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DEVELOPMENTAL BOOK ACTIVITIES

AND NEEDS IN

THAILAND

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## LIST OF ABBREVIATIONS

- AID - The Agency for International Development,  
Washington, D.C.
- A-V - audio-visual
- B.E. - Buddhist Era; placed after a date to signify  
the year (i.e., 1967 is 2510 B.E.)
- CBA/AID - Central Book Activities unit of AID/Washington
- CIF - cost including freight
- FAO - Food and Agriculture Organization of the  
United Nations
- IMC - Instructional Materials Center- refers to a multi-  
media approach for the development of school  
library services
- MOE - Ministry of Education, the Royal Thai Government
- NEC - National Education Council, coordinating agency  
for institutions of higher education
- NEDC - National Economic Development Corporation;  
manages industrial projects of the Thai Government
- PPC/EHR - Office of Program and Policy Coordination, Education  
and Human Resources Division of AID/Washington
- RTG - Royal Thai Government
- SEATO - Southeast Asia Treaty Organization
- TLA - Thai Library Association
- TNDC - Thai National Documentation Center
- UNESCO - United Nations Economic, Scientific and Cultural  
Organization
- UNICEF - United Nations Children's Fund
- USAID - U.S. Agency for International Development Mission  
to the Philippines
- USIS - U.S. Information Service Mission to Thailand
- USOM - U.S. Agency for International Development Mission  
to Thailand

## PREFACE

This report is the fifth in a series of six studies of developmental book activity in East Asia. It covers the Kingdom of Thailand, which was surveyed by the Wolf Management Services team from January 29 through February 19, 1967.\*

The six-country project was developed and funded by the Central Book Activities unit of the Agency for International Development, to implement President Johnson's February 2, 1966 recommendations concerning increased international flow of books and other educational materials. Of broad scope and interest, the survey aims were (1) investigation of the state of developmental book activities in each country, (2) determination of priority country book needs, (3) development of a set of realistic, viable program recommendations, to help answer these needs of each country, and (4) formulation of regional recommendations relating to multilateral and bilateral book and library efforts.

The scope of work in Thailand included assessment of books and materials in the educational process; books used by individuals for the improvement of reading skills and for learning enrichment; books for technical and professional purposes; and books used in libraries and organized reference centers.

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\*Separate reports covering the Republic of Korea (September 1966), the Republic of Vietnam (October 1966), the Philippines (November 1966), and Indonesia (June 1967) can be obtained from the Chief, Central Book Activities, PPC/EHR, AID, Department of State, Washington, D.C. 20523. A report on Laos will appear during the months ahead.

The survey team for Thailand consisted of four specialists:

Stanley A. Barnett (Chief of Party): Director of International Operations, Wolf Management Services; economic development specialist and consultant; team chief and report editor of the 1964 CBA/AID Turkish study of books as tools for national growth, and of the 1966-1967 developmental book activity surveys in South Korea, South Vietnam, the Philippines, Indonesia, and Laos; author.

Emerson L. Brown: book publishing consultant; former Vice President of McGraw-Hill Book Company and Editorial Director of its schoolbook division; participant in CBA/AID developmental book surveys in Africa, Asia, and South America; past President, American Textbook Publishers Institute; delegate to UNESCO conferences; member of U.S. Government Advisory Committee on International Book Programs.

Austin J. McCaffrey: Executive Director, American Textbook Publishers Institute; former State Commissioner of Education for New Hampshire; superintendent of schools, principal and teacher; Ed.D.; member of the U.S. National Commission for UNESCO, and of the English Teaching Advisory Panel of the United States Information Agency.

C. Walter Stone: Director of Libraries, Director of Center for Library and Educational Media Studies, and Professor of Library Science and Education, University of Pittsburgh; Director, Educational Media Branch, U.S. Office of Education from 1959-1962; consultant on mass media to UNESCO; Ed.D.; author; participant in Korean, Vietnamese and Philippine book surveys.

Within the short three-week time limit of the study, we were able to investigate many pertinent areas--thanks to the full measure of cooperation and assistance received from the many individuals and agencies who were contacted, and to the excellent reports that have been prepared during recent years by Thai and American educators, librarians and book specialists.

The team is grateful to officials of the Ministry of Education and to officials of other ministries and agencies of the Royal Thai Government; to educators and librarians at many levels of the instructional system, to members of the Thai book industry, and to members of the official U.S. community in Thailand--all of whom contributed valuable guidance and counsel, opened doors and provided penetrating insights into the present and potential use of educational materials in the Kingdom.

Our work in Thailand was expedited and logistically supported by USOM, who were unstinting in their assistance. To William M. Williams, Chief Education Advisor, and to Francis H. Pope, Textbook Advisor, we extend especially deep notes of thanks.

\* \* \*

The term "book" is used throughout the body of this report in its widest sense, to mean any item in printed form for instructional and developmental purposes. Thus, periodicals, journals, brochures and pamphlets are frequently encompassed within the meaning of the word.

## CHAPTER 1

### INTRODUCTION AND SUMMARY OF RECOMMENDATIONS

#### THE NATIONAL SETTING AND INTRODUCTORY COMMENTS

The ethnic roots of Thailand reach deep into Southern China and the neighboring countries of Laos, Cambodia and Burma; and the nation draws its religious heritage from India. Buddhism dominates all Thai values; it has generated a high degree of individualism, balanced by a deep respect for those who enjoy status derived from age, royal birth, or official position. The Kingdom of Thailand is unique in Southeast Asia--it is the only nation in the region that never has been a colony (Thailand means "land of the free").

With a 1967 population of 33,200,000 and with more than 2,000,000 living in the Bangkok-Thonburi area, Thailand is no longer the quaint city-state which many described in the past. Rather, it is an alert and stable nation that is growing rapidly. Thailand is the world's leading exporter of rice, and is preoccupied with related agricultural development (88% of its population still dwells in rural areas). During recent years, it has experienced some industrial development, sparked by increasing foreign investments and a healthy economy. The Kingdom has an annual population increase of 3.3%; Gross National Product in 1963 was \$3.2 billion, or about \$103 per capita.

Geographically and in terms of climate, Thailand is made up of four separate regions--the northern, northeastern, central and southern. The country occupies an area of 200,000 square miles, almost the size of France. Located in the central region, Bangkok is the center of the Kingdom's

financial, commercial, industrial and government interests, and handles most of its trade. Special attention is now accorded the northeastern sector, because of security reasons.

Although a constitutional monarchy, Thailand at the time of the visit of the book survey team was operating without a constitution. Executive power is wielded primarily through the office of the Prime Minister, and the King's royal prerogatives--which are important in all aspects of Thai life--serve as a unifying force. The governing functions are highly centralized and are administered through a number of ministries. The country is divided into 71 changwad (provinces), each controlled by a governor appointed by the Royal Thai Government. The changwad in turn are divided into ampur (districts), communes, and villages, each with its own local officials. In larger urban areas there are also separate municipal governments.

With the improvement in recent years of Thai roads, railroads, air and telephone services, the several regions are being knit together rapidly. However, a majority of those living outside larger cities are just beginning to reap the benefits of an expanding communications system, and villagers still rely in large part upon person-to-person communication as their means of receiving ideas.

The national language is Thai, similar to the language spoken in Laos and in the Shan States of Burma. Thai is basically a monosyllabic language involving the use of five tones--different tones giving different meanings to words. It has its own alphabet, whose origins have been traced back to southern India. The alphabet consists of 44 consonants and of 32 vowels all marked by signs written above, below, before, or after the consonant in connection with which they are pronounced. Most educated Thai have some degree of fluency in English, which is taught in all schools beyond the fourth grade.

Thailand has an oral tradition, and those who lack formal education tend to be very literal minded. Abstract ideas may be hard to convey and, frequently, symbolism will not work. Despite increased numbers of young people who have attained at least a measure of literacy by attending four

years of elementary school, the continuing lack of follow-up reading material has retarded gains made and has resulted in considerable lapsing of public capacities to read.

Books have been present in Thai culture for a long period, but they tended to be reserved for use by the nobility and by the political elite, and were displayed more frequently as objects of status and prestige than as keys to educational growth and development.

Thailand's non-schoolbook industry is characterized by frenetic activity at a very shallow level, and by a structural fractionalization and lack of effective industry organization that reflects a low state of professionalism. Although more book titles are produced in the Kingdom than in any other developing nation in East Asia, average editions run only 1,000-2,000 copies. Even the recent development of relatively low-cost paperback novels for adults and fairy tales for juveniles has not appreciably increased the depth of the market which consists mainly of Government agencies, civil servants, students, teachers, and intellectuals in Bangkok and the main cities and towns. Trade book distribution is a serious problem because of the absence of bookstores beyond the changwad capital level. The majority of non-schoolbooks have no commercial purpose; rather they represent semi-public materials which are distributed free of charge, and books published by or for individuals for gift purposes.

Because of the strong oral tradition, reading is not a major activity even in most schools. Schoolbooks are confined almost exclusively to textbooks. Supplementary and reference materials are little used in the schools, and library development has lagged. Mass recitation and rote memorization are still encouraged by curricular mandate in both elementary and secondary education, and textbooks are chiefly repositories of the facts to be learned for examinations--although there are a number of imaginative curriculum development projects under way, especially at the secondary level, that portend significant advances.

Generally, students are expected to buy their own textbooks. Our investigation indicates that at least one of each eight pupils lacks textbooks, and that 30% use secondhand copies.

Thai textbooks are slight, fragile paperback affairs printed on newsprint. Cost can be an important factor in the student lack of textbooks at the secondary and university levels, but books for elementary pupils are moderately priced--even in terms of normal rural purchasing power. To close the remaining book gap at the elementary level, the Government donates limited numbers of textbooks to schools for indigent students, and--in a large-scale effort--a joint Ministry of Education/USOM Rural Education Textbook and Teaching Materials Program is providing large quantities of textbooks free-of-charge to pupils in security changwads.

Although the multiple adoption system is widespread, and publishing is open to all whose books meet approval standards, textbooks are overwhelmingly the product of the Ministry of Education, which has its manuscripts printed and distributed by the for-profit subsidiary of the Teachers' Institute. The private sector, long active in textbook publishing, is in effect limited to more specialized and/or more elaborate textbooks, whose special qualities overcome the natural tendency of educators to favor the inexpensive "establishment" products.

Books are little used in the universities; instructional materials consist mainly of mimeographed lecture notes, and to a lesser degree of imported, foreign language textbooks. The university market for Thai language textbooks has been too small, and the financial risk too great, to attract local publishing efforts. Indeed, the major sources of university books appear to have been the contract and donation programs of foreign agencies and foundations. Textbook rental projects are contemplated for the universities, although such schemes have been unsuccessful at lower educational levels. Universities do little to encourage reading by their students, or to develop student abilities to use libraries for exploration of new ideas.

The key to the development of the Thai reading habit rests in the educational system--which is undergoing rapid change. The present effort divides into three important levels: elementary (grades 1-7), secondary (grades 8-12), and the universities. Fitting within the educational system is a separate vocational stream (which makes even less use of books than its academic counterpart), and a teacher education

plan which admits as candidates students who have completed successfully two or more years of secondary schooling.\*

There has been significant progress in the reduction of illiteracy in Thailand during recent years, but 30% of those over 10 years of age still cannot read and write. Important in the decline of illiteracy has been the adoption of a four-year compulsory schooling requirement for all Thai children--recently extended to seven years, as and when local conditions permit. Unfortunately, the dropout rate in Thai education remains high, and only a small percentage of the school-age population advances beyond the first four grades. Thus, 4,231,000 pupils--80% of total Thai enrollments in 1966--attended the lower four elementary school grades, while fewer than 34,000 were enrolled in the universities.

Much progress has been made in library development in a very short time. Thai library leaders know well their problems and remedial steps that should be taken. There is, however, a great shortage of trained personnel; a lack of appreciation of what books, reading and libraries can provide; and, because of tradition and competing demands from other sources, a lack of funds to develop the services, library programs and basic bibliographic tools needed.

The main problem for schools and libraries alike does not lie in the realm of fiscal percentages. The Royal Thai Government has consistently allocated over 17% of the National Budget for public education. The problem seems more directly related to the insufficiency of all the funds that are made available to meet the national requirement in terms of the amounts and nature of the instructional and reference materials they provide for students and teachers, and in terms of the low salary levels they impose on teachers and librarians. (Teachers, who earn from 500 to 2,000 baht--

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\*See Appendix B for a review of the Thai educational system.

\$25 to \$100--per month,\* often leave for other fields, because of the attraction of higher salaries. Librarians' salaries--and prestige--are below even those of teachers.)

To a lesser degree, the problem relates to the direction and nature of the educational effort--how well it stimulates the thirst for knowledge and research among its students, and how well it can formulate effective methods for the development of the professional, technical and middle-level manpower skills so badly needed in Thailand.

Public and professional groups have made an effective start on the acceleration of national growth through improved and increased use of books. This is reflected in the official Second Five-Year Plan of Thailand, in the unofficial Five-Year Library Development Plan, and in new concepts and changes being introduced at various levels of the Ministry of Education. However, major continuing technical and commodity assistance will be required from the multilateral and bilateral foreign donor agencies and the foreign private foundations which have already played such important roles in the Kingdom's educational and library development.

#### SUMMARY OF RECOMMENDATIONS

Our brief survey in Thailand cannot hope to do more than identify a number of priority needs, problems and opportunities--and suggest answers and solutions within the framework of existing economic, technical, financial, and manpower

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\*The Thai unit of currency is the baht, which has been fairly stable during recent years at slightly over 20 baht to the U.S. dollar. Computations in this report are based on the ratio of one baht being equal to 5¢ U.S. Thailand has a free money market, and generally the difference between the official rate of exchange and the money-changers' rate is insignificant.

limitations. We list below resumes of the more important recommendations of the book activities survey team. The number in parentheses after each recommendation indicates the page upon which it appears in the body of the report. We suggest that the reader use this summary primarily to gain an overall view of the tenor of our recommendations, to obtain an indication of relative priorities, and as a reference index for locating specific recommendations in the text where they are elaborated in fuller detail.

#### Recommendation Regarding a National Book Plan

Possibly the most important action to be taken in the book activities sphere is the development of a comprehensive National Book Plan accompanied by an appropriate commitment of the Royal Thai Government to provide all-out support to sound developmental action--properly balanced between private sector and public sector action. The National Plan would provide the structural frame within which the UNESCO-sponsored National Book Center recommended by the 1966 National Workshop on Children's Literature would operate.

The National Book Plan would determine the role of printed materials both within and without the formal educational system. It would assist in the implementation of the national library development plan, and in the formulation of subsidiary plans to make sure that the proper human, physical and financial resources are provided and/or created to produce the developmental books that Thailand requires (110).

Vital to the Plan is an orchestration of Thai efforts with those of foreign donor agencies and private foundations. To increase background knowledge and cooperation among such entities, and to eliminate duplication and competition on the one hand and neglect on the other--we urge that the foreign organizations, the Ministry of Education (through its Division of External Affairs), the National Education Council, and pertinent other entities join together to discuss problems and needs, to determine priorities, and to take other measures to ensure better use of and results from book-related gifts, grants and loans (120).

This report, and the excellent recent surveys and plans drawn up by both Thai and foreign specialists (and mentioned herein), should be considered logical first steps in the framing of the National Book Plan.

Our recommendations cover a wide variety of practical actions of short-term, medium-term and long-term importance in the production and use of the instructional materials that can help power Thailand's development. However, major sectors must still be filled in by specialized follow-up studies and programs in depth--and we urge that these succeeding steps be taken with appropriate speed.

Recommendations Concerning Books  
in the Elementary and Secondary Schools

(1) Improving Thailand's Textbooks

For the improvement of education in Thailand through the use of textbooks, we suggest a comprehensive four-phase program to--

Improve the quality of textbooks by: bringing their content into line with recent research; organizing textbooks for better learning and teaching; developing the textbook as part of a correlated multimedia system of learning; and improving textbook design. To help the Educational Materials Center and private publishers develop the many-purpose textbook needed, we urge that the budget and staff of the Center be increased appreciably and that its editorial capacity be expanded to include an editorial director and a senior editor for single or related subject matter areas; further, that they and editorial directors of the private book industry receive training through participant grants, on-the-job training, and the addition to the Center staff of an experienced U.S. editorial director (47-9).

Make the use of textbooks an integral part of the teacher training program through in-service training at demonstration workshops; and make textbooks more

fully utilized instructional tools through the production and distribution of teachers' editions or manuals concurrent with student editions (49).

Undertake a thorough study of textbook costs, based on a choice of specifications that will provide the many-purpose textbook at a low per-pupil cost (50-1).

We support the 1966 Cabinet announcement that elementary school textbooks be provided free within the limits imposed by available funds. As short-term measures to eliminate the book gap, we suggest that the Royal Thai Government raise substantially the number of books it donates for indigent students, and that rental schemes be reexamined (50).

To improve further the teaching of English, we recommend that a commission (to include foreign consultants) evaluate instructional materials and teacher qualifications preparatory to the formulation of a program to upgrade such materials and teacher training programs (39); also that the Ministry of Education explore the development of a pilot project supplementary reading program based on classroom libraries of selected English language books (40).

We suggest that the USOM university contract groups be asked to assist in the textbook development phase of the Comprehensive Secondary School Project (44); and that the services of the USOM editorial specialist be provided to help in the preparation of instructional materials for the new vocational agricultural, and the trade and industry schools (46).

We recommend the abolition of the 3% approval fee charged by the Department of Educational Techniques for editorial and review services. The fee raises textbook costs to students, and ties up publisher capital (20).

(2) Resource and Reference Materials for Supervisors, Curriculum Directors and Teachers

We recommend that consideration be given to the establishment of one or more national curriculum materials development projects for key subject fields, such as the physical sciences (51).

That, as an immediately available resource for the preparation of the practical arts curriculum for the comprehensive secondary schools, the project development staff be provided with U.S. comprehensive high school textbooks in home economics, industrial arts, business education, agriculture, and in various elective subjects (51-2).

That science and mathematics supervisory units be presented with resource libraries of recent representative U.S. book titles and their supporting materials (52).

That the Department of Educational Techniques be presented with an AID/University of Pittsburgh-selected textbook depository library, for assistance in the new textbook and curriculum projects getting under way; and that a second depository library be provided to the National Library, where it would be made available to the private book industry (52).

That modest resource libraries of U.S. textbooks be considered for the regional education centers; and that selection of titles be made jointly by the local groups and an education advisor of the donor agency (53).

### (3) School Libraries

We recommend that major programs of shelf enrichment be launched, to permit school libraries to meet the requirements of advanced teaching methods that have been proposed (58); and that these purchases include more of the available paperback folk and fairy tales that can stimulate the reading habit among youngsters (60).

That methods of financing school library programs be improved to ensure more stable budgeting, and reduced dependence on the student fee system (59).

Minimum national quantitative standards should be set and approved for school libraries (and others as well)--to serve as the basis for future budget requests and accepted goals (59).

That more time be scheduled for library use by students, especially at the secondary level (59).

That the library programs for the Comprehensive Secondary School Project be developed as pilot demonstrations, to show what careful planning can do (59).

That necessary administrative actions be taken to permit an Instructional Materials Center approach to be followed in developing school library services (59).

#### (4) Audio-Visuals

We urge that radio and television services to schools be correlated more closely to textbooks, classroom activities and the promotion of library use; further, that radio and TV technical facilities be improved and signal strength increased (154).

That excessive delays be eliminated from the process for procuring imported audio-visual materials on a tax-free basis (154).

#### Recommendations Regarding Books in Higher Education

We recommend that the National Education Council analyze the use of books at the university level, and formulate a long-term program to fit the contemplated curriculum changes and the university expansion plans. This might best be accomplished through textbook committees (composed of Council staffers and instructors in a given discipline or field of study), which could determine quantitative and qualitative needs, establish relative priorities, select titles for local publishing, determine numbers and types of imported textbooks required, establish textbook rental plans for all

universities,\* and identify types and degrees of Government subsidy and foreign agency assistance needed (65).

Concerning local production of university level textbooks: we endorse the plans of the Rockefeller and Asia Foundations to provide author honoraria for translation and/or creation of manuscripts, and recommend the assistance of others in the effort (66); we suggest that USOM consider arranging, through the Michigan State Study Group, for the development of workshops and seminars to improve the authorship of such books (66); and we suggest that the National Education Council study various means of direct or indirect subsidy and encouragement to reduce the financial risk of university level publishing (66).

Rather than the creation of additional university presses, we recommend that universities consider using the established presses on a cooperative basis--possibly as part of a national endeavor which appropriately could be sponsored by the National Education Council (66).

We recommend that the Council consider coordinating the acquisition of instructional and reference materials among college and universities to help prevent duplication, and to advance the concept that all higher education resources be regarded as a common reservoir. In Bangkok, increased library cooperation might take the form of centralized acquisition and processing of books and related materials (72).

That the various institutions of higher education be permitted to take individual leadership (by professional agreement) in special fields, through the provision of sufficient numbers of textbooks and reference books to form well-rounded specialized collections (72).

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\*In connection with rental programs, the National Education Council should obtain full details of the successful Cebu medical textbook rental/purchase plan developed with the assistance of AID and USAID/Philippines (65).

That future major shelf enrichment programs involving donated foreign books follow the precedent, set by the forthcoming USOM/National Academy of Sciences project, of coupling the donations with grants to ensure that adequate library training is provided to staff the libraries receiving the gifts (124).

That librarianship and the teaching of library science both be considered full-time occupations, and that librarians be freed from such dual responsibilities (72-3).

Recommendation for  
Learning Enrichment

We recommend that the AID Far East Regional Development Division consider sponsoring the production and distribution commercially of a core collection of low-cost English language editions of specialized high level technical and professional books and textbooks. The low-cost editions would be printed centrally in East Asia for multicountry use, and marketed in quantities and with a subsidy that would permit their availability at the equivalent of \$1.00 or \$1.50 (80-1).

Recommendations Concerning  
Library Development

The primary needs of librarianship in Thailand have been well considered in the proposed five-year library development plan recently completed by the Thai library profession. To gather additional evidence and also to generate more political support for that fine plan, we recommend that a new national survey of library development be undertaken by foreign specialists (84).

We recommend that consideration be given to the establishment, within the Ministry of Education, of a new division to be responsible for helping to develop all types of library service in Thailand. Operating through advisors in each area of librarianship, the agency would encompass the full range of education, communication, library and information services (84).

For the improvement of public library services: we recommend that Civil Service regulations be revised to provide higher standing for the staff of public libraries; that more public libraries in rural areas be located to serve also as school libraries; and that a greater degree of local responsibility for public library development be assigned at the changwad and ampur levels (89).

In regard to special libraries: we suggest that there be established as a separate group (or perhaps as a subdivision of the Thai Library Association) a unit that will bring special librarians together for joint consultation and planning; that more effort be made by special librarians to know and share resources with libraries in universities and other agencies; and that the numerous separate library units now serving Governmental agencies and competing for scarce funds be conceived as parts of an overall Government library system, and developed as such (95-6).

We recommend that the attention of the Thai Library Association be focused chiefly on development of standards, upgrading of the profession, and performance of advisory services. Conversely, the profession should look increasingly to the National Library for the provision of necessary bibliographic services, and the development of bibliographic tools (99).

That the Library Association work with other segments of the profession to have the Depository Law redrafted; the law lacks strength and handicaps the development of national bibliographic controls (99).

That the Thai Library Association strive to demonstrate to Thai opinion-makers (including educators) the importance of the role of libraries in book distribution, instruction, and social progress (99). The Association can be of professional help in guiding the assistance of donor agencies into effective channels (99).

Looking ahead to the expansion of library education: we recommend that additional foreign fellowships be provided to promising Thai librarians; that the established university schools of librarianship be strengthened, rather than

that new ones be developed; and that further studies be encouraged concerning Thai reading habits and the problems associated with lack of books, funds, bookstores and libraries (101).

Recommendations Regarding  
the Thai Book Industry

The Thai Publishers and Booksellers Association should expand its financial base and sphere of activities to strengthen the book industry through: improved collection of industry statistics;\* closer and more frequent contact with Government ministries regarding the improvement of textbooks and elimination of industry problems; and co-sponsoring seminars on the improvement of industry operating and trade practices. In these efforts, it should be provided with the short-term assistance of a foreign publishing association specialist (111).

We firmly support the establishment of the UNESCO-sponsored National Book Center, which would promote the reading habit, better distribution and sale of books, and aim to upgrade the standard of reading materials. We suggest that the Thai Publishers and Booksellers Association participate actively in the formulation and development of the Center (111).

We recommend that a thorough analysis of non-schoolbook distribution and promotion practices be made by an experienced U.S. book specialist, who would recommend steps leading to more efficient practices and the strengthening of intra-book industry cooperation, and present his findings at workshop sessions (111).

Mergers among smaller printing and publishing firms should be encouraged through tax incentives and other advantages to spark the emergence of stronger, more competent, better rounded organizations (112).

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\*In the interest of statistical comparability, the Royal Thai Government should adopt the 49-page-and-over standard UNESCO definition for books, and abandon its present 24-32 page criteria.

Possible inequalities between authors' royalty rates paid by the Department of Educational Techniques and by private publishers should be investigated (112).

To help overcome the lack of skilled printing technicians, the Printing School at the Technical Institute should be strengthened through an increased operating budget, additional printing equipment, and reorganization of curriculum to provide more practical instruction (112).

Consideration should be given to reducing further the special postal rate for printed materials, which is still high both in absolute and relative terms (112).

## CHAPTER 2

### BOOKS IN THE ELEMENTARY AND SECONDARY SCHOOLS

Although statistics are not available, the large majority of books produced in Thailand undoubtedly are destined--as in other developing countries--for the formal school system. In addition, most of the books imported into Thailand are textbooks and reference books, primarily for the institutions of higher education. Chapters 2 and 3 cover books in this predominant educational market. This chapter is concerned with books for the elementary and secondary schools, and Chapter 3 discusses books in the universities.

We begin our coverage of elementary and secondary school-books with a review of textbook development, approval, selection and distribution. Then in order we take up: the nature, availability and use of textbooks in the schools; the textbook gap and causative factors; the Thai schoolbook industry; improving the teaching of English through books; textbooks for the vocational stream; and programs and recommendations for textbooks, and resource and reference materials. Finally, we discuss the state of school libraries and how they can be improved.

#### TEXTBOOK DEVELOPMENT, APPROVAL AND SELECTION

The Department of Educational Techniques of the Ministry of Education is responsible for the development of textbook and supplementary book programs and library service for the Thai elementary and secondary schools. Its key book-related components are a Textbook Division, an Educational Materials Center, and (potentially important) a Research Division.

The Textbook Division is directly responsible for the production of new or revised textbooks to fit new and revised curricula. It publishes some of its own textbooks and also evaluates textbook manuscripts submitted for approval by private publishers.

The Educational Materials Center is concerned mainly with the production and testing of prototype teaching materials. It has (a) a textbook unit with six subject matter supervisors (two for Thai language, and one each for science and mathematics, social studies, foreign languages, and non-book materials); (b) a translation and compilation unit which is largely engaged in making translations of reference books (for example, it is working on a second series of profusely illustrated geography books, printed in limited numbers by the private firm, Thai Watana, for school purchase or presentation); and (c) an audio-visual unit.

The Research Division, with a staff of four, has not yet been able to study schoolbooks as such. It is concentrating on reading level research, such as the development of a graded list of Thai words based on frequency of use, and the development of a reading formula.

### Textbook Development and Approval

Textbooks for the elementary and secondary schools are developed in three ways: by the Textbook Division, by the Textbook Unit of the Educational Materials Center, and by the private publishing industry. We discuss these alternate processes below.

The Textbook Division begins its work with the receipt of curriculum proposals. These originate from various sources: from subject matter supervisors, parents, Government agencies (such as health and welfare) and letters. The Director of the Division and his staff decide on the curriculum areas to explore, select participants for a seminar to consider the proposals, conduct the seminar (usually a two-week affair), and present the suggested draft to the permanent Ministry of Education Curriculum Board. After the Board has studied and approved the draft,

it completes curriculum development by proposing the creation of a textbook title or series based on the curriculum.

The Textbook Division then selects the author(s)--usually supervisors and teachers who write the books at home in their spare time, and often from among the participants in the curriculum seminar--and approves the completed manuscripts. It pays the authors from its own funds, recruits free-lance artists for the illustrations, types the manuscript in final form, and finally turns it over to the Kurusapha Press--the for-profit subsidiary of the Thai Teachers Association--for printing and marketing. Author compensation takes the form of royalties of varying percentages, based on the quantity of books printed, the sales price and the grade level.

Textbook development by the Educational Materials Center begins with a request from the Ministry that the Center prepare a title or series. Either subject matter specialists on the staff of the Center write the manuscript, or outside specialists are brought in for the purpose. The Center has a staff of artists to prepare the necessary illustrations. When completed and typed, the manuscript is submitted to Kurusapha Press for printing and marketing --in the same manner that Textbook Division works are processed. When the book is published, the Center is designated as author, although the names of the contributing authors may be referred to in the preface.

For textbooks that are to be published by the private sector, the official process starts with a Ministry of Education announcement that new titles and series are to be prepared. Private publishers, however, keep in close touch with the Textbook Division and learn early of forthcoming books that are to be published. The Textbook Division sometimes recommends prospective authors to publishers, although Thai Watana--largest of the group--has many staff members who once worked for the Ministry.

Private publishers submit six copies of manuscripts, complete with illustrations, to the Textbook Division for review. The Division sends the manuscripts to as many as four to six readers who may return the work

to the publisher for correction. Sometimes authors and readers confer. The Textbook Division withholds approval until agreement is reached. After manuscript and cover design are approved, the work is submitted to the Ministry for publication approval.

The Division confers with the private publisher about printing quantity and price, although it does not fix the level of the latter. When all is agreed, the printing quantity and price are indicated on the back cover of the book. The title must be in print not less than one month before the beginning of a school term. The entire process from start to printed books normally takes one or two years.

Although textbooks for the private and Government schools must be officially approved for use, some textbooks of the private publishers are sold and used without approval. On request, schools are usually granted permission to use non-approved titles. In part, the reluctance of some publishers to seek approval results from a 3% approval fee (confusingly called a "royalty fee") charged by the Department of Educational Techniques, presumably to compensate the Textbook Division for its work in the editorial and review process.\* The fee--a straight percentage of selling price--is levied on Kurusapha Press (for the Ministry-published books) as well as the private publishers.

The Educational Materials Center includes a translation unit, but it is reserved, as noted above, for supplementary books. The Ministry reportedly disapproves of the formal translation into Thai of foreign language textbooks and their adaptation to the curriculum on the basis that many teachers with participant training abroad have the necessary skills to write their own books. However, in specialized fields the Textbook Division and the Center may

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\*Apparently the approval fee goes to the Ministry of Finance and is not available to either the Department of Educational Techniques or the Textbook Division. Neither of the two thus benefits from a charge that raises the cost of textbooks to parents and students. We recommend that the fee be abolished.

have to resort to translations and adaptations; e.g., neither group includes on its staff specialists in industrial or business education. For such subjects adaptations and translations are probably the best procedure for securing effective books at low cost.

The curriculum is generally revised every ten years, and textbooks are not supposed to be revised more often than once every five years--to permit use of secondhand books in the schools. (We have heard, however, of instances of more rapid textbook changes.) After the curriculum is revised, the Textbook Division determines whether the textbooks for each subject can still be used. If revisions are to be made, the Division asks the textbook author to make them under penalty of loss of status as an approved textbook.

Many textbooks require revision or updating even if the curriculum is not changed. In such cases the Textbook Division may ask the author to correct or rewrite some parts of his book in the revised edition, forwarding suggested changes from various sources for his consideration.

A particularly acute problem in Thailand, according to the Educational Planning Office of the Ministry of Education, is the updating of text material to take into account recent interpretations and research findings. Textbook authors, however, point out that the content of textbooks is determined by the curriculum syllabus for the various subjects, and that textbooks cannot be changed unless the syllabi are updated (authors are specifically prohibited from including anything not included in the syllabus).

The Ministry of Education considers that the numbers of new titles and series published each year by it and the private sector are generally adequate for the needs. Tables 1 and 2 reveal that there are numerous titles and sets for the elementary and secondary schools (over 300 for each level), but that certain secondary level subject areas are inadequately covered (we discuss some of these areas later in the chapter).

Table 1.

NUMBER OF APPROVED TITLES OR SETS  
IN ELEMENTARY SCHOOL SUBJECTS

Thai Language	29	Supplementary books	
Arithmetic	55	for Pratom 1-4	44
Social Studies	70	Supplementary Books	
Elementary Science	33	for Pratom 5-7	24
English Language	14	Teachers' Handbooks	7
Health Study	18	Teaching Aid Equipment	11
Chinese Language	12		

Source: List of Approved Books for Use in the  
Elementary Schools, Academic Year 2510 B.E.  
(1967).

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Table 2.

NUMBER OF APPROVED TITLES OR SETS  
IN SECONDARY SCHOOL SUBJECT AREAS

Social Studies	71	Vocational Subjects	14
Science	39	Secretarial, Business	
Math, Algebra, Geometry	52	Arithmetic	4
Health Study	16	Supplementary Readers	28
Thai Lang. & Recitation	15	Books for Supplementary	
English Lang. & Readers	41	Study	10
French, German & Pali	11	Reference Books	14
Lab Work in Science	12	Teachers' Handbooks	11

Source: List of Approved Books for Use in Secondary  
Schools, Academic Year 2510 B.E. (1967)

The lists of approved titles and sets\* include, it will be noted, a wide range of works: textbooks, supplementary readers, supplementary study books, workbooks, teachers' handbooks, reference books, and non-book teaching aid equipment. Whereas textbooks are required (theoretically at least--see discussion of book usage below for a resume of the actual situation), the supplementary titles on the list are predominantly library books rather than classroom books; no teacher may require a student to buy a supplementary book. Some of the textbooks are written for particular educational regions; in such a case, the contents prescribed by the curriculum are followed carefully. The teachers' handbooks are prepared from the syllabus--the detailed curriculum guide for each grade and stream. Few workbooks are used; they are expensive and do not require approval.

#### Textbook Selection and Distribution

Schools are allowed some freedom in their choice of textbooks. Three or four months before the beginning of each academic year, the Ministry of Education forwards the lists of approved textbooks and supplementary books to the schools. The Provincial Education Officers and key schools are sent sample copies of the Ministry-published (and Kurusapha Press-printed) titles and series, as well as those of Thai Watana and, to a lesser degree, other private publishers. The Provincial Education Officers are authorized to select the books for the schools within their jurisdiction; this is often done in consultation with their staff, school principals and teachers, and the regional education office.

Teachers can also see many of the approved books in the changwad (province) capital bookstore(s). The choice of books for schools in Bangkok and Thonburi is left to the Director General of the Ministry department concerned.

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\*The lists do not differentiate between single-volume titles and multi-volume sets.

Schools wishing to use approved textbooks that have not been chosen by the provincial education authorities may receive permission to do so from the Provincial Education Officer (or the Director General of the Department in Bangkok-Thonburi).

Although factual data is unavailable, it appears that the public schools in most instances favor the less expensive "establishment-sponsored" Ministry/Kurusapha Press titles and series, while the wealthier private schools, which are less dependent on Government subsidy, are inclined to buy the more profusely illustrated and better made books of Thai Watana. The line, however, is not hard and fast. We found Thai Watana books preferred by public schools for certain subject areas, and Kurusapha Press titles used in private schools.

#### NATURE, AVAILABILITY AND USAGE OF TEXTBOOKS

Although books have been in existence in Thailand for many years, broad segments of the population have not formed the reading habit, and books are little read. In previous decades books were rarely used in the classrooms, except for the teaching of reading and writing skills, and literature. At present the use of textbooks in various subject fields is becoming common in the elementary and secondary schools. However, in the vocational schools (and the universities, see Chapter 3) students still rely mainly on lectures.

Despite the fact that it is the major user of books in Thailand, the educational market is small in relation to its potential. This results from two factors: the nature of the use of books in the Thai schools and, at some levels, their cost-income ratio.

The use of books other than textbooks for the sources of knowledge is limited. Although the Kingdom has experienced educators who are making progress in the introduction of the newer educational concepts, the textbooks are still mainly repositories of facts to be absorbed in the

rote learning approach to education. The recent Educational Planning Office study of secondary education stated that "the most salient impression that is gained from a cursory observation of teaching methods in Thai schools is the emphasis on learning for the sake of passing examinations. The influence of this point of view pervades the entire educational system--from primary grades through the universities. Among the consequences of this emphasis is the heavy reliance on rote methods of learning ...textbook information (is) committed to memory and recited en masse with the teacher."\* Textbooks, of course, reflect the educational emphasis of the teaching system within which they are used; and memorization is as easy from a blackboard as it is from a printed page.

The cost factor circumscribes both the Ministry's provision of textbooks to the students and the parents' ability to purchase the textbooks. Although education is accorded over 17% of the total National Budget of Thailand, a negligible amount is allocated to books for students. In 1966, the Ministry of Education purchased 500,000 textbooks (from Kurusapha Press) for free distribution to schools in the poorer areas. That amount--lent by the schools to indigent students--is modest in relation to the enrollment of 5,000,000 in the elementary and secondary schools. Additional small quantities of books are distributed free to pupils from low-income families through funds provided by the Royal Family, school principals and school fees. These free textbooks, however, represent a small fraction of total needs.

For the most part, the Ministry's budget concentrates on providing materials (also limited in amount and cost) for teachers. Its expectation is that parents will provide the textbooks and instructional materials required for their children. As a result, the availability of textbooks varies from school to school and even within schools from one pupil to another--depending upon the economic level of the parents and other factors. Later in this chapter we estimate the extent of the textbook gap in the elementary and

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\*"Current and Projected Secondary Education Programs for Thailand," 1966.

secondary schools. It is sizeable; our visits to schools in various parts of Thailand reveal that many schools and many elementary school students lack textbooks, materials and supplies.

Several schools have experimented with rental plans for textbooks without success, even in the relatively wealthier suburbs of Bangkok. About four years ago, the Department of Educational Techniques also experimented with a rental plan based on the nine textbooks required for Pratom 5 of elementary school. In an effort to provide subsidized low-cost books to those unable to afford them, the Department sponsored the production of board-covered books--some using newsprint, others "wood free" paper--for the fifth grade subjects. Because of their more permanent nature, the books cost 90 baht (\$4.50) per set to produce. They were rented over a four-year period for a total of 50 baht (\$2.50)--15 baht for each of the first two years of book life, and 10 baht for each of the last two years. The Department reports that the project was unsuccessful--that the parents could not be persuaded to rent the books and that the teachers (whose negative attitude may have influenced the parents) did not want to be held responsible for the safeguarding and storage of the books and for the bookkeeping involved.\*

A joint Ministry of Education/USOM project has helped fill part of the textbook gap. Via a Rural Education Textbook and

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\*Thai teachers, a small fraction of whose students have textbooks (and who themselves have been educated in similar, usually bookless schools), frequently lack the motivation to use these teaching tools, even if available. Many prefer to rely on blackboard and copybook memorization. With varying degrees of experience and qualifications (many lack a certificate of education), teachers also have difficulty using textbooks effectively. When they are provided with and see the superior advantages of textbooks that are better organized for learning and teaching, they will have more incentive to use the books. They will, in addition, have to develop skill in ways of using them.

Teaching Materials Program begun in 1963, approximately 2,500,000 elementary school textbooks are expected to be produced and provided for free distribution to rural schools in 18 changwads in security areas. These are generally the most impoverished parts of the Kingdom, and have the most critical need for textbooks. The Royal Thai Government pays the author royalties, and the printing and distribution costs for the books; USOM provides the paper, cover stock and other commodities. The Ministry of Education develops and/or selects the titles used; Kurusapha Press prints the books.

As of January 1967, 1,524,000 Rural Education Program textbooks had been printed and 1,474,000 had been delivered to the field. The books consist primarily of readers and arithmetic titles for pratom 1-4, and lesser numbers of Thai language and literature books, mathematics, science, social studies and English language books for pratom 5-7. Teachers' editions for the readers and the arithmetic titles have also been provided.

A Cabinet announcement in May 1966 officially stated the Government's policy to provide elementary school textbooks "within the limits imposed by available funds." The Ministry of Education has given much thought to a free textbook program for the "compulsory" seven-year elementary schools--a concept engendered in part by the Rural Education Textbook Program. Ministry spokesmen admit that almost no students had textbooks in the security changwads before commencement of the Program, and note that parents in other changwads are asking for similar free textbooks for their children. The Ministry is concerned that it will be unable to finance the project after the USOM assistance ends, and appears to feel that it has, in effect, opened "Pandora's box" with as-yet-incalculable results.\*

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\*Ironically, it is the recent cessation of a large-scale AID-supported textbook project in the Philippines that has made the Ministry anxious concerning the after-effects of a free textbook program. News of the experience of the Philippines--which found suddenly that it had to continue on its own a large-scale program of cloth-bound, hard-covered textbooks after USAID commodity support ended--reached Thailand late in 1966. The Ministry apparently fears starting a costly project which may expand beyond its means.

## THE TEXTBOOK GAP AND CAUSATIVE FACTORS

Table 3 on the following page shows that students in the lower elementary level (pratom 1-4) are supposed to have five basic textbook titles or sets each year, and that students at the higher elementary level (pratom 5-7) are supposed to have nine each year. Over 80% of the students enrolled in all levels of Thailand's educational system are in the lower elementary grades; another 9% are enrolled in the upper elementary grades. (See Table 14 in Appendix B for the student enrollments by grade level for 1964-1965).

In the lower secondary level (maw saw 1-3), 12 books are "required" annually for students in the general stream, and nine books annually for those in the vocational stream. (See Table 4.) In the upper secondary level (maw saw 4-5), and in the case of the vocational stream (maw saw 4-6), from 12 to 21 textbooks are "required," plus varying numbers of optional textbooks--according to stream and specialty.

Based on an analysis of grade-by-grade enrollment in the elementary and secondary schools, about 31,000,000 textbooks are needed for each pupil in each grade to have a new book for each subject he studies. Unfortunately there is more information available concerning the numbers of titles and sets that are published than the numbers of volumes that are produced. Based on publisher, printer and Ministry estimates, it appears likely that somewhat over 18,500,000 new elementary and secondary school textbooks--about 60% of the need--were published in 1966:

16,000,000 by the Ministry of Education (and  
printed by Kurusapha Press)  
2,400,000 by Thai Watana  
125,000 by Suekarnka Press and a host of  
small textbook publishers

Almost all of the fortunate few--about 7% of total enrollment--who pass through the elementary schools and are enrolled in the general secondary schools have books. (Those few students who attend the vocational schools are another matter; see the discussion later in this chapter.) From visits made by members of the book survey team to secondary

Table 3.

APPROVED TEXTBOOKS FOR ELEMENTARY SCHOOL GRADES  
(excluding Chinese readers)

LOWER ELEMENTARY SCHOOL	Pratom 1			Pratom 2			Pratom 3			Pratom 4		
	# Required	MOE-published	Pvt-published									
Thai Language	2	7	-	2	4	-	2	2	-	2	2	-
Arithmetic	1	2	6	1	2	6	1	2	7	1	2	6
Social Studies	1	4	2	1	3	1	1	4	1	1	2	1
Science	1	4	2	1	4	2	1	2	2	1	2	2
Total	5	17	10	5	13	9	5	10	10	5	8	9

UPPER ELEMENTARY SCHOOL	Pratom 5			Pratom 6			Pratom 7		
	# Required	MOE-published	Pvt-published	# Required	MOE-published	Pvt-published	# Required	MOE-published	Pvt-published
Thai Language	2	2	-	2	2	-	2	2	-
English	1	3	-	1	4	-	1	4	-
Arithmetic	1	1	7	1	1	6	1	1	6
Social Studies	3	3	17	3	3	14	3	3	13
Science	1	1	4	1	1	3	1	1	3
Health Study	1	1	5	1	1	5	1	1	4
Total	9	11	33	9	12	28	9	12	26

Source: List of Approved Books for Use in the  
Elementary Schools, Academic Year 2510 B.E.  
(1967)

Table 4.  
APPROVED TEXTBOOKS FOR SECONDARY SCHOOL GRADES  
(for students with average course load)

	GENERAL STREAM									VOCATIONAL STREAM								
	Maw Saw 1			Maw Saw 2			Maw Saw 3			Maw Saw 1			Maw Saw 2			Maw Saw 3		
	# Required	MOE-published	Pvt-published	# Required	MOE-published	Pvt-published	# Required	MOE-published	Pvt-published	# Required	MOE-published	Pvt-published	# Required	MOE-published	Pvt-published	# Required	MOE-published	Pvt-published
LOWER SECONDARY SCHOOL																		
Thai	2	2	-	2	2	-	2	2	-	1	1	-	1	1	-	1	1	-
English	2	3	2	2	3	2	2	2	2	1	2	2	1	2	2	1	1	2
Mathematics	2	2	8	2	2	8	2	2	8	1	1	4	1	1	4	1	1	4
Social Stu.	4	4	15	4	4	14	4	4	13	4	4	15	4	4	14	4	4	13
Science	1	1	5	1	1	4	1	1	3	1	1	5	1	1	4	1	1	3
Health Ed.	1	1	3	1	1	3	1	1	3	1	1	3	1	1	3	1	1	3
Total	12	13	33	12	13	31	12	12	29	9	10	29	9	10	27	9	9	25

	GENERAL STREAM									VOCA-TIONAL		
	Science			Arts			General			# Required	MOE-published	Pvt-published
	# Required	MOE-published	Pvt-published	# Required	MOE-published	Pvt-published	# Required	MOE-published	Pvt-published			
UPPER SECONDARY SCHOOL												
Thai, MS 4	1	2	-	2	3	-	1	3	-	1	2	-
Thai, MS 5	1	2	-	2	3	-	1	3	-	1	2	-
English, MS 4	2	-	7	3	-	7	2	-	9	1	-	1
English, MS 5	2	1	6	3	1	7	2	1	7	1	-	1
Social Studies	4	5	13	5	6	14	4	6	14	4	5	13
Science	5	5	12	1	2	-	1	7	12	-	-	-
Lab (Sci)	3	10	3	-	-	-	-	-	-	-	-	-
Mathematics	3	4	8	3	4	8	1	4	8	1	1	-
2nd Fgn. Lang.	-	-	-	(7)	(4)	(6)	(7)	(4)	(6)	-	-	-
Commerce	-	-	-	-	-	-	(1)	(1)	-	-	-	-
Secretarial	-	-	-	-	-	-	(2)	(2)	-	-	-	-
Vocational	-	-	-	-	-	-	(4)	(4)	-	4	4	-
Total	21	29	49	19	19	36	12	24	50	13	14	15

Optional books shown in Parentheses

Sources: List of Approved Books for Use in Secondary Schools, Academic Year 2510 B.E. (1967); average number of books for upper secondary, from the Textbook Division, MOE.

schools and from various estimates on the part of educators, it appears that about 25% of student editions at that level are second-hand books, while the rest--approximately 3,320,000 volumes--are purchased new each year.

By subtracting this secondary level new book total from the 18,525,000 figure above, it can be seen that about 15,200,000 volumes represent the supply available to the elementary schools (we have assumed in this instance that the number produced in 1966 approximated the number sold). The 15,200,000 new books equal 58% of elementary school needs for 26,260,000 volumes, calculated on a one book/per student/per grade/per course basis. The remaining 42%--approximating 11,060,000 volumes--was either unfilled or filled by secondhand books. Our research indicates that about 30% of the total elementary book need is filled by used books that are handed down from brothers, sisters and friends. In the context of our analysis, this means about 7,860,000 volumes--leaving an unfilled gap of about 3,200,000 volumes, or 12% of total elementary school needs...if, indeed, all the books produced are sold.

This gap would, of course, widen appreciably without the 500,000 volumes provided by the Ministry of Education and the volumes provided in 1966 under the MOE/USOM Rural Education Project--all of which are included in the total production indicated above for Kurusapha Press.

This raises the subject of textbook costs and the ability of parents to purchase the books. A review of textbook prices reveals that the prices of the books published by the Ministry of Education are low: for the five titles or sets required for each of the four lower elementary school grades, the average annual cost is about 13.25 baht (66¢); for a "normal" mixture of Ministry and Thai Watana books, the annual cost may run 30% higher; and for the upper elementary grades, the yearly expense averages 39 baht (\$1.95) for the nine required textbooks:

	<u>Ministry Textbooks</u>	<u>Ministry &amp; Others</u>		<u>Ministry &amp; Others</u>
Pratom 1	10.25 baht	15 baht	Pratom 5	35 baht
Pratom 2	13.75 baht	18 baht	Pratom 6	40 baht
Pratom 3	14.55 baht	20 baht	Pratom 7	42 baht
Pratom 4	14.45 baht	25 baht		

According to the Textbook Bureau, a student purchasing only Ministry of Education-published textbooks would spend 144 baht (\$7.20) for all his needs over the seven-year elementary school period; using a mixture of Ministry and privately published books, the overall cost might rise to 185 baht (\$9.25). The Ministry has consciously "cheaped" its elementary level textbooks--through less expensive paper, fewer illustrations and color, etc.--to make them widely available; it now reportedly feels that the books must be upgraded physically.\* Textbooks for the secondary schools are more costly (and more numerous). At the lower secondary level, their annual cost is about 120 to 150 baht (\$6.00 to \$7.50) per year, and for the two-year upper secondary level, textbooks average about 200 baht (\$10.00) per year.

All textbooks for the elementary schools, whether published by the Ministry or the private sector, are saddle-wired paperbacks.

At 13.25 to 19.50 baht (66¢ to 98¢) per year for the textbooks required for the lower elementary school grades in which over 80% of Thai students are enrolled--it can be seen that cost is not an important factor for students in the Bangkok area, where annual per capita income is 3,314 baht; neither is it apparently a key factor in the northeast villages, where annual per capita income is 993 baht (and there are four to five in a family).

The cost of these textbooks (and the textbooks for the upper elementary grades, which average 39 baht per year for the set) is of course more of a factor among the generally

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\*In some instances, the Ministry has published different priced editions of the same title or set--for example, a first-year multivolume primer: the inexpensive set is in two volumes and printed on newsprint via black and white letterpress. The two volumes, which have multicolored covers, total 104 pages and sell for 2.25 baht (11¢) the set. The expensive set is in three volumes and is printed in four-color offset on heavy wood-free paper. The three volumes, which contain the same text as the other version, total 168 pages and sell for 6 baht (30¢) the set.

improverished students in the rural schools around Ubol. There, monthly family income may not average more than 200 to 250 baht among the kenaf, rice and mangostine farmers whose children attend pratom 1-4 (but seldom go beyond), and several children from the same family often attend school concurrently. In such rural areas, the schools may lack electricity, wooden or cement floors, chairs and tables; and if students in such schools cannot afford to buy books, neither can their parents afford to clothe them in more than clean rags.

Indeed, it is often expenses other than textbooks that cause dropouts in the rural schools. Only 6% of the graduates of one rural school visited by a team member in the Northeast continued their schooling by entering pratom 5 in an extension elementary school in a town 16 kilometers distant, primarily because almost none could afford the 2 baht per day bus fare that would take them to town. The 45 baht per month cost for the bus equalled 20% of the average family incomes of students who attended the rural school. All the textbooks required for the upper elementary grades, it will be noted, cost less per year than the bus fare costs per month. Then again, various school fees at the elementary and secondary levels can total far more than textbook costs.

Except for the impoverished rural families, elementary textbook prices form a relatively minor expense. At 1964 retail food prices (the most recent available) in the Bangkok-Thonburi area, the annual cost of Ministry-published textbooks required for the lower elementary grades is equivalent to the cost of just eight kilograms of rice noodle, or six kilos of rice, or one kilo of dressed chicken, or three-quarters of a kilo of lean pork. Under such circumstances, other factors--such as the single-purpose role of textbooks, the lack of teacher skill and/or incentive to use the educational tool, and the general lack of the reading habit among most segments of the Thai population--must be assumed to play just as important a role as cost, and perhaps more so, in the creation of the textbook gap.

THE THAI SCHOOLBOOK INDUSTRY

To provide a better understanding of the capability of Thailand's book industry, before we discuss the key text-book problem areas, we first cover briefly the nature and structure of Thailand's schoolbook industry. Table 5, following, shows that a handful of publishers dominate the publishing field so far as the number of titles is concerned. Kurusapha Press prints for the Ministry of Education at least 44% of the books on the approved list, while Thai Watana occupies second place with 16% of the total. By adding Suekarnka Press' output (9% of total), it can be seen that the top three publishers account for over two-thirds of the available sets and titles. In numbers of copies produced, they hold an even larger share of the market (see individual publisher write-ups below).

Table 5.

PUBLISHERS OF SCHOOLBOOK TITLES AND SETS  
ON THE 1967 APPROVED LISTS

	<u>Number of titles and sets</u>		
	<u>Elementary</u>	<u>Secondary</u>	<u>Total</u>
Kurusapha Press	136	171	307
For Dept. of Ed. Tech.	(75)	(100)	(175)
For Ministry of Education	(61)	( 49)	(110)
For Dept. of Voc. Ed.	(--)	( 15)	( 15)
For Dept. of Secun. Ed.	(--)	( 7)	( 7)
Thai Watana	47	66	113
Suekarnka Press	24	28	62
Aksorncharoenthass Press	11	29	40
Wudhisuksa Trade School	19	9	28
22 other publishers, each producing 1-17 titles	31	55	86
Supplementary textbooks, publisher(s) not listed	<u>58</u>	<u>--</u>	<u>58</u>
Total	336	358	694

Source: Lists of Approved Books for Elementary and Secondary schools

On the official lists, books printed and distributed by Kurusapha Press are listed as published by the Department of Educational Techniques or the Ministry of Education; the process by which this is done was described earlier in this chapter. Titles for the Department of Vocational Education and the Department of Secondary Education are also printed and distributed by Kurusapha Press.

The printing section of the Wudhisuksa Trade School (with 28 listed titles) reportedly prints books for authors who market their own works. The 22 "other publishers" also include several foreign publishers with modest numbers of books on the approved lists.

Since Kurusapha Press is the official distributor of titles prepared under the direction of the Ministry of Education, it has certain advantages over its competitors in the private sector. The low selling price of its books can be attributed to the inexpensive format-large quantity nature of its output and to the fact that the book development costs are absorbed by the Department of Educational Techniques; furthermore, the Textbook Division compensates its authors at a lower rate than do the private publishers. Other advantages include the natural tendency on the part of the administrators and teachers to "play safe" by relying on Ministry-published books and to support Kurusapha Press--the organ of the teachers' union to which all belong. Then again, certain areas--the Thai and English language books used in the elementary schools (see Table 3) and the Thai books used in the secondary schools (Table 4)--are reserved exclusively for Ministry of Education titles.

Private publishers too enjoy certain advantages. Since they can pay higher royalties than the Textbook Division, they are in a better position to attract authors. Also, they can produce more attractive books because they are not bound by the pricing limitations to which Kurusapha Press is subject. The private sector has traditionally played an unrestricted role in the production of Thailand's textbooks and supplementary books.

The schoolbook approval process dates from 1961 and was instituted only after analysis revealed that some private works were pedagogically deficient and/or did not conform exactly to the curriculum. (We have already noted that

the requirement for approved books is sometimes taken casually by the private schools.)

For many reasons, Thailand needs a strong, viable private textbook publishing industry. For one reason, textbooks of excellence grow out of competition. For another, there is rarely ever one best book for all schools, as the Ministry of Education well knows.\* Each adopting unit should have the opportunity to choose from a number of titles the one that best meets its needs.

Below, we present short-write-ups of the three major school-book producers in the Kingdom: Kurusapha Press, Thai Watanana and Suekarnka Press.

Kurusapha Press, a subsidiary of Kurusapha, the Thai Teachers' Institute to which all teachers of the public and private schools must belong, is as old as the Institute itself--23 years. Kurusapha Press has three plants--a large new one that is Thailand's biggest and most modern by far, and two small, comparatively inefficient older plants that print letterpress only. The new plant has numerous letterpress machines and six rotary offset presses. It has much modern (for Thailand) equipment, a photo composition machine for Thai script, an air-conditioned press room, and automatic binding equipment. Its layout is open and airy; the plant is clean and apparently efficiently operated on a two-shift, six-day per week basis by 500 employees, of whom 200 are printing technicians.

Kurusapha Press is a money-making organization (although the Institute is non-profit). It prints and distributes

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\*The Ministry is developing readers that are different in content for the different educational regions. More than any other developing nation of its size in East Asia, it is experimenting with books of varying content and prices for varying segments of the school population. The book survey team was greatly impressed by the open-mindedness and willingness to experiment on the part of Ministry officials and educators with whom it came in contact.

the textbooks and supplementary books created by the Ministry of Education and the Department of Educational Techniques, but is not itself a publisher. That function is performed by the Ministry, which furnishes the approved manuscript and finished art work. It is not staffed by functionaries nor is it chronically starved for funds like most Government printing plants in developing nations. It appears to be run along efficient private lines (it has expanded its operations out of profits) by a competent, efficient management staff. Thus it atypically combines the advantages of both private and public book producers--quite unlike anything that team members have seen elsewhere in the region.

The Director of Kurusapha Press estimates its 1966 book production at 20,000,000 volumes; of these 16,000,000 were textbooks (about 85% of the total Thai output), and about 2,000,000 supplementary books. The output of the Press is reported to have more than doubled during the past decade. Management states that because of continuing increases in production and purchasing efficiencies, it has been able to maintain its schoolbook prices since 1953-1954. The baht is, as we have noted, one of the most stable of currencies. (This also has enabled the firm to control prices.)

Kurusapha Press produces multiple titles for the same subject and grade (see Tables 3 and 4), concentrating on inexpensive, mass-produced books. Most of its books are on newsprint; it buys cheap end rolls of paper in large quantities (about 15-20% of total Thai newsprint imports). The Press annually sells about 1,500,000 copies of its chief elementary school reader. 10,000-copy editions are the smallest for elementary titles; others rise to 500,000. For the lower secondary level, printings average 50,000 to 100,000; for the upper secondary level 3,000-10,000 copies of a title are produced. Kurusapha Press has 15 vocational school titles and also prints the teachers' handbooks (curriculum guides). It prints books in three standard sizes.

The Press has 102 appointed, non-exclusive wholesalers in 55 changwads who receive a 25% plus 5% (for freight) discount. Retailers and schools may also receive the same discount if they buy a sufficiently large quantity. Although 90-day credit is extended to wholesalers, schools

and retailers must pay cash. Because of this, some schools purchase Kurusapha books through bookstores, which extend them credit.

Thai Watana, the largest Thai private schoolbook publisher/printer, estimates its 1966 output at about 3,000,000 volumes, some 80% of which (2,400,000 volumes) were textbooks. Its 113 titles on the approved lists total only about one-third of those for Kurusapha Press, but are double those of the next largest private publisher, Suekarnka. As noted previously, Thai Watana's books are costlier and more beautiful than those of Kurusapha Press.

Thai Watana's printing plant is modern--three years old. It features a four-color web offset press (probably the only one in the Kingdom used for book production) in an unair-conditioned main pressroom, and has modern two-color rotaries. It operates on a one-shift basis, plus overtime, and its 275 employees work a six-day week. The plant has only hand-binding equipment; management claims that hand labor is more flexible and cheaper than binding machines.

In several subject areas, Thai Watana's textbooks are written as series, usually by the same author--for example, the firm's science series for pratom 1-7, and its social studies books for pratom 1-4. It provides some editorial direction to its authors. As with the Ministry of Education/Kurusapha Press output, Thai Watana's is limited to student editions for individual titles; no teachers' manuals or editions are prepared.

Thai Watana also grants volume discounts. Elementary level books are sold at 25% plus 5% discounts; books for the secondary schools carry 20% plus 5% discounts. Unlike Kurusapha Press (but like other private publishers), Thai Watana sells books on what amounts to almost indefinite credit terms; customers, it is reported, often withhold payment until they order books for the new academic year. The textbook orders usually arrive six weeks or so before school starts; the firm thus must do much of its anticipated printing in advance--reserving the final month-and-

a-half for emergency reruns, if quantities have been underestimated.\*

In addition to its elementary and secondary schoolbook output, Thai Watana is active in other educational publishing areas: it produces a few university textbooks, and publishes a fortnightly magazine for secondary school students and a weekly magazine for teachers.

Suekarnka Press, the third largest schoolbook publisher in Thailand, is a relatively small 40-man operation. The firm has 62 titles on the approved lists--about equally divided between elementary and secondary schoolbooks--and concentrates in the areas of social studies, mathematics and science. Suekarnka Press lists 300 titles in its catalog. It does big business in "answer" books that students use to refresh themselves before taking examinations.

#### IMPROVING THE TEACHING OF ENGLISH

Beginning in pratom 5, English is a required subject for all students throughout the remaining elementary and secondary school years. Through its teacher training programs and the preparation of instructional materials, the Ministry of Education is working hard to improve the teaching of English as a second language at all levels. Certainly the program compares favorably with any the members of the survey team have observed in other countries.

For still further improvement of the teaching of English, we suggest that the program that has already been undertaken be carried further. We recommend that a commission

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\*This speculative nature of textbook printing is remedial through better advance planning. Turkey and Korea have eliminated this problem--by so timing the schoolbook ordering process that printings are made after the orders have come in--without nearly the uncertainty that Thai publishers report.

on English, with the assistance of outside consultants, make an evaluation study of instructional materials and teacher qualifications which can be used as a basis for recommending a program of further instructional materials development and teacher training programs--especially for the training of teachers at the elementary level.

Such a study seems particularly appropriate at this time, not only because of the progress already made in Thailand both in teacher education and in the development of instructional materials, but also because of the new self-instructional courses for teachers that utilize programmed learning combined with audio-visual instructional materials.

With these materials it is possible to provide self-instructional courses for in-service training of teachers at convenient language centers.

In addition to the continued development of those two programs, the pupils studying English, particularly in the secondary schools, need books at their level of reading achievement and at their level of interest in the form of classroom libraries. USIA's low-level English language "Ladder Books" are the type that probably would meet the need. We recommend that this need and its priority be explored as a basis for developing a pilot project supplementary reading program for the 71 large upper secondary schools.

Concerning the availability of titles in the United States, there is a wide choice in all fields--science, fiction, biography. It would be fairly easy to assemble a classroom library of any number of books (perhaps 24 would be about right) that would provide new readers of the English language with books at their level of reading ability and interest.

Since the demand for libraries such as these exists wherever English is taught as a second language, the possibility of securing reprint rights for large runs of low cost paperback books might be explored. These libraries could be made available with a subsidy at low cost, at cost of production, or for presentation.

TEXTBOOKS FOR THE VOCATIONAL STREAM  
AND FOR THE COMPREHENSIVE HIGH SCHOOLS

Appendix B, in its discussion of the secondary school effort, notes that the vocational-academic enrollment ratio is an out-of-balance 1:7--that is, only one student is enrolled in the vocational stream of secondary school for every seven enrolled in the general, or academic, stream; further that, in spite of the Kingdom's need for trained technicians, the vocational schools as a whole have not been able to attract students to register any significant increase in enrollment.

The Royal Thai Government in the Second Five Year Plan (1966-1971) has taken a strong stand on the matter. Its chapter on educational development states: "The secondary educational system will be oriented towards satisfying occupational requirements. It is necessary to prepare youths in the secondary schools to become trainable persons. Concentrated efforts will therefore be made to prepare the necessary supply of qualified middle-level manpower. Efforts will also be made to establish more comprehensive schools. As for the vocational stream of secondary education, attention will be focused on matters concerning improvement of practical training and teacher qualifications."

The Plan has set high enrollment targets (see Appendix B) for vocational and technical schooling. It is within this context that we discuss textbooks for the vocational schools and the practical arts courses of the academic secondary schools.

Although vocational education is being reorganized, the current courses of study for the academic secondary schools and the vocational secondary schools are quite similar:\*

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\*The two streams have similar curricula, even though they operate under separate units of the Ministry of Education--the Department of Secondary Education and the Department of Vocational Education.

Table 6.

COURSES OF STUDY FOR THE ACADEMIC  
AND VOCATIONAL SECONDARY SCHOOLS  
(Class hours per week)

<u>Subject</u>	<u>Academic</u>	<u>Vocational</u>
Thai	4	3
English	4 or 6	4
Social Studies	4	2
Mathematics	5	3
Health	2	1
Fine Arts	2	2
Practical Arts (Industrial Arts, Agricultural Arts, Homemaking Arts)	6 or 4	-
Vocational Subjects	-	17
Total	27	32

Because of the close relationship between the courses of study, the textbook needs for the vocational schools differ from those of the academic only in the two areas of practical arts and vocational subjects, and even in these two areas, some titles can be used in both schools, especially in business education and homemaking. In the Thai educational system, perhaps the most critical book gaps are precisely in these two areas.

According to the official book list, the textbooks available for the practical arts stream of the academic secondary schools are few in number for business education, and practically nonexistent for home economics, agriculture and industrial arts.

As the list also indicates, the textbooks for courses offered in Trade and Industry vocational schools are in the English language. There are two reasons for this. first, the cost of developing textbooks in subjects with small enrollment, and especially textbooks that require

many illustrations, places the books out of the reach of the students' purchasing power; second, since service manuals for automobiles, household appliances and the like may not be available in the Thai language, proficiency in English is required of most mechanics. For each trade offered in the vocational schools, the students are also required to take a course in technical English. In business education, the courses in English are not as necessary as they are for the trades. However, bilingual secretaries and stenographers are in great demand and short supply.

Although students in trades and industry courses may not have textbooks, the problem from an instructional point of view is not as serious as it would be for academic subjects. For trades and industries, there are usually classroom sets of textbooks the students use for reference. Teachers usually prepare job sheets for the students based on the titles in the classroom sets.

For the improvement of both general education and technical education, the Ministry of Education has under way or is launching several new projects including: comprehensive high school projects, a new vocational agriculture and vocational trades and industry program, and a technical education pilot project. All of these have book development implications.

Comprehensive High School Project: Under a contract with the University of Alberta, the Ministry of Education is planning to launch six new comprehensive high schools which later it hopes to expand to 20. For the time being, the comprehensive high school pilot project includes only the lower secondary grades (maw saw 1-3), but later the Ministry expects to extend it to the upper grades (maw saw 4-5).

Reduced to its barest essentials, the comprehensive high school differs from the existing pattern of academic and vocational high schools in that both streams are combined in one school under a single administrative staff. For example, the pilot project schools will include prevocational courses as well as academic. At this point in the planning, these courses will include industrial arts, business education, agriculture and home economics.

In addition to these courses, the curriculum will provide two streams of academic subjects: one stream for college-bound students, and one stream for employment-bound students. This latter stream may include general mathematics, for example, rather than algebra. Thus the comprehensive high school has textbook implications for the entire curriculum.

Of the most immediate concern to the Director of the Comprehensive High School Project is the problem of providing textbooks for the four prevocational programs. No doubt this problem will be one of the first the advisory team from the University of Alberta places on the agenda when it arrives on the scene. According to several educators who have high hopes for the contribution this pilot project can make to the improvement of secondary education in Thailand--adequate textbooks for the courses may be the hinge upon which the success of the venture swings.

For the preparation of instructional materials there have been many proposals. Among them are a writing team and a writing center, and translations and adaptations of books published in foreign countries, including the United States and Canada.\* For example, general shop is a required subject for all boys enrolled in the first year of the comprehensive high school; the topics included in the course are drawing, woodworking, metalworking, electricity, ceramics and graphic arts. Textbooks for general shop published in Canada and the United States include these topics. For this reason, a translation and adaptation for use in the Thai comprehensive schools would be fairly easy to carry out and would require much less investment than it would to develop a manuscript and prepare plates for a new edition.

In any event, the staff preparing the curriculum and developing the instructional materials for the comprehensive school will benefit greatly if they have available to them as a resource a library of textbooks published in the United

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\*The USOM-sponsored study groups (Michigan State, Kent State and Cal. Tech.) also might be asked to become involved in the project to the extent of helping in the textbook problem.

States and Canada--not only for pupils in the prevocational courses, but also for pupils who elect a general program rather than an academic one.

We suggest that a foreign assistance agency consider making this type of library available to the instructional materials staff of the Comprehensive High School Project at the Comprehensive High School Project Center. Although the AID textbook depository library includes representative titles for the subjects to be offered in the Comprehensive High School Project, it may not be sufficiently extensive to meet the requirements of the instructional materials staff. For that reason, we suggest it would be to the advantage of the instructional staff if they could have the opportunity to select additional titles if they deem necessary. The textbooks should be accompanied by their related materials, such as transparencies for overhead projectors, workbooks, job sheets and demonstration kits.

District Level Comprehensive High School Project: At the district level, there are 400 secondary schools. For these schools the Department of Secondary Education has a pilot project for comprehensive high schools that includes only agriculture. The curriculum is to include 25 hours of instruction each week in academic subjects and nine hours in agriculture. The program was launched in six schools in 1966 and is to be extended to 50 schools by 1970. The agricultural program is to include such topics as orientation, rural sociology, principles of agriculture, soils and fertilizer, crops, livestock, shopwork on the farm, business agriculture, homemaking related to agriculture, supervised farming program, and Future Farmers of Thailand.

To prepare instructional materials for this program, the director of the project needs a resource library in agriculture. The USOM agricultural advisor is working closely with staff on this project. If AID, USOM or the U.S. Department of Agriculture sponsored the establishment of such a center and stocked it with bulletins, it would be of tremendous assistance not only in Thailand, but also in developing countries throughout the world.

Vocational Agriculture and Trade and Industry Project: This is an ambitious project of the Royal Thai Government to develop 10 new vocational agricultural schools and 15 trade and industry schools. The vocational education staff of USOM is acting in an advisory capacity for this project, which is to be financed by a \$6,000,000 loan from the World Bank and a \$16,000,000 appropriation by the Thai Government. The project director will be assisted by a team of five agricultural specialists from California Polytechnic, and a team of trade and industry specialists from Kent State in Ohio. Trade and industry subject areas include machine shop, building construction, metalworking, general electricity, electronics and automobile and diesel.

A manuscript, typing and translation team is to prepare the instructional materials for the new schools. The USOM agricultural advisor is already checking bulletins for translation and adaptation. When the teams have prepared the manuscripts, they are to be turned over to the USOM editorial specialist to see them through the press (they may be printed at the Vocational Printing School).

We recommend that the manuscript development team be provided the assistance of the USOM editorial specialist from the very beginning of the undertaking--particularly in the planning stage. The editorial specialist can assist in developing specifications and in providing costs for alternative methods of production that will improve quality and reduce expenses.

The West Germans are assisting in the establishment of two technical schools for grades 11-14. For this project they are providing the translation of German technical books printed in Germany with the original four-color drawings.

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There are high-priority book needs for the practical arts courses of the academic secondary schools. For business education, where textbooks are largely sections of U.S. books translated into Thai, student editions are needed for courses in office practice, secretarial work; and workbooks are needed for all subjects.

The book needs in home economics appear so critical that USOM might consider providing the services of a staff member to work in cooperation with UNICEF, which is providing aid in this area. There are four main problem areas: books are unavailable for the upper elementary school level (pratom 5-7); assistance will be required to develop textbooks for comprehensive secondary schools, where home economics is required both of boys and girls; large reprintings are apparently needed of titles already in print; and textbooks are needed for teacher training.

BOOK-RELATED PROGRAMS AND RECOMMENDATIONS  
FOR THE ELEMENTARY AND SECONDARY SCHOOLS

For the improvement of education in Thailand through the use of textbooks, we suggest a comprehensive four-phase program to (A) improve their quality, (B) make their use an integral part of the teacher training program, (C) investigate the possibility of providing more pupils with books, and (D) a corollary study of textbook costs.

A. We recommend that the quality of textbooks be improved along these lines:

Bring the content into line with recent research, especially in mathematics, science and foreign language.

Organize textbooks for better learning and teaching: utilize the discovery method; develop an understanding of concept by providing supporting evidence; include self-instruction devices for pupils, such as self-tests and programmed learning; provide for individual differences through study aids and directions for additional study; relate the reading level of textbooks to the reading level of the pupils; develop scope and sequence charts as guidelines for the development of a graded series of textbooks in all elementary subjects, and develop scope and sequence charts also for secondary school textbooks prepared as series--for example, mathematics.

Develop the textbook as part of a system of learning that may include correlated workbooks, texts, filmstrips, transparencies, recordings, and--in science especially-- the materials for experiments.

Design the type page and provide a layout appropriate for the pupils according to their grade level; prepare illustrations and select photographs that combine with print to communicate and to develop ideas; give more attention to illustrations.

In subjects requiring practice materials, provide exercises in sufficient number to test generalizations and fix skills.

For authors to develop the type of textbook we have outlined, they need editorial guidance from planning to the printed page. To provide these editorial skills, both the Educational Materials Center and the private publishing firms need to develop an editorial capability they currently lack. To develop that capability, we urge that the budget and staff of the Department of Educational Techniques be increased appreciably, and that its editorial capability be expanded to include an editorial director and a senior editor for related subject matter areas such as science and mathematics, or for each subject matter area. The subject matter editors would be responsible for editorial development of all books in their areas at both elementary and secondary level (this would improve coordination between the two departments). The editorial director and staff could provide editorial direction and assistance to both the Textbook Division and the Educational Materials Center. The director could also coordinate the efforts of the Audio-Visual Unit with those of the Textbook Division in the preparation of an integrated system of instructional materials.

As a training program for the editorial directors of both the Educational Materials Center and the private book industry, we suggest these possibilities:

- Provide participant training for a period of six months in a publishing house in the United States, where they would receive on-the-job training in both editorial procedures and organization.

United States to the staff of the Textbook Division, to provide counterpart training for the new editorial director.

- Hold a seminar or seminars for the Ministry of Education and private publisher editorial directors and editors: editorial personnel from both sectors should be provided equal opportunity to participate in the seminar(s). (Thai opinion-makers, both within and without the Government, might also be invited-- to demonstrate to them the potentially important role of textbooks in the schools.) U.S. specialists should participate in the meetings.
- The editorial director should have the ability to provide on-the-job training for the subject matter editors (many of the subject matter editors on editorial staffs of publishing firms in the United States were recruited directly from supervisory or teaching staffs and then trained on the job to be editors).

To develop a design capability in the private sector, we recommend participant training programs or seminars along the lines suggested for editorial directors.

- B. We recommend that the use of textbooks be made an integral part of the teacher training program. Since the use of the type of textbook we have described will be a new experience to many teachers, we suggest in-service training in demonstration workshops. This should be especially valuable for supervisors and visiting teachers.

Further to improve the use of the new textbooks as instructional tools, we recommend that teachers' editions or manuals be produced and distributed to the schools concurrently with the student editions. The cost of the teachers' editions or manuals would be included in the overall textbook production price (in Korea they add 1% to 1½% to total cost). There are no current teachers' editions or manuals in Thailand,

except for a few of the MOE/USOM Rural Education Program student editions. (The teachers' handbooks cover all courses in a grade--not a specific textbook or textbooks.)

- C. We support the May 1966 Cabinet announcement that commits the Government to providing elementary school textbooks within the limits imposed by available funds. We have noted--despite the Rural Education Program and the donation of books to schools by the Ministry of Education--that about one out of eight students in the elementary schools apparently lacks either a new or secondhand textbook. As a basis for developing a comprehensive textbook policy, we suggest further exploration of several possibilities including rental of books, the use of classroom sets and the fee system. Until these studies are accomplished, we urge the Government to increase its annual donation level of 500,000 textbooks for indigent pupils by an additional 3,200,000 volumes--to help eliminate the textbook gap.
- D. We recommend as a corollary to Phases B and C a thorough study of textbook costs based on a choice of specifications that will provide the type of textbook described in Phase A at a low per-pupil cost.

These four sets of recommendations should help improve teaching (especially of teachers inadequately trained), reduce dropouts, bring about a change from didactic to conceptual teaching, bring textbook content into line with recent events and research--especially in the teaching of science and mathematics, develop in pupils the ability to learn through discovery and through problem solving, and develop the pupils' capacity for abstract thinking.

In line with our recommendation that the budget and staff of the Department of Educational Techniques be increased, we found great need for an expansion

of the work of the Research Division--not only to permit it to proceed speedily with the important research it is now making, but in addition to enable it to study other book-related areas such as the influence of achievement examinations; experimentation on teaching in individual learning, grouping on the basis of ability, ungraded schools and departmentalized team teaching; and the multi-text and learning systems approach to teaching.

RECOMMENDATIONS CONCERNING RESOURCE AND REFERENCE  
MATERIALS FOR SUPERVISORS, CURRICULUM DIRECTORS AND TEACHERS

Just as important as providing textbook materials for the pupils of Thailand's elementary and secondary schools is the need to provide their teachers with material to improve the quality of their instruction, and to provide similar resource and reference material to those who supervise and who create the curricula and syllabi upon which the textbooks are based. The following set of recommendations is presented with that aim:

Curriculum materials development: We recommend that consideration be given to the establishment of one or more national curriculum materials development projects in subject fields such as the physical sciences, as one means of developing much needed curriculum materials for secondary (and for higher) education. Such projects could well stimulate utilization of new methods of study and teaching as well as provide on a multi-media basis the study materials so urgently needed to improve the quality of instruction. Funds for such projects might be obtained from foreign donor agencies, and could initially be modeled on comparable projects developed in the United States and elsewhere under auspices of The Ford Foundation.

Textbooks as a resource for the Comprehensive School Program: As an immediately available resource for the preparation of the practical arts curriculum for the comprehensive secondary schools, we recommend that

the appropriate donor agency provide the chairman and committee of the Comprehensive High School Project with textbooks published in the United States for the comprehensive high school in four fields: home economics, industrial arts, business education and agriculture.

We also recommend the presentation of titles in other subjects--such as general mathematics--that are offered as electives in comprehensive high schools for the employment-bound students.

Resource textbooks for supervisory units: For the consideration of a foreign agency, we recommend the presentation of recent representative titles and their supporting materials appropriate to the fields of these supervisory units: secondary school mathematics, secondary school science (including physics, chemistry, biology, earth science and general science), elementary school science, and elementary school mathematics. These resource libraries should include the titles published under the sponsorship of the National Science Foundation (of the U.S.), the U.S. Office of Education, ESI, SMSG, and other committees and commissions.

A textbook library for the Department of Educational Techniques: We suggest that the appropriate foreign donor agency explore with the Department of Educational Techniques the contribution that the Library of Elementary and Secondary School Textbooks, selected by the University of Pittsburgh under a CBA/AID contract, might make to its operation. If the library (called by AID a "textbook depository library") appears to provide an important resource for the Department's operation, we recommend that one be presented to it. The library would be available for the new textbook and curriculum projects now getting under way; it could be a center for curriculum research, especially in science, mathematics, industrial arts, trades and vocations.

The "depository" library should be made available also to managers, editors and authors of the private book publishers, who can derive great help

from examination of the U.S. books. Alternately, two libraries might be presented--one to the Department of Educational Techniques for use by Ministry personnel, and a second to the National Library, where the collection would be made available to the private sector.

Regional resource libraries: We suggest that the resource textbook needs of the regional education centers be explored. Modest libraries of U.S. textbooks at the centers would be a splendid resource for the use of supervisors in preparing materials for teachers, and as a means of keeping up to date on educational changes. Such libraries are comparatively inexpensive, and have the advantage of providing immediate, concrete evidence of educational assistance. For a wise selection of titles, we suggest that an education advisor of the donor agency work closely with the local groups to determine need. The presentation should carry with it an understanding about distribution and some planning concerning the way the books are to be used.

### SCHOOL LIBRARIES

According to the Ministry of Education, there were in early 1967 approximately 452 Government secondary school libraries. The Educational Planning Office reports that the average number of library volumes is 755 for Government secondary schools, 566 for vocational schools, and 403 for private secondary schools--and that many of the volumes are inexpensive paperback books, unbound periodicals and outdated hard-cover books.

A handful of Thailand's 27,000 elementary schools also have some form of library facility, but these are exceptions.

Chief among reasons advanced for the shortage of school libraries and their small holdings were the low status accorded librarians, the "memorize and recite" tradition

of Thai formal education, the dependence of most school libraries upon the fees which are charged each student, and the critical dependence in each individual school which the librarian must place upon the interest and support of her principal. Here, the lack of nationally accepted standards presents a very difficult problem. Also, and of no little importance, there is a general shortage of good preliminary texts and books suitable for young children. For the most part, lacking sufficient funds and trained librarians as well as curricular support, Thai high school libraries inevitably serve as embryonic appendages to the main program of instruction rather than as vital partners.

### School Library Visits

During our survey, members of the book team visited a number of schools and school libraries. We discuss some of these below. Some were demonstration schools and certainly most were above the average, but the problems noted above and others were evident even in these schools. According to school officials and librarians, little or no scheduled time is given for library usage because of "crowded" curricula, especially on the secondary level, and a basic shortage of good books. Also, as we discovered in previous surveys in East Asia, school librarians are mainly teachers who have very limited professional backgrounds.

In most cases, Thai school librarians spend only a small part of their time in the library and the balance in the classroom. Indeed, a survey completed in 1960 by the Department of Educational Techniques showed that more than 70% of the school librarians in Thailand were actually teaching more than 15 to 20 hours per week. Unqualified school librarians have been able in recent years to receive basic training from the Thai Library Association, which conducts a 10-day workshop for school librarians annually and offers occasional lectures about children's service and practical training in certain techniques.

Although said to be an accepted principle, the philosophy that a school library should become the Instructional

Materials Center (IMC) in a school was clearly not being implemented in any schools visited. The danger was evident that in the future, unless the situation changes, there will grow up a separate audio-visual program which may compromise the possibility of achieving IMC objectives because of jurisdictional disputes.\*

Among primary schools visited by the survey team, the elementary demonstration school at the Suan Sunandaha Teacher Training College stands out as one which offers a library program of unusual quality. Serving a population of 561 pupils enrolled in pratom 1-7 and some 23 full-time teachers, the library provides regular access during free time to a collection of 2,000 volumes and other materials. The full-time librarian at Suan Sunandaha was trained originally by the Thai Library Association. Books may be borrowed for home use and the library is open for at least one hour each day after school hours. Suan Sunandaha draws a wealthy clientele, and its library is well stocked with books and other instructional materials. The library area itself is attractive, well lighted, and includes many supplementary readers as well as other forms of enrichment material. In 1966-67, the library's budget was 5,000 baht (\$250)--derived from student fees.

Located, as are a great many Thai schools, on the grounds of a Buddhist temple, the Wat Pakam Elementary School appears fairly typical of elementary school programs in or near the Bangkok area. It enrolls some 600 pupils in pratom 1-4. Its library is unattractive, and books on the shelves are "tired and worn" and for the most part are outdated supplementary readers and texts. The budget of the school library (actually given three times in ten years) is 2,500 baht (\$125). Most of the books have been acquired as gifts. In addition to regular work in the library, the librarian is expected to serve as a substitute teacher when colleagues are absent. Total book stock

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\*See Appendix C for a discussion of the development of audio-visual services in Thailand.

in the Wat Pakam school library is 2,000 volumes (1,000 for children and about 1,000 for teachers). Catalog cards for library books are purchased from the Thai Library Association for 5 baht per hundred. Occasionally, mothers borrow books from the school library, but the average parents of students enrolled in Wat Pakam school are unskilled or semi-skilled laborers, and tend to have little interest in educational reading.

The Suan Kularb Secondary School for Boys is known as one of the best in Thailand. Highly competitive, the school enrolls about one of every 10 or 15 applicants, and 90% of its graduates go on to university courses. The school library is of demonstration quality. It is located in a long, large room which includes a study and audio-visual area at one end and reading facilities at the other. Although limited in actual use, again because of a "crowded" curriculum, there is reported to be some (though not a great deal of) reliance placed upon library materials as required reading for class assignments. The book stock of the library includes 6,219 books in Thai, 3,018 in English (chiefly donated), 46 titles of Thai periodicals, 24 English periodicals, 3 Thai daily newspapers, 2 English newspapers, and a collection of audio-visual materials. Students pay an annual fee of 120 baht (\$6) for materials from which the library allowance derives in part--totaling for 1966 some 20,000 baht (\$1,000). Additional funds have been obtained from grants by the alumni association and other groups; 2,000 baht comes from student fines. Seventy percent of the total library budget is expended for book materials. Probably atypical in every way, the Suan Kularb library appears nonetheless to be having a positive effect upon the Thai library profession as a whole.

Among private schools visited in the Bangkok area were Rajemi (traditionally the best girls' school in Thailand but lacking in books in English) which serves 2,000 students; St. Joseph, which has enrolled some 2,500 students and provides a library of 5,300 volumes--75% in English and French--that boasts an unlimited budget; Watana, a Presbyterian Girls' School with a much more limited library program funded by a library fee of 10 baht (50¢) per year; and a school for boys, comparable to those

maintaining the best traditions of English or Japanese education, which maintains two central library units and has small book collections in each dormitory area. In all four cases, the private school libraries appeared well supported. While the ratio of numbers of books to students did not compare with U.S. standards (which call for 10 books per pupil), when viewed comparatively with other school libraries in developing countries, these were exceptionally well endowed, thanks to the wealth of their sponsors and/or of their favored clientele.

According to education officers and the school officials who serve in the Chiangmai Educational Region, some secondary schools in the region have libraries, but elementary schools have very few. We visited two schools in Chiangmai. One--an elementary school of 700 students and reputed to be among the better but not necessarily the best of all elementary schools in the area--maintains a library, has books available for both teachers and pupils and reportedly schedules a library reading period daily. Children can take books home when needed, and the annual budget for library materials is about 2,500 baht (\$125) per year. The second school--a secondary school for girls enrolling 842 students--has a library of 3,000 volumes, about one-sixth of which are texts; it seats about 60 students at the same time and is staffed by a full-time teacher. The library budget is 5,000 baht per year for materials. The book budget is obtained from school fees which average 160 baht for maw saw 1-3 and 200 baht for maw saw 4-5. The library is open for general use one hour before and one hour after school, and lends books for three days of home use.

#### General Comments and Recommendations

The school visits clarified a number of important points. First, while school personnel seem to know what a library is and should be doing--at least in terms of philosophy--severe problems include basic curricular limitations, staff shortages and grossly inadequate collections.

Lying at the heart of another problem is the fact that school texts on both the elementary and secondary levels do not include references to other materials which may be

used to carry students independently farther into fields of study. Thai educational authorities and publishers should take this need more into account.

Evident in all schools was the lack of special classroom collections, and in several cases obvious avoidance of books in English because of their "difficulty" for average children. Only in the case of those private schools which are especially concerned to prepare their students for use of English and other foreign languages were the libraries stocked properly.

Respecting school library development in greater Bangkok, a centralized book order and processing system might well save staff time and Government money.

There is hope that the new secondary school programs to be developed under the Comprehensive School Project will give special attention to library development. Supplementary staff and augmented resources are anticipated so that new comprehensive school libraries, when established, may represent pilot demonstrations of what "fine" library service can achieve.

A book collection maintained for teachers was identified at each school visited. However, these collections were limited; and even in the case of the Chiangmai Regional Education Center--which maintains a library for both headquarters staff and teachers--there is only a very small facility having about 1,000 volumes of old and mostly irrelevant material. Since the Center conducts regional workshops for teachers, handles the education of the Hill tribes, evaluates teaching materials and creates new instructional resources--both in Thai and in the Hill tribe languages--it is obvious that far better library service is needed. (See recommendation above for regional resource libraries.)

For the improvement of school libraries, we recommend that:

Major programs of shelf enrichment be launched, if school libraries are to meet the requirements of advanced teaching methods now proposed. Until the libraries are strengthened significantly, the desired quality of teaching programs cannot be attained.

Concerning the availability of books in English--a majority of secondary school libraries have relatively few. Some educators and librarians favor the introduction of more translations and more use of books in the Thai language; others argue the case for books in English. Admittedly, the question is not an "either/or" matter, but something quite important can be lost in terms of access to the outside world if the need for increasing the use of books in English and other foreign languages is neglected.

Methods of financing school library programs must be improved to ensure more stable and definite budgets and to reduce the incidence of the present fee system, which gets in the way of sound and efficient planning.

There should be set and approved nationally for school libraries (as well as for other types) minimum quantitative standards, which may become goals to be accepted widely, and upon which future budget requests can be based.

Ways and means should be found to allot more scheduled time for library use by students, especially on the secondary level.

Library programs developed for the new Comprehensive School Project should receive special support, staff and resources, and should be conducted as pilot demonstrations of what well planned library programs can achieve.

Taking into account changing methods of instruction and study, necessary administrative actions should be taken to permit an instructional materials center (IMC) approach to be followed in developing school library services. Unless such action is taken soon, there will grow up separate, unintegrated audio-visual center programs.

Thai public libraries generally lack books of interest or value for children, and the reading habit is weaker among Thai pupils than in many other countries in East

Asia. Book purchases by school libraries under the increased budgets recommended above should include wide selections from among the virtual outpouring of acceptable juveniles--folk and fairy tales in the 3 to 5 baht price range--which have been appearing during the past several years. Books such as these (see Chapter 4 for further details) will help pupils develop the reading habit.

## CHAPTER 3

### BOOKS IN HIGHER EDUCATION

#### UNIVERSITY TEXTBOOKS

##### Sources and Supply

Textbooks are not in widespread use in Thailand's nine institutions of higher learning; many of those that are available are out of date. In general, a single text provides the framework around which the course is taught, although the text itself is often not present in the material sense, and students are rarely encouraged to use libraries. The educational materials used in the university classes are of various kinds.

Most of the materials are professors' notes prepared in Thai and sold to the students either directly or through bookstores. Professors usually have their notes mimeographed; in some instances, students help pay for the paper cost. The notes may be quite brief in form and simply represent course outlines. In other cases, they may extend to 50 pages or more.

The majority of printed university textbooks are in English. Titles for higher education represent the overwhelming proportion of book imports into Thailand. Ninety percent of such imports originate from four countries--the United States (first, with about one-third of the total), the United Kingdom, Hong Kong and Japan. Imports from the last two (which also represent one-third of the value of books brought into the Kingdom in 1966) are mostly Asian reprints of British and U.S. titles.\*

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\*See Appendix A for further details of the nature and magnitude of Thailand's foreign book supply.

Thai commercial publishers produce few textbooks at the university level because of the financial risk. Under present circumstances, the market for such books is too restricted for all but a minimum of titles, and publishers are reluctant to make the investment of money and effort involved.

There are modest university press efforts on the part of Chulalongkorn and Thammasat Universities. The press at Thammasat is used chiefly to print lecture notes and some textbooks for classes on its own campus; in 1966 it published 40 items. The most active program is that of the Social Science Association Press, housed at Chulalongkorn, which was created in the early 1960's with financial assistance provided by private and public sources--including a large grant via USIS PL480 funds. To date, the Social Science Association Press has issued some 35 titles. Books are usually in Thai; translations are scarce. Its output is paperback and averages 20 baht (\$1) per copy, although prices (which are predicated on the number of pages) do run higher. The average run of Association Press books is 1,000-3,000 copies; books are distributed through commercial bookstores.

Rental plans, whereby textbooks would be purchased by university libraries and rented for a fee to students, are now being studied as one means of overcoming the high cost of imported textbooks. The National Education Council, which coordinates the universities and guides their development, has proposed an experimental rental plan at Kasetsart or Thammasat University in which the cost of books could be amortized by fees paid over a five to eight year period. At the University of Chiangmai Medical School, where English language materials are used almost exclusively, authorities hope to introduce a plan to enable students to rent the 13 preclinical textbooks and the nine clinical texts they need. Since the 22 imported books cost about \$375 (at current prices)--a sum far beyond the purchasing power of Thai medical students--it can be seen that the rental program is urgently needed.

Quantities of imported textbooks have been made available as gifts to university libraries, which are in large measure textbook repositories for the students. Large-scale

donations have been made by USOM and its university contractors, and by the Rockefeller, Ford and Asia Foundations. Foreign embassies also provide small collections of textbooks from time to time.

### Problems and Recommendations

However, all the varied sources covered above have not succeeded in providing Thai higher education students with more than a minimal amount of instructional materials. Among the chief factors which contribute to this situation are:

(1) A continuation at the higher education level of the rote memory system of teaching with its reliance upon facts, limited sources of knowledge, and failure to lead students to the use of libraries for enrichment and depth in their learning. "In most of his courses the average student will not have a textbook, so that he must depend on the notes he takes during the class lectures (or on mimeographed lecture notes) for the material on which he will be examined. For most of his courses he need never consult a book in the library, and if he were ever required to do so, he would find that the library is open only during the hours when he is attending classes. Some efforts to alter this model are already being made, most conspicuously so far in Education (and at Chiangmai University), but the program which has been described is typical. Its weakness as a method of instruction for the second half of the twentieth century has already been commented upon by educators who have reported on various aspects of the universities of Thailand."\*

(2) Limitations on English language ability restrict student use of pertinent, available books that have been developed by scholars in other countries--particularly in medicine, the natural sciences and economics. Instruction

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\*Moody E. Prior, Report on Graduate Education in Thailand, Bangkok, March 1966. (Comments in parentheses are ours.)

in English begins in pratom 5, is continued through the secondary level, and is included in most university entrance examinations, but little attention is paid to the requirement. Consequently, few students are sufficiently proficient in the language to read required textbook assignments. This can cause severe problems at the undergraduate level where, although most lectures are given in Thai, English textbooks are frequently used. At the graduate level, inadequate preparation in English can be disastrous, for the materials of advanced and professional study are not available in Thai.

(3) Limitations on financial award to authors discourages Thai scholars from writing. Professors who would like to prepare textbooks in their own fields lack the financial support to do reading, research and writing required for effective works. There is some part-time and after-hours writing done, but the fragmented nature of such efforts mitigates against their quality.

(4) We have already mentioned that the restricted nature of the university level market discourages publishers from entering the field. This is dramatized by the fact that basic textbooks in Thai have never been developed for the universities and the teacher training institutes, even though Thailand produces more book and pamphlet titles (see Appendix A) than any developing country in South and East Asia, with the exception of India.

(5) The translation problem also seems to be a factor to some degree in the paucity of higher education textbooks. Qualified translators of university level material are reported to be scarce, and there is evidence that the nature of the Thai language itself may limit the clarity and accuracy of the translations.

(6) Certainly the lack of a national plan to identify and coordinate the satisfaction of textbook needs in higher education contributes importantly to the book gap at that level. We were unable to locate the statistics covering book use or requirements that are prerequisite to an efficient and logical plan of action.

The developmental book activities survey team proposes that the following steps be considered for the quantitative and qualitative improvement of the textbook situation in Thai higher education:

We recommend that the National Education Council analyze the use of books at the university level and formulate a long-term program to fit the contemplated curriculum changes and the university expansion plans. This might best be accomplished through the means of special textbook committees which would be made responsible for (a) determining the needs in terms of numbers of textbooks, by subject matter area and language; (b) establishing relative priorities; (c) choosing which Thai language titles could most efficiently be published by indigenous publishers and which by university presses; (d) determining the numbers and types of foreign language textbooks needed; (e) establishing textbook rental plans for all the Kingdom's universities; and (f) identifying the costs and degrees and types of subsidization required for implementation of the textbook production, importation and rental programs.

Each textbook committee might be composed of members chosen from among the NEC staff and instructors in a given discipline (like medicine, law, physics) or field of study (agricultural economics, public school administration and the like). Based on the recommendations of the committees, the NEC would be able to determine the commitment required from the Royal Thai Government, and could delineate the prime areas in which multilateral and bilateral support should be sought.

Concerning the NEC university textbook rental plan contemplated for Kasetsart or Thammasat, the similar plan proposed for Chiangmai, and our recommendation that a rental scheme be expanded to all universities-- we suggest that the NEC obtain full details of the workings of the successful textbook rental/purchase plan developed by Central Book Activities/AID and USAID/Manila for the Cebu medical schools. Under that project, the schools maintain basic collections of

medical textbooks which are kept up to date on a revolving fund basis through the charge of nominal annual fees to students, who during their five-year course rent 10 preclinical books and purchase 10 clinical books on the installment plan. Likely initial targets for such plans are the medical, agricultural engineering, and other faculties of Thailand's universities with priority English language textbook needs.

If present trends continue and each university tries to establish its own press, it is unlikely that sufficient strength will be developed by any one to render it worth its considerable cost. Neither the Thammasat University Press nor the Social Science Association Press at Chulalongkorn is operating close to capacity. More university presses are not required--rather other universities should consider using the two established presses on a cooperative basis, possibly as part of a national endeavor which appropriately could be sponsored by the National Education Council.

We recommend that consideration be given to the subsidization of authors in the preparation of university level manuscripts. We endorse the Rockefeller Foundation plan to provide author honoraria for translation and/or publishing of such books, and encourage the Asia Foundation to continue its work in this area. Others might also assist in the effort.

Through the services of the Michigan State Study Group, USOM/Bangkok might arrange for a series of seminars and workshops to improve the authorship and translation of university textbooks.

Because the financial risk deters private publishing of even urgently needed higher education textbooks, the National Education Council might consider providing a guarantee of minimum purchase and/or other form of indirect or direct subsidization; it might also improve economic feasibility by sponsoring multi-author preparation of university textbooks (e.g., an economic textbook jointly written by professors from different universities, which could count on multi-university use).

## UNIVERSITY LIBRARIES

Although there are bright spots in a few specialized areas (such as the medical library at Siriraj and the library at the College of Education), library facilities and resources generally range from somewhat useful to very poor. "What is particularly disturbing is that there appears to be no policy for systematic and coordinated growth for any given university, particularly the two most complex ones. The library situation is chaotic partly because the building and housing of collections is divided among the rival demands of faculty libraries, departmental libraries and the central library. There is great preference for faculty libraries, but no one of them is completely adequate for advanced study or research in the field. Departmental libraries tend to split up the fields which are represented in the faculty library. And the unanswered question is--What is the purpose of the central library? Sometimes the central library is referred to as though it is a place from which books may be borrowed for indefinite periods by faculty or departmental libraries, sometimes as though it is a repository for basic texts in courses (hence, the complaints that there are not enough copies of a particular book)."\*

The chief point made by Dr. Prior is not the present inadequacy of university libraries, but rather that adequacy can hardly be developed until optimum ways and means of conducting graduate education in Thailand have been found. "Scholarship languishes not because resources are inadequate, but resources are inadequate because scholarship languishes" is a major point he makes. Thus, library deficiencies measured by the survey team are not very likely to be resolved by a simple focusing of attention on needs for basic library improvement.

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\*Ibid.

### Representative Libraries

Perhaps the most effective way to review the use of books in university libraries is to present brief highlights of one-half dozen such institutions. We discuss in turn the libraries at Chulalongkorn and Thammasat Universities, at the College of Education, at the main campus of Chiangmai University and at its Medical School, and the Siriraj Medical Library.

Chulalongkorn University, the oldest national university in Thailand, celebrated its 50th anniversary in March of 1967. The Chulalongkorn library program is made up of a central unit which stocks some 67,000 volumes, 350 periodical titles, and which seats about 500 university students. There are also seven departmental (or faculty) libraries. While these departmental units are administratively separate, a Union Catalog of holdings has been compiled. Paralleling problems frequently cited in behalf of others, the Chulalongkorn University libraries suffer from a shortage of staff, building inadequacies, and both limited funds and collections. It also faces a problem because of the dual responsibility of its head librarian; in addition to managing the library, she must supervise a very full program of professional library education. In the various Chulalongkorn campus libraries, there are probably 200,000 volumes. But the lack of central administration and inadequate budget support inhibit optimum library growth and effective use of library resources.

Thammasat University: The University Library at Thammasat occupies three-and-one-half floors of a modern campus building; it seats approximately 800 readers. Chief problems faced by the library staff relate to (1) continuing faculty failure to comprehend vital roles to be played by modern library service, (2) continuing faculty reliance upon production and distribution of lecture notes, and (3) the prime difficulty of obtaining and keeping a qualified staff. Civil Service regulations prevent librarians at Thammasat from being placed in salary grades comparable to other members of the University staff and faculty. There is no university library committee. While policy favors a centralized library administration, reasons given for its absence relate to potential economies for the University

rather than improvement of library service. At Thammasat, as at Chulalongkorn, the head librarian is responsible for managing a library on a full-time basis, and also for directing a library science program.

The library at Thammasat buys as many as 50 copies of a textbook in the liberal arts because many students cannot afford to buy them (and because there is no textbook rental service). In addition to serving students and lecturers of the University, the library lends material to its alumni and civil servants.

The Thammasat University Library buys its new books direct from local bookstores as well as from foreign publishers. At present, it faces a space problem because book stacks are full and more shelf space will be required soon. There is on the Thammasat campus one separate library which serves the economics faculty. Otherwise, the central library meets the University's library needs.

Library statistics for Thammasat show a collection of 80,000 volumes, a staff of 10 professional workers, and an annual book budget in excess of 800,000 baht (\$40,000). Unfortunately, there is as yet no Union Catalog of book resources, but the main campus catalog does include holdings of the Institute of Public Administration, the Faculty of Economics, and the Faculty of Social Administration. Among significant sources of gift books have been U.S. publishers, USIS, and the Asia and Rockefeller Foundations, as well as foreign embassies.

In the Thammasat Library are housed a variety of audio-visual materials including films, a collection of 1,500 slides, and a number of audio tapes. To be added during the current year are collections of poetry recordings, microfilm, and microcards and other audio-visual materials useful to an undergraduate curriculum.

The College of Education (Prasarn Mitr) is among the most advanced in Thailand in both its facilities and professional practice. Housing 50,000 "items" cataloged by the Dewey Decimal System, 135 periodical titles, and a variety of audio-visual materials including films, film strips, picture files, tapes and recordings--the library reflects

results achieved under a 1955-1962 USOM contract with Indiana University. The three members of the library staff who were interviewed had all received their library training at Indiana University; United States practice is the norm. Perhaps 60% of the College faculty make regular assignments for use of library materials, and the library has received many valuable gift books from foreign sources which have enriched collections.

Among prime problems are those caused by space shortages, unstable budgets, and limitations on numbers of personnel. In the last regard, librarians on duty must teach six or more hours each week as well as work in the library day and night; and a library science program requires administrative assistance from the College library staff. At present, there are three full-time students in the program and a number of others are enrolled on a part-time basis.

The College of Education has started to compile an Index to Education Periodicals. But there is an acute shortage of index resources and catalogs generally in Thailand (much needed are union lists of research activities and improved listings of Government publications and Thai bibliographies).

Chiengmai University in Northwest Thailand first opened its doors in January 1965. While still small, its library program seems well conceived. A new building to be constructed in the coming year should alleviate problems of crowding. The library system is centralized but maintains one separate departmental unit to serve the humanities faculty. Other faculties will eventually be served in a similar fashion. Approximately 20,000 books are now shelved in library reading rooms, and some 250 periodicals representing both Thai and English titles are available. An annual budget of approximately 60,000 baht (\$3,000) for books and 15,000 baht (\$750) for periodicals is available for purchases through the year. The library fee for students is 150 baht (\$7.50), 40% of which goes to the central library and 60% to departmental units. During the last three years, several major gifts of books and other materials have been received from the Asia Foundation, British Council, USIS, USOM and from various foreign embassies. In 1967 only the Bachelor's Degree was offered. Although new, the Chiengmai library has the usual assortment

of professional problems including both staff and book shortages, a lack of space, insufficient funds and inadequate numbers of textbooks available for student study.

Chiengmai University-Medical School. Originally a USOM/University of Illinois Medical School project, the Medical School at Chiengmai University was approximately seven years old at the time of the survey team's visit. The school relies more heavily in teaching upon discussion than upon the normal rote memory and recitation methods of Thai universities, and requires its students to make heavier use of library resources than is usually the case. Hence, the library must have many reference materials and a larger number of journals. Because of service demands imposed by an attached teaching hospital, however, there is little time to support research; consequently, research materials have not yet been sought in any abundance.

The library of the Chiengmai Medical School has about 6,000 volumes and receives 400 periodical titles. Its budget is substantial since the 20,000 baht (\$1,000) given by the Thai Government is augmented with additional sums received from the China Medical Board and from the University of Illinois. The chief librarian was trained at Emory University, and the library program illustrates organization and plans for usage developed along American lines.

The Siriraj Medical Library was founded in 1889. In 1923 it was reorganized completely with Rockefeller Foundation assistance and has come to be an outstanding medical institution. In terms of physical resources, the Siriraj Medical Library is the finest of university libraries visited by the survey team. Housing 40,000 volumes and 300 periodical titles, it is served by a staff of six professional and seven clerical workers; three more of each will be added soon. The Siriraj librarian was trained at Columbia University. The library budget at Siriraj derives from student fees (250 baht per person--\$12.50), funds received from the Royal Thai Government, from friends of the library, and from the China Medical Board--all of which add up to a very substantial figure totaling well above \$20,000 per year for materials. Thus, the library adds about 2,000 volumes per year, 99% of which are in English with a scattering of French and German books.

Book classification is according to the National Library of Medicine system. Because Siriraj students have difficulty purchasing technical books, the library has bought several full sets of texts and has deposited them in the Medical School for use on a simple, non-fee, rental basis.

The Siriraj Medical School Library building is a four-story affair, well equipped, air-conditioned and managed according to modern administrative standards. While it is still short of actual library material, the generous grants received from the China Medical Board and other agencies can be expected to spark the library's growth.

Growing out of the visits reported above, and based on information obtained concerning several other Thai university libraries, we put forth the following recommendations:

The National Education Council should be encouraged to coordinate acquisition of materials among college and university libraries, to help prevent future expensive duplication of high-cost resources. Looking toward expansion of graduate level studies in Thailand, it is imperative that all library resources be reviewed and regarded more or less as a common reservoir.

Possibilities should be studied in the Bangkok area for development of increased library cooperation. This might take the form of centralized acquisition and processing of books and related materials.

Consideration should be given to possibilities that would enable the various college and university libraries to take individual leadership (by professional agreement) in special fields such as science, medicine and technology--by providing adequate numbers of expensive textbooks and reference books to build well-rounded, specialized collections; and by dividing responsibilities so that collections will not be duplicated unnecessarily.

The teaching of library science should be regarded as a full-time occupation; librarians who now have

dual responsibilities (in the library as well as in the library school) should be freed to manage their library work full time, while retaining appropriate faculty ranks.

## CHAPTER 4

### MATERIALS FOR LITERACY, AGRICULTURE, JUVENILES, AND THE PROFESSIONS

Chapters 2 and 3 covered educational materials in the formal educational system. This chapter briefly discusses materials for the improvement of reading skills and for learning enrichment in other developmental markets.

#### BOOKS FOR ADULT EDUCATION AND NEOLITERATES

The Ministry of Education has a Division of Adult Education in the Department of Elementary and Adult Education which deals with elementary and secondary level courses for adults. In 1940, when the program of adult education began, illiteracy in Thailand was 69%; the figure has now been reduced to about 30%. The Division of Adult Education enrolled a modest 14,646 students in 1964--of these 5,875 were at the lower elementary level, 2,783 at the upper elementary level, 1,318 at the lower secondary level, and 4,488 underwent vocational instruction. The Division operates a training center for community development workers.

Books appear to be a baffling problem for the Division of Adult Education. A few books have been prepared, but the effort has been hampered by a number of factors, including low budgetary support.

Officials of the Department of Elementary and Adult Education report that adults can be reached most readily through other media than books--radio programs, newspapers, and the low level, inexpensive magazines which are seen at various

retail outlets. Their opinions are confirmed by the actions of the Community Education Division of the Ministry of the Interior, whose aim is outside-the-school education of villagers.

The channels of communication used by the Community Education Division (which parallel farmer-oriented efforts of the Ministry of Agriculture covered below) concentrate on radio programs, filmstrips and slides, and motion pictures. Printed materials consist mainly of posters and wall newspapers, although there is a modest "library box" program which has placed 94 sets of practical, elementary level books and pamphlets in villages.

The 1962 action of the Royal Thai Government in raising the upper limit of compulsory school attendance from pratom 4 to pratom 7 was highly significant, even though many regions have not yet been able to follow through on the requirement. The added three years of education should diminish substantially the extent of neoliteracy in the future. However, a great effort must be made to enlarge upon the communication skills of those who drop out of school before they attain the minimum requirements to read and write. Further, it is equally important to provide reading opportunities to the growing number of youth and young adults, so that they do not lose their recently gained skills in reading and writing through the lack of opportunity to use them.

The dimension of this neoliterate problem in Thailand is dramatized by the fast-dropping enrollment figures as the educational ladder is ascended:\*

Pratom 1 (Grade 1)	1,285,553	Maw Saw 1 (Grade 8)	94,165
Pratom 4 (Grade 4)	777,400	Maw Saw 3 (Grade 10)	81,498
Pratom 5 (Grade 5)	180,422	Maw Saw 4 (Grade 11)	50,120
Pratom 7 (Grade 7)	114,525	Maw Saw 5 (Grade 12)	33,096

Over four-fifths of enrolled pupils were concentrated in the four lowest grades of elementary school, and only 30% of the fourth grade graduates continued on to fifth grade.

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\*These figures are for 1964-1965 enrollments. See Appendix B, "Education in Thailand", for further breakdowns.

Dropouts and neoliterates represent difficult problems for Thai society. Those few who attend the Division of Adult Education courses can best be motivated to continue attendance when textbooks have been created to meet their unique problems. But these courses, as we have noted, make little use of books.

If the situation is bleak for those who attend the Adult Education courses, it is worse for the overwhelming mass of pratom dropouts who forget how to read for lack of an organized effort to provide them with books that are mature in content, but easy to read, and that depict real situations with which they can identify. In Thailand this group includes millions with no better than fourth, fifth, sixth and seventh year reading skills.

Before an effective, large-scale book program for neoliterates can be developed, the various ministries that are active in different phases of the problem would have to combine their resources and know-how. The subject is of great interest to UNESCO, which, under its Asian reading materials program, has been of assistance to Thailand in this area. We discuss this activity below in the section on books for juveniles.

#### INSTRUCTIONAL MATERIALS FOR AGRICULTURE

The extension services divisions of the individual departments of the Ministry of Agriculture produce materials for extension workers, village leaders and farmers, to back the departmental extension efforts. The individual efforts vary in nature and extent; some cover a wide range of media, as can be noted below:

The Extension Division of the Department of Rice has a large output which includes--

- Posters for farmers' clubs. Four to six are produced annually, in quantities that average 10,000; they are colorful, cover subjects such as crop rotation, and big-scale farming.
- Booklets, i.e., "The Farmers' Club--What is it?" "Handbook on Rice Cultivation" (issued in 5,000 copies).
- Radio broadcasts over the Government radio station-- one morning and one evening broadcast per week.
- Booklets that contain the radio broadcast scripts; these are issued in 3,000 copies semi-monthly.
- The "Rice News Magazine" for extension workers and Ministry officials; issued monthly in 1,500 copies.
- Four and eight page pamphlets. Fifteen were issued in 1966, in 50,000-copy runs. Typical title: "Increasing Rice Yield by Using Commercial Fertilizer," distributed to farmers at fairs, and to the few rural libraries.
- Simple mechanical devices, such as a pest control dial-- produced for farmers' clubs and extension officers-- which shows how to determine the nature and amount of fertilizer required for different types of rice.

The Extension Information Section of the Department of Agriculture (which concentrates on upland crops and horticulture) has as varied an output as the Rice Department--

- Monthly bulletins, in 2,500 quantities, for subject specialists. These are technically oriented, on such subjects as "General Agriculture and Forage Activity."
- Informational posters for farmers, i.e., "Easy to Grow-- You Should Grow Cotton." Produced in runs of 10,000 copies, and displayed in ampur offices, at farmers' association offices, and the like.
- Wall newspapers; 3,000 issued monthly.
- Research reports, i.e., "Weed Control" for agricultural specialists. Ten issued last year, in 2,000-copy editions.
- Leaflets for farmers and those in the villages who are interested in agriculture. One hundred issued to date, in average printings of 5,000. Titles such as "Coffee Growing", "Kapok."
- Daily radio releases.
- Various audio-visuals, including flip charts, filmstrips and slides, and motion pictures.

The simpler extension materials are usually produced on equipment of the various departments. At the time of the visit of the book survey team, a plan was being formulated to combine the different (and sometimes overlapping) reproduction sections of the Ministry; larger and more modern printing machines were to be procured, some through USOM, which was also to provide a quantity of printing paper.

USOM's Extension Advisors have been of assistance in the creation and preparation of much extension material. Some U.S. Department of Agriculture bulletins, documents and similar materials are received by USOM and distributed to concerned Ministry departments, but USOM feels that there is no great need for additional U.S. farm books and journals, because of the lack of English language capability at various levels of the extension services. There is no USOM-supported translation program; advisors feel that the important need is for the development of indigenous farm books.

#### BOOKS FOR JUVENILES

The National Workshop on Children's Literature, held in the Educational Materials Center November 28 to December 13, 1966, concluded that there was a gap in reading materials for the 11 to 16 year old age group. It pointed out that reference books were lacking, that existing materials were in limited circulation, that many did not contribute towards the development of children's intellectual capacity and their creative tendency, and that books of good quality are usually too expensive.

For somewhat younger children, there has been a marked improvement in the situation during the past year or so with the development of several series of bright, attractive, relatively inexpensive fairy tale titles. The fairy tales are found in abundance in Thai bookstores, where they sell for five baht (25¢) each. The books are 32-40 pages in length, with 4-color letterpress covers, and black and white text on fairly durable "wood free" paper. The colorful

publications contain folklore of Thai, Chinese and Western cultures, and have found favor with parents, educators and school librarians. One publisher reported that he had 50 titles in print and planned to publish 150 more in the next two years. Usually 3,000 to 4,000 copies of a title are printed.

The Ministry of Education, at the directive of the King, has produced a dozen or so lavishly illustrated, low cost books aimed at stimulating children's interest in reading.

Hard covered children's books are also available in generous supply at 20-30 baht (\$1.00-\$1.50) each, but their high price is restrictive. (In addition, both the private publisher and Kurusapha Press publish a variety of classic comics which attract a sizeable market.)

Valuable as these books are in the process of encouraging development of the reading habit, it is equally important to create and disseminate books of the same interest and vocabulary level in the non-fiction field. Biographies, science and social studies books, and reference materials in the arts enrich the school textbook offerings and help fill the gap between pure facts and fantasy. Books that deal with vocations also prove of value; and life in other lands and wonders of outer space make exciting reading.

The Thailand National Commission for UNESCO and the Ministry of Education jointly have been attacking this problem in a limited way. Since 1963, when the National Commission began participating in the UNESCO Reading Materials Project, over one-dozen, subsidized books for neoliterates and children have been published through a contract with the Department of Educational Techniques. The books, printed in runs of 1,000,000 copies each, are priced at three baht (15¢), but many are distributed to schools free of charge. Representative titles indicate the scope of the effort: "Our Occupations", "This is a Happy Life", "Our Beloved Forests", "Cooperatives", "Our Home Craft Industries", and "Our Holidays".

Three groups at the 1966 National Workshop on Children's Literature produced prototype manuscripts for children in the 11-16 age group: a reference book on science for 11-13

year olds; a literature book in the form of "The Golden Treasury," to promote a better understanding of the value of Thai literature; and a general documentary, containing non-fiction articles and biography. A Central Editorial Board, established to screen and edit the books, was performing its work during the developmental book survey.

It is hoped that the National Commission/Ministry of Education efforts will spark the private book industry to develop similar books. Until competent authors are developed in quantity, there are a large number of titles of foreign origin available for adaptation and translation.

#### BOOKS FOR LEARNING ENRICHMENT

From our discussion in Chapter 3, it is apparent that there is a gap in Thailand between demand and supply when it comes to high level books in science and technology, in medicine, and in other complex professional areas. Such needs are filled in most countries throughout East Asia by standard editions published in the U.S. The cost of the books is beyond the purchasing power of most end-users in Thailand.

There is thus a need in the Kingdom for inexpensive editions of key, specialized, high level U.S. books in science and technology, education, agriculture, economics, and in other development-related areas...books that can be used for individual reference purposes by professionals, researchers, administrators, industrial managers, and by professors-- as well as textbooks by university students. Imported books of this type are often unavailable in Asian editions, for their current market is limited--both because of the narrow (yet important) area of their specialization, and their high imported prices.

If a core collection of these key books could become available in very low-cost English language editions, they would be of significant assistance to many Thai scientists and professionals, as well as to their counterparts throughout East Asia. The books should be printed centrally for multicountry use, and marketed commercially in quantities, and with a

subsidy that would permit their availability for local currency purchase at a price equivalent to \$1.00 or \$1.50.

Recognized, authoritative works would be selected for the project; fields to be covered might include:

Basic and applied science	Engineering
Agricultural and natural resources management	Physics
Economic development	Chemistry
Business management	Public health
Public administration	Education
	Mathematics

We recommend that AID/Washington's Far East Regional Development Division sponsor this project; it best can be handled through regional funding and a regional program to identify the most needed titles and the estimated market.

## CHAPTER 5

### LIBRARIES AND LIBRARY DEVELOPMENT

#### THE NATIONAL VIEW

Insofar as there may be said to be official sponsorship of library development in Thailand, the Ministry of Education probably wields the strongest influence. The National Library is a division of its Fine Arts Department. Development of public library services in each changwad (province) and ampur (district)--but not in municipalities--is the responsibility of the Public Library Section of the Adult Education Division of the Department of Elementary and Adult Education. Development of school libraries has been the responsibility of supervisory personnel attached to the Secondary Education Department and to elementary education units.

The diffused nature of responsibility for library development (there is no overall library authority within the Ministry of Education to centralize such activities) gives special importance to the work of the Thai Library Association (TLA). Chartered in 1954, headed by the vigorous secretary of the Ministry's Secondary Education Department, and operating with a permanent secretariat--the TLA constitutes the chief force in the Kingdom for improvement of libraries and library education, as well as needed sponsorship of vital bibliographic services. Thus, in effect, the TLA has become the single most important library "authority" in the field, and in some ways is comparable to Kurusapha, the Teachers' Institute, which recommends policies and standards for schools, and whose subsidiary, Kurusapha Press, (see Chapter 2) is the major printer and distributor of educational materials.

In considering developments in library service, it is also important to recognize the contributions of Thai Governmental agencies including the Budget Bureau, the National Economic Development Board, the Department of Technical and Economic Cooperation, and similar entities through which plans such as those represented in "The Five-Year Library Development Plan for the National Skill, 1967-1971" must be cleared to obtain sanction if they are ever to be realized.

It should be noted that there is as yet no library law in Thailand.

The comments and recommendations of the book activities survey team concerning national and regional library needs are based on findings which agree essentially with the conclusions expressed by Dr. Frances Lander Spain in her recent report on library development,\* and hopefully build upon her implied recommendations and those developed by Dr. Morris A. Gelfand under the auspices of UNESCO. If there is a different emphasis, it relates to our recommendation which proposes a new national survey--even though one has just been completed by the Thai library profession preparatory to the formulation of the library development plan.

The primary needs of librarianship in Thailand have been well considered in the proposed five-year plan. It is not that the Thai library profession does not know what is needed, but that additional evidence would be gathered if funds could be obtained from external sources to support a massive survey program, and also that the endorsement that a team of foreign specialists might obtain would be more likely to generate the political support needed to bring about the improvements recommended and help persuade the Royal Thai Government to allocate the additional funds needed for support of book and library programs.

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\*"Some Notes on Library Development in Thailand, 1951-1965," Library Science Papers No. 2, October 1965, published by the Department of Library Science, Chulalongkorn University, Bangkok.

Thus, because the plan was not approved officially, we now recommend that the outside assistance of a multi-lateral organization or a private foreign foundation be sought to mount a national survey of Thai library development.

Taking into account the good work accomplished within the Ministry of Education by the Library Development Committee, and noting a need for increased coordination among divisions responsible for the broad range of educational communication, library and information services, we recommend that consideration be given to establishing within the Ministry a new division which would be assigned responsibility for helping to develop all types of library service in Thailand. Such a division should encompass the full range of educational communication, library and information services, thus incorporating audio-visual and related activities. The agency should not be expected to function as a sole authority for library development but should operate through advisors working in each area of librarianship, and should support with funds appropriated for the purpose the publication of guideline statements, training activities, research and experimentation.

A good first step, recommended some years ago by Dr. Gelfand, was the establishment of the position of Library Specialist in the Office of the Undersecretary of the Ministry. The Office would recommend policies pertaining to the planning, direction, financing and coordination of all library services supervised by the Ministry and for developing proper liaison with interested outside agencies. The Specialist would have a staff rather than a line relationship with individual departments--and, hopefully, such an officer could have the benefit of working closely with the present Library Development Committee and/or its successor.

As of 1951, there was no professionally trained librarian in Thailand. The 1967 picture presents a very different view which has resulted importantly from the stimulation of library development by the Thai Library Association and the training in recent years of some 70 librarians, chiefly in the United States--thanks to the award of scholarships, travel grants, government assistance and, in some cases,

use of personal funds. Visiting professional librarians and educators will recognize a very sophisticated concept of library service represented in TLA proposals and in Thai library planning generally. Also, when compared with Far Eastern neighbors, there appears in Thailand to be a greater readiness to support a major library thrust, given the availability of funds and suitable foreign endorsements.

Main factors now holding back the effort are lack of a national focus on related problems outside the library profession as such, and insufficient Governmental and public recognition of the vital role which libraries must play in supporting all levels and kinds of education.

This chapter presents a general review of the current stage of development of Thailand's libraries that are outside the formal school system (those were covered in Chapters 2 and 3), and takes up questions that must be answered when considering steps for improvement. It discusses in order: (a) the public libraries, (b) the National Library, (c) special libraries, and (d) professional development and support--including the Thai Library Association and library education.

### PUBLIC LIBRARIES

Responsibility for development of public library service is assigned to the Adult Education Division, Department of Adult Education. Since the Division was first established in the Ministry of Education, it has been responsible for providing free public library service for literate persons in Thailand. Today all 71 of the provincial capitals have public libraries, with reading rooms and home-lending facilities which are located centrally. However, only 44% of the 560 district headquarter towns have been provided with public libraries, and a majority of these lack needed resources:

Table 7.

## PUBLIC LIBRARY STATISTICS, 1965

	<u>Librar-</u> <u>ies</u>	<u>Librar-</u> <u>ians</u>	<u>Number</u> <u>of Books</u>	<u>Members</u>	<u>Budget</u> <u>(Baht)</u>
Changwads	71	89	157,635	14,077	413,030
Ampurs	<u>249</u>	<u>56</u>	<u>185,777</u>	<u>30,458</u>	<u>15,346</u>
	320	145	343,412	44,535	428,376

Source: Adult Education Division, Ministry of Education.

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Generally speaking, the low classification of public librarians in the Civil Service schedules makes it difficult, if not impossible, to employ trained staffs for the public libraries and the very small amount of money allotted each library makes it virtually impossible to develop good public library book collections. Public librarians have little status. They have no security, very small salaries, and may only rank in the fifth (or very lowest) grade of the five-step national Civil Service program.

As of 1966, there were no professionally trained public librarians in Thailand. Only 131 of the more than 300 libraries were managed by a full-time library staff. The rest had either been placed in the charge of a clerk for a local education office, a school teacher who was willing to work part-time, or were assigned to others as a supplementary job. Only two full-time public librarians in the country were college graduates. However, many of those responsible for managing public library service had at one time or another attended the one-month workshop conducted by the Thai Library Association, and had received basic training in lectures and seminar discussions devoted to children's literature and the promotion of reading habits among children and young people.

While books may be read in a public library room, a small fee is charged those who borrow books for home reading. Because a great many public libraries are located in official ampur offices, they not open after office hours--so are little used--and people are often afraid to visit them. The average Department subsidy for purchase of new books averages about 1,500 baht (\$75) per year per library.

According to the Ministry of Education's 1965 statistics, the average book collection in a changwad public library was 2,200 volumes, and the average ampur collection was 750 volumes. The majority of books, however, are torn or worn and out-of-date.

There is no central public library service within the city of Bangkok itself. Instead, there are small libraries administered by municipalities; but these suffer from the same shortage of funds available for book purchases and the same lack of staff as are found in libraries supported by the Ministry of Education. In the sense that it provides some reference services needed by the public, the National Library may be regarded as a public agency; but in no popular sense of the term can it be regarded as a public service agency which relates its work to community needs.

Taking into account the increasing pace of social and economic development in Thailand and many special problems faced in adult education with the lapse into illiteracy of newly made literates, and the large number of dropouts from elementary school--it is to be hoped that, as is planned, public libraries will eventually be established in all ampur towns and large villages, and that they will be administered by trained librarians. Further, it is to be hoped that public library service will be coordinated with the work of mobile audio-visual units and with the various educational programs developed for public welfare, industrialization and urbanization, nutrition and rural health, as well as community development. Indeed, in some locations it is hard to conceive that more significant justifications could be found for extending a library development program.

According to officials of the Division of Adult Education, the majority of those who use public libraries in Thailand are children or students. However, few of those we visited had more than minimal collections. Small numbers of teachers, local officials and businessmen may refer to materials in a provincial library, but they are not numerous.

Visits by the survey team to public libraries in Changwad Nakorn Prathon and Ampur Kampangsan confirmed the facts reported previously. Staffs were untrained, buildings were in poor condition, and budgets were obviously deficient. Since the region visited is one of the more well-developed in Thailand, we can only confirm the conclusions of previous visiting specialists that public library service is the weakest link in the Thai library chain.

In 1962, the UNESCO library expert, Dr. Gelfand, presented recommendations which we support as being still valid. Their main points were:

Provide more books and magazines to the public libraries. Because books are the vital element of a library, a fresh flow of new titles and issues will do more to awaken and maintain interest in the library than anything else. Therefore, the Ministry of Education should seek funds sufficient to provide each library with an additional appropriation of approximately 5,000 baht (\$250) per year for new books, magazines and newspapers.

Set up a model public library in Bangkok. This would be designed to demonstrate to the country at large, and to officialdom in particular, the benefits of an excellent public library service. By providing such a living demonstration of the values of public libraries, the Ministry would encourage greater national, provincial, and municipal support, as well as increased aid from private persons. The project might be accorded the support of a multilateral or bilateral agency.

The Ministry should encourage public librarians to improve themselves and their service by according tangible recognition for attendance at workshop courses

in library science, and by giving them an opportunity to advance into Civil Service (possibly by passing appropriate examinations).

The Ministry should consider other ways to encourage greater community participation in the support of public libraries, by developing regional library units which can operate more efficiently and economically than local units.

The urgency of increased Ministry financial support becomes clear when it is noted that the 1967 public library service budget for all Thailand totaled 380,000 baht (\$19,000). It is clear to us that a strong public library movement cannot be expected to develop while fiscal resources are so constricted. Unless and until the resources and work of public libraries are tied more specifically to meeting needs of rural children, farmers and workers--at least at the ampur level--most rural public library use will be limited to teachers and Government officials who happen to be in the vicinity.

For the improvement of public library services, we present these recommendations:

Following completion of the national survey effort recommended above, Civil Service regulations should be revised to provide higher standings for the staffs of public libraries. At present the incomes of public librarians are so low that personnel qualified to work effectively with children, adults and others cannot be recruited. A certification program for public librarians should be considered.

In the future, more public libraries in rural areas should be located to serve also as school libraries (obviously, physical facilities should be designed to prevent interference between adults and children who might use the libraries at the same time). Indeed, school, college and public libraries should work together to a greater degree to help meet the library needs of all who may be able to use them: by helping each other through increased use of interlibrary loan procedures; and by finding new ways to so develop and support library service that--where convenient--single,

strong, cooperative libraries might replace those which are weak.

A greater degree of local responsibility for public library development should be assigned at the changwad and ampur levels. Until responsibility is so placed, local initiative will be restricted.

#### NATIONAL LIBRARY

Operating under auspices of the Fine Arts Department in the Ministry of Education, the National Library is administered with an annual budget of 100,000 baht (\$5,000). Its collections total some 200,000 volumes, including 1,000 periodicals (420 of which have been published in Thai). Sixty percent of the materials in the National Library are printed in English and in other foreign languages. The Library specializes in materials covering subjects in the social sciences and humanities. A special branch is located in an older building in which inscriptions and archives are kept.

As indicated in Appendix A, the National Library is supposed to receive copies of each book produced in Thailand. Clause 10 of the National Printing Act requires Thai printers to deposit two copies of each new publication with the National Library. Since 1941 when the law was first passed, enforcement has been neglected and, in any case, fines are so low (12 baht (60¢) per title) that most publishers are casual about compliance. As one consequence, the National Library has not developed its collections of Thai material with anything like the comprehensive scope of coverage which should be present. Recommendations for increasing penalties have been unsuccessful. Until such time as enforcement can be achieved (although there is a copyright law, copyright registration is not required) the National Library will find it difficult to develop any sort of union listing or catalog or to become truly a comprehensive national library. Parenthetically, it

should be noted that publications of Thai government agencies do not have to be deposited--creating yet another gap in the National Library's collections.

In general, the National Library is "open shelf," but is intended for reference use only. In this sense, it serves the functions of both a national and a public library. Provided as one special service is micro-filming for other libraries in the country, and considerable use is made of the service.

Originally established by a royal decree which in 1905 brought together three older libraries, the National Library has grown through a series of administrative changes and expansions to become today the largest and most important library in Thailand. While the new building is not completely functional, it affords an attractive setting for the collections it holds and provides space badly needed for development of future collections and service programs.

The chief functions of the National Library are:

1. To render library service to the public through the National Library in Bangkok and through branch units in some provinces.
2. To carry out literary exchanges with foreign countries.
3. To acquire and preserve all kinds of books needed by the public.
4. To translate, edit and publish books and inscriptions from the ancient times.
5. To help other libraries by providing photocopy service and distributing additional books which are needed.

In a 1962 study of the National Library, Dr. Gelfand developed a comprehensive set of recommendations that have formed the basis for long-range planning. Scheduled

to get under way in 1967, following the return from the U.S. of a newly trained Thai professional librarian, is the development in the National Library of a bibliographic service unit. This represents a critical need for the future expansion of all library service in the Kingdom.

### SPECIAL LIBRARIES

There are many special libraries in Thailand, a majority of which are located in the Bangkok area. Among the best of these are libraries found in divisions and departments of the ministries or serving private or Government business. Other useful libraries are maintained by various societies and organizations and in the headquarters of international agencies. Among those which have special resources in the field of science are the Department of Science Library (Ministry of Industry), the library service of the Ministry of Public Health, the Siriraj Medical Research Center Library, the Thai Medical Association Library, the Chulalongkorn Faculty of Science Library, the Thai Library Association Library, and the National Institute of Developmental Administration Library at Thammasat University.

Other special libraries which maintain high professional standards include those which serve the Bank of Thailand, the Highway Department and the Department of Technical and Economic Cooperation. Also fitting within the classification are the commercial book rental stores, located in cities and upcountry towns adjacent to marketplaces and cinemas; they are reported to flourish successfully, charging one baht or so per day for each title borrowed.

We discuss briefly two among the special libraries visited by the survey team: the Thai National Documentation Center (perhaps the most modern library in Thailand), and the library of the National Institute of Developmental Administration housed at Thammasat University.

Thai National Documentation Center: Growing out of the deep frustrations experienced by Thai scientists in obtaining information needed to assist research and development,

the Thai National Documentation Center was conceived and opened for service in 1964; development of the Center was made possible through the joint efforts of the National Research Council, UNESCO, and the Royal Thai Government. Managed under auspices of the Applied Scientific Research Corporation of Thailand, the Documentation Center supplies scientific and technical workers with published information required to carry out research tasks including: compilation of bibliographies, procurement of documents, provision of microfilm or photocopies of published scientific papers, translation services, answering of normal inquiries, document copying services, cooperation with other libraries, and provision of a basic collection of library materials of interest to scientific and technical staffs.

The Documentation Center is well staffed and employs several U.S.-trained librarians. It has been funded with amounts sufficient to make possible initiation of services within the pure and applied sciences, and the development of a very substantial collection of scientific periodicals. In 1966, TNDC received orders for the procurement of 1,702 documents, 36 bibliography compilations, and 63 translations. It also reproduced 28,490 microfilm frames, 52,766 photoprints from microfilm, and 9,297 direct photocopies. Service charges are: five baht (25¢) for microfilm copies per 10-inch strip (about 10 pages), 15 baht per typed page of references, and 15 baht per typed page of translation (about 300 words).\*

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\*Proposals have been advanced by a number of Thais and specialists from other countries advocating the establishment of an elaborate national translation center program. We recommend that the ramifications of such efforts be investigated carefully before action is undertaken. The flood of materials now pouring out of Western countries is such that no amount of translation is likely to catch up with it. The effort to mount a centralized translation center program would not be worth the extreme cost and frustration that could accrue from such an attempt. Specialized translation entities like that of the National Documentation Center deserve full support, but the idea of a translation society, center or other major national effort appears unsound.

Of special interest is the translation service maintained by the Documentation Center. One aspect of this service involves translation of scientific and technical books that are published by the National Research Council. Titles being translated at the time of our survey included: The Language of Mathematics; Chemistry--A Structural View; Chemistry--Principles of Properties; Refrigeration and Air Conditioning; Politics in Thailand; Modern Banking; International Economics; and Economics of Underdeveloped Countries. The translation service operates on an annual budget of 50,000 baht, with the usual translation cost averaging 5,000 baht per title.

The site of the Documentation Center, 14 kilometers outside of Bangkok, is close to Kasetsart University and the present research institutes, Forestry Department, and Atomic Energy Commission. Other scientific organizations are expected to move to adjacent locations. Thus, the Center represents an essential and wisely located facility.

The National Institute for Development Administration represents an amalgamation of a number of existing programs concerned with national development. Established in 1966, it consists of four separate entities: the Schools of Development, Economics, Applied Statistics, and Business Administration. The chief purposes of the National Institute are the sponsorship of teaching, training and research in various fields of social development, administration and related disciplines. Located temporarily in the Thammasat University compound, it will occupy a separate campus at Klong Jan during the coming year.

The Ford Foundation is providing approximately \$1,000,000 for technical assistance during the first two years of activity of the National Institute. This is to include 10 man-years of service from U.S. professors and advisors who are specialists in the various fields of academic and professional training, and 34 man-years of fellowships for the study and training of National Institute faculty members in the United States, as well as a variety of equipment needed for teaching and training purposes. A consortium, composed of professors and advisors from Indiana University, the University of Wisconsin, Michigan

State University, and the University of Illinois, has been established for this purpose.

The Library of the National Institute was developed from the one established originally to serve its predecessor--the Institute of Public Administration. It houses 24,000 volumes (25% in Thai), and has a staff of 10 professional and 18 clerical workers (four of the professionals were trained in the U.S.). The Library subscribes for approximately 300 periodical titles and has developed an extensive collection of pamphlets and report material. The reading room is open 5 days a week from 8:00 A.M. to 4:00 P.M., and on Saturday from 9:30 A.M. to 4:30 P.M. In addition to students, staff of the Institute, and faculty members, the Library serves the personnel of other Government agencies, Thai officials, foreign government officers, and others.

Notable innovations in Thailand are the National Institute's bibliographic services, which have included the development of a Union Catalog (in 1966, 63 libraries of Government agencies participated in this program); compilation of an Index to Thai Periodical Literature, and an Index to Thai Newspapers. Working in close cooperation with the Thai Library Association, the library schools of Chulalongkorn and Thammasat Universities, and with other research libraries and organizations in Bangkok as well as in foreign countries--the professional staff of the Institute's Library participates actively in Thai library development and, for obvious reasons stemming from its financial support by The Ford Foundation, serves as model for library service of its type.

We offer three main recommendations in relation to Thailand's special libraries:

There should be established as a separate group, or perhaps as a subdivision of the Thai Library Association, a unit which will bring special librarians together as a group. These librarians should meet frequently and regularly to discuss common concerns and joint planning.

More effort should be made by special librarians to know and share resources with colleges, universities

and other library agencies in the country. There is a danger that some special librarians are living and working in relatively "splendid isolation" and their resources are not well used.

The numerous separate library agencies now serving Governmental units and competing for scarce funds through separate agencies should be conceived as parts of a Governmental library system and developed as such.

### PROFESSIONAL DEVELOPMENT AND SUPPORT

#### The Thai Library Association

Established in 1954 under Royal Charter, the Thai Library Association (TLA) is the most significant force in the country for development of the library profession. TLA membership includes 1,200--of whom three-quarters are school librarians. The cost of Ordinary membership (restricted to librarians) is 25 baht per year, or 200 baht for life. For Special members (those interested in libraries, but not practicing professionals) the cost is 15 baht per year, or 100 baht for life. The Association maintains a paid staff of six including a full-time executive secretary and three clericals.

Among primary services rendered by the TLA are:

1. The conduct of an annual meeting (normally held in Bangkok and drawing approximately 400 persons).
2. The conduct of in-service training workshops addressed to school librarians and special librarians.
3. Bimonthly publication of the TLA Bulletin, newsletters, etc.
4. The holding of special meetings, including a workshop for the Teachers' Council.

5. Promotion of library services generally through radio and television programs.

6. Development of special projects (e.g., the Comprehensive School Library project--which would involve private programs and demonstrations in selected schools and provision of fellowships to librarians of these schools for touring neighboring countries).

7. Cooperation with the Department of Community Development of the Ministry of Interior. (A librarian accompanies the staff on visits to rural area, provides booklists, and otherwise works to encourage local development of proper library facilities.)

In addition, the TLA tries to develop more interest in books by sending exhibitions to the provinces, usually to public or to school libraries, which then remain in one location for approximately a month. It also publishes books on library science and is slowly developing a catalog card service (which involves printing and selling, at very low cost, catalog cards for all books published in Thailand).

Acting as host for librarians visiting from all over the world, the Thai Library Association is the most important sponsor of recommendations for national standards and legislation as well as for coordination of efforts to gain approval of the 5-year plan for library growth. We have already noted that its current president also serves as secretary to the Department of Secondary Education in the Ministry of Education. Because of this relationship, the Ministry is kept informed of TLA proposals and, in turn, the TLA benefits from close liaison with advances and thinking in the Ministry. For example, one of the most important official Thai groups concerned with libraries is the Library Development Committee, headed by the Undersecretary of Education. Chief objectives of this committee are to promote librarianship and to improve the status of professional library personnel. Members of the committee currently include the secretary of each major department in the Ministry of Education, the library supervisors of two departments, and librarians who work in the field. In all, there are 27 members plus two official delegates from the Thai Library Association.

The main work of the Library Development Committee grew out of recommendations presented in the Gelfand report in 1962, and there have been some important results. For instance, library science courses are now approved as meeting the certification requirements set for teachers. There has also been much accomplished to foster development of the National Library program, and teachers college library courses have been improved substantially. TLA projects have been supported generously over the years by several foundations and special agencies.

In one area in which TLA is active--that of bibliographic service--it admits that too little is being done. As yet, there is no satisfactory general index to Thai literature, although there is a guide to periodicals which is issued at Thammasat University and is something like a "Readers' Guide." The second edition of a bibliography of Government publications has been completed by a TLA group. A National Union Catalog has been proposed but is not yet started. (TLA members hope that the National Library will take this project on very soon.) Problems associated with handling both personal and place names in the Thai language are being worked on by the Vocabulary Committee of the Ministry of Education, and a few small pamphlets on the subject have been published. A limited index to educational materials was produced for local use at the College of Education, but this has not yet received wide distribution.

As a publisher, TLA has translated and issued an abridged Dewey Decimal Classification, and it issues a quarterly periodical of books published in Thailand as well as the Association's Bulletin.

The leadership and importance of the work done by the Thai Library Association stand out to any visitor. One can only be grateful for all the Association has accomplished in training, development of bibliographic services, recruitment, and the completion of special studies. We recommend four steps to make the work of the TLA still more effective:

We suggest that, in the future, the attention of the TLA be focused chiefly on development of standards, upgrading of the profession, and performance of advisory services. (The profession should look more and more to the National Library--not the TLA--for provision of necessary bibliographic services, card preparation, and development of bibliographic tools. This does not mean that activities in that area now under way and sponsored by TLA are inappropriate. The problem is rather that the organization may have tried to do too much and that, in the long run, the National Library program should assume the burden of many tasks undertaken to date by TLA.)

The Thai Library Association should work with other segments of the profession for redrafting of the Depository Law, which we have noted has no real strength and consequently handicaps development of national bibliographic controls.

The TLA should work with all its force and means to ensure that all book programs--including authorship and production--take into account the roles that libraries can play in book distribution, and to help change methods of instruction at all academic levels to those which give greater emphasis to individual effort and the use of a broader range of materials. Additionally, it should make known the fact that increasingly, in all areas and on all levels of education and development, the degree of social progress achieved will be influenced importantly by the adequacy of library and informational services available.

A library counseling program is needed to help external donor agencies channel their assistance into effective channels. Perhaps TLA can be of professional help on this score.

### Library Education

The in-service library training efforts supported under auspices of the Thai Library Association in cooperation with USIS are important to Thailand. Public librarians

generally are not trained in the Kingdom and, were it not for workshops, conferences and in-service programs encouraged by TLA, the present reservoir of personnel would be even smaller and less well trained.

Formal education in library science is conducted at Chulalongkorn University and at Thammasat University. A special program is also offered by the College of Education which provides a 45-hour certificate program for training school librarians; since the College operates on the quarter system, students may take about 15 credits per term including a term with practicum. Cited often by those concerned with university and college library work is the problem faced by librarians in these institutions who must serve both as lecturers and as regular members of library staffs.

The offerings at Chulalongkorn include a Master's degree program and two others: one which affords an undergraduate major in the arts, and another which offers a diploma in library science. The Master's program did not begin until 1964. In February, 1967, the library science program at Chulalongkorn had an enrollment of 20 undergraduate students, 38 diploma students, and 8 candidates for a Master's degree. The diploma program is the most popular among school librarians and among Government agencies wishing to have their librarians receive more training. Thammasat University offers an undergraduate program in the liberal arts department with a major in library science.

A review of Thai library science curricula shows that, excepting for regular study of problems relating to the cataloging of Thai literature and books on the national history, the program taken by Thai students is very similar to American programs. Notably absent, however, are studies of mechanized information storage and retrieval and of audio-visual resources.

Evident from the small number of librarians trained in the three existing programs are the needs for (a) more scholarships to send Thai librarians abroad for advanced study, and (b) the expansion of existing training opportunities. In 1965, there were less than 51 librarians in

Thailand who had received professional training abroad and an additional 18 who had been given observation grants. These individuals now represent the "backbone of library development" in Thailand, and it is to them that the nation and their colleagues have looked for senior professional leadership.

Looking ahead to the future expansion of library education, we recommend:

That additional fellowships be provided to aid the foreign studies of promising Thai librarians drawn from school, college, university and special library ranks.

That, rather than developing more schools of librarianship in Thailand, the programs already established at Chulalongkorn and Thammasat Universities be strengthened. Primary attention should be given to Master's degree programs.

In the past, the status of practicing university librarians has been enhanced by their attaining faculty rank as a consequence of accepting responsibility for managing library education programs. However, this has been at the expense of library development, since those involved must handle the equivalent of two full-time jobs. Additional staff support should be given in such cases and, in the long run, the academic status of university librarians must not depend upon work with a library education program.

Studies concerning Thai reading habits and problems associated with lack of books, lack of funds, lack of bookstores, and lack of libraries should be encouraged. The studies could be undertaken by advanced students enrolled in library education programs; others might be sponsored by TLA and supported with funds from foreign agencies.

## CHAPTER 6

### THE THAI BOOK INDUSTRY

#### Background Notes

Although books in manuscript form have been in existence in Thailand for centuries, the first printed book was produced in the Kingdom in 1836. The book industry grew slowly during succeeding years. During the priesthood before his ascent to the throne, King Chom Klau established a printing plant at Wat Bavornives, where Buddhist books were printed. Prince Damrong Rajanubhab sponsored an attempt by the National Library to produce books on various subjects: books on the history of Thailand and neighboring countries were written or translated and published, as were books on travel, Thai culture, arts, mythology, folklore and religion. The endeavor came to an end in 1932.

Under Prince Damrong, there arose among the nobility and the rich the custom of publishing books for distribution as gifts on birthdays and funerals--a modern development of an 800-year-old Thai custom of inscribing and erecting stone "pillars" in honor of the dead. The practice, while still current, is gradually dying out.

The private book industry began its modern growth around 1930 among a group of Chinese businessmen who moved from trade in secondhand books to the publishing of new books and reprints. After World War II, there was a rapid growth in the book industry as more highly trained people entered the industry, and as interest in education and literacy increased on the part of the Government and the general population. By 1964, Thailand was one of the largest producers of book and pamphlet titles in East Asia--its output that year was 4,083.

It is curious that, with so large a number of titles published annually, Thailand still is generally considered to be a non-reading nation. Thai and foreign authorities agree that the citizens of the country have not formed the reading habit--a situation attributed to the scarcity of books in the olden days, to the rote memorization teaching methods used presently in the schools, and to the relatively high cost of books in relation to consumer purchasing power.

Mrs. Maenmas Chavalit in her recent survey on reading materials\* reports that an average of only 1,000 copies of a trade book are printed at a time, although some titles are reprinted more than once in the same year. She also points out that the majority of books produced have no commercial purpose, but rather represent Governmental and semi-public materials which are distributed free of charge, and books published by individuals for gift purposes.

Another reason for the low readership of books is competition from the popular magazines. This is considered serious by the book publishers and others whom we interviewed. The popular magazines are large in size and circulation. Some are filled with exciting serials and short stories that appeal to workers, fishermen and farmers who can read low to medium level material and who can pay one to three baht (5¢-15¢) per issue. Paperback novels, it will be noted, sell for six baht (30¢), and hard-covered novels sell for 25-30 baht. Other magazines are oriented to intellectuals. Some magazines have circulations of 60,000 to 100,000--far cries from the 3,000 to 5,000 maximum editions of even "popular level" books (which often are not sold out for a year or more).

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\*Survey Report on Reading Materials in Thailand, prepared for UNESCO, and reproduced by the Department of Educational Techniques in Bangkok, 1966. Portions of the background material in this chapter originate from this source.

## PRINTING AND PUBLISHING

In Thailand, printer, publisher and bookseller are usually one and the same person. Only during the last decade or so have there arisen publishers who do not own printing plants; and they still operate their own bookstores. As in most other developing countries, many publishers began as printers, and began to publish books or periodicals in order to keep their plants working. Thailand is unusual in that specialization between printing and publishing has not developed, despite the large output of titles.

In educational publishing--the backbone of the book industry in developing countries--the largest producer of books, as we noted in Chapter 2, is Kurusapha Press, the for-profit subsidiary of the Teachers' Institute, which prints and distributes about 85% of Thailand's textbooks. This semi-public operation, which has the largest, most modern printing plant in the Kingdom, also is an important producer of non-schoolbooks. Most important are its classical series, of which 400 titles have appeared during the past decade, and which are issued on the average of one per week. The books sell for 14 baht (70¢) in hard cover and 10 baht (50¢) in paperback; they are usually printed in 2,000 runs, with editions rising occasionally to 8,000. Such books are sold to libraries at 15%-20% discount, and to bookstores at 25% discount. Kurusapha Press has three printing plants and three bookshops.

Thai Watana, with over 25 years of textbook publishing behind it, is Thailand's largest private publisher, and the creator of the best manufactured books in the Kingdom. It has a 4-color web press (and other offset and letterpress equipment), and produces attractive, lavishly illustrated, high quality books. Other important private publishers (who, however, have not yet succeeded in developing the schoolbook side of their business) are Praepittaya, which produces a large number of hard-covered fiction and non-fiction titles, and Odeon, a large publisher of paperback novels.

Paperback novels for adults and paperback fairy tales for children, discussed in Chapter 4, mark the two important new trends in Thai publishing. Both have made severe inroads into sales of the more expensive, hard-covered books. However, according to publishers, the size of the market generally has not expanded as much as had been expected. Despite the introduction of the lower priced paperbacks, printings seldom rise over several thousand. The selling price for books averages four to five times manufacturing cost.

The Thai Publishers and Booksellers Association, founded in 1965, has 20 publisher members (all of whom have bookstores), plus about 30 bookstores (some in the provinces). Announced aims of the Association include the establishment of industry standards, discounts and terms; development of uniform methods of advertising; organization of exhibitions; and training of booksellers. Dues are 50 baht (\$2.50) per year, which means that the total budget is an anemic \$100 or so. The modest nature of both its financing and its membership has prevented the organization from developing much impact. Price competition does not appear to be a problem for the association; its difficulties lie instead in the lack of cohesion among its members. The Publishers and Booksellers Association was conceived by the private sector; its president at the time of the book survey was the Director of Kurusapha Press.

The total number of printing plants in Thailand is not known, but the number is appreciable. In 1964 there were about 800 private printing plants, plus 48 Government and Government agency printing plants in Bangkok alone; and it is known that there are printing plants in almost every changwad outside the capital. Few of these plants, however, possess high quality machines and equipment; few do type casting, engraving, or colored printing; and Kurusapha Press is the only book printer with machine binding equipment. Although the 5-6 larger plants have been using more and more offset equipment, printing economics involved in the small size of the average editions dictate the use of flatbed letterpress equipment by the remainder of the plants.

Imported printing and binding equipment has an 11% ad valorem duty; the duty for parts is 27.5% (per the 1960 Custom Tariff Decree).

Newsprint of varying qualities is used for most of the books printed in Thailand--at times even for books of lasting value, such as art books and children's picture books. A price-conscious printer like Kurusapha Press will use "regular" newsprint; Thai Watana employs "glazed" newsprint, which takes colors better. Most of the books are saddle-wired paperbacks. The use of attractive, colorful book jackets--sometimes plasticized for increased durability--is common. Hard-cover binding often causes problems. There are reportedly two (fairly inactive) printers' associations.

#### BOOKSTORES AND BOOK DISTRIBUTION

Non-schoolbook marketing is a serious problem because of the lack of bookstores beyond the changwad capital level. Outside of Bangkok, only one or two bookstores can be found even in the largest cities.\* In Bangkok there are about 40 bookstores, most of them concentrated in the Wang Burapa district of the city. There are many more bookstands, where the selling concentrates on magazines, newspapers and comic books rather than books. In the provinces a number of general merchandise stores also carry a few representative books.

Many Wang Burapa bookstores are outlets for individual publishers--in several of the stores, book display is

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\*The bookstore pattern reflects the fact that, outside of Bangkok, the book market is limited almost entirely to teachers, civil servants, Government agencies, libraries (if present, and if they have a book budget), and a limited number of professionals.

confined to titles produced by the firm. Three or four that we visited exhibited hundreds of their own titles, to the near exclusion of other publishers' works. The stores tended to be attractive with colorful book stocks, and generally had a number of browsers. At least one bookshop sold only imported books; these were costly, and many were shelf-worn.

Many of the bookstores feature student study books, which review past examinations, and play an important role in the memorization-oriented school system. The study books are reportedly good sellers, and are profitable items to booksellers, publishers and to the teachers who write them. Each Wang Burapa bookshop appeared to have its own encyclopedia--usually one volume--and various kinds of dictionaries on sale.

Wang Burapa also has several of the rental library book stalls mentioned in Chapter 5; there are reportedly over 200 in Bangkok and an equal number in the provinces. Those we saw carried a stock of about 1,000 dusty, well-used volumes.

Since the recent Thai Publishers and Booksellers Association agreement on uniform discounts, the former cutthroat competition in this area apparently has disappeared. Private publishers give bookshops 30% discounts (including freight) on purchases, and libraries 20%. Credit terms average 90 days, but payment is generally not made until after six months. Books distributed through booksellers upcountry are often sold on consignment, because such booksellers cannot pay until after a sale has been made. The classics produced by Kurusapha Press are sold to bookstores at a 25% discount, and to libraries at 15% to 20% discount.

The bigger publishers handle their own distribution to bookshops within and outside of Bangkok: bulk shipments to the provinces usually go via express truck or bus, which are inexpensive and fast.

There is a special postal rate for printed materials (books and newspapers alike), and postal delivery is fast, but the rate is high in absolute and in relative terms: 2 baht for the first kilogram, and .20 baht for each

additional 100 grams. To this must be added 1.50 baht for registry, to insure the package against loss. Thus, cost totals 3.5 baht (17½¢) for a minimum 2.2 pound package--quite high for books selling from six to 14 baht, on the average. Kurusapha and other printer/publishers use the post office for book packages that are less than three kilograms in weight.

Advertising and promotion takes various forms. Most important media include direct mail (publisher announcements and catalogs sent to bookstores, libraries and other end-users), and an intellectual-oriented weekly magazine (9-10 publishers run weekly advertisements in Siamrat). Newspapers, radio and television are also used. Direct mail and magazines sometimes are used in conjunction with one another. The idea of the book club has been introduced in Thailand and is reported to be developing satisfactorily.

#### THE HUMAN EQUATION

The authors of elementary and secondary level schoolbooks are, as we have noted previously in the report, primarily teachers, ex-teachers, or subject matter specialists who are employed by the Educational Materials Center. The writing of university textbooks is in the embryonic state. For other types of books, writing in Thailand has been predominantly an occupation of people who are engaged in other fields of endeavor for a living, but who write to find an outlet for their talent. Writing in olden days was performed by scholars and the nobility under royal patronage; it was never a profession in the sense that authors could earn their living by writing and selling their own works.

Authors' royalties for textbooks tend to vary according to type of publisher, and quantity of books printed. The private publishers of textbooks pay from 10% to 25%-- usually higher than the Ministry of Education, in part because of the quantitative difference in numbers of books produced. The non-schoolbook authors of Kurusapha Press receive royalties in the same range as those paid by the

private sector, again depending upon size of the run. The payment to non-schoolbook authors by private publishers normally is made in lump sum for each work; the author can sell his copyright for each printing, for a certain number of years, or for all printings. Authors whose works are popular receive higher payment. Royalty payments, except for textbooks, are rare.

Thailand has long had a copyright law. According to the provisions of the 1931 revision of the act, the period of copyright protection for national works is the lifetime of the author and 30 years thereafter. There is a "fair use" provision relating to regulations concerning infringement which makes possible educational, scientific, and public use of copyright material provided the copyright holder is not "damaged." An evident weakness of the law is found in the section on penalties, which specifies a maximum fine of 500 baht (\$25). Thailand became a full member of the Berne Convention on international copyrights in 1914; violators of the law are subject only to the same 500 baht fine.

With the slight, single-purpose nature of Thailand's textbooks, there is little evidence of the use of the editorial process among private book publishers; most publishers function as their own editors (although Thai Watana is somewhat more advanced in this respect). Because the academic background of some publishers is not beyond secondary school, badly written and erroneous books are not unknown. The situation for Ministry of Education-published books is appreciably better, but the Educational Materials Center requires additional staff (see our recommendation to this effect in Chapter 2).

Except for the four or five largest publisher/printers, most firms are characterized by small size, over-competition, marked financial instability, and a lack of managerial skills and experience on the part of many of those concerned. Among the larger enterprises there is naturally greater know-how, but "unprofessional" practices are widespread, and there is a lack of cooperation and coordination among Thailand's book producers that has prevented the formulation of an effective industry program to increase the reading habit.

The Printing School at the Technical Institute graduates about 30 printing technicians per year. Printers offered divergent views to members of the survey team concerning the adequacy both of the quantity and quality of these graduates--with more inclined to the negative view. Thai Watana claims that the lack of skilled labor prevents it from going into two-shift operation. Certainly the archaic nature of much of the printing equipment at the Institute and its overly academic approach hampers the teaching of required skills in the more complex areas of printing. Most printers train their specialists on-the-job. There is also reported to be a lack of trained compositors and proofreaders.

### RECOMMENDATIONS

The 1966 National Workshop on Children's Literature recommended that the Thailand National Commission for UNESCO consider the establishment of a National Book Center, to promote the reading habit, to upgrade the standard of reading materials, to promote a wider distribution and sale of books, and to act as a liaison between the Government, the National Commission, "and the publishers, writers, associations, organizations and agencies--the work of which deals with reading materials." The book survey team strongly endorses this recommendation.

We suggest further that creation of the Center be paralleled by the development of a comprehensive National Book Plan for Thailand--accompanied by an appropriate commitment by the Royal Thai Government to provide all-out support to sound developmental action, properly balanced between private sector and public sector action. The Plan would determine the role of printed materials both within and without the formal educational system. It would assist in the formulation of subsidiary plans to make sure that the proper human, physical and financial resources are provided and/or developed, to produce the developmental books that Thailand requires.

We also propose that a number of other specific steps be taken, to accelerate rapid and efficient growth of the Kingdom's book industry:

There is need for a strong, dynamic association of book publishers who collectively can strengthen the industry. For a country with so much private publishing activity, Thailand is surprisingly deficient in this respect. The Publishers and Booksellers Association should expand its financial base and its sphere of activities. Specifically, we suggest that the Association--with the assistance of a foreign publishing association specialist, who would work with the organization on a short-term basis--investigate the possibilities of:

Collecting industry statistics that will give a true picture of the use of textbooks and non-schoolbooks, and expenditures for these books.

Working more closely with Governmental ministries on the improvement of the Kingdom's textbooks and on industry needs and problems.

Holding conferences on management, marketing, the editorial process, distribution and similar topics. This can perhaps best be done in conjunction with the Ministry of Education seminars recommended in Chapter 2, for improving the quality of textbooks.

Participating actively in the formulation and development of the National Book Center.

We recommend that a thorough analysis of non-schoolbook distribution and promotion practices be made by an experienced U.S. book specialist. After the in-depth survey, the specialist would be expected to recommend steps leading to more efficient practices, the introduction of more modern systems, and a strengthening of intra-book industry cooperation. The concepts should be presented and developed in detail at joint workshop sessions.

Mergers among smaller printing/publishing firms should be encouraged through tax incentives and other advantages--to spark the emergence of stronger, more competent, better rounded organizations.

Possible inequalities between the authors' royalty rates paid by the Department of Educational Techniques and those paid by private publishers should be investigated.

The Printing School at the Technical Institute should be strengthened through increased operating budget, additional printing equipment and reorganization of the curriculum to provide more practical instruction. There are insufficient numbers of skilled printing technicians to fill needs in the more complex areas, and the School's equipment is largely outdated. The academic nature of the course reportedly leads most graduates to administrative positions in the Government, rather than to the printing trade.

Consideration should be given to reducing further the special postal rate for printed materials, which is still high both in absolute and relative terms.

## CHAPTER 7

### PAPER FOR THAILAND'S BOOKS

In 1964 the apparent consumption\* of newsprint and other printing and writing papers in Thailand totaled 42,700 metric tons--about 3.2 pounds per inhabitant. Of the total, almost half was newsprint (the primary paper used in the Kingdom's books), all of which was imported. The remainder--"wood free" printing and writing paper--represented for the first time in Thai history a mixture that consisted more of locally produced paper than of imported paper. Thailand's consumption of book-related papers is far lower than that of many of its neighboring developing countries--statistical verification perhaps of the claim that Thais have not yet developed the reading habit.

Overall paper consumption data indicate a general low use for all kinds of paper:

Table 8. PER CAPITA PAPER CONSUMPTION OF EAST ASIAN COUNTRIES, 1964 (in pounds)

Japan	163.0	South Korea	10.9
Hong Kong	103.5	Thailand	7.7
Taiwan	47.8	Laos	4.0
Malaysia	21.0	Cambodia	3.0
Philippines	14.0	Burma	2.5
South Vietnam	12.0	Indonesia	1.7

Source: Korea Paper Manufacturers Association

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\*The total of domestic production plus imports, minus exports (if any). In the case of newsprint, it represents only imports.

Table 9.

IMPORTS AND PRODUCTION OF BOOK-RELATED  
PAPER IN THAILAND, 1963-1964  
(in metric tons)

<u>Imports</u>	<u>1963</u>	<u>1964</u>
Newsprint	26,608	20,534
Printing and writing paper	19,846	8,732
Magazine & second quality book paper	8,330	6,747
Writing & fine papers	11,379	1,858
First quality book paper	137	127
 <u>Locally produced</u>		
Newsprint	0	0
Printing and writing paper	7,890	13,577
TOTAL	54,344	42,843

Source: United Nations, Food and Agriculture Organization.

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Table 9, above, shows the dramatic shift in the printing and writing paper classification. In 1963 only 28% of printing and writing paper was produced in Thailand, while in 1964, local production almost doubled, and accounted for 61% of the total. The big drop in imports came in the writing and fine paper subclassification--much of it notebook paper--an area that is not a direct concern of this report.

### PAPER IMPORTS

The National Economic Development Corporation--a body that operates within the Ministry of Industry--controls the importation and distribution of paper. It also operates the two main Thai pulp mills, thus is able to control the amount of paper supplied to users in Thailand, and its price level. Importers are free to import from any country, provided foreign exchange is available.

In Thailand it is possible to dispose of paper that normally would not be absorbed elsewhere. Much of the paper purchased is sold as job lots at bargain prices; often it is cull or side rolls, frequently varying in color and in grades which are unsuited for high-speed presses but which can be cut into suitable sheets by local labor and used according to Thai methods. The paper is, however, generally of good quality but often represents excess stocks which the large paper producing countries are prepared to sell at a reduced rate. Paper prices are thus generally below world market rates--even freight costs from Europe and North America do not afford protection to local industry under these conditions, which amount to dumping of unwanted stocks.

Most newsprint is imported as cull or end rolls at prices 24%-30% below standard quality. Kurusapha Press, by far the largest book printer in the Kingdom, makes large-quantity purchases of cheap end rolls of newsprint from Finland and Canada, purchasing several thousand tons per year. At the time of our survey, it reported that it was paying about \$110.40 per ton, a price appreciably under that reported by printers in many other East Asian countries. (In contrast, Thai Watana, which uses finer newsprint, paid from \$140 to \$154 per ton; for the "glazed" newsprint which the firm often uses for 4-color web work, it was paying about \$182 per ton.)

In 1965, Canada dominated the market for newsprint with 44% of total imports. Department of Customs data shows that other key suppliers that year were Finland (13%), Norway (12%), Czechoslovakia (9%), Poland (6%), and the U.S.S.R. (5%). On the other hand, Japan completely dominates the market for imported wood free printing and writing papers; in 1965 it accounted for 60%--followed by Taiwan and Australia with 9% and 8%, respectively.

All newsprint is imported, as we have already noted. Imported wood free printing and writing papers on the other hand cause severe competitive problems to Thailand's mills. Since sales of imported paper are often made at C.I.F. (cost including freight) prices--the exporter can negotiate special freight rates under certain conditions which

are much lower than normal. According to the 1965 FAO study,\* this reduction, associated often with the disposal of surplus or low grade stock, can outweigh any advantage the local mills may have.

For newsprint, there is an import duty of .33 baht per kilogram (the equivalent of about \$16.50/metric ton). Other paper imports, including wood free printing and writing papers, are subject to a 10% ad valorem duty. There are other taxes in addition to the 10% duty, however; these include a business tax at 1.5% on raw materials plus 50% on manufactured products. Business and municipal taxes on resales are 1.65% and 5.5% respectively; they apply to importers and distributors who generally charge a 15% mark-up to cover taxes and profit, but excluding handling and transport charges, which are usually about 100 baht (\$5) per ton.

#### LOCAL PRODUCTION

Thailand has three important paper mills--two that are operated by the National Economic Development Corporation (NEDC), the body that manages Government industrial projects--and a 3-year-old private mill. They produce wood free paper from rice straw and bamboo, which are blended with imported long and short-fibered pulp to the extent of about 25% to 30% of the total. Rice straw is short-fibered; bamboo, however, is long-fibered, is fast growing, and has great mechanical strength.

The largest mill, at Bang-pa-in, is new and modern. It started operations in 1962. Operated by the NEDC, the

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\*A Paper Market Survey for Thailand, 1965, United Nations Special Fund Project in Thailand: Paper and Pulp Material Survey, published by FAO, Rome. Material developed by this comprehensive study is used in various portions of this chapter.

mill produces printing and writing papers from rice straw that is mixed with imported coniferous or bagasse pulp. The plant was a "turnkey" installation by a French company; it has a completely integrated operation, with a chemical pulping plant (monosulphide process) and a 40-ton-per-day paper mill (which can go up to 60 tons per day). The final product is an average quality printing and notebook paper mainly of 50, 60 and 80 gram weights, sold through a Bangkok office at an average price of 6,600 baht (\$330) per ton.

The second NEDC mill, the Thai Paper Factory at Kanchanaburi, was established in 1938. It produces bamboo chemical pulp and paper, using an adjacent bamboo forest for its raw material. The mill's equipment is considered obsolescent; its capacity is small--about 10 tons per day, which makes it an expensive paper producer compared to larger, more efficient paper mills. Its output consists mainly of printing and writing papers; Government offices are reported to be its main customers.

According to printers and publishers, the NEDC-operated mills function at a loss; during the latter part of 1966 the most efficient plant, Bang-pa-in, had to reduce its work force by 100 workers. Competition with low-priced imports is the basic problem these rather small mills face. Printing sources report that the locally produced product priced at about \$300 is the equivalent of \$225-\$240 per ton imported wood free paper. The local private mill reportedly sells the same quality paper at a price that is just below the Government product.

Production costs of Thai paper mills are higher than those for imports; this is attributed to the high cost of imported raw materials, such as pulps and chemicals, on which import duties are being assessed on a normal basis,\*

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\*There is a 30% ad valorem duty on pulp for paper that is "derived from vegetable matter made by mechanical and chemical means." Old paper imported from pulping is subject to a tariff of one baht per kilogram.

and the fact that the Government does not grant a special tax privilege to the State-owned mills. During our survey, the Ministry of Industry was reported to have decided that the import duties on the imported raw materials should be reduced. We endorse this decision, and support any effort to reduce the price of book paper.

#### RAW MATERIALS FOR PAPER

Pulp and waste paper imports have not been significant until recently. They varied between 1,800 and 1,900 tons in 1962 and 1963. In 1964, however, the value of those raw material imports more than quadrupled, and in 1965 rose again. In 1965, over 29,000,000 baht (\$1,450,000) of wood pulp (C.I.F.) was imported into Thailand. Of this, over two-thirds was chemical (sulphite) wood pulp--almost all from the U.S. Lesser amounts of other chemical wood pulps and mechanical wood pulp were imported.

In 1965, 15,555,000 baht (\$777,750) of printing and lithographic ink was imported. It came primarily from two countries: Japan, with 56% of the total, and the United Kingdom with an additional 20%. The duty for printing ink is two baht per kilogram or litre.

Glues have a 27.5% ad valorem duty.

## CHAPTER 8

### ACTIVITIES OF FOREIGN DONORS

A wide variety of foreign agencies, both public and private, have provided significant amounts of book-related assistance to Thailand. This has included donations of foreign books and journals, assistance in the growth of local book capabilities, and help in the development of libraries and librarianship.

The United Nations development agencies--particularly UNESCO and UNICEF--have been active for many years. So have the major U.S. agencies operating in the country--USOM and USIS--and to a lesser degree, the Peace Corps. Indeed, the major sources of university books have been the contract and donation programs of U.S. agencies and private U.S. foundations. Numerous other external agencies have contributed books and journals--among them the British Council and the governments of West Germany and Japan. The present strength of the Thai Library Association may be attributed in large measure to support it has received from the Asia Foundation, which has also been active in book donations and other programs. Medical library development is importantly the product of the Rockefeller-sponsored China Medical Board, and of USOM. In addition, the activities of the Rockefeller, Ford and Fulbright Foundations cannot be overlooked.

The Division of External Affairs within the Ministry of Education has been active in the identification of potential sources of foreign assistance for educational materials, and functions as a liaison and coordinating body in behalf of Thai book and library programs. There also have been areas of successful cooperation among the different foreign agencies in the provision of such assistance--for example the various programs covering the

training of girls' trade school instructors, and the SEATO trade schools, for which USOM provided advisory services and training, and UNICEF provided needed commodities (including books) and equipment.

On the whole, nevertheless, there is insufficient knowledge within one agency of what another agency has done or is planning to do. Consequently, programs have sometimes tended to become confused and competitive, and have caused unnecessary duplication. At present, without a great degree of cooperative planning, some institutions have been served well, and others--perhaps just as deserving--have been neglected. Often, too, little attention has been given to the need for diversification of gifts in terms of subject coverage.

Accordingly, we urge that foreign donor agencies, the Ministry of Education, the National Education Council and other pertinent entities join together--working more closely with the Division of External Affairs--to discuss programs, projects and needs; to determine priorities and possibly the scheduling of projects; and to take other measures to ensure better use of and results from book-related gifts, grants and loans.

\* \* \* \* \*

This chapter briefly covers recent and current activities of the most active outside-financed organizations.

### UNESCO

The Thailand National Commission for UNESCO is a national organization which is responsible for implementing the various programs of UNESCO headquarters in Paris, and the UNESCO regional office in Bangkok. As we have already noted, it has participated since 1963 in the UNESCO Reading Materials Project--an effort that has resulted in the publication of one dozen books for neoliterates and children, through a contract with the Department of Educational Techniques; and it also provided the impetus for the

November-December 1966 National Workshop on Children's Literature, which produced three prototype manuscripts and recommended the establishment of a Thai National Book Center. Other relevant UNESCO projects have included:

The sponsorship of workshops on textbook production and seminars on the development of book services.

Technical assistance in the form of a book design expert, who worked with the Department of Educational Techniques for several months.

The distribution or translation of foreign language titles in education, the social sciences, natural sciences, mass communication and culture. The books are intended for teachers and libraries throughout Thailand.

Sponsorship of the Institute for Research and Development of Science and Mathematics Teaching Methods at Chulalongkorn University. The Institute is developing experimental new materials to improve the teaching of science at all levels.

Although UNESCO is not now doing much in the library field, it was quite active in the past--providing consultative services, and supporting library studies and surveys. We have already noted the 1962 survey by Dr. Gelfand, which set forth plans for the development of the National Library.

Also of interest to UNESCO are activities relating to the use of radio and television and other multi-media educational techniques.

#### UNICEF

The United Nations Children's Fund began its Thai program in 1961; it does not formulate its own program, but rather responds to pertinent Government requests for educational materials and supplies to satisfy specific school needs

and for pilot projects. Through 1966, UNICEF had assisted 37 primary extension schools, 54 secondary schools, 35 vocational schools for girls, and all of the existing teacher training institutions, including their affiliated village practice schools. Its four main programs comprise:

The extension of compulsory elementary education for the provinces of Samud Songkram and Phuket. In this project, UNICEF provides supplies and equipment, stipends, honoraria, and other expenditures in connection with in-service training courses, plus technical advice and guidance.

The rural secondary school development project which is designed to improve the instructional facilities of such schools. UNICEF is providing educational equipment and supplies for 12 schools per year, and stipends for in-service training.

The girls' vocational schools project is designed to improve the curriculum and teaching standards. UNICEF assistance includes educational supplies and stipends.

The project for the improvement of 27 teacher training institutions provides similar forms of UNICEF assistance.

Thus it can be seen that UNICEF is deeply involved in the purchasing and distribution of books to many Thai educational institutions. It anticipates increased 1968 allocations for the acquisition of basic sets of library books and materials for science, home economics and geography--including audio-visual equipment.

#### USOM

The United States Operations Mission to Thailand and its predecessor organizations have been active in the Kingdom since 1950. Important past activities in education and human resources development have included a 1963 joint

Thai-U.S. task force which undertook a preliminary appraisal of the country's manpower requirements. During the visit of the developmental book team, Michigan State University was engaged in a large-scale effort to help the Royal Thai Government translate the results of the manpower survey into a sound course of action in higher education.

Under a project to train boys' trade school instructors at the Thewes School in Bangkok, advisors from the University of Hawaii helped revise the teaching curriculum and designate library and other equipment provided. Other key book-related projects have included USOM assistance in the field of medical education. Early help consisted largely of technical advice and commodities (including books) for two existing medical schools.

Through USOM assistance, the Thai-American Audio-Visual Services was established in 1956 as a production center for all types of communications media to support the Thai-American economic and technical assistance activities. Thai-American Audio-Visual Services facilities include printing presses, art and graphic shops, a darkroom and movie production unit. The center produces educational and motivational materials for various ministries and departments through the respective USOM advisors; its output includes documentary films on health, posters for the Department of Community Development, and agricultural pamphlets (see Chapter 4) on various subjects for departmental extension programs.

USOM assistance to Kasetsart (agricultural) University, furnished through a contract with Oregon State College, has included the development of curricula, extension projects, and the preparation of farm publications.

The most important current USOM book-related effort is the Rural Education Textbook and Teaching Materials Program, which is being undertaken jointly with the Ministry of Education. Begun in 1963, the project is to result in the production of 2,500,000 elementary school textbooks for free distribution to rural schools in security chang-wads. USOM provides paper, other commodities, and technical services for the project, while the Thai Government

develops the titles and has the books printed. As we noted in the Chapter 2 write-up of the project, 1,474,000 textbooks had been delivered to the field by February 1967.

At the time of our survey, USOM was taking initial steps on two relevant new projects:

The final documentation was being prepared for a book subsidy program to be handled under the CBA/AID contract with the National Academy of Sciences project for educational planning and development. The program, which aims to provide assistance in the changing of curricula at Thailand's universities, would be operated through the Thai National Education Council under the joint sponsorship of the Ministry of Education and USOM. It would provide \$200,000 worth of U.S. books--the cost to be shared equally by the Royal Thai Government and USOM. As a key part of the program, library training would be provided to ensure that competent personnel would handle the book collections at the recipient institutions.\*

USOM was also considering the use of a task order under the terms of the new CBA/American Library Association contract, to help it establish the guidelines for a wider ranging library development program, possibly along lines tentatively identified by the developmental book survey.

### USIS

The United States Information Service Mission to Thailand has been active in several developmental book-related areas:

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\*This precedent should be followed for other projects. Whenever programs are developed to provide major funds for provision of books to Thai libraries, they should be coupled with grants to ensure that adequate library training is provided to the staff of libraries receiving such gifts.

Direct USIS-sponsored English teaching programs are conducted in nine binational centers located throughout Thailand. The AUA Language Center (American University Alumni Association Language Center) in Bangkok administers the eight branch programs; since its establishment it has provided English instruction to some 40,000 persons. The AUA Language Center is a non-profit organization registered as a private school by the Ministry of Education; it largely pays its own way through tuition charges, but it receives assistance from USIS in the form of books, audio-visuals (including television tapes) and U.S. personnel. It provides English language training in both intensive and regular programs for about 6,000 students at any one time, or about 12,000 different individuals during the course of a year. Many of these are preparing for study in the United States.

Although USIS has an active book translation program (i.e. 38 titles in 1965 and 1966), relatively few are university level textbooks and supplementary books. Three such books appeared during the last two years, including The Mysterious Earth, by del Rey (published by Praepittaya); Sociology, by Broom and Selznick (rights only); and Chemistry: Principle and Properties, by Sienko and Plane. An average of about 2,000 copies of each book is printed; in return for financial support, USIS receives a number of copies free of charge.

The USIS Donated Books Program provides textbooks, general historical works and fiction, usually in 30-50 volume sets, to universities, teacher training institutions and service academies. The books (secondary and higher level) are received from U.S. publishers; during 1966 USIS/Bangkok received 8,150 gift volumes, all in English, and mostly college textbooks.

USIS/Thailand has provided other book-related assistance, including a \$100,000 grant through PL480 funds for the production of books and other materials by the Social Science Association Press of Chulalongkorn University. USIS also operates a local program for the distribution and sale through commercial channels of "Ladder Books"--low level, easy-to-read titles for students and others who wish to improve their English ability.

## THE PEACE CORPS

The Peace Corps in Thailand has a small budget for the purchase of books and audio-visual aids. These are distributed by Peace Corps volunteers to institutions at which they teach. The materials are provided in addition to the (book) "foot lockers" given each volunteer upon arrival in the country.

Additionally, Peace Corps volunteers frequently participate during summer vacation periods and at other times in writing projects and seminars held by the Ministry of Education. The volunteers have helped develop teachers' guides, and guides to textbook writing, and have prepared handbooks on the use of instructional aids.

## THE ASIA FOUNDATION

The Asia Foundation, a non-profit organization, founded by a group of San Francisco citizens, has had a resident program in Thailand since 1954. Since that time well over 50,000 books and as many journals at the university and secondary levels have been distributed in the Kingdom through the organization's donated Books for Asian Students program. Of late, however, Asia Foundation/Thailand has decreased emphasis on the general reservoir of Foundation books available in the United States, and tends more and more to purchase specially identified foreign volumes needed by specific university libraries and other libraries. Asia Foundation/Thailand has provided a wide variety of local book and library development assistance, including:

Payment of honoraria for writing or translating books in various disciplines, based on requests from faculties at Thai universities. Fifteen translations have been made or are in process; the titles have been major works used in teaching.

Development of small library collections for neo-literates--50-60 volume sets for selected community libraries, youth centers and Buddhist schools. Similarly, special collections have been provided to the Hill tribes and other minority groups in Thailand.

Support to the Thai Library Association in conducting seminars, special studies and book surveys, and in the compilation of bibliographies and book lists.

Support to the Social Science Review--the intellectual-oriented magazine of the Social Science Association Press.

Some production of specialized teaching aids: charts, maps, etc.

## APPENDIX A

### DIMENSIONS OF THE MARKET FOR BOOKS

We have noted in the body of this report that Thailand's long-ingrained oral tradition has hindered the development of the reading habit and hampered the growth of libraries. The National Economic Development Board reports that Thais spent 705,900,000 baht (\$35,295,000) for books, newspapers and magazines in 1965--1.3% of private consumption expenditures for that year. The percentage is approximately the same as that for the same category one decade previously. Nevertheless, Thailand is apparently one of the largest producers of book titles in East Asia.

This appendix discusses the apparent contradiction, first covering the local book output, then the magnitude of book imports.

#### BOOKS PUBLISHED IN THAILAND

It is difficult to measure precisely the current output of the Thai book industry and thus to make valid comparisons over a period of time with other countries. Not only do annual statistics appear to be assembled on a rather haphazard basis, but the definition of books in Thailand does not correspond to that used in many other countries or recommended by UNESCO.

Exact figures on the number of titles produced each year are almost impossible to obtain because there is no effective law requiring book publishers to register all titles with the National Library. Clause 20 of the Printing Act of 1941 stipulates that two copies of each publication are to be deposited in the National Library.

Table 10. PRODUCTION OF BOOKS AND PAMPHLETS IN  
SELECTED COUNTRIES OF SOUTH AND EAST ASIA,  
1964. (Number of titles)

India	13,128	Ceylon	1,488
Thailand	4,083	Philippines <u>c/</u>	951
Taiwan	3,095	Malaysia <u>d/</u>	492
South Korea	2,457	Burma	330
Indonesia <u>a/</u>	2,073	Cambodia	193
South Vietnam <u>b/</u>	1,566	Laos	52

a/ 1962, Indonesian Publishers Association

b/ 1965, per Ministry of Information, RVN

c/ Bureau of Census and Statistics, ROP

d/ 1963

Source (except as noted above): UNESCO

In practice, however (see Chapter 5), this law frequently goes unobserved and in any case, if enforced, the fine for disregarding it amounts to 12 baht (60¢)--too small a sum to induce compliance.\*

The internationally recognized UNESCO standard for books is 49 pages and above. In Thailand this rule is not followed. Works of 24 pages are considered books if designed for reuse in schools or libraries, and works of 32 pages qualify if they are bound and have covers. Under UNESCO standards, such Thai "books" are defined as pamphlets.

\*The 1931 copyright statute is also of limited effectiveness--in part because it does not relate to Clause 20 of the Printing Act. See Chapter 6 for details of the copyright statute.

In the interests of statistical comparability, the Royal Thai Government should adopt the UNESCO standards.

Table 10 above, shows that Thailand's production of book and pamphlet titles is second, after India, among the developing nations in South and East Asia--and ahead of countries such as Taiwan and South Korea, where the reading habit is well developed. The 4,083 titles shown for Thailand include both first editions and reprints; separate breakdowns for the two categories do not exist. UNESCO reports that 88 of the titles were translations from foreign languages, but the original languages are not identified.

Table 11 presents a Universal Decimal Classification breakdown of books and pamphlets produced in Thailand during 1964. Predominating were 1,266 titles in the literature category (31% of the total), followed by 1,015 social science titles (25% of the total). Next in order were 450 religious books (11% of the total), and 416 titles in geography and history (10% of the total). Completely missing from the list were pure science titles--an important category in some other countries of the region.

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Table 11. PRODUCTION OF BOOKS AND PAMPHLETS IN THAILAND, BY CLASSIFICATION, 1964.  
(Number of titles)

Literature	1,266	Applied Sciences	223
Social Sciences	1,015	Philology	150
Religion	450	Fine Arts	136
Geography, History	416	Philosophy	114
Generalities	313	Pure Sciences	-

Source: UNESCO Statistical Yearbook 1965

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If anything, the largest classification--literature--has become even more important since 1964, as visitors to Bangkok's bookshops can attest. Colorful children's fairy tales and paperback novels are everywhere; both types of books are experiencing significant booms (see Chapters 4 and 6 respectively for further discussion of the two categories).

Although Thailand is a comparatively large producer of book titles, the books are printed in fairly limited numbers--usually several thousand in a printing--and the book market appears to have little depth. Even though the children's fairy tales are priced at five baht (25¢), and the paperback novels retail at about six baht (30¢)--one-quarter the price of the hard cover novels they are replacing--the average printing run has increased to only a minor degree, a fact that many attribute to the shallow nature of the market.

#### FOREIGN BOOK SUPPLY

Thailand's imports of books, booklets, brochures and pamphlets have increased rapidly during recent years. These imports rose from \$554,135 worth, C.I.F. value, in 1963 to \$949,038 worth--a rise of 71%--two years later. The value of such imports (overwhelmingly books, rather than smaller works) probably went over the \$1,000,000 mark in 1966:

Table 12 . IMPORTS OF BOOKS, BOOKLETS, BROCHURES, PAMPHLETS AND LEAFLETS, 1963-1965 (C.I.F. Value in U.S. dollars)

<u>Country of Origin</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
United States	\$196,075	\$255,451	\$305,871
United Kingdom	75,690	86,086	230,680
Hongkong	170,410	167,800	212,475
Japan	64,272	89,974	93,465
Others	<u>47,688</u>	<u>55,527</u>	<u>106,547</u>
Total	\$554,135	\$654,838	\$949,038

Source: Annual Statements of Foreign Trade of Thailand for 1963, 1964 and 1965.

About 90% of book imports into Thailand have been from four countries: the United States, the United Kingdom, Hongkong, and Japan. From 1963 to 1965, the United States was consistently in the lead, with about one-third of the total. Although annual imports from the U.S. have increased substantially from year to year (and 56% over the two years), its share of the market slipped slightly--primarily because of the large increase in books from the United Kingdom in 1965. During that year, the United Kingdom almost tripled its book exports to \$230,680--rising to second place with about one-quarter of the total. The third key book exporter between 1963 and 1965 was Hongkong, with from 22% to 31% of each year's total imports into Thailand. Most of the books from the British colony are low-cost editions of British titles, although some are in Chinese for the Thai populace that is fluent in that language. Imports from Japan (mostly low-cost Asian editions of U.S. titles) have been a consistent 10%-12% of the total.

The overwhelming proportion of books shipped to Thailand are in the English language. They are of two main kinds: high level educational and professional books (in both original edition and low-cost reprint), and simple, low-level, inexpensive books for learning and for easy reading in the English language.

Thailand has no import duties on books or periodicals.

## APPENDIX B

### EDUCATION IN THAILAND

#### ORIGIN AND STRUCTURE

The first educational system in Thailand was quite similar to that of the monastic and cathedral schools of Medieval Europe, i.e., it had a religious orientation and was centered in the temples. Historical evidence shows that the system was quite informal and offered only limited subject matter. The primary purpose was to provide moral and religious instruction and, for all practical purposes, was designed to train only the male members of the society. Vocational training was carried on in the family units. Young boys were taught how to farm, hunt, fight and develop some of the basic skills in handicrafts; girls were also given training in farming as well as in domestic skills. Only the children of the aristocracy could expect to receive training in the arts and other areas associated with higher education.

In the early 19th Century, Thai characters were made available in print for the first time, and it was then possible to prepare books and pamphlets in sufficient numbers to be used by many people and not merely a select group. The Presbyterians established missionary schools beginning in 1852 and these were followed later by other Protestant denominations. The teaching personnel of the missionary schools was recruited from the homelands of the denominations. Most of the teachers had at least some college training. As time passed, the emphasis on religion, though always present, became less dominant.

The first modern school was established by King Chulalongkorn on the palace grounds in 1871. This school was the first of its kind in Thailand and its primary purpose was to train boys for office work or civil service. It differed from other schools of the time because the latter were dedicated simply to bring up boys to be "well-read men of good behavior." The Royal Command School or Palace School had regular hours for learning and employed laymen as teachers. It taught not only reading and writing, but also arithmetic and other subjects which would be required in Government offices. The growing need for educated officials as the Government expanded its scope of work and the demand to set up a common standard for public instruction prompted the establishment of more of these schools in 1884. By 1886 there were 21 such schools in Bangkok and 14 in provincial cities -- all of them in temples.

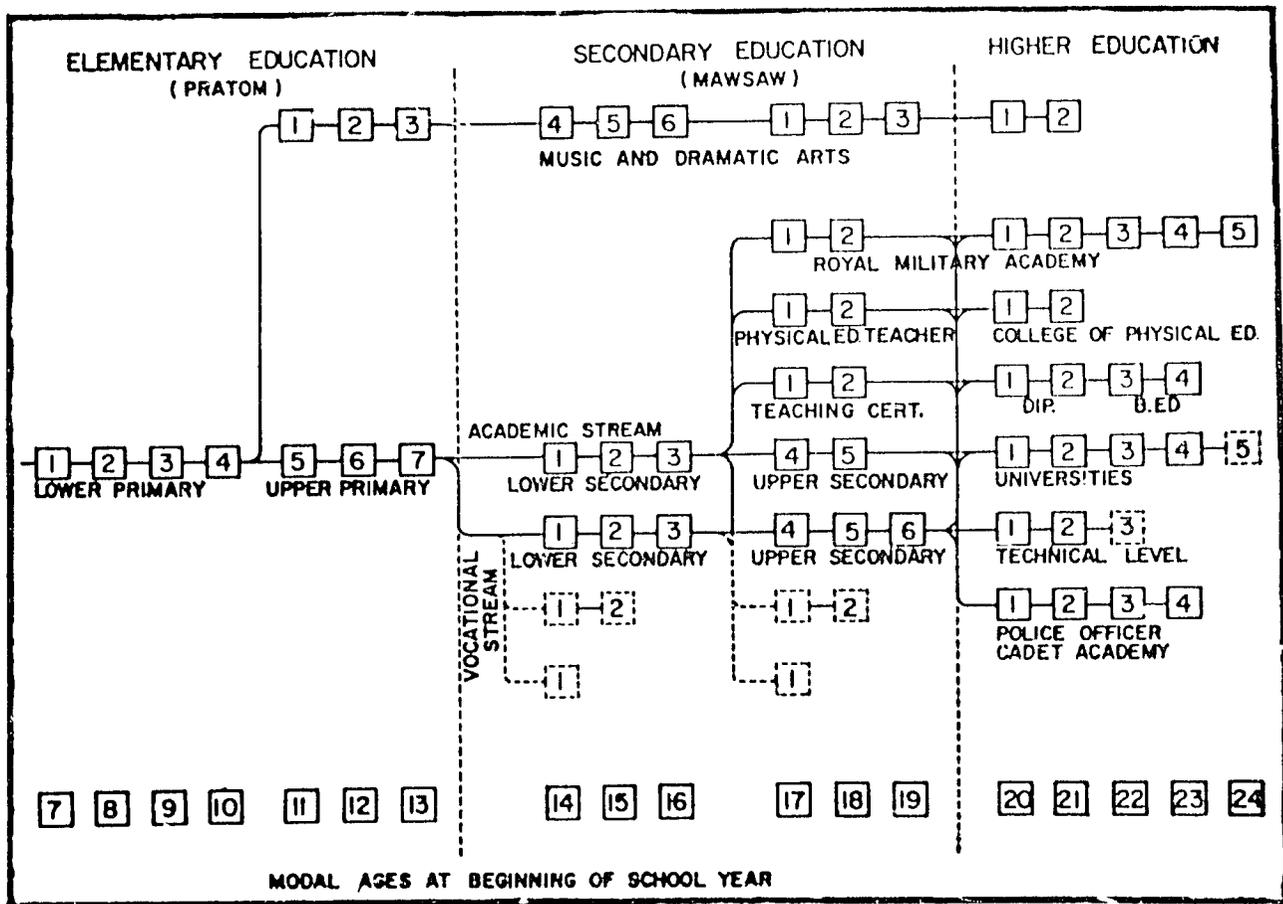
As schools increased in number, especially in Bangkok, the King found it necessary in 1887 to establish a Department of Education. In 1892 the department was raised to the status of ministry. In the same year the first teacher training school was established at Wat Benjama Rajudit.

In 1907 the educational system was divided into three divisions: primary, 3 years; elementary, 3 years; and secondary, 5 years. In 1913 King Uajeravudh established a system which continued until 1937. Under it, the principal stage of primary education was three years in length after which pupils had three choices: (1) go to the initial stage of the secondary school; (2) go to a junior vocational school; (3) continue two more years in primary where various kinds of practical arts were studied. In 1921 the first Compulsory Education Act stipulated that all children, both boys and girls, were to go to school from the ages of seven to fourteen years. In 1936 the National Scheme of Education was amended in the form of 4-3-3-2 and this remains as the basic organizational scheme -- conventional in design and basically like that of many other nations. During the next two decades the educational system continued to expand and improve.

A National Scheme of Education was announced by Royal Proclamation on October 20, 1960 and was drafted and passed by the National Council of Education. Figure 1, below, is an articulation chart of the scheme as it operates currently. The scheme divides education into four levels:

Figure 1.

ARTICULATION CHART OF THE THAI EDUCATIONAL SYSTEM, BY LEVEL AND TYPE OF COURSE



Source: Educational Planning Office, Ministry of Education

- (a) Pre-School Education, defined as that which precedes compulsory education. This level (not shown on Figure 1 ) may comprise two or three grades organized in a pre-primary school, or one pre-primary grade in an elementary school.
- (b) Elementary Education is divided into two levels: four junior grades (pratom ton) and three senior grades (pratom plai). Both the junior and senior grades may be organized in the same school or in separate schools.
- (c) Secondary Education is organized into streams: general (or academic) and vocational. Schools in the general stream comprise three lower grades (maw saw 1-3) and two upper grades (maw saw 4-5). Schools in the vocational stream may comprise one, two or three grades and upper grades with a similar pattern, depending on the character of the trade or occupation to be taught.
- (e) Higher Education which consists of universities and other institutions of higher learning.

Students comprise about 17% of the population (U.S. 20%), with about 5,000,000 in elementary and secondary schools--approximately 60% of the 7-18 school age group. An additional 33,700 are in higher education. Growth in enrollment during the past fifteen years has averaged more than 150,000 per year. This has created a demand for trained teachers that is far in excess of the supply; moreover, many of those already employed are inadequately trained. About 60% have had no formal training for teaching, and of those who have had formal training, the majority have had only one or two years beyond grade 10.

The National Scheme of Education declares that the State may extend the period of compulsory education according to its economic capacity so that the standard of education will be raised. The Primary Education Act of 1962 recommended extending compulsory education throughout Thailand from the fourth to the seventh elementary grade within ten years.

In conformity with the royal proclamation which put into effect the National Scheme of Education as of April 1961, the Ministry of Education drew up new syllabi for seven years of elementary education and for five years of secondary education.

The syllabus for lower elementary education (pratom 1-4) limits the hours of study to 25 per week. The 25 hours are made up of seven hours of Thai language, six hours of social studies, and three hours each of basic science, mathematics, health education and art education. The syllabus puts greater emphasis on the physical and social as well as emotional development.

The syllabus for upper elementary education (pratom 5-7) limits the hours of study to 30 per week. These 30 hours are made up of four hours of each of Thai, social studies and mathematics; two hours of health education; two hours of art education; three hours of basic science; three or five hours of English; six or eight hours of practical arts education.

The syllabus for the three lower grades of secondary education, both the general and the vocational streams, includes core subjects which aim at general knowledge; the other subjects to be studied depend on the stream of education. The general stream limits the hours of study to 30 per week, while the vocational stream limits them to 25. The core subjects are: three hours each of Thai, mathematics and science; four hours of English; two hours of social studies; two hours of art education; and one hour of health education -- making a total of 18 hours per week. Students choosing the general stream have to study 12 additional hours of general subjects: one hour of Thai, three hours of social studies, two hours of mathematics, one hour of health education, and four or six hours of practical arts education. If four hours of practical arts education are taught, then two more hours of English must be added to the time-table. Students choosing the vocational stream have to study 17 additional hours of vocational and related subjects.

The syllabus for upper secondary education follows the same pattern as that for lower secondary education; that is, it is drawn up for the vocational stream as well as the general stream. There are core subjects making up 12 hours of study per week: three hours of Thai, three hours of social studies, four hours of English, and two hours of arithmetic and algebra. For the remaining 18 hours, students choosing the general stream have to study additional general subjects; those choosing the vocational stream have to study additional vocational subjects.

With regard to the drawing up of courses of study, the responsibility rests with the education authority of each educational region or changwad (province). It is intended that the courses of study be drawn up in harmony with the geographical and the living conditions of the people.

Responsibility for education in Thailand rests with the Royal Thai Government in Bangkok. The control, financing, and administration of all education below the university level had been centered in the Ministry of Education but, following the transfer on October 1, 1966 of elementary level education (grades 1-7) to the Ministry of Interior, was divided between the two ministries during our survey. The Ministry of Interior, through its Department of Local Administration, is reportedly seeking more grass-roots participation in elementary education.

The Ministry of Education continues to exert the most influence on education in the Kingdom. While limited to professional aspects of elementary education, it has total responsibility for secondary education, vocational education, physical education, adult education, education in the fine arts, religious education, teacher training and the development of educational materials. The Ministry of Education groups the 71 changwads into 12 Educational Regions, each with a Regional Education Officer and a group of supervisors.

The Royal Thai Government consistently spends over 17% of total Government expenditures on education--one of the highest percentages in South and East Asia (see

Table 13). Between 1961 and 1965, the proportion devoted to education was remarkably consistent, varying only from 17.1% to 17.6%. In 1964, expenditures for educational services were 1,928,900,000 baht (17.6% of Governmental expenditures); in 1965 they were 2,157,267,000 baht (17.4% of total). While the proportion is higher for Thailand than for many countries, it is reported that 95% of the educational services expenditures go for personnel--very little of it is left for books and other materials.

Table 13.

PUBLIC EXPENDITURE ON EDUCATION IN SOUTH AND EAST ASIA, AS PERCENT OF TOTAL GOVERNMENT EXPENDITURE

Philippines (1963)	26.9	South Korea (1963)	13.6
Laos (1964)	21.5	India (1963)**	11.5
Cambodia (1963)	18.9	Indonesia (1961)	10.0
Thailand (1963)	17.6	Burma (1963)	9.0
Malaysia (1963)*	16.8	South Vietnam (1963)+	8.8
Ceylon (1962)	15.0	Pakistan (1963)	8.0
Taiwan (1963)	13.7	Nepal (1964)	7.9

\* Revenue expenditure only for State of Malaya.

\*\* Central and State Governments.

+ Not including Government subsidies to loyal communities.

Source: September 1966 Bulletin of UNESCO  
Regional Office for Education in Asia

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The educational authorities have initiated many projects in recent years designed to improve the educational structure in Thailand. A study completed by a joint Thai-USOM Task Force in 1963, Preliminary Assessment of Education and Manpower in Thailand, recommended a more intensive study of secondary education. The Royal Thai Government, AID and Michigan State University launched the study in 1964. This project was designed as a self-study with over 60 officials in the Thai Government

participating directly. Their report, Current and Projected Secondary Education Programs for Thailand, was issued by the Educational Planning Office of the Ministry of Education in 1966.

The Ministry of Education works closely with the Teachers' Institute or Kurusapha. This is a semi-official organization set up by the Teachers' Act of 1945. All public and private school teachers under the Ministry of Education are required by law to be members of Kurusapha, whose announced aim is to protect the interests of teachers and also to promote their education and welfare. The Executive Committee of Kurusapha also acts for the Civil Service Commission with respect to public school teachers in the matter of discipline and promotion.

The National Education Council (NEC) was created in 1959 to serve as an agency for coordination of education at all levels. Actually, because of Ministry of Education responsibilities, the NEC has worked chiefly in higher education. Served by a National Education Office which is staffed by approximately 80 persons and which gathers necessary statistical information, the Council's membership includes a number of Thai dignitaries as official members and appointees. But most NEC executive powers are delegated to a working committee of nine persons. Today, the Council is concerned mainly with problems raised in the development of new universities and curricula, budget preparation and approval, procurement of foreign loans, and mounting instructional difficulties which reflect a need for more English-speaking capabilities among students before they reach university level courses.

The National Education Council works with a number of smaller councils, each representing one university. Each individual university council, although chaired by the Prime Minister, includes a director--who is a cabinet member--and a deputy director whose position amounts to that of a manager or chancellor for the single institution. While a majority of Thai universities grew originally out of various central government interests--for instance, medicine-- today the Council represents

the most important national influence in behalf of improving higher education programs and is, in a sense, the chief central authority for all Thai universities.

## THE EDUCATIONAL EFFORT

### Pre-School Education

There are two types of pre-school education. First, there are two-year kindergarten schools, both public and private, which admit children aged three to five. Second, there is an infant or a pre-primary class attached to a public elementary school; such classes admit children when they are five for a one-year course.

During the first school census in Thailand's history--conducted on July 15, 1964 for the 1964-65 academic year--64,913 students were enrolled in the pre-school classes (see Table 14).

### Elementary Education

Elementary education is divided into two sections: four junior grades (pratom ton) and three senior grades (pratom plai). Both the junior grades and senior grades may be organized in the same school or in separate schools. Over four-fifths of school enrollments are concentrated in the four grades of lower elementary school--4,060,870 students. (See Figure 2 for a diagrammatic view of the sharp pyramid of enrollments in the Thai schools.) In the five years since the Government extended compulsory education from grade 4 to grade 7, only about 10% of the schools have been able to observe the regulation. Eighty-six percent of the students in the lower elementary grades were enrolled in the public schools, 9% in private schools, and 5% in municipal schools.\*

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\*Municipal schools are elementary schools situated within the boundary of a municipal area and operated by the municipality.

Table 14.

STUDENT ENROLLMENTS BY GRADE LEVEL, 1964-1965

Pre-Primary	64,913
Lower Elementary ( <u>pratom</u> 1-4)	4,060,870
Upper Elementary ( <u>pratom</u> 5-7)	438,992
Lower Secondary ( <u>maw saw</u> 1-3)	263,345
Upper Secondary ( <u>maw saw</u> 4-5)	48,257
Vocational ( <u>maw saw</u> 1-6)	37,973
Teacher training	21,802
Post-Secondary Technical	5,468
Universities and colleges	33,682*

\* 1966-67 enrollment

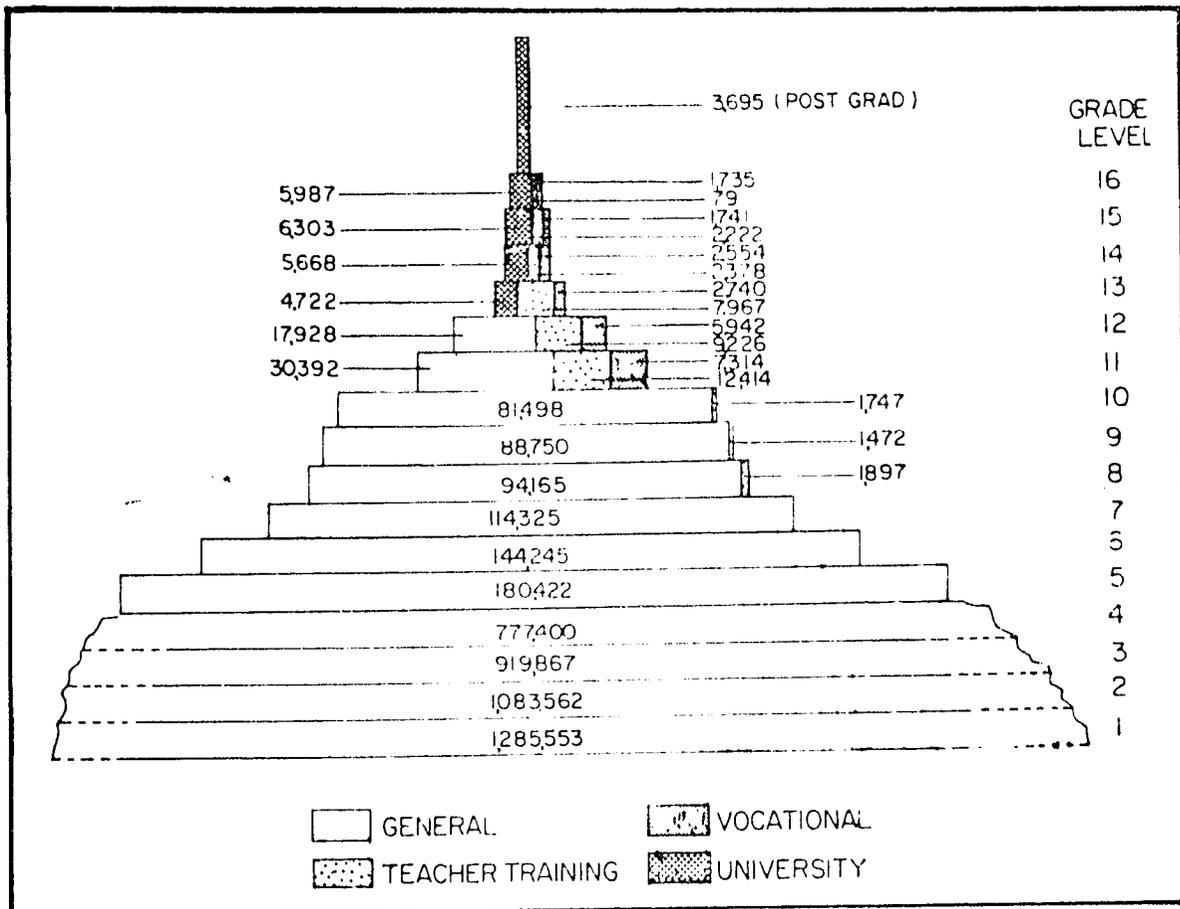
Source: National Statistical Office and  
Educational Planning Office, MOE

At the beginning of the 1964-1965 academic year, only 30% of the graduates of the fourth grade continued their schooling in grade 5. But this was much better than the corresponding 20% rate of two years earlier. The other 70%-80% leave school altogether. In 1964 upper elementary school (grades 5-7) enrollment was 438,992--somewhat under 9% of total student population. Forty-eight per cent of the grade 5-7 pupils attended public schools, 44% attended private schools, and 8% were enrolled in municipal schools.

Secondary Education

Secondary education is divided into two streams: the general stream and the vocational stream. Thailand is also experimenting with comprehensive high schools, but progress is slow because of the costs involved and the need for a new type of organization with larger and better qualified staff. The situation is being studied by a group of educators from the University of Alberta at Edmonton, Canada.

Figure 2. THE PYRAMID OF ENROLLMENTS, 1964-1965



Source: Educational Planning Office,  
Ministry of Education

It is planned that in almost every changwad there will be four secondary schools: two general secondary schools (one for boys, the other for girls), and two vocational schools (again, one for students of each sex). At the ampur (sub-province, or district) level there is coeducation--for generally there is only one secondary school in an ampur--and there are no vocational schools.

The general or academic secondary schools consist of two sections: the lower section (maw saw 1-3), and the upper section (maw saw 4-5), and provide five years of schooling. At present, however, some secondary schools have only the lower section. At the lower level there were 263,345 students in 1964. Fifty-three percent of these were

enrolled in the public schools and the remaining 47% in private schools. At the upper academic secondary level, 56% of the 48,257 students attended public schools and 44% attended private institutions.

The vocational secondary schools also usually consist of two sections, with each section offering a three-year course. Enrollment in the vocational schools shows a widely differing pattern from the academic schools. Only 37,973 students attend the vocational secondary schools (compared to 311,602 in the academic schools); and enrollment at the lower vocational level (map saw 1-3) is much smaller than enrollment at the higher vocational level (map saw 4-6)--with 5,115 students in the former and 32,858 in the latter. Over four-fifths of vocational students attend public schools. In 1964, 18,282 vocational secondary school students were enrolled in trade and industrial schools, 8,195 in home economics schools, 6,392 in business schools and 3,746 in vocational agriculture schools.\*

There are, in addition to the vocational secondary schools, nine post-secondary technical institutes, some of which offer courses at the sub-professional or technician level only. However, some also provide a continuity of courses from the upper vocational level to the technical level. In 1964, 5,468 students were studying at the post-secondary technical institutes.

The enrollment in the vocational secondary schools and the technical institutes totals 43,441, making the vocational-academic enrollment ratio an out-of-balance 1:7. In spite of the nation's need for trained technicians, vocational schools as a whole were not able to attract students to register any significant increase in enrollment in 1964. The Educational Planning Office states that the situation will change in the immediate future because of a concerted

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\*The total enrollment for these specialized vocational schools is slightly at variance with the 37,973 figure which precedes it.

program of vocational education supported by a substantial loan from the World Bank.

Secondary teacher training institutions were attended by 21,802 students in 1964. Excluding vocational teacher training, enrollment figures included 13,131 studying for lower certificates, and 5,294 for higher certificates and diplomas of education. 864 full-time students and 2,513 students taking part-time evening classes were enrolled in the degree-granting institutes. In the 1964-1965 academic year there were 5,637 graduates with lower certificates, 1,661 with higher certificates, 733 with the bachelor's degree and 21 with the master's degree.

Enrollment in the higher grades is centered in the Bangkok-Thonburi area. Although about 8% of the total population of Thailand lives in this area, it has 27% of the total enrollment of the upper elementary schools (pratom 5-7), one-third of those in academic secondary schools, one-half of those in vocational schools, and 41% of those attending teacher training schools.

### Higher Education

The early development of the Thai universities was closely related to the administration of various ministries. Some institutions, at least in the initial stages of their development, served as the pre-service training centers for their respective ministries. In 1889, the first institution, the Royal Medical College, was created at Siriraj Hospital. The first national university was established in 1896 and was named Chulalongkorn University. At the beginning it comprised four faculties: Arts and Sciences, Medicines, Engineering and Political Science. A second university, Thammasat University was created in 1933. In 1942 the University of Medical Science was promulgated and placed under the supervision of the Ministry of Public Health. Two other universities came into existence in 1943: one was Kasetsart, formulated upon the existing colleges of agriculture and forestry. The other university, Silpakorn, was primarily concerned with fine arts and national culture. The administration of the

Table 15. ENROLLMENTS IN THAI INSTITUTIONS OF  
HIGHER EDUCATION, 1966-1967

<u>Institution</u>	<u>Undergrad.</u>	<u>Master's</u>	<u>Ph.D.</u>
Thammasat University	12,398	20	1
Chulalongkorn Univ.	7,645	323	-
College of Education	4,353	88	-
Univ. of Medical Sci.	3,364	150	-
Kasetsart University	2,620	106	-
Chiengmai University	1,677	-	-
Silpakorn University	518	-	-
Khon Kaen University	309	-	-
SEATO Graduate School of Engineering	-	110	-
Total	32,884	797	1

Source: Educational Planning Office,  
Ministry of Education

universities, formerly fragmented among various ministries, was brought together for the first time in 1958-1959 through the coordination of the Office of the Prime Minister and the NEC. Higher education has also begun expanding into the provincial areas with regional universities. The first such regional university was Chiengmai University in the north, begun in 1964, and the next year Khon Kaen University in the northeast came into being.

Table 15 shows the current enrollment in Thailand's nine institutions of higher education. Eight of them have a total enrollment of 32,884 undergraduate students. Of 4,835 degrees earned by higher education students in 1964, the five largest fields of study were Education (890 degrees), Law (803), Social Sciences (767), Commerce and Accountancy (748), and the Health Professions (585).

The proportion of students graduating from upper secondary schools who were able to gain entrance into university has been increasing since the 1962-1963 academic year. Then,

3,416 (18%) of those who graduated from grade 12 gained entrance into a university. Corresponding figures for the following two academic years were 3,948 (40%), and 5,867 (58%) respectively.

The extension of the educational effort to include graduate work is now an accomplished fact. Master's degrees have been awarded by Chulalongkorn, Thammasat, Kasetsart, the University of Medical Sciences, the College of Education, and by the affiliated SEATO Graduate School of Engineering. Two doctorates have been granted, both of them by Thammasat. A total of 652 master's degrees have been awarded by all schools combined up to 1965: of this number, 122, or nearly 19% were granted in 1965. The fields of study in which the largest number of degrees were granted are Public Administration, Engineering and Education.

#### EDUCATIONAL TARGETS

The First Draft of the Thai Second Five Year Plan appeared in mimeograph form during the work of the book activities survey team. Its chapter "Educational Development" pinpoints three areas of special consideration:

"(i) The majority of Thailand's school-age population does not have an opportunity to continue education after completion of compulsory education. This is evident from the fact that enrollment at the lower secondary level is only 6% of the total primary school enrollment. This factor can have an adverse effect on the future availability of professional, technical and middle-level manpower which the country so badly needs.

"(ii) Private schools play a very vital role in education, particularly from grade 5 to the upper secondary level. It is essential that greater efforts be made to improve the academic standards of these private schools.

"(iii) At the university level the shortage of teachers is evidenced by the fact that nearly 30% of the total teaching force is made up of part-time instructors.

"This shortage of teachers will be an important bottleneck to producing more and better qualified personnel in different professional fields, particularly the sciences and engineering."

Noting a 1966-1967 enrollment of 5,293,245 in Thai schools, the Second Five Year Plan targets a 20% rise to 6,350,500 by 1971--with the most rapid increases taking place at the secondary academic, vocational/technical, and teacher training levels--the enrollment increases being "geared primarily towards satisfying the country's manpower needs."

We close this appendix with a table that presents the Plan's detailed enrollment targets. Their implications concerning the expanding need both for locally produced and imported textbooks and supplementary books are obvious:

Table 16 . CURRENT AND PROJECTED FUTURE ENROLLMENTS  
AT VARIOUS EDUCATIONAL LEVELS

<u>Educational Level</u>	<u>1966</u>	<u>1971</u>	<u>Increase</u>	<u>% Incr.</u>
Pre-Primary	<u>75,376</u>	<u>113,250</u>	<u>37,880</u>	<u>50.3</u>
Elementary	<u>4,768,000</u>	<u>5,504,000</u>	<u>736,000</u>	<u>15.4</u>
Lower Elementary	<u>4,231,000</u>	<u>4,753,000</u>	<u>522,000</u>	<u>12.3</u>
Upper Elementary	<u>537,000</u>	<u>751,000</u>	<u>214,000</u>	<u>39.9</u>
Secondary-General Stream	<u>345,502</u>	<u>575,700</u>	<u>228,200</u>	<u>66.0</u>
Lower Secondary	<u>300,400</u>	<u>495,900</u>	<u>195,500</u>	<u>65.1</u>
Upper Secondary	<u>45,102</u>	<u>79,800</u>	<u>34,700</u>	<u>76.9</u>
Secondary-Vocational Stream	<u>42,600</u>	<u>63,000</u>	<u>20,400</u>	<u>47.9</u>
Lower Secondary	<u>5,600</u>	<u>7,100</u>	<u>1,500</u>	<u>26.8</u>
Upper Secondary	<u>37,000</u>	<u>55,900</u>	<u>18,900</u>	<u>51.1</u>
Teacher Training	<u>19,776</u>	<u>31,700</u>	<u>11,970</u>	<u>60.5</u>
Certificate level	<u>14,498</u>	<u>22,200</u>	<u>7,700</u>	<u>53.1</u>
Higher Certificate level	<u>3,378</u>	<u>5,200</u>	<u>1,820</u>	<u>53.9</u>
Degree level	<u>1,900</u>	<u>4,300</u>	<u>2,400</u>	<u>126.3</u>
Technical Institutes	<u>8,460</u>	<u>19,090</u>	<u>10,630</u>	<u>125.7</u>
University-Bachelor's degrees	<u>33,531</u>	<u>43,830</u>	<u>10,300</u>	<u>30.7</u>
TOTAL	<u>5,293,245</u>	<u>6,350,570</u>	<u>1,057,325</u>	<u>20.0%</u>

Source: Second Five Year Plan, First Draft

## APPENDIX C

### DEVELOPMENT OF AUDIO-VISUAL SERVICES\*

#### Audio-Visual Materials

Despite growing interest in the development of audio-visual service programs, the availability of audio-visual materials in Thailand's schools has remained small. A sample survey of 10% of the secondary schools in the Kingdom indicated that the following percentages of schools possessed or had access to these items: film slides--15%; filmstrips--12%; opaque projector--7%; overhead projector--2%.

Chief among sources of production is the Educational Materials Center of the Ministry of Education which, through its Audio-Visual unit, has produced filmstrips on Thai architecture and history, and such items as "A Day in the Life of an English Child." The Audio-Visual unit also records Thai songs and poetry to be used on soundtracks associated with presentation of filmstrips. Some microslides for use in biology classes have been proposed and, working in cooperation with American-trained technical personnel, the unit makes prototypes of audio-visual materials rather than issuing quantities. Copies are made upon request when needed by a given school or other educational unit. If the school provides material needed, for instance raw film and tape, the audio-visual unit will normally dub a copy from its own original master.

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\*This appendix discusses audio-visual services in terms of their use and development in the formal school system. As noted in the body of the report, audio-visual materials including radio are in use in other areas such as in agricultural extension and community development work, not covered here.

Located on the first floor of the Educational Materials Center building, the Audio-Visual unit includes a small auditorium which is used mainly for teacher training in secondary education. It has a small recording facility, projection room, photographic area, and some exhibition space. The unit also has a room for the assembly of dioramas and other three-dimensional teaching aids.

Another aspect of audio-visual service in Thailand is work done by the Audio-Visual Section of the Division of Adult Education, a unit located within the Department of Elementary and Adult Education in the Ministry of Education. This section distributes audio-visual aids for use in schools, chiefly at the elementary level. The A-V Section maintains equipment for showing films in provincial libraries and provides--from modest collections of materials and equipment--motion pictures, filmstrip projectors, and tape recordings. It maintains a film library of 12,000 titles, a few of which have soundtracks in Thai.

In large part, A-V materials used in higher education appear to have been acquired from foreign sources. No Thai commercial organizations are reported to be active in the A-V business. (The many special film showings provided in villages by foreign agencies make use of materials developed abroad. Among the more interesting types of research under way in Thailand are efforts to determine what types of audio-visual aids will work, where, and under what conditions.)

#### School Broadcasting

Much more advanced in the development and the sophistication of its approach is the School Broadcast Service sponsored by the Department of Educational Information. First aired in May 1958, school broadcasts are now on the air five days a week from 9:00 A.M. to 2:00 P.M. They include programs of music, English, social studies, and so forth, and are normally repeated four times weekly. While the Broadcast Service is supposed to cover all schools in the Kingdom, this does not occur because of signal interference and a variety of utilization problems which relate

to the availability of receivers and typical educational methods. At the beginning of 1967, a staff of approximately 40, augmented by free-lance writers, teachers, and others, was responsible for production of Thai school broadcasts.

The Department of Educational Information issues a teachers' guide for each program aired and tries to correlate program content with local curricula and teaching texts. About 6,000 schools have been reported to be using broadcasts regularly, with greatest interest in music programs, English and in social studies. Workbooks are issued for a school series and, where English is involved, are printed in that language.

School receivers have been provided by the Department of Educational Information with at least one radio for each school. Many receivers were obtained originally through the Columbo Plan; some receive both long and short-wave programs.

The Department also airs evening broadcasts. These include educational talks, presentation of information of interest to teachers, music and news. Hours for the evening programs are from 6:00 to 9:00 P.M. on weekdays and from 4:00 to 7:00 P.M. on both Saturday and Sunday. All school broadcasts are produced on tape; evening programs may be aired "live."

Members of the Departmental staff convene conferences in each of the 12 educational regions, with approximately three such conferences being held each year. The conferences show teachers how to use broadcast materials.

The school programs are broadcast primarily over the Ministry of Education's station which has a 2kw output (there is hope for early installation of a 10kw transmitter). The present weak signal of the station means that it suffers from the interference of other signals.

Among major Departmental problems are a shortage of staff talent (although courses in radio writing are beginning at Chulalongkorn) and a continuing shortage of funds with which to support the broadcast effort. Some encouragement

has been given the Department by the Adult Education Division and by other units within and without the Ministry of Education which have expressed interest in radio service. But, as yet, there is no formal relationship between development of school broadcasting and other audio-visual or materials service. Technical assistance received from foreign agencies has provided radio receivers, staff training, and fellowships for study of school broadcasting in the United States, Europe and Japan.

Most programs aired by the School Broadcast Service should be regarded as supplementary or enrichment materials, although there is occasional direct teaching. Programs are generally 15 to 20 minutes long, and individual teachers have an option as to whether or not and how the programs will be used in class. Such use depends very much upon the attitude of the headmaster or principal in a given school. (And, as the survey team observed, use of broadcasts is generally quite limited.)

Although radio still predominates, the Department is interested in developing school television. It is planning an educational television service for elementary schools and a complementary service for secondary schools. Whether these programs will reach their potential remains to be seen.

A general statement concerning development of educational radio in Thailand was published in a report prepared originally for the International Institute of Educational Planning by Wilbur Schramm of Stanford University.\* Writing on the feasibility of new educational media in developing regions, Dr. Schramm stated:

"The most important thing that has been learned...is that, at least in conditions like those in Thailand, the school broadcast can be used efficiently and very

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\*Educational Radio in Thailand, International Institute for Educational Planning, Paris, 1965.

inexpensively to reach several different kinds of subject matter in primary and secondary schools. It can be used to share expert teaching, to liven up the classroom, to provide a model of excellence for classroom teachers, to provide learning experiences pupils otherwise would not have. More specifically, Thailand demonstrates that radio could be used to upgrade and change in a fundamental way the teaching of music, to introduce the sounds of a second language, and to teach the social attitudes which were the desired outcomes of social studies. And the low cost of all this is not to be disregarded. The annual expenditures for the educational broadcasts have been less than two-tenths of 1% of the Ministry budget. The cost per pupil of serving the 20% of the Thai pupils who received the broadcast (including the cost of sets and maintenance) comes only to about one-half of 1% of the total expenditure per pupil on education."

Highlighted as problems by Dr. Schramm were the following: (a) finance and foreign exchange (it is difficult to obtain funds needed for proper transmitters; (b) signal (Thailand's signal is very weak); (c) training (there is great need for in-service training and fellowships); (d) schedule (it is difficult to relate broadcasting services to teaching schedules); (e) set maintenance (in Thailand, as in most developing countries, it is difficult to keep radio receivers in repair); (f) cooperation by teachers (often radio is felt to be a nuisance or an interference\*); and (g) the coming of television (which tends to minimize the importance of radio in people's minds).

The universities also make little use of radio and television, although Thammasat University has offered some courses on Station CCTV in order to handle a growing number of new students who are required to take introductory courses in English, social science, and mathematics.

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\*Chapter 2 noted a similar reluctance on the part of many teachers--those who lack proper training--to be "bothered" with the proper use of textbooks in classroom instruction.

We have two recommendations in the audio-visual area:

Development of radio and television services to schools should be encouraged in such a way that better educational agencies are not handicapped. There should be closer correlation between radio programs, intended classroom activities and promotion of library utilization. At present, as we have noted, radio programs are used only to a limited degree and operate much as a separate educational tool, having only a loose supplementary relationship to class instruction. Also, technical facilities require improvement, and signal strength must be increased.

There is reportedly too much red tape involved in the procurement of imported audio-visual materials; this should be reduced so that storage fees can be avoided when A-V materials have arrived. The official procedures involved in the bidding of requests for A-V materials on a tax-free basis should be expedited; excessive delays have dampened the enthusiasm of many in trying to acquire A-V materials on this beneficial basis.

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