



Educational Publishing and Book Production in the English-Speaking Caribbean

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BOOK PUBLISHING IN THE English-speaking Caribbean is by no means a recent phenomenon. The earliest publication was printed in Jamaica in 1718. It is true, however, that the development of a publishing industry in the area has proceeded haphazardly, and the situation as it presently exists is by no means satisfactory. As Valerie Bloomfield remarks:

The Caribbean book trade, with a few exceptions, is still characterized by some or all of the following features: decentralized production, with the initiative coming from institutions, individuals, bookshops or printers rather than from commercial publishers; small editions, which soon go out of print; a high proportion of mimeographed and unpriced publications; limited distribution, incomplete bibliographical control.¹

However, it is important to realize at the same time that this situation could hardly have been otherwise given the sociocultural and economic constraints in the Caribbean and the traditional dominance of the book trade by multinationals. High rates of illiteracy in some territories (Jamaica has an illiteracy rate of 25 percent), a traditionally oral folk culture, an educational system which has never efficiently reached the entire population of any territory, a low per capita income, inadequate book provision in primary schools in most territories, inefficient library

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systems (Jamaica is an exception) — none of these augur well for the generation of indigenous publishing operations, particularly not as conceived on metropolitan models.

This last point is important. That publishing operations should, as Bloomfield states, originate with “institutions, individuals, bookshops or printers” may not coincide with twentieth-century metropolitan ideals; however, in Third World areas like the Caribbean, where, as Smith points out, the high capitalization required at the outset by publishing ventures is not easy to obtain,² the institution/individual/bookshop/printer base for publishing was historically almost inevitable. (William Demas has described the vertical integration of Caribbean economies into the metropole and the consequent limitations on local capital formation.³) At least three of the more prestigious publishing ventures in these territories — Bolivar, Sangster’s and Columbus — have originated in this way, and several excellent titles may be attributed to them, either autonomously or in joint efforts with metropolitan publishers.

This paper is concerned with educational publishing at all levels in the English-speaking Caribbean, particularly in Guyana, Jamaica and Trinidad. Literary materials will not be treated here, since they are produced for wider markets and not meant primarily for scholarship. Two criteria have been used for designating material as being regionally published: (1) materials generated by any authors published by a local/regional agency and printed in the region, and (2) materials generated by any authors published by a local/regional agency and printed elsewhere.

Given the situation described, cooperation between governments in the region is almost a *sine qua non* of any successful regional venture concerned with publishing educational materials, particularly at primary and secondary levels. Only the governments in concert can both mobilize the necessary capital and guarantee the markets on which the success of the venture would depend. At the present time textbook production is largely the purview of the metropolitan multinationals.

The governments themselves have not been ignorant of the situation. In 1968 representatives of governments contributing to the University of the West Indies met with senior officers of that institution to consider publication of educational materials for West Indian school systems. As a result of this meeting, a team was appointed to survey the needs and resources of the area as a basis for considering a government-sponsored regional scheme.

In 1969 the team published its report, recommending that: “As soon

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as the regional curriculum planning committee is firmly established, the governments should cooperate in establishing a Caribbean-wide publishing house under the aegis of the Institute of Education of the University of the West Indies."⁴ The prerequisite of regional curriculum planning has seen partial fulfillment in the establishment of the Caribbean Examinations Council, but it is clear that the survey team had envisioned cooperation in curriculum planning on a much wider scale.

The team also commented in their report that the "evidence available suggests that any new regional publications venture would receive the closest cooperation of the most developed publishing units in any of the territories," and that "a prerequisite for the success of a regional publications scheme is the commitment of governments in word as well as in deed."⁵

The subsequent commitment of governments in word was extensive. In 1972 and frequently thereafter, governments agreed on the desirability of regional "cooperation in the production of textbook and other educational materials." There has been little evidence of this to date. Instead, the territories continue to pay large sums of money to metropolitan publishers for educational materials at all levels of the system. For example, 1976 expenditures for supplies and materials by the publications branch of Jamaica's Ministry of Education was \$1,289,452, according to the "Estimates for Expenditure for the Year Ending 31st March 1976." The major part of this expenditure was used to purchase books for schools.

The University of the West Indies (UWI) has contemplated the establishment of a university press for a long time. A subcommittee of the university appointed in 1974 to consider the publication of journals has met only once since then. Although recognizing that there would be advantages in a university publishing house, the committee made no recommendation for even a preliminary examination of its feasibility.

The benefits of a regional publishing agency and a university press in economic and educational-cultural terms appear significant. Whether and how these benefits can be achieved needs to be examined considering the present regional and university structures and, in particular, the present structures for publication within the university.

FACTORS FAVORING BOOK PRODUCTION IN THE CARIBBEAN

There are several factors that favor the development of educational publishing in the anglophone Caribbean. The commonality of a shared standard language in the excolonial British territories provides the requisite linguistic "critical mass." It is true that the lingua franca in

Guyana, Jamaica and Trinidad is some form of Creole, but in most instances, as Carrington⁶ states, the Creole is English-based — and even where it is not, English has always been and continues to be: (1) understood by the population at large, (2) the language of the classroom, and (3) the traditional language of almost all print materials.

By and large, the cultural dependence which is a demon particularly given to oppressing excolonial societies has been considerably exorcised in the areas under discussion. For example, the movement to replace British-oriented textbooks with more culturally relevant materials has existed for decades. The accommodation of curriculum materials to take account of the peculiar linguistic situation is more recent, and has come in the wake of extensive linguistic research in the region. Overall, the political ferment of the 1940s and the new awareness of the 1960s and 1970s have done much to rid these societies of the tendency to look to Europe (or North America) for legitimacy.

It is true that, as Keith Smith has commented in the case of their African counterparts, some local academics still prefer to “seek the wider market, prestige and assured royalty payments of British and United States publishers.”⁷ Nevertheless, many are more than willing to produce for local publishers, prestigious or otherwise, once they are assured that the material will reach the audience for which it was conceived in a reasonable time.

The experience of writing or editing for “established” publishers has been a source of an important kind of practical training for professionals in the region. A fair part of the editorial expertise that exists — small though it is — can be said to have been built up in this way. Often persons who begin as authors become publishers themselves. Expectations of the quality of the production of their own works by metropolitan publishers thus become, if not goals to be attained, at least a model in terms of which they can operate.

Unfortunately, because of the stranglehold of the metropolitan publishers, the editorial skills that have developed are largely those of copy editing. As is the case elsewhere in the excolonies, the establishment of publishing policies and priorities continues to be the prerogative of the parent companies, despite purported attempts of some publishers to give their local offices a greater share in decision-making. Thus, there has been little or no opportunity for the development of production editorial skills, and few (if any) persons in the region are presently equipped to function as publishing management.

Agencies such as Unesco, the Commonwealth Fund for Technical

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Cooperation, and the Caribbean Community (CARICOM) Secretariat have been instrumental in promoting workshops on publishing and book production over the years. However, workshops and seminars of this kind are regarded with skepticism by many participants. They tend to be repetitive and what they can accomplish is limited by constraints of time and funding. Furthermore, representatives sent by regional governments are usually not sufficiently influential to guarantee the implementation of decisions or recommendations made by the participants. Nevertheless, meetings of this kind have performed at least two important services. Persons in the region engaged in curriculum development and book production have kept in touch with each other and therefore with developments from territory to territory. Also, the reports of these seminars represent some form of documentation in an area on which little has been written.

The foundation of an Institute of Mass Communications on the UWI Mona campus in 1974 and, more recently, of a nonacademic school of printing, as well as courses in various aspects of the communication arts currently offered by the UWI Extra Mural centers in Jamaica and Trinidad, are evidence of an increasing awareness of the importance of training for media — including print media. It is to be hoped that training of this kind will create a pool of professionals with interest in areas sufficiently closely allied to publishing on which the developing regional industry can eventually draw.

Where the technology of publishing is concerned, the outlook is perhaps brightest. There are lively printing industries, including plants of varying sizes and capabilities in Trinidad, Guyana and Jamaica. Composition, typesetting and offset printing are quite familiar operations in varying degrees of use from territory to territory. Color separation is still sent abroad by some territories, although the technology is available in Jamaica; the quality of color reproduction in at least three printing establishments in the region is excellent. Binding represents perhaps the most serious difficulty. Case binding is available, but presents difficulties for sizable runs. Perfect binding is widely available in Trinidad; in Jamaica, however, it is a process that can take months. College Union Press in Trinidad is currently installing a plant which will be able to bind 6000 paperbacks per hour.

A thriving advertising industry, particularly in Trinidad and Jamaica, has created a market for layout and graphic art skills. Both the Jamaica School of Art and Trinidad's John Donaldson Technical Institute offer courses in layout and graphic design. The few graphic artists

who are in the region are admittedly inexperienced in book (particularly textbook) production, but that would not be a major hurdle to overcome if and when a publishing industry came into being. An area of serious dearth is that of illustration, for ironically, although there is an abundance of artistic talent and some training is available, there are very few book illustrators in the Caribbean. Until very recently there has been no industry requiring the skill, and hence no impetus for it to develop.

Finally, the "book delivery" system via libraries, bookmobiles, schools and bookshops, though leaving much to be desired in varying aspects in the different territories, is at least adequate to support the continued interest of the multinationals in the Caribbean market.

Overall, then, it appears that as far as skills and plant capability are concerned, a sufficient provision of both exists within the region to support (with some restructuring and training programs) a regional publishing effort. The problem appears to be one of assuring the participation of regional governments and "cutting di shirt to fit di klaat."

EDUCATIONAL PUBLISHING AT PRIMARY AND SECONDARY LEVELS IN THE CARIBBEAN

Curriculum development activity in Jamaica and Guyana at primary and secondary levels is not inconsiderable. Guyana's "Ministry of Education and Social Development Printing Requirements — 1977" lists 29 new publications in various subject areas, most of them in press runs of 35,000.⁸ In Jamaica, UWI's Language Materials Workshop, in cooperation with the Ministry of Education, is currently producing readers, workbooks, teachers' resource books and teachers' guides for the first three primary grades by arrangement with Heinemann. In addition, the Ministry of Education's Publications Unit is itself publishing histories of each of the parishes in Jamaica; three of these — *The History of Clarendon* and *The History of the City of Kingston, Parts I & II* — have already appeared. This ministry is also producing units for the tenth and eleventh grade programs in science, mathematics, language and communication, and life skills.

Materials production in the Trinidad Ministry of Education is on a more limited scale at the present time, and is concerned with the production of materials in runs not exceeding 10,000 which reflect the Trinidadian child's environment, i.e. social studies, reading and biology.

Regional publishers (Columbus, Jamaica Publishing House, UWI School of Education) have also entered into joint ventures with metropolitan companies on various bases. In some cases, the local company sim-

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ply reprints and distributes titles originally produced by a metropolitan publisher. In other instances, such as the Language Materials Workshop mentioned earlier, the input is more considerable. Some local publishers have also produced classroom materials on their own, and one or two titles (practice exercises for the Common Entrance Examination) have been published by their authors and proven very successful in commercial terms.

However, apart from the considerable effort of the Guyana Ministry of Education to develop and publish indigenous materials for the primary and secondary school population, and the thrust of the Jamaica Ministry of Education to provide materials for the tenth and eleventh grades school population, no major inroads have been made by local publishers, government or otherwise, in the enormous primary and secondary school textbook market presently serviced by the multinationals.

The Jamaica Reading Association's Guinep Series publishing project deserves mention. The project represents an interesting example of the kind of publishing agency which has managed to identify and service a critical need by producing inexpensive but eye-catching, mimeographed, high-interest/low-vocabulary reading materials for use at secondary levels. Three stories sell for ten cents (Jamaican). Press runs are in the tens of thousands. The list of titles exceeds thirty and the market appears inexhaustible. Some of the stories have now been collected in two softcover booklets which sell for forty cents each.

The institutional structure is loose: an editorial committee invites submissions from interested writers and oversees or performs the layout, graphic design and reproduction of the materials. In the case of booklets, the job is given out to professionals. Limited funding from CUSO has occasionally provided part-time assistance in these operations. It is important to note that the sponsoring agency is a professional organization with a noncommercial vested interest.

Discussion of educational publishing for Caribbean schools should not close without mention of Caribbean Educational Publications (CEP). Located in the Institute of Education of the University of the West Indies and registered in the university's name, CEP came into being in 1964. Funded for three years by the Ford Foundation, it sought to publish educational materials relevant to the needs of the region on a nonprofit-making basis. Its initial aim was to produce separate series of workbooks and accompanying teachers' guides in seven subject areas. Materials were tested in the field and revised before publication. After editing and redesigning, materials were sent for reproduction to Penguin Books Ltd.,

which was supporting the scheme in several ways, including supervising printing and administering warehousing, distribution and invoicing.

By 1968 the project was defunct. Even now the reasons for its collapse are not entirely clear. According to a document prepared by the CARICOM Secretariat, the Caribbean Textbook Survey team:

attributes the rather limited success of Caribbean Educational Publications to a number of factors including: the absence of territorial cooperation in curriculum planning; the inadequacy of the organization's budget and the lack of financial security; the fact that the senior staff was available only on a part-time basis; the lack of official support at the level of the involvement of the schools in the testing of the materials produced; problems of supply and distribution.⁹

The secretariat seemed to be persuaded of the soundness of the team's view. Nevertheless, it is likely that the whole truth of the matter will never be known. One may safely guess, however, that the failure of this first regional effort at publishing educational materials in the Caribbean — in itself an unhappy event — has served to retard further efforts in this direction, although as early as 1968, immediately after CEP had failed, governments had demonstrated their awareness of the continuing need for a regional effort in educational publishing.

EDUCATIONAL PUBLISHING AT THE TERTIARY LEVEL IN THE CARIBBEAN

The Institute of Social and Economic Research (ISER) is responsible for the largest body of scholarly works in the area. The institute was established in 1948 and has been publishing original research in the social sciences since then. Its 1976 list records seventy-eight titles, most of which would be essential to any study of the region. The majority of these volumes are produced in the area, although some are printed abroad. Quite a few of its publications have been reprinted — some twice, as in the case of the Caribbean edition of George Beckford's *Persistent Poverty*. The most recent development of ISER is a significant one. Its series of Working Papers (mimeographed and bound in soft-cover), which number fifteen so far, is designed to publish research in progress which is often of immediate relevance.

The institute can probably feel the greatest sense of achievement about the publication of its 26-year-old journal *Social and Economic Studies*. In fact, the university is responsible for four of the longest-

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running current periodicals in the English-speaking West Indies: *Tropical Agriculture, Social and Economic Studies, Caribbean Quarterly*, and *West Indian Medical Journal*. Each of these journals has been published for more than twenty years. For the West Indies, where journals have proliferated in recent years (most often appearing for two or three issues only), this is remarkable.

Tropical Agriculture is a quarterly which has appeared uninterrupted since its inception in 1925. It was originally published by the former Imperial College of Tropical Agriculture (ICTA) and subsequently by the UWI Faculty of Agriculture. ICTA has also mimeographed limited runs of various other scholarly papers in the field of agriculture.

Two projects of the UWI Extra-Mural Department (Trinidad) which are important events in West Indian publishing are its journal *Caribbean Quarterly* and its series of Caribbean plays. *Caribbean Quarterly* covers the largest range of subjects in the arts and social sciences of any journal in the Caribbean. The series of Caribbean plays first appeared in the early 1950s in stenciled format, were later printed, and in some instances have gone through more than one edition. The series consists of sixty-three titles.

The Department of Extra-Mural Studies has recently published *Caribbean Issues*, a journal of Caribbean affairs. Intended to appear three or four times a year, it has appeared so far only in the three issues for 1974. The *Caribbean Journal of Education*, first published by UWI School of Education in 1974, and intended to document educational research and curriculum development in the region, has also fallen behind its schedule. *Cajanus*, the journal of the UWI Caribbean Food and Nutrition Institute, has managed to appear regularly since it was first published in February 1968.

The *West Indian Medical Journal* has had its share of problems as well. Despite a subvention from the university, it has recently had financial difficulties. In addition, a recent issue was published with apologies from the editor for the caliber of writing in the various articles, which were published in large part as they had been submitted.

Any account of the university's ventures in publishing would be incomplete without mention of the Caribbean Universities Press (CARUP). CARUP began operation in 1969 as an attempt by the history department (in conjunction with Ginn & Co.) to publish mainly the historical scholarship of the region on a commercial basis. Members of the editorial board were drawn from both groups. Caribbean Universities Press did not lack material and should have been able to succeed with the commercial

expertise of Ginn; but this has not proved to be entirely true. Its titles, all history-oriented, are excellent. Its series, *Chapters in Caribbean History*, was intended ultimately to form the definitive history of the West Indies. Only three such titles have appeared to date. The company has been more or less inactive — certainly in terms of initiating new projects — in the past two years. It has been the victim of multinational maneuvering: Ginn & Co. was bought by Xerox, transferred to Bowker (another Xerox subsidiary), and then returned to its previous autonomy.

The Journal of Caribbean History, for which CARUP was responsible and which first appeared in 1970, published six numbers up to 1973 and then lapsed for a period. It has since recovered, and the eighth and ninth volumes were scheduled to appear in March 1977.

During this period of abeyance, a few titles have appeared under the CARUP imprint, and a local member of the editorial board seemed confident that other titles presently in process would be forthcoming.

While the university has the distinction of publishing the largest number of titles, the Institute of Jamaica is the oldest active publishing concern in the English-speaking West Indies; in fact, it has never before shown as much vigor in its efforts. The earliest publications of the institute were of a scientific nature and were based on public lectures given there. Prior to Jamaica's independence, its greatest period of activity was under the directorship of Frank Cundall, who was himself a prolific writer. Despite some unevenness, many of his works are still essential to any study of the region, and his series of bibliographies has not been superseded. His 1909 bibliography of the West Indies was reprinted in 1971 by Johnson Reprint (a missed opportunity on the part of the institute).

In recent years the institute has concentrated on producing historical works. It commissions articles on aspects of Jamaican history about which very little is known. In 1976 it published its first literary monograph, Reid's *The Jamaicans*; it is the story of Juan de Bolas, an escaped slave who became Jamaica's first guerrilla fighter.

The Jamaica Journal, a heavily pictorial "glossy" quarterly, demonstrates the institute's traditional interest in the sciences and the arts.

The Barbados Museum and Historical Society Journal and the *Jamaica Historical Society Bulletin* are long-standing examples of this tradition. Among West Indian periodicals appearing more recently are: *New World* (now apparently defunct), a social science journal published by the New World group; and *Savacou*, published by the Caribbean Artists Movement and generous in its concern with regional issues. There

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is also a number of journals for teachers in the region, some of general interest to education, and others aimed at subject specialists.

Recently arrived in the publishing field is CADEC — Christian Action for Development in the Eastern Caribbean. A church-sponsored association funded by a number of international agencies and based in Barbados, it has been responsible for producing some interesting publications.

In addition, a number of the “publishers” already mentioned, as well as others (including the teacher training colleges and the University of Guyana), have been responsible over the years for the publication of a variety of documents of varying relevance to scholarship in the region. None of these bodies can be regarded as ever having had a publications policy or, indeed, any long-term scheme for materials production.

EVALUATION

The situation outlined does not appear to be a pessimistic one. The conditions in the Commonwealth Caribbean territories by and large satisfy the criteria necessary for a viable publishing venture: the availability of material in sufficient quantity and of suitable quality for publication; the technical expertise and the technology needed to produce the book; an interested readership and an efficient distribution system. Material in the education field is being produced at all levels. Not only is much of it of excellent standard, it also treats of matter integral to Caribbean culture, contextualized in Caribbean environment and articulated from the Caribbean point of view. The ministries of education in both Jamaica and Guyana, in cooperation with the appropriate university agencies, are currently revising curricula at primary and secondary levels and are themselves publishing some of the required textbooks, workbooks and teachers’ manuals. Recent appointments of additional curriculum development personnel in the Trinidad Ministry of Education would seem to represent that country’s commitment to curriculum reform.

West Indian societies are examination-oriented, and the pressure to achieve by acquiring certification is great. Educational publications have a captive market. The West Indian society is mostly a young society, and the population growth is not diminishing. The school-age market, whether it is supplied by government or commercial firms, is always on the increase. In Jamaica, there is also the growing number of new literates who require material that should be specially written for them.

Scholarly publications, apart from general readership, will find readiest outlet in the university population of the region. The interest dis-

played in the area by many American and British universities can be exploited to native advantage, and an organized attempt can be made to provide them with material found only in this region.

At this level, current activity in the production of educational materials is not inconsiderable, and as has been shown, is largely centered in the UWI. Funded and governed by a number of independent or semi-independent territories, and with three major campuses in Jamaica, Barbados and Trinidad and several university centers in the smaller islands, this university should from its inception have made a regional university press an integral part of its development program. Such a press would be capable of supplying the scholarly needs of the region by providing the local outlet for the reporting of this scholarship, and would also serve as a publisher of curriculum materials. That the university has failed to do this can be attributed largely to a lack of administrative foresight. It is true that the economics of such an operation might have seemed forbidding, but commitment to innovative approaches and development of norms and systems suited to the resources are parts of the management function.

Instead, over the past twenty-five years, the university has established no publishing policy whatsoever, but has allowed its various disciplines to develop independent publishing ventures. There is little cooperation among the major publishers of the university, i.e. ISER, the Department of Extra Mural Studies, the School of Education and the faculties of agriculture and medicine. The duplication of facilities is costly and the advantages to be gained from a combined effort (especially in the areas of distribution and promotion) cannot be minimized. Problems such as that recently faced by the editor of the *West Indian Medical Journal* would be obviated; journals would not fall two or three years behind for lack of editorial expertise. Furthermore, a combined publication effort would be in a position to rationalize its structure and funding within the university in a way that the present faculty operations cannot. It would be able to address itself to the current nemeses of publishing in the West Indies — unsatisfactory copyright arrangements, poor documentation, short press runs, lack of promotion and underrepresentation in bibliographies and indexes — none of which can be tackled with any vigor by the existing divided efforts.

With the exception of the ISER operation, it is fair to say that none of the agencies publishing in the university has sufficiently well-defined policies or programs for publication. This is perhaps most obviously true in the case of the Department of Extra Mural Studies, where each extra-

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mural center (in campus and noncampus territories) appears to be free to publish as it wishes. As a result, there is (in one instance at least) unfortunate duplication of effort and no apparent attempt to seize the opportunity to build a systematic collection of materials originating in the territories and pertaining to subjects documented in a hierarchy of established priorities.

At this point, the ambivalent position of territorial governments should be considered. These governments have long agreed on the desirability of a regional publishing venture, but have still made no efforts in this direction. Several possible reasons for this suggest themselves. It may simply be that the excolonial bureaucracies of the Caribbean are content to agree repeatedly on what is good for the region, without taking cognizance of how these advantages are to be realized — a not-impolitic approach to planning in a situation of scarce resources and 5-year electoral cycles. It is also possible that the symbiotic relationship between bureaucrats and multinationals, which Smith describes as “a possible reason for lack of state intervention . . . in many less developed countries”¹⁰ may have at some stage been a retarding factor. A third reason may be the stubborn self-orientation of individual territories. The territories have a poor record of regional cooperation, despite the fact that economists preach regional but not territorial viability. The political Federation of the West Indies failed, and the existing Caribbean Community is visibly floundering. Indeed, the university alone has stood the test of time and territorial differences — hence its unique position as a potential promoter of regional cooperation in curriculum development and textbook production.

There are the constraints of problems internal to the economies of territories as well. Both Guyana and Jamaica are currently in the throes of serious foreign-exchange and trade-balance deficits. It is, of course, possible to argue that the development of a regional industry would reduce foreign exchange expenditure on books, since the imported raw material content, expensive as it is, would nonetheless be cheaper than the finished product. The industry thus should eventually be in a position to earn foreign exchange from book exports.

There is also considerable variance in political philosophies. Indeed, the extent of current curriculum development activity in Guyana and Jamaica, as compared to that in Trinidad, can be traced to the variance in basic political orientation. The Guyanese and Jamaican governments are avowedly socialist; the Trinidadian government, middle-of-the-road.

They consequently hold differing notions of government responsibility with regard to the provision of educational materials.

Finally, the failure of Caribbean Educational Publications may have caused both governments and universities to be wary of any premature second attempt at a regional publishing venture.

Whatever the reasons, and economic considerations apart, the current exploitation of the educational materials market by multinationals is, in educational terms, antidevelopmental and therefore intolerable, and must be replaced by some kind of regional effort. Multinationals are interested primarily in servicing current market needs with salable products. They rarely finance broad-based developmental curriculum programs that involve large groups of teachers in writing and testing materials. Although such approaches are operationally sound from a curriculum development/motivational point of view, they are time-consuming and cannot guarantee a particular kind of manuscript at a particular time.

Some of the multinationals have responded to the cry for cultural relevance by adapting or "Caribbeanizing" materials—in some cases with marginal success. To do this, they consume the energies of professionals from a limited and hard-pressed regional pool who would be better occupied in the broad-based curriculum development activities mentioned above. The multinationals are less interested in regional needs and more so in regional markets. The two are not the same; what sells is not necessarily what is needed, particularly in a region where buyers are often untrained and therefore inexperienced in selecting educational texts. Furthermore, the multinationals have evidenced little interest in short press runs, "on demand" publishing, or other innovative approaches that are necessary if regional needs are to be filled at all levels.

It appears that the implementation of the Caribbean examinations syllabi will require textbook development across territories. The multinationals will certainly be in competition for their share of the market. Governments will have to accommodate the demands of the Caribbean Examinations syllabi with programs being developed and implemented in the individual territories as well as decide on the roles of materials developed in support of such programs. Materials developed for use in one territory may well prove suitable for the region. Whether or not this does occur, however, the time is ripe for the establishment of a publishing industry that harnesses existing resources and is predicated on regional needs at all levels.

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