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ABSTRACT

These guidelines have been developed to assist California State Department of Education staff members in organizing a manuscript so that it is clear, and will require a minimum of rewriting, editing, and keyboarding before it is sent for publication. The intention is to give staff members a better idea of what is expected of them as authors, and to teach them to prepare their manuscripts more efficiently and economically by avoiding delays caused by improper utilization of their electronic publishing equipment. The guide is divided into four major sections: (1) "Guidelines for Writing and Editing," which includes general and specific tips about points of style and organization; (2) "Guidelines for Using Desktop Publishing," which discusses issues to consider before using desktop publishing and general instructions for designing, keyboarding, and illustrating the manuscript, as well as specific instructions about how to prepare word processing files for editing and electronic page layout; (3) "Laws, Regulations, and Adopted Procedures for Publishing," which is a collection of excerpts from "The Department of Education Administrative Manual"; and (4) general and final production checklists for documents preparation drawn from "The Chicago Manual of Style." Three appendixes contain sources of training and information; a guide for compounding and hyphenating; and bibliographical and footnote forms for a variety of situations. (SD)

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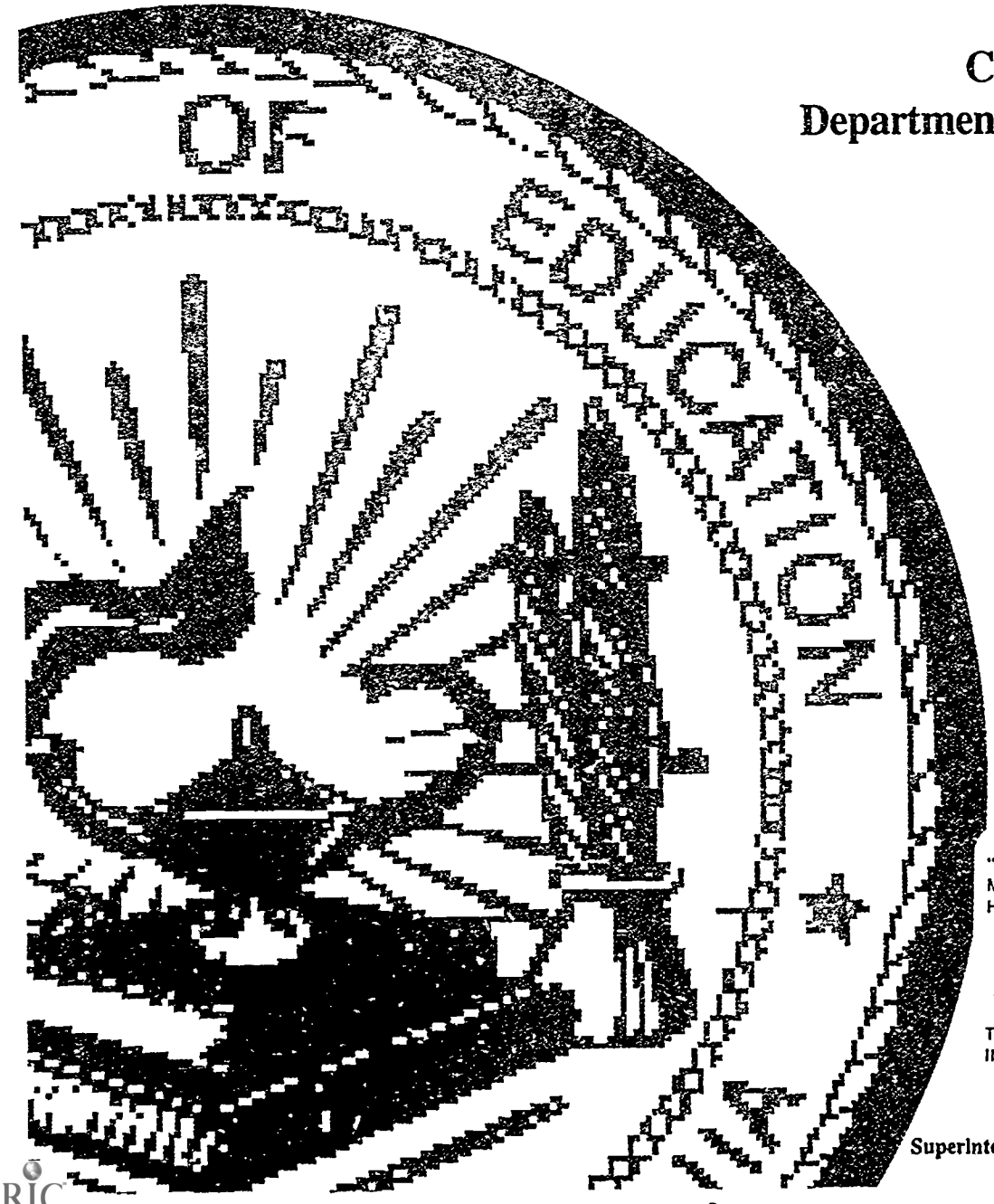
Desktop Publishing Guidelines

for the California State Department of Education



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Desktop Publishing Guidelines

for the
California State
Department of Education

PREPARED ON ELECTRONIC PUBLISHING EQUIPMENT BY
THEODORE R. SMITH AND MARGUERITE WOBSCHALL
BUREAU OF PUBLICATIONS

Publishing Statement

The *Desktop Publishing Guidelines* was composed by Theodore R. Smith, Editor in Chief, and Marguerite Wobschall, Senior Graphic Artist, of the Bureau of Publications, working in cooperation with the Desktop Publishing Task Force (see the Acknowledgments). They were assisted in their work by Tracie Haase, Secretary, and Jeannette Huff, Word Processing Technician. Several pieces of electronic equipment were used in preparing the *Guidelines*, including a Tandy 102 portable computer, the COMPAQ Personal Computer, a Macintosh Plus personal computer, and an Apple LaserWriter® Plus printer. To prepare the *Guidelines* in camera-ready form, Ms. Wobschall used Aldus PageMaker 3.01.

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Contents

Page

Preface iv
Acknowledgments v
I. Introduction to the Desktop Publishing Guidelines 1
Major Purpose of the Guidelines 1
Definition of Desktop Publishing 1
Relationship to "Statement of Values" 1
II. Guidelines for Writing and Editing 2
General Guides for Writing and Editing 2
Importance of an Outline or Plan 2
Standards to Be Maintained 3
III. Guidelines for Using Desktop Publishing 5
Issues to Consider Before Adopting Desktop Publishing 5
Generalizations About the System 6
Guidelines for Preparing Material Through an Electronic Publishing Process 7
General Instructions 7
Designing the Manuscript 7
Keyboarding the Manuscript 8
Illustrating the Manuscript 8
Special Instructions for Preparing Word Processing Files for Editing and Electronic Page Layout by the Bureau of Publications 9
IV. Laws, Regulations and Adopted Procedures for Publishing 10
Printing and Publications, Including Desktop Publishing 10
3801. Responsibilities of the Bureau of Publications 10
3802. Definitions 10
3803. Manuscript Review and General Directives 11
Production and Dissemination of Education Information Material 12
3804. Approval for Disseminating Information 12
3805. Credits and By-lines on Publications 13
Priorities for Work in Process 13
3806. Criteria for Establishing Priorities 13
3807. Priorities–State Printer's Work 13
Funding 14
3811. Limitations on Use of General Fund Appropriations 14
3812. Requirements for Requests for Services 14
3813. Fiscal Year Deadlines 14

Page

Word Processing Services 14
3821. Availability 14
3822. Type of Service 14
3823. User's Guide 14
3824. Job Requests 14
Departmental Duplicating Service 15
3831. Jobs of 20 or Fewer Impressions 15
3832. Current Duplicating Policy 15
Approvals for Printing 15
3841. Procedures 15
3842. Required Approval 15
Special Instructions for Publications 16
3851. Introduction 16
3852. Requesting Unit's Instructions 16
3853. Bureau of Publications's Instructions 17
Distributing, Pricing, and Reprinting Publications 17
3854. Distribution of Publications 17
3855. Pricing of Publications 18
3856. Reprints 18
Other Specialized Printing 18
3861. Business Cards 18
3862. Envelopes 19
3863. Memorandums 19
3864. Letterheads 19
3865. Postal Cards 19
V. Checklist for Persons Preparing Documents on Desktop Publishing Equipment 20
Production Checklist for Desktop Publishing 21
Appendix A. Sources of Training and Information 23
Appendix B. Guide for Compounding and Hyphenation 24
Appendix C. Bibliographical and Footnote Form for Publications Cited in Manuscripts of the California State Department of Education 28
Bibliographical Form for Publications Cited in Manuscripts of the California State Department of Education 28
Footnote Form for Publications Cited in Manuscripts of the California State Department of Education 31
Glossary of Terms 35
Selected References 39

Preface

We touch more people every day with our printed messages than we do in any other way. And when those messages are clear and precise and typographically appealing, we are looked upon with favor. And not only that, but when we prepare quality materials, we save our many publics valuable moments of their time. For example, if one of us prepares a well-written and well-designed manuscript that every school principal and superintendent in California must read and understand and as a result of our efforts, we save each of those administrators just three minutes of their valuable time, we have saved approximately $10,000 in salaries alone. But perhaps even more important than the saved dollars is the fact that we have achieved clearer communication with those who direct our schools, and we have provided better service that will ultimately result in better and more clearly defined educational programs.

Each of us in the Department of Education must be committed to achieving levels of excellence in what we do, for our actions serve as examples for the whole educational community in California. And we believe that good examples are being set because each of you not only senses the importance of setting high standards of quality but you also continually seek ways to improve your services. However, we know that such examples of quality do not materialize because some edict is issued; they occur because you want them to occur and are willing to give your best efforts to that end. At the same time, we know that standards must be set, and guidelines for achieving such standards must be prepared. These *Desktop Publishing Guidelines* represent our latest effort in providing you with standards and a guidebook that we hope you will find helpful in the important work before you.

We also believe that issuing these *Guidelines* signals our intent to use the most advanced technology available in the most efficient manner possible to fulfill our mission and to meet our goals. Clearly, we are in the word business and, certainly, we must continually seek the best means for achieving perfection in the documents we produce. We believe that desktop publishing and the advanced word processing programs now available can help us improve the quality of our services. And we believe the adoption of the standards reflected in these *Guidelines* will help ensure our commitment to the highest possible levels of quality in language usage and publishing practices. We hope you agree.

WILLIAM D. DAWSON
Executive Deputy Superintendent

ROBERT LA LIBERTÉ
Chief, Department Management Services

Acknowledgments

Early in 1987 William D. Dawson, Executive Deputy Superintendent, urged the creation of a task force that would help develop guidelines the Department of Education could follow in preparing documents through an electronic publishing process, known popularly as desktop publishing. As a result of that request, William C. Pieper, former Deputy Superintendent for Administration, and James R. Smith, Deputy Superintendent for Curriculum and Instructional Leadership, issued invitations to 13 people to serve on a Desktop Publishing Task Force. The 13 were selected because of their particular interest or expertise in desktop publishing and because, together, they represented all of the major divisions in the Department of Education. The members of that task force were:

Barbara Abbott, Consultant, Office of Educational Technology

Jan Agee, Education Programs Assistant, External Affairs Office

Janet Chladek, Consultant, Curriculum, Instruction, and Assessment Division

Sam Clemens, Staff Services Manager, Executive Planning and Analysis Office

Diann S. Haines, Staff Services Analyst, Information Systems

Ed Hensley, Research Analyst, California Assessment Program

John Iskra, Administrator, Coordination Section, Career-Vocational Preparation Division

Bob Klingensmith, Publications Consultant, Bureau of Publications

Edward O'Malley, Publications Consultant, Bureau of Publications

Lalit M. Roy, Education Planning and Development Consultant, Special Education Division

Theodore R. Smith, Editor in Chief, Bureau of Publications

Mary Smithberger, Child Development Assistant, Child Development Division

Guadalupe Vilegas, Senior Graphic Artist, Media Services

In their letter to the task force members, William C. Pieper and James R. Smith said, "We believe it is imperative that we examine how the Department should use desktop publishing to benefit most from the use of such a system." Then they issued this basic charge to the group: "Develop a plan for the Department that will help ensure the most effective use of desktop publishing to create camera-ready copy suitable for printing."

In its initial meeting the task force discussed the following questions:

1. Which types of equipment and systems will best help the Department meet its mission and goals? And how much equipment will be needed?
2. Where should such equipment be placed in the Department?
3. Who will operate such equipment, and where will they be trained?
4. How are the Bureau of Publications and the Media Services unit expected to interface with units that have such equipment and with private contractors doing work for the Department?
5. When should private contractors be employed to do work for the Department on desktop publishing equipment? What should be included in the agreements with such contractors?
6. What standards of quality should be maintained in the materials produced from desktop publishing? This includes such issues as quality of print and graphic arts, interword and interletter spacing (kerning), use of white space, placement of type (widows, tombstones), selection of type and type sizes, line length, and all of the issues of style.

After discussing these questions, the task force proceeded with its basic charge by examining the printing and publications section of the *Department*

of Education Administrative Manual. Chapter IV of these *Guidelines* reflects the revisions that the task force suggested be made to incorporate desktop publishing in Section 3800 of the *Administrative Manual.*

In addition to making suggested revisions to the *Administrative Manual,* the task force made numerous suggestions on what should be included in the *Desktop Publishing Guidelines* and what the sources of such material might be. We are most grateful not only for the suggestions that the task force made but also for the time the members spent in reviewing the various drafts of the material we prepared. John Robert Cornell, Macintosh Consultant, kindly contributed information for Chapter III; and Merribeth Carlson of the Bureau of Publications was especially helpful to us in preparing the glossary. Three other persons reviewed the *Guidelines* and made several helpful suggestions, and we thank them very much for their contributions:

Robert L. Howe, Manager, Information Services
Janet Lundin, Assistant Editor, Bureau of Publications
Joe Marvelli, Director, Information Systems and Services Division

Finally, there were two people who were invaluable to us in bringing these *Desktop Publishing Guidelines* to press:

Tracie Haase, Secretary, who not only recorded many drafts of Chapter IV of the *Guidelines* but also served as secretary to the Desktop Publishing Task Force

Jeannette Huff, Word Processing Technician, who recorded and rerecorded and corrected draft after draft of the *Guidelines* on our electronic publishing equipment.

Tracie and Jeannette and all of you who made our jobs of writing and publishing these *Guidelines* possible, we say thanks!

THEODORE R. SMITH
Editor in Chief

MARGUERITE WOBSCHALL
Senior Graphic Artist
Bureau of Publications

I. Introduction to the Desktop Publishing Guidelines

The California State Department of Education recognizes that using desktop publishing to prepare materials for printing requires changes in some of the procedures that staff members have followed in the past. Therefore, these guidelines have been developed to assist staff in preparing manuscripts in a way that will facilitate their production, especially those that are to be major departmental publications. Staff will also find it helpful to consult sections 3800—3865 of the *Department of Education Administrative Manual*, which are the adopted procedures for printing and publications, including desktop publishing; those sections of the manual and other laws and regulations affecting publications are included in Part IV of these guidelines.

Major Purpose of the Guidelines

The major purpose of these guidelines is to help staff members in the Department of Education better plan, organize, and prepare a manuscript in a form that is accurate and clear and that will require a minimum of rewriting, editing, and keyboarding before it is sent to press. Therefore, using these guidelines is important for two basic reasons: first, staff members will have a better idea of what is expected of them as authors or preparers of manuscripts; and, second, staff will be able to prepare their manuscripts more efficiently and economically because they will avoid delays caused by improper manuscript preparation on their electronic publishing equipment.

Definition of Desktop Publishing

Although there are many definitions of desktop publishing, for the purposes of these guidelines, *desktop publishing* is the application of an electronic publishing process to create text and graphic materials suitable for printing. Whenever the term *desktop manuscript* is used, it refers to everything that has been typed and stored in the computer to create the electronic version of the text, including the text and any codes that have been added. *Text* means all the words and punctuation that will appear in print in the finished book but not the codes.

Relationship to "Statement of Values"

The Department of Education, in its "Statement of Values," has made clear that its staff "must create and deliver effective programs and services as efficiently as possible to bring quality education to the greatest number of people in the most cost-effective manner." To achieve exemplary quality in the Department's printed materials, the staff must adopt efficient and effective practices with the best tools available for achieving the desired outcome. Recognizing that desktop publishing is one of the most advanced tools now available for preparing text for printed materials, staff from throughout the Department are recording all types of documents on desktop and word processing equipment. These guidelines were developed to support staff in their efforts to achieve the level of quality the Department expects.

II. Guidelines for Writing and Editing

Although the use of desktop publishing requires changes in the way in which manuscripts are processed, the use of electronic equipment does not change the Department's adopted standards for the language and for publishing. Therefore, staff members preparing manuscripts for publishing should be as familiar as possible with the standards before they begin to write and record text.

As a general guide, staff members should realize that the Department's general policy is to have its publications reflect the highest possible standards in current American usage and, within budgetary and legal constraints, to have its documents reflect the best possible practices in the publishing industry. The Department believes that if it does not maintain the highest possible standards in the publications it prepares for developing and improving educational programs, it cannot expect the schools of California, which are ultimately responsible for those programs, to maintain high standards either.

Those persons who are preparing to write manuscripts for publication would be well advised to consult the Department's latest documents on writing and related subjects. Such documents will not only identify the Department's latest position on the teaching of writing but they will also offer writers helpful suggestions for the work facing them. For example, the writers of the *Handbook for Planning an Effective Writing Program* describe the stages of the writing process, present the latest research on writing, and identify the most highly regarded references on writing. In addition, the *Handbook*'s writers discuss the use of computers in writing and identify the advantages of using a computer in creating a manuscript. Some of the other departmental publications that would be useful for writers are identified in the Selected References section of this document.

General Guides for Writing and Editing

Although it is not feasible to identify one source for all the standards in writing and editing that the Department wants maintained in its publications, it is possible to identify some general guides that the Department has adopted, and they are listed below. The bibliographical information for the following sources appears in the Selected References at the end of this document:

1. Grammar, Usage, Punctuation, and Capitalization
   - *American Usage and Style: The Consensus*
   - *The Elements of Style*
   - *Modern American Usage*
   - *On Writing Well*
   - *Writer's Guide and Index to English*
2. Spelling and Word Division
   - *Webster's Ninth New Collegiate Dictionary*, which is based on *Webster's Third New International Dictionary*
   - *Webster's Third New International Dictionary of the English Language Unabridged*
3. Style
   - *The Chicago Manual of Style*

Although several of the above sources contain information on compounding and hyphenating words, the Bureau of Publications has developed a style guide for these matters, and it appears in Appendix B. In addition the bureau has developed its own style for footnotes and bibliographies, and it appears in Appendix C.

Importance of an Outline or Plan

Although there is no one proven way to write, it is important for Department staff to recognize the significance of the prewriting stage in the writing process. Writers must spend an adequate amount of time determining what is going to be written and the method of composing the text that will work best for them. If this step is ignored, the end product will almost always reflect that little planning or thought had occurred, and the manuscript will fail to meet departmental standards for publishing. Persons who are not familiar with the prewriting (planning) stage

of the writing process may wish to consult the Department's *Handbook for Planning an Effective Writing Program* or Wilma R. and David R. Ebbitt's *Writer's Guide and Index to English.*

Although it may not be necessary to prepare a formal outline of what is to be written, some type of outline or plan developed during the prewriting stage will make the writing task easier and the end product more effective. In those instances in which a manuscript must be approved by someone other than the writer, it is absolutely critical that the writer secure at least tacit approval of the outline before beginning to write. Otherwise, unless the writer is very lucky, he or she will undoubtedly be faced with a long revision process or complete rejection of the manuscript. It should be understood, however, by both the writer and those who are approving the outline that it may change as the writing proceeds. A writer must not feel so restricted by an outline that he or she does not add new ideas or make improvements to the original plan. And the writer must treat the outline as a guide, not a mandate. The writer may also find it helpful to have the Bureau of Publications review the outline if his or her manuscript is scheduled to be a major departmental publication.

In developing an outline, the writer needs to remember what the writer Arthur Applebee said: "Every piece of writing is shaped not only by its function (or use), but also by a conception of the audience to whom it is addressed." With that advice in mind, the writer needs to ask several key questions, including the following:

1. What is the purpose of the manuscript? The answer to this question will help the writer choose the mode of discourse he or she is going to use.
2. Who is my audience? The answer to this question will help the writer make decisions regarding diction, rhetoric, syntax, and, thus, the writing style.
3. What materials or resources do I need in order to write the manuscript? The answer to this question will help the writer decide whether he or she is ready to start the writing stage of the writing process.
4. What do I want to say about this subject?

Once these questions have been answered satisfactorily, the writer is probably ready to develop an outline, and almost any type of word processor can facilitate its development. When the outline is finished, it should provide those who review the plan a clear picture of the proposed document's content and how the writer intends to develop it. Those who wish more information on outlining will find the *Writer's Guide and Index to English* helpful.

Standards to Be Maintained

In all cases in which the Department's Bureau of Publications has rejected a manuscript for editing and publishing, the rejection was made for reasons other than the writer's failure to follow the conventions of writing. That is, the manuscripts did not contain so many errors in grammar, spelling, and punctuation that they were unacceptable for the editing stage of the writing/publishing process. And when a manuscript was rejected, it included innumerable problems that could usually be traced to poor planning, poor critical thinking, and weak language skills. Such manuscripts proved many times that William Zinsser, the author of *On Writing Well* and *Writing with a Word Processor,* was right when he wrote that "clear thinking becomes clear writing, one can't exist without the other." Ernest Boyer, educator and author, expressed essentially the same ideas when he said, "Clear writing leads to clear thinking; clear thinking is the basis of clear writing."

Although it would be very difficult to identify all of the weaknesses that cause a manuscript to be rejected, it is possible to identify some of the most common problems that prevent a writer's work from meeting departmental standards for publishing:

1. Failure to establish a clear purpose and identify the specific audience for the document
2. Gobbledygook, jargon, faulty diction, and poor syntax that create elliptical and oftentimes unintelligible constructions that would leave readers hopelessly lost as to the meaning

3. Conflicting statements and faulty logic
4. Incompleteness in the material presented and the ideas expressed
5. Inaccuracies in text, tabular data, and in borrowed materials
6. Plagiarism and failure to credit sources correctly
7. Lack of references and references that are out of date or out of print
8. Poor organization and weak transitional elements

Obviously, each manuscript that has been rejected did not contain all of the problems cited above. Interestingly, however, in addition to having some of these problems, the rejected manuscripts, without exception, were filled with major errors in grammar and other conventions of writing. The writers of rejected manuscripts had particular difficulty with subject-verb agreement, especially when the subject was separated from its verb by several words; pronoun references, especially when the pronoun and its antecedent were some distance apart; extensive personification and an overuse of acronyms and abbreviations; dangling participles; nonparallel constructions; and possessives.

If there are some departmental staff who ask why they need to be so concerned with the quality of what they write, they would be well advised to read Superintendent Bill Honig's foreword to the *Handbook for Planning an Effective Writing Program.* At one point in that foreword, he wrote, "As a people who value the lessons of history, we must realize that our very survival depends primarily on our collective abilities to speak and write clearly and precisely and to be understood as we strive to understand others." Those staff members should also be reminded of what H. Mark Johnson, a contemporary writer, wrote: "Many of the professional people and educators who complain most loudly about poor student writing are saved by their wives, their scholarly friends, their editors, and their secretaries, who adeptly convert incoherent writing into acceptable prose."

Keeping the ideas presented above in mind and giving appropriate attention to the conventions of writing, the writers of departmental manuscripts can determine whether they have met expected standards for publishing on the basis of their answers to these questions:

1. Have I established a clear purpose and a specific audience for my manuscript?
2. Have I chosen my words carefully, constructed my sentences clearly and developed my paragraphs appropriately?
3. Have I presented my material logically and eliminated conflicting statements?
4. Have I given my readers all the information they will need to understand the ideas and information I want them to comprehend?
5. Have I checked all of my quoted materials against an original or reliable source, and have I performed all the necessary mathematical calculations to ensure the accuracy of my tabular data?
6. Have I given proper credit for all of the material I borrowed?
7. Are all of my references good, reliable, and available?
8. Have I used a known organizational pattern that my readers will recognize and be able to follow?

And as the final and perhaps most important questions of all, the writer should ask: "Does this manuscript represent the best thinking I have on the subject, and does it reflect my highest quality work? Does it impart a message of substance with clarity?"

III. Guidelines for Using Desktop Publishing

As defined earlier, desktop publishing is the application of an electronic publishing process to create text and graphic materials suitable for printing. Through such a process, trained personnel use certain hardware and software to create camera-ready copy for reproduction. As with any process, and especially one of this type that is in the developmental stage, the need for guidelines to help staff achieve optimum results and to avoid costly mistakes is particularly great. Therefore, these guidelines were developed to help staff examine the critical issues in using this new electronic tool.

Issues to Consider Before Adopting Desktop Publishing

Departmental staff are urged to consider several issues before adopting desktop publishing as a process to handle the work for which they have responsibility. As Steven T. Reef, the head of EPub Technologies, wrote in a recent article for *In-Plant Reproductions & Electronic Publishing*, "Know what you need before you go shopping." He then recommended that you analyze your needs and prepare a list of requirements. In making such an analysis, you will probably need to answer such questions as the following:

1. Can desktop publishing help us do our job better, and is the cost of such a system reasonable and affordable? Eli Cohen, a contributing editor to *California Computing News*, said, "Desktop publishing helps artists and nonartists alike work faster. It also has the potential to make their jobs go slower. It can make the jobs look more professional, but it cannot substitute for artistic judgment."
2. Would the benefits of desktop publishing continue over a long term? If not, would the short-term benefits be cost-effective? To answer this question, you need to identify the work being done in your office that desktop publishing would help you accomplish; and personnel in the Division of Information Systems and Services can help you with this task. Once the work has been identified, you will need to estimate current production costs for comparison purposes.
3. Which specific jobs are we doing that we could do easier or better with desktop publishing? Erick Sandberg-Diment, writing for *The New York Times* on the subject of desktop publishing, offers this caution: "We simply must not lose sight of the fact that making things easier does not necessarily make them better."
4. Does my staff have the skills and aptitude for making desktop publishing work effectively? And if they do not, would they welcome such a system and be willing to make the necessary long-term commitments demanded by such a system? Ramin Dadmanesh, Assistant Editor of *The Editorial Eye*, offers this advice: "Determine whether your organization can successfully integrate human and computer skills. Computers don't eliminate people, but they may require reorganization of responsibilities."
5. Can we afford the reduced production that occurs during the implementation period? Depending on a number of factors, it can take from one to six months to regain the production levels that existed prior to the adoption of desktop publishing, according to those who have adopted such systems. However, the subsequent advantages of adopting such a system may far outweigh the time and money lost in the implementation stage.

Once you have answered these questions, you may realize that desktop publishing is not the type of system you need or can justify from a financial standpoint to improve your office's operations. At the same time, however, you may find that one of

the powerful word processing programs now available would improve your operations. Jim Seymour, Editor in Chief of *PC/Computing*, says, "Word processing programs are inherently less fussy than desktop publishing programs. And they are geared towards production typing." He also says you must examine carefully the cost of using desktop publishing both from the standpoint of buying the necessary hardware and software and perhaps the even greater cost of training your personnel.

David Bunnell, Editor in Chief of *Publish!*, offers some additional advice worth heeding:

> What the computer industry doesn't tell you is that in order to use ever-more powerful machines and an incredible array of software, you have to be proficient in word processing, data base management, spreadsheet creation, and page makeup. And that's just on the computer side.
>
> In the area of desktop publishing, you're increasingly responsible for knowing something about design, typography, production, and printing. In fact it's very helpful to understand the traditional uses of these elements as well as how a computer affects them.[1]

Generalizations About the System

Considering what we know about desktop publishing at this point in its development, we can make the following general statements:

- Desktop publishing will not make you a good writer if you were not one already, but a good word processor can make some of the writing tasks easier and faster. The use of certain hardware and software can be particularly helpful in the writing, revising, and editing stages of the writing process. (See the Department's *Handbook for Planning an Effective Writing Program* for descriptions of these stages.) Also, as Jim Seymour says in an article in *Today's Office,* desktop publishing "won't make you into a graphic designer." He then goes on to recommend that you let the professional graphic designers help you achieve what you want to achieve. Although he doesn't say it, we're certain he would agree that you will need the help of a graphic designer who is accomplished with computer graphics.
- Typically, what most offices need are word processing programs geared to their particular tasks, not desktop publishing. However, if what is being produced from such word processing programs is to be prepared in camera-ready form for printing, the programs should be compatible with whatever desktop publishing system is going to be used to prepare the material. For example, if material prepared on a word processing program is to be submitted on disk to the Bureau of Publications for its desktop publishing system, the person submitting the disk would be well advised to consult with that bureau before beginning his or her task.
- Desktop publishing is particularly helpful in the development of camera-ready copy for printing, especially when the work of a graphic designer is needed. Therefore, if you need to make decisions regarding typefaces, leading, illustrations, page layout, and so forth as you prepare material for printing, desktop publishing can be very helpful as a production tool. On the other hand, if decisions regarding these matters are going to be made by a graphic designer, a good word processing program is what you need.
- Desktop publishing has been used extensively in the development of office forms as well as camera-ready copy for every type of publication.
- Those who use desktop publishing must receive proper training that is on-going. Also, those using desktop publishing must use it continually, not sporadically. The commitment of time, money, and personnel to such a system is so costly that an office cannot afford to adopt it casually or with the idea that it will be used on a part-time basis. Therefore, a thorough needs assessment like the one suggested earlier in this chapter must be made.

[1]David Bunnell, "Mind Over Matter?" *Publish!*, Vol. 3 (June, 1988), p. 12. Copyrighted in 1988 by PCW Communications, Inc. Used by permission of *Publish!* the How-to Magazine of Desktop Publishing from Volume 3, Issue 6 (June 1988). Published at 501 Second Street, San Francisco, CA 94102.

- Desktop publishing has revolutionized the publishing industry and is here to stay. And one of the most formidable tasks facing any agency that has adopted desktop publishing to help it meet its publishing needs is keeping up with the incredible advances that seem to be occurring in the industry almost daily.

Guidelines for Preparing Material Through an Electronic Publishing Process

Assuming that you have decided to adopt desktop publishing to help you carry out the tasks of your office, the following technical guidelines will be particularly helpful to the person who is preparing material on the system. And these guidelines will be helpful whether the person is preparing his or her manuscript or form with a word processing program or desktop publishing.

General Instructions

1. Learn to use your word processing and page layout programs correctly by reading the appropriate manual and securing sufficient instruction. In this way you will be much better prepared to produce professional-looking finished documents or word processing files that will not cause problems during editing or electronic page layout.
2. Create separate word processing files for each chapter in a document and each article in a newsletter to facilitate electronic paging.
3. Scan your word processing files with the spell-checker before electronic paging. The text editing of a long document can be slow at the page layout stage.

Designing the Manuscript

1. Use the minimum number of typefaces and type sizes necessary to organize your material and to make it understandable. Two type fonts per page usually provide enough variety to create an attractive and very readable text. Using more than two can be distracting and confusing to the reader.
2. For maximum readability, use upper and lower case letters instead of all caps in the text portions of your document. Also use a serif type (like the one used in these guidelines) rather than sans serif (like this type).
3. Use roman (medium) type for all text except when special emphasis is needed. Boldface and italic type are available for emphasis but should be used sparingly. The authors of *The Chicago Manual of Style* say that ". . . the use of italics and quotation marks to achieve special effects are not outmoded [as the use of all capital letters is] but are used less and less as time goes on, especially by mature writers who prefer to obtain their effects structurally." However, boldface and italic type are especially useful for heads and subheads. Italic type is also used for titles of books and periodicals (do not use underlining). For other instances in which italics are used, see *The Chicago Manual of Style.*
4. One formula you can use to create an acceptable proportion of type size to column width is *point size x 2 = maximum column width.* For example, if you are setting your text in 10 point type, the column width should be no greater than 20 picas wide (6 picas equal almost 1 inch). From the research that has been done by Miles Tinker and others on the effect of line length on readability, it is clear that the wider the text is set beyond that recommended in the formula cited above, the more difficult it becomes to read. (See *Basis for Effective Reading* by Miles A. Tinker.)
5. Use typographical devices sparingly. Using too many typographical devices not only gives your document a poor visual image but it also creates con+fu»sion* for your reader.
6. Follow these guidelines for the use of space, leading, and kerning:
   a. Do not add multiple manual spaces to text; use automatic features instead.
   b. Add one space after periods and colons, not two.

c. Make space consistent for each typographic feature; e.g., before and after heads, placement of page numbers (folios), placement of chapter headings, indents for lengthy quoted matter and lists of items.

d. Double-space text only in very early proofreading stages. Do not double-space a manuscript by pressing the return key twice after each line.

e. Do not use leading that is two times greater than the type size. For example, if you are setting your manuscript in 10 point type, the leading should not be greater than 12 points unless you are doing it to achieve a special effect.

f. Make certain that the intraword and interword spacing is set so that your lines of type do not become too tight or too loose, as in these examples:

This intraword spacing is too tight.

This intraword spacing is too loose.

This interword spacing is too tight.

This interword spacing is too great.

Keyboarding the Manuscript

1. Positioning type. Use commands to center heads or other text. Do not space or tab manually.
2. Tabbing and indenting. Learn to use tabs and indent features properly to avert problems in editing or paging.
   a. Use the ruler to indent the first line of each paragraph 1 em, 1 pica, or 3/16 inch. Do not use tabs or manual spacing for first line indentation. Use the first line indent marker instead of tabs to set hanging indents.
   b. You may tab the first line of an inset segment of text, but do not manually space or tab the second and succeeding lines of that segment. That will create spaces in the text if the column width is changed during paging.
3. Punctuating. The font and style for punctuation must match the text which precedes it.
   a. Quotation marks. If possible, use opening and closing quotation marks (“ ”) (‘ ’) and apostrophes (’) rather than the symbols for feet and inches (') ("). This may be accomplished on the Macintosh during word processing by using the search and change command with the following key combinations:

“ is option + [	‘ is option +]
” is option + [	’ is option +]

   b. Hyphens and dashes. A hyphen (-) is used to divide words at the end of a line, to show the date span in a fiscal year (1987-88), and to join the two parts of a hyphenated words. (See Appendix B.) An en dash (–) (option + hyphen on Mac) connects a single word to an already compound word or connects two dates by taking the place of the word *through*. An em dash (—) (option + shift + hyphen on Mac) indicates a break in thought. Add no space on either side of hyphens or dashes between dates. Do not manually hyphenate text which will be revised or paged later; a hyphenated word could move away from the end of the line during revision.
   c. Ellipsis. When setting an ellipsis, use three dots with a space between each, but no space between the dots and the text. Use a fourth dot as a period if the ellipsis ends a sentence, as in this example:

This ellipsis ends a sentence . . ..

Illustrating the Manuscript

1. With typographical devices. Use the same point size for bullets or other typographical

devices as that used for the typeface to avoid technical problems in page layout.

a. In a bulleted column of text, indent bullets 1 en or 1 em (see Glossary) under preceding text.

b. Separate the bullet from the following text with one manual space.

c. Bulleted lists are usually set up as hanging indents, as in this example:

- The second and all subsequent lines of this text segment are indented one half pica on the left side in relation to the position of the first line indent.

2. With illustrations or graphs. Graphs and other illustrations may be placed in Pagemaker by using a place command or copying from scrapbook and pasting in Pagemaker. Pagemaker will accept the following four types of Macintosh graphics:

a. Paint—bit-mapped graphics created with MacPaint, Full Paint, SuperPaint, and so forth at a 72 dpi resolution.

b. PICT—draw-style graphics created with MacDraw, SuperPaint, Cricket Draw, and so forth. The resolution of these graphics depends on the printer rather than the originating program. In addition bit-mapped (paint) graphics can be embedded in PICT graphics at resolutions higher than 72 dpi.

c. TIFF— high-resolution bit-mapped graphics created by scanners with either Mac or PC.

d. EPS—special Post Script graphics created by Adobe Illustrator, Cricket Draw, and so forth, and capable of very high quality and many special effects.

Special Instructions for Preparing Word Processing Files for Editing and Electronic Page Layout by the Bureau of Publications

1. Submitting manuscripts on disks. The Bureau of Publications accepts 3.5 inch micro floppy disks containing files created with Macintosh-compatible software for editing or paging, using Aldus Pagemaker (page layout software) and Microsoft Word (word processing software) . Pagemaker can also place files created with MacWrite, Write Now, and Microsoft Works. Arrangements may also be made to convert DOS Word 3.0 or Wordperfect files to Macintosh-compatible files.

   Files created with other word processing software must be saved by the author as text-only (ASCII) files before submission to the Bureau of Publications. Those authors wishing to submit disks to the bureau by mail must use special mailers to prevent damage during shipping. Send copies of disks, not originals.

2. Submitting hard copy (printer or typewriter copy) for scanning. Typewritten or laser printer output may be scanned in some cases as an alternative to rekeying. Scanning of documents is most successful when the following conditions prevail:

   a. Original printer or typewriter pages are scanned.
   b. Type characters are solid black.
   c. Standard word processing type fonts are used.
   d. No handwritten marks or spots appear on the pages.
   e. Text is in one column (rather than multiple columns).

IV. Laws, Regulations, and Adopted Procedures for Publishing

Of all the laws and regulations governing the operations of state government, none is more supportive of the Department of Education's position on the importance of maintaining standards of quality in its published documents than Section 6215 of the *Government Code*: "Each department, commission, office or other administrative agency of state government shall write each document which it produces in plain, straightforward language, avoiding technical terms as much as possible, and using a coherent and easily readable style." It is the Department's hope that its staff can use these guidelines as one more tool in its efforts to achieve the highest possible quality in the materials it publishes.

Although there are several sources for the laws and regulations governing the publishing and distributing of departmental manuscripts, the most comprehensive and pertinent in terms of desktop publishing appear in the *Department of Education Administrative Manual* under Section 3800. Therefore, sections 3800 through 3865 of that manual have been included here as a reference and guide for those preparing materials through an electronic publishing process (desktop publishing).

Printing and Publications, Including Desktop Publishing

General

This part of the manual deals with the copying or reproduction on paper or computer disk, by various mechanical means, of text and graphic material. It also deals to some extent with the writing and preparation of the materials to be reproduced, including the preparation of manuscripts for printing through an electronic publishing process (desktop publishing). For more information, see the chapters in the *State Administrative Manual* (*SAM*) on Printing (Section 2800) and Publications and Documents (Section 3100); and see Section 10100 of this manual for the guidelines on microcomputer procurement and operations.

3801. Responsibilities of the Bureau of Publications

A. Ensuring that documents and computer software produced by the State Department of Education meet certain minimum standards in terms of both language use and printing practices.
B. Making certain that federal and state regulations governing publications, printing, and related activities and the State Board's, the Superintendent's, and Department's policies affecting publications are followed.
C. Reviewing and approving all Department publications before they are printed or reproduced.

3802. Definitions

Printing. Printing includes:

A. Graphic design and artwork to be used in a printed document, including that prepared through an electronic publishing process (desktop publishing).
B. Proportionally spaced typesetting, including that prepared on desktop publishing equipment.
C. The use of a plate to apply printing ink to paper.
D. Reproduction work as distinguished from the reproduction work and office copier work, which are defined below.

Reproduction work. Reproduction means the production of multiple copies of an original that is completed by use of a machine for processing and for applying ink. The transfer medium is paper, computer disk, plastic, or a similar plate; and the plate is prepared from reflective copy directly on

the plate material and without the medium of film or similar material. The maximum number of copies produced from the master is no greater than the number specified in Section 2881 of the *State Administrative Manual* (*SAM*).

Office copier work. Reproductions of material are normally made from original reflective copy without the use of either printing ink or a transfer medium such as a plate. A typical example is copy produced on a Xerox photocopying machine.

Publication. A publication is a set of written sheets (manuscript) that is printed as a bound volume and that must be distributed in accordance with the Library Distribution Act (*Government Code* sections 14900–14911 and *State Administrative Manual* sections 3120–3124). The bound volume has a cover and/or title page, which contains a title for the document, the name of the publisher (Department of Education and Superintendent of Public Instruction), and the names of the authors, if applicable. The volume, which may have a contents page, is arranged in sequential order. A publication, even in draft form, is still considered a publication. **All Publications must be approved by a Deputy Superintendent.**

Desktop publishing. Desktop publishing is the application of an electronic publishing process to create text and/or graphic materials suitable for printing.

3803. Manuscript Review and General Directives

The Bureau of Publications reviews manuscripts submitted for reproduction or printing, including those submitted on a computer disk, and checks for compliance with all applicable laws, regulations, policies, and minimum publishing standards for a Department of Education manuscript. Some of the directives that have general application are summarized here.

All Printing. All printing, which includes the preparation of graphics and typesetting, will be done at state facilities unless prior authorization is given by the State Printer to have the work done by an agency outside state government. Authorization will be requested by the Bureau of Publications. When printing by a private firm is authorized, the necessary bidding procedure must be followed (*State Administrative Manual* sections 2800 and 2803).

Printing funds. Funds must be budgeted and made available before any item can be processed for printing, printed, or duplicated. **Anyone authorizing the publication or printing of material by a private firm without the necessary prior approvals may be personally liable for all costs incurred.**

Multicolor printing. Multicolor printing must be approved by the Governor's Cabinet (*SAM* Section 2811.1). Multicolor is defined as printing "that requires more than two colors of ink."

State business cards

A. Printed for persons who need them for their jobs.
B. The cards will be of a standard size and printed in one ink only (see *SAM* Section 2832; also, see Section 3861 of this manual).

All printed documents.

A. All documents will be printed on both sides of the sheets of paper (*SAM* Section 2800), unless a good reason exists for printing on one side only.
B. Reason for printing on one side only must be stated on the printing requisition.

Financial transaction documents

A. Documents relating in any way to financial transactions will not be printed or in any other way reproduced by equipment available to any state agency except the Department of General Services. The Department of General Services will be responsible for adequate control, including numbering and documentation of proof of copies distributed.

B. Financial transaction documents are documents such as checks, food tickets, or parking lot receipts.

Names not allowed on forms. The names of officers or employees will not be printed on forms or memoranda (*SAM* Section 2828.2).

Publications distribution. Publications will be distributed in accordance with the Library Distribution Act (*Government Code* sections 14900–14911, and SAM sections 3120–2124), *Government Code* sections 11094–11096 (see Section 3854 of this manual), and the distribution policies of the Department.

Copyrights. The Copyright Law of the United States, other federal regulations covering copyrights, and the copyright policy of the State Board of Education will be followed in the copyrighting of Department publications and in the reproduction of copyrighted material. The Copyright Program Officer in the Bureau of Publications has overall responsibility for all matters of copyright in the Department, including the release of the Department's copyrighted material.

Manuscript approval requirements. Before a manuscript is submitted to the Bureau of Publications for editing and publishing, it must be approved by the appropriate division chief and/or deputy superintendent. (See Section 3841 of this manual.) This approval is reflected on the request for printing that accompanies manuscript. This ruling also applies to newsletters and directories; however, the establishment of new newsletters must be approved by the deputy superintendents.

Reprinting requests. All requests for the reprinting of publications will be made in the same manner as that used for requesting the printing of new or revised manuscripts. (See Section 3852 of this manual.)

Production and Dissemination of Education Information Material

3804 Approval for Disseminating Information

All news releases, publications, advisories, films, filmstrips, audiovisual presentations, videotapes, and related materials produced for distribution outside the Department shall be submitted to the appropriate unit for approval before release. (For news releases and advisories, the appropriate unit is the Public Relations Office; for publications, the Bureau of Publications; for films and other audiovisual materials, Media Services.) The Contracts Office will not prepare or process any contracts for these items without such approval, including contracts in which the production of such items forms any part of such agreements. The Contracts Office will make "Minimum Standards for the Preparation of a Department of Education Manuscript" a part of any contract for publications or printing work.

Departmental units planning to produce and disseminate educational materials on paper, film, or computer disks will use the following procedures:

A. Determine whether funds are available for the work to be done. Funds must be available before any work can be authorized.
B. Secure approval of the proposed materials from appropriate levels of line management.
C. Depending on the item to be produced, consult with the Public Relations Office, the Bureau of Publications, or Media Services to determine what must be done to meet technical, editorial, and policy requirements.
D. If the proposed material is approved by the appropriate managers, and if it is to be produced outside the Department, submit one copy of a completed Form CO-201, "Contract Work Sheet," to the Contracts Office. (See sections 6000–6199 of the *Department of Education Administrative Manual* for details.) Allow adequate time for complete processing of the contract.

E. If the material is to be produced by an outside contractor, permit no actual work to begin until all approvals are received for the contract. The Department of General Services has stated that it will not approve any contract that is received after work under the contract has commenced.
F. Work with the Bureau of Publications or Media Services, as it is appropriate, throughout the production period. Under the terms of the new standard contract form, those offices will have firm approval or rejection authority at various specific stages of production.

Any manager who has a question or a problem relating to Department-sponsored informational material should contact the Public Relations Office (phone 322-2008), the Bureau of Publications (phone 445-7608), or Media Services (phone 322-6140), depending on the type of material being produced. (The mailing address for all of these units is: P.O. Box 944272, Sacramento, CA 94244-2720).

3805. Credits and By-lines on Publications

Information required on all publication covers. The words "California State Department of Education," the year, and "Sacramento" are required on the covers of all Department of Education publications, including newsletters, and on the opening frame of all audiovisual materials.

Credits--location and format. Proper credit will be given to the organization that developed the material and to principal authors and contributors. The credits may appear on the title page, in the publishing statement, in the preface, or in an acknowledgment.

Priorities for Work in Process

3806. Criteria for Establishing Priorities

If necessary, the appropriate deputy superintendent will set priorities in the production of publications, forms, and audiovisual material originating in his or her branch. Priority will be given to manuscripts and other materials in the following categories (no order of priority intended):

- Reports and materials mandated by the Legislature or the federal government
- Forms, publications, and audiovisual materials necessary for administering programs
- Materials for the apprenticeship training program in California
- Publications and audiovisual materials of the State Board of Education and the Superintendent of Public Instruction

Timeliness and urgency of the publication, form, or audiovisual product will also be considered. If any program manager believes that his or her manuscript should be given a higher priority than it might normally be granted, the manager should direct his or her request for priority status to his or her deputy superintendent. If conflicts regarding priorities arise among the deputies, the Executive Deputy Superintendent will set the priority for the work in question. The necessary budgeting must be completed by the responsible program manager before any requests for priorities are made.

3807. Priorities–State Printer's Work

The following criteria will be used by the Editor in Chief, Bureau of Publications, when it becomes necessary to establish priorities on jobs in process at the Office of State Printing or other printing facilities:

- Urgency and timeliness of the document.
- Date the manuscript was first received in the Bureau of Publications and the date it was sent to the Office of State Printing or other printing facility.
- Budget for the document.
- Other pertinent factors; e.g., availability of presses, types of binding, shortage of appropriate materials for the job, and scheduling difficulties. The priorities that are set are subject to the approval of the appropriate deputy superintendent.

Funding

3811. Limitations on Use of General Fund Appropriations

General Fund appropriations may not be used for the development or production of materials for activities supported from special state or federal funds.

3812. Requirements for Requests for Services

Funds must be budgeted and made available before any request can be accepted by Media Services or the Bureau of Publications for their services and for the distribution, printing, production, or duplication of the product being requested.

3813. Fiscal Year Deadlines

For printing to be charged to the current fiscal year budget, the Printing Requisition-Invoice, Form STD. 67, must be submitted to the Bureau of Publications in sufficient time to be approved and forwarded to the Department's Accounting Office by the first working day in June of the year in which the expenditures are to be charged.

The manuscript to be edited and printed should accompany the requisition. If it is not possible to submit the manuscript in printed or electronic form with the requisition, the date the manuscript will be submitted must be indicated on the requisition. The submission date must be within three months after June 30 of the fiscal year in which the printing funds were encumbered. Later submission dates will be approved by the Office of State Printing only on written explanation by the Superintendent of Public Instruction.

If the manuscript has not been submitted by the date indicated, the Bureau of Publications may have to instruct the Office of State Printing to cancel the order.

Word Processing Services

3821. Availability

Word processing services are available to all units in the Department.

3822. Type of Service

Word processing services include:

A. Typing in rough draft or finished form from dictated input, typed copy, handwritten copy, or rough draft of letters, memos, notes, manuals, guides, charts, graphs, reports, and mailing lists
B. Storage of mailing lists, guides, manuals, letters, reports, etc., for future revision and/or use
C. Orientation to word processing services
D. Training in dial dictation techniques
E. Consultation regarding the best utilization of word processing services

3823. User's Guide

User's guides are available at the Word Processing Center and include:

A. How to request service
B. Charges for service
C. How to use dial dictation system
D. A phonetic alphabet for use when dictating
E. Proofreader's marks for use when making revisions

3824. Job Requests

Job requests from all units are placed in two categories as received:

1. Rush (50 percent surcharge)
2. Regular

Job requests are worked on in the order received, according to the category. Regular job requests that have been in the Word Processing Center for seven working days will automatically be placed in the rush category (no surcharge will be placed on these job requests).

Job requests requiring higher than a rush priority must have a special request memo from the appropriate deputy superintendent.

If there is a priority conflict between deputy superintendents, the Executive Deputy Superintendent will make the final priority decision.

Departmental Duplicating Service

3831. Jobs of 20 or Fewer Impressions

Jobs (other than publications) not exceeding 20 impressions may be run on photocopying machines (office copiers; e.g., Xerox, IBM). The cutoff point of 20 impressions using office copiers is not a rigid limitation. Managers must determine the more cost-effective method of duplication in each case, based on factors known to them.

3832. Current Duplicating Policy

The original of the material must be in the form in which it is to be duplicated; e.g., on letterhead.

If the number of impressions does not exceed the limits set in *SAM* Section 2881, duplicating work may be done by the Department of Education's Duplicating Services Unit. These limits are outlined on the reverse side of the duplicating requisition, Form BSO-8.

Current policy authoirizes an Associate Superintendent to sign off on all reproduction orders which do not fall into one of the following four categories:

1. Reproduction of copyrighted material
2. Reproduction of a publication, such as a pamphlet, brochure, report, etc.
3. Materials requiring the Superintendent's signature
4. Materials subject to the provisions of *State Administrative Manual* Section 2803

Materials identified in the examples noted above will continue to be signed off by all levels of management and processed through the Bureau of Publications.

Approvals for Printing

3841. Procedures

On the basis of the guidelines contained in *SAM* Section 2803 and other factors, the Bureau of Publications may advise the requesting unit that a particular job must be done at the Office of State Printing. (Authorization to print elsewhere must be obtained from the Office of State Printing by the Bureau of Publications before any agreement is made with an outside agency.) Use the following procedure:

1. Complete the original and at least seven copies of Form STD. 67, Printing Requisition-Invoice. Assistance to complete the form will be provided by the Bureau of Publications.
2. Submit to the Bureau of Publications the original and seven copies of Form STD. 67 (with mailing list attached if applicable) and two (2) copies of the material to be printed.

3842. Required Approval

All printing and duplication, regardless of the number of copies, must be approved as follows:

Type of Printing or Duplication	*Must Be Approved by*
News releases	Public Relations Office
Manuscripts, including newsletters and directories	Executive Deputy Superintendent or any Deputy Superintendent and the Bureau of Publications
Intradepartmental circular letters	Superintendent, Executive Deputy Superintendent, or Deputy Superintendent
Intradivision circular letters	Division Director
Circular letters to local agencies	Superintendent, Executive Deputy Superintendent, Deputy Superintendent, or Associate
Films, filmstrips, audiovisual presentations, videotapes, and related materials	Media Services
New or revised forms	Must be approved by Data Acquisition Review Committee (DARC) and unit manager

Type of Printing or Duplication	*Must Be Approved by*
Working drafts; fiscal and personnel documents; copies of items listed above and previously approved, except publications; and any other copying work necessary in accomplishing employee's work	No approval is necessary unless the material is copyrighted or is being sent to the field for review. Then it must be approved as outlined above.
Reproduction of copyrighted material	Unit manager and the Department's Program Officer (Bureau of Publications)

Special Instructions for Publications

3851. Introduction

Publications (see Definitions, Section 3802) have to be reproduced or printed in the same manner as other material, but they require special treatment in many respects. The successful production of most publications requires careful planning and close coordination and cooperation between the initiating unit and the Bureau of Publications. Adherence to the following special instructions will facilitate and expedite the review, editing, and publication processes.

3852. Requesting Unit's Instructions

A. Budget the necessary funds for printing, publications services (editing, electronic typesetting and graphics, artwork), and shipping costs for each manuscript that is to be published.

B. Consult with the Bureau of Publications prior to beginning work on a publication to determine what must be done to meet technical, editorial, and policy requirements.

C. Alert the Bureau of Publications as early as possible regarding the planned submission of manuscripts for editing and publishing, and secure the advice of the Bureau of Publications in the preparation of the material.

D. If any material in the document has been borrowed, secure permission to reproduce the material or provide complete bibliographical information so that the Bureau of Publications may secure the necessary releases for its use.

E. If you have questions regarding copy preparation and matters of style, refer to *The Manual of Style* (Thirteenth edition, revised), published by The University of Chicago Press, or call the Bureau of Publications. If you have questions regarding spelling or word division, refer to *Webster's Third New International Dictionary of the English Language Unabridged*, *Webster's Ninth New Collegiate Dictionary*, or the standard dictionary available in your office. In addition to the above references, use the Department's *Desktop Publishing Guidelines* for preparing manuscripts on electronic publishing equipment.

F. After the manuscript has been prepared, **proofread all** of the material, and have it typed (double spaced) on one side of an 8-1/2" x 11" white sheet of paper or on an appropriate computer disk. Leave margins of at least one inch on all sides of the typed material and number the pages consecutively. See the Department's *Desktop Publishing Guidelines* for instructions on submitting a manuscript on computer disks.

G. Complete the necessary forms for processing the document:

(1) Form BSO-8, Requisition for Duplicating Services, (if it is to be processed by the Business Service Office) or Form STD. 67, Printing Requisition-Invoice (if the manuscript or form is to be printed by the Office of State Printing). If you are not sure which form to use, check with the Bureau of Publications.

NOTE: Form BSO-8 and Form STD. 67 must be signed by the person authorized to commit funds from the

particular budget being used to pay for the printing and publications services.

(2) Use Form P-352, Mailing List for State Department of Education Publications, if the Bureau of Publications's distribution unit is to handle the distribution. If you have questions regarding the distribution or sale of a publication, contact the publications sales manager in the Bureau of Publications.

H. Secure approval of the manuscript and the plan for distribution from the appropriate deputy superintendent, and have the person so indicate by signing the request for duplicating or printing.

I. Deliver all the necessary forms and an original and one typed copy or one electronic copy of the manuscript to the Bureau of Publications.

J. Determine, in consultation with the Bureau of Publications, the audience for the publication, whether or not it will be sold, its complimentary distribution, and the quantity to be printed.

3853. Bureau of Publications's Instructions

On receiving the document, the Bureau of Publications will follow these steps:

A. Review the material and estimate the cost involved in editing, publishing, and distributing the document. Except for small forms and very small publications, the Bureau will prepare a Form P-7 (for a proposed publication, form, or brochure), which will identify the estimated costs involved in publishing the material.

B. Send Form P-7 to the unit manager for approval to make charges against his or her printing, publications services, and publications distribution accounts for the amounts specified.

C. With the necessary approval send Form STD. 67, Printing Requisition-Invoice, to the Business Service Office and the Accounting Office so that funds can be encumbered for printing.

D. Edit the document, secure the necessary releases on copyrighted material, and have the type set for the manuscript on electronic typesetting equipment or revise the text, as necessary, on the computer disk on which it was submitted.

E. Have the unit chief or his or her designee review the manuscript, as edited, and answer all of the editor's queries.

F. Make the necessary corrections to the edited document, and prepare camera-ready copy, including artwork, for printing.

G. Send the final copy of the document to the appropriate deputy superintendent's office for approval, if necessary.

H. In accordance with SAM Section 2803, send the camera-ready copy for printing and binding to the Office of State Printing, Central Reprographic Services (operated by General Services), or the Department's Business Services Unit; or make arrangements for printing by a private printing firm.

I. If the manuscript is being printed by the Office of State Printing, check the proofs provided by the Office of State Printing, and have the unit chief or his/her designee review the final camera proofs.

J. Have the final document delivered to the Department's publications warehouse or other distributing point for shipment, and make certain the publications sales manager has the necessary instructions for distribution. The sales manager will make certain that the document is distributed in accordance with the Library Distribution Act and *Government Code* Section 11096.

K. Process the necessary forms for any publication that has been copyrighted.

Distributing, Pricing, and Reprinting Publications

3854. Distribution of Publications

The Bureau of Publications will make necessary arrangements for distribution of publications, whether reproduced on paper or on electronic form, in accordance with the written instructions received from the originating unit.

By law (the Library Distribution Act, *Government Code* sections 14900–14911), certain libraries must be furnished complimentary copies of most state publications. All publications printed at the Office

of State Printing are distributed to: (1) complete and selective depository libraries, as designated by the State Librarian; (2) the Library of Congress; (3) the State Archivist; and (4) the Council of State Governments. Copies are also available free of charge to other California libraries as long as the supply lasts. All publications reproduced or duplicated by Department facilities are distributed automatically to complete depository libraries, the Library of Congress, the State Archivist, and the Council of State Governments. Copies are not distributed automatically to selective depository libraries. However, on request, copies are provided at no charge to selective depository libraries and to other California libraries until the supply is exhausted.

The Bureau of Publications will determine which documents will be distributed under the Library Distribution Act and will ensure that such distribution is made.

In addition to the mandatory distribution of publications under the Library Distribution Act, the Department usually distributes free of charge one copy of each publication to superintendents of school districts. The distribution costs for sending complimentary copies to persons and institutions, including those sent under the provisions of the Library Distribution Act, are to be charged to the budget of the unit requesting the distributions.

No complimentary copies of a publication are to be distributed when a selling price has been established except:

A. Distribution under the Library Distribution Act.
B. Initial distribution to county superintendents, to superintendents of school districts, and to others designated by the Department.
C. Issuance to Department of Education employees, State Board members, special commissions, special committee members, and to legislators and elected state and federal officers for their use.

The distribution of publications must also comply with *Government Code* Section 11096:

> No state agency shall distribute a State publication, as defined in Section 14902, except in response to a specific request, therefor, or to the subjects of a mailing list or distribution list who have previously requested the automatic receipt of reports of this type, or pursuant to sections 14900, 14901, 14904, 14905.1, and 14907 [LDA]. This section shall not apply to the following publications:
>
> (1) public information pamphlets;
> (2) copies of legislative bills;
> (3) copies of statutes, laws, and regulations;
> (4) any information disseminated to the press;
> (5) publications which are applications, instructions, or guidelines for complying with any state or federal law, regulation, or policy;
> (6) directories.

3855. Pricing of Publications

The prices for publications sold by the Department of Education will be set by the Bureau of Publications in accordance with state laws and regulations. The setting of prices will be coordinated with the unit responsible for developing the document.

3856. Reprints

All requests for reprinting of publications will be made in the same manner as that used for requesting the printing of new or revised manuscripts. Publications for which there is a heavy demand can be reprinted with funds generated by the sale of publications when certain criteria are met; for more information on this matter, call the Bureau of Publications.

Other Specialized Printing

3861. Business Cards

Standard business cards. Standard business cards are those that are printed in one ink on one side only of standard sized cards (3-3/8" x 1-3/8").

Cards are ordered on Bureau of Publications's Form P-10, Requisition for Business Cards. Funds must be budgeted in the publications services line item before the cards can be printed.

Orders for cards should be prepared as follows:

A. Use a separate requisition for each set of business cards requested.
B. Supply, in the appropriate blanks, only the information to be printed on the card.

C. If the card is a reprint of a previous card, a sample of the previous card with minor changes indicated may be stapled or taped to the requisition instead of completing the blanks.
D. Sacramento-based personnel (except State Library, certain field offices, Surplus Property Warehouse, and Education Warehouse personnel) will show P.O. Box 944272, Sacramento, CA 94244-2720 as the mailing address. Office location may also be shown if it is different from the mailing address.
E. All addresses should include the building number, street, city, and ZIP code. Do not include floor and room numbers.
F. The general title will be used whenever possible rather than the specific civil service classification (e.g., Management Analyst will be used rather than Assistant Management Analyst, Associate Management Analyst, or Staff Management Analyst). Working titles other than those customarily used must be approved by the appropriate supervisor.

Nonstandard business cards. Nonstandard business cards are those that call for unusual size, ink, or other features.

A. Requests for nonstandard business cards, if approved by the Superintendent or his Executive Deputy, will be submitted on Standard Printing Requisition-Invoice (Form STD. 67).
B. A sample or legible facsimile must be stapled or taped on an 8-1/2" x 11" sheet of paper.
C. In all other respects, the requirements for standard-format cards apply.

3862. Envelopes

Those offices that have access to a postage meter machine may obtain printed return address envelopes by submitting a Printing Requisition-Invoice (Form STD. 67) to the Bureau of Publications (see Section 3840). The minimum number of envelopes that can be ordered is 3,000.

Those offices in areas that do not have access to a postage meter machine may order printed return address and postage prestamped envelopes or postcards from the U.S. Postal Service or from the Office of State Printing. A check for this purpose may be obtained from the Department's Accounting Office by means of an authorizing memo from the originating office.

3863. Memorandums

Only one format for memorandums will be used by the Department. "Department of Education" is printed in the upper right corner of the sheet.

3864. Letterheads

A. Sacramento. All offices located in Sacramento, with the exception of the State Library and the Vocational Education Regional Office, will use the letterhead with the P.O. Box 944272 address.
B. Los Angeles. All offices located in the Los Angeles State Building will use the letterhead with the 601 West Fifth Street address.
C. Oakland. All offices located in the Oakland State Building will use the letterhead with the 1111 Jackson Street address.
D. Offices located elsewhere. All offices located in areas other than those listed above and those that are excepted by the Deputy Superintendents will use Department of Education letterhead with the 721 Capitol Mall, Sacramento, address for location and the mailing address of P.O. Box 944272, Sacramento, CA 94244-2720. A rubber stamp reading "Send Reply to: (Your office address)" may be affixed on the letterhead if a reply is to be directed to your office or if you want to identify your office. These rubber stamps may be obtained by submitting the original and seven copies of Form STD. 67, Printing Requisition-Invoice, to the Bureau of Publications.

3865. Postal Cards

Printing on U.S. postal cards can be done by the Department's Business Service Unit. A Form BSO-8, Requisition for Duplicating Services, must be prepared, and the original and one copy submitted to the Bureau of Publications with the blank prestamped cards, which may be obtained from the Department's Supply Room.

V. Checklist for Persons Preparing Documents on Desktop Publishing Equipment

1. Is the manuscript complete? (See *The Chicago Manual of Style* for more imformation on the following parts of a manuscript.)
   a. Title page
   b. Publishing statement
   c. Contents, including list of tabl s
   d. Foreword (for Superintendent)
   e. Preface (for Deputy Superintendent and Divisior Chief)
   f. Acknowledgments
   g. Text, including footnotes
   h. Appendix
   i. Glossary
   j. Selected references
   k. Photographs and illustrations
   l. Letters of permission to use all copyrighted materials

2. Are all of the supporting documents available for review?

3. Does the manuscript meet the Department's standards for language and style?
   a. Have I established a clear purpose and a specific audience for my manuscript?
   b. Have I chosen my words carefully, constructed my sentences clearly, and developed my paragraphs appropriately?
   c. Have I presented my material logically and eliminated conflicting statements?
   d. Have I given my readers all the information they will need to understand the ideas and information I want them to comprehend?
   e. Have I checked all of my quoted materials against an original or reliable source, and have I performed all the necessary mathematical calculations to ensure the accuracy of my tabular data?
   f. Have I given proper credit for all of the material I borrowed?
   g. Are all of my references good, reliable, and available?
   h. Have I used a known organizational pattern that my readers will recognize and be able to follow?
   i. Does this manuscript represent the best thinking I have on the subject?
   j. Does it reflect my highest quality work?

4. Has the document been prepared according to the guidelines for preparing copy on electronic publishing equipment? (See pages 7 through 9.)

5. Has the manuscript been proofread carefully? (See *The Chicago Manual of Style* for suggestions on proofreading.)

Production Checklist for Desktop Publishing

Preparing the Manuscript

Date submitted _____

☐ On Mac disk
☐ On other disk
☐ Scan pages
☐ Re-key

Content

Front matter:

☐ Title page
☐ Publishing information
☐ Table of Contents
☐ Foreword
☐ Introduction
☐ Acknowledgments
☐ Other _____

Back matter:

Appendixes (number of) ___
☐ Index
☐ Glossary

Editorial issues

☐ Is the manuscript complete?
☐ Are all of the supporting documents available for review?
☐ Does the manuscript meet the Department's standards for language and style?
☐ Has the manuscript been proofread carefully?

Design

Text

Columns (number of) ____

Heads (size)

Section heads _____
Chapter head _____
Text head levels
number of _____
specs _____

Folios (placement)

☐ Top page
☐ Bottom page
☐ Outside
☐ Centered
☐ Running heads
☐ Running foot

Graphics (number of)

Charts _____
Graphs _____
Figures _____
Tables _____
Illustrations _____
Photographs _____

Design Process

Rough sketches of page designs:

☐ Cover
☐ Sample text page
☐ Sample section page

☐ Comprehensive sketches showing selected type faces

Production Process

Word processing

☐ Scan word processing files with spell-checker
☐ Set type styles
☐ Divide text into manageable files (by chapter, story, etc.)

Page layout

☐ Flow text
☐ Complete formatting
☐ Add graphics
☐ Adjust text

Proofing

☐ Print page proofs
☐ Corrections
☐ Export changes to word processing program

Preparing for Reproduction

☐ Print camera-ready masters on laser printer or Linotronic
☐ Complile additional photographs or photostats to be inciuded

Reproduction Specifications

Obtain required approvals (date) _____
Submit requisition (date) ____

Printer

☐ Business Services
☐ Repro Services
☐ OSP
☐ Private printer

Number of copies ____
Number of pages ____
Page size ___x___
☐ Vertical
☐ Horizontal

Paper (specifications)

☐ Cover
☐ Text

Ink

☐ Black
Other _____
☐ Bleeds

Binding

☐ Saddle stitch (stapled spine)
☐ Perfect bound (glued spine)
Other _____

Mailing or shipping instructions:_____
_____
_____
_____

Appendix A
Sources of Training and Information

A. **Department of Education Desktop Publishing Training Opportunities**

1. Bureau of Publications

a. Individual consultation with customers in the following situations:

(1) The customer wishes to prepare a manuscript for editing or electronic page layout by the Bureau of Publications.

(2) The customer wishes to use electronic publishing equipment to prepare camera-ready masters for reproduction.

b. Group instruction for Department staff in the following subjects:

(1) Writing and editing

(2) Preparation of manuscripts for editing and electronic page layout by the Bureau of Publications

(3) Preparation of camera-ready masters for reproduction

(4) Overview of the publishing process (including approvals and forms, etc.)

2. Training Center in Information Systems

Mac Basics

DOS Basics

Word 3.0 for Mac

Wordperfect 5.0

Pagemaker for Mac/IBM

Software Tutorials

3. California State Library State Information and Reference Center

B. **Desktop Publishing Training Offered by Other State Agencies**

1. Office of Information Technology

2. SEEP

C. **Private Sector Desktop Publishing Training Opportunities**

1. Computer Source

a. Mac Basics

b. DOS Basics

c. Pagemaker for Mac/IBM

2. Electric Page

Appendix B
Guide for Compounding and Hyphenation

A Guide for the Compounding of Adjective Forms

NOTE: When the meaning is clear and readability is not aided by the addition of a hyphen, do not hyphenate an adjective form; e.g., civil rights case, high school student, income tax form, per capita expenditure, real estate tax, subject matter proficiency, speech correction class.

Word form	*Rule for compounding*	*Example*
adjective plus past participle derived from noun	Hyphenate an adjective joined by a past participle derived from a noun if they precede and modify a noun.	able-bodied, custom-designed
adverb ending in -ly plus participle or adjective modifying noun	Do not join an adverb ending in -ly with a participle or adjective modifying a noun.	federally insured bank, highly complex idea
all	Hyphenate compounds that include the word *all* when they modify a noun.	all-around, all-inclusive
best, better	Do not hyphenate a two-word modifier if the first element is a superlative or comparative.	best dressed man, better paying job
chemical terms	Chemical terms are not usually hyphenated.	calcium carbonate solution
colors	Compound adjectives expressing color are not usually hyphenated.	reddish orange house
cross	Most compounds with the word *cross* are hyphenated.	cross-aged
fold	Adjectival compounds with *fold* are usually spelled as one word.	threefold
foreign phrases	Foreign phrases used as adjectives do not usually take a hyphen.	ex officio, bona fide
half	Most adjectival compounds with *half* are hyphenated.	half-baked, but it's halfhearted
ill	A compound with *ill* is hyphenated when it precedes a noun.	ill-advised, ill-fated
like	When the suffix *like* is used to form a compound, it is spelled as one word.	catlike

Word form	*Rule for compounding*	*Example*
little	A compound with *little* is hyphenated when it precedes a noun.	little-known person
modifiers in comparative or superlative degree	Print two-word modifiers without a hyphen if the first word is a comparative or superlative.	lower income group
noun plus present participle	Hyphenate noun and a present participle modifying another noun.	decision-making process, hand-washing facility, life-planning process
nouns joined to modify another noun	Hyphenate two nouns modifying a third noun if confusion would be created by not hyphenating.	adult-student ratio, principal-teacher relationships, entry-level skills
number plus odd	Hyphenate the cardinal number when added to *odd* to modify a noun.	fifteen-odd times
numerical compounds	Hyphenate cardinal number plus the unit of measure when they precede the noun.	ten-foot pole
phrase as adjective	Hyphenate most phrases used as an adjective before a noun.	day-to-day activities, give-and-take session, once-a-year activity
proper nouns	Do not hyphenate proper nouns in their original form; add the hyphen in combined forms.	Latin American countries, Afro-American program
quasi	Hyphenate adjectival compounds containing the word *quasi.*	quasi-legislative activity
self	Hyphenate compounds with the word *self.*	self-confident person
well	Compounds with *well* are hyphenated when they precede the noun.	well-timed, well-worn

In almost all instances, adjectives formed with the following prefixes are written as one word:

anti	over	semi
extra	post	sub
infra	pre	super
inter	pro	ultra
intra	pseudo	un
non	re	under

A Guide for the Compounding of Noun Forms

Word form	*Rule for compounding*	*Example*
ache	Compounds ending in *ache* are solid.	backache, toothache
book	Those beginning or ending in *book* are usually solid.	bookmark, notebook
-elect	Compounds ending in *elect* are hyphenated but not if the name of the office is two or more words.	president-elect
eye	Most of those beginning with *eye* are solid.	eyeball, eyelid
fractional numbers	Connect numerator and denominator with hyphen.	one-fourth, one-half
general	Do not connect or hyphenate words with *general.*	attorney general
great	Hyphenate *great* with relatives.	great-grandfather
horse	Compounds beginning with *horse* are usually solid.	horsefly, horseshoe
house	Most compound nouns beginning with *house* are solid.	houseboat, housekeeper
in-law	Hyphenate the *in-law* words.	father-in-law
master	Newer words combined with *master* are open; older forms are solid. Check your dictionary.	masterpiece, master plan
mill	Compounds beginning with *mill* are usually solid.	millpond, millwright
noun plus noun	Hyphenate two nouns that have different but equally important functions.	principal-teacher, author-critic
noun plus preposition	Hyphenate combinations of words including a prepositional phrase that describes the noun.	sergeant-at-arms, grant-in-aid, commander-in-chief
personal pronouns	Personal pronouns are one-word compounds.	herself, oneself
play	Compounds beginning with *play* are usually solid.	playback, playroom
quasi	Almost all *quasi* nouns are two words, but the adjectives are hyphenated.	quasi scholar, quasi-judicial
school	Many compounds beginning with *school* are solid.	schoolchildren, schoolhouse
-self	Hyphenate all compounds containing the word *self.*	self-examination

Word form	*Rule for compounding*	*Example*
snow	Compounds beginning with *snow* are often solid.	snowball, snowplow
vice	Many compounds with *vice* are hyphenated.	vice-president, vice-principal
wood	Many compounds beginning with *wood* are solid.	woodblock, woodwork
work	Many compounds beginning with *work* are solid.	workbook, workout

Compounds ending in the following are usually written as one word, especially when the prefixed word is one syllable:

berry	house	piece	weed
blossom	keeper	power	wide
boat	keeping	proof	wise
book	light	room	woman
borne	like	shop	wood
bound	maker	smith	work
brained	making	stone	worker
bush	man	store	working
fish	master	tail	worm
flower	mate	tight	wort
grower	mill	time (not clock)	writer
hearted	mistress	ward	writing
holder	monger	way	yard

Appendix C

Bibliographical and Footnote Form for Publications Cited in Manuscripts of the California State Department of Education

Bibliographical Form for Publications Cited in Manuscripts of the California State Department of Education

A. Books and Handbooks

One author	Friend, Jewell A. *Writing English as a Second Language.* Glenview, Ill.: Scott, Foresman & Co., 1970.
Two authors	Strunk, William, Jr., and E. B. White. *The Elements of Style* (Second edition). New York: Macmillan Co., 1972.
Three authors	Van Hagen, Winifred; Genevie Dexter; and Jesse Feiring Williams. *Physical Education in the Elementary School.* Sacramento: California State Department of Education, 1951.
More than three authors	Campbell, Roald F., and others. *Introduction to Educational Administration* (Fourth edition). Boston: Allyn and Bacon, Inc., 1971.
Authors of different volumes	Curme, George O., and Hans Kurath. *A Grammar of the English Language.* In three volumes. Boston: D.C. Heath & Co., 1935. (Vol. I: *History of the English Language, Sounds and Spellings, Word-Formation* by Kurath; Vol. II: *Parts of Speech and Accidence* by Curme; Vol. III: *Syntax* by Curme.)
Book, author, part of a series, with editor of series	Hallett, Robin. *Africa Since 1875: A Modern History.* University of Michigan History of the Modern World. Edited by Allan Nevins and Howard M. Ehrmann. Ann Arbor: University of Michigan Press, 1974.
Part of book, with author and preparer	Shellhammer, Thomas A. "Testing and the Ethnic Minority and/or Disadvantaged Youth," in *Strengthening Counseling Services for Disadvantaged Youth.* Prepared by Ruth B. Love. Sacramento: California State Department of Education, 1966, pp. 83—85.
Editor, no author, one of several handbooks	*Taxonomy of Education Objectives: The Classification of Educational Goals—Handbook I. Cognitive Domain.* Edited by Benjamin S. Bloom. New York: David McKay Co., Inc., 1956.
Editor, no author	*Current American Usage.* Edited by Margaret M. Bryant. New York: Funk & Wagnalls Co., 1962.
Compiler, no author	*A Guide to Federal Assistance Programs for Local Educational Agencies.* Compiled by a California State Department of Education Intradepartmental Committee on Federal Programs and coordinated by Eleanor Hamilton. Sacramento: California State Department of Education, 1968.

Bibliographical Form—Continued

A. Books and Handbooks (Continued)

Preparer, no author	*Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.* Prepared by the Ad Hoc Mathematics Framework Committee. Sacramento: California State Department of Education, 1975.
Handbook, one of a series	*Attendance Accounting in California Public Schools* (1967 edition). Compiled by Jack T. Erikson. School Business Administration Publication No. 5. Sacramento, California State Department of Education, 1967.
Workbook with different parts	*Culinary Arts: Workbook, Part 2.* Prepared under the direction of the Bureau of Industrial Education. Sacramento: California State Department of Education, 1975.
U.S. Government publication, with author	Cutts, Warren G. *Research in Reading for the Middle Grades: An Annotated Bibliography.* OE-30009, Bulletin No. 31. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1963.
U.S. Government publication, no author	*Title II Elementary and Secondary Education Act—School Library Resources, Textbooks, and Other Instructional Materials—Guidelines.* OE-15659-A. (Revised edition). Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1967.
Legislative report, one in a volume	*A Redefinition of State Responsibility for California's Mentally Retarded.* Assembly Interim Committee Report, Vol. 21, No. 10, 1963—1965, Sacramento: Assembly of the State of California, 1965.
Foreign publications	*Littérature française.* Publié sous la direction de Joseph Bédier et Paul Hazard. Nouv. éd. refondue et augn. sous la direction de Pierre Martino. 2 tomes. Paris: Librairie Larousse, 1948-49. (Previously published under this title: *Histoire de la littérature française, illustrée.*)

Bibliographical Form—Continued

B. Periodicals

No author	"New Federal Act Provides Funds for Establishing Model Programs to Assist Preschool Handicapped Children," *Special Education*, Vol. 17 (April, 1969), 1.
One author	Gore, Beatrice. "Articulated Programs for Orthopedically Handicapped Pupils," *California Education*, Vol. 1 (June, 1964), 11—12.
Two authors	Webster, Helen M., and Elva S. Daniels. "Singing to the Music of Bells, *Instructor*, Vol. 84 (February, 1975), 64.
Three authors	Pelow, Randall; Lois McDonnell; and Linda Pye. "Bedrock Learning: an Excursion into Earth Science," *Instructor*, Vol. 84 (April, 1975), 74.
More than three authors	Mayor, John R., and others. "Suggestions for the Improvement of Science Instruction in California Secondary Schools, Grades Nine Through Twelve," *California Schools*, Vol. 33 (October, 1962) , 373—86.
Compiler	"Current Opinion on Public Education." Compiled by Kenneth I. Pettitt. *California Schools*, Vol. 33 (January, 1962), 19—21.
Periodical with "bulletin" in title	"Modern Foreign Languages in the Comprehensive Secondary School." The 1958-59 Major Project of the NASSP Committee on Curriculum Planning and Development. *Bulletin of the National Association of Secondary School Principals*, Vol. 43 (September, 1959), 1—14.

C. Miscellaneous

Speech	Riles, Wilson. "No School Is an Island."Address given before the Commonwealth Club of California, San Francisco, California, May 16, 1975.
Legislative report	*School Districts That Were Granted Waivers of Administrator-Teacher Ratio Limits in 1972-73 and 1973-74.* A report to the California Legislature as required by Education Code Section 17525.1. Sacramento: California State Department of Education, 1974.
Lengthy brochure	*Early Childhood Education. A New Beginning for California's Children.* Sacramento. California State Department of Education, 1974 (brochure) .
Newspaper article	Robertson, Deane. "A Glut of Shortages," *The Sacramento Bee*, June 5, 1975.
Audiovisual materials, annotated	*German Art Through the Ages.* Allentown, Pa.: Wible Language Institute: [n.d.]. Filmstrip, color, 25 frames; or 25 slides; sound on reeltape or cassette; printed text. (A survey of German art from early Romanesque to Expressionism)
Unpublished doctoral dissertation	Mirman, Norman. "A Study of Social Adjustment as It Relates to Grade-Skipping in the Elementary School." Los Angeles: University of California, 1961 (unpublished doctoral dissertation).

Footnote Form for Publications Cited in Manuscripts of the California State Department of Education

A. Books and Handbooks

One author	[1]Jewell A. Friend, *Writing English as a Second Language.* Glenview, Ill.: Scott, Foresman & Co., 1970, pp. 342—43.
Two authors	[2] William Strunk, Jr., and E. B. White, *The Elements of Style* (Second edition). New York: Macmillan Co., 1972, pp. 28—29.
Three authors	[3]Winifred Van Hagen, Genevie Dexter, and Jesse Feiring Williams, *Physical Education in the Elementary School.* Sacramento: California State Department of Education, 1951, p. 199.
More than three authors	[4]Roald F. Campbell and others, *Introduction to Educational Administration* (Fourth edition). Boston: Allyn and Bacon, Inc., 1971, pp. 28—29.
Authors of volume in works of more than one volume	[5]George O. Curme, *Parts of Speech and Accidence,* Vol. II of *A Grammar of the English Language.* Boston: D. C. Heath & Co., 1935, p. 65.
Book, author, part of series, with editor of series	[6]Robin Hallett, *Africa Since 1875: A Modern History.* University of Michigan History of the Modern World. Edited by Allan Nevins and Howard M. Ehrmann. Ann Arbor: University of Michigan Press, 1974, p. 111.
Part of book, with author and preparer	[7]Thomas A. Shellhamner, "Testing and the Ethnic Minority and/or Disadvantaged Youth," in *Strengthening Counseling Services for Disadvantaged Youth.* Prepared by Ruth B. Love. Sacramento: California State Department of Education, 1966, p. 83.
Editor, no author, one of several handbooks	[8]*Taxonomy of Education Objectives: The Classification of Educational Goals—Handbook I: Cognitive Domain.* Edited by Benjamin S. Bloom. New York: David McKay Co., Inc., 1956, p. 56.
Editor, no author	[9]*Current American Usage.* Edited by Margaret M. Bryant. New York: Funk & Wagnalls Co., 1962, p. 3.
Compiler, no author	[10]*A Guide to Federal Assistance Programs for Local Educational Agencies.* Compiled by a California State Department of Education Intradepartmental Committee on Federal Programs and coordinated by Eleanor Hamilton. Sacramento: California State Department of Education, 1968, pp. 6—7.
Preparer, no author	[11]*Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.* Prepared by the Ad Hoc Mathematics Framework Committee. Sacramento: California State Department of Education, 1975, p. 34.
Handbook, one of a series	[12]*Attendance Accounting in California Public Schools* (1967 edition). Compiled by Jack T. Erikson. School Business Administration Publication No. 5. Sacramento: California State Department of Education, 1967, pp. 70—71.
Workbook with different parts	[13] *Culinary Arts: Workbook, Part 2.* Prepared under the direction of the Bureau of Industrial Education. Sacramento: California State Department of Education, 1975, p. 3.

Footnote Form—Continued

A. Books and Handbooks (Continued)

U.S. Government publications, with author

[14] Warren G. Cutts, *Research in Reading for the Middle Glades: An Annotated Bibliography*. OE-30009, Bulletin No. 31. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1963, p. 3.

U.S. Government publication, no author

[15] *Title II Elementary and Secondary Education Act—School Library Resources, Textbooks and Other Instructional Materials—Guidelines*. OE-15069-A. (Revised edition). Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1967, p. 10.

Legislative report, one in a volume

[16] *A Redefinition of State Responsibility for California's Mentally Retarded*. Assembly Interim Committee Report, Vol. 21, No. 10, 1963—1965. Sacramento: Assembly of the State of California, 1965, p. 12.

Foreign publication

[17] *Littérature française*. Publiée sous la direction de Joseph Bédier et Paul Hazard. Paris: Librairie Larousse, 1948-49, p. 3.

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[1] "New Federal Act Provides Funds for Establishing Model Programs to Assist Preschool Handicapped Children," *Special Education*, Vol. 17 (April, 1969), 1.

One author

[2] Beatrice Gore, "Articulated Programs for Orthopedically Handicapped Pupils," *California Education*, Vol. 1 (June, 1964), 11.

Two authors

[3] Helen M. Webster and Elva S. Daniels, "Singing to the Music of Bells," *Instructor*, Vol. 84 (February, 1975), 64.

Three authors

[4] Randall Pelow, Lois McDonnell, and Linda Pye, "Bedrock Learning: An Excursion into Earth Science," *Instructor*, Vol. 84 (April, 1975), 74.

More than three authors

[5] John R. Mayor and others, "Suggestions for the Improvement of Science Instruction in California Secondary Schools, Grades Nine Through Twelve," *California Schools*, Vol. 33 (October, 1962), 378.

Compiler

[6] "Current Opinion on Public Education," compiled by Kenneth I. Pettit. *California Schools*, Vol. 33 (January, 1962), 20.

Periodical with "bulletin" in title

[7] "Modern Foreign Languages in the Comprehensive Secondary School." The 1958-59 Major Project of the NASSP Committee on Curriculum Planning and Development. *Bulletin of the National Association of Secondary School Principals*, Vol. 43 (September, 1959), 12.

C. Miscellaneous

Speech	[1]Wilson Riles, "No School Is an Island." Address given before the Commonwealth Club of California, San Francisco, California, May 16, 1975.
Legislative report	[2]*School Districts That Were Granted Waivers of Administrator-Teacher Ratio Limits in 1972-73 and 1973-74.* A report to the California Legislature as required by *Education Code* Section 17525.1. Sacramento: California State Department of Education, 1874, p. 2.
Lengthy brochure	[3]*Early Childhood Education: A New Beginning for California's Children.* Sacramento: California State Department of Education, 1974 (brochure).
Newspaper article	[4]Deane Robertson, "A Glut of Shortages," *The Sacramento Bee*, June 5, 1975.
Audiovisual materials, annotated	[5]*German Art Through the Ages.* Allentown, Pa.: Wible Language Institute [n.d.]. Filmstrip, color, 25 frames; or 25 slides; sound on reeltape or cassette; printed text. (A survey of German art from early Romanesque to Expressionism.)
Public laws	[6]Public Law 93-644; 88 Stat. 2291 (H.R. 14449). "Headstart Economic Opportunity, and Community Partnership Act of 1974."
State laws	[7]SB 1425, Ch. 102, Stats. 1974.
Resolutions:	
Senate concurrent	[8]SCR 160, Res. Ch. 186, Stats. 1974.
Assembly joint	[9]AJR 35, Res. Ch. 35, Stats. 1974.
Constitutional amendment	[10]ACA 1, Res. Ch. 3, Stats. 1974.
California Attorney General's opinions	[11]48 Ops. Cal AG 110 (1966). (After January 4, 1943)
	[12]AGO NS 956 (April 12, 1938). (Before January 4, 1943, not bound into volumes. NS indicates "new series.")
Unpublished doctoral dissertation	[13]Norman Mirman, "A Study of Social Adjustment as It Relates to Grade-Skipping in the Elementary Schools." Los Angeles: University of California, 1961 (unpublished doctoral dissertation).

NOTE 1. Until the 1950s, public laws were cited as in this example. "Public Law 874, Eighty-first Congress." Then Congress started using the form of combining the sessions with the law number, P.L. 81 874. Writers should make sure that the congressional session is identified in either of these ways with the law number.

NOTE 2: For more details on California legislative procedures, see latest edition of *California's Legislature.*

Chronology of Recording of Attorney Generals' Opinions:

Before October 30, 1936, opinions were given a straight number: AGO 15776 (date optional).

After that date the New Series of numbering was adopted, starting with NS-1: AGO NS 4025.

The opinions have been bound in volumes since January 4, 1943. From that date on, they are cited by volume number and page number in the volume, not by the NS number or any number in a subsequent numbering system: 48 Ops. Cal. AG 110.

In August, 1945, a 5-digit numbering system replaced the New Series, the first two numbers being the year: AGO 45-171.

About 1971, opinions were separated into three classifications: civil opinions (CV), criminal opinions (CR), and special operations opinions (SO). The first civil opinion was CV 71-120; the first criminal opinion was CR 71-1; and the first special operations opinion was SO 71-1. A deputy attorney general heads each of those divisions and renders opinions.

Some opinions may never get included in the bound volumes; they may be cancelled or answered informally by letter. It seems there is also an index file of some minor opinions. These are filed separately and given an IL number; they are not bound.

NOTE: The above information came from Betty McDonald, Office of the Attorney General.

Glossary of Terms

ASCII Abbreviation for American Standard Code for Information Interchange.

Bit The smallest possible unit of computer information. Almost all computer systems use a minimum of 8 bits to define a character, or byte.

Boldface (abbreviated bf) A heavy-face type, primarily used for contrast.

Byte A group of binary digits, usually 8 bits, that comprise a computer data unit.

CAD Computer-assisted design.

CAM Computer-assisted manufacturing.

Camera-ready art Material, including text and graphics, that needs no further work before being passed on to the camera department so that it can be prepared for printing.

Central processing unit (CPU) The primary hardware unit of a computer system whose function is to process data.

Compatibility The ability of one computer system's component to use effectively a component of another computer system.

Compose, composing The process of setting type.

Composition The assembling of characters into words, lines, and paragraphs of text for reproduction by printing.

Computer An electronic machine capable of accepting data, performing logical operations on the data, and supplying the results of the operations—all with minimal human aid.

Computerized composition An electronic device which can receive and follow operational instructions in a logical manner.

Copy Material, including text and graphics, that is to be set up or prepared for reproduction.

Copy fitting The manipulation of typeset copy to fit the available space.

Data Information of a factual nature, logically expressed.

Data communication The electronic transfer of data from one system to another.

Desktop publishing The application of an electronic publishing process to create text and graphic materials suitable for printing.

Digital typesetter A typesetter that produces its type by drawing it out of computer memory rather than photographing the type through a lens.

Digitize To convert graphics or text to digital information which can be used by a computer.

Direct access The ability of the central processing unit to access any stored data quickly.

Document A material subtance, often paper, which stores and conveys written information

DPI Dots per inch; the number of dots per inch a laser printer uses to create type or graphics. A standard laser printer prints 300 dots per inch; other laser printers are available which print 600 dots per inch. Conventional phototypesetting equipment prints about 2,500 dots per inch.

Drawing program Software which enables the user to depict complicated images by manipulating and combining shapes that are already available.

Elite A standard size of typewriter print that equals 12 characters to the linear inch.

Em space A printer's measurement of type generally viewed as square in shape, with each dimension the same as the type size it represents.

En space Half the width of an em in a given font of type.

Floppy disk A flexible magnetic disk used for computer data storage.

Flush left or right Type arranged to be even with the left or right margin. (This copy is set flush left.)

Font A complete set of a given size and style of type.

Front-end system A system accessible to all typesetters that controls the flow of material to the typesetting machines. The principal advantage of having a front-end system is the power of the central computer.

Graph/chart programs Software programs that present numeric data in graphs or chart form.

Graphic A computer representation of an illustration, map, graph, or concept used to create visual interest.

Grey or grey scale The levels of contrast between black and white a scanner or monitor can represent. Thirty-two levels of grey would show up to 32 different shades of black and white. The higher the number, the higher the resolution.

Hard copy Output data from a computer that is readable on paper or film.

Hard disk Computer storage equipment capable of storing large volumes of data.

Hardware The physical equipment of a computer system.

Hardware configuration A group of interconnected equipment which work together as a computer system.

Halftone Original photographs are a series of continuous tones or gradations of black and white. Halftones are made by converting the continuous tone picture into dots to create the illusion of a continuous tone after printing.

Hanging indent A line or paragraph of text in which the second and succeeding lines of type are indented from the left. "Selected References" in these *Guidelines* are set in hanging indent style.

Interface The electronics that allow different computer systems to communicate with each other.

Internal storage A location within the central processing unit (CPU) where the computer program and data operate.

Italic *Typeface with letters that slope to the right, usually used for emphasis. (This definition is set in italic type.)*

Justified copy Type that is set flush left and right within the margin.

Kerning Setting certain combinations of letters closer together than usual to provide a better visual image and to improve readability. In the absence of kerning, the machine visualizes each letter as a rectangle and gives the letter that full amount of spacing.

LAN Acronym for local area network. Desktop publishing equipment, tied together via a LAN, allows corporate publishing teams to produce complicated documents in-house much faster and more cheaply than would be possible with traditional methods.

Laser printer A high resolution printer capable of producing near typeset-quality text through Light Amplification by Stimulated Emission of Radiation (LASER).

Leading The spacing, usually 2 to 4 points, that separates lines of type or other type units.

Ligature A single character made up of two or three letters that would run together if left side by side. Common ligatures are fi, fl and Æ.

Line In referring to the printed page, a line is a row of characters of type often referred to as a line of type.

Line copy Any copy that is solid black with no gradation in tone and is suitable for reproduction without using a halftone screen.

Megabyte (MB) Equivalent to one million keystrokes on the computer.

Memory The part of the computer where data and programs reside when being accessed.

Modem (MOdulator/DEModulator) A communications link between computer systems that is accessible through telephone lines.

Monitor A television-type display screen used on computers.

Mouse A palm-sized input device, used primarily for creating graphics.

Optical character recognition (OCR) Automatic input from documents by devices which are sensitive to light, giving the ability to read text.

Output Computer data that have been processed.

Page-composition programs Software which enables the user to compose a full page of text and graphics on a computer screen.

Page-description language A type of computer language, licensed by computer hardware, software, and laser printer manufacturers, that describes how to combine text, graphics, and halftone images on the page. The three most common page-description languages are PostScript (Adobe Systems Inc.), Interpress (Xerox Corporation), and DDL (Imagen Corporation).

Paint and draw graphics Software that enables the user to modify line-art and halftones using video "tools" such as paint brushes of varying sizes.

Paint programs Software for creating textured free-hand images on a computer screen.

Pasteup The assembling of copy, including type elements, illustrations. and graphics into final page form, ready for photographing

Phototypesetting The process of setting type, via a photographic process, directly on to film or paper film.

Pica A typographic unit of measurement approximately one-sixth of an inch or 12 points.

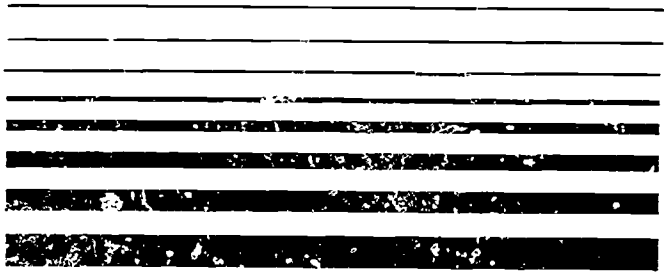
Point In typography, it is the smallest unit of measure; one point equals about 1/72 of an inch, and 12 points equal one pica.

Printout An automatically produced printed record, or hard copy, usually produced on a printer.

Proof A hard copy of typeset material that is ready to be proofread and marked for corrections.

Proofread To read typeset copy and to mark it for corrections.

Rules Any straight lines used to enhance a page of type; common sizes are hairline, 0.5 point, and 1 point to 12 point, as shown in these examples.



Scanner A device that enables graphics and printed text to be converted into digitized form for computer input.

Scoring Underlining of a word or words. When all words in a block of copy are underlined with a continuous rule, it is called solid scoring. If each word is underscored, it is known as a broken scoring.

Serif Any of the short cross-strokes stemming from the tops and bottoms of typeface letters. This glossary was set in a serif typeface.

Sans serif *Typeface letters without serifs, such as the typeface in which this definition was set.*

Soft copy An electronic data processing, word processing, or phototypesetting term used to describe readable information that is not printed on paper or film, but rather in an electronic display of images on a monitor (CRT).

Source document Original document on which the specifics of a transaction are first recorded.

Storage devices Devices used for holding data in a computer system.

Throughput The number of output pages per minute a laser printer is capable of producing.

Turnaround The amount of time needed for a proof or printed material to be reviewed and approved by an author or editor. Also, the time needed to produce a document.

Typeface (See Font.)

Typesetting To compose or set in type on a computer system capable of printing galleys or paged type on photographic paper or film.

Widows A widow is a single word or very short line of copy that appears at the top of a column of type to end a paragraph. Widows are to be avoided if at all possible.

WYSIWYG Software that enables you to see on a screen or monitor exactly what your printer will produce on paper ("What you see is what you get").

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