

Due to the lower prices of paperbacks, their titles are of significance for less affluent as well as younger people. The impact of these materials on the economically less developed areas of the country is also of importance.

During the last decade the proportion of nonfiction titles among all paperbacks has more than doubled—from 38% to 80%. We may conclude that among inexpensive paperbacks the nonfiction books are outselling the fiction books and that the more serious types of reading are now available at much lower prices than a few years ago. Serious paperbacks are used with increasing frequency in more advanced high school and college classes.

The main problem of publishers today is the production of sufficient quantities of books to fill the rapidly mounting orders which libraries, schools and the research community are placing.

The impact of Federal funds has increased the demands on publishers. They in turn depend on allied services (i.e. printing, binding, and shipping) to fill their orders. As a result bottlenecks developed, which are being gradually eliminated. On June 30, 1966, a meeting at the Department of Commerce explored means to eliminate bottlenecks in the production and distribution of books.

Until 5-10 years ago publishing has not been a large or a very profitable business and those who entered it did so usually for the stimulation, the personal contacts and the service opportunities. At present total sales of the industry as received by publishers comes to about \$2 billion. In the last decade the dollar sales has increased about 10 percent annually.

The future performance of the publishing industry will depend on its adaption to varying educational requirements. New approaches will have to be developed which may combine the use of various media for the learning process. It would seem essential that more research should now be conducted to bring about the preparation of new learning materials. Vigorous programs initiated by publishers in partnership with educators, librarians and related professional groups may go a long way to bring knowledge and information to all who seek it at their level of ability and comprehension.

TABLE 1.—Number of new and revised book titles produced in education, juvenile, and all categories: United States, selected years, 1930 to 1965

Year	Number of books			Index of change using 1947-49 as base period		
	All categories	Education	Juvenile	All categories	Education	Juvenile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1930	10,027	240	935	100.2	111.3	94.8
1940	11,328	349	984	113.4	162.0	99.9
1947-49	9,990	218	986	100.0	100.0	100.0
1950	11,022	256	1,059	110.4	118.8	117.4
1952	11,840	281	1,245	118.5	130.2	126.3
1954	11,901	260	1,342	119.1	120.6	136.2
1956	12,538	267	1,495	125.4	123.9	151.8
1958	13,462	331	1,522	134.7	153.6	154.5
1960	15,012	348	1,725	150.3	161.4	174.9
1961	18,060	534	1,626	180.9	247.5	165.0
1962	21,904	632	2,554	219.3	315.2	261.9
1963	25,784	941	2,976	258.0	436.5	301.8
1964	28,451	1,232	2,808	285.0	565.1	585.0
1965	28,595	954	2,895	286.2	442.5	293.7

Source: January statistical issue of Publisher's Weekly and the R. R. Bowker Annual.