

THE COURSE PROGRAMME

The Mimeograph Component of the Course

1. The first part of the course, which lasted for about two weeks, was essentially a practical project with the following aims:

- (a) Teaching the participants the techniques involved in writing and producing mimeographed booklets.
- (b) Providing the participants with sufficient knowledge and practice to enable them to teach the techniques to others on their return home.
- (c) Introducing certain procedures which the participants would implement more fully later in the course.

2. The equipment used consisted of:

1 Gestetner 473 scanner	1 IBM electric typewriter
1 Gestetner 456 scanner	15-pitch manual typewriter
1 8-pitch typewriter	6 10-pitch typewriters
3 Gestetner 420 mimeographs	1 Polaroid half-tone camera

3. Consumables and accessories consisted of:

90 g/m² 14-inch paper, 180 g/m² 14-inch cover stock, Gestetner typing, electro-vinyl and electro-paper stencils, Letraset dry transfer lettering, Assorted paste-up materials (knives, adhesive, process white etc, further details of which are given in Appendix 5.)

4. The 23 participants who attended this part of the course were divided into eight small groups. Each group was given the task of writing, editing, illustrating, designing, typing, scanning, mimeographing, collating, stapling and finishing 100 copies of a 16-page booklet. Theory was kept to a minimum and practical work with individual advice and assistance to a maximum. Instruction and supervision were shared by the two consultants - Mr. and Mrs. R.D. Payne - who also provided four basic texts to support the sessions on theory. The booklets were "How to Make a Stencil", "How to Make a Booklet", "From Manuscript to Copy-Ready", and "Costing". Participants with special skills or knowledge (e.g. in editing and illustrating) assisted their colleagues in other groups as well as their own.

5. Because of their experience of working in the Caribbean, the consultants needed only three days to make on-the-spot preparations for the mimeograph component of the course. Had the course used other consultants, or begun with another printing process, the local preparations would have taken considerably longer. Full working sessions began on Tuesday 26 July. All eight booklets were completed by noon on Wednesday 3 August. Final lectures on aspects of producing booklets concluded the second week: further opportunities to use the equipment continued until the end of the course.

6. Only one of the participants had produced a booklet before. Several

were of such senior status that they were meeting the basic work for the first time. For them an early dividend of the course was the appreciation of the amount of work, and the attention to detail, required to produce good quality mimeographed material. For others, the creation of a booklet was a completely new experience. Many participants had not operated a mimeograph before: nearly all had seen it done, but by someone else.

7. Making the text fit the available space (copy fitting) gave rise to some interesting paraphrasing exercises. Thus if, for example, four character spaces in a line had to be "lost" what different word formation would achieve it? All groups met and solved problems like this. In doing so they tightened their sentences, removed ambiguities, and spotted grammatical inaccuracies that they would otherwise have overlooked. By replicating a real-life situation, this exercise, though small, provided valuable training in this aspect of editing.

8. A production schedule was set up by the consultants, and each group reported its progress at a daily session attended by all the participants. The intention was not to create a competitive atmosphere but to ensure that copies would be ready by the final deadline. As the groups had no previous experience of making booklets, it was only by relating their progress to the overall schedule, and by comparing their experiences with those of other groups, that they could tell how well they were getting on. In addition, the exercise taught the participants the elements of production scheduling and prepared them to take full responsibility for monitoring the rate of progress of the second set of booklets they prepared during the offset component of the course. Other functions of the daily combined sessions were to demonstrate the operation and maintenance of the machines involved, and prepare the participants for each succeeding stage of the group work. Thus, by the time the groups prepared their copy-ready text, everyone was familiar with the method of costing a booklet. Moreover, because they brought with them, in response to a questionnaire (see Appendix 6) information on the prices of materials in their home countries, they were able to compare the cost of producing mimeographed booklets in different Caribbean territories. As for those produced during the course, each title cost about G\$ 5.00 to be "print ready" and each copy about 10 cents to produce. Emphasis was laid at all times on simplicity and the elimination of non-essentials. In the "costing" lectures, for example, it was pointed out that joggers, folding machines and stitchers are luxuries. Local unskilled people (e.g. young school leavers) can finish up to 800 booklets a day by hand, using an inexpensive long-arm hand stapler and improvised equipment (such as an empty soft-drink bottle as a folder). Moreover, such people can earn at least as much as the average daily-paid labourer while still enabling the booklets to be produced at 15 cents a copy.

9. The participants experienced less difficulty than they expected in preparing their copy-ready paste-ups. Most groups contained someone with previous experience of typing. One that did not kept the number of words to a minimum; another hand lettered the text. Though artistic skills were limited to a few participants, all the booklets were illustrated. Between them they contained line drawings, diagrams, maps, photographs taken with the Polaroid half-tone camera, and illustrations extracted from other publications. Covers and captions were prepared using Letraset letters.

10. Details of the mimeographed booklets produced by the groups are:

(a) Tony and Jan. A hand-lettered infant reader by Floss Christian (Dominica), Lorraine Mapp (a Guyanese day student who attended this part of the course), and Dale Blackman (Guyana); illustrated with line drawings by a nine-year-old schoolboy.

- (b) Ron and Ray. An illustrated road safety booklet for juniors produced by Hollis Knight (Trinidad and Tobago) and Reuben Gilbert (Guyana).
- (c) Four Symbols of Nationhood. A child's book illustrated with nine line drawings, dealing with the Guyanese National Pledge, Coat of Arms, National Flag, and National Anthem, produced by Otis Goodluck (Guyana), Yvonne Maynard (St. Kitts-Nevis) and Sharon Dawson (Guyana).
- (d) Finding Out. A booklet for senior pupils containing extracts of West Indian prose and poetry together with comprehension exercises. It was produced by Roy Harrigan (British Virgin Islands), Austin Nurse (St. Vincent), and Hortense Wade (Belize), and illustrated with two line drawings and a photograph.
- (e) Transport in Barbados and Jamaica. A social studies booklet for senior pupils produced by John Inniss (Barbados), and Lois Gayle (Jamaica). This booklet was illustrated with photographs extracted from other publications.
- (f) The Cyril Potter College of Education. A booklet about the College where the course was held. It was produced by Gilberto Chulin (Belize), Elaine Cockbill (a tutor at the College who attended this part of the course as a day student), Thelma Pyne (Jamaica), and Kenrick Seepersad (Trinidad and Tobago). It was illustrated with maps, diagrams and photographs.
- (g) A Teachers' Guide to some Primary School Broadcasting Programmes. A story and follow-up material produced by Muriel Gill (St. Lucia) and Vivienne Gumbs (St. Kitts), and illustrated with one polaroid photograph, one line drawing and one diagram.
- (h) From Weeds to Food. A booklet, illustrated with line drawings and photographs, containing some ideas about backyard farming. It was produced by Selwyn Nichols (Barbados), Clifton Huntley (St. Vincent), and Cynthia Willis (Guyana).

12. The finished booklets were evaluated in the concluding sessions. All the groups were able to identify ways in which they would have proceeded differently if given the chance. In particular they recognized the necessity of making a dummy and of keeping it for reference until they had finished producing their booklets. These sessions were followed by others in which the requirements for mounting a workshop in booklet production were discussed. The consultants stressed that any participants intending to run such workshops should first get further practice on the machines and restrict the number of trainees at the first workshop to a maximum of four.

The Offset Component of the Course

13. The second part of the course was also essentially a practical project. Its aims were to reinforce and extend some of the knowledge and skills the participants had already acquired, and to add the others needed to produce offset booklets. Training was geared to the conditions, materials, and machinery found in the region and to the requirements of individual participants. Whilst a number of the participants had worked directly with printers, designers and illustrators before, none had a true understanding of the skills required in each of the various stages between typescript and printed publication.

14. The 21 participants who attended this part of the course were divided into five groups, to which a sixth group, consisting of the Course Co-ordinator and the Resource Person, was added. Each group was given

the following equipment:

1 typewriter	1 drawing board per person
1 layout pad	1 T-square per person
1 Rapidograph (Rotring set)	8 drawing clips
1 bottle black drawing ink	1 bottle process black
3 set squares	1 bottle process white
1 Stanley knife and blades	2 brushes
1 scalpel and blades	1 Pentel pen
1 tin Cow gum	1 roll Scotch tape
1 bottle lighter fluid (thinner)	1 pair scissors
1 notebook (to record the minutes of group meetings)	
1 set of 20 photographs, identical for each group	
1 IBM Electric Composer Typeface Portfolio per person	
Pencils, erasers, coloured card, cartridge paper, Letraset letters etc. as required.	

15. The specific task given to each group was "to prepare an A4 16-page camera-ready paste-up for offset printing using photographic illustrations and a text not exceeding 2,000 words." The time allowed was two weeks.

16. During the first week each group had to complete the following sub-tasks:

- (a) Choosing an idea for the booklet using some or all of the photographs they were supplied with. No restriction was placed on content: it could, for example, have been a single imaginative story, a single instructional booklet, or a magazine composed of several double-page spreads. In the event, because the photographs (which were kindly supplied by the Ministry of Information) all showed scenes of Guyana, all but one the groups wrote an informative text.
- (b) Writing the first draft of the text.
- (c) Preparing a dummy showing the arrangement of the text and illustrations on each page.
- (d) Calculating the number of words of text on each page (depending on the IBM typeface selected, the line length and the leading).
- (e) Re-writing the text so as to have the correct number of words on each page.
- (f) Typing the story and marking it up for the printer for setting in galley.
- (g) Preparing a print order for typesetting the text (including the captions to the pictures and the folio numbers).

During the second week the tasks were:

- (a) Preparing the lay-out sheets with the correct areas for the text and the illustrations.
- (b) Setting the headings and sub-heads in Letraset.
- (c) Scaling and cropping the illustrations.
- (d) Proof reading the galleys on return from the printer.

(e) Copy fitting and preparing the camera-ready paste-up.

17. Each group constituted itself as a board of management and elected its own chairman. Then, bearing in mind the two deadlines - one at the end of the first week and the other at the end of the second - the groups prepared their own production schedules. Board meetings were held at least once a day to review progress and adjust the schedule if necessary. Records of these meetings were recorded and reported at daily sessions attended by all the participants.

18. Also at the combined daily sessions, the consultant for the offset component of the course taught the participants, stage by stage, the techniques they needed in the preparation of artwork and copy for offset printing. These were supported by a booklet, "Design and Print Production", that he prepared and mimeographed during the first part of the course. Incorporated in the booklet were basic definitions, examples of type founts, examples of justified and unjustified columns with variations of leading, exercises on copyfitting using IBM Selectric Composer typefaces, and information on parts of a book, the point system, copy preparation, layout, typographic grids, illustrations and artwork, printing methods, and specifications for estimates. The booklet ended with a glossary of terms and a selection of proof correction marks. By preparing the booklet during the course, the consultant was able to make provision for the particular needs of the participants. By having it at hand, the participants were able to undertake a considerable amount of work on their own, thus relieving the consultant of some of the burden of having to teach the techniques and tutor all six groups. Further support was given by the use of audio-visual presentations based on the following sets of slides obtained from PIRA: Introduction to Printing Processes; Halftones; Art and Copy to Printing Plate; Offset; and the Screen Process. As can be seen from the course timetable (Appendix 7) some of these presentations were given in preparatory evening sessions during the first part of the course; the others were given while the offset component was being taught. All were considerably shortened and simplified. Also during this component of the course, local resource persons led sessions on paper and on prelims and end pages. Details of these and other similar sessions held during the course are given on page 12. The Commonwealth Secretariat and the course participants greatly appreciated the contribution made by the local resource persons to the course.

19. Though the problems that arose during this part of the course were neither numerous nor serious, they are nevertheless worthy of note. One was an organizational matter in that it was found that if a group's practical work proceeded too far in advance of the sessions dealing with the accompanying theory, mistakes were liable to be made which took the group a considerable time to rectify the next day. Other problems arose at the printer. For instance, unknown to the organizers of the course, the printer chosen to set the text of the group's booklets employed a "proof reader" to edit incoming material before approving it for setting. Without consultation, and without realizing the care that the course participants had taken over copy fitting, the proof reader began making alterations to the copy he received until this unusual procedure was discovered and stopped. The printer also employed other proof readers to correct errors made by the IBM compositors, and these, too, had to be stopped from providing their normal service so that the participants could gain experience of discovering and correcting mistakes themselves. (For this purpose the printer supplied two sets of galleys.) In addition, probably because externally marked-up copy was such a rare event for the printer, some of the setting (e.g. line length) did not exactly correspond with the participants' specifications. But as has been said, these were minor setbacks. The one really essential thing was

maintaining the schedule, and this the printer managed to do despite the fact that he had to give priority treatment to some party political literature he received after the material supplied by the course.

20. Five of the six groups prepared their camera-ready flats so that they could be printed on a Heidelberg "Sorn" machine owned by Guyana Printers Ltd. The composition of the groups and the titles they produced were:

Group 1: (Roy Harrigan, Hollis Knight, Thelma Pyne, Cynthia Willis): "Well Done - Thank You" - a nine-year-old West Indian boy's expression of appreciation of the kinds of people who make his life what it is.

Group 2: (Sharon Dawson, Joseph Huntley, Selwyn Nichols, Hortense Wade): "This is Guyana".

Group 3: (Dale Blackman, Martin Clement, Yvonne Maynard, Kenrick Seepersad): "Caribbean Food for Better Living".

Group 4: (Gilberto Chulin, Lois Gayle, Reuben Gilbert, Vivienne Gumbs): "Agriculture in Guyana".

Group 5: (Floss Christian, Muriel Gill, Otis Goodluck, John Inniss, Austin Nurse): "Some Commonwealth Caribbean Industries".

Such resemblances as existed between the titles and contents of the booklets can be explained by the fact that the groups had to base their work on the same set of photographs, all of which portrayed scenes of Guyana.

21. The participants knew from the outset that time and resources would permit only 300 copies of one of the five booklets to be printed. When the time came to choose between them, all the booklets were found to be equally worthy and the selection had to be made by lot. Naturally there was some disappointment, but the one selected (Caribbean Food for Better Living) was an accurate representation of the quality of the group work, and everyone was proud of its appearance and pleased to have copies to take home when the course ended.

22. The work of the sixth group (consisting of Herman Hubbard and Sheilah Solomon) differed from that of the others. For one thing its booklet had a smaller page area so that it could fit on the Gestetner 211 offset machine owned by the Test Development Section of the Ministry of Education. For another, the photographs were used not as the basis for an informational booklet but as illustrations for a fairy story, The Spirit of Happy Water. Thanks to the ready co-operation of the Test Development Section, about 200 copies of this booklet were printed at very little cost, and the participants were given the opportunity to familiarize themselves with the operation of the small offset press.

The Concluding Component of the Course

23. The final two weeks of the course consisted of a further practical exercise for the participants, visits to printers to observe the printing of two of the books at various stages of production, and talks and discussions on aspects of book development and on international and regional co-operation in education.

24. The third practical exercise consisted of the preparation of silk screen covers for the books prepared by the five main groups. Each of the groups

designed its own cover: training in silk screening them was then undertaken by the Guyana National Service Publishing Centre which also assisted in producing sample covers of four of the booklets and 300 copies of the cover of Caribbean Food for Better Living - the booklet chosen by lot for printing.

25. The production and costing of these covers proved to be the only unsatisfactory aspect of the course. The first thing to go wrong was that the Centre disregarded instructions and printed the first of the two colours on the cover of Caribbean Food for Better Living in the wrong position. As a result the participants found that, apart from destroying the work already done (which no one wanted to do), there was no way of completing the silk screening correctly. Secondly, and much more important, the method of costing the work was unsatisfactory. It was intended that part of the course work would consist of an analysis of the various components of the cost of producing the booklet. For this purpose, Guyana Printers Ltd, who printed the inside pages, provided a breakdown of their costs. The Guyana National Service Publishing Centre did not. Worse was to come. The bill for the covers exceeded the original estimate by far, and proved to be roughly the same as that for all the other printing operations put together. Moreover, when the Centre agreed to prepare a breakdown of the cost of the covers, it not only failed to produce one but increased the bill without any explanation. It would be a pity if, as a result of their experiences at the Centre, participants were to be dissuaded from using the screen process in their own countries. The process can provide semi-skilled employment and make effective use of simple techniques that are available throughout the Commonwealth Caribbean. As the PIRA visual aid kit on the screen process says: "Because of their simplicity, screen process stencils are less expensive to prepare than the image carriers required for any other process. This gives them useful applications in the printing of short-run work and for small batches of industrial printing."

26. It was in this period, the last two weeks of the course, that most of the sessions dealing with theoretical aspects of publishing were held. Some of these sessions (e.g. those on editing, readability, and planning a national publishing programme) were accompanied by practical exercises; others were followed by discussions. A list of these sessions, and those dealing with the work of international and regional organizations, is given below. Some were led by people attached to the course, others by members of the community possessing expert knowledge of the subject. To the latter in particular the Commonwealth Secretariat wishes to record its appreciation and gratitude.

Prelims and End Pages	Mrs. Carol Collins (Librarian, Caricom Community Secretariat)
Paper and Paper Selection	Mr. N. De Freitas (Production Manager, Guyana National Lithographic Ltd.)
National Bibliographies and Depositary Laws	Mrs. Carol Collins
National Publishing Needs	Mr. Herman Hubbard (Course Co-ordinator)
Readability	Mr. John Macpherson (Course Director)
Planning a National Publishing Programme	Mr. Herman Hubbard

The Role of the Editor	Mr. John Macpherson
Copyright	Mr. D. Bissessar (Attorney General's Office)
The Caribbean Community Secretariat	Mr. A.A. Moore (Education Officer, Caribbean Community Secretariat)
Unesco and Regional Publishing	Mrs. Sheilah Solomon (Resource Person)
The Commonwealth Association	Mr. R.E.O. Akpofure (Director, Education Division, Commonwealth Secretariat, and Mr. N.A. Brathwaite (Regional Director, Commonwealth Caribbean Youth Development Centre)
Writing is an Activity of the Mind	Mr. A.J. Seymour (Cultural Officer, Ministry of Education, Social Development and Culture)

27. One of the participants requested additional experience in the use of a process camera and the preparation of offset plates. This was kindly arranged by the Guyana National Service Publishing Centre towards the end of the course.

28. At the end of the course, each participant was issued with a Certificate of Attendance designed by the Course Consultant, printed by Guyana Printers Ltd, and signed by the Course Director and the Director of the Education Division of the Commonwealth Secretariat. The certificates were handed out by Cde. Cecilene Baird, the former Minister of Education for Guyana who, at the Sixth Commonwealth Education Conference in 1974, had made the offer to host the first Commonwealth Secretariat training course in book production in Guyana. The newly appointed Director of the Commonwealth Secretariat's Education Division, Mr. R.E.O. Akpofure, was present for the distribution of the certificates. As part of his first overseas assignment, he combined participation in the last part of the course with attendance at a meeting of Caricom Education Ministers in Georgetown. Together with the participants, Mr. Akpofure hosted a reception for the Caricom Ministers, their senior officials, and those in Guyana whose willing and often voluntary assistance contributed so greatly to the success of the course.

29. At the end of 1977, the participants were invited to send the Course Director a brief statement about the work they had been doing since returning home. Their replies, together with a few extracts from some of the publications on which they had been directly or indirectly engaged, were issued as a 20-page self-covered booklet by Mr. R.D. Payne at the newly established ODM Caribbean Reprographic Unit in Dominica. Since then the Commonwealth Secretariat has received from the participants further publications produced by the methods taught at the course.