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TO: Education Office
Bureau for Near East and South Asia
Agency for International Development
Department of State
Washington, D.C. 20523 Attention: Wilbur M. Waffle

FROM: William Rutter
Associate Executive Director/Publishing
American Library Association
50 East Huron, Chicago, Illinois 60611

RE: Curriculum and Textbook Activity/Afghanistan
Project 306-11-690-091

AID/nesa-207

A.I.D.
Reference Center
Room 1656 NS

SUMMARY:

At the invitation of the Bureau for Near East and South Asia/AID, I went to Kabul as a panel member of an in-depth review of the subject project. I arrived in Afghanistan 22 June 1970 and departed 2 July 1970. As a specialist in book publishing, I centered my attention on the planning of the textbook program and investigated three areas: (1) composition, printing, and binding facilities in Kabul; (2) methods of textbook distribution; and (3) the organization of the publishing activities. These publishing activities include editing, proofreading, scheduling, book illustration, book design, and the general control of the manuscript from its preparation to the distributed book.

1. In the first area (the manufacturing of the book), I found that the Education Press (managed by the Franklin Book Program) and the Government Printing Press have the equipment to produce the books scheduled under this project. It is likely the Education Press will be given the task of initial production of the textbooks and teachers' guides. It is evident that this press needs a schedule in the near future that will show the manufacturing requirements of all the texts and guides so that it can plan for the composition and presswork as well as determine the paper that must be ordered over the next few years. These paper orders must be placed at least nine months, and preferably a year, ahead of the press time. The Ministry of Education (MOE) must also be responsible for prompt payments of contracts completed and may need to advance Afghans for purchases of paper from the Scandinavian countries, Pakistan, India, or Japan.

2. I did not have the opportunity to see the distribution methods in operation; however, I discussed these methods with Afghans in the MOE and with Americans who are familiar with the distribution techniques. Present distribution is through the MOE's Department of Compilation which gathers the statistics of school population to determine printing runs and to assign the texts to the schools. The schools are informed of the availability of texts and have the responsibility for transporting the texts to the schools. Transportation is difficult in Afghanistan, and there is no nationwide trucking service readily

available. It is also difficult for teachers in outlying provinces to reach any of the major cities, for bus service is erratic and there are delays of a day or more in transferring from bus to bus. There are no trains in this country. Books are frequently late in arriving at schools as a result, and in many instances schools may be without current texts for weeks after the opening of the school year. (In Afghanistan, schools in the hot climates have different terms from those in cold climates; in hot climates a summer vacation is given, and in cold climates a winter vacation is given. This variation is caused by the high summer heat in hot climates and the costs of heating schools and the lack of fuel in the cold climates.)

3. The third area of concern (the publishing services of the project) is somewhat more difficult to analyze. Mr. Robert E. MacMakin, UNESCO's book production expert for South Asia, has described the production problems quite well in his memorandum of 17 June 1970 to Dr. S. R. Samady, First Deputy Minister of the MOE. Mr. MacMakin left Afghanistan a week before my arrival, and so I did not discuss his memorandum with him personally; however, I concur with what he has written (this memorandum accompanies this report as Attachment 1). There is more than a need for assistance in production, however; there is a need to provide what I label "publishing services." In this concept, the "production" advisor would work closely with the developers, or specialists, in the subject areas to advise them on format possibilities and requirements, on the layout of pages (especially in the readers and the math texts), and would also work closely on the preparation of the illustrations. He would also be concerned with book design in order to make the new books brighter and more attractive to meet the eagerness with which the Afghan elementary teacher and student approach this new curriculum.

RECOMMENDATIONS:

1. A full-time experienced book man should be assigned to the project. He should be in Kabul not later than January 1971 to direct the publishing services and to train an Afghan in this publishing responsibility. He should have the title of director, or coordinator, of publishing services.

2. A book illustrator should be assigned at the earliest possible date (perhaps on a consultant basis for six to nine months) to train Afghan artists in the techniques of graphics illustrating. He should also be requested to bring materials with him (such as art paper, pens, pencils, paints and brushes, proportional scales, screen values, and any other graphics supplies he may need for training Afghans) for placing orders for materials after his arrival in Kabul would seriously delay his program of training.

3. The MOE should be encouraged to review its distribution practices and to consider accepting the responsibility of trucking texts and other school supplies to the schools or to many distribution centers convenient to the schools in each province. At the same time it should review the relationship of the Department of Compilation to this elementary school textbook program. It may be that part of the function of this Department should be formally transferred to the project.

COMMENTS:

1. Mr. Atiqullah Pazhwak, President of Education Press and manager for the Franklin Book Program, and I discussed at some length the operation of his plant. He also gave me copies of two letters (see Attachments 2 and 3) he wrote recently to Carrol Bowen, the new president of Franklin. Attachment 2 outlines the production capacity of the Education Press, and it is capable of operating on two shifts with available staff. This capacity, combined with that of the Government Printing Press, is a strong indication that the manufacture of the textbooks is feasible in Kabul. There are to be 48 textbooks (24 in Dari and 24 in Pashta) and 58 teachers' guides (34 in each language) under the current schedule. At this time, the Department of Compilation orders a three-year supply of textbooks, with the general intent that the first three grades will use the individual books once for each student and that in the upper three grades the textbooks will be used by two successive students. All texts are paperbound: the Education Press uses perfect binding (with a German perfect-binding machine) and the Government Printing Press sidestitches books. The sheets are folded by machines but nearly all other binding operations are by hand. It can be seen from Attachment 3 that the Government Printing Press (which usually reprints texts from negatives supplied by the Education Press) does larger printings; however, the Government Printing Press is responsible for printing for all ministries, while the Education Press has as its sole customer the MOE and 95% of its work, according to Mr. Pazhwak, is printing textbooks.

I do not have an exact estimate of the time required to compose, print, and bind a typical textbook now in use, and I can only guess at the time that will be required for each of the new textbooks of this program. This guess is that a schedule of nine months for the manufacturing of the book (from the final approved manuscript and art work) is adequate. Under the current schedule of the project this would mean another three months would be available for the distribution of the book and its use in in-service training preceding the opening of the school term. However, because there are two different school terms for the hot-climate and cold-climate schools, the scheduling problems are increased. An additional difficulty is that not all schools with identical terms are taught in the same language.

The textbooks and guides will likely be typeset in naskh, although students should continue to have a facility with naskhalite. (there is an analogy here to the English language use of roman letters in typesetting and script in handwriting.) Composition in Kabul's two major presses includes both handset and machine-set type (the Education Press sets about half its composition by hand and the other half by Monotype).

The cost of paper varies, of course, depending on quality, weight, availability, and source. I have seen prices of around \$320.00 a long ton for Pakistani paper and slightly higher for better quality Japanese paper. At the present time the Education Press uses approximately 55 tons of paper every two or three weeks and prints about 4 million textbooks a year. Because the new texts will have more pages than the current texts and the guides are in addition to the current production, the amount of paper required in the next few years will undoubtedly be considerably greater than now required.

There will be an obvious need for the MOE to review its textbook printing budgets as soon as the format, page counts, and quantities of the new series have been determined. I have been told that at the Education Press the MOE is now spending about 35 million afghanis a year at this time and will be spending closer to 50 million afghanis each year for the next two years on its present textbook program. This current expenditure suggests that the Afghanistan Government will have a considerable increase in its budgets for textbooks in fiscal year 1973 when the impact of the new textbook program will be more fully felt (this increase must result from both the addition of the textbook guides--which are not in the existing scheduled "old" texts--and the increased number of pages in the forthcoming new texts; it is true, of course, that many of the present textbooks will be discontinued.)

2. The distribution of the new textbooks must be coordinated with the introduction of the curriculum. Although my evaluation was not directed at preservice or in-service training of teachers, it is obvious that the teachers guides must be ready for such training as soon as (or before) the textbooks themselves. The Department of Compilation of the MOE has the responsibility for editing, contracting with printers, and the distribution of the textbooks. However, the Department of Compilation has been without a President (director) or Vice President for the past nine months, and the acting head, who is also chief of the translation section, is not well qualified for the publishing tasks of this department.

The Department of Compilation has some liaison with the C&T project, and the acting manager informed me (through a translator, for he does not speak English) that he had proposed to the MOE that the function of his department be placed under the project or that a closer relationship be developed in some manner. No action has been taken, and the project actually does some of the functions of the Department of Compilation (such as the editing) itself. It seems that the only work the Department of Compilation will do for the new textbook program is the placing of the printing orders when the manuscripts and art are ready for the presses.

The MOE has not yet decided whether the texts will be introduced on a national scale or in a more selective way. This decision must be made in the near future (it is overdue) so that the in-service training and the distribution of the first health textbooks can be coordinated. The MOE Planning Office has been informed of the need for this decision, but no action has been taken.

As I mentioned in my summary, there is a need for the MOE to review its distribution methods. If it leaves to individual schools the tasks of acquiring the new texts, some schools may not obtain them wither through indifference, lack of information about the new curriculum, or because of the very tedious effort required to transport them. There may also arise some antagonism toward the new curriculum based on tradition, religion, or resentment toward new ideas. The MOE shou'd consider distributing the books to centers in provinces if not to the very school door. It should also adopt the practice of retrieving old texts so that they will not be used in those schools where the new curriculum has been introduced. This additional effort will mean an increase in the costs of distribution, but it would assure that the efforts of the MOE to introduce the new curriculum are not frustrated. There is no point in producing new textbooks if they are not placed in the hands of the students for whom they are designed and if the teachers are not prepared to use them.

3. A considerable part of the curriculum experts' time is wasted in the preparation of the textbooks because they are forced to determine format, page layouts, the acquisition of art as well as the use of art, the obtaining services of calligraphers, and the simple mechanics of producing the trial preliminary textbooks. If they are also forced to continue to do this type of publishing and production work for the final texts, their labors will be dispersed, their knowledge will not be well used, and schedules will not be met. It is necessary, therefore, for a publishing services unit with an American adviser and Afghan trainees to be set up. I have suggested in paragraph 2 above that such trainee Afghans could be in the Department of Compilation, but I have also indicated my reservations about the qualification of the present leadership in that Department.

Publishing services should include the following:

A. Editorial. The new textbooks are going to establish new standards of the two major languages in Afghanistan. The young students using these texts are going to learn from these the recommended syntax, punctuation, spelling, word breaks, and word usages. This common usage will have a unifying effect on all parts of the country. Each language has its own subtleties, and the editorial direction of the program is of the greatest importance. The publishing adviser assigned to the project must be aware of the impact of these textbooks on the language of the country and make every effort to coordinate the word usages in each text through the Afghan editors in each language. He must also be aware of the importance of the format in presenting new materials and work closely with each expert to discuss the most appropriate way in which to present the materials physically.

B. Illustrations. At the present time the artists working for the project do not understand the relation between their original work and the finished, printed, product. They do not understand that printing is a different medium from the media in which they prepare their art. Much of the art work is crude and does not capture the imagination of children (I have this impression from visits to about five schools). The artists need training in graphic arts and must understand the use of reductions, stripping, screens (to introduce shadings from light gray to solid blacks), and they need training in other technical applications afforded by offset, in which most of the books will be printed. The illustrations must be exciting to the children and at the same time extend the information of the text. The publishing adviser must be aware of the versatility with which offset lithography can be used in illustration, and he will need to work closely with the book illustrator consultant who will train the Afghan artists. It has been suggested that the art department be established under the Education Press, and this may be advantageous; however, all the artists must work closely with the American and Afghan experts in the subject matter, and it may be necessary for them to do much of their actual work at the MOE.

C. Production. This factor in publishing is the least difficult to describe, for Mr. MacMakin's memorandum covers many of the areas (see Attachment 1). The American publishing adviser will work with the manager of the Education Press to establish schedules and quality control systems. It would be the publishing adviser's responsibility to seek the most economical methods of production and to assure that all pieces of the tasks fitted together. He would have to determine if paper would arrive on time, if composition were well done and carefully proof-read (at present textbooks are frequently reprinted year after year with the same errors), and keep the project informed on production needs and progress.

D. Distribution. The publishing adviser must work with the MOE to encourage careful warehousing and the appropriate and reasonable use of accountability requirements, to establish printing quantities, and to discuss methods for the actual distribution of the textbooks in time for class use. This subject has been discussed above in paragraph 2 (see page 4).

E. Fiscal Control and Scheduling. The publishing adviser must be aware of the cost and overhead factors for publish. ..g, manufacturing, and distributing the textbooks. He will require some experience in understanding cost records, therefore. In addition, he must have experience in making detailed schedules so that he will be aware of all slippages in the program. These schedules will include all phases of the project, from the original writing through revisions and testing to the final distribution of the individual textbooks and guides. (Some discussion was held on the use of PERT, and a simplified technique might be required because of the many components in the schedules.)

In general, then, the publishing adviser must be one who has had experience in working with writers and editors and in establishing editorial practices in textbooks. He should know book design, printing production, copy-editing and proofreading, and distribution methods. In particular he should be able to understand different cultures and work well with Afghans.

CONCLUSION:

The Curriculum and Textbook Program in Afghanistan is an exciting project, and I use the term "exciting" with deliberation. The influence of this project on Afghanistan cannot be foreseen, but we can know that it will affect the whole nation within the next ten years. The role that AID and TCCU play in the program places a grave responsibility upon them, and the tasks of the project are difficult ones.

I recommend that AID continue its support, and it should do so in full awareness that the contemplated schedule (now under revision) may not be met. I have also recommended in this report some additional staffing, and although it is not extensive, it is significant. The current weakness of the project is that it has been conceived and carried out in its parts and not as an entire system. There is immediate need for detailed scheduling that will show the relations of staffing, components, materials, production, etc. in time elements that can be readily manipulated and adjusted (these time units should probably be days rather than years as in the present schedules). I think the publishing adviser would be the logical person to coordinate the schedule--or at least keep informed on the meeting of the schedules to determine what adjustments are required. The work patterns of the subject experts normally concentrate on their individual texts and guides, and these experts are naturally less aware of the schedules of the entire project. All detailed scheduling must be coordinated with the Afghans, for it is they who in the end must complete the project.

There is some danger that if the early part of the proposed schedule is not fulfilled, a sense of frustration or even failure might be felt by both the American team and the Afghans. It is almost essential, therefore, that strong efforts be made to complete the introduction of the first texts next year. The project, on the other hand, must also be willing to amend its later schedules--if necessary, even delay them slightly--to ensure that those texts to be issued in sequence (language arts and mathematics, for example) can be published without interruption.

To: Dr. S. R. Samady
First Deputy Minister
Royal Afghan Ministry of Education
Kabul, Afghanistan

17 June 1970

From: Robert B. MacMakin
Expert in Book Development
Unesco Regional Centre for Book Development in Asia

Subject: Production Considerations in the Curriculum and Textbook Project

In the time since my arrival in Kabul on 4 June in response to your request of 7 March 1970, I have had opportunity to discuss the textbook production aspects of the Curriculum and Textbook Project with many persons and in the process to renew many old friendships. What I propose to set down here informally are some of my observations, a brief list of points I believe should be given due consideration as early as possible in the program of the Project, and a few recommendations. The recommendations, based on both my present observations and my previous acquaintance with the textbook situation in Afghanistan, are for useful and important lines of action rather than details of implementation. Should these observations prompt further questions I would be most happy to attempt more detailed explanations where desired.

A. Need for a Production Facility within the Project

It is quite apparent to me that the Curriculum and Textbook Project, which will ultimately produce a considerable number of new textbooks and teacher's guides for primary schools, requires at all stages of its program the services of a production facility to insure the efficient, economic, timely, and effective production of these books. Indeed, I proposed the establishment of such a facility as early as January 1967 when the Project was being planned. While the provision of such a facility was included in plans it has to date not been implemented. Many decisions affecting the planning, writing, illustration, and production of the textbooks and teacher's guides, decisions which such a production facility could have prompted with appropriate information and pursued through the necessary channels, should have been made before now. And as time goes on the kinds of service and advice such a facility would provide will increase greatly.

As a general outline of what such a production facility would provide to the Project, I can do no better than to quote the suggestions I made in January 1967:

This office would be charged with the following responsibilities:

- 1) Gathering and organizing statistics on school population, textbook requirements by class, subject, language, etc., present

inventories, printing schedules, and other information relating to the production of textbooks and teacher's guides.

2) Liaison with (and possibly direction of) artists who are illustrating textbooks and calligraphers or typographers who are working on manuscripts to insure that the work is prepared in a way most suitable for reproduction.

3) Planning and designing the textbook formats in cooperation with the presses responsible for printing the books and those preparing manuscripts and artwork to insure making the best and most economical use of the existing printing facilities.

4) Planning, with the cooperation of the presses involved, the production schedules of the textbooks and teacher's guides to insure that sufficient time is provided for meeting delivery deadlines. Close contact should be maintained with the presses so that the state of production of any textbook can readily be checked.

5) Close liaison with Education Press in particular, and with other presses involved in textbook printing, to insure that plans for future development or expansion of press facilities will be in directions best serving the future needs of the Ministry of Education's textbook program. This is most important, for if the Ministry program at some future time should call for 4-color printing, for instance, it might take some time for the presses to prepare themselves to handle this requirement....and they must know soon enough so that they can begin preparations.

6) Develop a capacity to provide information on printing processes, both present and potential, to those responsible for textbook preparation and to the presses involved in textbook printing, so that advantage might be taken of new developments in printing technology that would provide better textbooks or afford economies in production or both.

7) Work closely with the agencies within the Ministry of Education responsible for the receiving and storing of printed books and for their distribution to the schools of the country. An efficient distribution system is the final link in the production chain and as fully necessary as any other link. This office should perhaps have an official inspection function with regard to distribution, to see if the books produced are in fact getting into students' hands without delay.

8) Other functions concerned with the physical production of the textbooks, teacher's guides, and eventually supplementary reading materials will undoubtedly be defined in the course of the development of the Project and they too could be assigned to this office.

B. Recommendations on Several Key Problems

1. Art Department

To provide the necessary illustrations, diagrams, charts, maps, and other artwork required for the textbooks, a group of highly skilled artists, trained in the techniques of book illustration and in the requirements of the printing processes, is needed. It has been suggested that the best place to have this Art Department located, to give it the broadest scope of operation, to insure close harmony with the production departments, and make best use of available space and equipment, would be at Education Press, under the control of Franklin Book Programs. Representatives of the Project and of Franklin with whom I have discussed this problem have agreed that this would be most advantageous to all.

With this suggestion I wholeheartedly agree and would urge that steps be taken immediately to set up such a department, to define the areas of responsibility and the lines of communication between this Art Department and the Project, and to recruit and train the artists who will very soon be needed. I would suggest that a letter be sent by the Project to Franklin detailing the services it requires and requesting Franklin to provide them. Armed with this, Franklin could then begin to recruit people, arrange training, prepare the physical facilities needed, and discuss the details of preparing the finished artwork required for the various textbooks. They may be able to assist in preparing or at least planning the artwork for the "test" editions also, thus saving much duplication of work.

2. Standardization of the Script to be Used

I understand that it has been decided to utilize Naskh script for both Pashtu and Dari textbooks from the first grade on and that the books will be set in type rather than being prepared in calligraphy as heretofore. From all considerations of teaching ease and printing production, I would certainly agree with this decision. I recommended that this course of action be considered at the same time I wrote the report quoted above.

One consideration that should not be overlooked, I feel, is the social or "political" one of the possible reaction to a change from the familiar Nastiliq calligraphy now used in Dari textbooks. To be in the strongest possible position to answer any possible objection to such a change, it would perhaps be well to brief the Council of Ministers on the new program, giving them the many reasons why this change is useful in the development of new and better textbooks. Their support of the new program would be most necessary and could be best assured by keeping them well informed.

3. Short-Run Reproduction Facility

Within the Ministry of Education there are at least three small plants equipped with mimeographing machines, small offset presses, and other equipment used for producing materials in relatively small quantities. I have been told

that a plan is under consideration or possibly already approved to bring these facilities all together under the Compilation Department and locate them adjacent to the Audio-Visual Materials Center on the Kabul University campus. I would commend such a plan if two very important conditions are well met. First, a very clear definition of who is to use the facility and how their orders are to be submitted and processed should be prepared. Such a plant is a service facility and must give prompt and efficient service to justify its existence. Otherwise, departments frustrated in getting their work done as needed will once again seek to set up their own "private" plants. So effective organization is essential. Second, the plant should be located most convenient to the majority of the users. Rather than a remote location like the University, I would suggest the basement of the Ministry of Education, which would be physically suitable and is now used primarily for storage of infrequently used items. Perhaps the goods stored there could be moved into the building at the University (without any remodelling being necessary) and the basement utilized for a convenient reproduction center.

I mention this in connection with the Textbook Project because this center could be most helpful in producing the preliminary "test" editions of the textbooks as well as the materials required by the vocational education and teacher training programs. By being conveniently located in the Ministry building, it could also effectively serve the planning department and other departments requiring the reproduction of reports, budgets and the like.

4. Swedish Paper Gift

When I was working at Education Press we were fortunate enough to be able to make use of two gifts of 500 tons and 1000 tons of paper from the Government of Sweden to the Afghan Ministry of Education for the printing of textbooks. I understand that in 1968 a request for a third gift was submitted, this time totalling some 5,550 tons of a variety of papers. However, no favorable reply was received. In the course of a trip to Europe, Mr. Atiquallah Pazhwak, manager of Franklin Book Programs and Education Press, was asked by the Ministry of Education to go to Sweden and pursue the matter. This he did and in his report of 10/10/1347 (January 1969) to the Second Deputy Minister stated that the Swedish government would entertain a further request for 1000 tons of paper if certain information, detailed in his report, were submitted along with the request.

As far as I know, no action has been taken in this direction. Perhaps this report could be examined once again and a fresh request made. I would recommend that it be limited to offset book paper and cover paper for textbooks, not expanded as last time to cover all paper needs of the Ministry, for the purpose behind these gifts of the Swedish government is to assist in bringing textbooks to the children. The usefulness of such a generous gift to the Textbook Project and to the Ministry of Education can easily be seen, for the current cost of such paper of about \$320 per ton would bring the value of 1000 tons of paper to about \$320,000. Not only would the cost of textbooks be reduced by that amount, but that much foreign exchange would be saved, for all paper is imported.

C. Memoranda....odds and ends not to be forgotten

1. Page sizes - books should be planned in multiples of 16 pages whenever possible and always at least in multiples of 4 pages.
 - a. Standard press sheet at Education Press - 60 x 90 cm
 - b. Small (standard) page size - before trim - 15 x 22 1/2 cm
- after trim - 14 x 21 1/2 cm
 - c. Large (double) page size - before trim - 22 1/2 x 30 cm
- after trim - 21 1/2 x 29 cm
2. Type area size (illustrations can often go beyond this area into margins)
 - a. Small (standard) page size - type area - 10.5 x 16 cm
 - b. Large (double) page size - type area - 17 x 22.5 cm
3. Standardizing the Script - final decision and endorsement
 - a. Nastaliq or Naskh?
 - b. Calligraphy or Type?
 - c. Sizes to use for each class - compare samples.
 - d. Optional characters, such as ξ , η and \circ , ω . Which to standardize on? Perhaps new matrices required from London...takes time!
 - e. Wide word spacing for easier word recognition - see sample pages and decide....carefully instruct printer.
 - f. Punctuation - need for a style manual.
 - g. Composition - suggest Monotype keyboarding and casting of all new type, rather than hand composition.
4. Artwork
 - a. Art and layouts for test materials should be proportional to the size of final page to be printed.
 - b. Techniques suitable for reproduction - line, not halftone, etc.
 - c. Finished art for reproduction - where done? Final OK's. Sizes.

d. Need for Art Director and need for coordination of art and text with editors and writers.

e. Training for Art Director and artists - Tehran Franklin office.

5. Use of Second Color

a. Where is it required for effective teaching - texts, guides.

b. What does it cost - in money and in time? Get quote on 160-page book, all one color and also with second color on 100 illustrations.

6. Scheduling Introduction of New Textbooks

a. All plans to reprint present primary texts should be checked against schedule of new texts - don't reprint 3-year supply of old text if new one is to be ready in one or two years! This has happened.

b. Suggest that Compilation Department check with project before each contract for primary texts is sent to the press.

7. Production Scheduling

a. Time required from delivery of MS to press to delivery of printed books to depot - more likely 6 to 9 months, depending upon how many other books are in process at the time.

b. Priorities - should new books be moved ahead of other books already in press? Who decides and informs press?

c. Availability of paper and other supplies can affect schedule.

8. Final OK's of Text Proofs and Artwork before film is made.

a. Initial check of proofs and art by press.

b. Final OK's by Ministry of Education - Compilation Department or Project office or both?

9. Delivery and Distribution of Textbooks

a. One, two, or three year supply printed at one time? Affects storage, investment in inventory, distribution.

b. Organization needed for rapid distribution to all areas, all schools.

c. Regional or provincial warehousing and distribution? Take books to schools rather than making storekeepers come to Kabul for books.

10. Financial Questions

a. Sufficient Ministry budget for all textbooks, old and new, for each year - continually rising as school population goes up. Project also adds additional number of books for each class.

b. Regular payments to Press needed to assure ability to purchase paper and other supplies in good time.

c. Any new equipment, materials, supplies, etc., called for by new textbooks must be planned for and ordered in good time.

d. Provision must be made for additional "one-time" preparation costs for new books (art, composition, films, etc.) - will therefore cost more than reprints of old texts where films already exist.

11. Quantities of Textbooks

a. Textbooks - per student, per subject, per language - and for how many years at one time?

b. Teacher's guides - per classroom, per subject, one language or two?

c. One year use or recoverable? What percentage now recovered?

12. Cover Design

a. Different symbol for each subject?

b. Different color for each class?

c. Differentiate between Dari and Pashtu books in design? Now if all are in one script some differentiation is needed.

d. Check with Press on problems of producing designs, stocking various colors of ink, etc., before deciding.

MEMORANDUM

TO: Mr. A. A. Hamid, Director-General, Curriculum and Textbook Project

FROM: Robert B. MacMakin

SUBJECT: Ministry of Education Space for Short-Run Reproduction Facility

DATE: June 17, 1970

After having visited the basement of the Ministry of Education building and the building across the street, I would modify the recommendation made in my report to Dr. Samady. I feel that the basement would need extensive modification to provide sufficient ventilation and light and to prevent the occasional flooding that does occur.

I think the building in the park would provide sufficient space, be easier to wire, and be a better home for such a reproduction facility. And I certainly think it superior as a building, as well as to location, to the building at the University now being considered. So I would suggest that it be considered as the best of these three possibilities.

RBM:ee

Attachment 2

No. 482

June 23, 1970

Mr. Carroll G. Bowen,
Franklin New York.

Dear Curly,

This is in reply of your letter No. 778 (which was wrongly typed 787) dated June 9th, 1970.

- 1e The kind of electricity we have in the press is A.C. (Alternative Current) which is 15000 Volt, 50 cycle and our transformer in the press changes it in to 380 volts for current use of machinery and presses and also changes it in to 220 volts for lights and some powerless motors in the press.
- 2- I think that by sidewire binding you mean side stitching. If so, we are doing side stitching and also saddle stitching in the following cases:
 - (a)- When the quantity is very small just like magazines we do side stitching.
 - (b)- When the customers prefers side stitching or saddle stitching themselves. In this case you know that some good reasons must exist for doing so. In this case also the quantity must not be so large and the book must not be very thick.
 - (c)- We are doing side stitching as well as saddle stitching if the number of the pages is very small. and if we can include all the text say, in 16, 24 or 32 pages. Well, in this case, if the quantity is smaller large, makes no difference. eg: once we had some sections of the Holy Qurhan to print them separately for some of the primary classes, the page number of most of them including the cover was not more than 32 pages. We have used the same text paper for the cover. The quantity of these books was ranging between 70,000 upto 220,000 and 700,000 copies. So some of these books were side stiched and some saddle stiched. But as you know we are not stiching the text book at all having a small quantity or a large one in order to keep all the text book alike when they are bounded.

Beside that, the side stiched books can't be opened perfectly well.

- (d)- Side stitching occupies half of the margin of all pages.
- (e)- We have two gluing machines which should be used.
- (f)- Side and also saddle stitching slows up the process of binding.

- 3- As you know in sewing the sections ~~fixes~~ are fixed one to another by means of treads drawn through the back fold of each signature. This process takes place by hand as well as by machines

Now to compare sewing with side stitching,

- (a) Sewing is rather expensive.
- (b) It is rather a slow method.
- (c) Its used mostly for books having small quantities.
- (d) Its used mostly for books with hard cover and some times for books with soft covers too.
- (e) Sewing machines must exist.

Any how we have a small sewing machine in the press which was bought through New York Office in the begining with some other machinery for binding department, but we can use it perfectly well.

- 4- Production Figures:

Our Offset department daily impressions based on 6 hours work per day, is in total 17400 impressions. And our letter press department daily impression, on the same bases is ranging between 57,000 to 72,000.

So the minimum impressions of both department per day is 231,000 and maximum is 246,000.

The maximum number of impression of both departments per month(25 days) 6,250,000 and the minimum is 5,775,000.

Three months from today some times our production figures were more than the above ones because of some overtime working but since 2 months the overtime working was dropped down because lack of paper and after that for exactly one week our offset department has stoped altogether, and just today(Monday 22 nd of June 1970) 2 trucks of our Indian paper out of 55 tons has reached Kabul and the offset department had started working. But still offset department will not work overtime.

This will continue upto the time to be able to stock plenty of paper.

Recently the Ministry of Education have paid us 17½ million out of 24 million Afs that was accepted to be given to Education press and I have send 4 of my staff to Pakistan and Iran to get and find paper and some other ~~raw~~ raw material which we need. The complete report on this misfortune will be offered to you in the near future.

WIRELESS COMMUNICATIONS
 DEPARTMENT
 PAFKABUL
 22/6/70

5- Bindry Production.

We can cut in one day (6 working hours) we can trim (80,000) signatures having 32 pages in to (160,000) smaller ones ready to be handled by the folders.

2 of our small folding machines, which feed's by hand, together can fold 48000 small signatures.

Our large American (old) folding machine folds (30,000) small signatures per day. So the total number of signatures folded in one day by our three folders is (78,000).

Every day our hand gathering section can't gather more than 15000 signatures. (But if we put some more workers for gathering we can increase that figure to 22500 or 30000 signatures per day) As you see, our hand gathering section is able to gather one day production of our folding machines in 5 days.

2 of our gluing machines can glue 30,000 books in one day. So one day production can be glued not less than 2 days.

In one day (6 working hours) we can put glued cloth, to the back of the books not more than 14000 which is almost 1/5 of the production of our binding machines.

By the automatic three knife trimmer we can trim about 20,000 bunches of books. You may know that we have another smaller three knife trimmer too which is used for short runs.

The number of the books in one bunch depends on the thickness of the books and is never less than 5. Some times the number of each bunch may be 8 up to 10 books.

6- Regarding our typesetting department and also Monotype department, I can't give you a fixed figure of lines.

As you know in the past we had no forms to be given to our foremen to record their daily activities in it ~~except~~ except our offset and bindery department. Now days I have asked Mr. Stocks of Coopers to make such forms for recording the daily productions and activities of each department and also to study the books and registers of our productions department and add some more columns in it to include and record every kind of necessary informations in it about a book printed by the press.

This thing is not done yet.

Your letter says that you are studying the binding equipment business, so please study the above information regarding our bindry department.

Also Mr. MacMikin on his recent visit to Kabul had been several times to my office and we have discussed the equipment of the bindry. He will write you also about some round turning tables for gathering that he has seen some where in U.S.A.

If you need some more information, please write me.

Sincerely yours

Atiqullah Pathwak

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Attachment 3

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1 .
April 25, 1970

Mr. Carroll G. Bowen,
Franklin New York.

Dear Carly,

According to our conversation, I am enclosing herewith the comparative list of the prices of text books printed by Government Press and Education Press drawn from our contracts and one of the contracts which was signed between Compilation Department of Ministry of Education and Government Press containing 26 titles dated 1/4/48 to 30/11/48 = 22 July, 1968 to 20 March 1969).

(Please see the attached list)

As you observe, there is much difference between the prices. Sometimes our prices are high and its because of the number of the copies, but most of ~~them~~ our prices are much lower. Sepecially in the re rints. In one or two titles we have not printed the book in the same language, but same title with equal pages(or more than that) is printed by us, the prices of which is shown in the list, still our prices are not very high.

And beside this the cost of the material as paper, ink etc. are much higher than the Government Press. because we buy our curenacy from the Bank at free rates but they buy their curenacy at official rate which is nearly half of the price for each dollar.

From other side for most of the books the Government Press is using the films made ready by us. The quality of the text paper, cover paper and specially the quality of binding is very important to be considered in this regard.

As you know this matter of the text book prices was raised two times in the general meetings and I will offer coeperative report before all the atherities in the Ministry.

This report will be based on all ready printed books by the two presses, because no one can bring any kind of change in the prices, because the bills have been delivered to the Ministry. I will try my best to attach the samples of these already printed books too with the report just to show the quality of material.

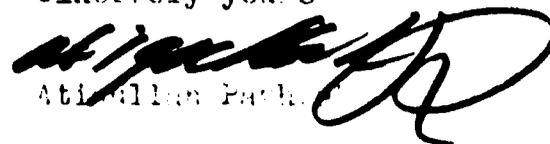
(more)

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printing and binding. I hope that this letter with the attached comparative list of prices may give you a general idea about the matter.

Wish you all the best.

Sincerely yours


William Park

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Government Press

Education Press

No.	Title & Grade	Lang- uage	NO. of pages	No. of copies	Price per copy	Cont- racts.	No. of copies	No. of pages	Price per copy
1	History 12	Pashto	396	5,000	40/-	10	3,500	334	45.79
						23	3,000	385	56.11
also we have printed the Logic in 385 pages 5,300 copies price 41.94 (a slight difference)									
2	Chemistry 7	Pashto	60	27,000	14/-	11	39300	66	7.11
						47	80800	66	5.36
The Dari of this book printed in Education Press.									
3	History 5	Dari	51	140000	8	11	16415	88	9.08
The Pashto was printed in Edu.Press									
4	History 4	Pashto	62	130000	8	13	85000	66	6.76
5	History 6	"	87	80000	8	16	37700	90	8.82
6	Moral 7	"	64	50000	9	16	16250	72	8.32
7	Physice 8	Dari	84	50000	10	22	8000	104	8.77
8	Physice 9	"	116	40000	16	21	18000	118	12.76
9	Mathmatic 5	Pashto	174	110000	20	16	52000	178	16.64
10	Information 6	"	96	80000	12	17	22100	100	9.73
11	Geography 6	"	109	30000	16	55	45000	86	8.00
12	Algebra 8	"	171	35000	20	11	28800	172	17.46
						48	48000	170	13.36
The Dari was printed in Edu.Press									
13	Alphabet 1	"	81	140000	12	4	84000	86	9.00
14	Reader 7	Pashto	101	123000	13	1	70000	106	14.53
						22	17000	104	9.77
15	Reader 8	Pashto	116	80000	15	1	18000	120	16.25
						24	12000	118	11.08
16	Chemistry 11	Dari	230	18000	27	6	9000	218	28.00
17	Mathmatic 6	"	127	104000	19	27	25200	130	11.14
18	English Reader 4	Eng.	173	30000	25	NoCont.	6000	176	23.29
						19	14000	176	17.54
19	English Reader 3	"	145	40000	24	NoCont	11000	152	21.75
						19	24000	152	14.27
20	Chemistry 11	Pashto	120	23000	11	30	3000	124	44.00
21	Biology 12	"	97	50000	7	18	14000	100	11.13
22	History 10	"	360	14000	34	21	2000	322	56.73
23	Relegine 11	"	155	7000	29	1	1500	160	20.38
						22	1800	108	25.31
24	Biology 11	Dari	331	18000	37	6	5200	340	52.65
25	Reader 11	Pashto	91	23000	19	36	5000	168	22.32
						8	39700	180	20.73