

APPENDIX 1: EXTRACT FROM "THE NEED FOR NEW COURSES"

(From the Report of the Planning Meeting on Training Courses in Book Production, Commonwealth Secretariat, 1975)

15. At the Commonwealth African Book Development Seminar held in Nigeria in February 1975, the characteristics of a suitable publishing course for developing countries were listed as follows:

- (a) The course should be comprehensive so that no sector is left uncatered for, and anyone completing the whole course will be self-sufficient in his work.
- (b) It should be accommodating so that employees from different sectors of the book industry can, if they wish, take different parts of the course.
- (c) It should be flexible so that it can meet different needs and new emphases as they arise.
- (d) It should be work-oriented so that skills are not only taught but learnt.

16. One way of achieving these objectives is to find institutions in Commonwealth developing countries which would be willing to offer courses, on a national and regional basis, consisting of a number of linked units (or modules) each of which would concentrate on a particular skill or group of related skills, and each of which would be accompanied by an optional in-depth study project. Such a scheme would have the following advantages:

- (a) It **would** significantly increase the number of trained people in the book industry. International publishing courses which take one or two people per year from a territory will do little or nothing to solve national problems.
- (b) Training would be directly relevant to national requirements and to available printing and other resources.
- (c) Training could be offered to people who will be writing and publishing in local and national languages and who may not themselves be fluent in English.
- (d) An individual who wished to study a particular aspect of publishing could take the unit which met his needs and fulfil the project requirements of that unit. An individual wanting all-round training could take all the units, and carry out the project requirements of some, but not all, of them.

(e) An individual not wishing to take the full course at one time could take one or more units to begin with and return on subsequent occasions to take others.

(f) Different study units could be located at different institutions in a territory, thus making the best possible use of existing facilities.

(g) Study units could be devised to meet basic needs to begin with, and subsequently be modified, without upsetting the whole programme, to provide more advanced training, refresher courses, etc.

APPENDIX 2: PRELIMINARY DRAFT OF COURSE OUTLINE

1. General

- (a) The role of books in relation to national needs and development.
- (b) Publishing in relation to national needs and resources.
- (c) Theory of publishing. Structure and management of a publishing house (in the public and private sectors).
- (d) Designing and implementing a publishing programme.

2. The Preparation of Learning Materials

- (a) Techniques of textbook evaluation.
- (b) Principles of writing simply and logically, and sustaining interest.
- (c) Techniques of adaptation and abridging.
- (d) The use of narrative and conversational style.
- (e) The integration of illustrations with the written word; the balance of text matter, diagrams and illustrations for different educational levels.
- (f) Preparing a typescript for submission to a publisher.
- (g) Proof reading and correcting.

Practical Work: Evaluating a textbook for use in school. Learning to operate basic equipment in a curriculum or literacy materials unit. Preparing teaching materials to accompany a school textbook.

3. Techniques of Editing

- (a) The role of the editor, and his professional relationships with other people involved in the book industry; selecting authors; market research; building a list; working with authors and illustrators; consulting readers; criteria for assessing manuscripts; preparing contracts; publishing and the law (e.g. copyright, permissions, libel); marketing rights.
- (b) Production of copy.
- (c) Copy editing; estimates and specimen pages; preparing typescripts for setting; house style (headings and sub-headings; footnotes; bibliographical references; indexes; appendices; prelims; illustrations - including maps, diagrams, tables and graphs); picture research; imposition and paste-up; proofs; assembly of material; reprints and new editions; series.

Practical Work: Editing **material** written in different styles. Marking up typescripts for printing. **Preparing** paste-ups. Preparing bibliographies and indexes.

4. Book Design and Production

- (a) The designer's contribution to a book.
- (b) Type founts and measurement of type.
- (c) Different typefaces for different purposes.
- (d) Spacing, leading, legibility.
- (e) Casting off a manuscript.
- (f) Page sizes and shapes.
- (g) Signatures and impositions.
- (h) Setting - including typewriter and composer setting.
- (i) Designing the page, the double-page spread, the prelims, the end pages, the cover, the jacket.
- (j) Block making and plate making; preparation of camera-ready copy.
- (k) Half tones and colour illustrations.
- (l) Printing processes; selection of jobs for letterpress, offset lithography, rotary photogravure and silk screen.
- (m) Paper qualities and quantities; paper stocks and warehousing.
- (n) Binding processes and materials.

Practical Work: Basic photography. Casting off a manuscript. Scaling illustrations. Preparing the design of a 16-page illustrated signature in relation to the types of press available locally.

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Note: As it is expected that particular emphasis will be placed on those matters that contribute to the ability of each participant to prepare and design textual and illustrated material for printing, the theoretical studies will generally be contingent upon the practical exercises.

APPENDIX 3: EXTRACT FROM A LETTER TO COMMONWEALTH CARIBBEAN EDUCATION MINISTRIES (18 NOVEMBER 1976)

The Sixth Commonwealth Education Conference held in Jamaica in 1974 recommended that the Commonwealth Secretariat should hold further training courses in book development and that existing institutions should be used as regional training centres for these courses. Later, at a planning meeting held in London in December 1975, outline syllabuses of a Foundation Course and seven Special Units were prepared which covered almost every aspect of the book industry, and the hope was expressed that the first regional training course should be started, if possible, before the end of June 1977. In view of these recommendations, and of the offer that the Government of Guyana made at the Sixth Education Conference to host a regional book training course for the Commonwealth Caribbean, arrangements are now being made to hold a course in Guyana in the summer of 1977.

As you will see from the enclosed copy of the report of the planning meeting already referred to, the outline syllabuses prepared by the participants are far too wide to be covered by any one course. It is therefore necessary to select those areas that will be of most assistance to Caribbean territories. Discussions with the Caribbean representatives attending the course on "Publishing in Developing Countries" currently being held at Sussex University have indicated that certain selections from the Recommended Syllabuses would appear to be of particular value to people who are already engaged in editorial work or who are about to be appointed to editorial posts. These are listed on the enclosure headed "Preliminary Draft of Course Outline".

The basic objective of such a course would be to endeavour, in a period of about six weeks, to widen the knowledge and practical skills of participants so as to improve their editorial performance in their day-to-day work.

We should be grateful if you would give early consideration to these preliminary ideas about the content of the course. Though they have been formulated so as to apply principally to educational publications, this need not be interpreted in a narrow sense. For example, it may happen that books or periodicals are being published or planned for out-of-school youth, or farmers, or new literates, and that it is in the national interest at this time for the training of their editors to take priority over the training of schoolbook editors. If so, it is probable that some of the practical work can be designed to meet their needs. This is a matter on which you may wish to consult other Ministries.

We hope that the proposals in this letter will be of interest to you. In addition, we would welcome any suggestions you may have for modifying the provisional programme for the course in Guyana so that we can take them fully into account when preparing detailed plans later this year.

APPENDIX 4: NOMINATION FORM

Surname (Capital letters)
Forenames
Sex..... Title (e.g. Mr/Miss)
Address at which nominee can be reached
.....
Post held
Brief description of nominee's present or anticipated duties
.....
.....
.....
.....
Signed Name in Capitals
Designation
..... Date

This form should be completed and returned to the Director, Education Division, Commonwealth Secretariat, Marlborough House, London SW1Y 5HX, England, by 31 May 1977. Otherwise the place allocated here may be offered to other governments. If, for this or any other reason, further places become available, would you like to make a further nomination:

- (a) With the cost of travel and subsistence being borne by your Government?
(YES/NO.)
- (b) With these expenses being borne by the Commonwealth Secretariat?
(YES/NO.)

APPENDIX 5: MATERIALS AND BOOKS USED ON THE COURSE

Materials supplied by the Commonwealth Secretariat

Metal typescales;* line depth calculators;* proof reader's symbols;* large Pentel pens (black); small Pentel pens (black and coloured); A4 notebooks; Swan Morton No.3 scalpels; Stanley knives and blades; A3 layout pads; A4 acetate pads; Sellotape; double-sided tape; Process white and black; sable paint brushes; India rubbers and putty rubbers; Cowgum; Ronsonol (thinner); Tippex (correction paper); scissors; cartridge paper, cover paper, tracing paper; Rotring pens and ink; Letraset (1209, 1208, 704, 703, 1568, 727, 722, 726, 721, 715, 716, 729, 557, 558); Letratone LT 58, 45, 33, 99); Pantone film (red, blue, yellow); Letraset catalogues; Pantone colour specifier; TP Polaroid Halftone Camera and films.

Materials supplied by the Host Government

Gestefax 100 and 200 stencils; Gestetner paper plates; duplicating paper ($8\frac{1}{2} \times 11$, $8\frac{1}{2} \times 14$); duplicating ink; correction fluid; cover stock; photocopying paper, ruled paper; pencils (3H to 4B); pencil sharpeners; file jackets; leatherette briefcases; T squares; set squares; drawing boards; typing paper; envelopes; carbon paper; lettering sets; miscellaneous materials.

Books supplied by the Commonwealth Secretariat

Darley, L.S. Butcher, Judith Periodicals Production	Introduction to Book Binding (Faber) Copy-Editing, (Cambridge U.P.) Origination; Composing; Printing and Finishing; Paper (British Printing Industries Federation)* Pocket Dictionary of Publishing Terms (Macdonald and Jane's)*
Jacob, H.	
Educational Publishers Council Page, G.T. Westwood, J. Collins, F.H.	Publishing for Schools Into Print (Hart-Davis Educational) Typing for Print Pitman) Collins Authors and Printers Dictionary (O.U.P.) Gem Dictionary of Spelling and Word Division (Collins) Rules for Compositors and Readers (O.U.P.) The Complete Plain Words (Penguin) Design for Print Production (Focal Press) The Making of Books (Faber) Mind the Stop (Penguin) Oxford Advanced Learner's Dictionary of Current English (O.U.P.)
Marshall, Susie B.	
Hart	
Gowers, Sir E. Warford, H.S. Jennett, S. Carey, G.V. Hornby, A.S.	
Gaskell, P.	A New Introduction to Bibliography (O.U.P.).

Jaspert, Berry and
Johnson
Mumby, F.A. and
Norrie, I.
Hyde, S. (ed)
Bingley, C.
Sellers, L.
Crutchley, B.

Burbidge, P.G.
Rod van Uchelen
Publishers Association
Whitford
Craig, J.

B.S.I.

I.B.M.

Encyclopaedia of Type Faces (Blandford)

Publishing and Bookselling (Cape)
Selling the Book (Clive Bingley)
The Business of Book Publishing (Pergamon)
The Simple Subs Book (Pergamon)
Preparation of Manuscripts and Correction
of Proofs (Cambridge U.P.)
Prelims And End-Pages (Cambridge U.P.)
Paste-Up (Van Nostrand)
Introduction to Book Publishing
Copyright and Designs Law (H.M.S.O.)
Production for the Graphic Designer
(Pitman)
Specification for Book Numbering
(British Standards Institution)
Selectric Composer Typeface Portfolio*

Items marked * were given to each participant.

Funds for the books and materials supplied by the Commonwealth Secretariat
(and for the support of the course as a whole) were provided by the
Commonwealth Fund for Technical Co-operation.

APPENDIX 6: QUESTIONNAIRE ISSUED TO PARTICIPANTS PRIOR TO THE COURSE

So that the costing exercises will be meaningful, it is intended to use local prices for materials. Each participant is requested to obtain as much of the following information as possible. Not all sizes/substances may be available locally.

PAPER, Mimeograph

Manufacturer	Size "	Substance	Price per ream		
			Retail	Less discount	Ministry sources
Gestetner	8½ x 11	318,68g/m ²			
	8½ x 14	318,68g/m ²			
	8½ x 11	324,90g/m ²			
	8½ x 14	324,90g/m ²			
	8½ x 11	Med,80g/m ²			
	8½ x 14	Med,80g/m ²			
Domtar or Dompak	8½ x 11	68g/m ²			
	8½ x 14	68g/m ²			
	8½ x 11	90g/m ²			
	8½ x 14	90g/m ²			
Other makes (specify)					

STENCILS

Manufacturer	Type	Price per 50		
		Retail	Less discount	Ministry sources
Gestetner	62 or 6 typing			
	100 electro/vinyl			
	200 electro/paper			
Roneo	typing			
	electro/speed			
	scano/speed			
Other makes (specify)				

INK, per tube of 1 lb(450g)

Gestetner	black			
Roneo	tropical black			

COVER STOCK, COVER PAPERS

Specify size and substance weight, if known.

Manufacturer	Desc. & Size	How packed (220's, quires, etc)	Retail price

APPENDIX 7: COURSE TIMETABLE

WEEK 1: 25 - 31 JULY

MONDAY

Sessions 1 and 2	Formal opening
Session 3	Introduction to the course
Session 4	Introduction to mimeographed booklets

TUESDAY

Session 1	Preparing a Type 62 stencil
Session 2	Principles of design
Session 3	Principles of writing instructional materials
Session 4	Preparing an original for scanning

WEDNESDAY

Session 1	Paper: its usage and properties
Session 2	How to make a booklet
Session 3	Preparation of dummy booklets
Session 4	Selection of topics and presentation

THURSDAY

Sessions 1 - 4	Project 1: the production of mimeographed booklets in groups
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FRIDAY

Sessions 1 and 2	Project 1 continues
Sessions 3 and 4	Layout on Type 62 stencils Paste-up for scanning

SATURDAY

Visit to Georgetown

WEEK 2: 1 - 6 AUGUST

MONDAY

Session 1	Mimeographing
Sessions 2 - 4	Project 1 continues

TUESDAY

Session 1	Costing stencilled booklets, Part 1
Sessions 2 - 4	Project 1 continues

WEDNESDAY

Session 1	Costing stencilled booklets, Part 2
Sessions 2 and 3	Project 1 concludes
Session 4	Stencil paper and cover stock
Session 5	Introduction to Printing Processes (PIRA slides)

THURSDAY

Session 1	Evaluation of Project 1
Session 2 and 3	Further scanning practice
Session 4	The role of the book designer

FRIDAY

Session 1	Project 2 begins (tasks and constraints outlined; groups formed)
Session 2 - 4	Groups begin planning and scheduling
Session 5	Offset (PIRA slides)

SATURDAY

Visit to Kuru Kuru

Reception by Minister of Education, Social Development and Culture

SUNDAY EVENING FILM

"A Way of Looking" (Caribbean Mathematics Project)

WEEK 3: 8 - 13 AUGUST

MONDAY

Session 1	Groups report progress The point system
Sessions 2 - 4	Project 2 continues
Session 5	Art and Copy to Printing Plate (PIRA slides)

TUESDAY

Session 1	Groups report progress Copyfitting exercises
Sessions 2 and 3	Project 2 continues
Session 4	Round-up of Project 1 Farewell to the Paynes.

WEDNESDAY

Sessions 1 - 2	Groups report progress Grid construction and use
Sessions 3 - 4	Project 2 continues
Session 5	Prelims and end pages

THURSDAY

Session 1	Groups report progress Preparing a typescript for typesetting
Session 2 - 4	Project 2 continues
Session 5	Preparing an order for typesetting

FRIDAY

Sessions 1 - 2	Groups report progress Project 2 continues. Completed typescript and order for delivery to typesetter
Session 4	Paper and paper selection

SATURDAY

Visit to Kaieteur

WEEK 4: 15 - 20 AUGUST

MONDAY

Session 1	Halftones (PIRA slides)
Session 2	Scaling and cropping photographs
Session 3	Preparing camera-ready art work
Session 4	Project 2 continues

TUESDAY

Session 1	Project 2 continues
Sessions 2 - 4	Visits to Guyana Printers Ltd and the Guyana Chronicle

WEDNESDAY

Sessions 1 - 2	Readability
Session 3	Project 2 continues
Session 4	National Bibliographies and Depositary Laws

THURSDAY

Session 1 - 4	Project 2 continues
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FRIDAY

Sessions 1 - 4	Project 2 concludes (Camera-ready paste-ups completed)
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WEEK 5: 22 - 26 AUGUST

MONDAY

Sessions 1 and 2	Project 3 - Designing the cover
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Sessions 3 and 4	National Publishing Needs
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TUESDAY

Sessions 1 - 3	Visits
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Evening	Reception for Caricom Education Ministers
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WEDNESDAY

Session 1	Planning a National Publishing Programme
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Sessions 2 - 3	Practical sessions in groups
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Session 4	Group reports
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THURSDAY

Sessions 1 - 2	Regional Publishing (The Caribbean Community Secretariat)
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Sessions 3 - 4	The Commonwealth Association
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FRIDAY

Sessions 1 - 4	Visits
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Note: The visits were paid to Guyana Printers Ltd. to observe the printing of the Project 2 booklet on a Heidelberg "Sorn" offset press, to the Guyana National Service Publishing Centre to participate in silk screening the cover, to the Ministry of Education Test Development Unit to observe printing of smaller publications on a Gestetner 211 offset press, and to Guyana National Lithographic to observe a variety of printing processes.

WEEK 6 29 AUGUST - 2 SEPTEMBER

MONDAY

Session 1	Copyright
Session 2	Writing is an Activity of the Mind
Session 3	The Role of the Editor
Session 4	Exercises in Editing

TUESDAY

Session 1	Visit to printers to see completion of Project 2
Session 2	Evaluation of Project 2 Follow-up to the course
Sessions 3 or 4	Visit to Tests and Development section to see the printing of <u>The Spirit of Happy Water</u>

WEDNESDAY

Visit to Linden
Participants begin to depart

THURSDAY

Completion of The Spirit of Happy Water
Practice with Gestefax scanner

FRIDAY

Participants depart

Session times throughout the course were as follows:

Session 1	8.30 - 10.00
Session 2	10.30 - 12.00
Session 3	1.15 - 4.00
Session 4	4.30 - 6.00
Session 5	7.30 - 8.30

APPENDIX 8: EVALUATION FORM

The aim of this questionnaire is to assess the training course and thereby help the Commonwealth Secretariat to plan other courses here and in other parts of the world. Your answers will be anonymous, and your frank assessment will be highly appreciated. For questions 1 and 2, please circle the number from 1 to 5 in each case, and write your comments in the spaces provided.

The number 1 means excellent, very helpful, very interesting, very relevant etc.

The number 2 means good, helpful, interesting, relevant etc.

The number 3 means average, fairly helpful, fairly relevant etc.

The number 4 means poor, not helpful, uninteresting, not relevant etc.

The number 5 means very poor, a waste of time etc.

1. Rate (from 1 to 5) each of the following aspects of the course.

- (a) The training in the method of producing mimeographed materials
- (b) The experience of writing your own booklets for mimeographing
- (c) The experience of producing your own mimeographed materials
- (d) The experience of writing your own booklets based on photographs
- (e) The experience of scheduling the offset publication
- (f) The training in copyfitting
- (g) The training in scaling and cropping photographs
- (h) The experience of preparing your own dummies
- (i) The experience of preparing camera-ready copy
- (j) The training in making silk screens
- (k) The experience of making your own silk screen covers

Comments (e.g. on things you particularly liked or disliked)...

2. Rate (from 1 to 5) each of the following aspects of the course.

- (a) The lectures using PIRA slides
- (b) The opening (plenary) sessions on most days

- (c) The sessions on national publishing
- (d) The sessions on regional publishing and international organizations
- (e) The use of polaroid halftone camera
- (f) The group discussions (e.g. on costing)
- (g) The theoretical exercises (e.g. on readability)
- (h) The equipment (e.g. printer's rule) you received
- (i) The books you received
- (j) The books on display
- (k) Informal discussions with tutors
- (l) Informal discussions with one another

Comments on these and other aspects of the training programme...

3. Look back at the questions you have just answered, and, in the following list, make a tick beside each of those aspects of the course which will be of help to you on your return home.

1a, 1b, 1c, 1d, 1e, 1f, 1g, 1i, 1j, 1k,

2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2k, 2l,

Comments...

For questions 4 to 7, please tick the answers you think most appropriate, and add comments where you wish.

4. Did you find the level of teaching: too easy about right too difficult

Comments...

5. Did you get any fresh ideas or insights from the course? Plenty Some Very few None

Comments...

6. What is your opinion about the way the course was planned?

Excellent Good Fair Poor

Comments

7. What did you think of the day-to-day organization? Excellent Good Fair Poor

Comments...

Your comments on the remaining questions would be appreciated.

8. Is there anything not listed above that you have learned on the course?

9. What for you is the most important question left unanswered?
10. Is there anything that would have made your stay more pleasant and comfortable?
11. Is there anything else you would like to add? (Feel free!)

APPENDIX 9: PARTICIPANTS

BARBADOS

- Mr. John Inniss
Education Officer (Language Arts),
Ministry of Education, Jemmotts Lane,
St. Michael.
- Mr. Selwyn Nichols
Audio Visual Aids Officer,
Audio Visual Aids Department, Ministry
of Education, Jemmotts Lane, St. Michael.

BELIZE

- Mrs. Hortense Wade
Principal,
St. Joseph Upper School, Belize City.
- Mr. Gilberto Chulin
Social Studies Co-ordinator,
Curriculum Development Unit, St. Mary's
School, Belize City.

BRITISH VIRGIN ISLANDS

- Mr. Roy Harrigan
Headmaster,
Robinson O'Neal Memorial School,
North Sound, Virgin Gorda.

DOMINICA

- Miss Floss Christian
Education Officer (Infants),
Ministry of Education, Youth Affairs
and Co-operatives, Roseau.

GRENADA

- Mr. Martin Clement
Tutor,
Grenada Teachers' College,
Mardi Gras, St. Paul's.

GUYANA

- Miss Dale Blackman
Research Assistant,
Ministry of National Development,
50 Camp Street,
North Cummingsburg,
Georgetown.
- Miss Sharon Dawson
Assistant Editor,
Guyana National Service Publishing
Centre,
19 Industrial Site, Ruimveldt.

Miss Cynthia Willis	Agricultural Officer, Ministry of Agriculture, 248 New Garden Street, Georgetown.
Mr. Reuben Gilbert	Acting Senior Master, Charlestown Government Secondary School, Charles & Howes Streets, Georgetown.
Mr. Otis Goodluck	Programme Assistant, Department of Culture, Ministry of Education, Social Development and Culture.

First part of the Course

Miss Elaine Cockbill	Lecturer, Cyril Potter College of Education, Turkeyen, Greater Georgetown.
Mrs. Lorain Mapp	Nursery School Teacher, South Road Nursery School, South Road, Greater Georgetown.

JAMAICA

Mrs. Thelma Pyne	Manager, Jamaica Publishing House Ltd. 97 Church Street, Kingston.
Mrs. Lois Gayle	Assistant Supervisor, Materials Production Unit, Jamal Foundation, 47b South Camp Road, Kingston 4.

ST. KITTS

Mrs. Vivienne Gumbs	Assistant to Education Officer in School Broadcasting, Ministry of Education, Health and Social Affairs, Basseterre.
Mrs. Yvonne Maynard	Offset Camera Operator, St. Kitts-Nevis Trades and Labour Union.

ST. LUCIA

Mr. Clifton Huntley	Education Officer (Adults), Ministry of Education, Castries,
Mrs. Muriel Gill	Co-ordinator, Curriculum and Materials Development Unit, The Morne Complex, Castries,

ST. VINCENT

Mr. Austin Nurse	Principal, Troumaca Junior Secondary School, Troumaca.
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