

APPENDIX 1

CHART OF THE PUBLISHING PROCESS

APPENDIX 2

A GUIDE TO ROYALTY AGREEMENTS BETWEEN AUTHORS AND PUBLISHERS OF CHILDREN'S BOOKS IN SOUTH ASIA*

It is suggested that the following points be taken into account and incorporated into the contract:

1. Identification of publisher (with registered place of business) and of author, to include author's heirs and assigns.
2. Proposed (or provisional) title of work.
3. The publisher should be licensed to publish the work in volume form throughout the world in the language in which it was originally written, and should have the option of publishing it also in the other national languages of the country. This licence might initially be for a period of five years from the date of publication or until stocks are exhausted.
4. Delivery date and length of MS .
5. Provisional price.
6. Publication within 12 months of final approval of MS .
7. The amount of royalty should be stated and the publisher should submit royalty statements to the author every six months on a due accounting day and should indicate also what stocks remain.
8. The author should agree to indemnify the publisher against any claim for libel, etc., or breach of copyright.
9. The publisher should control all volume rights within the terms of paragraph 3 above.
10. The publisher should be licensed to handle on the author's behalf all subsidiary rights, retaining a commission for his services on monies earned.
11. The publisher should have complete control over, and pay the total costs of, production, design and illustration; advertising; the number of copies to be printed; and the distribution of free copies for publicity, sales and review purposes (on which copies no royalty would be paid to the author).

* Drafted and agreed by participants in the Unesco Workshop on Children's Books, sponsored by the Sri Lanka National Commission for Unesco, 1972.

12. Author's corrections over and above 5% of the original cost of setting should be borne by the author.
13. If at any time the book shall cease to have a remunerative sale, the publisher should be entitled to offer the remaining stock at a reduced price, paying a proportional rate of royalty on all copies thus sold.
14. The author should receive six free copies of the work on publication and should be entitled to buy further copies for his own use at normal trade terms.
15. If the work should go out of print at any time and the publisher is unwilling to undertake a reprint, all residual rights should immediately revert to the author.
16. The author should undertake not to publish elsewhere a book of a 'competitive nature'.
17. The author should be required to give the publisher first option to publish on terms to be agreed his next book of a similar nature.
18. In the event of disagreement over any action arising out of the contract, an arbitrator should be appointed who is acceptable to both parties.
19. The author should receive a certified and registered copy of the contract.

APPENDIX 3

UNESCO REGIONAL SEMINAR ON CHILDREN'S LITERATURE

TEHERAN APRIL 1964

CHILDREN'S LITERATURE: A COURSE FOR ALL TEACHERS IN TRAINING FOR PRIMARY AND ELEMENTARY SCHOOLS

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INTRODUCTION: There is a growing awareness of the role and importance of good literature in the development and personality of the child. At the same time it is being recognized by enlightened teachers in the region that the teacher's job is not so much to instil knowledge into a child as to teach him how to find things out for himself. In so many developing countries the entire purpose of education so far has been strictly limited to the syllabus and the rigidly defined text-book course of study. The whole trend of

modern science teaching, for example, is to abandon the traditional division of the subject into heat, light, magnetism, etc., and instead to make the child aware of what is happening in the world around him and then show him how the various scientific principles are applied. This method cannot be employed without background material in the form of children's books.

More and better books for children are being produced today in all countries. If governments are to make provision for adequate school libraries in all schools, and to encourage the proper use of library books as teaching materials, trained teachers must be provided who can make the fullest use of these tools of their trade.

For most children in the region, their first meeting with books will be at school. Only at school can they learn the art of choosing the right book for satisfying and enjoyable leisure reading or for information. With these points in mind, a committee was appointed from participants of the Vth Regional Seminar, consisting of an educational expert from each of the participating countries, to prepare an outline of a course to be taken by all elementary or primary school teachers in training institutions or teachers' colleges.

PURPOSE OF THE COURSE:

1. To acquaint teachers with the variety and range of available books and with methods of introducing them to children.
2. To develop in the teachers love and appreciation of literature and the ability to evaluate books critically.
3. To provide classroom experience for teachers for presentation of good literature and for discussing books with children.
4. To equip teachers with methods of helping pupils use books for reference purposes.

DURATION: The suggested duration of the course is about 36 hours of the total college year to be divided as follows:

Theory: Lectures and Discussions	10 hours
Individual Reading, Book Reviews, Writing, etc.	16 hours
Library Work	4 hours
Acquaintance with Aids to Literary Appreciation, such as Tape Recorders, Record Players, Puppetry, Drama, Painting, Picture Stories, etc.	3 hours
Classroom Teaching	3 hours
TOTAL	<u>36 hours</u>

(If possible, visits to children's libraries, bookshops, printing presses, etc., should be arranged).

EQUIPMENT FOR THE TRAINING PROGRAMME:

1. A Library of Children's Books containing also examples of books from other countries.
2. Reference books on children's literature for the use of trainees and lecturers. At present most of the material available is in English but it should be possible to build this up in the different languages, using initially materials from lectures on the subject.
3. Projector; tape recorder; slides; recordings of stories, poems ballads; flannelgraph boards; painting materials; etc.
4. Pictures and illustrations for story-telling.
5. A Manual for lecturers and trainees would need to be developed.

NOTE: Lecturers for these courses might best be found among outstanding teachers in primary or secondary schools, who are involved in this work in practice. Initially it might be desirable to evolve a system of visiting lecturers and full use should be made of specialists in the field such as authors, artists, publishers and printers.

CONTENT OF THE COURSE: Before the beginning of the course a list of 20 standard books for children of ages 5-11 might be sent to each selected candidate. Care should be taken that these books are available locally. The trainee should be asked to obtain and read as many of them as possible before coming to the college.

The course is divided into approximately 24 weeks. In many countries of the East there are roughly 170 working days in the year.

1st week:

- (a) An informal discussion of some of the children's books read and enjoyed by trainees either as children or before coming to the college, in order to bring out why they liked them.
- (b) The same kind of discussion about poems, rhymes and verses.

2nd week:

- (a) Lecture: Criteria of good literature for children.
- (b) Readings by trainees of paragraphs or short stories selected by them.

3rd week:

- (a) Lecture: Literature and child development.
- (b) Review and discussion by trainees of the books read by them.

4th week:

- (a) Lecture: History and trends in children's literature in the world generally and in one's own country in particular.
- (b) Reading by trainees of selected pieces of poetry.

NOTE: Each trainee at this stage should be able (1) to select from the library 20-25 books on a variety of subjects to be read during the year and their reviews written on cards (5" by 8"). (2) to make an individual study of one children's author, one poet and one illustrator of children's books from one's own or any country.

5th week:

- (a) Lecture: Folklore and story-telling.
- (b) Story-telling by trainees. (Use should be made of experienced story-tellers from the locality).

6th week:

- (a) Lecture: Varieties of media.
(Stories through puppetry, drama, pictures, T.V., radio, cinema, magazines, etc., and their individual merits.)
- (b) Listening to good readings (on tape where available) of drama, poetry, stories, etc.

7th week:

- (a) Lecture: Types of fiction for children and the age groups whom they are most suitable - folk-tales, fairy-tales, adventure stories, realistic stories, science fiction, etc.
- (b) Library work: Trainees get acquainted with the system of classification and arrangement of books in a library.

8th week:

- (a) Lecture: Illustrations in children's books.
- (b) Students prepare some illustrations for a given story.

9th - 11th weeks:

Writing of book reviews by trainees and presentation by them of these reviews in class. Discussion on evaluating children's books.

12th week:

- (a) Lecture: From manuscript to finished book: how a children's book is produced.
- (b) Visits to printing press, booksellers and publishers (whenever possible).

13th week:

- (a) Lecture: Ways and means of bringing books to children.
- (b) Preparation of aids and illustrations for introducing stories to children.

14th - 15th weeks:

- (a) The writing and preparation in manuscript form of a trainee's own book, including illustrations, cover, etc.
- (b) Drawing up of lesson units for two practice lessons on introducing books to children; discussion of these in class.

16th - 18th weeks:

TEACHING PRACTICE:

It is expected that trainees will utilise the knowledge gained through this course in all lessons given to children. It is recommended, however, that three lessons out of the total teaching practice programme of the trainee be devoted to the following:

- (a) One lesson to demonstrate how children can be helped to use reference material.
- (b) Two lessons to introduce books to children.

19th week:

- (a) Lecture: Building a library (Home and School).
- (b) Library work: Trainees get acquainted with the organisation, administration and use of the library.

20th week:

- (a) Lecture: Creative writing.
- (b) Discussion on trainees' own books prepared during the course.

21st week:

- (a) Lecture: Books as tools: the use of reference material and information books in all subjects in the school curriculum.
- (b) Group work: Survey of existing reference material in the various subjects and discussion on its suitability, use and value.

22nd week:

- (a) Lecture: Developing reading interests.
- (b) Discussion with parents and teachers on reading interests.

23rd week:

Final presentation of reviews and individual readings done through the year.

24th week:

Review of the total course.

EVALUATION: Practical work undertaken by trainees during the course shall be taken into account in the final assessment of the attainment.

The following points may help as a guide to lecturers and tutors in evaluating the ability of the trainee:

- (a) Does the trainee enjoy literature?
- (b) Has the trainee the ability to communicate thoroughly, vividly and sincerely the events of a story?
- (c) Does the trainee inspire children to read?
- (d) Does the trainee continuously improve and enrich herself/himself by keeping abreast of new knowledge about children's literature?
- (e) Does the trainee have insight into the child's interest, reading ability and concepts?
- (f) Is the trainee's own written work original and creative?
- (g) Does the trainee arouse and encourage the children to find things out for themselves?

APPENDIX 4

DELHI UNIVERSITY, SYLLABUS FOR BOOK PUBLISHING*

PAPER I

PUBLISHING MANAGEMENT

(A) Theory

Definitions of 'Book' and 'Journal' - Publishers of Books and Journals - Role in human development.

A general survey of the Indian Book publishing scene - background, present position and future prospects - special features of book publishing industry and trade in the United Kingdom, U.S.A. and Japan and U.S.S.R.

Organisation and structure of a publishing house - allocation of work and responsibility to different departments, inter-departmental co-ordination, preparation of budget, fixation of price, costing, overheads, profit margins, break-even point, accounting procedures, profit and loss account, balance sheet.

Management of personnel, office procedure and maintenance of records and files.

Publishing as a profession and professional organisation in the book industry and trade.

Publishing of specialised books and journals like children's books and magazines, textbooks, general books, paperbacks, technical and scientific books and scholarly publications including university publishing, popular journals, technical journals and abstract services.

Subsidised publishing - co-operative publishing or co-editions of joint publications - capital requirements and credit facilities.

(B) Practical

Case studies in various aspects of book publishing management.

(C) Apprenticeship for a fortnight in publishing management under the guidance of a professional organisation.

* This is one of five vocational subjects which can be taken for a B.A. Pass Degree. The total course is of three years' duration of which one fourth is devoted to book publishing.

PAPER II

EDITING AND PRODUCTION

1. Definitions and Classifications:

(a) Books: general books, educational books, art books, text books, monographs, workbooks, trade manuals, reports, directories, dictionaries, encyclopædias, atlases, children's books, technical books, etc.

(b) Pamphlets and Periodicals: brochure, leaflet, folder, publicity literature, souvenir journals, daily, weekly, fortnightly, monthly, bi-monthly, quarterly, half yearly, annually.

2. The role of printed literature in human development.

3. Editor's participation in development of manuscripts, role of literary agents, evaluation and vetting of manuscripts, editorial policy, making the manuscripts pressworthy, copy-editing, the House style.

4. Role of the editor: his relationship with author, production department, printer and business manager.

5. Proof reading: galleys, page-proofs, form proofs, final print order, standardisation of spellings, common technical terminology for India.

6. Role of production department: liaison with editor, author, artist, printer and the sales department, visualisation and designing of the books, the format and lay-out, preparation of dummy, printing specifications, selection of the printer, printing estimate and printing schedules.

7. Printing processes: letter-press, off-set, lithography, gravure.

8. Composing: selection of typefaces, hand composing, mechanical composition, lino-type, mono-type, photo-setting.

9. Processing of blocks, colour printing, make-ready, registration, printing inks.

10. Paper: varieties, texture, opacity, colour, grammage, text and dust-jacket, pulp-board, art-card, cardboard, rexine, cloth and leather for cover.

11. Binding: manual versus mechanical, stapling, centre-stitched, section-sewn, perfect binding, binding materials.

Practical

Proof reading of galleys, page make-up, dummy preparation, casting off, designing and setting up the prelims and end pages, copy editing of a given manuscript covering table-work and illustrations.

PAPER III

SALES, PROMOTION AND DISTRIBUTION

(A) Theory

Importance and functions of distribution - channels of distribution; publisher - wholesaler - retailer - subscriber and subscription agents.

Publicity and sale promotion - pre-publication, on publication and post-publication - publicity through various media - preparation of catalogues and bibliographic information - compilation and classification of mailing lists, card indexes - developing reading habits - role of book mobiles, book exhibitions and book fairs.

Selling of specialised books and journals, - chain book stores - paper-back distribution - book kiosks.

Marketing in rural areas - book clubs - package book plan and home library plan - role of libraries.

Trade discount and trade policies - sale-and-return method, credit policy, postage, market surveys and research.

Imports and exports - importers' problems and import trade regulations - exporters' problems and export promotion - export trade regulations.

Warehousing, stock arrangements and control, stock-taking, weeding out of publications.

Organisation of a retail book shop - characteristics of retail selling - importance of retailer - arrangement and display of books and journals - ordering, collection and maintenance of stocks - inventory control and account procedure - sale of Allied products and relationship with libraries - institutional sales and the tender system.

(B) Practical

Preparation of an advertisement copy for a newspaper/periodical, announcing a new title - preparation of a circular for the proper clientele introducing a new book/journal, preparation of a sale promotion materials (leaflets, folders, flyers) for dealers, libraries, educational institutions etc.

(C) Apprenticeship for a fortnight in a distribution or retailing agency under the guidance of a professional organisation.

Note: In addition to lectures based on the above syllabus Indian and foreign films may be shown on book publishing and book distribution techniques. Students would also visit publishing houses, book distribution establishments (wholesale and retail), printing plants and libraries.

The combination of subjects could also be chosen from Commerce, Economics, History and Political Science subjects.

LIST OF BOOKS RECOMMENDED

I. Publishing Management

- (1) The Book Revolution by Robert Escarpit, Harrap, London, 1966.
- (2) Book Development - Some Current Problems, Federation of Publishers and Booksellers Associations in India, New Delhi, 1969.
- (3) A Guide to Book Publishing by Datus Smith, Bowker, New York, 1966.
- (4) The Truth about Publishing Stanley Unwin, George Allen and Unwin. London, 1960.
- (5) Publishers on Publishing by Gerald Gross, Bowker, New York, 1961.
- (6) Publishing in Japan - Present and Past, Japan Book Publishers Association, Tokyo, 1969.

II. (i) Editing

- (1) Proof Correction for Printers and Authors, Indian Standards Institute, New Delhi, 1959.
- (2) The Bookman's Glossary by Mary Turner, Bowker, New York, 1961.
- (3) Words into Type by Skillin and Gay, A. C. Crofts, New York, 1964.
- (4) Dictionary of Modern English Usage by H. W. Fowler, Oxford University Press.
- (5) The Mass Media - Reporting, Writing, Editing by William Rivers, Universal Book Staff, Delhi, 1967.
- (6) The Indian Copyright Rules, Manager of Publications, Delhi 1958.
- (7) The Indian Copyright Act, 1957, Manager of Publications, Delhi.
- (8) Copyright - International Conventions - Handbook by Ministry of Education, 1967.

(ii) Production

- (1) A Book Production Planning Guide by Glick & Glick, Southern Languages Book Trust, Madras, 1959.
- (2) Printing Industry in Britain, U.S.A. and Japan, National Productivity Council, New Delhi, 1964.
- (3) The Graphics of Communication by Turnbull and Baird, Holt New York, 1964.
- (4) Photomechanics and Printing by Mertile and Monsen, Oxford and I.B.H., 1970.
- (5) Management Aspect of Printing Industry by Saifuddin, Nirmala Sadanand Publishers, Bombay.
- (6) Editing and Production Manual, by P. L. Jayaswal, Madhu Prakashan, Varanasi, 1965.

III. Sales Promotion and Distribution

- (1) Book Trade Manual for South Asian Countries by C.S.S. Thathachari, Book Industry Council of South India, Madras, 1963.
- (2) Books are different by Barker and Davies, Macmillan, London, 1966.
- (3) Book Distribution and Promotion Problems in South Asia by M. Shankarnarayan, Higginbothams, Madras, 1964.
- (4) Book Distribution Problems in Asian Countries by Artur Isenberg.
- (5) Customer - Bookseller relationship by I.P.M. Chambers, Prabhu Book Service, Gurgaon.
- (6) Better Bookselling by Gerald Bartlett, Hutchinson, London, 1969.

- (7) Bookselling by Mail by Gerald Bartlett, Hutchinson, London, 1966.
- (8) A Manual on Bookselling by American Booksellers Association, Bowker, 1969.

LIST OF JOURNALS AND PERIODICALS RECOMMENDED

- (1) Indian Book Industry, New Delhi, (Monthly), Sterling Publishers (Private) Ltd.
- (2) Indian Publishers and Booksellers, Bombay (Monthly) Popular Book Depot.
- (3) Bulletin of All India Federation of Master Printers, Bombay (Monthly).
- (4) The Bookseller, London (Weekly).
- (5) International Literary Market Place, New York (Annual) Bowker.
- (6) Publishers Weekly, New York, U.S. Publishers Association.
- (7) Newsletter, Tokyo Book Development Centre, Japan (Quarterly)
- (8) Newsletter, Unesco Regional Centre for Book Development in Asia, Karachi (Quarterly).
- (9) Wilson's Bibliography towards Periodicals, New York (Monthly) H. W. Wilson and Co.

Supplementary List

LIST OF PRESCRIBED AND REFERENCE BOOKS

I. PUBLISHING MANAGEMENT

(A) Prescribed Books

1. A guide to Book Publishing by Datus C. Smith, R. R. Bowker Co., New York 1966.
2. Book Development - some current problems, Federation of Publishers & Booksellers Association in India, New Delhi 1969.

(B) Reference Books

1. The book revolution by Robert Escarpit, George G. Harrap & Co., London 1966.
2. The Truth about publishing by Sir Stanley Allen, George Allen and Unwin Ltd., London 1926 - Seventh Edition 1960.
3. Publishers on Publishing by Gerald Gross, R.R. Bowker Co., New York 1961.
4. Publishing in Japan - Present and Past, Japan Book Publishers Association, Tokyo 1969.
5. The Indian Copyright Act, 1957, Manager of Publications, Delhi.
6. The Indian Copyright Rules 1958, Manager of Publications, Delhi.
7. Copyright - International Conventions, Handbook by Ministry of Education 1967.

II. EDITING & PRODUCTION

(A) Prescribed Books

1. A Book Production Planning Guide by Glick & Glick, Southern Languages Book Trust, Madras 1959.
2. A Manual of Style for Authors, Editors & Copywriters, University of Chicago Press 1969.

(B) Reference Books

1. Proof Correction for Printers and Authors, Indian Standards Institute, New Delhi 1959.
2. Printing Industry in Britain, USA and Japan, National Productivity Council, New Delhi 1964.
3. Editing and Production Manual by J. L. Jaiswal, Madhu Prakashan, Varanasi 1965.
4. A Practical Style for Authors & Editors, Holt Rinehart 1967
5. Editors on Editing, Gerald Gross, Grosset and Dunlop 197-.
6. The art of Translation by Theodre Saveory, Writer Ins. 1968.
7. Proof reading & Copy preparation by Joseph Ldsy
8. The Making of Books by Sean Jennett, Faber & Faber, London, 1964.
9. Rules for Compositors and Readers by Horace Hart, Oxford University Press, London, Thirty sixth Edition 1964.
10. The Graphic Arts Handbook, 1958, The Graphic Arts Service, 11, Anderson Street, Madras.

III. SALES PROMOTION & DISTRIBUTION

(A) Prescribed Books

1. Book Trade Manual for South Asian Countries by C.S.S. Thathachayi, Book Industry Council of South India, Madras 1963.
2. Book Distribution & Promotion Problems in South Asia by Shankranarayanan, Higginbothams, Madras 1964.

(B) Reference Books

1. Book Distribution Problems in Asian Countries by Artur Isenberg.
2. Bookselling by Mail by Gerald Bartlett, Hutchinson, London, 1966.
3. A Manual on Bookselling, American Booksellers Association, R. R. Bowker & Co. 1969.
4. The Truth about Bookselling, Pitman, London, 1965.

BOOK - PUBLISHING - SUBJECT COMBINATION

1. English - 3 papers of the present B.A. (pass) Course, i.e.
Paper I - Texts, Grammar & Composition
Paper II - A Book of Prose Selections
A Book of one Act Plays
Five Poems
Paper III - A Book of Poetry Selections
A Novel and a Play by Shakespeare
 2. N.I.L. or Hindi - 3 papers of the present B.A. (pass) course, i.e.
Paper I - Poetry, Novel, Drama, Precis (Unseen), Objective questions
Paper II - Drama, Essays, History of Literature and objective questions
Paper III - Poetry, Short Stories, Elementary knowledge of prosody and figure of speech, Essay, Translation from English into Hindi.
 3. Vocational subject - Book - Publishing
3 papers or 6 courses as in the syllabus.
 4. Economics, History, - 3 papers of the present B.A. (pass) course
Commerce, Psychology, (ANY ONE OF THE ELECTIVE SUBJECT)
Philosophy, Mathematics,
Political Science.
- Total: 12 papers.

APPENDIX 5

SPECIMEN TRAINING PROGRAMMES FOR EDITORS*

STAGE ONE (Copy Preparation)

Object: To provide publishing staff with sufficient knowledge and skill to enable them to prepare material for the printer in the most expeditious and economic way

Syllabus

Printing processes and terminology

Type-setting by the various processes, proofing, correction and make-up, with particular reference to choice of type-faces available and specialized copy setting

Copy preparation and proof correction - assembly of material, collation of printer's, author's, editor's and designer's corrections

The role of the editor

Book production, with particular reference to calculating the extent of copy, placing of illustrations, wraps, tips, inserts, etc.

Art editing - picture research: commissioning and working with designers and artists: blocks and the various methods of reproduction: obtaining permissions and clearing copyrights: masking, reduction and marking up

Basic typography, spacing and arrangement of type, headings, etc.

Practical demonstrations

STAGE TWO (with particular reference to Scientific, Technical and Mathematical works)

Object: To supplement Stage One and to instil an awareness of the more creative aspects of editing as well as costing and cost structure

Syllabus

Commissioning and writing the book - the basic plan: assessing the author's ability to present his material: guidance to authors: author/editor relationship: problems of multi-authorship: the function of a series' editor and his responsibilities: copyright and contracts: presenting the material to production: revisions and new editions

Copy preparation - assembling the MS: prelims, etc.: notes, headings, references, appendices, bibliographies, indexes: assessment of quality

*Based on the syllabuses of the Editing I and II courses offered by the Publishers Association of the UK

of illustrations for reproduction: editing the text: corrections to MS and proofs

Typography - choice of type face and size: use of symbols, etc.

Printing processes - cost and suitability of different forms of type-setting: choice of printer

Design, illustration and production - briefing: correlation of text and illustration, graphs, diagrams, etc.: helping with references for illustrations: design and paste-up: communication with other departments and with printer

STAGE THREE

Object: To prepare senior editors or managers to take full responsibility for a book, series or a complete list

Syllabus

The business of publishing - finance, return on capital and its effect on forward planning: gross and net profit: stocks: State publishing as a business: accounting, forecasting and budgetting

Market research

Working with production and pre-production planning

Print numbers and prices: reprints, new editions and sales continuity

Legal matters, copyright, contracts and the sale of rights

Pre-publication planning, sales and promotion

The editor as manager - work flow and planning: delegation: training of staff: use of free-lance editors, designers, readers, etc.

Marketing, including the institutional market

APPENDIX 6

A GENERAL FRAMEWORK FOR THE ESTABLISHMENT AND OPERATIONS OF NATIONAL BOOK DEVELOPMENT COUNCILS*

1. Books should be a carefully planned and fully integrated component of each nation's overall development effort. Systematic planning is thereupon required at the national level. This is prescribed in the developing countries of Asia in which the need and justification requires no emphasis for recognition. The establishment of effectively high-level National Book Development Councils, fully representative of the whole spectrum of the component sectors of the book industry trade, ancillary services and related national authorities is imperative.

2. The objectives and functions of such a National Book Development Council are outlined as follows:

- a) To bring about the full integration of book development programmes into the overall economic and social development planning: economic and social development have perforce to be firmly based on the foundation of education in its widest sense and books are the essential tool of education;
- b) To secure and ensure the conscientious sustained co-operation of all ministries/directorates concerned of the national government; relevant agencies and professional associations involved in the production, distribution and the utilization of books;
- c) To achieve close collaboration and co-operation with and obtain relentless active assistance of other mass media for the promotion of the book industry/trade including the development of permanent reading habits of the expanding reading audiences;
- d) To formulate well conceived plans and implement programmes of concerted action of all bodies engaged in the various essential activities of book development;
- e) To establish suitable machinery for the meticulous planning of the regular production of:
 - (i) books for strictly educational purpose eg. textbooks and supplementary readers
 - (ii) general reading materials, geared to actual requirements as regards both quantity, quality and type of books;

*This framework resulted from the Seminar on the Establishment and Operations of National Book Development Councils held in Manila, December 1972, organised by the Unesco Regional Centre for Book Development in Asia, Karachi.

- f) To effect the conduct of necessary research and surveys;
- g) To provide training facilities in the relevant fields as well as to launch promotional activities as may be necessary to achieve development targets set in the overall national economic and social development programme.

3. It is suggested that such Councils comprise representatives of all ministries, agencies and organisations concerned with national economic and social development in its broadest sense in addition to those directly concerned with book development more especially, representatives from among educators at various levels and from related professional associations such as writers', publishers', booksellers', librarians', printers', artists', not excluding national development banks and the trade sectors (Chambers of Commerce).

4. The Government in the appropriate Ministry (of Education), it is firmly believed, should take the initiative for the establishment of such an important high-level Council - to be truly effective - providing the essential funds necessary at the very least for the operation of a permanent secretariat of the Council. It is NOT sufficient that a matter of such importance be assigned to any foundation, commercial body or other commercial organisation and funds solicited from these: although, of necessity, they should be closely associated and indeed represented as may be appropriate on the Council.

5. While the Chairman of the Council it is felt, should be a high ranking official of considerable influence in the Government, it is suggested that the Executive Secretary or Director should be a dedicated, well qualified and experienced expert discriminately selected preferably from one of the professions directly involved with book development (such as a well established publisher, bookseller or librarian) who should be appointed on a full time basis. In addition it is considered that at least two or more well qualified officers and adequate secretarial service facilities be provided.

6. In essence, an EFFECTIVELY HIGH LEVEL NATIONAL BOOK DEVELOPMENT COUNCIL representative of all components of the book industry trade, ancillary services and related national authorities as well as of the private sector be constituted to co-ordinate, plan and direct a national concerted effort for a meaningful book development programme basic to overall economic and social development plans of the country.