. In the area of creative writing, translation, representing deeper levels of inter-cultural understanding may come no faster than the willingness of the human race to reach for the goal of One World. In both areas, meanwhile, the translator should be stimulated by the thought that he is making an important contribution to the world traffic in ideas. There are few higher missions in the world than this.

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M. N. RAO

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Multilingual publishing offers great opportunities for the vital exchange of ideas and knowledge to a fast developing audience both nationally and internationally. Nationally in a country like India, with continental dimensions but with multiplicity of languages - we publish in sixteen Indian languages besides English, which limits the scope and potential of the book market. Internationally, it will be an adventure in international publishing, breaking new ground and bringing about co-operation in the international publishing community, but posing great problems and challenges that can be overcome with will and determination. In either case, this is a publishing experiment with editorial and publishing characteristics of a different kind.

Multilingual publishing, as its name implies, is simultaneous publication of a book in various languages, thus getting the benefits and economies of large scale production, through smaller individual language markets. This may be done either by a single publisher or an institution or by co-operation among publishers of different language regions co-ordinated wherever possible through a central agency. This kind of co-operative publishing in a multilingual country like India holds the possibility of reducing costs by making common use of artistic and design work, particularly in the field of illustrated children's literature, and make such books available at prices comparable to those of similar quality material abroad.

What are the areas of such co-operation?

Such co-operation is possible in all non-competitive multilingual publication where illustrations play a major part. Some of the fields in which such co-productions can be undertaken are:

- 1) Children's books
- 2) Art Books
- 3) Technical textbooks such as books on physics, chemistry, etc., for example illustrated biology.
- 4) Illustrated reference works such as children's illustrated encyclopedias.

Material co-operation is possible by sharing the costs of artwork, blocks and plates. Economy could also be effected in the costs of printing by ensuring economy of a large print order for the illustrations. This is how it works. Supposing A in one language, say Hindi, desires to publish a good illustrated children's book in four or five colours and his market is only for 5000 copies, he will not be able to issue that at a

price within the reach of the buyer. In this case he will have either to give up the idea of publishing that particular book or, if he could persuade other publishers in other language regions to join with him and share the costs of art work and block making or plate making and print it together, he will be able to get all the economies of large scale print run. Not only he but all the other publishers in other language areas will derive the same benefits.

To channelise such co-operation and all other activities there is need for a central co-ordinating unit. And it is to do this type of work that the Federation of the Associations of Publishers and Booksellers in India has set up the Central Publication Exchange Unit.

Central Publication Exchange Unit

The possibility of co-operation amongst different publishers for producing illustrated books in different languages by making common use of illustrations and plates, block and other reproduction tools thereof, has been engaging the attention of some publishers for some time and certain experiments were carried out successfully in South India on these lines by the Southern Languages Book Trust from 1958 to 1962 and subsequently Unesco took interest and this was discussed at Seminars from time to time. The possibility of holding a separate Symposium on this subject alone was made possible by Unesco and the Federation held this Symposium in 1966 in Bombay at the time of the First National Book Fair. As a result of the discussions and the recommendations of this Seminar, this Central Publication Exchange Unit, delayed for all these years, was finally set up in 1972.

The scope of this Central Publication Exchange Unit will include:

- 1) finding out the titles that would find a market; receiving and examining proposals from publishers
- 2) estimating the proportion of costs that could be shared
- 3) exploring places where such work could be produced economically
- 4) clearing copyrights and helping in the negotiation of royalties and fees
- 5) serving as a means of communication among publishers of different languages for simultaneous publication
- 6) co-operative planning and co-sponsoring of publications.

Modus Operandi

The sponsoring publisher, i.e. the publisher who has the original idea and created the book, would send a synopsis along with a dummy. The Central Unit would duplicate the dummies and circulate them along with the synopsis to the prospective co-operative publishers (such publishers would have indicated their willingness earlier) in other languages. With replies received in the stipulated time, the costs are estimated and shared by different publishers. Fees for this service will be charged by the Unit.

This Unit has been set up only recently with some financial assistance from the Ministry of Education and Social Welfare and the preliminary contacts are being established with publishers in different language regions.

Apart from this, the Central Publication Exchange Unit, when it is fully developed, could also perform other services like circulating the synopses of novels to other publishers and help develop and promote inter-language literatures. This would be mostly straight translations and would not involve central printing.

In the public sector multilingual publication is carried out by the National Book Trust, India under two different programmes - Nehru Bala Pustakalaya for children's books and Adan Pradan for adult books, particularly in the field of creative writing. Under the Adan Pradan programme, the 10 best representative books in each language are translated into 11 other main Indian languages and thus when the series is completed the programme will have 120 titles translated into 11 other languages. Thus there will be a total of 1320 titles or volumes, which would spread knowledge of the literary achievements of the country and foster inter-regional understanding and emotional integration. Under the Nehru Bala Pustakalaya, children all over the country are provided with good quality, well illustrated and beautifully printed multi-coloured books. Every title is simultaneously produced in 12 Indian languages and English with a view to providing children all over India with the same reading material and, by doing so, fostering in them a sense of national identity and one-ness.

Great Challenge

From the publishing point of view this is a great challenge. Editorially the techniques of preparing suitable texts in the original language and the translations to suit the same size and space when there are no uniformities in script and style pose very great problems. From the organisation point of view co-operation and goodwill among publishers is required. Production-wise, the problems are more complicated. One basic model shapes the whole programme - the editorial and production dummy is prepared by the original publisher into which all text, illustrations, and all other editorial material must be fitted. The basic problem is to keep to schedules. Delay on the part of any co-operating publisher could delay the whole thing. But all this will have to be overcome and this is the main reason why this is such a great challenge.

Internationally, I know of one successful experiment that of the co-edition of a Pocket Book Science Series of the Time-Life Science Library which has enabled them to retail at \$1.50 a book originally priced at \$5 per copy. The initial print order for all languages in the Consortium was over 150,000 copies. Other publishers from other countries are joining, and the initial print orders for these co-published editions can be as low as 5000 copies and still be viable.

In conclusion, I would like to submit that multilingual publication poses a great challenge and offers facilities for publishers in different language regions and complexities working together in close co-operation in providing well produced reading material, particularly for children, at

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reasonably low prices, and at the same time enables publishers to economise on production costs. The exchange of ideas between publishers in Seminars of this type is one of the ways of promoting this. So textbook publishing can be supplemented and complemented and the book needs of the communities can be better served.

MARKETING, SUPPLY AND BOOKSELLING

A. BOLTON

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In many countries there is a need for books; as publishers we must be careful not to make the mistake of thinking that the need for books will be satisfied if only books can be produced. To produce books at all may be very difficult, but it is only half the story; the books and the people who need them must be brought together, and if this does not happen and the books remain on the shelf in our warehouse then our effort is wasted, and our money -- or perhaps it is our Government's money -- is wasted too.

It is natural for publishers to absorb themselves in the problems of translating an author's ideas into print. This can become such a mind-consuming task that the question of what is to happen to the book when it is finished may almost be lost sight of. It sounds absurd, but it does happen! The world is full of unsold books that have met this fate.

In all publishing it is essential that the editorial, production and marketing functions should be exercised together. They depend on one another and none can exist without the other. I have known publishing firms where the editors looked down on the people in the sales department as if they were not in the same class as themselves; and where the production department would sometimes draw up its own priorities for the completion of forthcoming books. Needless to say, those firms were not too successful, and they did not seem to work in a happy atmosphere. In publishing, teamwork and a co-operative spirit are vital.

I am to talk about marketing, supply and bookselling. I do so on the basis of about twenty years in publishing, mainly in Australia but also in England. I am keenly conscious of the fact that there are probably many things in my experience that are quite irrelevant and inappropriate to the situation of other countries. I hope you will forgive me for the things that I say which do not apply to you. But there is an important respect in which the experience of Australia may be of interest, and it is that in Australia twenty-five years ago the local book industry was very small and nearly everything was imported, whereas today, although huge quantities of books are still imported from England and the United States, there are many, about 80, local publishers and Australian book publishing is a flourishing and growing industry, producing about three and a half thousand titles a year. The population is 13 million.

Many of the participants here are concerned with curriculum development and the production of textbooks to meet essential requirements. This paper is framed in general terms. Developing countries need textbooks first, but the day comes when the textbook requirements

have more or less been met, and other kinds of publishing are then soon to be needed. What books will children read after school hours, and what will they read when they leave school and begin adult life? People do not always recognise it at first, but they need the works of their own poets and novelists and thinkers, and children's books' writers, for it is such writers who interpret the life of the country for most of us. They bring it into focus. Mr. Hari Ram spoke of the need for good children's literature in his school libraries in Fiji, and of the material that he imports from the U.K. I am sure it will not be too long before good children's books written and published in Fiji will take their place alongside the best imported books in his libraries. And I would also prophesy that his good Fijian children's books will in turn make their way into children's libraries in other countries, including my own. It is not only for the population of one's own country that books are produced.

The first thing I want to say about marketing is that the question how and to whom a new book is to be marketed needs to be examined carefully when the acceptance or rejection of a new manuscript is being considered. This seems so obvious as to be not worth saying; but we sometimes forget how personal and subjective our judgments can be. I may like a manuscript greatly, but unless a lot of other people share my opinion, that manuscript will not be a successful book. Even if many unbiased readers to whom I show the manuscript agree that it is a good one, I still should not assume that the work will sell, as perhaps there are other and even better books already published on the same subject, at prices cheaper than I can achieve.

In a competitive situation it is wise to take careful note of what the competition consists of. In practical terms this means keeping in touch with booksellers, spending time browsing in bookshops and libraries, and studying other publishers' lists. It also means paying attention to the reports of your sales representatives in the field, whose feedback of information can be of vital interest and importance.

The more precisely you can gauge the prospective market for a book, the more fortunate you are, because your accurate prediction of sales will not lead you into printing more copies than will be required in the period for which you are planning. In my observation, one of the greatest temptations to which publishers are subject is to print more copies than a careful survey of the market indicates will be required. They do this to achieve a lower unit cost, and in the hope that resulting lower retail price will cause the book to sell better. But of course if you are hoping to make a net profit of, say, 10 per cent, and 25 per cent of your edition is unsold and unsaleable at the end of the day, then what might have been a successful book becomes a source of loss in which precious capital is locked up and cannot be recovered. I knew a publisher once who used to say that it was possible to sell 3000 copies of almost any new novel of good quality, and who went on occasionally accepting and producing novels on this assumption even after the size of the market had actually fallen to about 1800 copies. This illustrates a point about marketing that is worth mentioning -- namely that past experience is not always a reliable guide to what one should do today. Conditions change, and

the publisher who is not up to date with what is happening in the market-place can expect to get into difficulties.

Different kinds of books call for different techniques of marketing. If we are producing textbooks for use in schools, our first target will not be the bookshops but the educational authorities who recommend and approve books for school use. If we have a book written for university or technical college students, then it is the recommendation of the professor or the head of the department that we seek, by submitting reading copies for examination. In either case it is the formal adoption or recommendation of a book by the responsible authority that produces the demand. In Australia, where the educational market is if anything over-supplied with books to choose from, one of the difficulties of educational publishing and bookselling is that many schoolteachers do not make up their minds what books they are going to use in their classes until the new school year has almost begun. This makes it hard for the educational bookseller and the publisher to be able to guarantee that supplies will be available everywhere that they are needed, because in Australia the period in which textbooks are mainly bought is concentrated into a few short weeks in February and March. A situation in which educational authorities are slow to notify what books will be used is very productive of wasted resources and time. It seems that educational authorities must themselves be educated to understand how long it may sometimes take to get a book reprinted and distributed. You will realise that I am describing a free enterprise system in which a number of textbooks may be produced by different publishers for the same course of study. Such potentially wasteful arrangements would probably not be tolerated in developing countries where the problem is not to choose among books but to get any books at all.

The development of the local book industry in Australia was to a large extent founded on and financed by the production of books for schools. This was an area in which the local book with its local terms of reference and identity could compete successfully with the imported overseas book, even though the imported book might be superior in production and in some aspect of its editorial content. An important marketing advantage arose from this, because the factor of local identity and appeal began to work in favour of Australian books at more advanced educational and technical levels. A local book on, say, dairy cattle husbandry, written by an acknowledged expert on Australian conditions, could outsell any imported book on the same subject. I suppose that this was a reflection of a growing national self-confidence, and even of a patriotic response on the part of buyers and readers. Publishers in developing countries might expect, I would hope, to experience the same advantage in their own markets. The authority and expertness of the author is what counts, even if the production of his book is not everything that could be desired. Generally speaking I think that production standards catch up and improve with time and experience. It would be nice to publish nothing except beautifully produced books; but one can't wait for that; one must start with such resources and skills as exist, and build from there.

In general, as is obvious, successful marketing depends on having the right book to sell; but because there are so many books competing for the buyer's attention, one cannot expect the right book to sell of its own accord. In my experience, and in my observation of other publishing firms, successful marketing is closely related to forward planning and to the provision of advance information. It is hard for a sales representative to obtain a pre-publication order from a bookseller if he has nothing to show except a list with the name of the author and the title on it. Perhaps the author is famous and will sell on his reputation, but this is the exception. Booksellers have many difficulties, and it is not reasonable to expect them to invest in the purchase of forthcoming books of which they know practically nothing and of which they cannot judge the market appeal. If a publisher is working in a small territory, and his representatives are able to cover it at regular intervals, it is possible to shorten the time between the taking of pre-publication orders and the moment when the book goes to press; but some countries, like my own, are very big, and sales representatives have big territories to cover, so that it may be up to six months between one visit to a bookseller and the next. If some important books are being published in that time, and if the representative has had nothing to show the bookseller on his first visit, then orders may be lost that would have helped the publisher to decide on the size of his print run.

Advance information can take many forms -- a preliminary blurb and specification, an announcement and description in a seasonal catalogue, an advance jacket or cover proof, and perhaps proofs of the text and illustrations. The more important the book, and the more important to its success is the response of a particular bookseller, the more vital it becomes to ensure that the bookseller is properly served with information.

In theory it never seems as if it would be difficult to prepare adequate advance information in time; you make proper allowances in your scheduling and that is that. But it is an occupational disease of many publishers that they are impatient; their estimates of the time it will take to complete the various processes of editing and production are optimistic, and when delays occur it is often the time for pre-publication selling that suffers. I think it is impossible to lay too much stress on the need to be realistic in planning production, and on the need for sales managers to have a say in the time required to prepare bookseller customers for important new publications that are on the way.

It may be that other countries have different conditions, but on the basis of my own experience I would say that four times out of five it is the book that sells well to booksellers before it is published that also sells well to the bookseller's retail customers after it is published. With so many new books coming on to the market all the time, the life of the relatively unsuccessful books tends to get shorter. Anything and everything that can be done to prepare the audience at whom a new book is aimed to receive it is well worth while.

This is what marketing is all about.

How can a market be prepared to receive a book? The more

specialised the book, the easier it usually is to reach the public for whom it is meant, particularly if they form a group of people who customarily read a periodical related to the subject of their interest. It may even be possible to reach them by direct mail and not market the book through normal bookselling channels at all. If a book is more general, the problem can be more difficult. This is where publicity and promotion come in as part of the marketing effort, and of course advertising too. I do not want to say much about advertising. The value of retail as opposed to trade advertising for books is often debated. Many people seem to agree that advertising can help a book that is already selling and being talked about, but will do little to shift a book that is not selling. However, there are forms of publicity that can be had for no expense, including book reviews, items of news about books and their authors in the press, and features about books on radio and television. I consider all these things to be part of the marketing effort.

The local book industry in a developing country can benefit greatly, in my opinion, from the goodwill of newspaper editors and broadcasting authorities, whether at the neighbourhood or the national level. It is here again that national pride and self-confidence asserts itself. In Australia forty or fifty years ago local books were not very impressive and were not highly esteemed. In bookshops they were not well displayed. You could have found people who would have told you that they never read an Australian book but only books imported from England. With time, books got better, production got better, and public appreciation improved. One of the things that assisted this process was an annual event called Australian Book Week, which was held (and is still held) in October, at the time in Australia when many people are starting to buy gifts for Christmas. The cause of Australian Book Week was very greatly assisted by the freely offered co-operation of newspapers, which ran special features in their pages about Australian books and authors, and devoted large amounts of space to reviews of new publications. This kind of publicity did a lot for Australian publishing, and helped to persuade a lot of people that Australian books were really worth their attention.

There is also, in Australia, a very important annual children's book week. It has been going on since the Second World War. Children's Book Councils in the various Australian states combine to make awards for the best books of the year, and in all the big libraries there are book displays and activities to which school children are taken in their thousands during the school day. There is a lot of publicity for children's books throughout the week on radio and television and in the press. It is no exaggeration to say that Children's Book Week in Australia has done more than anything else to raise standards of authorship and illustration and of book production -- and of course to help create a generation of people who regard books as a natural and necessary part of life.

For many kinds of books, the library market is of the greatest importance. I would imagine that in some developing countries, the need for libraries must be greater really than the need for bookshops and the idea of personal book ownership. I cannot imagine any scheme

for the development of a local book industry being planned that did not lay the greatest stress on the growth of a lending library system. Publishers should do everything in their power to assist librarians to obtain increased funds for book acquisition. Time spent in such activity may not seem directly related to the marketing of one's own list, but one often benefits greatly in the end from co-operative activity of this kind.

A wise publisher will take care to establish good relationships with booksellers who are specialists in library supplying. Some library suppliers act as blanket-order agents for libraries in other countries, and in a modest but significant way this can be the start of an export trade for many publishers. Obviously, it will be part of one's marketing effort to libraries to ensure that they receive up-to-date information about forthcoming books, and to keep oneself informed of the selection tools for books that important libraries are using. I have known publishers who resented having to deposit copyright copies of their books with their national library, quite forgetting that the subsequent listing of those publications in the national bibliography stimulated a demand for copies from libraries in many parts of the world. The development of a national book industry and the development of good bibliographical tools within that nation should go together.

I turn now to the question of supply and distribution. The problems tend to be rather different here as between publishers who are large and those who are small. A publisher with a big list and a large turnover may be in a position to run his own trade department and warehouse and to keep a team of representatives in the field. The publisher who is small often cannot afford such overheads, and must try to make arrangements to share distribution with one or more other publishers. Publishers whose lists are different in character find it easier to associate with one another in this way than publishers who produce very much the same kinds of book. The task is easier for salesmen in the field too. The value of co-operative distribution enterprises can be very great, because whereas publishers can keep their identity and individuality in the eyes of their bookseller customers, the expenses of warehousing, packing and dispatch can be shared. The cost of dealing with a single order for a single and inexpensive copy of a book can be out of all proportion to the return. In my country, and elsewhere, many publishers place a penalty loading on single-copy orders by reducing the discount from, say, 33 1/3 per cent to 25 per cent. But in an organisation that is handling orders for a number of publishers, the single-copy order is not likely to crop up so frequently.

In the Australian book trade, an important part is played by wholesalers, which are large, independent firms standing between publishers and retailers. In Australia there are several hundred booksellers carrying a fairly wide variety of stock; and in addition to these there are about two and a half thousand newsagencies that have some stocks of books -- mainly paperbacks, but hardcover books on popular subjects as well. Those newsagencies are serviced almost exclusively by wholesalers. The terms of trade on which they operate would probably strike some as being rather severe. They buy from

publishers at 55 per cent discount, with everything on sale or return -- that is, unsold books can be returned for full credit. Of course, they buy very selectively when it comes to titles that may have popular appeal; but the range of what they buy includes Oxford dictionaries and reference books as well as titles for the mass market. Books are then scaled out by the wholesaler to his newsagent customers, again on a sale-or-return basis, and at a discount of around 35 per cent off the retail price. The newsagent may have little or no say about what he is getting; his shelves and book racks are serviced for him from time to time, and unsold books are taken away. Perhaps I should add that it is not only newsagents who deal with wholesalers. Quite major booksellers sometimes buy from wholesalers as well as from publishers direct. It gives them an additional source of supply, and one that comes at no risk.

Despite what must seem an impersonal way of operating, the wholesaler is important in the Australian trade. His merchandising approach and wide-ranging penetration of the whole countryside can make a tremendous difference to the quantities of a book that are sold. In a publisher's office, the best news of all can often be that the wholesalers are heavily supporting an important new book -- and this despite the fact that it may be eight or nine months before debts are settled.

I wish to conclude this paper with some remarks about bookselling. I feel diffident about this, as I only know about bookselling from the point of view of a publisher and customer.

In Australia there is a lot of pessimism about the future of bookselling. Standards of service have declined, and it is unfortunately true that the average bookshop assistant doesn't know nearly as much about books as his predecessor of a generation ago. When I first worked for a publisher who was also a very big bookseller, the bookshop assistants employed by the firm were extremely knowledgeable. They seemed to know every title. The stock would be called over every morning, and there was a very efficient system of stock control and re-ordering. There has been a decline since those days. Bookshops, particularly bookshops in big cities, face very high rentals; and the generally low unit value of books compares unfavourably with other kinds of more expensive merchandise that could be taking up the same space. Also, the profit margins in bookselling, which at the best of times is a somewhat risky occupation, do not allow for the payment of the sort of wages that encourage ambitious and educated young people to enter an occupation. Further, people in retail trades like bookselling have to work a five-and-a-half day week, and most Australians prefer a five-day week. Another factor that has lowered the spirits of booksellers is that in Australia resale price maintenance has been abolished by law. It means you can no longer be sure that the same book will be the same price everywhere. Price-cutting of popular books by supermarkets that have no general trade in books is now theoretically possible. Regular book booksellers consider that they may lose the profitable cream of their trade while being left with all the more difficult books that require more effort and skill to sell. I should add that it has not happened yet.

I have mentioned these conditions without knowing to what extent, if at all, they may be applicable to some of the countries represented at this seminar. I think, though, that there are western countries, including England, where bookselling is experiencing some of these difficulties.

As publishers, we need to be concerned that booksellers are able to operate profitably and efficiently. Sometimes we may resent the fact that the bookseller gets a large discount for taking and passing on orders. Sometimes we may feel that booksellers are doing nothing to promote the sales of our particular books, and that sales which are achieved are the result of our own promotional effort as publishers. We may wish that we could supply direct to our retail customers. But we mustn't forget that many people buy books on impulse. The bookseller is performing a service for us simply by displaying our titles on his racks and shelves, where the passing customer may stop to look at them and perhaps to buy. Bookshops are our showrooms and our communication link with the public. We should cherish them.

What should our attitude be about discounts? I don't think I can generalise about this, except to say that I believe it is more rewarding in the long run to be generous than to be mean, so that the bookseller has an incentive to buy one's books and to push them to his customers. I was recently re-reading Sir Stanley Unwin's famous book The Truth About Publishing, and I was very struck, considering what a wise and profound book it is in general, by the somewhat grudging attitude it repeatedly expresses about discounts. It is full of dire warnings that if publishers have to increase their discounts to booksellers above a maximum of 33 1/3 per cent, then retail prices of books must inevitably rise -- as if that rise in prices would spell disaster for the whole trade. I think that many publishers in England, and elsewhere in the English-speaking world, inherited or shared Sir Stanley Unwin's views about prices, and that as a result many English books were under-priced for years, with companies working on very low margins and their employees working on very low salaries. The situation is different today. Inflation has pushed costs up, and publishers have been compelled to charge more. Many of them must have been agreeably surprised to find that it has not cost them sales.

I am not, of course, saying that high prices for books are desirable; in many countries where incomes are low, such an idea would seem offensive. But whatever the country one is looking at, the price of books should be seen in relation to the prices of other commodities. In some developed western countries books have been relatively cheap for a long time; perhaps the situation in developing countries is the same.

As I am not a bookseller, I may have a rather one-sided view about firm-sale dealing as against sale-or-return dealing. It seems to me that in general a bookseller who has a real investment in his stock will conduct his business more seriously and with a greater sense of responsibility than a bookseller who can order what he likes in the knowledge that he will not have to pay for what he doesn't sell. I think most people would agree that bookselling is healthier in England, where trade is mostly on a firm-sale basis, than it is in

America, where booksellers have return privileges. From the publisher's point of view there does not seem to me to be any question that firm-sale trading is to be preferred. It is harder to keep control of stock, and to know when books may need to be reprinted, if large quantities of unsold copies are going to drift back eventually from bookshops. And it makes difficulties in accounting for royalties. The author who believes he has a healthy credit with his publisher may finish up with a debit instead.

This does not mean that there are no circumstances in which a publisher should supply a bookseller with returnable copies. In Australia, a bookseller who orders, say, 50 copies of a promising but untried new book, may ask for and receive an additional 25 copies on a sale-or-return basis for a window display. The invoice for the transaction would show '50 copies firm and 25 copies see safe'. And of course cases often occur in which a bookseller gets caught with large stocks of a bestseller that suddenly stops selling. It would be a foolish publisher who flatly refused to take anything back in such circumstances, on either a cash or exchange basis. I think it is important in the book trade to try to have flexible views about things, and to be willing to listen to the problems of other people, whether they are authors or publishers or printers or booksellers or librarians.

It is my experience that trade associations -- of publishers, or booksellers, or whatever, tend to be isolationist and somewhat antagonistic in their stance towards other groups. I was present last year at the annual meeting in Brisbane of the Australian Book Publishers' Association. The annual meeting of the Australian Booksellers' Association was taking place at the same time in the same city. There was a general air of tension throughout the book trade, because the legal judgment in the Reale Price Maintenance case was due to be handed down. And so on this occasion there was a joint meeting one afternoon of the publishers and the booksellers. A crisis had brought them together. It was the first time it had ever happened.

I believe there is an important lesson for developing countries to learn from this bad example of non-co-operation. The different parts of the book trade depend on one another and cannot exist without one another. A lot of the antagonisms that spring up in the trade would give way to understanding if the difficulties of the parties were properly explained. I suppose the trouble lies in human nature itself, and in the fact that many of us are secretive about what things cost us, and what returns we hope for.

The last thing I want to say about bookselling, or rather on the more limited subject of publishers' relationships with booksellers, is that it is important for publishers to choose very carefully the sales representatives who are their ambassadors to the trade. A good representative is one who knows his publisher's list inside out, and who never misses an opportunity to sell an old title from the back list as well as new and forthcoming material. But the good representative must know his customers and the kind of businesses they have, and one of the things he must do is not to over-sell, so that the bookseller is persuaded to buy more copies of something than he will be not able

to sell. Such a state of affairs is no good to anybody in the long run. When sales representatives are on commission, it is hard to expect them to restrain a customer from taking more of a book than is good for him. But this situation does happen sometimes, and I think it is quite an aspect of publishing that sales representatives should be chosen for their maturity of judgment as well as for enthusiasm and all the other get-up-and-go qualities that we are taught to expect.

This paper has ranged informally over a number of subjects connected with marketing, supply and bookselling. There is a lot more that could be said, and which perhaps will come up in discussion today and later in this seminar. Much of what I have said has expressed the theme that co-operative efforts make good sense even for people who are in business competitively with one another. Really this is the theme of our whole seminar, and the fact of our being here together means that we have hope for the future of co-operation. I am sure that many practical benefits will follow for publishing and bookselling in the countries we represent.

MARKETING TERTIARY LEVEL BOOKS

R. L. DAVIS

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This paper is confined to an outline of possible marketing techniques for educational books. General book marketing (including fiction and non fiction) is not included. In addition emphasis has been placed on those marketing techniques that would seem most appropriate to college and university level books - those often termed tertiary level books.

Marketing of tertiary level books starts as early as the publisher or his editor conceives the idea of the particular book or series. Strictly speaking, of course, the editor is employed to procure manuscripts and develop them from the "idea" stage up to the "reading to print" stage. However much of the information that the editor obtains from his early meetings with the author can be useful in deciding how and where the book should be marketed. This editorial "market researching" can often answer such marketing questions as - 1) possible audiences to which the book should be devoted - 2) correct pricing - and whether or not sales would benefit by a low cost edition - 3) whether learned societies or especially eminent academics could be approached to review the manuscript and hence increase sales by word of mouth - 4) correct time of publication and publicity suitable for the particular book. All these matters can be obtained by intelligent questioning of the author (or those working in related areas).

Following the early information that passes to marketing from the editor, then a complex pattern of marketing techniques has to be evolved - best suited to the particular book and to the budget. However, before dealing with the marketing tools in detail it is relevant to emphasise a facet of publicity that is all too often missed - that of distribution and wholesaling. I include this aspect in this paper since it seems self-evident that to push ahead with marketing without first ensuring that the demand can be well serviced is short sighted. Careful choice of wholesaler/distributor is especially important where one is dealing with tertiary level books. The specific nature of the titles - plus their high cost (in relation to general books) requires considerable administrative skills if a regular supply of the required titles is to be provided. In country after country, throughout Asia and Africa one hears the plea from the market that particular titles are needed - but for an assortment of reasons they are not available. These include

- a) lack of exchange currency
- b) untraceable publisher, or more likely untraceable agent
- c) incorrect ordering procedure
- d) slow servicing and delivery from publisher himself

Why such problems should arise is fairly self-evident. Firstly books are so specific in nature that seldom will an alternative volume suffice. Secondly, of course, is the vast production of books. When one considers that in 1972, 34,000 titles were produced (in the UK alone) by some 200 publishers one can begin to see the booksellers' problem. The bookseller, often untrained in arts or sciences, has to decide which of these many thousand titles should be ordered for his local academic community.

Frequent and relevant information passing out from the wholesaler to the retail trade and to the academic world is one of the most important ways of increasing sales. The publisher should work closely with the wholesaler, guiding him as to sales of the titles in other territories, so that the wholesaler can intelligently estimate (guestimate !!) local sales. Promotional material - (or positives thereof) - should be provided in abundance. Wholesalers (or local publishers' agents who also stock) should therefore clearly be regarded as the first stage in providing a base for good marketing within a territory.

Wholesalers are generally concerned with retail outlets and do not generally service orders directly. Exceptions to this, however, are library accounts. In the U.K. special library suppliers have evolved in the last 20 years, who specialise in the servicing of library orders - usually based on a discount of 10 per cent off the list price (or where the Net Book Agreement operates, off the net price). The development of these library suppliers has caused much anger in the bookseller circles since a sizeable percentage of the booksellers' business has been taken away. However the reason why libraries have gone across to the library suppliers is not solely due to the more favourable discounts, but often because of better servicing. Where booksellers exist in countries where the book reading habit is not widely developed, then booksellers ignore the library accounts to their peril. For if they should lose their library accounts then the volume of business, because of limited sales to private individuals, is very small.

The marketing methods that are available to educational publishers are -

1. Advertising (promotion that is paid for)
2. Publicity (promotion that is free)
3. Representation (single or shared)
4. Exhibitions (at Conferences, symposiums, meetings, etc.)

Each of these marketing functions has its own particular role to play. It is the job of the marketing director to determine the correct "mix" or marketing "formula" for each particular book. Where one textbook is best promoted by direct representation, an advanced reference level book may be better promoted by a well chosen direct mail approach to a well chosen list of relevant academics.

Space advertising is invariably costly - whether in the consumer press or in professional/specialist journals. "Image" advertising is not much favoured by publishers, probably because of the paucity of available funds and because too little tangible return can be seen. To offset the high cost of space advertising, publishers should consider carefully

chosen "shared title" advertising. Related titles or those in series can generally be inserted at relatively low cost. Taking a specific example - one of the publishing trade papers in India costs Rs300 per full page; less discount this is Rs265. In this space 12-15 titles could be clearly displayed and sufficient details given about the contents to attract further interest. "Cut out" or "reply" coupons cost no more and are a simple yet effective way of quantifying the interest that has been created by the advertisement. Incidentally always code such reply coupons and plan stocks of publicity brochures so that these can be sent out directly the reply paid coupons come in.

A form of advertising where direct results can be related to the expenditure is that of Direct Mail. Where distances are large and where small publishing houses are concerned, the hiring of representatives is often completely out of the range of the company. Therefore direct mail is often the only viable alternative.

A pre-requisite to direct mailing is the building up of good lists. This is not a subject that can be left to a junior staff member unaware of the intricacies of University structure. Arguments will long continue over the benefit of mailing to academics by person or by title. Whilst experience in America shows a generally higher response from the former, one should not forget that checking and updating of lists can be both difficult (if there is a rapid staff turnover) and expensive. Where such problems arise, it is probably as good to address the mailing by title, i.e. The Head of the Department of Economics, or Chairman, Biology Department. All promotional pieces - catalogues - brochures - special pre-publication letters - reply slips - special pre-paid reply cards should always be coded. It costs nothing yet it enables one to find out the response to the mailing. Direct mail is not a once and only affair - campaigns have to be carefully planned - one - two - three shots are by no means unknown, and indeed have been shown to pull in profitable response. A direct mailing should always leave the "ball in the receiver's court" i.e. a return card asking for a sample copy - or one indicating that further details of the title (s) promoted - or requesting the name of another academic who may be interested in the title promoted.

Lists must be continually scrutinised, and also those academics who respond should be noted on the plates. Thus a body of favoured customers can be built up - and it would be to these that special publication offers could be made.

With addressograph plates or some alternative, costing approximately 1 rupee - a typical mailing would consist of -

| | | |
|------------------------|--------|--------------|
| 1 x Promotional letter | Rs 200 | per thousand |
| 1 x Brochure | Rs 280 | " " |
| 1 x Reply Card | Rs 200 | " " |
| 1 x Envelope | Rs 80 | " " |
| Postage | Rs 500 | " " |
| Addressing | Rs 120 | " " |

Rs 1380

All of these make it difficult to send out effective mailing shots at less than Rs1380 per thousand - and this is in black and white. The multi-colour mailings of TIME-LIFE and READERS DIGEST run into much higher figures - but as much as we all say, "Well, I never reply to these mailings" - clearly somebody does - and in quantities large enough to make very profitable publishing houses.

A final word in connection with direct mail and mailing lists. Consideration should be given to the idea of central mailing agencies where lists can be expertly maintained and renewed. At a recent conference, I spoke with several local publishers who claimed they had mailing lists, but on further questioning it turned out that of the ten I spoke with only two had personalised lists and only three had attended to their lists within the last three years. These central mailing agencies could then send their lists for nominal fees to publishers. Much duplication would be saved by using such agencies.

Publicity or "free advertising" varies from publisher to publisher - some firms even go so far as to have a Public Relations Officer to look after publicity. Publicity includes reviews, mention in diaries or gossip columns in papers - a mention on radio or TV or feature articles about the book. For tertiary level books probably the good review does most to sell the book. Though perhaps the fact that an author has a particular award or has made some splendid discovery will create interest in a newspaper diary.

The best publicity of course is "word of mouth". An academic renowned in his field mentioning to a colleague that he uses a particular book is going to attract far more interest by other teachers than paid advertising.

Representation and exhibition work can be grouped together since few publishers are large enough to be able to employ a representative solely to look after exhibitions.

Academic representation is expensive - mainly due to the fact that to be effective one has to employ people well educated enough to be able to talk with academics. I gather that a young man entering publicity in India would command approximately -

| | | | |
|-----|----|-----|-------------------------|
| | Rs | 750 | a month |
| add | Rs | 300 | for travel and expenses |

Rs 1050 x 12 = Rs12,300 a year.

This salary represents a sizeable number of books. However, it is evident that academic representatives are here to stay. The personal call by a man who can intelligently discuss the contents of his publishers' lists clearly sells books. The sample copy technique plus the following up by letter (or by the bookshop) all pay dividends.

Shared representation can be a way of cutting costs - and, if the publishers concerned have lists that complement each other (e.g. a publisher in the field of Humanities jointly employing the services of a representative with a scientific publisher) then this can be beneficial to all concerned. However, again it must be emphasised that the effectiveness of the representative depends upon how well he knows the list.

The longer the list he represents, the less well he knows each title.

None of the marketing functions mentioned can operate without the help of the others. Representation, advertising, publicity, direct mail, exhibition work plus a swift and effective wholesaling outlet are needed. How to get all of these within the budget is the question.

THE ROLE OF PUBLIC AND SCHOOL LIBRARY SERVICES

D. R. KALIA

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The other day a participant in this Seminar very aptly described the book as a common wealth. It is a wealth of knowledge to be used in common. The best way of making a book the common wealth is to make it available to all through libraries. The social purpose of a book is best served only if it is read and read widely. The countries where books are published in large numbers are those where libraries of all types abound. Libraries through their extensive purchases ensure a wide and stable book market. It is estimated that as many as 90 per cent of hard-cover books published in the developed countries are purchased by libraries. The prices of books are spiralling at the rate of 10 per cent more per annum, and as such they are beyond the reach of even the middle classes.

The rate of book production in developing countries is low because of the limited demand for books. If the public library service is universalized and each school has a library of its own, a wide and stable book market would be ensured. When it comes to organising library service for schools and the general public, several options are open to the developing countries. Each country has to make its own choice according to its administrative structure and socio-economic conditions.

Public Libraries

In countries where municipal administrations are strong and efficient, the provision of the public library service can be entrusted to them, provided each municipal unit is viable from the point of view of population and financial resources. Where local administrations are weak and poor, statutory library authorities should be instituted - one for each city with a population of 100,000 and above and for each country or revenue district. These statutory bodies are financed either out of municipal and State revenues or through library cess on immovable property, vehicles tax and octroi duty. Public Library Service can also be provided by a Government Department and financed out of State revenues. India's experience has shown that the best results are achieved only if there is a library legislation providing for the administrative set up and the levy of library cess or surcharge on different kinds of taxes.

It is immaterial what system a country adopts so long as all the public libraries in the country are integrated into the National Public Library System through co-operation which would include a well-defined national library policy, a book acquisition policy for each library and inter-library loan of books. The system should be so designed that every citizen, wherever he resides, is able to borrow books from any library in the country through its local unit of service. Such an

integrated public library system would prove to be the most economical and effective. Public libraries should not be allowed to function in isolation from one another. They must belong to the State Public Library System. Except for the larger cities, there should be a common library authority for the urban and the rural areas. Library service should be provided to the rural areas by the nearest urban units.

It has also been found by experience that the funds raised through library cess are not adequate to cover the entire expenditure on public library systems. The cess revenue is to be supplemented by State grants. State grants can be given either on the basis of certain percentage of the total land revenue raised in each district or a fixed amount per capita.

The experience acquired by India in the organisation of public library services at a State level may be of some interest to the participants in this Seminar. In the middle of the 19th century, when the first municipal legislation was adopted in India, provision of public library service was entrusted to the local bodies. Unfortunately, for various reasons, the local bodies in India have been the weakest link in public administration. Their resources are limited in relation to their needs. They are never able to spare necessary funds for the establishment of public libraries. From 1850 to 1947 when India attained independence, out of 440 local bodies only 56 had cared to provide a modicum of public library service. Though these libraries were maintained out of public funds, yet the borrowers were required to pay a subscription as well as caution money. In India, the per capita income being very low, the burden of depositing the caution money and of paying the annual subscription inhibited the use of public libraries. It was only the élite who could possibly make use of them. Most of the books which these libraries stocked were in English, as reading and writing in one's own language during the British regime was frowned upon by the English-knowing élite. Besides the local bodies, voluntary organisations and endowments also established public libraries but they were invariably subscription libraries used again by the English-knowing élite. Since these subscription libraries and the municipal libraries did not stock books in Indian languages, they failed to provide a wide and stable book market for Indian publications. Most of the books that these libraries stocked were imported from Britain.

Under the Indian Constitution, the provision of public library service is the responsibility of the State Governments. The Central Government can only extend financial assistance to the State Governments in support of their public library development programmes. Within a year of India's Independence, Madras State provided a lead to the country in adopting library legislation. Under the Madras Libraries Act, 1948, a Library Council was constituted to lay down policies for public library development and to provide overall direction. A Directorate of Libraries was established which administered the library development programmes. Since the local bodies had failed to deliver the goods, they were divested of the responsibility of

providing public library service. A statutory library authority was instituted for the capital city of Madras and for each district. Library cess was levied at the rate of 3 per cent of the property tax or the house tax paid. Since 1948, Andhra Pradesh, Mysore and Maharashtra also adopted library legislation of their own, in 1960, 1965, and 1967 respectively. The Mysore Public Libraries Act, 1965, is the most progressive and forward-looking of all the Library Acts. The Mysore Act provides a separate Library Authority not only for the capital city but also for each city with a population of 100,000 and above. It levies a library cess and vehicle tax and octroi duty as well. The State grant is paid at the rate of 3 per cent of the total land revenue collected. The personnel working in public libraries are State employ employees. Their salaries are paid out of State funds, relieving thereby City and District Library Authorities of this financial burden. The Directorate of Libraries provided by the Act is headed by a qualified and experienced librarian. Other States are also adopting the similar legislation but the Government of Punjab, instead of paying grant-in-aid as certain percentage of the land revenue, proposes to provide half a rupee per capita as State grant out of its consolidated fund.

Unfortunately, in spite of the adoption of library legislation in certain States in India, public libraries continue to ask for caution money. This practice of charging caution money is anti-egalitarian in character and has no place in a society which has made democratization of educational facilities as its cherished goal. In India we still take pride in clinging to the archaic financial rules framed in 1881 of holding the librarian responsible for any losses of books detected as a result of stock-taking. It is no wonder that the librarian for his own safety employs most ingenious devices to keep the users away from books.

I would, therefore, like to caution other developing countries against the practice of charging caution money and holding the librarian responsible for any losses incurred in the circulation of books. Certain losses in public libraries are inevitable when books are in circulation. Such losses should be treated as a part of the cost of library services. The readers should be expected to spend only their time and no money.

Delhi Public Library which was established jointly by the Government of India and Unesco in 1951 as a public library pilot project is the only one in the country which does not ask for caution money so long as a person can get his application for membership recommended by an identifiable person if he himself does not enjoy such a status. The library has about 125,000 registered borrowers who are borrowing about 2 million books a year. It is considered to be the busiest public library in Asia today. In spite of the fact that no caution money is deposited by the borrowers all the books borrowed are returned except a few hundred. As a matter of fact the incidence of non-return of books in the library is among the lowest in the world. It only shows that the general public can be trusted. People do not betray a trust once reposed in them. Civil suits are, however, filed against the borrowers who fail to return the books. It acts as a deterrent to others.

I would, therefore, very strongly recommend to the developing countries to dispense with the practice of asking for cash deposit and charging of annual subscriptions if the use of books is to be promoted.

Another aspect of public library service needs to be emphasized. The modern public library has assumed the role of a centre around which the cultural activities of the community revolve. It is no longer a passive storehouse of books but a dynamic institution which tries to reach the public through branches, deposit stations, book-mobiles and cultural activities. The Delhi Public Library, for example, has a separate section which organizes cultural activities on a regular basis such as lectures, group discussions, art exhibitions, plays, etc. An auditorium is attached to the library where these activities are held. Readers, having common interest in a particular subject such as literature, social sciences, art, etc., organize themselves into groups with their own office bearers and meet once a week at the library. Besides books, gramophone discs are also lent to individuals and institutions. A fleet of book-mobiles fitted with shelves and counters carrying three to four thousand books visit different localities in the city at regular intervals. Organisation of public libraries on the lines of Delhi Public Library and developing them into community centres is to be commended.

School Libraries

Different systems of providing library services to school children have emerged in different parts of the world. In most of the developed libraries, there is a bureau of school libraries for each educational district. These bureaux direct and finance school library services. Common services such as selection, acquisition and supply of books along with printed catalogue cards are provided by the bureaux. They are attached to the Directorate of Education.

As regards the provision of funds for school libraries, Unesco has recommended that one per cent of the total expenditure (excluding capital expenditure) on elementary education should be allocated to library services. This will comprise both capital and recurrent expenditure on libraries and also to some extent the expenditure on audio-visual aids. These materials would be housed in the school library, often called the Educational Resource Centre. In the case of secondary schools, it is proposed that 2.1 per cent of the total expenditure (excluding capital expenditure) on secondary education should be allocated to library services. A higher percentage has been suggested in the case of secondary schools for the reason that in these schools, books in foreign languages are used by the students to a larger extent than in the elementary schools where in most cases the medium of instruction is the mother tongue. Even in the case of elementary schools where English is the medium of instruction in addition to the mother tongue, a higher expenditure will be necessary.

In most of the developing countries the majority of the population resides in villages. The size of each village happens to be very small. For example, in India there are about 567,000 villages out of which as

many as 62 per cent have a population of less than 500 and only 21 per cent have a population between 500 and 999. In other words as many as 83 per cent villages in India have a population of less than one thousand. The rate of literacy in these villages is not more than 20 per cent and most of the literates are of the school-going age. Most of these villages have only an elementary school providing education for four to five years. The total number of titles available for children, neo-literates and new reading public in the local languages is limited. Under such circumstances, it would be highly uneconomical if a public library as well as a separate school library is established in each village. The District Library Authority should be made responsible for the provision of school library services besides public library services. A combined library should be located in the school to be looked after by a school teacher on part-time basis. In most of these villages the only person who can possibly look after a library is the school teacher. The Educational Authorities should pay a grant-in-aid to the District Library Authority for providing school library services on the rates recommended by Unesco i. e. 1 per cent of the total expenditure incurred on elementary education.

The Role of Public and School Libraries in Book Production

It has already been stated that libraries, through extensive purchases, provide a wide and stable book market. The concept of free and universal public library service which developed in the West in the middle of the nineteenth century has yet to take root in India.

The need for "libraries for the public" grew in the West with the spread of free and compulsory primary and secondary education, as free public library service was considered to be a necessary adjunct to the popularization of education. It was conceived of as an essential instrument of continuing education through self-effort and in an informal manner.

With the advent of mechanical type-setting and rapid methods of reproduction and printing, the recorded human knowledge began to flow incessantly from the writers' mind to the common man. The major breakthrough came in the West with the appearance of inexpensive paperbacks such as the Penguin series, which made recorded knowledge easily accessible to the man of average means. All these processes of popularization of education and personal reading brought about an involvement of the common man in what had been said and recorded.

As the printed word began to flow and disseminate among the masses, the democratic institutions such as adult suffrage began to develop in the West almost simultaneously. The process of social change and the development of democratic institutions in newly independent countries have not taken the same course as in the West. This has happened in countries in a reverse order in the case of the newly independent countries.

In these countries democracy has preceded socio-economic development. Therefore, in the developing countries, political democracy backed by an educated and enlightened electorate has to be the instrument for bringing about an economic and social revolution that will banish

poverty, ignorance and disease.

Parliamentary form of democracy has, no doubt, been institutionalised in some of these countries but it is backed by a large illiterate electorate. One wonders whether this illiterate mass of electorate can reasonably comprehend the issues involved in public policies. The educated elite constituting only 5 per cent of the total population dominates today the public life of these countries. It seems that democracy is yet to be socialised in these countries. It will not come through unless universal literacy is achieved. Attempts to achieve universal literacy have not been matched with adequate funds. The investment in man has yet to reach its full dimensions as other pressing problems, non-educational in character, take away the lion's share of national resources, pushing the means of continuing self-education, i.e. public libraries, to the periphery.

It is paradoxical that while the rate of literacy has gone up from 15 per cent to 30 per cent since India's Independence, yet the total number of illiterates has swollen in absolute terms. It is because the neo-literates lapse into illiteracy for want of reading facilities. The provision for free public library service is, therefore, imperative to prevent this and to accord facilities to the semi-educated for further education.

There is yet another aspect of the problem. A person with professional training, whether engineer, doctor or technician, once posted in the rural areas, has no means of keeping himself abreast of the latest developments in his field of specialisation. Since these specialists are scattered over a vast area, a special library cannot be provided for each one of them or for a small group of them. Requisite service has to be provided to them from the nearest well-equipped public library. This cannot be done unless a network of public libraries is built all over the country so that no one has to walk for more than 20 minutes or so to reach a library unit from his place of residence or place of work.

Catalyst to Economic Development

India has been engaged in national development through Five-Year Plans since 1951. In order to accelerate the pace of socio-economic development, the library service should form an integral part of each major development project. The library service is considered today to be one of the contributing factors to socio-economic growth. It is no longer a passive storehouse of books but a dynamic institution vigorously promoting socio-economic development by keeping the technocrats informed about the latest developments in their fields of specialisation.

In conclusion, it may be said that libraries constitute the backbone of the book industry and as such library development should form an integral part of the book development programmes of the developing countries.

THE ROLE AND FUNCTIONS OF NATIONAL BOOK DEVELOPMENT COUNCILS

ABUL HASAN

What is the best way of promoting indigenous books? Before this question can be answered, it is necessary to examine the different elements which constitute the book industry.

The book industry in any country is a large complex consisting of many partners and allies. The process of book publishing depends on their team work. Basically there are four essential factors in book production - the author, the publisher, the printer and the bookseller. These may be further subdivided according to specialized areas of work; for instance, writers and publishers of children's books, textbooks and general books, letterpress and offset printers, wholesalers and retail traders of books. To this partnership may be added the book designer who visualizes the physical shape of the whole book. An illustrator joins the team if the book is to be illustrated. Then there are allied and auxiliary industries which also contribute to the making of a book. They provide services and materials without which a book just cannot be physically produced, for example, book binders, paper manufacturers and type foundries.

Finally, we have the book consumers, for whom the finished product has to cater. The largest of these consumers in any country are libraries. The non-library readers form a very small percentage of the total readership, especially in developing countries where purchasing power is low and books do not figure in the family budget of the common man. Libraries also play an important role in developing the reading habit on which the success of a national book industry ultimately depends.

Need for a Central Agency

With such a wide range of professions involved in the world of books, it is necessary to ensure that each component in the industry plays its rightful role. A central agency is therefore required to co-ordinate and promote the creation, production, distribution and consumption of books in a country. This body can also perform the necessary function of eliminating any clash of interests within these professions. Payment of royalties, observance of copyright provisions, terms of credit and rates of discounts, channels of book distribution, procurement of materials and services are some of the issues which may give rise to conflict among the various components of the book industry. A central body can provide a common platform for the exchange of ideas and experience among various interests involved in the book industry. Again, in developing countries where books are in short supply and the means of producing them are limited, some central agency is required to fix targets and priorities for providing reading materials in response to the

overall needs of the country. Provided it has the co-operation of all concerned, such an agency can study and sort out the complex problems of the book industry, so as to ensure its planned and healthy growth as an integral part of the national programme for economic and social development.

This kind of a book development agency is perhaps not strictly necessary in advanced countries, where the book industry has already developed on sound lines, where there is no scarcity of the required expertise or materials, no paucity of capital or credit facilities, no lack of libraries or the reading habit, no illiteracy of significance or shortage of good books. Most of these countries merely have separate associations of different professions connected with the book industry and every association protects the rights and interests of its own members. Sometimes there are inter-association meetings to discuss problems of mutual interest. These associations may also whenever necessary, have separate dialogues with the government to put across their view-point. But in most cases, the existence of an open market and free competition in these countries enables the different sectors of the book industry to contribute substantially to the solidarity and vigour of the mother industry.

Objectives and Functions

The main objective of a central book development body in a developing country should be to stimulate and co-ordinate the publication and use of books in such a manner that they become effective tools of national development and to integrate book promotion plans with the overall national development planning. The Unesco meeting of experts held in Tokyo in 1966 recommended that this central body should provide "a national focal point which might serve both as a clearing house on publishing policy, and as a centre where production and distribution problems for the entire industry could be kept under continuing study."

The objectives of this central co-ordinating body may be realized through a variety of functions which may vary, both in kind and degree, from country to country. Some elements may be common in an area or in a group of countries in a region. For example, most countries in Asia suffer from a low level of literacy, under-developed reading habits, low standards of per capita income, shortage of sophisticated machinery and materials needed in printing, an unorganized distribution system and so on. However, a significant common trend that has recently manifested itself in the developing countries of Asia is the general awareness of the importance of books and of the urgent need to establish a healthy and viable book industry.

Undoubtedly, the formulation and implementation of book development plans must vary with each individual country, but some of the common functions to be carried out by the proposed book development agency could include the following: -

- (a) In the creation of books, encouraging indigenous authors to write textbooks and other reading materials by awarding them fellowships,

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literary prizes and other national honours; removing the credibility gap between authors and publishers by ensuring adequate royalty payments and introducing model agreements with a view to standardizing author-publisher contracts; guaranteeing the freedom to write, with due regard to national interests and to copyright provisions - national and international; organizing authors/translators' camps and workshops;

- (b) In production, devising measures in production techniques to bring down the cost of production and the price of books; facilitating the release of foreign exchange for the import of essential printing and binding machinery and materials including paper, and recommending their exemption from custom duty; promoting the common use of plates/blocks of illustrations by publishers for different language editions in a multi-lingual country; advising on the provision of facilities for the mechanical composition of complicated scripts and for designing and casting proper type faces for different categories of books;
- (c) In the distribution of books, streamlining book distribution and establishing effective distribution channels; standardizing the discount structure in the book trade; securing concessional postal rates for books; organizing national book fairs and festivals and participating in international book exhibitions; rationalizing imports and promoting exports of books and
- (d) In consumption of books, promoting the reading habit among all age groups in general and among children in particular; advising on the establishment of a network of libraries including book mobiles; assisting in the setting up of book banks for free supply of textbooks; issuing specialized mailing lists of book consumers.
- (e) The Development Agency should assist in the overall performance of the industry by creating and strengthening professional associations connected with the book industry; organizing training programmes/seminars for book personnel to develop human resources and to achieve high professional standards; conducting research and surveys in different areas; compiling and disseminating essential statistical, bibliographical and technical information about books; advising on the provision of liberal credit facilities and fiscal concessions to the book industry; adopting an ethical code and enforcing norms and standards of professional conduct for the book community; advising public and private sectors on all matters relating to book promotion and acting as a liaison between the government and the book industry.

This list does not by any means exhaust the functions that a central book agency could discharge. It only seeks to offer suggestions which can of course be subjected to additions, deletions and modifications by each country according to its special needs and circumstances. One

point that remains to be emphasized is that the proposed body need not be a publishing organization, although it may publish a technical journal on books or some reference titles to further its objectives. But, by and large, it should act as a non-publishing, non-profit making organization to strengthen and streamline the infrastructure of the book industry. A useful function of all such bodies would be to establish contacts with similar agencies in other countries and with regional and international professional organizations in the book field to seek mutual cooperation, advice and assistance.

Composition and Constitution

The structure and organizational details of such a body may again differ from country to country. There may not even be a common nomenclature for all national book development bodies. Where book development is still in its initial stages, controlled largely by the public sector, a national committee may be able to perform all co-ordinating and planning functions. In other countries, such a national body may be called a council, a board, a trust or a centre. Whatever be the name of this body, it would need to be widely representative of the book community on the one hand and of the concerned government departments on the other. The book industry in developing countries has a bright future but meagre resources. Book development in these countries calls for a joint effort by the public and the private sector and central book development agencies can set a pattern for such co-operative endeavours. Without the active co-operation of government, it would be difficult for these bodies to achieve their objectives and perform their functions effectively.

In order to be nationally useful, these bodies should necessarily have a national outlook and a national approach. They should not behave like a group of businessmen seeking favours from the government in pursuit of their individual interests. Which means that in addition to the representatives of national associations of different sectors in the book industry - authors, publishers, designers, illustrators, printers, binders, paper manufacturers, type foundries, booksellers, teachers and librarians - and senior officials of the Ministries of Education, Culture, Information, Trade, Industry, Finance and planning - these bodies should include some enlightened and intelligent individuals with no vested interest of any sort whatsoever. In other words, it would add to the prestige and stature of these bodies if they were to have the benefit of independent advice of national leaders in fields like education, science, economics and sociology, who would be in a position to look at the problems of the book industry objectively and with a genuine desire to promote it in the national interest.

It may not be practicable for a high level body with a large number of busy members scattered all over the country to assemble at one place frequently in order to attend meetings. Full sessions of the national book development body would therefore not be possible, more than a few times in a year. An executive or standing committee may however be set up from among the members of the national body to execute its policies and programmes and to look after its day-to-day functioning. Special committees may also be appointed by the national

body from time to time to undertake special assignments.

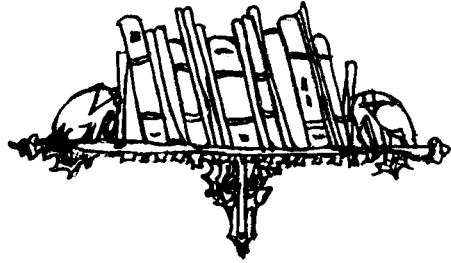
Whether the secretariat of the national body should be part of a government or semi-government organization or function under private control would depend on the particular situation of a country. But the financial support to the body should come mainly from the government in the form of a recurring grant. Amounts granted to run these bodies should not be regarded as outright expenditure but as an essential investment that will pay the nation high dividends in the long run.

The Asian Scene

While national book development bodies are being set up in Africa and have also been recommended by Unesco for the Arab States, it is gratifying to note that they already exist in a number of Asian countries as a follow-up of the 1966 Tokyo meeting of experts on book production and distribution in Asia. The idea also gained acceptance at the 1968 meeting held in Singapore and has again been endorsed unanimously at the most recent meeting of experts held in Tokyo in July this year.

About half a dozen countries in the Asian region have set up such bodies since 1966, while another three or four are likely to establish them in one form or another. It is hoped that as a result of the extraordinary impetus created in the book field by the observance of 1972 as the International Book Year, other countries in the region will follow suit.

In order to be dynamic a national book development body should constantly review its functions and activities in the context of rapidly changing conditions affecting books inside and outside the country. Such composite bodies are apt to become stale unless they are reactivated and rejuvenated periodically. The Manila Seminar on the Establishment and Operations of National Book Development Councils in Asia, sponsored by Unesco at the close of the International Book Year, is an important landmark. The deliberations of this seminar are bound to stimulate fresh initiatives to pave the way for the establishment of new national book development bodies and to encourage the re-examination of the older ones.



Chapter Four

WORKING PAPERS

Presented by the Commonwealth Secretariat

TRAINING FOR BOOK DEVELOPMENT

1. NEEDS AND PRIORITIES

1. "The best long-term solution to ensure an adequate supply of books seems to be in the training of personnel to publish and manufacture books in the developing countries themselves." Fifth Commonwealth Education Conference, Canberra, 1971. Report para. 81.

2. "The vital importance of improving training programmes for publishers, booksellers, librarians and printers was frequently stressed. While participants referred to the many problems of a technical nature, no occasion was missed to point out that even the best equipment in the world would be of little use if the personnel employed in the book industry was not equal to its task. That applied not only to technical staff but also, and perhaps even more, to those who had to devise publications programmes and ensure that sales of books, both at the national and international level were kept at the highest possible level." Unesco Meeting of Experts on Book Development in Latin America, Bogota, 1969. Final Report p. 14.

3. While it is often suggested that no problem in the book industry is new, virtually every country in the world must admit to present problems which have their origins in the failure at some stage to generate a national policy. And in a number of developed countries far-reaching and sometimes desperate measures have been and are being taken to strengthen or to create an indigenous and viable industry which will also ensure that its people do not, in the words of the Canadian Secretary of State in February 1972, "abandon its basic cultural resources to foreigners, however friendly and well-meaning." Publishing is an industry as vital to a country's economic as to its educational growth. It is also the means whereby its cultural heritage can not only be retained but also promulgated.

NATIONAL AND INTERNATIONAL PLANNING

4. "Book development planning must be carefully integrated into each nation's overall development effort." Unesco Meeting of Experts on Book Development in Africa, Accra 1968. Final Report p. 17.

5. "Each country should define a national book policy. Systematic national planning was needed which should incorporate all the necessary procedures for forecasting the quantity of books required in the years ahead." Bogota, Final Report, p. 21.

6. National planning must take into account:

- (a) The priorities for the kind of books to be produced.*
- (b) What publishing and distribution structure, plant and personnel exist or need to be established to generate, process, produce and disseminate the new material.
- (c) The advantages and disadvantages of state, foundation or subsidised publishing of essential works, especially textbooks.
- (d) The immediate and continuing capital investment in plant, equipment and trained personnel required to meet the needs of the country.
- (e) Continuing control, direction or guidance of the developing industry in all its facets.

7. National planning needs to be integrated into international or regional planning where the language and/or cultural and social backgrounds are similar, so that professional skills, plant and other resources can be used most effectively, economically and profitably.

8. The establishment or development of a national book industry depends on the strength and effectiveness of the three essential stages or links in the chain of progress of a book from author to reader - publishing, production and distribution, each of which is described below in terms of its personnel.

PUBLISHING - THE INDUSTRY AND ITS MANAGEMENT

9. Whether the publisher is in business for his own personal satisfaction and the profit to himself and his shareholders; whether the concern is wholly or partly owned by another company, indigenous or foreign; is State or Foundation subsidised; is a University Press answerable to an academic board; or is entirely a government operation; the same basic principles of management, depending as it does on a detailed understanding of the professional and technical skills involved, on judgement and what has been called "flair, hunch or whatever term is used to describe that indefinable quality which is

* "Some experts urged that general publishing could not be assigned a subsidiary place. It was difficult in any event, to make a sharp distinction inasmuch as the term 'general publishing' embraced the whole broad field of literature needed for the follow-up to literacy campaigns. The view was advanced that if textbooks occupied an almost exclusive place in a country's book supply, the inevitable result would be the absence of a reading public outside the classroom." Accra. Final Report, p. 9.

the essence of publishing"* , makes it difficult and undesirable to separate off entirely the equally necessary skills of control of staff, organisation and finance, of short- and long-term budgetting. At every stage along the line there are going to be decisions which are best made by specialists in their own field of publishing, trained by their very experience.

10. Management is overall planning. Just as no one sets out to invest in the manufacture of a car without a detailed investigation of the market, cost of production and optimum price, the competition, the suitability of the product for the purpose for which it is intended, the budget allowed, the design, function and functioning of each component and of the whole, the various skills needed by all the technicians involved and the availability of suitable machinery for each stage - so it is with any book, but particularly of a textbook. Individual components may be adapted as the finished product takes shape, but the initial planning is the basis on which each succeeding stage is built.

11. Planning is also the control and use of finance. The principles which apply to the costing of the production of a book for the commercial market must be applied also to any state or subsidised publishing operation, if that operation is to run effectively and economically, and make the very best use of the funds and services at its disposal. Even where certain factors, e.g. overheads, are disregarded for the purposes of pricing the book, these must still be considered and continually scrutinised for overall management and accounting purposes. It requires, if anything, more business acumen to arrive at "a small surplus" on the publication of a book, than it does to make a large profit.

12. Because so many of the skills necessary in publishing are inter-linked and therefore cannot properly be learnt except by practical experience on the job, it can safely be said that publishing, more than any other industry, offers the greatest opportunities for the advancement to top level not only of male middle-level personnel without necessarily a university training, but also of women, particularly of non-graduate women, as case-studies from developed countries clearly demonstrate.

PUBLISHING - THE PROCESS, ITS SKILLS AND PERSONNEL

13. The chart between pages 54 and 59 illustrates, in 33 stages, the publishing process of a book, and should be looked at in conjunction with the job definitions and descriptions that follow. Because of the necessary interlinking and (particularly in the case of small or

* Mary Perry, Training Development Officer, the Publishers' Association in Viewpoint, October 1971.

developing publishers) overlapping of the various responsibilities; and of the different terminology applied in different publishing concerns, these job descriptions should be regarded as functions rather than each being taken as assigned to a particular department or designated member of staff. And (see para. 12 above) for "he" one can as realistically read "she" throughout.

Editorial

14. "Without question the most important single sector of responsibility in publishing is that exercised by the Editor"*. The Editor of a book, as can be seen from the chart, is directly or indirectly involved in 18 of the 33 basic stages in its production. But his work can, and should, begin before a word has been written, and his interest lies in all stages.

15. The Editor is the contact between author and publisher; the interpreter in print of the needs of a particular market and of the author's intentions; the link between the author and his readers; and the co-ordinator of the whole publishing process. A book is often only as good as its editor, and few of the most successful books of today owe nothing to their editor. On him rests the responsibility of establishing that personal relationship, founded on mutual trust and respect, whereby the author can give of his best. He may create the original idea and seek out the author who seems to him the most suitable for the subject. He will frequently help an author to channel an idea or theme into the most viable form of book. He will be able to recognise an author's possible potential even from an unsuitable manuscript that has been submitted. An editor requires to exercise tact and judgement, and to have a full understanding of the author's craft and problems. He will have an eye for detail, which can instinctively spot an inconsistency in plot, fact or argument. He will not be so tied to his desk that he cannot get out to see things for himself, and to visit authors and potential authors, who will feel more at home in their own surroundings. If there can be such a thing as training in authorship, this is most effectively exercised by the editor himself as part of the normal working relationship with his authors.

16. The textbook editor in particular must ensure the relevance of the book to the syllabus on which it is based, and its validity in terms of level of understanding, accuracy, arrangement and method. He will undoubtedly need to use outside consultants on some or all of these points, to the extent often of having the material tested under classroom conditions. The reports he gets may be, and often are, conflicting. He therefore needs to assess the comments he has received and judge which should be put to the author and how these suggestions might be incorporated into the final manuscript.

* Professor L.J. Lewis, The training of book personnel, a paper written for the Unesco Meeting of Experts on Book Production and Distribution in Asia, Tokyo, 1966

17. The choice and use of outside consultants or readers can be an important part of an editor's function in the assessment of works which may be suitable for translation, especially where these are in a language he does not himself read fluently. A work that is suitable for translation must be assessed in terms of its validity for its proposed new readership and of other similar books already available from indigenous writers. Sometimes the best available consultant is also capable of translating the work, and would be only too eager to do so. In these cases the editor must exercise even greater care. But the final decision as to the suitability of the book rests with the editor, not with the consultant. The consultant's report is just one of the factors which the editor will take into account when coming to his decision.

18. The editor should direct the design and illustration functions, and liaise closely with the production side, to ensure that visually the finished book will, within the budget allowed, serve most appropriately the purpose for which it is intended, and be as attractive as possible to its readers. Since he will be the person most aware of the book's purpose and intended market, it is he who will provide all the necessary information from which those responsible for promotion and marketing will select the facts they need to do their jobs most effectively.

19. The truly creative editor, like the author, is probably born rather than made. But a full appreciation of his functions and responsibilities, and the necessary understanding of the technical processes available to him in type-setting, reproduction, printing and binding, and their limitations, can be demonstrated through a training course which includes visits to printers; or by means of a short-term visit by an expert who is an experienced editor himself.

20. A vital part of the editorial function is to understand fully the meaning and implications of copyright, and of market and language rights, etc., not only in order to obtain licences to publish editions of books from other languages or countries, and to use the privileges which are, under international agreement, offered to developing countries; but also to be able to protect his authors and the organisation he represents against unauthorised use of material for which he is responsible. The Editor will, too, most likely be charged with negotiating a contract with an author, and must ensure that every eventuality is covered and that the agreement is fair to both sides. (See also Appendix 1). These are areas of considerable significance to authors and publishers, who should be made aware of them by all means available. Certainly they must be included in the syllabus of any course or workshop involving authors, translators or publishers.

21. The Editor must also have an understanding and appreciation of the potential international market for the books and authors for which he is responsible, in terms both of co-productions and of the selling of rights. Until publishers in developing countries have available to them the knowledge, expertise and machinery to do this, authors will continue to look first to publishers in developed countries to handle their works.

22. Other editorial functions include - processing and scheduling the manuscript at every stage: sub-editing the manuscript (the American term is "copy-editing") for consistency of spelling and usage of language according to "house-style": preparing the prelims (i.e. preliminary pages - half-title, title page, imprint page with copyright notice, etc.), indexes and other additional material: picture research, captioning and clearing of copyrights where necessary: checking illustrations, diagrams, etc., for accuracy and their positioning in the final make-up: proof correcting: co-ordinating all the material that is needed to make up the finished book and presenting it in a form that is absolutely clear: sifting manuscripts submitted: preparing descriptive "copy" for jackets, catalogues, etc.

23. Accuracy, neatness, application and an orderly mind are the prime requisites for anyone involved in these editorial tasks, and these are the same qualities that made a good secretary or short-hand typist. Formal instruction in the various functions by means of a workshop is both possible and desirable. The routine details of editorial work can quickly be delegated to someone who has grasped the purpose of each task and how and where it fits into the total process.

Authorship

24. The basic skills that are the hall-marks of a writer's ability are such that they do not submit to formal instruction. They can, however, be brought out, enhanced and directed to their best advantage by an experienced editor. But essential to the partnership between author and publisher is an appreciation on the author's part of the principles of the typographical, design, illustration and production processes. Thus he is in a position to respond to suggestions that are imposed by limitations of the budget and technical facilities available, and to present his material to the publisher in the most suitable form for whatever methods have been decided.

25. The textbook author is likely to be, and is, a teacher first, writer second. He needs, with the help of editor, designer, illustrator and printer, to translate into printed form his enthusiasm for his subject and the techniques with which he has succeeded in the classroom. And he must do this in such a way that other teachers' pupils can systematically follow his argument at their own pace. He must plan his material so that the pupil will have grasped each stage before he goes on to the next. He must give the same attention to visual examples as he would in the classroom; knowing the point at which a drawing or diagram should be used, and what that illustration should demonstrate; and he must have an eye for the right balance of text and illustration. A successful textbook is one which enables the pupil to learn for himself.

26. Different subjects, syllabuses, levels of understanding, production limitations and specifications - all these factors have a bearing on the techniques which the textbook author must employ in order to express himself lucidly. He may be part of a team, each member of which has a specific contribution to make. But his personality, and those particular

qualities he possesses that have made him a good teacher, should not allowed to be submerged. Formal training can make him aware of what he should be aiming for as a writer. But this is no substitute for the direction and confidence that can be given by an editor.

27. Of no less importance than textbooks to a country whose educational policy is designed to generate a population aware of its cultural background and an atmosphere in which the ability to read is a means to an end, not the end itself, is the development of a living literature for children. "By 1980 it is intended that some 32.8 million children in the region will be undergoing primary education. These children will need not only textbooks to guide them through a defined course of study, but background books and books of information and reference on all subjects in which they may be interested; books of folk tales, the heritage of literature of their own and other countries; poetry, story books, the best of which are as educational as a reference book in that they tell us about ourselves and about our responsibilities to others; and picture books which extend the imagination of the youngest children even before they begin school." Books in the Promotion of Development in Africa, a working paper prepared by Unesco for the Meeting of Experts on Book Development, Accra 1968, p. 11.

28. To write for children is in fact harder than to write for adults, for special attention is required to the limitations of language and subject matter, and to the ways in which the essential truths and realities of life can be presented in their simpler forms, to the extent that it has been suggested that no one should be allowed to write for children until or unless he has first learnt his craft in other fields of authorship. Where poets and novelists are producing works of indigenous literature they could and should be given some positive incentive to turn their talents also to writing for children. This done, the adaptation of their normal writing techniques and their own particular interests can, by means of workshops or seminars, be effected and effective.

29. Above all the training, encouragement and rewarding of authors depends on the availability of a structure whereby their works can be published. The greatest encouragement and spur of all is the knowledge that a manuscript, when completed, can and will be published. The existence of a national publishing industry, therefore, is a pre-requisite of any training course or workshop for authors, just as the commissioning of a work by a publisher often provides that extra incentive, added to by the help an experienced editor can offer, to turn a doubtful proposition, written in hope rather than confidence, into a viable proposition.

Translation

30. "In general, problems of translation are a part of the general situation of the publishing industry in any country. There will be a flourishing translation programme only if there is a flourishing publishing industry." Unesco Meeting of Experts on Book Development in Africa, Accra. Final Report, p. 16.

Translation needs to be regarded as an integral part of a national publishing programme, not, as so often, as a necessary compromise. It is also an essential requisite of international or regional planning, or where there are a number of national languages in a country.

31. Even where a literary language has been developed into an absolutely acceptable vehicle for the literature of the imagination, there are still often problems of the lack of suitable scientific and technical terms. These need to be the subject of concerted and concentrated linguistic research and invention.

32. The best translators are also authors in their own right. A translator should aim to represent in his own language as nearly as is possible the exact meaning, intention and spirit of the original, rather than the actual words, and he will bend and adapt his own language in order to achieve this. What comes over, therefore, to the reader is the cultural background and atmosphere of the original, not its actual language. For this to be done successfully two further factors are essential:

- (a) The work must be translated into the first language of the translator. Where a potential translator is equally conversant with, say English or French or Spanish and a national language, his "first language" is that in which he would most naturally write.
- (b) The work should be translated from its original language, even where, as is sometimes necessary, it has been assessed in a translation. Where no suitable translator can be found from the original language, then in conjunction with the author or original publisher, a translation can be chosen which most nearly represents the original.

33. Translation, in the sense described above, should not be confused with "adaptation", often, and legitimately, used for multi-lingual editions particularly of children's books, whereby a basic story is re-written not only in the various languages required but also according to the cultural, social and geographical differences of each. Though, in fact, discussions at the Unesco Workshop on Children's Books in Sri Lanka in December, 1972, suggest that after the earliest stage of reading on their own, children need and will respond equally to a book in their own language which reflects a culture different from theirs.

34. Translation is a craft or profession closely related to authorship, and calls for the same basic qualities that have been suggested above for authors of particular kinds of book. The translator's training needs are therefore much the same and can be met not only in the same way but often at the same time. But in addition he will benefit by visits to the country or countries of the languages from which he is translating.

35. Workshops for translators writing in a common language have been and are being held in South Asia, particularly in India. It has been suggested that a short course on the principles of translation could be devised which would be of benefit to translators into any language, who could then be divided into specific language groups.

Book Design

36. "Design is planning, and book design is all the planning involved in book production. The function of the book designer is to plan text, type and image on the printed paper, making full use of the techniques and materials at hand."* He needs therefore to be trained in typography, printing and production techniques, and in book illustration, in which latter field he is to the illustrator exactly what the editor is to the author.

37. The designer is the book's architect. Working to a fixed budget he is responsible for planning the visual form in which the intentions of his client (i.e. the editor) will be expressed, using the materials and facilities available to him (i.e. type, paper, binding material, printing process), and for ensuring that the builders and those who supply the services (i.e. printer, binder, illustrator) follow his specifications and that the quality of their work is up to the standards of which they are capable.

38. The design of textbooks and other educational matter calls for special appreciation of how the subject and particular aspects of it can most effectively be presented by the combination and integration of text and illustrations, and of the kind of illustrations which will be most suitable.

39. Once the budget has been fixed and the format and general appearance of the book discussed with the editor, the designer will specify the most appropriate type-face and size for the purpose and "cast-off" the manuscript for length. He will take into account the full range of type-faces available and the preferred method of printing. If the book is to be illustrated he will select an artist whose style will best complement the text and whose work suits the method of printing.

40. The direction of the artist is a key factor in economic book production. The artist needs to present his finished artwork in a form suitable for reproduction and printing by the method chosen, and all drawings should be to the same scale. The only satisfactory method of designing a book in which the illustrations are properly integrated with the text and present a balance and "flow", is to prepare a "paste-up" to guide the artist. The galley proofs of the text are cut up and pasted into a dummy book or on to lay-out sheets, with spaces left to be filled

* J. van Couwelaar, Book Design and the Graphic Arts as applied to the need for books in Asia, a paper written for the Unesco Meeting on Book Production and Distribution in Asia, Tokyo, 1966.

by illustrations, at the exact points at which they are required to fall and to the size and shape envisaged for each.

41. There is ample evidence that so far from resenting the apparent restrictions afforded by a paste-up, artists respond positively and imaginatively to this kind of direction. And as training for the artist in the selection of subjects for illustration and the most effective use of the space available to him, this method cannot be bettered. The paste-up will later serve to indicate to the printer the page make-up and positioning of the illustrations.

42. The design function includes also the specification and positioning of all the various items which will appear in the printed book; the direction of the cover design; and the choice of paper and binding materials.

43. The combination of skills and knowledge required by an expert book designer can only be instilled by experience grafted on to a full-time institutional course of study. In many publishing houses the design function has to be exercised by the editor or by the production side of the business, but it is none the less a vital part of the operation for that. It should not be the responsibility of the printer to make decisions on any of these matters.

44. Therefore an awareness of the importance and validity of the design function must be incorporated into any publishing workshop. This awareness can be emphasized and enhanced by short- or long-term missions by experienced book designers, who can actually supervise work that is in progress and advise how the best and most economic use can be made of the facilities available.

Book illustration

45. Under the direction of a designer who understands the artist's creative process and knows what he wants, an artist can learn the special understanding involved in book illustration and the technical limitations which will be imposed upon him. But in many cases, for lack of skilled direction, the illustrator will himself have to take the initiative and needs therefore to be trained in the necessary skills.

46. A really effective institutional course in book illustration has probably yet to be devised. The combination of skills and their application (very similar to those required by the book designer) is not often possessed by many lecturers in the subject. Further, the study of visual perception, particularly where it affects children and adults in developing countries, is still in its infancy: while modern reproduction techniques and printing developments are regularly opening up new possibilities in the use economically of tone and colour.

47. But an essential part of the equipment of any book illustrator is an understanding of the basic printing processes of letterpress and offset, their effects and the techniques he must employ for each method in order that his work can be economically reproduced and satisfactorily printed. He needs in particular to be skilled in the use of line only, and to be able, if called upon to do so, to prepare colour separations.

48. The basic skills needed and the principles of reproduction and printing methods can be explained at a training workshop, as long as the practical facilities are also available for demonstrating technical aspects of the various processes. But the actual application of the skills requires hard practice and supervision which may best be effected by a follow-up mission by a book designer (see also para. 44).

Production, costing, stock control

49. Where book production facilities are few and the limitations therefore severe, thus restricting the choice of materials and processes, the "Production Manager" of a publishing concern may not exist in name. But his functions still need to be exercised - buying or approving the materials and services required to produce the books: ensuring that the direct costs involved do not exceed those laid down; and for establishing and maintaining the highest standards of production that can be provided by the available facilities. Poor quality production is a major obstacle to the export sales that are essential to a thriving publishing industry. Sufficient copies of any title must also be available to meet an expected or actual demand, though at the same time control over expenditure needs to be exercised by not necessarily binding up at one time all the printed sheets of a book. The best use must be made of storage space at the distribution centre, so that the most efficient delivery service can be given.

50. Accurate costing is a key to economic publishing. Every conceivable item that might incur direct expenditure must be allowed for and built into the cost structure of the book. On the "unit cost" (i.e. the total direct expenditure on the production of a book divided by the number of copies printed) depends the selling price and the ultimate profit. The same process and care need to be exercised in a subsidised publishing operation, in order to achieve the desired balance of expenditure against receipts. There may be several suppliers involved, e.g. paper-manufacturer or distributor, engraver or block-maker, and binder, as well as the printer. Specifications must be worked out for every item and clearly presented to each supplier so that accurate estimates can be obtained. In the light of these estimates, adjustments may have to be made to the original specifications, especially where a particular selling price must be maintained.

51. A printer's estimate depends on his receiving all the material he requires for a particular stage in the production of a book on or before the date set out in an agreed schedule; on his instructions being clearly indicated and the original specifications being adhered to. Where this is not so, he will be entitled to charge extra. And the publisher, in working out the schedule, must take into account not only his ability to supply the material on time, but he must also ensure that he is allowing the printer enough time at each stage to enable him to achieve the required standard of finished product. A few extra hours spent on the "make-ready" of a printing machine can make all the difference between good and bad press work. So many apparent errors on the part of the printer or poor quality production can be traced back to inadequate or wrong briefing by the publisher or to the choice of unsuitable materials.

52. A severe obstacle to economic and efficient book production even in countries where adequate facilities exist is insufficient preparation of material for the printer. The importance of copy preparation and proper type specification (see paras. 22 and 39) cannot be over-emphasized, and are the responsibility of the publisher, not the printer. In some countries several sets of revised galley proofs are the norm rather than the exception, and the resulting delays in production are magnified where the printer or printers are normally required to handle material in several languages.

53. Adequate control of the production side of publishing requires therefore more than just an acquaintance with the different printing processes, with typography, methods of reproduction, the materials themselves, and with budgetting and accounting. It needs an understanding of how a required result can be achieved economically by means of the facilities available, and of the standards that can be obtained from them. A printer or binder cannot be expected to give a service that is better than or different from that for which he is asked. Long-term production planning by the publisher which takes account of particular facilities which are not yet adequate for the job, or even available, is vital too to the development of a national printing industry. New methods and plant can be introduced if a printer knows that the capital expenditure involved will prove justified.

54. The knowledge and practical experience necessary to exercise these controls are not such that they can be acquired in a short time, e.g. at an intensive workshop. It takes more than a few hours properly to understand a particular process and its applications, and much longer fully to grasp the uses to which it can be put. And training for book production involves not only an appreciation of the ways in which available facilities can be employed but also of the wider implications of developments in modern techniques.

55. There would seem to be a genuine need for visits of production personnel to countries with developed publishing and printing industries, provided that such visits are carefully programmed to suit

the individual's knowledge and the situation and circumstances under which he works. Short- or long-term assignments of experts would also be beneficial, particularly if these are combined with an assessment of the capabilities and needs of the country's printing industry.

56. Middle-level employees should as a matter of course visit the main suppliers with whose services they are concerned in their day-to-day work, and opportunity and time should be given to practical demonstrations of the various processes, without a knowledge of which so much of the terminology will be meaningless.

Sales, Promotion and Distribution Personnel

57. Generally speaking, the media through which books are promoted to their potential readers in developed countries are not available in developing countries or are irrelevant to the situation, particularly where there are no criteria established for the choice of books. But at the same time the very lack of restrictive book trade traditions can be put to advantage, and less conventional methods of distribution tried out. Even so, the strongest influences in the promotion not only of reading but also of actual books will be those exercised by booksellers, librarians and teachers (see also below para. 64 ff).

58. The publisher's need, therefore, is to establish lines of communication with booksellers (outside his own country as well as within it) and with librarians, educationists and teachers. This he will do by means of promotional material, catalogues, etc., directed at the various markets, and through salesmen, representatives or agents. In certain cases, where distances are great and suppliers few, he may also operate on the principle of a book club.

59. An understanding of the particular requirements of those to whom promotional material is directed is as important as the design and wording of the material itself. A study, therefore, of these requirements (foreign as well as at home) is a pre-requisite of effective promotion and sales.

60. Whether or not he is actually taking orders, a representative's function is as much to bring back information to his employer as to impart it to potential customers. He needs therefore not only to be aware of the proposed market for each book and the purpose for which it is intended, and to be able to explain the reasoning that lies behind the publishing policy of the concern which he represents, but also to understand the methods by which those with whom he is in contact do their jobs and the criteria by which they select books. If he is dealing mainly in educational books, for instance, he will need to be able to discuss educational matters, even if he has not at some stage been a teacher himself.

61. A publisher's representative, therefore, in addition to the experience he brings to his job from within or outside the book trade, needs in-service training to familiarise himself with other aspects of the background knowledge which he will be required to demonstrate.

62. Since the free flow of books between countries is necessary to the economics of international publishing as well as of understanding, a commercial publisher may well help to strengthen the balance and viability of his own list by taking on also the exclusive distribution in his own country of the books of one or more foreign publishers. Thus the greater the knowledge among his own representatives of the various markets and the higher their ability to assess the sales potential of any book, the better the service that he can offer.

63. Where a nation's book needs are met by a number of indigenous publishers and/or by imports, investigations into the viability of establishing one or more wholesale houses should be considered. Central buying and distribution to sales outlets can considerably reduce the burden and cost both to publishers and to booksellers.

CHANNELS FOR BOOK PROMOTION AND DISTRIBUTION

The bookseller

64. The bookseller has two main functions to perform:

- (a) to provide a retail service to his customers, the majority of whom will come to him for a specific book or kind of book, and will expect it to be in stock;
- (b) to promote the ownership of books by bringing them to the attention of, and making them available to, people who would not, or cannot, visit his shop.

65. Bookselling is a retail science in which, though the size and kind of establishment will determine the number and type of staff required, the basic knowledge needed by junior managers and by assistants can be indicated by means of workshops, followed up by further in-service training and by correspondence courses leading to a diploma.*

66. But it is also an "inexact science" in that the bookseller is at the mercy of the whims of his customers, the problems of ordering from overseas and delays in delivery. To offset these problems, rigid controls and systems need to be devised and executed at management level. For only when a business is performing adequately and profitably the first of its two main functions, can the second, and more far-reaching, be tackled.

* e.g. Diploma in Bookselling of the Booksellers Association of Great Britain and Ireland - Wolsey Hall Correspondence College, Oxford.

67. Particularly when one takes into account the design and lay-out of the shop itself; its fittings and its location; its regular clientele (and whether this includes the supply of textbooks and books to libraries), then each bookshop is likely to be involved in certain management factors which are unique to itself. Any problems are magnified where no common platform (e.g. a Booksellers Association) exists on which some of them can be aired. Therefore the most effective help that a Manager can obtain is that of an outside expert who can stay for some weeks, during which he might also run courses for assistants in that and other bookshops in the area.

68. Any necessary re-organisation, and the introduction and working of new methods must be the responsibility of the Manager. In order that he may do this, his senior assistants must already be sufficiently trained to take on some of his original responsibilities; and they in their turn must give time actively to training their juniors.

69. The second function, that of book promotion, must often be a case of trial and error, of discovering what methods actually do sell more books and can ultimately (if not necessarily immediately) be employed to the additional profit of the business. There is much to be learned from the experience of others in organising book weeks, home library plans, book fairs, etc. There are further lessons and examples to be followed arising out of activities that took place during International Book Year and by National Book Development Councils.

70. Both functions need to be applied and exercised in rural as well as urban areas. Consideration needs to be given to the employment and training of part-time or itinerant sales agents for booksellers, and to mobile bookshops, dealing particularly with material for new literates and with popular literature, especially where this exists in paperback format.

The librarian

71. The value of a public library service has been stressed often and vociferously enough for the arguments to need no repetition, but the importance of the role of the librarian is emphasized by the fact that librarians are the only "book personnel" whose ultimate progress depends on, and who can at present be offered, formal institutional study leading to qualifications of degree standing (and in some cases to actual degrees), not only in all developed countries but also in developing countries too.

72. Additional training requirements need therefore to be expressed mainly in terms of unqualified staff and of extending the range of activities and knowledge of qualified staff. Public librarians in developing countries are likely to become more and more involved with the needs of pre-university students and entrants for professional examinations studying part-time; with new literates; with the particular

problems of rural areas; and with the growth of children's services and library services to schools.

73. The first three of these fields of activity apply specifically to developing countries, and the greatest progress will be made by making available the knowledge of librarians who have actual experience of them. Here is a clear case for the expertise from developing rather than developed countries being employed to advise colleagues in other developing countries, by means of visits of groups or of individuals to examine for themselves how problems are being tackled.

74. The growth to their present position of children's libraries and library services to schools is a modern phenomenon even in developed countries. Only in the last ten years in the UK, for example, has it been possible for students in schools of librarianship positively to specialise in work with children, and thus senior staff have acquired the necessary skills by experience, broadened by contacts and discussions (at meetings, conferences and courses) with colleagues from other parts of the country.

75. A library is much more than a store-house of knowledge and a purveyor of recreation. It provides a community service, and is a focal point for many communal activities. The children's librarian in particular has special evangelical functions to perform in creating a literate community, not the least of which is to take over the role of story-teller from the traditional bard. The oral tradition is being resuscitated by librarians in developed countries in which it lapsed several hundred years ago. There is even more reason for it to be retained in countries where it has continued to exist.

76. The public library service has an important part to play in the development of the reading habit and the use of books in schools. No school can afford to have to hand a comprehensive collection of books on all the topics required at any time for project or discovery work in specific fields of knowledge. However an area or regional Schools' Librarian can not only advise schools on their own requirements, but can also hold stocks for loan for particular projects.

77. Regional and national workshops for librarians working at a particular level and in a particular field can achieve an awareness of the librarian's function and place in the community, and can extend the knowledge of the necessary techniques of display, cataloguing, bibliography, book selection, the use of other resources and media, administration, and of specialist functions such as those suggested above.

78. Librarianship, particularly in rural areas, can offer also part-time employment, particularly for suitably qualified women whose domestic commitments may prevent them working full time. In this way a library service may be able to employ those who can be trained to

become specialists in a particular field in which a full-time post cannot yet be justified.

79. A public library service, to cover rural areas, needs to employ a network of part-time personnel who may at the outset have no experience of such work at all. It is essential that they be visited as often as possible by a qualified "regional" librarian, and be brought together perhaps once a year for an intensive weekend course of training and sharing the experiences of their colleagues.

The teacher

80. "We now know that children's expectation of what reading is for, or what it will do for them, conditions their response to what is read... To continue to want to read, a child must discover as early as possible that a story is a virtual experience and that books are for pleasure of a special and distinctive kind. This expectation of satisfaction is linked to the way children learn from books. They do more than accumulate information. They predict what they need to know so that in reading they recognise what next helps them to make sense of their world."* It is for the teacher to imbue his pupils with the attitude whereby the learning process can properly be developed.

81. "There is a growing awareness of the role and importance of good literature in the development and personality of the child. At the same time it is being recognised by enlightened teachers in the region that the teacher's job is not so much to instil knowledge into a child as to teach him how to find things out for himself. In so many developing countries the entire purpose of education so far has been strictly limited to the syllabus and the rigidly defined textbook course of study."** Any national book development programme must take into account not only the provision of the right equipment for teachers, but also the training of teachers in its use.

82. Except in those cases, rare even in developed countries, where a child comes from a home in which books are regarded as a natural adjunct to existence, it is both the responsibility and duty of the teacher to instil sound reading habits into the child. For this early instilment can be a decisive influence on the child's emotional and educational development throughout his life.

83. Already, in some developing countries, a study of school librarianship and children's literature is built into the teacher education course (see also Appendix 2). But as new books, new educational media, are

* Margaret Spencer, Senior Lecturer, University of London Institute of Education, in The role of reading in the development of children and adolescents in our changing societies, a paper presented at the IBBY Conference, Nice, 1972

** Fifth Unesco Regional Seminar, Teheran 1964. Final Report p.14.

introduced, in-service training for teachers is a necessary requirement, and can effectively be given by intensive refresher courses and workshops, the majority of whose tutorial staff can often be drawn from the country itself.

PRINTING - ITS MANAGEMENT AND PERSONNEL

84. As has been suggested (paragraph 53 above) a publishing industry often gets the printing industry it deserves. But it has already been demonstrated by a number of developing countries, notably Hong Kong and Singapore, that with the right plant, realistic management and the training of indigenous personnel, a quality and service can be given which will cause developed countries to give more than a passing glance in their direction. At the same time, a failure to devise and carry out a long-term national plan for book production has resulted in plant in other countries working to far less than its capacity, and therefore being uneconomic. There is evidence too of import restrictions on such items as paper, ink and spare parts hindering or preventing the local printing of co-editions for other countries as well.

85. Regional planning can ensure that where co-operation between countries is envisaged and joint productions involving colour printing organised, the requisite plant is available, even if its existence cannot for the present be economically justified for the needs of one country alone. It is not necessary today for all the type-setting, reproduction and printing of books in colour to be done at one centre, or even in the same country. Thus the capital expenditure, the plant itself and the training of skilled personnel can be shared between the countries of a region.

86. Major obstacles to economic printing of satisfactory standard are the realistic estimating of the cost of a particular job, the overall organisation of a printing concern to make the maximum use of its plant, and the availability of trained technicians and overseers. Where these obstacles are not being removed, publishers are hampered in developing their lists and may even be forced to look outside their own country for the services they require.

87. In such cases training for printing management is the first priority. An expert adviser really needs to examine personally a printing business of any reasonable size and offer individual advice. But where there may be too many printers already operating for this to be feasible, a workshop could be operated at which managers can discuss the organisation of their particular facilities and the full potential of them. For those who are offering a service must also be equipped to sell that service to those that might use it. An efficient and economic printing organisation is not only one which is capable of producing good work; it also has a full order book and every department working to capacity.

88. At the other end of the manpower scale, a printing industry depends on a regular intake of apprentices who will later specialise in a particular technical process. Apprentice schools such as have been operating in Jerusalem and Teheran are economic to run once the capital equipment has been provided, since certain costs can be recovered out of income from actual work done.

89. Printing can also offer a variety of attractions to the secondary school leaver. It is a growth industry. Every branch of it calls for the exercise of individual skills and judgement. And there are qualifications which can be studied for and obtained. It is up to printing management to make the opportunities available.

90. In-service training of technicians must be a continuous process. And experts in the use of particular plant, especially when it is newly installed, must be brought in to supervise its running and train its operatives. But potential managers and top-level technicians need also to have had basic training in all processes such as is offered in some countries by a school of printing.

91. Any printing concern of the size of a Government or State Press requires the services of a full-time Training Officer, who can co-ordinate the various training needs within each department and at each level, and carry out appropriate schemes of training. It would be his responsibility, too, to assess the aptitudes of new recruits to the industry and channel them into the most appropriate form of work.

92. There is clearly a future in the exchange of personnel at different levels between developing countries of the Commonwealth for training purposes. Conditions, requirements and plant are often identical, and whereas one country may be able to offer practical training at, say, apprentice level, it may need to send managers or overseers elsewhere to learn more about their particular responsibilities and skills.

2. METHODS OF TRAINING BOOK PERSONNEL

In the previous section various methods of training are suggested as applicable to particular personnel at different levels. The following points are offered as further guide-lines.

In-service (on-job) training

93. It is the responsibility of every Manager or Head of Department to ensure that all staff under his or her direction have not only adequate supervision and guidance, but also demonstrations and expositions of the particular technical skills or knowledge required. This is not simply for the sake of proficiency, and the minimising of wasted time and money. It is also to enable staff, if they are capable of taking

greater responsibility, to exercise it and thus increase their job-satisfaction and prospects of continued advancement.

94. In-service training is not learning by watching someone else, who may have done the job for years in their own way; for this is how errors are perpetuated or even magnified. It is active direction in the purpose of the job and discussion on the best way to do it; the job's place in the total operation of the organisation: the definition of the scope and limits of it: and the lines of communication with superiors and with other departments.

95. Effective in-service training is that which is also bolstered by regular staff assessments; by the release of staff where possible and applicable for outside courses and the encouragement to take correspondence courses; and in larger organisations by periodic discussions or presentations to staff at all levels of aspects of the work of the whole organisation and of activities related to it.

Induction training

96. All branches of organisations concerned with the publication and distribution of books require the services of junior staff whose initial skills may be confined to typing, book-keeping, etc. Such personnel should immediately on joining be introduced to the work and purpose of the organisation as a whole, of their particular department and of their own place in it: the people with whom they or their immediate superiors have regular communications: the necessary procedures and any technical "jargon" they may come across or need to use. Further and more detailed instruction should be undertaken as a matter of course.

Courses and Workshops

97. These can and do take many different forms. Recent examples in which developing countries of the Commonwealth have participated include -

- (a) Series of 3-day courses for teachers in Sierra Leone and also Nigeria on school librarianship directed by an expert from the UK (organised by the British Council).
- (b) "Editing of Books", a 6-day course in Kuala Lumpur with 31 participants and 15 lecturers (Malaysian Book Publishers Association and the Language and Literature Agency of Malaysia).
- (c) East African Book Publishers Seminar, Nairobi, 11 days. Three tutors from UK (Overseas Development Administration).

- (d) Four 7-day courses at the University of Ibadan, two for senior assistants and junior managers, on Book-selling, attended in all by 144 participants. Two organisers from UK (British Council and Book Development Council).
- (e) Eight-week Training Course on Book Production in Asia at the Tokyo Book Development Centre attended by 20 participants from 16 countries including Ceylon, India, Malaysia, Singapore (Japanese National Commission for Unesco).
- (f) Six-week Unesco Workshop on Publishing Management in Nairobi. Two directors, one from Unesco and one local expert.
- (g) Four-week Unesco Training Course and Workshop on Children's Books and Book Design and Illustration, sponsored in Colombo by the Sri Lanka National Commission for Unesco. Two directors supplied by Unesco; one an expert in book design and illustration from UK; the other the Senior Education Officer of the Commonwealth Secretariat who has special responsibilities in the field of development of national book industries and the training of personnel.

98. From the reports and experience of these and other courses and workshops several points emerge.

- (a) Each participant must be made fully aware beforehand of the purpose of the course, the reasons why he is attending, and what he or his employers hope to gain from it. (If this observation appears blatantly obvious, it has nevertheless been proved time and again to be a valid recommendation!)
- (b) Unless individual tuition to small groups is feasible, all participants must as near as possible have the same background knowledge and experience in their fields.
- (c) The course programme and tuition must be geared to the particular needs, circumstances and knowledge of the participants, and to the regional or national situation. It is particularly important when experts are being provided from developed countries that all relevant details about the participants and about local circumstances should be supplied before the programme is finalised. Too often valuable time has been wasted by the need to change, revise or even prepare the programme on the spot - or by tutors

unwittingly discussing topics at a level which is outside the understanding or immediate experience of the participants.

- (d) Whatever the subject of the course, some practical work or exercises need to be devised as near as possible to the day-to-day problems which the participants are likely to meet on their return to their jobs. At its simplest, but nevertheless vital, form this might be the drafting of letters, internal memoranda, etc., to meet particular situations or to communicate essential information.
- (e) The directors of the courses referred to in para. 97 above (f and g) extended this philosophy. For the purposes of the course on Publishing Management, the participants formed a fictitious publishing company, with all the relevant documentation and constitution, financial provision, Board of Directors, Board Meetings, planning sessions, etc. As an aid to the training programme, the Unesco Sri Lanka Workshop actually became a publishing organisation, and within the duration of the course published a 48-page anthology of work for children, planned, written, designed and illustrated by the participants themselves, and in three different languages. Three different type-setting and printing processes were used at three printers, and many of the participants were able to see their own work being processed and printed.

Pre-service training

99. Pre-service qualifications and education in design and illustration, librarianship and printing have been discussed above (see paras. 36, 46, 71, 88, 90). A three-year Diploma Course in Book Publishing has been instituted at Oxford Polytechnic in the UK, and a degree course has been instituted at Delhi University (see Appendix 3). Experience of all such courses, and of the year's course in Writing, Production and Distribution of Textbooks for overseas students, under the auspices of the Department of Education in Tropical Areas, University of London Institute of Education, shows that a vital part of pre-service training (and in the case of publishing and related crafts, the vital part) is the release of students for practical on-job training during their course of study. But this can only be really effective if the organisation to which a student is allocated is sympathetic to and understanding of that particular student's needs, and this "course within a course" should be prepared and discussed beforehand with each organisation by those responsible for the main course.

Study-tours

100. It has been suggested that the reluctance on the part of some developing countries to take full advantage of the facilities available in developed countries for the training of book personnel has less to do with expense and priorities, than with the difficulty of defining the individual's requirements. And it is one of the purposes of this document to attempt to resolve this difficulty.

101. When study-tours are being arranged, there is often insufficient information given by the government initiating the visit as to the standing, knowledge and experience of the student and of the purpose for which he is being sent. While this is often the basic cause of an unsatisfactory programme, it is equally true that too little professional expertise is sometimes exercised in the planning, particularly in the case of specialist fields like editing or book production. This can result in the student's needs not being fully satisfied, and in the duplication of aspects of the instruction which he receives.

102. Governments who are prepared to offer study-tours for book personnel need to have available when needed someone who is fully conversant with the particular field in which instruction is required, who will not only plan or advise on the programme but can also supervise it from start to finish, keeping in touch with the student and his progress.

Expert missions

103. Undoubtedly the greatest influence in book development is that which can be and has been exercised by the provision of an expert in a particular field of experience for a period for a period which may be anything from six weeks to a year or longer.

104. Depending on the length of time for which he is available, an expert can -

- (a) Make a general survey and assessment of existing facilities and their effectiveness, to be used both by the national government as a basis for future planning, and by the sponsoring government or organisation for follow-up missions or further aid.
- (b) Spend what time is needed or available in a particular organisation or organisations in order to advise on management, techniques and the training of personnel.
- (c) Conduct, where relevant, intensive training courses in various parts of the country.

105. The realisation of the effectiveness of this kind of operation is such that the day of the "professional expert" might be said to be dawning. Apart from obvious exceptions, of which the Bookseller Officer of the Book Development Council (UK) is a shining example, it might be a pity if that day were to become too much of a reality. It is not simply that it is advantageous if the expert is currently practising the craft he comes to teach and is fully conversant with its newest developments and their application. It is also that his release on a short-term assignment to a region where the circumstances may be totally different from those he is meeting in his normal day-to-day work is likely to prove both challenging and refreshing: to the benefit of his own job on his return, and to his own staff, who have the opportunity to learn by taking on the extra responsibility necessitated by his absence.

106. Provided the expert is prepared and able to understand difficulties which he may never himself have faced and is adept at grasping the most suitable solution to a particular problem; then it is his own expertise in his craft and the ability to expound it, rather than necessarily any first-hand experience of the conditions, that are the most essential factors. But once again full briefing is vital on the part of the sponsoring organisation as to the purpose and actual programme of the mission. Often time, effort and strength are expended on background research on arrival which could equally well have been done at home: or, to which so many of those with mission-experience will testify, there is the all-too-frequent anxiety as to whether there is a bed/air-conditioning at the next port of call, or even whether one is expected at all!

3. NATIONAL BOOK DEVELOPMENT COUNCILS - SOME GUIDELINES

107. While the main aims and objectives of a National Book Development Council are likely to be common to all countries, the priorities and methods employed to achieve these objectives will and must vary according to the needs and circumstances of a particular country. Above all, a National Book Development Council is a co-ordinating body, a common platform representing equally the interests of all concerned with the preparation, production, promotion, distribution and use of books; governments as well as private concerns, individual members of the public (including and particularly children) as well as professional organisations.

108. The mere existence or establishment of a National Book Development Council will not in itself resolve national problems unless there is in some form a book industry within the structure of which it can operate. A National Book Development Council, by co-ordinating, advising, planning, training, can act as one of the means towards an end; it is not, and cannot be, the end itself.

109. The objectives of a National Book Development Council can be summed up as follows -

- (a) Co-ordination of activities and interests of all branches within the field, locally, regionally and internationally.
- (b) Planning, in order that the development of a book industry may be incorporated into overall national development, both economic and educational.
- (c) Encouragement of authors in all available ways, but in particular by helping to ensure that adequate means exist for their works to be published.
- (d) Development of means and measures whereby production facilities can be made available and be used both nationally and internationally, and ensuring that there can be a free flow of materials into the country.
- (e) Advising and assisting in the development of proper and adequate means of distribution.
- (f) Easing relations between authors, publishers and other parties who may at times feel that their interests conflict.
- (g) Generating and promoting the reading habit.
- (h) Creating and strengthening links in the structure of the book industry by short-term planning and training of personnel.

110. The members of the Council will be drawn from both government and private sources, and should represent, either by means of individuals or nominees of professional organisations and government departments or all three, all possible interests. The day-to-day affairs of a National Book Development Council are, however, best entrusted to a smaller Executive Committee, elected or nominated from members of the Council, who might meet monthly.

111. The constitution of a National Book Development Council should be so drawn up that though the body may be wholly or partly supported by government funds, it is nevertheless not only autonomous, but seen to be autonomous; and its Executive Committee and Chief Executive free to act where necessary without the machinery or influence of Government. Only in this way can its objectives properly be carried out, and the interests of all parties truly represented.

112. Development is planning. It can be brought about more effectively and quickly by means of what some might call "agitation" and others "bringing the voice of reason to bear in the right quarters". An active and autonomous National Book Development Council does both these things and at the same time commands the respect of all parties.

113. A National Book Development Council is a co-ordinating body. It should not diversify its interests by entering into the field of publishing, except in the case of bibliographies and other guides which might supplement its activities. Publishing requires a set of skills, personnel and accomodation, which are totally different from those needed to perform the objectives and functions of a National Book Development Council; besides, to act as a publisher would be also to enter into competition with a sector of the book industry whose interests the Council, by its very nature, is pledged to support.

4. DIRECTORY OF COMMONWEALTH OPPORTUNITIES FOR THE TRAINING OF BOOK PERSONNEL

This list has been compiled from information supplied to the Commonwealth Secretariat by Governments, under following headings -

Publishing
Book Production and Printing
Book Design and Illustration
Librarianship
Bookselling

Where bursaries or scholarships are available, this information is included. It should also be noted that fellowships can also be awarded by Unesco, the Commonwealth Secretariat and other bodies, and that the terms of reference of the Commonwealth Fund for Technical Co-operation cover the training of personnel of a developing country in any of the fields listed above.

AUSTRALIA

Through the Department of Foreign Affairs, scholarships and fellowships for study at educational institutions, for special courses and for practical training are available under the Colombo Plan, the Special Commonwealth African Assistance Plan and the South Pacific Aid Program, to persons nominated for such awards by the Governments of Member countries of these schemes.

Persons from Papua and New Guinea are catered for by the Commonwealth Practical Training Scheme.

Publishing; Book Production and Printing; Book Design and Illustration; Bookselling

The Department of Foreign Affairs responds to specific requests and can arrange practical attachments with suitable government and private firms for on-job training. These facilities are available to those nominated for awards as indicated above, and to those nominated to undertake such training at the cost of their home governments.

Librarianship

The Department of Foreign Affairs regularly runs an International Training course in the Administration of Library and Information Services of about 2½ months duration.

Formal Diploma and Degree courses in Librarianship are offered by nine Institutes of Technology and Technical Colleges.

BANGLADESH

Book Production and Printing

Formal courses are offered by the Graphic Arts Institute, Dacca.

Book Design

A short course is available at the Government College of Arts and Crafts, Dacca.

BRITAIN

The British Council offers scholarships and bursaries for specialists to follow professional programmes of visits or training in Britain, including various aspects of book production and librarianship, applications for which should be made to the nearest British Council Representative. From time to time the Council organises in the UK short courses on Publishing and Book Production, Bookselling and Distribution, and Librarianship, details of which are available from British Council Offices. In addition, public bodies and relevant associations seeking specialist help in the form of short-term visits by advisers or of local appointments should consult their British Council Representative, who will advise them of the terms on which such aid might be available.

Textbook Production

Through the Commonwealth Education and Study Fellowship Scheme a number of places are provided each year by the Overseas Development Administration for the one-year course in Textbook Production for Persons from Overseas at the University of London Institute of Education, from whom further details can be obtained.

Book Production, Printing, Book Design, Illustration

All these subjects are offered as formal courses at many Colleges and Institutes of Technology.

Librarianship

Degree and Diploma courses are offered by several Universities and Colleges of Technology.

Bookselling

The Overseas Development Administration organises the activities of a Bookseller Officer in conjunction with the Book Development Council as a part of the British Aid Programme. This Officer is particularly concerned with the establishment and organisation of University bookshops and with training programmes.

CANADA

The Commonwealth Scholarship and Fellowship Plan provides scholarships for men and women under 35 who have graduated from a recognised university or who hold equivalent qualifications. Candidates must be nominated by the education authority of their own country and an application made to the Commonwealth scholarship agency of that country.

Technical assistance in the form of scholarships or fellowships for personnel from developing countries is available from the Canadian International Development Agency acting on requests from eligible recipient governments.

Courses in Graphic Arts are offered by some Community Colleges, and Universities offer degree courses in Library Science.

GHANA

Although no formal training facilities exist in Ghana for the training of book personnel, the Ghana Publishing Corporation will welcome personnel connected with the book trade who would wish to have a period of practical study/attachment with its publishing and printing establishment. Its publishing division has trained and qualified publishers and production designers who are ready to share useful knowledge with publishing personnel, and the printing division has a school for training its staff up to the level of the City and Guilds of London Institute certificate in printing.

INDIA

Publishing

1. Under their scheme of introducing vocational courses as part of the B.A. Degree Course, the University of Delhi includes Book

Publishing as one of the five subjects of studies that can be offered for a B.A. Pass Degree. The total course is of three years' duration of which one fourth is devoted to Book Publishing, including publishing and distribution of magazines and periodicals. The course consists of one paper each in (i) Publishing Management, (ii) Editing and Production, (iii) Sales, Promotion and Distribution.

40% of the marks in each paper are earmarked for practical work/apprenticeship. For details and application forms please write to: Principal, College of Vocational Studies (University of Delhi), 7, Doctor's Lane, New Delhi. See also Appendix 4.

2. The Ministry of Education, in conjunction with the Federation of Publishers and Booksellers Associations in India, and other professional organisations sponsors short-term training courses/workshops for authors/translators/editors/publishers from time to time. Details can be obtained from Book Promotion Division, Ministry of Education and Social Welfare, Shastri Bhawan, New Delhi - 1.

3. The Indian Institute of Mass Communication organises Courses/Workshops/Seminars in Mass Communication including Book Publishing. For details, write to the Director, Indian Institute of Mass Communication (Ministry of Information and Broadcasting), D-13, NDSE Pt.II, New Delhi - 49.

4. Attachments can, under special circumstances, be arranged for publishing personnel to publishers in both the public and private sectors for informal training. For the public sector, write to the Book Promotion Division, Ministry of Education and Social Welfare, Shastri Bhawan, New Delhi - 1: for the private sector to the Executive Secretary, Federation of Publishers and Booksellers Associations in India, A-84/A, NDSE Pt.II, New Delhi - 49.

Book Production and Printing

1. There are four regional schools of Printing Technology which offer courses leading to a Diploma in Printing Technology set up at four centres. The specific fields in which Diplomas are awarded are Letterpress printing and Lithography. The curriculum includes book binding, designing, litho machine work, letterpress machine work, composition, etc. Each of the four printing schools offers facilities for about 80 students per year both for full-time and part-time courses. For details, write to the following addresses:

(a) Northern Regional School of Printing
Technology, Allahabad.

(b) School of Printing Technology,
Raja Subodh Mullick Road,
Jadavpur, Calcutta - 32.

(c) Government Institute of Printing
Technology, Bombay.

(d) Regional School of Printing, Madras.

2. In addition, there are a number of other institutions in the States of Madhya Pradesh, Kerala and Mysore which offer diploma courses in Printing Technology. For details, write to Technical Education Division, Ministry of Education and Social Welfare, Shastri Bhawan, New Delhi - 1.

3. The printing industry in India also organises short-term in-service training/refresher courses for the benefit of its personnel. For further information, write to the General Secretary, all India Federation of Master Printers, E - 14, New Delhi South Extension Market, Part II, New Delhi - 49.

4. Attachments/admissions can be arranged under special circumstances for the training of printing personnel both in the public and private sectors. For further information, write to the organisation concerned as indicated above.

Book Design and Illustration

1. The National Institute of Design, Ahmedabad, provides courses in designing, including graphic art. For details, write to the Executive Director, The National Institute of Design, India, Paldi, Ahmedabad - 7.

2. Ad hoc courses/seminars for Illustrators of Children's Books are also organised in India from time to time. For details, write to Executive Trustee, Children's Book Trust, 4, Bahadur Shah Zafar Marg, New Delhi - 1, and Director, National Book Trust, A - 5, Green Park, New Delhi - 16.

3. The National Council of Educational Research and Training also proposes to organise short-term training courses for the Illustrators of Textbooks. For details, write to Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi - 16.

Librarianship

1. Thirty universities in India offer courses in Library Science.

2. Seminar/Workshops are also organised for in-service Librarians by the All-India Libraries Association c/o Delhi Public Library, Shyama Prasad Mukerjee Road, Delhi - 6.

Bookselling

1.9 One of the papers in the Delhi University Course on Publishing is devoted to Sale, Promotion and Distribution of Books.

2. Ad hoc Training Courses on Bookselling are also organised from time to time by the Federation of Publishers and Booksellers Associations in India in collaboration with the Ministry of Education and Foreign Organisations. For details, write to the Secretary, Federation of Publishers and Booksellers Association in India, A-84A, NDSE Pt.11, New Delhi - 49.

MALAYSIA

Publishing and Bookselling

On-job training can be arranged through the Publishers' Association and the Booksellers' Association of Malaysia.

Librarianship

The MARA Institute of Technology provides training for students to sit for the ALA Diploma of London. The Director has indicated his willingness to consider candidates from Commonwealth countries if the applications are made at an official level.

NEW ZEALAND

School Publications

The School Publications Branch of the New Zealand Department of Education is willing to provide training in the production of school publications. Programmes will be arranged on an individual basis (training can be provided only for one person at a time). In general, persons with appropriate qualifications will be accepted for an initial period of four months with the possibility of an extension of this time. Scholarships are available under New Zealand's regular bilateral aid programme and applications with full details should be addressed to New Zealand overseas representatives or to the Ministry of Foreign Affairs, Wellington.

Applicants should have a good command of English and a strong interest in publishing. They must also be assured of work in publishing upon return to their country. Preference will be given to applicants with a university degree and experience in teaching or editing. Those planning to be art editors should have qualifications in graphic design.

Trainees will be given experience in all the phases of production of a school publication (planning, commissioning, editing, production). Where possible, a trainee will himself have responsibility for the production of a small publication under the guidance of the staff of the School Publications Branch. At the same time arrangements will be made for trainees to gain experience in various aspects of publishing and printing in the Government Printing Office. This could include periods in the Reading Room, the Planning Section, the Publications Branch, the

Art Section, Copy Supervision and Typography Section, as well as the Letterpress and Offset Printing areas and the Bindery. Should a trainee have the requisite basic qualifications in graphic design it may be possible to include tuition in Graphic Design Diploma classes at the Wellington Polytechnic.

SINGAPORE

Under the Colombo Plan the Government of Singapore currently offers the following awards -

Book Production and Printing

Two Junior Fellowships - Photolithography and Offset Machine Printing Course

The training will consist of (i) Process Camera Works including colour separation work and colour correction methods, (ii) Offset Plate making, film assembly and layout, and (iii) Offset Machine Proving and Machine Minding, ink mixing and colour matching; and closed register 4 colour process printing.

Minimum educational qualification: A good command of the English Language is preferable, equivalent to Secondary II in an English School. At least 5 years' practical experience in a Litho printing establishment.

Duration: 1 year

Librarianship

1. Four Senior Fellowships - Training in Librarianship

Minimum educational qualifications: Higher School Certificate or equivalent and an adequate command of the English Language. Candidates with a University Degree would be preferred.

2. Four Junior Fellowships - Training in Librarianship

Minimum educational qualifications: Higher School Certificate or equivalent and an adequate command of the English Language.

Duration: For 1. and 2. three months.

APPENDIX 1

A GUIDE TO ROYALTY AGREEMENTS BETWEEN AUTHORS
AND PUBLISHERS OF CHILDREN'S BOOKS IN SOUTH ASIA*

It is suggested that the following points be taken into account and incorporated into the contract:

1. Identification of publisher (with registered place of business) and of author, to include author's heirs and assigns.
2. Proposed (or provisional) title of work.
3. The publisher should be licensed to publish the work in volume form throughout the world in the language in which it was originally written, and should have the option of publishing it also in the other national languages of the country. This licence might initially be for a period of five years from the date of publication or until stocks are exhausted.
4. Delivery date and length of manuscript.
5. Provisional price.
6. Publication within 12 months of final approval of manuscript.
7. The amount of royalty should be stated and the publisher should submit royalty statements to the author every six months on a due accounting day and should indicate also what stocks remain.
8. The author should agree to indemnify the publisher against any claim for libel, etc., or breach of copyright.
9. The publisher should control all volume rights within the terms of paragraph 3 above.
10. The publisher should be licensed to handle on the author's behalf all subsidiary rights, retaining a commission for his services on monies earned.

*Drafted and agreed by participants in the Unesco Workshop on Children's Books, sponsored by the Sri Lanka National Commission for Unesco, 1972.

11. The publisher should have complete control over, and pay the total costs of, production, design and illustration; advertising; the number of copies to be printed; and the distribution of free copies for publicity, sales and review purposes (on which copies no royalty would be paid to the author).
12. Author's corrections over and above 5 per cent of the original cost of setting should be borne by the author.
13. If at any time the book shall cease to have a remunerative sale, the publisher should be entitled to offer the remaining stock at a reduced price, paying a proportional rate of royalty on all copies thus sold.
14. The author should receive six free copies of the work on publication and should be entitled to buy further copies for his own use at normal trade terms.
15. If the work should go out of print at any time and the publisher is unwilling to undertake a reprint, all residual rights should immediately revert to the author.
16. The author should undertake not to publish elsewhere a book of a 'competitive nature'.
17. The author should be required to give the publisher first option to publish on terms to be agreed his next book of a similar nature.
18. In the event of disagreement over any action arising out of the contract, an arbitrator should be appointed who is acceptable to both parties.
19. The author should receive a certified and registered copy of the contract.

APPENDIX 2

UNESCO REGIONAL SEMINAR ON CHILDREN'S LITERATURE

TEHERAN APRIL 1964

CHILDREN'S LITERATURE: A COURSE FOR ALL TEACHERS IN
TRAINING FOR PRIMARY AND ELEMENTARY SCHOOLS

PREPARED BY:

Mrs. T. Mirhadi (Chairman of the Committee): Headmistress,
Farhad Kindergarten and Elementary School, Teheran, Iran.

Miss. Aliya Popal: Member of the Institute of Education,
Kabul, Afghanistan.

Mr. H. D. Sugathapala: Headmaster, Royal Primary School,
Colombo, Sri Lanka.

Mr. Ahmad Husain: Officer on Special Duty for Library
Development, Dacca.

Miss. A. Chari: Curriculum Adviser, Central Institute of
Education, Delhi, India.

Mr. Nilakantha Rao Padhye: Curriculum Consultant, Ministry
of Education, Nepal.

Mrs. Sunit Prabhasawat: Department of Educational Techniques,
Ministry of Education, Bangkok, Thailand.

CONSULTANTS:

Mrs. Mahmud Ali (Pakistan).

Mr. Nicholas Gillett: Unesco Expert in Teacher Training,
Ministry of Education, Teheran, Iran.

Mr. Antony Kamm: Technical Director of the Seminar.

INTRODUCTION: There is a growing awareness of the role and importance of good literature in the development and personality of the child. At the same time it is being recognized by enlightened teachers in the region that the teacher's job is not so much to instil knowledge

into a child as to teach him how to find things out for himself. In so many developing countries the entire purpose of education so far has been strictly limited to the syllabus and the rigidly defined textbook course of study. The whole trend of modern science teaching, for example, is to abandon the traditional division of the subject into heat, light, magnetism, etc., and instead to make the child aware of what is happening in the world around him and then show him how the various scientific principles are applied. This method cannot be employed without background material in the form of children's books.

More and better books for children are being produced today in all countries. If governments are to make provision for adequate school libraries in all schools, and to encourage the proper use of library books as teaching materials, trained teachers must be provided who can make the fullest use of these tools of their trade.

For most children in the region, their first meeting with books will be at school. Only at school can they learn the art of choosing the right book for satisfying and enjoyable leisure reading or for information. With these points in mind, a committee was appointed from participants of the Fifth Regional Seminar, consisting of an educational expert from each of the participating countries, to prepare an outline of a course to be taken by all elementary or primary school teachers in training institutions or teachers' colleges.

PURPOSE OF THE COURSE:

1. To acquaint teachers with the variety and range of available books and with methods of introducing them to children.
2. To develop in the teachers love and appreciation of literature and the ability to evaluate books critically.
3. To provide classroom experience for teachers for presentation of good literature and for discussing books with children.
4. To equip teachers with methods of helping pupils use books for reference purposes.

DURATION: The suggested duration of the course is about 36 hours of the total college year to be divided as follows:

| | |
|---|----------|
| Theory: Lectures and Discussions | 10 hours |
| Individual Reading, Book Reviews, Writing, etc. | 16 hours |
| Library Work | 4 hours |
| Acquaintance with Aids to Literary Appreciation, such as Tape Recorders, Record Players, Puppetry, Drama, Painting, Picture Stories, etc. | 3 hours |

| | |
|--------------------|----------|
| Classroom Teaching | 3 hours |
| | <hr/> |
| TOTAL | 36 hours |
| | <hr/> |

(If possible, visits to children's libraries, bookshops, printing presses, etc., should be arranged).

EQUIPMENT FOR THE TRAINING PROGRAMME:

1. A Library of Children's Books containing also examples of books from other countries.
2. Reference books on children's literature for the use of trainees and lecturers. At present most of the material available is in English but it should be possible to build this up in the different languages, using initially materials from lectures on the subject.
3. Projector; tape recorder; slides; recordings of stories, poems, ballads; flannelgraph boards; painting materials; etc.
4. Pictures and illustrations for story-telling.
5. A Manual for lecturers and trainees would need to be developed.

NOTE: Lecturers for these courses might best be found among outstanding teachers in primary or secondary schools, who are involved in this work in practice. Initially it might be desirable to evolve a system of visiting lecturers and full use should be made of specialists in the field such as authors, artists, publishers and printers.

CONTENT OF THE COURSE: Before the beginning of the course a list of 20 standard books for children of ages 5-11 might be sent to each selected candidate. Care should be taken that these books are available locally. The trainee should be asked to obtain and read as many of them as possible before coming to the college.

The course is divided into approximately 24 weeks. In many countries of the East there are roughly 170 working days in the year.

1st week:

- (a) An informal discussion of some of the children's books read and enjoyed by trainees either as children or before coming to the college, in order to bring out why they liked them.

- (b) The same kind of discussion about poems, rhymes and verses.

2nd week:

- (a) Lecture: Criteria of good literature for children.
- (b) Readings by trainees of paragraphs or short stories selected by them.

3rd week:

- (a) Lecture: Literature and child development.
- (b) Review and discussion by trainees of the books read by them.

4th week:

- (a) Lecture: History and trends in children's literature in the world generally and in one's own country in particular.
- (b) Reading by trainees of selected pieces of poetry.

NOTE: Each trainee at this stage should be able

- (1) to select from the library 20-25 books on a variety of subjects to be read during the year and their reviews written on cards (5" by 8").
- (2) to make an individual study of one children's author, one poet and one illustrator of children's books from one's own or any country.

5th week:

- (a) Lecture: Folklore and story-telling.
- (b) Story-telling by trainees. (Use should be made of experienced story-tellers from the locality).

6th week:

- (a) Lecture: Varieties of media.
(Stories through puppetry, drama, pictures, T.V., radio, cinema, magazines, etc., and their individual merits.)
- (b) Listening to good readings (on tape where available) of drama, poetry, stories, etc.

7th week:

- (a) Lecture: Types of fiction for children and the age groups whom they are most suitable - folk-tales, fairy-tales, adventure stories, realistic stories, science fiction, etc.
- (b) Library work: Trainees get acquainted with the system of classification and arrangement of books in a library.

8th week:

- (a) Lecture: Illustrations in children's books.
- (b) Students prepare some illustrations for a given story.

9th - 11th weeks:

Writing of book reviews by trainees and presentation by them of these reviews in class. Discussion on evaluating children's books.

12th week:

- (a) Lecture: From manuscript to finished book: how a children's book is produced.
- (b) Visits to printing press, booksellers and publishers (whenever possible).

13th week:

- (a) Lecture: Ways and means of bringing books to children.
- (b) Preparation of aids and illustrations for introducing stories to children.

14th - 15th weeks:

- (a) The writing and preparation in manuscript form of a trainee's own book, including illustrations, cover, etc.
- (b) Drawing up of lesson units for two practice lessons on introducing books to children; discussion of these in class.

16th - 18th weeks:

Teaching Practice: It is expected that trainees will utilise the knowledge gained through this course in all lessons given to children. It is recommended, however, that three lessons out of the total teaching practice programme of the trainee be devoted to the following:

- (a) One lesson to demonstrate how children can be helped to use reference material.
- (b) Two lessons to introduce books to children.

19th week:

- (a) Lecture: Building a library (Home and School).
- (b) Library work: Trainees get acquainted with the organisation, administration and use of the library.

20th week:

- (a) Lecture: Creative writing.
- (b) Discussion on trainees' own books prepared during the course.

21st week:

- (a) Lecture: Books as tools: the use of reference material and information books in all subjects in the school curriculum.
- (b) Group work: Survey of existing reference material in the various subjects and discussion on its suitability, use and value.

22nd week:

- (a) Lecture: Developing reading interests.
- (b) Discussion with parents and teachers on reading interests.

23rd week:

Final presentation of reviews and individual readings done through the year.

24th week:

Review of the total course.

EVALUATION: Practical work undertaken by trainees during the course shall be taken into account in the final assessment of the attainment.

The following points may help as a guide to lecturers and tutors in evaluating the ability of the trainee:

- (a) Does the trainee enjoy literature?
- (b) Has the trainee the ability to communicate thoroughly, vividly and sincerely the events of a story?
- (c) Does the trainee inspire children to read?
- (d) Does the trainee continuously improve and enrich herself/himself by keeping abreast of new knowledge about children's literature?
- (e) Does the trainee have insight into the child's interest, reading ability and concepts?
- (f) Is the trainee's own written work original and creative?
- (g) Does the trainee arouse and encourage the children to find things out for themselves?

APPENDIX 3

DELHI UNIVERSITY, SYLLABUS FOR BOOK PUBLISHING*

PAPER I

PUBLISHING MANAGEMENT

(A) Theory

Definitions of 'Book' and 'Journal' - Publishers of Books and Journals - Role in human development.

A general survey of the Indian Book publishing scene - background, present position and future prospects - special features of book publishing industry and trade in the United Kingdom, USA and Japan and USSR.

Organisation and structure of a publishing house - allocation of work and responsibility to different departments, inter-departmental co-ordination, preparation of budget, fixation of price, costing, overheads, profit margins, break-even point, accounting procedures, profit and loss account, balance sheet.

Management of personnel, office procedure and maintenance of records and files.

Publishing as a profession and professional organisation in the book industry and trade.

Publishing of specialised books and journals like children's books and magazines, textbooks, general books, paperbacks, technical and scientific books and scholarly publications including university publishing, popular journals, technical journals and abstract services.

Subsidised publishing - co-operative publishing or co-editions of joint publications - capital requirements and credit facilities.

(B) Practical

Case studies in various aspects of book publishing management.

* This is one of five vocational subjects which can be taken for a BA Pass Degree. The total course is of three years' duration of which one fourth is devoted to book publishing.

(C) Apprenticeship for a fortnight in publishing management under the guidance of a professional organisation.

PAPER II

EDITING AND PRODUCTION

1. Definitions and Classifications:

(a) Books: general books, educational books, art books, textbooks, monographs, workbooks, trade manuals, reports, directories, dictionaries, encyclopædias, atlases, children's books, technical books, etc.

(b) Pamphlets and Periodicals: brochure, leaflet, folder, publicity literature, souvenir journals, daily, weekly, fortnightly, monthly, bi-monthly, quarterly, half yearly, annually.

2. The role of printed literature in human development.

3. Editor's participation in development of manuscripts, role of literary agents, evaluation and vetting of manuscripts, editorial policy, making the manuscripts pressworthy, copy-editing, the House style.

4. Role of the editor: his relationship with author, production department, printer and business manager.

5. Proof reading: galleys, page-proofs, forme proofs, final print order, standardisation of spellings, common technical terminology for India.

6. Role of production department: liaison with editor, author, artist, printer and the sales department, visualisation and designing of the books, the format and layout, preparation of dummy, printing specifications, selection of the printer, printing estimate and printing schedules.

7. Printing processes: letter-press, off-set, lithography, gravure.

8. Composing: selection of typefaces, hand composing, mechanical composition, lino-type, mono-type, photo-setting.

9. Processing of blocks, colour printing, make-ready, registration, printing inks.

10. Paper: varieties, texture, opacity, colour, grammage, text and dust-jacket, pulp-board, art-card, cardboard, rexine, cloth and leather for cover.

11. Binding: manual versus mechanical, stapling, centre-stitched, section-sewn, perfect binding, binding materials.

(B) Practical

Proof reading of galleys, page make-up, dummy preparation, casting off, designing and setting up the prelims and end pages, copy editing of a given manuscript covering table-work and illustrations.

PAPER III

SALES, PROMOTION AND DISTRIBUTION

(A) Theory

Importance and functions of distribution - channels of distribution: publisher - wholesaler - retailer - subscriber and subscription agents.

Publicity and sale promotion - pre-publication, on publication and post-publication - publicity through various media - preparation of catalogues and bibliographic information - compilation and classification of mailing lists, card indexes - developing reading habits - role of book mobiles, book exhibitions and book fairs.

Selling of specialised books and journals - chain book stores - paper-back distribution - book kiosks.

Marketing in rural areas - book clubs - package book plan and home library plan - role of libraries.

Trade discount and trade policies - sale-and-return method, credit policy, postage, market surveys and research.

Imports and exports - importers' problems and import trade regulations - exporters' problems and export promotion - export trade regulations.

Warehousing, stock arrangements and control, stock-taking, weeding out of publications.

Organisation of a retail book shop - characteristics of retail selling - importance of retailer - arrangement and display of books and journals - ordering, collection and maintenance of stocks - inventory control and account procedure - sale of Allied products and relationship with libraries - institutional sales and the tender system.

(B) Practical

Preparation of an advertisement copy for a newspaper/periodical, announcing a new title - preparation of a circular for the proper clientele introducing a new book/journal, preparation of a sale promotion materials (leaflets, folders, flyers) for dealers, libraries, educational institutions, etc.

(C) Apprenticeship for a fortnight in a distribution or retailing agency under the guidance of a professional organisation.

Note: In addition to lectures based on the above syllabus Indian and foreign films may be shown on book publishing and book distribution techniques. Students would also visit publishing houses, book distribution establishments (wholesale and retail), printing plants and libraries.

The combination of subjects could also be chosen from Commerce, Economics, History and Political Science subjects.

LIST OF BOOKS RECOMMENDED

1. Publishing Management

- (1) The Book Revolution by Robert Escarpit, Harrap, London, 1966.
- (2) Book Development - Some Current Problems, Federation of Publishers and Booksellers Associations in India, New Delhi, 1969.
- (3) A Guide to Book Publishing by Datus Smith, Bowker, New York, 1966.
- (4) The Truth about Publishing, Stanley Unwin, George Allen and Unwin, London, 1960.
- (5) Publishers on Publishing by Gerald Gross, Bowker, New York, 1961.
- (6) Publishing in Japan - Present and Past, Japan Book Publishers Association, Tokyo, 1969.

II. (i) Editing

- (1) Proof Correction for Printers and Authors, Indian Standards Institute, New Delhi, 1959.
- (2) The Bookman's Glossary by Mary Turner, Bowker, New York, 1961.
- (3) Words into Type by Skillin and Gay, A.C. Crofts, New York, 1964.
- (4) Dictionary of Modern English Usage by H.W. Fowler, Oxford University Press.
- (5) The Mass Media - Reporting, Writing, Editing by William Rivers, Universal Book Staff, Delhi, 1967.
- (6) The Indian Copyright Rules, Manager of Publications, Delhi, 1958
- (7) The Indian Copyright Act, 1957, Manager of Publications, Delhi.
- (8) Copyright - International Conventions - Handbook by Ministry of Education, 1967.

(ii) Production

- (1) A Book Production Planning Guide by Glick & Glick, Southern Languages Book Trust, Madras, 1959.
- (2) Printing Industry in Britain, USA and Japan, National Productivity Council, New Delhi, 1964.
- (3) The Graphics of Communication by Turnbull and Baird, Holt, New York, 1964.
- (4) Photomechanics and Printing by Mertile and Monsen, Oxford and IBH, 1970
- (5) Management Aspect of Printing Industry by Saifuddin, Nirmala Sadanand Publishers, Bombay.

- (6) Editing and Production Manual by P.L. Jayaswal, Madhu Prakashan, Varanasi, 1965.

III. Sales Promotion and Distribution

- (1) Book Trade Manual for South Asian Countries by C.S.S. Thathachari, Book Industry Council of South India, Madras, 1963.
- (2) Books are Different by Barker and Davies, Macmillan, London, 1966.
- (3) Book Distribution and Promotion Problems in South Asia by N. Sankaranarayanan, Higginbothams, Madras, 1964.
- (4) Book Distribution Problems in Asian Countries by Artur Isenberg.
- (5) Customer - Bookseller Relationship by I.P.M. Chambers, Prabhu Book Service, Gurgaon.
- (6) Better Bookselling by Gerald Bartlett, Hutchinson, London, 1969.
- (7) Bookselling by Mail by Gerald Bartlett, Hutchinson, London, 1966.
- (8) A Manual on Bookselling by American Booksellers Association, Bowker, 1969.

LIST OF JOURNALS AND PERIODICALS RECOMMENDED

- (1) Indian Book Industry, New Delhi, (Monthly), Sterling Publishers (Private) Ltd.
- (2) Indian Publishers and Booksellers, Bombay (Monthly) Popular Book Depot.
- (3) Bulletin of All India Federation of Master Printers, Bombay, (Monthly).
- (4) The Bookseller, London (Weekly), British Booksellers Association.
- (5) International Literary Market Place, New York (Annual) Bowker.
- (6) Publishers Weekly, New York, US Publishers Association.
- (7) Newsletter, Tokyo Book Development Centre, Japan (Quarterly).
- (8) Newsletter, Unesco Regional Centre for Book Development in Asia, Karachi (Quarterly).
- (9) Wilson's Bibliography towards Periodicals, New York, (Monthly), H.W. Wilson and Co.

Supplementary List

LIST OF PRESCRIBED AND REFERENCE BOOKS

I. PUBLISHING MANAGEMENT

(A) Prescribed Books

1. A Guide to Book Publishing by Datus C. Smith, R.R. Bowker Co., New York, 1966.
2. Book Development - Some Current Problems, Federation of Publishers and Booksellers Associations in India, New Delhi, 1969.

(B) Reference Books

1. The Book Revolution by Robert Escarpit, George G. Harrap & Co., London, 1966.
2. The Truth about Publishing by Sir Stanley Allen, George Allen and Unwin Ltd., London, 1926 - Seventh Edition 1960.
3. Publishers on Publishing by Gerald Gross, R.R. Bowker Co., New York, 1961.
4. Publishing in Japan - Present and Past, Japan Book Publishers Association, Tokyo, 1969.
5. The Indian Copyright Act, 1957, Manager of Publications, Delhi.
6. The Indian Copyright Rules, 1958, Manager of Publications, Delhi.
7. Copyright - International Conventions, Handbook by Ministry of Education, 1967.

II. EDITING AND PRODUCTION

(A) Prescribed Books

1. A Book Production Planning Guide by Glick & Glick, Southern Languages Book Trust, Madras, 1959.
2. A Manual of Style for Authors, Editors and Copywriters, University of Chicago Press, 1969.

(B) Reference Books

1. Proof Correction for Printers and Authors, Indian Standards Institute, New Delhi, 1959.
2. Printing Industry in Britian, USA and Japan, National Productivity Council, New Delhi, 1964.
3. Editing and Production Manual by J.L. Jaiswal, Madhu Prakashan, Varanasi, 1965.

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4. A Practical Style for Authors and Editors, Holt Rinehart, 1967.
5. Editors on Editing by Gerald Gross, Grosset and Dunlop, 197-.
6. The Art of Translation by Theodore Saveory, Writer Ins. 1968.
7. Proof Reading and Copy Preparation by Joseph Ldsy.
8. The Making of Books by Sean Jennett, Faber & Faber, London, 1964.
9. Rules for Compositors and Readers by Horace Hart, Oxford University Press, London, Thirty-sixth Edition, 1964.
10. The Graphic Arts Handbook, 1958, The Graphic Arts Service, 11 Anderson Street, Madras.

III. SALES PROMOTION AND DISTRIBUTION

(A) Prescribed Books

1. Book Trade Manual for South Asian Countries by C.S.S. Thathachari, Book Industry Council of South India, Madras, 1963.
2. Book Distribution and Promotion Problems in South Asia by N. Sankaranarayanan, Higginbothams, Madras, 1964.

(B) Reference Books

1. Book Distribution Problems in Asian Countries by Artur lsenberg.
2. Bookselling by Mail by Gerald Bartlett, Hutchinson, London, 1966.
3. A Manual on Bookselling, American Booksellers Association, R.R. Bowker & Co., 1969.
4. The Truth about Bookselling, Pitman, London, 1965.

BOOK-PUBLISHING - SUBJECT COMBINATION

- | | |
|---|---|
| 1. English | - 3 papers of the present BA (pass) Course, i.e. |
| | Paper I - Texts, Grammar and Composition |
| | Paper II - A Book of Prose Selections A Book of One Act Plays Five Poems |
| | Paper III - A Book of Poetry Selections A Novel and a Play by Shakespeare |
| 2. N.I.L. or Hindi | - 3 papers of the present BA (pass) Course, i.e. |
| | Paper I - Poetry, Novel, Drama, Precis (Unseen), Objective Questions |
| | Paper II - Drama, Essays, History of Literature and Objective Questions |
| | Paper III - Poetry, Short Stories, Elementary knowledge of prosody and figure of speech, Essay, Translation from English into Hindi |
| 3. Vocational Subject | - Book - Publishing 3 papers or 6 courses as in the syllabus |
| 4. Economics, History, Commerce, Psychology, Philosophy, Mathematics, Political Science | - 3 papers of the present BA (pass) Course (ANY ONE OF THE ELECTIVE SUBJECT) |
| Total: | 12 papers |

APPENDIX 4

SPECIMEN TRAINING PROGRAMMES FOR EDITORS*

STAGE ONE (Copy Preparation)

Object: To provide publishing staff with sufficient knowledge and skill to enable them to prepare material for the printer in the most expeditious and economic way

Syllabus

Printing processes and terminology

Typesetting by the various processes, proofing, correction and make-up, with particular reference to choice of type-faces available and specialized copy setting

Copy preparation and proof correction - assembly of material, collation of printer's, author's, editor's and designer's corrections

The role of the editor

Book production, with particular reference to calculating the extent of copy, placing of illustrations, wraps, tips, inserts, etc.

Art editing - picture research: commissioning and working with designers and artists: blocks and the various methods of reproduction: obtaining permissions and clearing copyrights: masking, reduction and marking up

Basic typography, spacing and arrangement of type, headings, etc.

Practical demonstrations

STAGE TWO (with particular reference to Scientific, Technical and Mathematical works)

Object: To supplement Stage One and to instil an awareness of the more creative aspects of editing as well as costing and cost structure

Syllabus

Commissioning and writing the book - the basic plan: assessing the author's ability to present his material: guidance to authors: author/editor relationship: problems of multi-authorship: the function of a

* Based on the syllabuses of the Editing I and II courses offered by the Publishers Association of the UK

series' editor and his responsibilities: copyright and contracts:
presenting the material to production: revisions and new editions

Copy preparation - assembling the manuscripts: prelims, etc.: notes,
headings, references, appendices, bibliographies, indexes: assessment
of quality of illustrations for reproduction: editing the text: corrections
to manuscripts and proofs

Typography - choice of type face and size: use of symbols, etc.

Printing processes - cost and suitability of different forms of type-
setting: choice of printer

Design, illustration and production - briefing: correlation of text and
illustration, graphs, diagrams, etc.: helping with references for
illustrations: design and paste-up: communication with other
departments and with printer

STAGE THREE

Object: To prepare senior editors or managers to take full
responsibility for a book, series or a complete list

Syllabus

The business of publishing - finance, return on capital and its effect on
forward planning: gross and net profit: stocks: State publishing as a
business: accounting, forecasting and budgetting

Market research

Working with production and pre-production planning

Print numbers and prices: reprints, new editions and sales continuity

Legal matters, copyright, contracts and the sale of rights

Pre-publication planning, sales and promotion

The editor as manager - work flow and planning: delegation: training of
staff: use of free-lance editors, designers, readers, etc.

Marketing, including the institutional market

COPYRIGHT IN THE DEVELOPING COUNTRIES

What is Copyright?

The fundamental idea lying behind copyright is that while all ideas are free, authors, artists and composers should have property rights over the way in which they express their ideas. They therefore have rights over what they produce, which prevents others from benefiting from their work without permission. Publishers, film makers and others, who produce the work of the author, are also protected by copyright.

How is Copyright protected?

Individual countries have copyright laws which protect works originating within that country against 'piracy' but, since the world does not consist of a series of national literary and artistic islands, national copyright laws need the backing of international agreements.

The Berne Union The Berne Copyright Union was founded in 1866 and the countries belonging to it undertake to grant reciprocal protection to each other's works, in effect assimilating to the national repertoire, and protecting according to the same principles, works of which another country of the Union is the country of origin. No formalities have to be completed before protection is granted.

Universal Copyright Convention Established in 1952 to accommodate those countries which, either because their legislation did not conform to Berne standards, or because of fundamental differences between their system of protection and that of the Berne Union, did not accede to the Berne Convention. Protection under UCC depends upon the inclusion in the work of a copyright notice consisting of an encircled C, the name of the copyright proprietor, and the year of first publication.

Appendix A to this paper shows which countries belong to Berne and which to UCC. Of the two, the Berne Union provides the more complete cover. When dealings take place between two countries which belong to both conventions they are made under the Berne rather than the UCC rules.

Countries which are signatories of either convention have an obligation to keep their copyright laws in line with agreed policy. Within these broad guidelines, however, it is possible for individual nations to work out their own solutions on specific issues, such as permissible photocopying practices.

Why is Copyright protection necessary?

It is generally considered proper that authors, like the originators of any other kind of property, should have a reasonable return for their work. Such evidence as has been gathered shows that - apart from a tiny number of 'bestselling' authors - most authors receive little enough reward for their work, even with copyright protection.

It is also in the public interest that authors' rights should be protected. Without copyright protection authors would be reluctant to engage in the exacting work of writing with no reasonable hope of financial reward. Publishers would also find it impossible to disseminate their work if competing editions, carrying none of the overheads of the original edition, could appear in competition on the market.

How can a Copyright proprietor obtain redress against a 'pirate'?

Backed by national copyright laws and international conventions a copyright proprietor can take the matter to court in the country where the offence has taken place. This is necessarily an expensive and cumbersome business which will only be undertaken when all other courses have failed. The maintenance of international codes of behaviour on copyright depends therefore in large measure on the goodwill of the international literary, musical and artistic establishment.

Can a country choose which products should be protected?

A country must either accept or reject the conventions. It is not possible, for instance, to choose to accept international conventions to protect a national film industry while rejecting them for the printed word.

What rights are protected?

Authors control the following rights in their works:

- a) reproducing the work in any material form;
- b) publishing the work;
- c) performing the work in public;
- d) broadcasting the work;
- e) causing the work to be transmitted to subscribers to a diffusion service;

f) making any adaptation of the work

It is normal for the author to assign these rights to a publisher or agent, with whom negotiations will usually take place on his behalf.

Under the Berne Convention works remain in copyright for 50 years after the death of the author. Under UCC the period is 25 years following the author's death or from first publication in cases where a country's domestic law has a term so counted, as does the USA at the present time.

What educational problems did the conventions pose for the developing countries?

During the 1960s many developing countries embarked upon wide-ranging educational programmes. It was then found that problems existed, particularly in the provision of advanced books for university and other forms of higher education. The rights in these books were generally controlled by publishers in developed countries who, at least in the first instance, produced editions primarily geared to the needs and purchasing power of their home market. Only an inadequate number of such books became available locally in cheap editions.

Representatives of developing countries argued that it was wrong for educational programmes to be hampered by copyright restrictions. The copyright owners countered by saying that it was not right for an author to be deprived of his return, just because his work was educational in content and that to do so would inhibit further needed educational writings. Moreover, the world market for tertiary textbooks was often small, and most developing countries needed too few copies to justify local production of a separate edition. Since both sides had a powerful case, it was manifestly an issue for negotiation and compromise.

What were the Paris negotiations of 1971?

For three weeks in July 1971 representatives of the Berne and UCC countries met in parallel sessions in Paris to thrash out these problems. The discussions concerned only those books used 'for teaching, scholarship or research' or 'for use in connection with systematic instructional activities'. The final agreement, applicable under both conventions, laid down the terms under which either the state or a private publisher in a developing country could get a compulsory licence to produce a book locally.

How can a Copyright proprietor avoid compulsory licencing?

It was agreed that there would be no case for compulsory licencing if a copyright proprietor made freely available a translation or reprint of his book 'at a price reasonably related to that normally charged (in the developing country concerned) for comparable works'. Furthermore the copyright owner was given a period in which to make such editions available, or to grant his own licence to publish locally.

After what period, under the Paris revisions, can compulsory licences be sought for translations?

Before 1971 the copyright owner had a period of seven years in which to bring out a translation of his work before compulsory licencing could be applied. This applied only to countries whose copyright relations were governed solely by UCC, and in fact no such compulsory licences were issued by anyone. At Paris the rules were redrawn for both UCC and Berne countries under three categories:

- a) for non-world languages, i.e. 'languages not in use in one or more developed countries', licences could be sought after one year from first publication. The copyright owner could then, if he so wished, seek a period of six months' grace to issue his own licence for the translation
- b) for translation into English, French and Spanish, licences could be granted after three years, plus a six months period of grace
- c) for other world languages, i.e. 'languages in use in one or more developed countries', the rules as in b) apply, with the proviso that if a developing country can secure the unanimous agreement of developed countries using a language also in use in the developing country, then that country may, with the developed countries' consent issue compulsory licences after a shorter period than three years (but never less than one year). This would mean, for instance, that Brazil would need to get permission from Portugal before applying compulsory licencing within the shorter period.

After what period, under the Paris revisions, can compulsory licences be sought for same language reprints?

Compulsory licences for same language reprints could be granted after the following periods:

- a) works of the natural and physical sciences, including mathematics, and technology; three years
- b) works of fiction, poetry, drama, music and art books; seven years
- c) all other books; five years

The three year period has a separate six months' period from the date of the refused application or the sending of copies of the application as the case may be, but this period may be concurrent with

the three year period and not consecutive as in the case of translation. This 'period of grace' nevertheless gives the copyright proprietor a minimum of six months in which to make available in the country an edition published at a price reasonably related to that normally charged there for comparable works.

What limitations are placed on publication under compulsory licence?

It is fundamental to the Paris Agreement that concessions were made for educational need and not for private or national profit. Books produced under compulsory licence must therefore be printed within the developing country itself unless facilities are unavailable, in which case they must be printed in another Berne or UCC country. In this case, all copies would have to be brought into the licencing country. No copies of the book may be exported. In the case of developing countries using the same language, separate translations would have to be made for each country's compulsory edition.

What compensation will be paid to the Copyright holder?

It was agreed that all compulsory licences should carry an obligation for the payment of a 'just compensation that is consistent with standards of royalties normally operating on licences freely negotiated between persons in the two countries concerned'. Following international trade practice, royalties will therefore normally be highest for straight reprints, rather less for reprints in which substantial amendment is involved, and at the lowest level for translations.

Will compulsory licencing become common practice?

It is to be noted that a compulsory licence may not be granted until a request for a voluntary licence has been refused by the copyright proprietor. It is to be expected, therefore, that compulsory licencing will be very rare, and the Paris revisions will be used by publishers as a basis for negotiation for voluntary licences.

What international formalities have to be completed before compulsory licencing can be applied?

As will be seen from Appendix A, more developing countries are signatories of the UCC than of the Berne Convention. The Paris revision of Berne cannot become operable until the UK, USA, France, and Spain have ratified the revised UCC on behalf of the three world languages of English, French and Spanish. By the end of 1972 the UK, USA and France had ratified the agreement. Ratification by the developing country seeking the compulsory licence is also necessary. The UK was the first country to ratify the revised UCC, in May 1972, and even before that was the first to endorse the concessions in the Paris Act of Berne, which it did in September 1971.

What procedures must the publisher in a developing country follow when seeking translation or reprint rights?

The publisher should send his request by air mail to the copyright proprietor. If he is unable to trace the copyright proprietor he should send a copy of his request to the publisher whose name appears on the work, with a copy to the National Clearing House of the country concerned (where such a clearing house exists - see Appendix B). Help may also be obtained from the Unesco International Copyright Information Centre.

If a request is refused and the time periods noted above have already lapsed, the publisher can immediately apply to his own government for compulsory licencing. He may similarly apply for compulsory licencing if, after a period of two months, he has received no reply to his original air mail application.

What rules govern the reproduction of illustration for voluntary licences?

In many cases the original publisher does not control copyright on illustrative material in his book and negotiations for permission to use these illustrations must be obtained separately. A list of the copyright holders will normally be found under 'Acknowledgements'. The original publisher should be prepared to give assistance in clearing rights on illustrations for books reproduced under voluntary licence.

What rules govern the reproduction of illustrations for compulsory licences?

When a publisher in a developing country has been granted a compulsory licence for a book whose illustrations are not controlled by the original publisher, permission to reproduce the illustrations must be sought separately. Where permission is refused for the illustrations, they may be used but 'just compensation' must be made. For works which are composed mainly of illustrations, a compulsory licence may be granted only after the periods affecting same language reprints.

Does compulsory licencing apply only to foreign works?

It should be remembered that all compulsory licencing under UCC or Berne applies not only to foreign works but also to domestic works, so that authors and publishers in developing countries which adopt compulsory licencing are equally vulnerable to it. This is because of the 'national treatment' requirement of both conventions.

How long do illustrations in a book remain in copyright?

If the illustrations are the copyright of the author or of the original publisher, they are regarded as in copyright for the same length of time as the text, according to the convention under which it was first published.

What is the situation with regard to photographs in a book for which the author or the original publisher does not control the copyright?

Under the 1956 UCC Act, copyright in a photograph lasts for 50 years from the end of the calendar year in which it was first published in any form. Strictly the copyright is vested in the individual who took the photograph or in the person or organisation to whom he has assigned the copyright. Institutions, museums, etc., to whom collections of photographs are donated or bequeathed should, therefore, ensure that they are given also the rights of reproduction.

Is it a breach of copyright to make a drawing from a photograph without asking permission?

Provided that the subject of the photograph is not the arrangement of the original photographer, no breach of copyright is involved in making a drawing from it for publication, however exactly or accurately the photograph is followed. Therefore a publisher in a developing country may well find it cheaper and easier to re-illustrate a text with drawings where permission to reproduce photographic illustrations cannot readily be obtained from or through the original publisher.

What rules govern the reproduction of audio-visual aids?

Much educational material is now being produced in 'package' form, with print and non-print materials. The regulations laid out above for same language reprints apply, according to subject, and the same preliminary conditions must be observed. These 'reprint' periods also apply to translations of any incorporated text.

What are the arguments against developing countries adhering to international Copyright agreements?

A developing country may clearly gain short term advantages by withdrawing from copyright obligations. All published materials may then be reproduced without delay and without payment to the copyright proprietor - although, of course, not without cost. This may ease immediate problems in the mass production of books for educational use where individual titles are required in sufficient numbers to make local production economic. These advantages have, however, been substantially eroded by the Paris revisions, since delay is now greatly reduced and the charge made by copyright proprietors to developing countries is related to local published price rather than the published price in the country of origin.

What are the arguments in favour of developing countries observing international copyright?

The copyright conventions provide the framework for a broad international community of literature and the arts. By withdrawing from the conventions a country cuts itself off from this community and

in effect admits that it has nothing to offer to the world from its own publishing, film making and similar industries.

Without the international conventions local authors and publishers have no protection for their products in overseas markets and few developing countries have home markets large enough to support a publishing industry deprived of export outlets. It would also be expected that national writers with potential world sales would place their works with publishers in countries that can offer international protection in preference to local houses.

Withdrawal would therefore have serious long term consequences for future developments in local publishing, which could well be judged to outweigh any short term benefits. It would also have detrimental effects on library development. Both academic and public libraries need access to the whole range of the world's literature. Publishers are not unnaturally reluctant to set up distribution channels for their books in countries in which those books will have no protection in law against 'piracy'.

APPENDIX A

Countries Signatory to the
Berne and Universal Copyright Conventions

| * Berne | + UCC |
|--------------------------------|--------------------|
| + ANDORRA | + LAOS |
| * + ARGENTINA | * + LEBANON |
| * + AUSTRALIA | + LIBERIA |
| * + AUSTRIA | * + LIECHTENSTEIN |
| * + BELGIUM | * + LUXEMBOURG |
| * + BRAZIL | + MALAWI |
| * BULGARIA | * MALI |
| + CAMBODIA | + MALTA |
| * CAMEROONS | + MAURITIUS |
| * + CANADA | * + MEXICO |
| * CEYLON | * + MONACO |
| + CHILE | * + MOROCCO |
| * CONGO (Brazzaville) | * + NETHERLANDS |
| * CONGO (Leopoldville) | * + NEW ZEALAND |
| + COSTA RICA | + NICARAGUA |
| + CUBA | * NIGER |
| * CYPRUS | + NIGERIA |
| + CZECHOSLOVAKIA | * + NORWAY |
| * DAHOMEY | * + PAKISTAN |
| * + DENMARK | + PANAMA |
| + ECUADOR | + PARAGUAY |
| + FIJI | + PERU |
| * + FINLAND | * + PHILIPPINES |
| * + FRANCE | * POLAND |
| * GABON | * + PORTUGAL |
| * + GERMANY (Federal Republic) | * RUMANIA |
| + GHANA | * SENEGAL |
| * + GREECE | * SOUTH AFRICA |
| + GUATEMALA | * + SPAIN |
| + HAITI | * + SWEDEN |
| * + HOLY SEE (Vatican City) | * + SWITZERLAND |
| * + HUNGARY | * THAILAND |
| * + ICELAND | * + TUNISIA |
| * + INDIA | * TURKEY |
| * + IRELAND | * + UNITED KINGDOM |
| * + ISRAEL | + USA |
| * + ITALY | * UPPER VOLTA |
| * IVORY COAST | * URUGUAY |
| * + JAPAN | + VENEZUELA |
| + KENYA | * + YUGOSLAVIA |
| | + ZAMBIA |

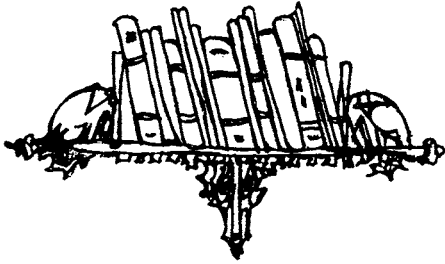
APPENDIX B

CLEARING HOUSES

UK National Clearing House,
c/o Book Development Council,
19 Bedford Square,
London, WC1B 3HJ

USA International Copyright Information Centre,
c/o Franklin Book Programs,
801 Second Avenue,
New York,
N.Y. 10017

FRANCE International Copyright Information Centre,
Unesco,
Place de Fontenoy,
75700 Paris.



Chapter Five

SUMMARIES OF COUNTRY PAPERS

SUMMARIES OF COUNTRY PAPERS

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

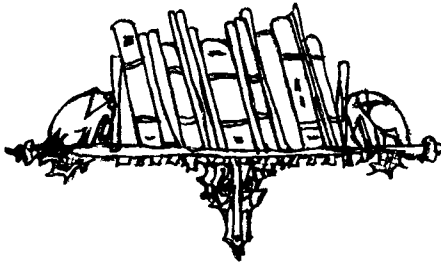
The first literature in the Samoan language was primer readers printed in 1830 by the pioneering missionary, John Williams. Shortly afterwards the Bible was translated into Samoan, and for the next hundred years or so pastors were virtually the only teachers of the printed word, even when the country 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.



Chapter Six

ORGANISATION OF THE SEMINAR

SEMINAR ARRANGEMENTS

Origin of the Seminar

1. Commonwealth countries have, over the years, stressed the importance of book production as an educational service. The Third Commonwealth Education Conference held in Lagos in 1968 discussed this subject and recommended that the Commonwealth Secretariat should examine the possibilities of establishing a Commonwealth Book Development Programme. Various proposals were submitted to the meeting of Commonwealth Heads of Government in Singapore in 1971, and these were referred to the Fifth Commonwealth Education Conference in Canberra which met in the same year, and which discussed the subject at length. The Canberra Conference recognised the vital nature of book development to all educational systems and gave their full support to the proposals submitted by the Commonwealth Secretariat, further recommending that the Secretariat should be involved in training programmes for book personnel and the organisation of a Commonwealth Conference on Book Development. It also recommended the appointment of a full time officer in the field of book development, a recommendation which has already been implemented. The Regional Seminar in Delhi was therefore the second major practical step in the establishment of a Commonwealth Book Development Programme.

Purpose

2. The purpose of the Seminar was two fold - firstly, to provide elements of training in the various aspects of book development and secondly to discuss problems connected with the establishment of indigenous book industries and to make practical proposals for meeting these problems. It considered several aspects of publishing in the context of the needs and resources of the participating countries, and identified the major topics which would need to be considered in the formulation of policy decisions and development of national programmes for the production of books.

Preparation for the Seminar

3. The Commonwealth Secretariat submitted two working papers on which the major discussions at the Seminar were based. In addition a number of experts in the field of book production were requested to provide papers on various topics. Each participant contributed a country paper stating the book production situation in his own country.

202 Seminar Arrangements

Much of the work of arranging for the Seminar in Delhi was done by Mr. Abul Hasan of the Ministry of Education and Social Welfare and the success of the Seminar owes much to his hard work.

Participants

4. The Seminar was attended by 32 participants representing nine countries of the Asia/Pacific region. In order to establish links with the African and Caribbean regions where it is planned to hold similar seminars, one participant was invited from each of these regions. In addition, we had the services of two consultants, one from Australia and the other from New Zealand. A number of observers from India took part in the Seminar and contributed to discussions.

Formal Opening

5. The Seminar was formally opened by Mr. Romesh Thapar, former Chairman of the National Book Development Board of India and Director of the India International Centre. The Chairman at the opening ceremony was Mr. Kanti Chaudhury, Joint Secretary, Ministry of Education and Social Welfare.

Programme

6. The entire Seminar, which lasted from 21 February to 1 March 1973, took place at the India International Centre, New Delhi. The work of the Seminar was done at plenary sessions. In addition to training sessions and general discussions, visits were paid to a number of institutions connected with the book industry: The National Book Trust of India, The Children's Book Trust, The National Council for Educational Research and Training and Hind Pocket Books. An exhibition of books was set up by the Raja Ram Mohun Roy National Education Resources Centre. Contribution to the exhibition was made by several participants. There was also an all day visit to Agra.

Seminar Officer

7. The Chairman of the Seminar was Dr. S. J. Cookey, Director, Education Division, Commonwealth Secretariat and the Co-Chairman Mr. M. N. Rao, Leader of the Indian Delegation. The Secretary was Mr. A. Kamm and the Report Secretary Mrs. A. Krishnaswamy, both of the Commonwealth Secretariat.

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Sunday 25 February

TRIP TO AGRA

Monday 26 February

0900 to 1015

THE PRINCIPLES OF TRANSLATION
(Professor V.V. John)

1030 to 1230

COPYRIGHT AND THE FLOW OF MATERIALS
(Discussion introduced by A. Kamm)

Tuesday 27 February

0900 to 1015

THE ROLE AND FUNCTIONS OF NATIONAL
BOOK DEVELOPMENT COUNCILS (Abul Hasan)

1030 to 1230

TEXTBOOKS AND SUPPLEMENTARY
EDUCATIONAL MATERIAL (P.R. Earl)

1415 to 1530

TRAINING OF BOOK PERSONNEL

1545 to 1800

REGIONAL AND COMMONWEALTH
CO-OPERATION

Wednesday 28 February

EDUCATIONAL VISITS

Thursday 1 March

0900 to 1015

MULTILINGUAL PUBLISHING (M.N. Rao)

1030 to 1300

SUMMING UP AND APPROVAL OF
SEMINAR REPORT.

SPEECHES AT INAUGURAL SESSION

Mr. Kanti Chaudhury, Joint Secretary, Ministry of Education
and Social Welfare, Government of India and Chairman of
the Inaugural Session

In welcoming you all to the inaugural meeting of the Commonwealth Regional Seminar on "Priorities and Planning for the Provision of Books", I would like to thank on behalf of the Government of India and on my own behalf the Commonwealth Secretariat for holding this seminar in India. India, which has an important place among the largest book producing countries of the world, has over the years developed considerable expertise in planning and production of books. I am quite sure the Indian participants in the seminar will unreservedly make available their expertise, as the discussion proceeds.

I am indeed very happy that Shri Romesh Thapar has kindly agreed to inaugurate the seminar and that too at a short notice. I was, however, sure that book promotion being dear to his heart, he would accept the invitation to join us in the Seminar.

Books in their present form and shape, specially the educational literature, have been holding ground for many years. Books are regarded as important aid to the educational progress. I would briefly like to share with you our feelings regarding the transformation, which books in their present form will undergo in the near future with the expansion of educational technology. It is now possible with the new technology to take on a big programme of adult education and literacy. There will be vast demand for educational literature as support to literacy programmes; there will also be a very vast demand of literature for the neo-literates to sustain their enthusiasm. There would also be need for short informative pamphlets for dissemination of scientific information and technological information. Contents of books would be increasingly put in cassettes for language teaching or carrying culture to the masses. Services of writers having special skills for writing such pamphlets or for writing the script and putting it in the cassettes would be required. These requirements undoubtedly will be items of priorities in the provision of books. Nothing substantial in this field has yet been done either by the book trade or by the Government. I do hope that this aspect will receive adequate attention of this seminar.

Dr. S. J. Coockey, Chairman of the Seminar and Director,
Education Division, Commonwealth Secretariat

I am very glad to be in New Delhi to participate in this Regional Seminar on Book Development. The interest of the Commonwealth Secretariat in book development goes as far back as 1968 when the Fourth Commonwealth Education Conference recommended that proposals be formulated for a Commonwealth Book Development Programme. In a memorandum to the Meeting of Commonwealth Prime Ministers in January 1969, the Commonwealth Secretary-General reviewed the size of the need for books in the Commonwealth, indicated the major factors inhibiting the provision of adequate supplies, and suggested several possible areas for Commonwealth co-operation in overcoming the problem.

The Prime Ministers directed the Secretary-General to undertake further studies with a view to recommending a Commonwealth book programme. A working party set up by the Commonwealth Education Liaison Committee made a report in August 1970 outlining the main needs to be met by the Commonwealth Book Development Programme. This report was the basis of proposals which the Secretary-General put to the Meeting of Heads of Government held in Singapore in January 1971. This Meeting directed that the Fifth Commonwealth Education Conference due to meet in Canberra the following month should study the proposals and recommend plans of action by the Commonwealth Secretariat. Among the many topics discussed at Canberra on the subject was the need in the developing countries for book development, and the training of personnel. It was agreed that as a short term measure, efforts should be made to facilitate a flow of books into developing countries but that long-term plans should be made to encourage the developing countries to establish machinery for producing their own books.

The question might be asked why the Commonwealth Secretariat should show so much interest in this question of book development. It is generally accepted that books constitute a basis and vital component of the educational process. It is therefore necessary that there should be an adequate supply of books not only for schools and other educational institutions but for general reading. It is a well-known fact that several factors help to restrict a free flow of books into some developing countries. Apart from lack of foreign currency and administrative delays, some countries impose customs duties on importation of books and materials.

On the other hand, however, an adequate supply of books will not be of much use to national educational programmes unless those books are relevant to the educational objectives of the countries concerned. Many developing countries have a legacy of foreign educational systems which they have been unable to shake off since independence. They have found it necessary to continue with these systems even though it is quite clear that they are irrelevant to their needs. Over the years, developing countries have been urged to review the curriculum content of their educational systems and make what is taught in their educational

institutions relevant to the needs of their society. In spite of this exhortation, many countries have found it very difficult to do anything to change their programmes because they are tied down to the use of imported books and to examinations based on those books. Efforts at curriculum renewal have often been thwarted by lack of suitable textbooks and other material necessary to teach the new curricula. It is evident therefore that unless relevant books are available in adequate supply, improvement in national educational programmes cannot be achieved.

These are some of the considerations which led the Canberra Conference to recommend that the Commonwealth Secretariat should speed up its efforts to establish a book development programme. It recommended that a Book Development Officer be appointed to the staff of the Commonwealth Secretariat, whose main job would be to identify specific needs of the various countries and to advise them on their book development programmes. It also recommended that the Commonwealth Secretariat should compile and publish as comprehensive a list as possible showing training and scholarship opportunities in the book development field.

A Book Development Officer was appointed about a year ago. He is Mr. Antony Kamm who has been largely responsible for planning this Seminar. He has already visited a number of countries and has directed in a training programme for book development organised in Sri Lanka by Unesco. This is the first of a series of three seminars which the Commonwealth Secretariat intends to run in various regions of the Commonwealth.

We are particularly grateful to the Government of India for offering to host this Seminar; we could not have had a better venue. Few would deny that in terms of the size and activity of its indigenous book industry, India comes second only to Britain in the Commonwealth. Many of the problems affecting indigenous publishing, like authorship, printing, distribution, training of personnel and linking of textbook production with curriculum development, have already been tackled in this country and I am sure that all participants would wish to benefit from India's experience. India provides an excellent example of how success in this field can be achieved by co-operation between government and private enterprise. And there has recently been established at the University of Delhi a degree course in book publishing, the first in the Commonwealth, if not in the world.

The theme of this seminar is "Priorities and Planning for the Provision of Books". This theme has been carefully selected. Of the ten countries represented here from the Asia-Pacific region and the two from other regions, some would find it hard to establish and maintain a viable book industry. It is therefore necessary to plan carefully and to establish a list of priorities in tackling a book development programme. Co-operation between countries in a region would seem to be indicated. It is our hope that this Seminar will be able to arrive at some practical suggestions which would enable the various countries here represented to arrive at realistic plans.

In order to plan for book development, it is necessary to understand what is involved in the preparation, production, publication,

distribution and promotion of books. For this reason, we hope that this Seminar will discuss the whole structure of book development. A vital part of the activities will be a series of educational visits to organisations and institutions in and around Delhi which it is felt will help participants to see what is really involved in publishing and what one country is doing to meet the challenge of developing an indigenous book industry.

We are fortunate in having, among our participants, some consultants who have had experience in the publishing field. In addition to Mr. Bolton of Australia and Mr. Earl of New Zealand, we have as consultants and resource personnel a number of eminent Indians who have acquired considerable experience in the book industry. We would hope that at the end of the Seminar we shall be able to produce some concrete proposals and guidelines which can assist Governments who wish to do so to plan and establish their book development programmes. We also hope that we can indicate a pattern of Commonwealth co-operation in this field.

It would have been impossible for us to organise this Seminar but for the generosity of both the Commonwealth Fund for Technical Co-operation and the Commonwealth Foundation. The Commonwealth Fund for Technical Co-operation has made it possible for us to meet the cost of fares and subsistence for participants, and the Commonwealth Foundation has provided funds for the expenses of our two consultants from Australia and New Zealand.

Before I end, I should like to express my appreciation of the excellent co-operation we have had from the Ministry of Education and Social Welfare. Mr. Abul Hasan, Special Officer (Books), has been most helpful in making arrangements for the Seminar. He has been kind enough to make local contacts on our behalf, to reproduce documents and to make the necessary arrangements for accommodation and transport.

It remains for me, Mr. Chairman, on behalf of the Commonwealth Secretary-General, to welcome to this seminar the participants, consultants and observers. Among observers are representatives of the United Nations Development Programme, the United Nations Educational, Scientific and Cultural Organisation and the International Publishers' Association. Most of the participants are engaged in book development programmes in their own country and I am confident that together we should be able to make this exercise worthwhile.

Dr. Romesh Thapar
Ex-Chairman, National Book Development Board of India
and Editor of "Seminar"

The other day someone asked me "How do you inaugurate a workshop"? Well, I am now asking myself how does one inaugurate a seminar after two speeches have been made? A difficult situation to say the least.

Recently we were discussing the problem of introducing television in India. It was a very explosive meeting, attended by some 100 participants, many of whom were urging that if we could not throw the whole system into the sea we should not utilise it day and night. I was provoked by one of the participants who said that in this country, full use of television should be made particularly as we have a large mass of people who cannot read and write. He said that in this country there has never been a reading habit, not even among the literates. I hope you too are provoked as book-developers.

Let me try to uncover some of the thoughts that disturb me about books in our part of the world.

We are all children of a colonial past. A past which has robbed us of our mother tongues, our scripts and our authentic thought processes. It is a very tragic situation indeed. In addition, we are also part of the developing world and as is characteristic of all developing societies we are divided between the few ruling elites and masses of ordinary hopeful and hope-less people. This is the major problem, one which affects all sensitive men.

Pandit Nehru was always conscious of this and frequently sought advice from Mahatma Gandhi who understood this country; it was the combination of these two renowned men which opened understanding for us in India. But the problem remains with us very much. Whether it is economic activity or the cultural activities we are engaged in, or whether we are thrusting ahead in a particular direction or lagging behind in another, it is here in bridging the gaps among peoples and between peoples that those concerned with the sensitive area of books have to apply their mind.

The books we are here to discuss must be turned out in large numbers and in a variety of languages as authentic expressions of societies in traumatic change, societies which cannot cut themselves off from a rapidly shrinking world which is itself caught up in many-sided scientific and technological advances.

This is no ordinary challenge because we have limited resources. We are inexperienced and find it difficult to get at the real priorities. These priorities have to be sorted out in a complex situation. Take my country for instance. I am very grateful to Dr. Cookey for his complimentary remarks. Over the past 25 years, we have attempted many ambitious things, but, unfortunately, we are all dissatisfied with what we have achieved.

We have 550 million people speaking some 20 languages or more. Most of these languages have a most sophisticated script. Each language naturally seeks the knowledge of the world to be expressed through it. Just comprehend the sheer physical task of making the best books available to my people. In our lonely moments not surprisingly the best of us are demoralised.

And yet the job can be done. That is why seminars of this kind are of very great importance. I have had occasion to work down to the roots of the problems of our societies. Today, I would like to say categorically that we must make it tremendously rewarding to write, produce and market books. The three elements are inseparable and the effort has to be massive.

I use my words carefully. We cannot anymore tinker with the problem. We have not devoted adequate attention to this aspect of reward for creativity. It is extremely important that in these seminars and workshops we raise the voice of creative people to demand that there must be adequate rewards, otherwise, I am afraid, that in this competitive world we will not be able to meet this problem. If we go on avoiding this question of monetary reward, we would not be able to provide the books for our people.

As I said earlier, the effort has to be massive as the needs are massive. The funds for this effort should be self-generating. We cannot expect governments hard pressed for money continually to fund this operation. Marketing must be effective and costs must be within the reach of the literate. The scale must be such that it becomes worthwhile for the best of our minds to write books.

On the surface there are contradictions in what I say, but these contradictions can be ironed out. That is what a seminar like this should tackle, i.e. the specific characteristics of our situation and the need for money to flow into the pockets of those who write and teach. Of course, it goes without saying that the books must be cheap and well designed, and that they must be marketed in huge quantities. In other words, what I want to say is, do not allow yourselves to be pushed into narrow cautious equations. Such an approach does not spark the battle for the revolution in books and reading. I hope this plea makes sense, for with it I intend inaugurating this Seminar.

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