

English fluently and speak Oxford English. They know English books, but not too much about American. They readily admit that English is indispensable for world contacts. The local language, Burman, is an Indo-Chinese language reading from left to right in a complicated written script, derived from Pali.

In their new enthusiasm for nationalism, the demand for translations of English and American books into Burmese is a natural concomitant. Nevertheless, and despite orientation toward Great Britain, the importation of American books (not counting shipments by mail) has grown from a total of \$6,724 in 1950 to \$14,148 in 1954, a tapering off from total sales of \$29,824 in 1952. However, textbooks, undoubtedly in technical and scientific areas, have risen steadily from \$854 in 1950 to \$10,143 in 1954. These figures do not reflect book shipments by mail.

The general impression of the high literacy rate in Burma is confirmed by the Unesco figure of 40%, which is high for an Asian country. This presumably covers both reading and writing in English, Burmese, and Chinese.

Several newspapers with large circulation (which includes the "foreign" community) in Rangoon and reportedly in Mandalay are printed in English.

The overseas Chinese community (about 300,000 out of a total population of eighteen million) is scattered throughout Burma, north to the border of Communist China. The concentration is, however, in Rangoon. As in many Southeast Asian countries, the Chinese are a powerful group in the retail trade; indeed, they almost monopolize it. They are hard workers, frugal and efficient. There are five daily and two weekly Chinese newspapers, three distinctly Communistic, one middle of the road, and one anti-communistic.

Chinese "elders" control the policy of the independently-supported Chinese schools. The Burmese government has strict control over the overt importation of textbooks, trying hard to keep out both Communist and Kuomintang books, in line with its "non-alignment" policy. Communist books manage to get in. Good neutralist books are not available. Both Chinese and government officials desire sound textbooks which are not partisan either way.

Official obstacles to the importation of American books are at a minimum. There is no tariff, but a sales tax of one anna per rupee. Book import from countries other than the U.S. and Canada are on open general license. Individual licenses are required for U.S. books. Payment may be made with Unesco coupons.

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There is a dollar shortage. The high price of American books as against British and locally-produced books automatically limits imports.

If the Informational Media Guarantee program is instituted in Burma, exports from the U.S. can be substantially increased.

The bookstores in Rangoon are numerous. Their stock of imported books is limited. At least one is run in connection with Christian mission work; it carries British and American books. One store is reported to have an American manager. It specializes in American books and carries anti-Communist titles. Chinese stores cater to the overseas Chinese trade and carry Russian and Chinese books.

By far the largest producer of books is the Burma Translation Society, supported by the Burma government. The U.S. government has supplied the Society with a modern off-set printing plant. So far the Society has published about 100 books in translation, and many more are in process. Editions run to 30,000 copies, of which the government takes 20,000 for school use, with 10,000 reserved for bookstore trade. Great interest is shown in supplying books for children, including textbooks, and very simple adult books for the man in the street.

The Ford Foundation has assigned an American textbook specialist to assist the Society in its production program.

It is estimated that there are about thirty small publishing houses in Burma. Editions run about 5,000 copies; once the book is published and distributed by local agents, who operate from sidewalk stalls, there are no reprints.

The United States Information Service Library in Rangoon serves as the one public library, and is one of the finest in this area of the world. Housed attractively in the downtown area, the reading rooms are crowded at all hours. The children's library and the phonograph record service are noteworthy contributions. Statistics for Rangoon and Mandalay are as follows:

	<i>Book Holdings</i>	<i>Attendance</i>	<i>Book Circulation</i>
Mandalay	10,924	87,515	66,315
Rangoon	20,643	232,805	175,205
	<hr/>	<hr/>	<hr/>
	31,567	320,320	241,520

The United States Information Agency has presented a basic reference collection to the Library of the House of Nationalities, Upper House of the Burma Parliament.

As there were only four trained librarians in Burma, two working with the United States Information Service, the Center gives profes-

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sional aid, where requested, in organizing libraries. The University of Rangoon was the first to receive such help with a book collection of 30,000 volumes. Nevertheless, the library needs thorough reorganization to make it effective with the students and also a staff of trained librarians. A course in library training has been set up with U.S. and Burmese cooperation, including the Ford Foundation; it provides an intensive four-month training course.

The need for textbooks can be gauged by school enrollment figures from Unesco (1952):

<i>Primary School</i> (4 years)	<i>General Secondary</i> & <i>Vocational</i>	<i>Higher Education</i> (1950)
596,000	81,000	4,000

The import of books from the United States is limited. It is estimated that about 90% of bookstore stock comes from the United Kingdom and 10% from the U.S.A. H. M. Snyder Company, McGraw Hill, and Macmillan representatives make regular calls on the bookstore trade.

Translation rights are secured by the Burma Translation Society from the United Kingdom. Because of the interest in American books, opportunities for expansion exist if American publishers will send samples of the books to the Society and mention their terms for rights in case the book is selected for such purpose.

Russian and Red Chinese books are carried by some bookstores because the prices are low and the discounts high. The Russians are said also to pay postage. With book imports predominantly British, it is impossible to estimate the extent of the infiltration of Russian and Chinese books.

The U.S. government has established several vigorous and effective programs to aid the Burmese.

The Economic Cooperation Administration allocated \$170,000 to the University of Rangoon for purchase of scientific equipment, laboratory materials, and other replacements of wartime losses.

Foreign Operations Administration-financed university contracts in Burma are between the Burmese Ministry of National Planning and Cornell University, in the use of aerial photo interpretation, and between the Ministry of Industry and Mines and the Armour Research Foundation in industrial research and development. Obviously technical books are indispensable in such programs.

The book translation program of the United States Information Agency is one of the most intelligently and effectively handled in over-

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seas areas. The list of books is impressive and the titles carefully chosen to present the American viewpoint:

	1952-55
General U.S. literature & culture	35
Medical & health	12
Public affairs	29

As the USIS library in Rangoon is the only public library, and is already well stocked with books, there does not exist an independent library which could become a member of the U.S. Book Exchange program and put into effect its book exchange program.

U.S. textbook publishers have been generous in sending samples of their textbooks to educators and the Burma Translation Society. The Parker elementary science books have been translated into Burmese and shipped out to schools.

The Ford Foundation has cooperated in setting up a library training course.

The Asia Foundation has supplied selected textbooks for the Military and Teachers Training College libraries in Burma. One hundred twenty-six engineering titles were recently sent to the University of Rangoon. Book packet gifts of the Burma Translation Society translations were made to a number of outstanding community libraries and reading rooms. Supplementing the general publications program, the Foundation is providing Burmese publishers with condensations of titles in the political, biographical, and literature fields.

Burma needs:

1. Technical and scientific books in English for university students.
2. Juveniles—translated into Burmese.
(Throughout Asia there are very few books for children. These peoples are universally fascinated with our juveniles and want translations.)
3. Books of American literature, in English for student use and in translation. American paper-backs render a great service, as the moderate price is attractive.
4. Books on American public affairs, in English and in translations for the average Burmese reader.
5. Textbooks adapted and translated for elementary school use, through direct arrangement with the Burma Translation Society.

In the special circumstances existing in a "non-alignment" country, the following steps will increase the flow of American books to Burma:

1. Extension of IMG to Burma, the rupees to be used by the U.S. to extend the educational services it is rendering in various areas. The operation of IMG will stimulate book purchases through regular commercial channels.

2. Increase in the appropriation for USIA funds for presentation and promotion programs, earmarked for Burma (not at present on the Southeast Asia list of countries helped).

3. Encouragement of the Burmese government to establish libraries throughout Burma, and a program of training librarians in the U.S.A. at U.S. government expense. This will augment the present library training program set up in the USIS Rangoon library.

4. Encouragement of the Burma Translation Society to make direct contracts with American publishers for translation rights and adaptations of American trade and text books.

Thailand

Thailand has been able to maintain itself as an independent kingdom in spite of the upheavals in the last hundred years in Southeast Asia. This independence accounts in part for the quiet self-assurance of a very friendly and delightful people. They show an objective open-mindedness in wanting to learn how they can solve their own economic and social problems, without the inferiority complex occasionally displayed by former colonial peoples.

The government sent its leaders overseas to British and French universities. The second language of the court was French, the prevailing diplomatic language. Since World War II, greater interest has been shown in learning English.

The present eastern boundary of Thailand abuts Laos and Cambodia, whose vulnerably independent status, in the light of the Communist control of North Vietnam, causes the Thailand government uneasy concern. Thailand has always enjoyed an enviable financial position in Southeast Asia as an exporter of surplus rice and metals.

Ten per cent (100,000) of the population of the capital city of Bangkok are overseas Chinese. As in Burma, the small stores and retail trade are controlled by industrious Chinese. Restrictive legislation is intended to reserve many small business opportunities to Thailanders.

Thailand is another strongly Buddhist country and is completely anti-Communist. Therefore, all aspects of American aid help to strengthen them against powerful external pressures.

The Buddhist temple compound has traditionally been the site for

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the local school, with priests as teachers. In general they have been most cooperative in transforming their old teaching techniques with the aid of American educational experts, who have been welcomed with their recommendations for a modernized school curriculum.

The Unesco pilot project at Cha-choeng-sao, 75 miles east of Bangkok, has been recently headed by an American educator.

Some American textbooks, adapted and translated into Thai, are in use in the schools. New teaching techniques are taught in the teacher training school, which is one step in modernizing the Thai elementary school system. The USIS has cooperated in providing a translation of an elementary geography.

Interest in learning English is growing. Most university students read textbooks in English in political science, economics, sociology, philosophy, world history, and general science. As their comprehension of English is low at this time, the professors offer summaries of such books in Thai.

The Thai government has kept Chinese-supported schools under strict surveillance, as to both the presence of Communist teachers and the kinds of textbooks used.

According to Unesco and the 1947 census, the ability to read among Thailanders of ten years and over is 54%.

Total school enrollment (primary and secondary) is listed, as of 1951, at 3,038,000 students, which is 59% of the estimated population of five to fourteen year olds.

Interest in learning English has shown a surprising increase. A recent survey says 50,000 started learning English in 1954, and in the upper classes about 80,000 are now studying English. Further sharp increases are expected. The best-known newspaper published in English is the *Bankok Post*, recently edited by Alexander MacDonald, a former Office of Special Services officer.

The price of American books is one deterrent to the importation of more American books. There is no tariff. Import licenses and "certificates of payment" exchange permits are required. Exchange must be procured at the free rate, about double the official rate (18 ticals are equal to slightly less than \$1.00). There are strict quotas. Many orders on U.S. publishers are paid for in Unesco coupons.

U.S. book exports to Thailand (exclusive of shipment by mail and noting no bulk shipments in 1951), amounted to \$22,000 in 1950 and \$51,615 in 1954. Peak shipments of textbooks occurred in 1952-53. Other bound books showed an increase from \$16,297 in 1950 to \$51,615 in 1954.

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Several booksellers specialize in stocking elementary textbooks, mostly locally-produced. Others import technical and scientific books for students at the two universities in Bangkok. The ratio is about 60% from the U.K. and 40% from the U.S.

Unesco (1950 count) lists 352 libraries of all kinds, with 73 public and 253 school libraries, totaling 520,000 volumes; only sketchy information is given about circulation and number of readers. The three foreign libraries are Neilson Hays Library, a subscription library which serves all nationalities, the British Information Library, and the USIS Library.

A Library Training Institute was inaugurated in November 1951, in the USIS Library, with students representing public, university and special libraries, and including personnel from almost every ministry including the armed forces. A special course for the training of librarians was held in April 1955.

The USIS Information Center reports the following statistics for the Bangkok library:

<i>Book Holdings</i>	<i>Attendance</i>	<i>Circulation</i>
20,516	144,330	41,670

There is a library for teachers in the Department of Technical Education. Many of the textbooks have been donated. The budget for purchases of books has amounted to 5,000 ticals (over \$1,000) for the medical and agriculture colleges and Chulalongkorn University.

Those locally produced books for schools, colleges and universities, are without illustrations in color and are unattractive in appearance and of perishable format. Many are printed through the government printing office.

School enrollments (Unesco figures for 1951):

<i>Elementary</i> (4-5 years)	<i>General Secondary</i>	<i>Vocational</i>	<i>University</i>
2,857,000	151,000	29,000	5,912

Import of U. S. books are largely in the technical and scientific fields. From enrollment figures, it is obvious that a great need exists for textbooks. The present textbook needs are inadequately supplied by books written within the Ministry of Education. No organized plan exists for securing translation rights from U. S. publishers for better textbooks.

British books predominate in the import field because of familiarity with United Kingdom publications, lower prices, and greater ease in

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ordering. A jobber in the U.S. who could consolidate orders would help to bring in more U. S. books.

Because of the exposure of Thailand's borders to Communist influences, and the fear of Chinese infiltration, Communist books, and propaganda are not overtly available.

U. S. government aid in the book field has been of enormous aid in helping Thailand to fill the void in its rehabilitation program.

1. The library program has already been mentioned.
2. The ICA Book Purchase program includes 22 projects and 5,945 items worth \$29,782.
3. There are four FOA-financed university contract programs.
4. During the fiscal year 1955, the total sum of \$47,000 was allocated for translations by USIA in Thailand, Indonesia, Indochino, and Malaya.

The USIA Book Translation program has helped to provide translations of standard American works in Thailand:

	<i>1952-55</i>
General U.S. literature and culture	15
Educational	8
Medical & health	3
Public affairs	11
Anti-Communist	23

5. The USIA presentation and promotion programs have allocated \$53,762 (providing about 30,000 books) in 1955 and \$29,500 (about 7,500 books) for 1956 for Thailand, Indochina, Malaya, and Indonesia.

The number of ICA-U.S. Book Exchange member libraries, as of June 1955, in Thailand was eight. There were no items of exchange listed for these members in 1955. This situation may be attributed in part to the lack of trained librarians in Thailand. The library training program inaugurated by and in the USIS library will undoubtedly correct this situation.

The Asia Foundation has shipped approximately 10,500 titles in the social sciences and humanities and 982 scholarly journals to Chulalongkorn University, Chiangmai Buddhasathan, the Young Buddhist Association Bookmobile, Mahamakuta University, Suan Kularb School, the Ministry of Education Library, and others. In addition, technical books were provided for the Don Bosco Technical School and Orphanage, one of the few technical training programs in Thailand. Books on community development have been provided to leaders of women's

groups. A modest collection of books was sent to the Foundation for Education in the Art of Right Living.

The need for books exists at all age levels, from elementary school through college and university. Children's books and textbooks should be translated and adapted and the price kept at competitive levels. University and library books are readable in English.

Recommendations for Thailand:

1. The ICA-USIS should allocate more money for every phase of its present work.

2. Efforts should be made to institute IMG.

3. The translation program could be greatly strengthened if Franklin Publications were to operate in Thailand. One advantage of the Franklin program is that the leading citizens themselves select the American books which they consider helpful in gaining a knowledge of American ways and ideals, in developing literates and in forming reading habits.

4. The U. S. government should sponsor classes in English.

5. Private foundations should underwrite specific projects, such as the establishment of a center of American studies at Chulalongkorn University.

6. Special editions of American textbooks should be provided by either government or foundations for such pilot projects as Cha-choeng-sao.

7. A bookstore supported by local and American capital should serve as a jobber for American books, with distribution through already existing retail channels.

Indochina

The military division of Indochina into North Vietnam, controlled by the Communist Vietminh, and South Vietnam, administered by Vietnamese at last nominally independent of France, has worsened the meager opportunity for commercial importation of American books. Very few of the leaders speak English, but are eager to learn it. Vietnamese leaders had studied abroad almost exclusively at French universities.

While asking military, scientific, and technical aid from the United States, the French have nevertheless raised all possible obstacles to the flow of American ideas at the educational and cultural levels.

The level of literacy is low, but the USIS library is always crowded with Vietnamese looking at pictures in periodicals and books, perhaps reading a little, but not speaking English.

The commercial importation of American books is negligible. In

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1951, the U. S. Economic Mission imported technical books to the amount of \$25,000. Otherwise there were imports of \$1,619 in 1950 and \$3,752 in 1954, excluding any shipments by mail.

There is no tariff. However, import licenses carrying right of foreign exchange are required throughout Vietnam, Cambodia, and Laos. Unesco coupons are available, but the climate for the commercial importation of American books is not promising.

Booksellers do not know how to order American books, nor do they wish to do so because there is no reading public for books in English. The "foreign" community orders American books by mail. Book distribution plans to store outside Saigon have probably disintegrated in the present military situation. Translations could only be carried on by USIS.

The library situation in Vietnam (and the former associated states) is deplorable. The figures from Unesco include areas that are now in Communist hands:

Cambodia (1951)	<i>Number</i>	<i>Holdings</i>		
<i>Type</i>				
National	1	21,000		
Institutes of higher education	1	2,000		
Special	2	13,000		
School	20	13,000		
Vietnam (1951)			<i>Annual Circulation</i>	<i>Number Readers</i>
National	1	67,000	62,000	38,000
Central (Hanoi)	1	100,000	—	—
Scientific	1	5,000	500	300
Institutes of higher education	1	85,000	—	—

The one bright spot is the report of the USIS libraries operating at this time. The book collection in the fine library in Saigon is marked by a high representation of medical and public health volumes:

<i>Location</i>	<i>Book Holdings</i>	<i>Attendance</i>	<i>Book Circulation</i>
<i>Cambodia</i>			
Phnom Penh	1,858	47,100	3,865
<i>Laos</i>			
Vientiane	No report		
<i>Vietnam</i>			
Saigon	4,936	57,045	17,445

The educational situation in Indochina is graphically portrayed in the following Unesco statistics:

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	<i>Number years primary ed.</i>	<i>Number pupils</i>	<i>Number teachers</i>	<i>General Second- ary</i>	<i>Voca- tional</i>	<i>Universi- ties</i>
Cambodia	6	174,000	4,770	4,000	6,000	165
Laos	—	43,000	1,250	— Total	1,000 —	—
Vietnam	3, 5	798,000	15,022	39,000	5,000	1,728

Any sales of American books for the present are entirely dependent on the personal needs of Americans in Indochina and the official needs of U. S. government agencies. The only book trade that exists at the moment emanates from France. Communist books and literature are officially excluded from Cambodia, Laos, and Vietnam, but do infiltrate.

In the absence of any possibility for the importation of American books through regular commercial channels, the various U. S. government agencies have been rendering invaluable service.

The funds available for the USIS translation program in Southeast Asia are \$47,000; Indochina is only one of four countries. Nevertheless, the USIS has carried out a translation program in a very sensitive area. In Cambodia, the USIS program has produced one book each for 1952 and 1953.

For Vietnam, USIS has produced the following:

	1951-55
General U.S. Literature and Culture	14
Public affairs	9
Anti-Communist	22

The ICA has purchased \$9,464 worth of books in connection with eleven projects.

In 1954 the Franklin Publications survey team observed the excellent USIS production of pamphlets and posters prepared for itself and the U. S. Technical Mission in three languages (Laotian, Cambodian, and Vietnamese) in an effort to counteract the effects of the infiltration of Communist propaganda. Under the auspices of the Asia Foundation the San Francisco Public Library presented a set of books in French to the National Library of Cambodia.

Books in English in all technical and scientific fields should be made available to those who can read and use them. In addition, books in translation should stress what the American way of life means. The Vietminh are as violently anti-American as they are anti-French. In the absence in the foreseeable future of commercial opportunities, all

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U. S. government efforts should be strengthened to meet Communist anti-American propaganda.

(1) Strengthen and expand all present U. S. government operations; (2) Increase the gift and presentation programs; (3) Increase the extent of the teaching of English; (4) Extend the U. S. translation program with greater emphasis on the purposes and ideals of the U. S. STEM, in conjunction with the Ministry of Education, has been trying to work out a publishing program which includes teacher training, books, vocational education books, including agriculture, and perhaps regular school books; and (5) Secure the cooperation of a foundation to establish a center of American studies in the branch of the University in Saigon. The main part of the University is now lost in Hanoi. (Obstacles will be raised by whatever French pressures are still operative in South Vietnam.)

Malaya

The British political control of the Crown Colony of Singapore and of the closely related nine states and two settlements of the new Federation of Malaya has directed substantially the entire book trade toward the United Kingdom. The turmoil in Malaya—the Communist guerrilla warfare up-country, the Federation campaign for independence, and bitter racial rivalries—have somewhat softened the British attitude of “going it alone.”

The demand for technical and scientific books has definitely increased. A recent director of education for Singapore stated that he felt it would be very helpful to have more American high school textbooks in his schools, if some way could be found to reduce what he considered high prices. As for the elementary schools, his department was best equipped to work with authors in preparing elementary texts which could be printed and bound by a non-Communist press in Singapore. Several of the presses had been branches of firms now operating in Red China.

English literacy in Singapore is high among officials, educators, secondary school, and university students, and all technical men. English is the language of instruction, except in the Chinese-supported schools. However, English is taught in them, because the parents want their children to get good jobs and English is an essential.

Unesco reports the following statistics for literacy: for the Federation of Malaya, 38% can read and write at the age of fifteen and over; for Singapore, the figure is 46% for the same age level.

There is no tariff on books. The sterling area imports on open general license. Dollar licenses are issued only for technical books, with

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imports of American books (not counting mail shipments) at \$325 in 1950, none in '51 and '52, \$4,224 in 1953, and \$8,229 in 1954.

In other categories, literature, fiction, and non-fiction, there were no reported imports for 1950, 1951, and 1952; \$7,281 in 1953 and \$5,466 in 1954. Other bound books had a peak year in 1953 with \$28,645; in 1954, \$22,971. The price levels of all books are high in terms of local purchasing power.

The British firm of Kelley and Walsh is one example of the competent booksellers and distributors operating in Singapore and Kuala Lumpur, capital of the Federation. Penang is reported also to have good book stores. Small stores sell Malay, Tamil, and Chinese in cheap editions through Malaya.

The USIS libraries in Singapore and Kuala Lumpur were observed to have representative collections of books. At least one of the assistants had been sent to this country for library training. The staffs in both libraries were doing efficient work, well rewarded by heavy patronage. The USIA opened two public libraries in January and September 1953 in the Kuala Lumpur District.

<i>Location</i>	<i>Book Holdings</i>	<i>Attendance</i>	<i>Book Circulation</i>
Kuala Lumpur	10,860	132,025	96,175
Penang	10,699	129,360	102,820
Singapore	12,075	153,830	71,405
	<hr/>	<hr/>	<hr/>
	33,634	415,215	270,400

In Singapore there are 530 recognized schools, of which only sixty-six are maintained by local government funds. In 1951 there began a five-year construction program for eighteen new buildings. An attempt was made to encourage children of the different races to attend the same schools. The Chinese community has resisted the amalgamation, but the Crown Colony has found too much use being made of the Chinese schools for the covert dissemination of Communist propaganda.

Unesco report shows the following figures for school enrollment in 1951:

	<i>No. years Pri. Ed.</i>	<i>No. Pupils</i>	<i>No. Teachers</i>	<i>Gen. Secondary Voc.</i>	<i>Total</i>	<i>Est. Pop. Higher Ed.</i>	
						<i>5-14 yr. olds</i>	<i>Univ./ Other</i>
Federation							
of Malaya	6	616,000	18,872	25,000	15,000	656,000	1,329,000
Singapore		135,000	4,019	21,000	1,000		
TOTAL (1950)							837-1,542

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American publishers have long recognized the limited sales possibilities of their books, and calls of representatives have been infrequent and usually in transit to more promising areas.

A British agent of twenty-four English publishing houses has estimated his book business at \$350,000, which is 10% of the total book business in Singapore and Malaya. Of this amount, 75% represents his sale of school books. There is undercover distribution of Chinese Communist materials.

Again, the ICA-USIS-USIA programs have filled a great need in helping the British to orient a diverse population away from Communist pressures. Government effort is well justified, as the loss of Malaya to Communism would jeopardize the whole of Southeast Asia.

Malaya is one of the four Southeast Asia areas for which \$47,000 was allocated for the book translation program.

	1953-54
Literature and culture	7
Educational	1
Public affairs	1
Anti-Communist	2

Fifteen units of 750 books each in general categories were supplied for the libraries in new villages of Malaya by the Asia Foundation through the Malayan Public Library Association; 365 volumes were sent to Trinity Theological College.

All U.S. government aid programs where regular commercial programs do not exist should be continued.

The government would help American publishers if USIA were to print in both English and Chinese a monthly booklist of new books for distribution throughout Malaya. Copies of *Publishers' Weekly* sent to the English bookstores would familiarize the owners with the titles and sources of American books.

Indonesia

Politics in Indonesia are in a constant state of instability. At the time of the writing of this report, the Indonesian government is not anti-American in its sympathies. Its official position could be said to be "neutral" or "non-aligned," as is the case with Burma. However, the government has ruled that English is to be the second language after Bahasa, the local native Malay dialect and language, replacing the Dutch language which is too reminiscent of "colonialism." Dutch has long been the language of culture, education, and commerce. The Dutch in Indonesia resist to the fullest this shift in emphasis and

sympathies, and are fighting a rear-guard action with every resource at their command.

The present need for books is for technical and scientific materials. Indonesian importers as a rule import these types of books for fixed orders, either by the individuals, institutions, or the Ministry of Education. What booksellers import on their own is usually sold, even if the titles will often remain on the shelves for two years before being sold at full price. This condition is due to the fact that the book is of too advanced content, or there is no demand for the particular title. Unfortunately, as compared with the field of technical and economic works, Indonesians are not so aware of American scholarship in the social sciences, nor of American contributions in the literary and cultural fields.

The growth of literacy in the English language, as well as in the Indonesian language, has been phenomenal during the past six years. In 1955, the majority of Indonesian graduate students possess a good working knowledge of English. There are a number of American and British lecturers in the various graduate schools, and of course their students must speak as well as read English. Even among university undergraduates probably more than a third possess a reading knowledge of English, ranging from fair to good.

Although most of the recent growth in literacy in English has occurred in the student population, there is a keen interest in English among the adult population as a whole, or rather among the educated portion of it. Study groups have sprung up in all of the major cities, generally with an American or British instructor. Whereas in 1950 only the smallest handful of adults knew English, today at least one third of the professional men and upper grades of the Indonesian civil service speak and read English.

The English language is used a great deal in business. Government employees on all levels use it in business and foreign affairs. A majority of billboard advertising is done in English, since advertising agencies have discovered it gets the greatest results. Indonesians enjoy American films and are picking up short phrases and words in English.

The Unesco report, published in 1954 on statistics gathered previously, gives the literacy figure as 8%. In the past few years, the mushroom development of schools and libraries has probably greatly increased this figure.

The main obstacles to the sale of American books in Indonesia are economic in their nature. First, the exchange situation is bad. How-

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ever, the Indonesian government does recognize that certain types of foreign books (notably scientific, medical, technical, and economics) are essential, and allows sizable quantities of such books to be imported. Second, and equally important in restricting purchases by Indonesians of American books, is the high cost. Third, Indonesia restricts imports of general books, including those even of educational type such as the humanities, politics, and history. The restriction on such books is both quantitative and financial. Importers may not use more than one-third of their allocations of foreign exchange for such books. (Allocations are made three times a year.) In addition, such books pay a tax of 33½%, and currently there is talk of placing an additional tax of 50% on them, making a total of 83½% if the measure goes into effect. There is no tax at all on imports of scientific, medical, technical, and economics books which are on government-approved lists, and in practice nearly all such books are placed on the government lists.

On the high cost of American books, the main point is that the Indonesian wage scale is so low. Salaries in Djakarta are much higher than in the other large cities, but in Djakarta a clerk with a high school education is apt to earn between Rp. 500 and 800 per month, a junior executive from Rp. 800 to 1,500, and a senior official in a large company anywhere from 1,500 to 4,000. Government employees earn much less. An American book costing \$4 in the U.S. will cost about Rp. 85 in Djakarta, or better than 10% of the monthly wages of a clerk, and as much as 5% of the salary of an executive. Little wonder then that few can afford foreign books. In the case of students, the government will pay 50% of the price of the foreign books absolutely needed by the students. Even then many students cannot afford to buy the books which they really need.

Under the present system, importers do not have sufficient capital to finance a steady flow of books and publications from abroad sufficient to meet fully the present demand. Likewise, they do not have sufficient capital to expand present publishing facilities, or to develop new facilities to supply the demand for locally-published materials.

The local distribution system is adequate at this time to disseminate the present volume of imported and locally-produced materials. However, the demand for more material is great. As more material becomes available, the distribution system will improve at a satisfactory enough rate to absorb the increase.

The shortage of paper (due to lack of foreign exchange for its purchase), the high cost of production and often the lack of really good

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material to publish, combined with the lack of capital, are the major factors in holding back a rapid increase in local publishing. Despite these difficulties, publishing in Indonesia is of rather a high quality and is increasing, but not at a rate sufficient to meet the demand.

Before independence, there were no Indonesian-owned book importing or book-selling firms of any importance. Even now the book business does not attract Indonesians with large capital, because the returns are less than from other businesses such as construction, importing technical equipment, etc. Also there is no incentive for book importers to sell their books outside Djakarta when there is so much demand within the capital. Foreign exchange allocations, particularly for general reading material, are not large enough to supply the needs of Djakarta. Therefore the other large cities such as Surabaya and Medan receive very few American or other foreign books.

Franklin Publications is setting up an office in Djakarta in order that more American books translated into Bahasa and manufactured in Indonesia may fill the void in an understanding of American ideas and practices.

Unesco reports the following:

<i>Type (1950)</i>	<i>Number</i>	<i>Holdings</i>
National and University	1	400,000
Central	1	500,000
Other university	8	99,000
Administrative	6	297,000
Research	9	449,000
General	4	66,000

USIS libraries make an impressive showing in the number of books, readers, and circulation:

<i>Location</i>	<i>Book Holdings</i>	<i>Attendance</i>	<i>Book Circulation</i>
Djakarta	17,000	67,000	341,000
Medan	12,000	44,000	70,000
Surabaya	8,000	79,000	131,000
	<hr/> 37,000	<hr/> 190,000	<hr/> 542,000

As mentioned before, libraries have greatly helped in the rapid increase of literacy in Indonesia. The Mass Education Department of the government has established "People's Libraries," graded as preliminary, primary, secondary, and advanced, to conform with the educational level of the people served.

Following the form of social organization which has been known in Indonesia from ancient times, larger libraries have been set up in

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every regency (under direct control of the Central People's Library office), and smaller libraries have been begun in every district (left mostly to the initiative of the people themselves). The larger libraries serve the smaller ones as centers of book and periodical supply, and eventually they will serve as centers of the whole library and staff-training organization for that part of the country. This type of organization has the advantage of being able to conform to the social, cultural, and economic changes within given areas of the country. The small libraries contain mostly books in the regional vernacular, with a small portion in the national Indonesian language. No more than fifteen or twenty possess sizable quantities of even old, foreign books. Only one or two public libraries have anything approaching good selections of recent foreign books.

In addition to the public libraries, most of which are under the jurisdiction of the Ministry of Education, there are several fairly good specialized collections in university libraries. The difficulty with the university libraries is that the collections are scattered among the faculties, and there is little or no co-ordination between the faculties enabling the students and professors to know what books are available other than in the faculty to which they are attached. Similarly it seems to the outside observer that there is insufficient co-ordination in book purchasing by the various faculty libraries.

The Dwan Perpustakaan Nasional (National Library Board) has recently been formed under the Ministry of Education for the purpose of setting up 3,500 libraries and training the personnel to operate them. This Board is also supposed to approve books for use in the libraries and schools. The Indonesian government has sent several librarians abroad (principally to the U. S. and Great Britain) to study foreign methods of library administration. Therefore, the Indonesian library system will probably show remarkable improvement during the next ten years.

The universities of Indonesia are demanding more and more American books, both for reference use in libraries, and as textbooks. As mentioned earlier, the Indonesian government pays half the price for approved textbooks. The principal demand for American books is in the field of technical works, with general scientific works, medical works, and books on economics following closely. Secondary schools in Indonesia do not use foreign texts to any great extent, both because of the lack of exchange and because of the desire of the government to develop a textbook publishing industry within the country.

Ninety-five per cent of the foreign books used in teaching English

in the schools (for here there is some exception to the rule of no foreign texts) and universities come from England rather than from America. This is only partially due to lower prices for the English books. It is due more to the fact that the majority of the higher-ups in the Ministry of Education believe that the students should learn the "King's English." This contradicts a great deal that has been written by Americans in government and in the Ford Foundation. However, a 1955 list of approved texts for use in teaching English in the public schools and universities, with very few exceptions, are all of British rather than American origin.

Books for the Indonesian schools are published under the direction and/or approval of the Ministry of Education, either in the National Printing Office (Balai Pustaka) or by local publishers from whom the Ministry buys the finished books. When foreign exchange was available in sufficient quantities this large-scale printing was done abroad (in the Netherlands and Japan), but this procedure is not followed as strictly as previously, and in fact presently applies only to very small runs for books on the university level.

School enrollments reported by Unesco are:

<i>No. years</i>	<i>Pupils</i>	<i>No. Pri.</i>	<i>General</i>	<i>Voca-</i>	<i>Uni-</i>
<i>Primary</i>	<i>Enrolled</i>	<i>Teachers</i>	<i>Secondary</i>	<i>tional</i>	<i>versities</i>
4, 6	5,318,000	89,825	178,000	101,000	10,041

About \$225,000 worth of American books are thought to have been received through normal commercial channels in 1954 (including shipments by mail). The total for 1955 should be from 10% to 15% higher. Bibliographic information on American books is readily available in Djakarta, Medan, and Surabaya. The leading Indonesian importers, all of whom are domiciled in Djakarta, have the latest editions of *Books in Print*.

Concerning sale of translation rights, there is no co-ordinated program for this; but despite the obstacles, such as lack of foreign exchange, there is a surprising amount of translating and publishing of American and British books in Indonesia. Indonesian translations have been made of the better known fictional works published in the U.S. during the past ten years. A start has been made towards publishing scientific works in Indonesian. The operations of Franklin Publications will do much to widen the translation program in the non-technical fields.

Henry M. Snyder Co., sends a representative to Indonesia about once every eighteen months. McGraw-Hill's book export department

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sends a representative to Indonesia about once a year. Macmillan had a representative in Indonesia in late 1953, and one since. Pacific Book & Supply Corporation has maintained a resident representative there since mid-1951, and had a traveling representative visit several times during 1950. Silver Burdett Company sent a representative to Indonesia in 1951. The Franklin survey team visited Indonesia in 1954 and 1955.

There seems to be little or no subsidized distribution of books through commercial channels by any foreign governments other than the Chinese. A number of stores, all second-rate, sell Chinese propaganda material, much of it in the English language. The leading booksellers are Indonesian and Dutch, and neither group helps the Chinese, who therefore rely on back-alley stores for distribution of their material. One should not underestimate their effort, however, for their publications are often well-prepared both from a technical point of view and from a propaganda point of view. Moreover, there are thousands of Chinese businessmen in Djakarta and other major cities who are ready and willing to help in solving distributional problems for the Chinese Communists.

The Dutch still export through normal commercial channels to Indonesia; it is estimated that Dutch book exports to Indonesia will approximate \$500,000 in 1955. The older generations still read Dutch; in fact, many educated Indonesians still consider it their first language. If there is any Dutch subsidization of book distribution in Indonesia, it is probably done from Holland in the form of preferential taxes, or possibly rebates to exporters. This is purely speculative, as nothing definite of Dutch official subsidization of book exporting to Indonesia is known. Of course the Dutch Information Service does (as does the United States Information Service) contribute books to libraries and universities. Some American books are received via Holland, but it is becoming increasingly difficult for Dutch and Chinese booksellers to obtain import licenses unless they have Indonesians associated with them in their enterprises.

The British have both their information service and the British Council in Indonesia. The Information Service is in Djakarta, and maintains a small but excellent library. Their building burned down in the spring of 1954, and they are still slowly rebuilding their book collection. The British Council is headquartered in Bandung, and has a small branch in Djakarta. They have a good library in Bandung, and in both Bandung and Djakarta help local schools by providing volunteer English teachers. As in the case of the Dutch, no official

subsidies granted to book exporters for Indonesian sales are known. The volume of Indonesian imports of British books probably has not exceeded \$75,000 in either 1954 or 1955, but is probably close to that figure, at least for 1955.

The Soviet Union has established an embassy in Djakarta within the past ten months, but so far has confined its information activities to press releases to the local papers. However, they are expected to widen the scope of their program soon. So far no word of their intentions regarding a library has been heard, but it stands to reason that they will open one.

British publishers have been making an effort since 1949 to wrest the textbook field away from the Dutch and to obtain a firm grasp on the general imports of technical and trade books to Indonesia in view of the rapid rise in the use of the English language. They have been quite successful. This grew to a certain extent out of a large exhibit of British books in 1950 or 1951 and then a smaller exhibit in early 1954. Also, due to the close proximity of Indonesia to Singapore, British publishers' representatives from there are able to visit Indonesia quite often to gather orders and promote sales of British books.

There is an estimated Chinese population of 2,500,000 in the country, 30% of which are recent immigrants, and 250,000 of their children are served by 100 Chinese schools.

The Franklin survey team was told in 1954 that these schools were equally divided between Communist and non-Communist control. Some books in Chinese are locally produced, and it is reported that Chinese textbooks are smuggled in in the diplomatic pouch. These would be definitely Communist-slanted. With the increasing emphasis on Bahasa, the Chinese are finding it expedient to learn it. Many of them spoke Dutch, and are now replacing it with English.

As no higher education is available in the Chinese language, several thousand secondary school students enter South China each year to enroll in Communist universities.

The United States Information Service maintains lending libraries in Djakarta, Surabaya, Medan, and Padang. They have an exceptionally able staff in Djakarta.

ICA has thirty-six technical, scientific, and agricultural programs in Indonesia. It has provided \$145,455 worth of text and reference books used in these projects through its Washington channels. Very few ICA books are bought locally. However, the various ICA projects should have a significant long-range effect on the Indonesian book market, for the Indonesians working with the ICA technicians are

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learning to use American methods, and are becoming familiar with U. S. publications in the process. It is reasonable to assume that these men will buy their new professional books and periodicals from the United States more than from Europe as they have in the past.

The Book Translation Program (USIA) translated six books into Indonesian in 1951; nine books in 1952; four books in 1953; and sixteen books in 1955.

As of June 30, 1955 there were thirteen ICA-USBE member libraries in Indonesia and 4,990 items had been provided.

The Ford Foundation is engaged in a project in Djogjakarta under which Indonesian teachers of English are being trained by American professors. It is thanks to this program that a very few (about 5% of the total used) American texts are now on the list of English texts approved by the Indonesian Ministry of Education. The Ford project is being handled under contract by the University of Michigan, and most of the American teachers in Djogja were drawn from that university.

The Ford Foundation is also paying for a program administered by the William Dunwoody Industrial Institute of Minneapolis. This program is responsible for training industrial arts teachers for about six schools which will later be established in some of the leading cities of Indonesia. Both of these Ford programs will, like the ICA projects, increase the long-run demand in Indonesia for American books.

Books are being provided by the Asia Foundation for library and primary educational projects being developed at the University of Indonesia at Bandung, including a Mothers' Training School, a leisure reading library and an English-teaching project. A project is also under way in Bali at the state high school, by which the Foundation is providing materials and books in an attempt to develop better methods of teaching English, which is now Indonesia's second language.

To enable the Universitas Nasional to broaden its curricula in the fields of political and social science, the Foundation has provided a collection of textbooks. Miscellaneous projects include: a modest collection of instructional manuals presented to the Peng Ann Tan schools in Indonesia; a collection of basic books and periodical subscriptions in the fields of journalism and publishing; the payment of transportation costs on a collection of books donated by the Cal-Indo group at the University of California to Indonesian university students; book indexes presented to the National Planning Bureau to assist it in its book purchases. A Library of Congress catalog is being obtained to assist the Library Bureau of the Ministry of Education in estab-

lishing a National Bibliographical and Reference Center, to be the center of inter-library loan.

The greatest unfilled needs are for still more texts for the university students, and if possible for the secondary school students. However, there is also a great need for more general American books and magazines, which are at present so restricted because of foreign exchange difficulties. The general public (the educated portion) is clamoring for American books and magazines, but the supply is so limited that outside Djakarta black market prices must be paid for magazines more than a year old.

Recommendations to improve the Indonesian book program include:

1. The IMG Program, when really operative, should solve many of the problems.

2. Postage rates for books should be lowered, allowing larger packages of books than at present, reducing registry fees for book shipments.

3. Helpful commercial moves should consist of larger discounts, special low-priced editions for Asian markets, more liberal credit terms to reputable firms to cover them between exchange allocations (although books are supposed to come in under licenses, no check at all is made of shipments sent through the mail, only of books sent ocean freight).

4. Send magazines, or enter subscriptions for all of the leading American magazines, to each of the major libraries in Indonesia. This would cost comparatively little. For \$1,000, two and three-year subscriptions of magazines could be entered for a number of different magazines for the public libraries in a number of cities.

5. Publishers should find a way to reduce prices on hard-bound books. Even with IMG in Indonesia, the prices of all but paper-back books will be too high for the average educated Indonesian.

6. The publishers in Indonesia are very short of paper, and if there is any way to supply them under IMG, or some other program such as Franklin Publications, it should definitely be done.

7. There is a tremendous need for a well-planned, efficiently executed translation program.

8. The U. S. government, the foundations, and private companies should cooperate in making donations of the best American books in all fields to libraries, both public and university, in Indonesia. If feasible, they should go further and subsidize part of the cost of American textbooks needed by the students. IMG will help tremendously, but

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there is so much to be done that all possible sources of help should be utilized.

9. American publishers should consider the advantages to be derived from training people from underdeveloped countries in American publishing and distribution methods. Perhaps the U. S. government could be induced to underwrite certain costs, or all of them, in such a program.

10. Export representatives face an overburdening cost in attempting to supply proper publisher information to customers overseas. Perhaps some assistance could be arranged for in the preparation of specialized bibliographies and announcements of new titles of all publishers that meet the needs of these areas. The USIA bulletin in Bahasa should announce monthly the publication of new and pertinent books, and all libraries should be sent *Publishers' Weekly*.

Philippines

President Magsaysay has taken a definite pro-American stand in spite of opposition by old-time Nacionalista party members, some of whom had welcomed the Japanese for their avowed "Asia for the Asians" program.

The President's statement of policy represents the strong undercurrent of popular opinion and the strength of his personal appeal to the man in the streets. Americans for more than fifty years have been appreciated for their many contributions to the development of the Philippine nation. Free trade with the United States channeled the principal exports to America and produced a substantial favorable dollar balance. With this wealth, the Filipinos purchased the articles of everyday American living. A healthy growth in the middle class appeared prior to World War II. The farmers on the large rice and sugar estates still continued to suffer deprivations under an almost feudal system of land tenure. It was in these areas that the Communists found fertile ground for the Hukbalahap troubles after the cessation of hostilities.

The Filipinos read American books and magazines and patronize American films. Most of the older and leading educators, and many of the professional men, have attended schools, colleges, and universities in the United States. They represent a hard core of leadership in wanting to maintain strong economic, educational, and cultural ties with the United States. American books are essential to a continuation of this long-established relationship.

From the earliest days of the American regime, English became the

language of instruction, from the primary grades through the university. Hundreds of American teachers taught schools in remote barrios and in the big cities. English became the only means of communication between peoples. Although there are only about seven main languages, stemming from Malay, there are eighty-seven dialects. In the old days, the Spanish language was current only with the upper classes. When the Commonwealth was established in 1935, Filipino teachers replaced Americans throughout the Philippines. Spoken English has gradually deteriorated since that time. This situation was worsened by Japanese policy, which began systematically to eliminate English and to supplant it with Japanese. The effects on remote peoples were disastrous.

Prior to the war, Tagalog, the native language spoken in Central Luzon, was declared the national language. Due in part to objections from citizens in other language-speaking areas, the Bureau of Education recommended instruction in the lower primary grades in the local dialect, followed by Tagalog, and postponed English to the intermediate grades.

During the American regime, literacy was reported to be the highest in Asia (except in Japan). The figure stood between 75 and 80%.

All university students, professional men, writers, editors, engineers, and technical experts are thoroughly literate in English.

Regrettably, the importation of elementary grade school textbooks had been banned in 1954. This action was taken in an effort to subsidize the Filipino publishing industry, although not sufficient equipment and trained personnel were available to take care of local needs. In the face of an acute shortage of textbooks in public high schools and elementary schools throughout the country, the Bureau of Public Schools recently placed an order in the U. S. for 83,000 textbooks through effecting a redistribution of funds allocated to the Bureau.

The Central Bank of the Philippines has indicated that it would not issue import licenses for elementary school books, in spite of the IMG agreement which cover contracts amounting to \$2,093,480 in the fiscal year 1955.

In the light of the very serious dollar shortage, only IMG makes it possible to import American books, especially textbooks in the technical field, in any quantities. Very limited dollar exchange for books is available outside IMG.

Local bookselling channels are capable of distributing books throughout the big centers in the Philippines. Local publishers are

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not yet able to print and bind in mass production the books required for all educational and cultural use.

There are no established patterns for obtaining translation rights of American books. Actually they are not necessary for the dissemination of American ideas. Although Tagalog is a simple spoken language, the man in the street (the *tao* or Juan de la Cruz) cannot read the synthetic literary Tagalog which the National Language Institute is laboriously developing. The reading public in other dialects is hardly sufficient to warrant large scale production of various books in such languages. The USIA production in 1953 of only one book in Cebuano (a language spoken in Cebu in the Visayan group of islands), three books in Tagalog and one in Ilocano (spoken in the northwestern areas), is an indication of the lack of a reading public in native dialects. The preference is for English.

The attendance at USIS libraries and their holdings demonstrates the interest in books in English:

<i>Location</i>	<i>Book holdings</i>	<i>Attendance</i>	<i>Book circulation</i>
Cebu (Visayas)	8,661	439,415	50,835
Davao (Mindanao)	10,501	124,590	49,520
Iloilo (Visayas)	8,753	233,375	60,575
Manila	13,988	2,917,995	73,905
	<hr/>	<hr/>	<hr/>
	41,903	3,715,375	234,835

Unesco reports the following:

<i>Type</i>	<i>Number</i>	<i>Holdings</i>	<i>Annual circulation</i>	<i>Number readers</i>
University	14	631,000		
Special	5	98,000	163,000	37,000
Public	141	436,000	3,625,000	789,000

Courses in library work with young people have been conducted by USIS in cooperation with the Bureau of Public Schools. The USIS library extension program is trying to stimulate establishment and maintenance of public libraries in all municipalities. Many conferences held have been sponsored jointly by the USIA-ICS, the Philippine Bureau of Public Libraries and local and regional officials.

The need for elementary and high school tests is evident from the following quotation from the *Philippine Newsletter*, July 1955: "MANILA: An acute shortage of textbooks developed in the Philippines last week as four and a half million pupils and students trooped back to classes after a twelve-week vacation during the hottest season of the year in the islands. The Bureau of Public Schools was reported

readying a petition to the government to increase the appropriation for textbooks from 2,000,000 to 3,000,000 pesos. It was expected that some 2,600 elementary schools, 300 high schools, and 958 private schools would be able to accommodate all applicants, in spite of an increase in enrollment of about 5% over last year."

Unesco reports that there are 3,796,000 pupils enrolled in the public primary schools (six years for primary grades), with 76,720 primary teachers. The enrollment shown for secondary schools is 181,000 for general and 36,000 in the vocational schools. There are 221,326 enrolled in universities; four students in higher education are studying in the United Kingdom and 880 in the U. S.

The U. S. Operations Mission has developed a well-stocked Materials Laboratory in the Philippines.

Several American publishers have maintained sales and editorial representatives in the Philippines for many years, while others have sent their editors and representatives to the Philippines at regular intervals to combine promotion with research and cooperation with Filipino educators in producing books. Many books for the elementary and high schools are the result of editorial cooperation between Filipino and American educators, and are in fact Filipino productions to meet local needs.

Since Communist Party is illegal in the Philippines, whatever Communist books are available in the Philippines are either clandestinely published by Chinese Communists or are smuggled in, along with Red Chinese, on the long coast line of about 7,000 islands. The gradual elimination of the Huks has greatly reduced Communist strength.

Four ICA-financed university contract projects are in operation; and ICA has spent \$48,628 for books in connection with 47 other projects.

U. S. Book Exchange reports five member libraries and 217 exchange items shipped during January-June 1955 (this included secondary texts, useful in the schools). Total gift books, January 1945 to June 1955, was 4,897. There has been difficulty with imports of books since there is no exemption from customs allowed for gift or free exchange shipments. A U. S. government program, in cooperation with the University of Philippines, on library and education matters, includes acquisitions and in-service training.

The Asia Foundation's book program has sent 13,694 selected books to twenty-two Philippine universities and libraries, including Silliman University, Philippine Normal College, University of the Philippines, Nellarmine College in Baguio, University of the East, and the Philip-

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pine Chinese Library in Manila, the only Chinese public library in the Philippines. In addition, used textbooks in the social sciences and humanities have been sent to educational institutions and civic groups, including Notre Dame de Bolol, Unesco for use in rural schools, Cotaboto Chinese High School, Sacred Heart School in Cebu City, Philippine Girl Scouts, and the Union Theological Seminary.

American elementary and high school textbooks of Filipino-American authorship can be produced in the U.S.A. at lower prices to students and government agencies than those same books printed and bound in the Philippines. Every item in the production of books must be imported into the Philippines and up to now have been subject to import tax before the raw materials can be produced as books. Books in local dialects can best be produced locally.

High school, college, university, and all books in the general trade area can best be continued in their original American editions. Their educational use will be continued for the present. Current bookstore distribution will satisfy in part the demand of over-the-counter trade.

These outlets can be maintained only with the aid of IMG or a similar medium for accepting pesos in payment, with convertibility in dollars to the American publisher.

The fullest operation of IMG will be the greatest immediate aid to the flow of American books. The legislation affecting the operation of IMG should be amended so as to reassure the Philippine government that pesos from book sales will not be used for "housekeeping" purposes, but for the strengthening of present aid programs and for educational and cultural purposes for which the present Philippine government allots insufficient funds. For example, pesos could be allotted to the establishment of many more English teaching classes, manned by teachers from the United States.

Community centers mostly in remote sections are being established slowly throughout the Philippines. IMG pesos should be used to establish libraries in such buildings, the book collection being chosen to fit the reading and informational needs of the particular area.

A USIA monthly pamphlet of new and selected American books should be distributed to bookstores and large and small libraries throughout the Philippines. Subscriptions for *Publishers' Weekly* should be presented to the major booksellers and libraries in the Philippines.

Although any present attempts through educational channels to rescind the ban, even in part, on the importation of elementary textbooks until such time as adequate book manufacturing facilities are

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set up in the Philippines would be looked upon as only self-interest of American elementary textbook publishers, the 4,500,000 children in the schools of the Philippines do not have sufficient books in the basic educational subjects. It will take a long time to correct this shortage in the face of mounting enrollments. Meanwhile educational standards will deteriorate at a time when the new republic needs a literate and well-prepared generation to cope with the problems of a complex technical world. In addition, it is reported that the plan to encourage the infant book publishing industry in the Philippines envisages the early ban on the importation of American-manufactured high school texts. Such a possible development would leave only college, technical, and university texts on the admitted list for a generation of students inadequately prepared to comprehend and apply their instruction at the higher education level. American publishers should therefore be encouraged to invest, along with Filipino capital on the basis of the industrial guarantee program, for the establishment of typesetting, printing, and binding establishments.

The Fulbright or foundation scholarships for Filipino teachers in selected subject areas to study in the U.S.A. should be increased.

Foundation or government aid in bringing more students in library science to this country for training should be given.