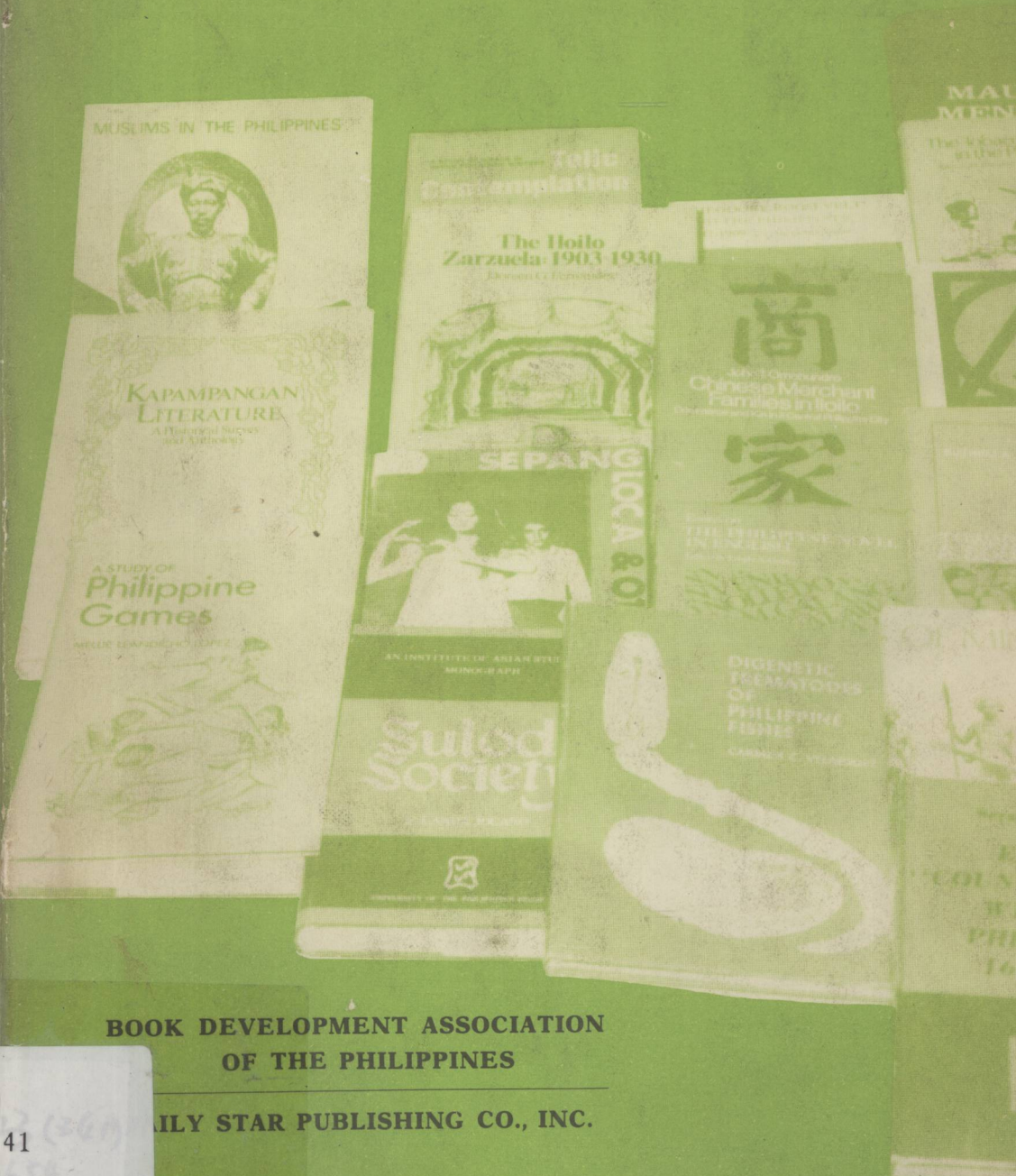


PACIFICO N. APRIETO

# Book Publishing and Philippine Scholarship



BOOK DEVELOPMENT ASSOCIATION  
OF THE PHILIPPINES

FAMILY STAR PUBLISHING CO., INC.

PACIFICO N. APRIETO

**Book Publishing and  
Philippine Scholarship**

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**BOOK PUBLISHING AND  
PHILIPPINE SCHOLARSHIP**

To VLA and her children  
and to my friends in the  
publishing industry

## FOREWORD

The journalist in Aprieto is very evident in this work. His short, factual, and clear story of book publishing in the Philippines has the immediacy of a front-page newsfeature. We feel confident that the information has been checked and put in order; we have been spared both the technical obscurities that usually enshroud scholarly surveys and the uncomfortable speculation often found in "country reports" hastily prepared for international conferences.

It seems that a different type of book has exemplified each of our ages as a people. We had a few grammars and prayer books during our colonial infancy under Spain. *Florante at Laura* and Rizal's *Noli* and *Fili*, nationalism thinly disguised as fiction, brought about our awakening as Filipinos. Our stories, novels and poems were our first words in English while we flew the American flag. On our own after World War II, we made Filipino textbooks big business, and with a proliferation of university journals we showed just how much we had grown. Now comes the Philippine scholarly book which Aprieto says influences those who must influence the kind of future we will have.

It is significant that this book comes at this time, because the last five years have brought continuity and change in the Philippine book publishing industry. Never before was the industry so greatly challenged as when Government itself became the country's biggest book publisher. In 1976, the Educational Development Projects Implementing Task Force (EDPITAF), then headed by Waldo S. Perfecto, persuaded Aprieto to leave scholarly publishing momentarily to form the Textbook Board Secretariat (TBS). Now in the process of becoming a permanent governmental institution, TBS has to date published more than 31 million free textbooks for the public elementary and high schools.

In spite of or because of that act of Government, the book industry has not only survived but also diversified. It has invested in the development of Filipino textbooks for college and of "trade" books, among others, to sell to new markets and to foreign markets. In the process, it is rediscovering the role of all-important book editor, which Aprieto dwells upon in some detail. The industry now needs other professionals, to design better-looking and more cost-effective books and to sell more books.

Although the rush to supply or sell seems to have left the scholarly press behind, in another sense that press is not backward. For, like its parent university, the scholarly press relentlessly pursues truth and new knowledge, almost without consideration of cost or consequence. In the words of another writer, the dissemination of new ideas, even those unpopular now, is precisely "at the growth-tip of society" and (commercially speaking) "must necessarily be out on a limb."

This book marks for the industry its first conscious record of itself. Only two years in existence, the Book Development Association of the Philippines (BDA) has set out on a course toward a professionalized industry capable of responding to the call for national cultural unity and development. Published for BDA, this book is evidence that all those who have anything at all to do with books can accept one another as colleagues in the same industry.

ALFONSO DE GUZMAN II

Second Manila International Book Fair  
November 5, 1981

## PREFACE

### *An Epilogue, 1981*

I undertook this study on the role of scholarly books in our national development while a student at the National Defense College of the Philippines in 1975. On July 1, 1976, I was persuaded to manage the largest book program ever undertaken in the country – the Textbook Project of the Ministry of Education and Culture financed with a loan (Third Education Loan) from the World Bank. Recognizing the importance of the project in the reform of Philippine education, the President of the University of the Philippines where I held the post of University Press Director allowed me to accept the job on a secondment basis, a status I continue to hold at this writing.

A month after my appointment as Director of the Textbook Project, Alfonso de Guzman II, Director of the Ateneo de Manila University Press, joined me as my Production Manager and later concurrently Deputy Director. The migration of the two top men from the university presses that had been the mainstay of contemporary scholarly publishing in the Philippines had discernable effects on the two institutions. From 1976 to 1981, the Ateneo Press put out 12 titles, including one textbook, although it had held the position that as a Filipino university press it was compelled to devote its resources also to textbook publishing.

For the same period, under a management that apparently received grudging support, if not declining official interest, from a university administration that annually reared under the buffeting of budgetary cuts, the University of the Philippines Press published 13 titles, or about two books a year. The new list, like that of the Ateneo Press, fell short of the desired quantity and quality. Only five were original scholarly studies; the rest were predominantly literary works or about literature which are not generally included in the category of scholarly publications.



The loss of scholarly publishing appears to be a gain of textbook publishing. Unprecedented in scale, complexity, innovativeness and determination, the government's Textbook Project during its first five years of operation from 1976 to 1981 under our direction developed 84 of the 109 textbooks and teacher's manuals needed to teach science, mathematics, social studies, Pilipino and English and printed and distributed to the public schools the initial batch of close to 31 million copies.

Primarily intended to increase the supply of textbooks in the public school system and maintain it at a level of at least one textbook for every two pupils, the Textbook Project also sought and succeeded to set new standards in textbook development and publishing, including full-scale field testing of textbooks in representative schools before the printing of the final edition; review and scrutiny by independent editors; mass training of teachers and school administrators on the effective use of the new textbooks; and evaluation of the impact of textbooks on pupil achievement.

Field testing serves a vital purpose. Since the textbook will be used nation-wide, it is important to insure that it will be usable and acceptable in all parts of the country which are ethnically different.

Independent editing of the manuscripts produced by designated government curriculum centers made certain that the official curriculum requirements, language appropriateness, pedagogical effectiveness and generally accepted publishing standards are adhered to.

Mass training of teachers, an essential component of the project, assured that the new textbooks, produced at great expense and time, would not go to the hands of unprepared or indifferent teachers and administrators.

The evaluation of textbook effectiveness is important not only to determine its contribution to teaching and learning, but also to measure the program's cost-effectiveness. Three years after the first project textbook was issued, an independent UNESCO study reported that the new textbooks had raised pupil achievement by 14 per cent while increasing pupil cost by less than one per cent.

All in all, the Textbook Project has turned out more effective and visually attractive textbooks. It has reestablished the vital role of the editor and the book designer, and corrected, it is hoped, the mistaken but persistent notion that book publishing

is like the dairy industry where one puts in grass at one end and milk comes out of the other. Quite the contrary, for publishing is a complex intellectual process requiring generous time, vision and the experience and expertise of professional workers and managers.

I have digressed into textbook publishing not merely for historical purposes but because of its links to scholarly publishing and to book publishing in general. As mentioned in this book which devotes two chapters to the textbook industry, the private publishers were opposed to the Textbook Project from the time the plan was made known in 1975. The publishers regarded and continues to regard the project as undue government intrusion into the one area of the publishing industry that gives them sufficient profit to enable them to publish non-textbooks, including scholarly books, which give little if any returns on investment.

The opposition to government textbook publishing continues. The prophecy that it spells the doom of the book publishing industry, however, has remained unfulfilled. In the meantime, many publishers have expanded their activities, opening new stores, acquiring new facilities, and diversifying their operations. New textbook series and attractive art books and so-called "coffee table" books have appeared on the market.

A new association, the Book Development Association of the Philippines, which draws membership from the book publishing and graphic arts industries as well as from individual writers, editors and book designers for the purpose of "increasing the number of books published and the number of books sold," lists government competition among the inequities besetting the local book industry which include unreasonable duties and taxes, unrealistic copyright laws, lack of government assistance and incentives for the industry, red tape and irregularities in government book procurement, and the absence of a government program for promoting reading.

At the height of the celebration of Education Week on September 9, 1981, President Ferdinand E. Marcos announced the launching under the aegis of the Ministry of Education and Culture of an Instructional Materials Development Corporation which would integrate the Textbook Project and would have as one of its primary functions the provision of development assistance and incentives for the book industry and insure the industry's maximum participation in supplying the school

system with all needed textbooks and other instructional materials.

As the Textbook Project phases into this new government program, I would like to reiterate what I consistently tell our colleagues in the educational publishing sector in private talks as well as in more public discussions: The government's Textbook Project admittedly reduced the private publishers' more lucrative market, but this setback should be a temporary one. The massive infusion of basic textbooks into the school system could only redound to the development of the reading skill and the love of reading essential to the development of a healthy book industry and re-establish the presence and necessity of textbooks in the schools so that a textbook-less classroom, common six years ago, would become intolerable. All these, to my mind, can only benefit the Philippine book publishing industry.

I began this prefatory note with reference to the state of scholarly publishing. I must end it the same way. My intimate exposure to the book publishing industry gives me reasons to believe that the publishing of scholarly books must continue to be the exclusive obligation of the universities as scholarship must necessarily remain the function of higher learning.

September 13, 1981

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I thank Mrs. Socorro de la Cruz of the U.P. School of Economics who went out of her way to finish the typing on time; also Miss Anicia S. Ore of the Philippine Atomic Energy Commission Library who helped develop the bibliography.

In undertaking this study, I was motivated by the desire to arouse public concern for Filipino scholarship and the need to record and disseminate the fruits of scholarly work in a form that will make them available to everyone interested. I am grateful to my wife, herself an inveterate researcher, for sharing unequivocally this view.

April 1, 1975

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**BOOK PUBLISHING AND  
PHILIPPINE SCHOLARSHIP**

#### PUBLISHER'S NOTE

The author's documentary and explanatory notes, indicated in the text by superscripts, are numbered successively and arranged by chapter in the section, "Notes," on pp. 57-61.

## *A World of Books: An Introduction*

We are living in a world of books. In 1972, total world book production amounted to 561,000 titles. This was double the number of books published 20 years before.<sup>1</sup> In terms of volume, this means 10,000 million copies of new books added to the reading fare of the world's inhabitants.

Although a young nation, the Philippines has had a long established affair with books. The *Doctrina Christiana*<sup>2</sup> antedated by almost half a century the oldest book in America, the *Bay Psalm Book* printed in Cambridge, Massachusetts in 1640.

The printing press came to exist in Manila in 1602 ahead of Philadelphia (1668), Calcutta (1790), Bombay (1792), Sidney (1795) and other cities of great importance.<sup>3</sup>

From 1593 to 1800, a period of more than two hundred years, some 541 books were printed in the Philippines.<sup>4</sup> Today this figure is exceeded by our book production in one year.

During the last five years from 1970 to 1974, some 3,282 books were granted copyrights in the Philippines. About 70 per cent of these were school textbooks and general references; about 23 per cent were monographs, tracts and miscellaneous publications such as indexes, atlases, almanacs, etc.; about 4 per cent were literary works; the rest, about 3 per cent, were scholarly books.

This study concerns this smallest category of books published annually in the Philippines – the scholarly book.

### STATEMENT OF THE PROBLEM

This study attempts to trace the development of scholarly book publishing in the Philippines, to identify the factors that influence its growth, and to discover the role of scholarly books in national development.

In a world that turns out more than 1,500 new books everyday,



why should we concern ourselves with the handful of scholarly books produced in the Philippines each year?

Although numerically small, scholarly books constitute a vital part of the national literature. In the words of Carlos P. Romulo, "They record for the nation those significant landmarks – in the form of great ideas, lives, events – that illumine the development of the Filipino nation."<sup>5</sup> Seldom, if ever, published for economic gain, their value lies in the new ideas, revealing insights or fresh interpretations they contribute to general knowledge.

#### DEFINITION OF TERMS

"Book" in this study is as defined by UNESCO: a printed non-periodical publication of at least 49 pages, exclusive of cover pages, published in the country and made available to the public.<sup>6</sup>

A "scholarly book" is one written by a scholar to communicate information and ideas in his professional field. It conveys new knowledge or new interpretation, resulting from research or study.<sup>7</sup> It is different from a "textbook" which is "an exposition of generally accepted principles in one subject, intended primarily as a basis for instruction in a classroom or pupil-book-teacher situation."<sup>8</sup>

A "scholar" is one who is well versed in his field or fields of study and who is continually growing in understanding of the intellectual and artistic aspects of his subject.<sup>9</sup>

"Scholarly publishing" or "scholarly book publishing" is the whole intellectual and business procedure of selecting and transforming a scholarly manuscript into a book and of promoting its ultimate use.

"Literature" refers to imaginative works such as poems, plays and novels which differ from scholarly works in their fictional content and highly personal style. Literary criticism, however, is considered scholarly work in the scholarly publishing field.

"National development" is used in this study in the most general sense to refer to the country's progress as well as to the processes or measures that contribute to such progress. It is used interchangeably with nation-building.

#### SIGNIFICANCE OF THE STUDY

In the present effort to rebuild and restructure Philippine society, the works of Filipino scholars offer a source of guidance and inspiration. It may be important to find out what is being