



American Books in South Asia

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IN SPEAKING of the countries of the subcontinent of Asia—India, Pakistan, and Ceylon—they are often referred to as “underdeveloped.” This is an unfortunate term if it is understood to apply to anything except economic underdevelopment. The need for books in India, Pakistan, and Ceylon does reflect the need in these countries to deepen and broaden their educational facilities and their need to be informed about Western culture and technics; however, this need does not imply a primitive culture in these countries.

The greatest cultural need of the peoples of the subcontinent is that of self-identification. The slogan, “Asia for the Asians,” may only have a demagogic meaning for the leaders of these countries; however, the Communists and anti-Western leaders have found it useful. Basically, of course, it is a meaningless term, but it does not seem meaningless to foreign business men who face nationalization or exorbitant taxation. But this cultural need for identification is more complex than nationalism. There is an underlying distrust, perhaps resentment, not only of the West, but of neighboring cultures: between Sinhalese and Tamil, between Hindi and Bengali, between Marathi and Gujarati, between Pushtu and Urdu and between Urdu and East Bengali. Some of this distrust is traditional and will take generations of working together, of mobility of individuals within nations, to lessen. Some of this is religious, and this may never die. And some is simply lack of information and understanding. Books can help in providing the latter.

Translations programs are needed within these countries, not only to translate English language books into national languages, but to translate regional language into regional language, so that there can be communication within the nations as well as between the nations; but the need for translation of American books into the languages of these countries, nor the necessity of making the English-language books themselves accessible to English-language readers in these countries should not be underestimated.

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Part of India's heritage from Britain's long rule is the English language. The British imposed the use of the English language as the government language, and this meant that all those nationals who wished to enter government work, teaching, or have social relations with the rulers had to know English. Whether or not this imposition of a foreign language was an asset to the national aspirations of this area, English still exists in all three countries as the government language and the language of the upper economic and social strata. India has a Constitutional provision that the official language of the nation will be Hindi within fifteen years (1965) of the adoption of the Constitution; Pakistan indicates that in twenty years Urdu and Bengali will be the official languages (it does not yet have a Constitution in which this is established); and Ceylon is slowly changing to Tamil and Sinhalese as official languages, but the exact time of final transfer of languages is indefinite.

Because of the mass of records and judicial decisions in English within these countries, English will continue as an essential second language for generations, and although the literacy in English will probably decline, it will not disappear within the next fifty years.

The necessity of English-language books will continue, and the majority of these will have to be imported, for the indigenous publishing industry itself will tend more and more to publish in the national and regional languages. In India, it is likely that Hindi and English will continue side by side as the medium of communication between the scholars, intellectuals, and government servants of the various language areas. This is also even more probable in the state of Pakistan; and as long as Ceylon is a dominion with its close ties to England, she will find English an essential second language.

Accurate information is not available on the reading and writing ability in English. Because of the position of English in government use, all government officials can use English fluently, and in the postal service the ability to read and write English extends down through the lowest grade of clerks. Newspaper editors and reporters of English language newspapers must read and write English, and the editors of the regional language papers have a good grasp of the English language. Most, but not all, reporters for regional newspapers have a working understanding of the language and can speak and read it, even though they may not write it well. Professional men, engineers, technicians, and all university graduates have a fair ability in speaking, reading, and writing English.

A conservative estimate of those able to read and write English in

India is three millions, in Pakistan three-fourths million, and in Ceylon one-fourth million. Against this conservative estimate can be placed the fact that in 1950 at least 896,767 copies of each issue of English-language newspapers both daily and weekly, and English-language magazines were circulated, and in Ceylon about 70,000 copies. Roughly calculating at least six readers to a copy, including family members and neighbors, this would indicate a possible English-language literacy in India of five millions and in Ceylon of 400,000. Government officials in these countries make rough estimates of one per cent English literacy (using reading, writing, and speaking as standards of literacy).

Although the governments in this area recognize the need to know with some exactitude the literacy of their countries, they have only recently been able to start gathering data. No final statistics have been published; however, over-all literacy has been stated—with various results in different announcements.

The United Nations report indicates that except for the Philippines, Ceylon has the highest literacy rate in the Far East. More than two-thirds of the people are Sinhalese, 20% are Tamils, 6% are Moors (mostly Moslem), and the remainder are Europeans, Malays, and other stock. Fifty-eight per cent of the population over five (the compulsory year of entry into school is six) read and write Sinhalese, English, or Tamil.

India has estimated for the UN that it has a literacy of 20% for ages ten and over; although other estimates have been 10 and 15%, this estimate may be for all ages. With eleven major languages and more than 200 dialects, the task of Indian statisticians is tremendous. The percentage of literacy in all India is also not significant unless it is realized that the literacy varies markedly by regions; Travancore-Cochin and Mysore have over 50% literacy, while some of the tribal areas have less than 2% literacy. Hindi, itself, in Hindi-speaking areas is not read and written by as large a percentage as Tamil or Telegu are in their areas.

Pakistan reports that it has 14% literacy, including all ages. East Pakistan has 16.9% literacy, while the North-West Frontier Province falls to 1.3%. Literacy among women in both India and Pakistan is probably about half the national percentages or less.

Ceylon and Pakistan have ratified a Unesco-sponsored pact abolishing duties on books, newspapers, works of art, scientific equipment, and other informational materials. India has not had an import duty or tariff on books since independence.

India's balance of trade with the dollar area has fluctuated; however, it has maintained an Open General License on books over the

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past years—even during periods of unfavorable dollar trade balance—and there is every expectation this will continue.

Of the three countries, Ceylon has had the most favorable dollar trade balances which have depended on its exports of rubber, tea, and coconut. Up to 1952 her dollar exports averaged more than twice the value of her dollar imports. However, where in 1949 the United States imported 44.3% of Ceylon's rubber, the United Kingdom 18.5%, and China 1.5%, in 1953 China imported 60.4%, the United Kingdom 13.9%, and the United States 8.4%. This shift will undoubtedly have considerable effect on her dollar imports; however, it is expected that books will remain on Open General License.

Pakistan has never had a favorable dollar trade balance, and although its early sterling reserves were strong, these are not high today. For the past year, licenses have been issued on a world-wide basis, that is, books from any country can be imported on one license to the extent of the quota allotted by that license. It is not likely that books will be placed on an Open General License in the near future.

There are no purchase taxes on books in this area. On August 1, 1955, the Pakistan rupee was devaluated (Pakistan declined to devalue its rupee when the pound sterling, the Indian rupee, and Ceylon rupee devaluated) to a par with the Indian and Ceylon rupees. All three currencies approximate \$.2090 a rupee.

Paper-bound book prices are converted in all three countries at the rate of Rs.6 to the dollar, and hard-covered books are converted at the rate of Rs.5 to the dollar. Shilling prices in Ceylon are converted at 70, 75, or 80 cents (100 cents to the rupee) varying with the rate of discount given by the English publisher. In Pakistan and India the conversion of shilling prices is Annas 12 (16 annas to a rupee) to the shilling, or at approximately the same rate.

Local purchasing power is difficult to estimate, for statistics are not available which separate the purchasing power of English-language readers from others. The income of the agricultural workers (about 70 to 80% of the entire populations) is, of course, negligible and few of these have money to spend on the cheapest of national or regional language books even if they could read them. Many English-language readers are students and teachers with incomes of less than Rs.85 a month (\$17.85), and even the senior officers of the governments, editors, and professional workers consider Rs.1,000 a month an excellent salary and many do not make more than Rs.500 maximum. This purchasing level must be measured against the need of these countries to import many of their consumer goods. The mixture of goods im-

ported and goods available from indigenous manufacturers means that the cost of living in these countries is not sufficiently lower to increase the purchasing level and the standard of living to a comparable level with European countries.

It is fairly evident that only inexpensive paper-bound books have a chance for wide bookstore sales, and perhaps 70% of hard-cover book sales are to libraries and schools.

In brief, a five dollar American book would cost twenty-five rupees, and for a teacher this would be nearly as much as his rent or food for a month.

Pakistan's ban on the Communist Party in 1954 also implied a ban on Moscow and Peking books and the books of the People's Publishing House. Aside from this ban, there is no official censorship imposed on books in any of these countries from the national governments with the exception of the usual bans on importing obscene literature. There have been, and there continue to be, local police action sporadically against American paper-bound books. This action is similar to that taken by the Detroit police and is based on the art-covers of paper-bound books. In Calcutta the police raided newsstands' bookstalls—but not bookstores—and removed books mentioning sex in their titles or with covers which appeared lewd to the police inspectors leading the raids. Newspapers have occasionally agitated against American paper-bound books, and *Blitz* (a Communist-front paper) has frequently published articles against these books.

Pakistan has ratified the Universal Copyright Convention, and Ceylon, though it has not announced its position on copyright, apparently continues under the British proclamations of 1891, 1910, 1915, 1920, 1944, and 1955. Therefore, American copyrighted books are protected in these countries. India and the United States have reciprocal copyright relations, and India has confirmed that United States works have been protected ever since its independence. However, the custom of the book trade in giving "Empire rights" to English publishers when British editions are contracted has meant that many inexpensive editions of American books cannot be sold in these countries. This is a private licensing arrangement and is not imposed by the governments of the three countries.

With a few exceptions, the Indian, Pakistan, and Ceylon bookseller is also a publisher and wholesaler. The notable exceptions are the branches of Macmillan (London), Oxford University Press, and Longmans (Orient), which are primarily publishers and stockists, which supply the trade but are not booksellers themselves. Jaico, India Book

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House, and Rupa and Company are the notable Indian-owned firms which act as wholesalers only. Otherwise, the bookseller wholesales or trades books with other booksellers and supplies the many bookstalls, which are little more than wooden open-ended boxes along the town and city streets. Seasonal lists, travelers, and intensive distribution with the trade outlets are almost unknown. This system results in the major bookstores stocking almost entirely American and English books and only incidentally locally published ones. The few bookstalls and bookstores which specialize in regional-language books must solicit the publisher for the pleasure of selling the publisher's books.

This is the broad outline of the book trade, and it indicates that it is not well-organized. However, many of the booksellers are alert and intelligent men, and the picture is not as depressing as this brief outline might indicate.

Higginbothams, in Madras, under English management established a system of bookstalls in the Southern Railway system that was one of the best distribution systems in Southern India before Partition. Wheeler, Ltd., did the same in northern India. After independence the Higginbotham and Wheeler operations deteriorated when the English management left; however, with seven years experience, the Indian management has begun to rebuild these systems, and to include in their stocks Indian language books and periodicals. In Ceylon, MacCallum Book Depot, and in Pakistan, Ferozzens, also control railroad stalls. Ferozzens, managed by A. Waheed, has always been well-managed and it does a good job in supplying its railroad bookstalls with the materials available. Jaico and India Book House are striving to set up distribution methods comparable to those of paper-bound book houses in America; however, they must still use the traditional bookstore outlets and have had little success in placing books in non-bookstore outlets.

Since 1947 publishers have been negligent about depositing their publications with any central depository, although India now requires the depositing of copies in regional offices, the Parliamentary library in New Delhi, and the National Library in Calcutta. Books published in Ceylon are supposed to be deposited with copyright libraries in England and the central library in Ceylon; however, publishing in Ceylon has been of such minor importance that neither the Ministry of Education nor the publishers have made any strong efforts to keep bibliographical records of local publishing.

There are trade associations in the major cities, and in India there is the national Federation of Publishers and Booksellers Associations,

founded in 1953. This trade federation is patterned more upon the British model than upon the American, for it aims at regulation of trade discounts, price maintenance, and other activities not allowed by the laws of the United States. Sadanand G. Bhatkal, the youthful and able manager of the Popular Book Depot in Bombay, has changed his *Book Traders Bulletin*, originally a house organ, into *The Indian Publisher and Bookseller*, the Indian equivalent of *Publisher's Weekly*, and it is a useful periodical for reaching the English-language and Hindi Indian book trade. The federation plans on maintaining credit data, records of publishing, and to negotiate with the government of India on postage rates, import and export policies, and other book affairs.

In Pakistan the strong publishers and booksellers associations are both in Lahore: the Punjab Publishers Association, sponsored by Hameedud Din of the University Books Agency, and the Pakistan Publishers and Booksellers Association, dominated by A. Waheed of Ferozsons. There is some competition between the two.

Elementary and secondary textbook publishing in many provinces and states of all three countries is being nationalized (in Ceylon this is true of the whole island). Publishers are disputing this trend, but it appears fairly certain that the governments will continue this policy. At the present time these textbooks are generally substandard. A Pakistan contract with Silver Burdett Company which has helped to raise these standards is discussed later in this paper. There are no book clubs of importance in any of these countries.

At the time of discussing the Universal Copyright Conventions, the Ministries of Education emphasized the need for a liberal statement on translation rights. They endorsed heartily the provision requiring the publisher to provide for translation within seven years or forfeit his right to limit licensing of a translation.

Although this provision has no immediate effect on translating in these countries, the ministries felt that in the future this will be of unusual value because it will enable their countries to have translations within a reasonable time. However, the publishers themselves have indicated little interest in translations, possibly because the regional language publishers have rarely hesitated to make a translation with or without permission. Also, few books, aside from those encouraged by outside agencies, have been published in the regional languages which were not originally written in those languages. There is, incidentally, a remarkable small body of law and precedent in these countries dealing with copyright evasions.

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Nevertheless, the governments are likely correct in estimating that in the future translation rights will be more important, and the seven year protection clause will be important to the American publisher.

These countries are technically capable of producing excellent books. Paper shortages do exist in both Ceylon and Pakistan and to a lesser extent in India; however, ordinary editions are so small that it is not difficult to acquire enough paper for books. Good paper is not readily available, but paper mills have been founded in all three countries and they may eventually supply the needs of book publishers without trouble. Craftsmanship is low, unions are weak and do little toward apprentice training, and pride in workmanship is lacking. Some publishers own their own printing plants, but the majority, as in this country, contract for their printing.

Lanston Monotype, Linotype & Machinery Ltd., and other English printing machinery companies supply nearly all the composing machines, presses, and equipment. Binding is done almost completely by hand and is of an inferior nature. Mergenthaler Linotype Co., Brooklyn, retains W. Norman Brown, director of the South Asia Regional Studies of the University of Pennsylvania as a consultant, and this firm is continuing its thirty years of developing typographic materials for South Asian countries. Linotype has matrices for the Devanagari script, which can be used for Hindi, Marathi, and Gujarati, and the refinements on the Hindi matrices are being made in cooperation with Devadas Gandhi, editor of the *New Delhi Hindustan Times*. The Urdu face is available and in use on some newspapers in Pakistan and India; however, calligraphy on treated paper for lithoprinting processes is preferred on books because of the unfamiliarity of most readers with the machine type script. In India, also, Bengali and Tamil are available for composing machines, and in Ceylon Sinhalese and Tamil are both in daily use on newspapers. Pushtu faces are available but in limited use.

Consideration has been given from time to time of the possibility of Romanizing the scripts of India. This possibility is a remote one and every effort should be made to continue experiments in typographic design of the languages of the subcontinent.

Publishers-booksellers have considerable variation in their discounting policies. On books published in the countries, a discount of 15% to 20% is allowed. On a few books of a general interest 25% is sometimes allowed. American publishers allow 40% on general books and 20 to 25% on textbooks in these countries, and the purchaser must pay postage. British publishers allow 33½% and 40% on general books,

25% on texts, and occasionally 50% on fiction to booksellers in these countries.

There is no organized public library system in Ceylon, Pakistan, or India in the sense there is in American or English cities. There are a number of subscription libraries (a life membership in the Punjab Public Library, one of the oldest and largest in Asia, is Rs.75—approximately \$15), and the reading rooms of these are open to the general public; however, the librarians have not been trained in the value of circulating books, and they often consider themselves custodians of the books rather than sponsors of circulation. The librarians are not to be blamed entirely for this concept, for in many instances they are held personally, and financially, responsible for the books in their care.

An exception is the Delhi Public Library, which has been established by the government of India and Unesco as a kind of test library to ascertain the problems of public libraries in India and to experiment with some possible solutions for the problems.

Pakistan is attempting to create a public library system that will provide at least 500 public libraries by the end of 1957. However, one serious obstacle is that there are not enough trained librarians to ensure either this expansion or the continuation of an effective system after it has been expanded.

When public library systems are established, a good part of the books for these libraries may be in English. For example, the Delhi Public Library has a majority of its books in English, and even half the children's library is made up of English-language children's books, principally because of the lack of adequate and well-illustrated children's books in Hindi.

Because the major teaching in the universities of India, Pakistan, and Ceylon is in English, the university and college libraries are generally stocked with English-language books. The University of Ceylon, for example, at both Colombo and Peradeniya, teaches in English, and it only has a small library of Tamil and Sinhalese books. The Ceylon Technical College and the Ceylon Law College are in a similar situation.

An American, Don Dickinson, went to Lahore in 1915 at the request of the Punjab University and he reorganized the university's library at that time. As a result of his work, the library has expanded fairly systematically, and today it is one of the major university libraries of South Asia. There is now an annual budget of Rs.100,000 (\$21,000) to maintain this library and for acquisitions. Dacca University Library is the only research and reference library in East Pakistan. The other

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three university libraries in Pakistan have been founded since Partition: Sind University Library, Peshawar University Library, and Karachi University Library.

There are thirty-two universities in India, and each has some kind of a library, most of them being quite good although all requiring expansion of holdings and facilities. The government of India suggested that the India Wheat Loan interest be used to rehabilitate these holdings, and this recommendation is being followed.

There are national and parliamentary libraries in all three countries. The National Library of India, perhaps the most outstanding in the subcontinent, is in Calcutta and was originally the Imperial Library. The National Library of Pakistan is in a temporary and inadequate building in Karachi, although plans exist for a new building. The Pakistan library has holdings of 20,000 volumes and manuscripts, and the Indian National Library has approximately half a million volumes.

Research libraries are maintained in Ceylon at the Tea Research Institute, the Rubber Research Institute, and the Coconut Research Institute. The Department of Industries also has a small technical library for the use of the Industrial Research Laboratory in Colombo and the Rubber Service Laboratory in Kalutara, but the other governmental departmental libraries are limited to the use of the departments themselves. The books are almost all English-language books.

The Indian Institute of Science (originally Tata Institute) has at Bangalore an excellent collection. Each of the new national laboratories has a research library included in its planning at the insistence of Prime Minister Nehru.

Nearly all existing libraries have large English-language holdings.

In Ceylon the free public school system extends through the university, and the only fees that schools may charge are those for dental treatment and for physical education facilities. All children between the ages of six and fourteen must attend school; however, as in Pakistan and India, where compulsory education is also in the law, not all school-age children attend school.

The Ceylon schools require that the mother tongue of the child be the medium of instruction, that is, either Sinhalese, Tamil, or English, and from the third standard upwards, English must be taught as a second language, or, if English is the mother-tongue, Sinhalese or Tamil must be taught as the second language. In practice this means that English will be the second language, for over 86% of the population are either Tamils or Sinhalese.

Unfortunately, although more than four-fifths of the children who

attend schools attend the Tamil or Sinhalese schools, the best schools are those few which use English as a teaching medium. The government is putting considerable pressure on these schools to change from English as the primary teaching language.

If the language teaching in the primary and secondary schools is sound, there will be English readers in Ceylon for the future. If not, English may eventually cease to be an important medium. The need in Ceylon, as in other countries, is for adequate language teachers and elementary language books in English.

Lord Birdwood, former Commander-in-Chief, Indian Army, has said of the education in pre-Partition India: "We planned education in India, but we planned it late; and in the meanwhile the gap between some of the finest brains in the world and aboriginal illiteracy widened." In view of this, there is a possibility that the reaction against the system of higher education initiated by the British, a system that tended to isolate a class of Indians from their own people, could go to the extreme of emphasizing elementary and secondary education to the detriment of higher education. Actually, since Partition four new universities have been opened in India and three new ones in Pakistan. In Pakistan all universities use English as a medium of instruction, and in India 28 of the universities use English and four use regional languages, but the latter use English in graduate studies. New emphasis, however, is being placed on the use of national and regional languages throughout the college level as well as the lower forms.

In the expansion of the lower grades, the regional language will be the medium of instruction, and Urdu or Bengali (in Pakistan) and Hindi (in India) will be the secondary language. Where Hindi is the regional language, the student must learn a language of another region. From about the sixth form upwards in both Pakistan and India, English will be taught. It is apparent, however, that with the exception of Ceylon, English-language texts at the elementary levels will not be required except in a few schools. The colleges and graduate schools will need English-language texts for some years.

The governments of these countries recognize the need to reorganize the education from the primary grades through the colleges to relate this education more closely with their own lands. Although at this moment there are men and women being graduated from the colleges more aware of English literature than of the literature of their own peoples, a change is under way.

The Department of Commerce approximate figures, showing actual

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shipments of over \$500 and estimated shipments of less than \$500 but over \$100, do not include shipments through the posts. A comparison of the Department's figures with those of the Ministry of Commerce of India indicates that the Department's figures show about 60% of actual export of American books to these countries. Using this as an approximate guide, the following is an estimate of the import of American books into Pakistan, India, and Ceylon:

India (1954)	\$792,300
Ceylon (1954)	\$ 46,600
Pakistan (1954)	\$179,500

Of the India import, approximately 30% was in texts; of Ceylon's imports, approximately 10% was in texts; and of Pakistan's imports, approximately 70% was in texts. Of the total Indian imports, approximately 20% was in paper-bound books.

The figures of the Department of Commercial Intelligence and Statistics, Ministry of Commerce and Industry, India, show that imports from the United States over the past three years have had some fluctuation. In fiscal year 1952-53, the United States sent into India 18% more than she did in either 1953-54 or 1954-55. The statistics of the United State Department of Commerce figures show that, of those exports it retains records on, 1954 exports to Pakistan were almost twice those of the previous year, and Ceylon's imports have been stable for the past three years.

The Informational Media Guarantee program has now been negotiated with Pakistan, and this should mean a considerable increase in the volume of business with Pakistan over the next years. The negotiations were completed in the first part of 1954; however, the pact did not take effect until this year and so statistics are not available to show the present increase. United States Information Agency shows \$215,000 guaranty for books in Pakistan.

Henry M. Snyder & Company represents a large majority of American book publishers in this area. Snyder solicits and accepts orders for books, receives payments and maintains credit information, and the publisher does the shipping of the book orders.

The Indian branch of Oxford University Press, together with Snyder, represents a majority of American university presses in this area. Oxford does import some stocks of books, and the orders it receives for American books are shipped to it for reshipment to the purchaser or directly to the purchaser.

Jaico and India Book House in Bombay are the wholesalers and

distributors for Pocket Books, New American Library (Signets, Signet Keys, and Mentors), Dell, Bantam, Popular Library, Pyramid, Avon, Ace, and Lion. Jaico distributes also in Pakistan and Ceylon, and India Book House is exploring possibilities of distributing in Pakistan, especially since the devaluation of the Pakistan rupee. K. V. G. de Silva distributes for New American Library, World Book Encyclopedia, and Golden Books in Ceylon. Booksellers in Pakistan are reluctant to deal with Indian houses; however, it is doubtful if the Pakistan government will forbid the import of American books from an Indian agent—it is more likely that the Indian government may disapprove extensive re-export of books purchased from its dollar funds.

McGraw-Hill does not have a stockist in this area, but has representatives. Macmillan has been exploring the possibility of opening a branch office in India since its separation from Macmillan (London), and has sent two representatives abroad to explore this market. Asia Publishing House, owned by Peter Jayasinghe, is a distribution center for several American publishers. Silver Burdett has had some publishing experience in Pakistan in cooperation with the government of Pakistan. A few other minor representations are made through booksellers in the subcontinent, but there are none with unusual aspects.

In most instances, the foreign bookseller does not have an opportunity to examine the American book before purchasing it, and he does not have the privilege of returning it unless there is a distribution center in the country. The disadvantages of this method are obvious and are recognized by most publishers.

It is frequently customary among both domestic and foreign sellers of books in this area to consign a shipment care of a bank which charges a small fee for receiving it. Delivery is not made to the retailer until payment has been received.

Through commercial channels the only other exporter of books of any significant volume to India, Pakistan, and Ceylon is the United Kingdom. The only countries beside the United States and United Kingdom which publish books in English for use in the subcontinent are Russia and the People's Republic of China, and these books do not—according to available records—enter these three countries in large quantities through normal import methods.

Books supplied from the Foreign Languages Publishing House, Moscow, and the Peking Publishing House are usually in English, although the Foreign Languages Publishing House has the equipment for publishing in most of the languages of the subcontinent and occasionally may. TASS also publishes *Soviet Land*, a fortnightly, in English, Ben-

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gali, Hindi, and Telegu. Peking's most widely distributed periodical seems to be a magazine on China.

These books are shipped (without charge) into India and Ceylon to the People's Publishing House which redistributes them at low prices. The money earned by these sales goes for the support of Communist Party activities.

There was a People's Publishing House in Pakistan to July, 1954, when the outlawing of the Communist Party forced it to cease its activities.

In Ceylon the Communist Party has Tamil and Sinhalese weekly papers and an English-language monthly, *Forward*. Occasionally Soviet books are advertised.

The People's Book House in Bombay, India, has the following branches: National Book Agency Ltd., Calcutta; Current Book Distributors, Calcutta; New Century Book House, Madras; Hindustan Book Mart, Bengalore; Delhi Book Center, New Delhi; People's Book House, Bankipur (Patna); People's Book House, Poona.

Of the government agencies with programs in this area, USIA programs are most concerned with the use of American books: a book translation program, overseas libraries, and a presentation program.

The translation program abroad depends upon the existence of competent publishers and an adequate system of distribution. Although there are adequate systems of distribution in the subcontinent for reaching many English-language readers, it may be questioned whether or not there is an adequate system to reach literates in regional languages. Also, what distribution system does exist, works best in areas of greater literacy: for example, in south India, translations into the Dravidian languages (Tamil, Telegu, Kannada, and Malayalam) may be well distributed because of the greater literacy and the demand for reading materials, while in north India a translation program may be less effective. Bengal represents a special situation: the literate Bengali is intellectual and literary but seems to prefer only Bengali writing for translations from English or Indian languages are rarely sold in large numbers. Books written in Bengali, however are often printed in editions of 5,000 or 10,000. This is true not only of India but of Pakistan and Ceylon, where urban-rural distribution and differences in language literacy determine the effectiveness of a translation program to the same degree.

In Pakistan the book translation program has not been as active as USIA would like it to be because its publication officer was one of those lost in the economy movement—that is, the last economy move-

ment. Because of the personal contact required with local publishers, the program depends on the existence in the field of personnel to see the program through. The selection of the books to be translated is done largely in Washington. Although field personnel are encouraged to make recommendations and suggestions, in practice there may not be close coordination, and many books may be selected which lack significance to the potential audience. The local publisher is supposed to use some editorial judgment; however, in the less sophisticated publishing world of the subcontinent, this judgment is not always used, or the publisher is willing to publish for the sake of additional volume in his business as long as he is protected from loss.

Though it is easy to be critical of any list of books, the author believes the books translated in this area fulfill the requirements of USIA in describing "the fabric and pattern of life and thought, in the United States." The lack of controversial books is obvious, but this lack is not the fault of USIA; it is the expected result of any official information program. If a book translated by Agency funds were ever used by the Communists to ridicule American life, the life of the administrator of that program would be an unhappy one for a time.

Controversial books are needed, for the intellectual in the subcontinent is fully as curious, fully as capable, and fully as thoughtful as his colleague in the United States. And the translation program of the Agency has a tendency to appeal to the mediocre mind rather than to the intellectual, and that leaves the intellectual without satisfying materials in his own language. Foundations and private organizations must supply this material to complement the Agency's program.

During the current fiscal year the agency proposes to allocate \$159,000 to the book-translation program in India, Burma, Pakistan, and Ceylon. A large percentage of this amount will be used to subvent the publishers in those countries and the remainder probably will be used for payments to American publishers for translation rights. The Agency has obvious difficulties in getting English-language rights for English-language editions in those countries. Because of the English-language editions in these countries, the Agency has devised a program of guaranteeing American publishers against loss on special paper-bound editions of selected books which are sold through commercial channels at a price of \$1.50 or less.

In Ceylon the Agency has only one United States Information Service library. It is located at Colombo and has about 8,000 books. Last year it had an attendance of 85,000, and circulated 27,000 books.

India has USIS libraries in Bangalore, Bombay, Calcutta, Hydera-

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bad, Lucknow, Madras, New Delhi, and Trivandrum. The total number of books in India is 50,862, with a total attendance of 978,642; 273,625 books circulated, and 41,266 questions were handled.

Pakistan has USIS libraries in Dacca, Karachi, and Lahore; the Dacca library was the most active.

The Agency has a book presentation program for which it allotted \$128,602 for 1954-55 for India, Burma, Ceylon, and Pakistan. This provided approximately 30,000 books. The current fiscal year has an allocation of \$151,500, which will provide approximately 40,000 books. The Agency attempts to devote about 20% of the allocations to periodicals and the remainder to books. In this presentation program is the "expendable library" program, which gives sets of approximately 100 paper-bound books to be used as small libraries for reading rooms, libraries, and organizations.

Under this program librarians and publishers are brought to this country from the Near East, South Asia, and Africa for university study, post-doctoral research, observation and consultation, and practical experience and teaching.

In 1951 the United States loaned India \$190,000,000 to purchase wheat in this country. Under the provisions established by Congress, the interest on the loan is to be used for the benefit of India and for the purchase of books and equipment of a scientific, technical, and scholarly nature. It also provides for the exchange of persons. In the first year of the program approximately \$221,000 was available for books, and the government of India wished this amount to be allocated for the rehabilitation of libraries. Thirty-one institutions participated in the allotment. CARE was selected as the agency for the purchase of the books from American publishers and for their shipment. CARE's progress report as of June 17, 1955, is available from CARE's New York office; however, the significance of the use of CARE as the agent is that the Indian booksellers protested the direct purchase from American publishers of books they might have in stock or could obtain readily. This protest was received sympathetically by the American Book Publishers Council, but no satisfactory arrangements have been developed as yet for the purchase of books through the Indian booksellers.

This program is administered through USIA. In the area, only Pakistan has contracted for the Informational Media Guarantee program. Under this program the Pakistan publisher can remit in rupees for books imported from America, and the publisher under his IMG contract with USIA is able to exchange the rupees for dollars. The United

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States government returns the rupees to its Pakistan rupee bank account and can use these for any non-housekeeping expenditures agreed upon in the pact between the government of Pakistan and the United States government.

The restrictions placed upon the use of IMG are in general summed up in the phrase that the informational media exported under IMG shall be "consistent with the national interest of the United States." USIA has the responsibility for reviewing the materials.

There is an annual legal limit of guarantees issued of ten million dollars, world-wide, and in 1955 fiscal year \$7,507,506 was the total guaranty issued. Of this \$324,477 was issued for Pakistan, and it is estimated that approximately \$215,000 was for books (the term "informational media" includes books, periodicals, motion pictures, music scores, musical recordings, news services, film strips, publication rights, maps and globes, and any other generally used means of conveying information).

Whether or not this program is called TCA, FOA, or ICA, it is still known abroad as Point Four. This program is primarily concerned with economic development; however, in the first ten months of fiscal 1955 it purchased for its overseas projects (and for trainees coming to the United States) the following amounts in books: India, \$181,227; Pakistan, \$530. It has eleven projects in India and four in Pakistan.

In India the International Cooperative Administration has provided technical assistance to improve the printing facilities of the Indian Government Printing Office, providing approximately \$650,000 worth of equipment, including one plant complete with guillotines, perforators, drills, stitchers, sewers, folding machines (all this is bindery equipment), Montotype composing equipment, and offset presses. In addition it has supplied the state agricultural information offices with twenty-one small offset presses with five cameras and the necessary exposure frames, and folding, cutting, and stitching machines to permit the printing of bulletins and other materials for agricultural extension.

ICA has also brought about a dozen Indians to the United States as library trainees, and its Inter-college Exchange Program has provided cooperation between several American and Indian universities.

Ten libraries in India, one in Ceylon, and twenty-five in Pakistan are participating in the cooperative ICA-USBE program. As of June 30, 1955, 4,244 items were delivered to the Pakistan libraries, 4,399 to the Indian libraries; and none to the Ceylon library.

This organization, a non-profit corporation with overseas offices in

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Lahore and Dacca in this area, has no present plans to enter into operation in India or Ceylon.

Franklin sponsors translations of American books abroad, cooperating with local publishers for the actual publication of the book in the national or regional language. It gives assistance to the publisher in many ways, frequently by advising or bringing an American book available for translation to the attention of a publisher. A number of contracts for publication of books have been made between Franklin Publications and Pakistani publishers.

In December 1951, a representative of the Board of Secondary Education in Karachi visited the United States in search of American textbooks which might be adapted or translated for use in the schools of West Pakistan. Out of this grew a publishing arrangement under which Silver Burdett undertook to produce not American textbooks adapted for the Pakistan schools, but books written and produced specifically for Pakistan students. Silver Burdett editors worked in Karachi, where they directed the preparation and production of the first fifteen books, which were printed in the United States, although all the Urdu calligraphy was done in Karachi.

Recently a contract has been signed with the Textbook Board of East Pakistan for five elementary textbooks in history and geography. These books will be in Bengali.

As a private business, Silver Burdett must have a normal profit on the capital it invests in these projects. The Boards of Education have recognized this principle, and the contracts have included a guaranteed purchase and arrangements for specific methods of payment. These agreements have, in turn, been endorsed by the government of Pakistan.

Although the Rockefeller Foundation has no direct program relating to books in this area, its many years of interest in South Asia make it one of the best informed Foundations about the needs and capacities of India, Pakistan, and Ceylon. It has enabled students, teachers, and professional men and women from these countries to study in the United States, and librarians have been included in this list. A new appointee to the Central Secretariat Library in New Delhi is a librarian who studied in the United States on a Rockefeller fellowship, and in the past year five fellowships have been awarded Indians for study in the United States, and one fellowship to a Ceylonese for study in India. Many of its grants to institutions have been used for equipment, including books.

The Asia Foundation, originally known as the Committee for Free Asia, has a definite book program. Its policy not only aims at making American and Western thought and patterns better known to Asians through books, but it also encourages the writing, publication, and distribution of Asian books.

In the area of this discussion, the Asia Foundation has representatives in Colombo, Karachi, Lahore, and Dacca. It has no representation in India. In Ceylon it has no immediate book publishing plans, although it has made an offer to the Ceylon Committee on National Languages to assist in publishing textbooks for use in Ceylon schools. At the present time there is agitation by both Tamils and Sinhalese for a single national language rather than two national languages, and until this situation is determined, no work will likely be done.

In Pakistan the Asia Foundation has assisted in the distribution of an English-language translation of the Koran and helped the Holy Koran Society publish an Arabic-Urdu edition of the Koran. It is at present assisting in the publication of the (Leyden) *Islamic Encyclopedia in Urdu*.

It is interested in an English-language teaching program; however, the South Asian countries would likely be low on the priority list for such a program. There is a special program conducted by the Foundation called "Books for Asian Students."

A total of 18,819 books and 1,511 scientific journals provided by the Asia Foundation are in use in a dozen educational institutions in East and West Pakistan. The Foundation has displayed American books at exhibits sponsored by the Pakistan Publishers and Booksellers Association in Lahore. In cooperation with the Carnegie Endowment, the Foundation is arranging for the display and presentation to Indian institutions of a thousand books, those shown in New York as the World Affairs Book Fair. Other books also have been given to Indian universities, and to youth councils, Jaffna College, and the Jaffna Central Public Library in Ceylon.

The Ford Foundation's primary work in this area has been in community development projects and not in book work. The Ford Foundation's book projects have been handled by Intercultural Publications; the South India Book Trust, on a \$500,000 Ford Foundation grant, will with the aid of U.S. technicians and advisors, stimulate the publication and distribution of low-cost translations into South India tongues of world classics and contemporary works of importance and usefulness.

As the experience of Silver Burdett shows, the making of a good elementary textbook requires a trained staff. It may not be necessary

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for an American publisher to produce these texts in India, Pakistan, and Ceylon, but they must be produced somehow if the new educational systems of these countries are to develop on a sound basis. Even the best of teachers can be ineffective without proper tools. Unfortunately, the present publishing industry of South Asia does not seem able to cope with the problem.

It is self-evident that a man, or woman, who has learned his alphabet and a few words must have appropriate books in order not to lose rapidly his new-found learning. The government of India has established small prizes for writers of books for new literates, but this work must be extended throughout the area.

The books for children in their mother-tongues are crude, often without illustrations, and if illustrated, without color. There is need for offset printers to be trained, and artists to be encouraged, for attractive color work and better printing of children's books. Also, at the present time many of the children's books are unimaginative or a constant repetition of folk tales. The use of folk stories, or religious stories, is not unwelcome in children's books; but the author of this article protests the constant repetition of the stories of the Ramayana.

The need for public library systems has been emphasized in the comments on the present library systems which are missing in this area.

There is a great need for motivation in the educational systems, not only in the colleges and universities, but from the primary grades on up. The failure of the present systems have been referred to again and again by surveys. The basic need seems to be the identification of the educational system with everyday life. This means vocational training, a change in the social acceptance of work, and opportunities for college graduates outside government employment.

Swadeshi and cottage industry had meaning to Congress Party members in India and Pakistan. However, it cannot attract, except sentimentally, the youth who did not know the struggle for independence; for spinning without accomplishment is emptiness.

Although English continues to be important in these three nations, the educational processes are already lowering the standards of English ability as they begin to shift to using national languages more and more. Even today, a young man graduating from college probably has less competence in English than his elder brother did when he entered college. There is a need, therefore, for easy-to-read books with adult ideas. These are not how-to-do-it books, but rather they are "why" books. They should be stimulating and serious and educational.

The universities need to have research facilities for their own

scholars. To be sent abroad to study on a fellowship from a foundation is a marked service to Asia; however, there are many potential scholars who have never heard of foundation scholarships or fellowships, or who are not able to go abroad. There is a need for an institute of higher learning to serve this area.

In publishing there is need for a trade journal for publishers, book-sellers, and printers. There is no trade journal in Ceylon or Pakistan, and the one in India is limited by lack of funds and universal support of the publishers to English-language and Hindu language readers. There is also a need for a national library journal.

There is need to know how effective books are for propaganda in these countries. American travelers to India are struck by the large number of Soviet English-language books they see on street corners and in bookstalls for sale at a very small amount of money. In proportion to the amount of literature available in English from America and England in these same places, the quantity is actually not large, although periodic sales drives by the local Communist Party do get the Communist literature into many homes. Not all the Communist books are doctrinal, and a number are reprints of Stalin prize-winning novels. However, there is a type of prestige in having a handsome cloth-bound book in one's home, even if it is not read, and a cloth-bound book selling at Rs. 1-2-0 (about 24 cents) is more impressive than English or American paper-bound books selling at Rs. 1-8-0 (about 30 cents).

In brief, the author is interested in the number of statements about the flood of Communist literature from the Soviet in India, but he has yet to hear of a critical discussion of the content of this material; and there is need for a careful evaluation of this material in the context of the reading habits, appetites, and purchasing power of Indians and Ceylonese, and of the influence of such books on them. His conclusions are that the really insidious and influential Communist literature is found in the sensational English-language and national and regional language newspapers, not only in India but also in the whole subcontinent.

Recommendations

Direct government measures. Review the present USIA book translation program to give serious consideration to promoting such translations through Franklin Publications or foundation programs. Request competent educators, publishers, and other authorities to make careful study of effectiveness of both American-sponsored translations and Communist literature distributed in these countries.

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Give ICA assistance to training schools for printers for instruction in color printing for children's books, books for new literates, and elementary textbooks. This may require supplying special paper to the governments for such books.

Offer assistance to these governments for teaching aids, personnel, or books for strengthening English-language teaching from sixth standard up.

Government encouragement through commercial or private channels. As noted above, in book translation work, the author would like to see all translations sponsored through private channels or organizations.

Continue the USIA program of assisting American publishers in doing special editions for low-economy countries. However, rather than being a subordinate part of the ICS operation of USIA, the writer suggests a special office be established, perhaps under Franklin Publications or another private organization, to send representatives abroad to sell the special editions, especially easy-to-read adult editions, and to assist in their wider distribution. The present method of using existing trade channels does not give enough emphasis to such books.

Special efforts of commercial programs. The author suggests the possibility of American publishers financing the founding of a book club in India, possibly based on distribution of paper-bound editions. Many English-language readers are not near English-language bookstores and can be reached through the excellent postal systems of these countries. Such a project should be self-supporting, and in time might develop into not only English-language book distribution but might also offer regional language books.

He also recommends that American publishers review the possibility of setting up stocking centers throughout these low-economy countries. This would allow booksellers return privileges, and it might be possible to resell returned books, or a percentage of them, to the government or foundations for book gifts. The American publishers should also make strong efforts to give more complete representation of their books, perhaps through joint exhibits with foreign publisher and bookseller associations, or through the use of slides and projectors to show groups of booksellers what books look like and something of their content.

There is serious need for bibliographical information on new books published in America. At the present time *Publishers' Weekly* has eighty-four subscribers in India, eighteen in Pakistan, and four in Ceylon.

In addition, American publishers should continue to consult with

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British publishers in an effort to retain rights to distribute in these countries the more inexpensive editions of American (or British) titles.

Foundation-supported activities could include:

(1) Subsidy of regional language periodicals for Asian writers; (2) concentration on books for new literates; (3) found institutes of advanced learning for the best scholars, to be operated along the general lines of the Institute at Princeton or the Ford Foundation's Center for the Advanced Study of Behavioral Sciences at Stanford; and (4) assist in the establishing of training schools for public librarians in addition to their present assistance to university librarians.

Immigrants from South Asian countries are among the fastest growing segment of our population. This work.Â "The depth of the information will challenge students to make comparisons and discuss the impact of South Asian immigrants on American culture. Recommended."-The Book Report. "In addition to its intrinsic value as a historical document, the book will be of immense interest to Sri Lankans curious about how they are viewed as a community...."-Sri Lanka Express. "Leonard's fine essay is a must for every class on American Diversity....What emerges ultimately is a useful portrait....The author's knowledge of the immigrant's experience she is portraying is