

Training in Book Production

**Report of the Caribbean
Regional Course**

Guyana, 25 July–2 September 1977



Commonwealth Secretariat

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COMMONWEALTH SECRETARIAT

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BACKGROUND AND ARRANGEMENTS

1. The first regional training course in book development organized by the Commonwealth Secretariat was held in Guyana from 25 July - 2 September 1977 for participants from 11 Commonwealth Caribbean countries. Its origins dated from the Sixth Commonwealth Education Conference, held in Jamaica in 1974, which agreed that the Commonwealth Secretariat "should explore further the promotion of training opportunities for key personnel at both regional and Commonwealth level", and noted the offer made by Guyana to host a regional course for the Caribbean. Further support was given by the third of the Commonwealth Secretariat's regional book development seminars, held in Nigeria in February 1975, at which a paper on "Training Courses in Textbook Publishing" was presented by Mr. Abul Hasan, Special Officer (Books) in the Indian Ministry of Education and Social Welfare.

2. As a result of these expressions of interest, the Commonwealth Secretariat prepared a discussion paper on "The Need for New Courses" (an extract from which appears as Appendix 1) and sent it to seven governments and three universities, selected on a regional basis, together with an invitation to nominate representatives to a planning meeting. This meeting, which was held in London in December 1975, agreed that the shortage of trained writers, translators, book designers, book illustrators and other people engaged in the book industry was a major factor retarding national educational, social, and cultural development. It recognized that existing training opportunities were inadequate, and prepared outline syllabuses for nine courses which covered most sectors of the book industry and were designed for use in developing countries themselves. In view of the urgency of the need, the meeting recommended that the Commonwealth Secretariat's book development programme should give high priority to supporting the establishment of courses in book production at regional centres in Commonwealth developing countries. It also recommended that the first regional course should be held, if possible, "by the end of the next financial year" (i.e. by June 1977).

Planning the Course

3. Preparations began in June 1976 when the Director of the Education Division of the Commonwealth Secretariat visited Guyana and held discussions on the venue for the course and its content. It was agreed that in order to keep costs down the course should, if possible, be held during the long vacation at a residential institution. It was also agreed that most emphasis should be placed on techniques of editing and book production.

4. Further refinement of the course content took place when, in early December, the Guyana Ministry of Education appointed Mr. Herman Hubbard of the Curriculum Development Unit as Course Co-ordinator. Mr. Hubbard was at that time attending a Seminar on Publishing in Developing Countries at the Institute of Development Studies at the University of Sussex. It was therefore possible to hold discussions with him and with participants from three other Commonwealth Caribbean countries (Jamaica, Belize, and the British Virgin Islands) who were also attending the course.

5. Following these discussions a preliminary draft of the course outline was sent to Ministries of Education throughout the Commonwealth Caribbean (Appendix 2) together with a letter (Appendix 3) outlining the proposals for the course and seeking suggestions for modifying its content. As no modifications were proposed, the draft formed the basis of the eventual programme, though in the time available it was not possible to cover everything contained in it. Meanwhile, Mrs. Sybil Cort, who had been appointed by the Guyana Ministry of Education as Administrative Officer for the course, provided detailed information on the course venue (the Cyril Potter College of Education), the facilities offered by the College, the dates when the College would be available (late July until early September), and the cost of accommodation.

6. At the beginning of February 1977, a meeting was held between Mr. John Macpherson of the Commonwealth Secretariat (later appointed Course Director), Mr. Herman Hubbard (Course Co-ordinator) and Mr. David Plumb (a typographer and designer who was later appointed as one of the consultants to the course). It was agreed that the course should last for six weeks, be limited to a maximum of 30 participants, and proceed in three phases each lasting for two weeks. During the first two weeks the participants, working in small groups, would write, illustrate and produce mimeographed booklets, and become so familiar with the techniques and equipment involved (particularly with typewriters, electronic stencillers, and mimeograph machines) that they would be able to train other people to produce similar materials by similar methods. During the second two weeks the participants, working in different groups, would be given identical sets of photographs as a basis for writing, designing and preparing camera-ready typeset copy of booklets to be printed by offset litho. Then, in the final two weeks, the participants would learn the techniques of silk-screen printing, observe one of the offset booklets at various stages of production at a printery, and discuss a number of matters connected with editing and publishing. Teaching during the first four weeks would generally be confined to those topics that the participants would need to know in order to carry out the practical projects.

7. At the meeting it was also agreed that, subject to approval being granted by the Government of Guyana, Mr. Hubbard should pay a stop-over visit to St. Lucia on his return home. In St. Lucia he would hold discussions with Mr. R.D. Payne, the Regional Education Adviser of the British Ministry of Overseas Development who for several years had been assisting Commonwealth Caribbean governments in the production of curriculum materials and who possessed specialist knowledge of the preparation of inexpensive mimeographed booklets. As an outcome of Mr. Hubbard's visit, and with the agreement of the Ministry of Overseas Development and the Government of St. Lucia, Mr. Payne was appointed consultant to the course with specific responsibility for training participants in the preparation and production of mimeographed booklets. It was further arranged that Mrs. Payne should accompany her husband and share equally in the tuition. As a result of their combined expertise, it was possible to divide the participants into eight small groups and thereby to produce 800 copies of eight mimeographed booklets in eight days - an achievement which astonished even the participants themselves. Also during Mr. Hubbard's visit to St. Lucia, a provisional timetable for the mimeograph component of the course was prepared, as was a list of the machinery, equipment and supplies needed to produce the booklets.

8. In April a letter was sent by the Commonwealth Secretariat to Ministries of Education throughout the Commonwealth Caribbean setting out details of the course and seeking nominations. The following places were

allocated: Antigua 1, Bahamas 2, Barbados 2, Belize 2, British Virgin Islands 1, Dominica 2, Grenada 1, Jamaica 3, Montserrat 1, St. Kitts 2, St. Lucia 2, St. Vincent 1, Trinidad and Tobago 3, and Guyana (the host country) 5. Part of the letter read as follows: "In view of the nature of the course content, it will be seen that the selection of suitable participants is of crucial importance. The Report of the Planning Meeting which recommended the introduction of regional book development courses stressed that 'it is of vital importance that before participants for (these) courses are nominated, governments ensure that on their return participants will be employed in jobs in which their skills will be put to direct use for a reasonable period of time!' Because it was realized that some of the most eligible participants might not be attached to Ministries of Education, the letter went on to say that, "People engaged in the preparation of materials for adult literacy, health, nutrition and agriculture should not be overlooked. The course is also open to employees of private publishing firms, should you choose to nominate them." Moreover, so that Governments could take full advantage of this opportunity, they were informed that they could, if they wished, nominate an additional participant for consideration if numbers fell below 30.

9. As far as numbers were concerned, the results were not encouraging. No government expressed an interest in nominating an additional participant, and several did not fill their allocation. Thus, Antigua and Montserrat nominated no one; Jamaica nominated two out of three (one of whom was replaced at the last moment); Trinidad nominated three, but one withdrew and was not replaced because a Cabinet decision was required to make the adjustment; the Bahamas nominated one participant who failed to arrive, and Dominica was able to fill only one of its two places. Moreover, many of the nominations were made at the last moment, long after the closing date of 31 May and too late for the participants to make adequate advance preparations. A copy of the nomination form appears as Appendix 4.

10. In the final event, the distribution of participants was as follows: Guyana 5, Barbados 2, Belize 2, Jamaica 2, St. Kitts 2, St. Lucia 2, Trinidad and Tobago 2, British Virgin Islands 1, Dominica 1, Grenada 1, and St. Vincent 1. Five were members of staff of schools or teachers' colleges, six were attached to curriculum units, materials units, and audio-visual units for schools, three were education officers or supervisors, and seven came from outside the formal school system.

11. As far as the nominations themselves were concerned, these can only be judged by results. On the whole the selections were fully justified. Most of the participants who attended the course began making use of their newly acquired skills shortly after their return home, and in some instances the results have been impressive.

12. Something has already been said in paragraph 7 about the two consultants who took charge of the mimeograph component of the course. The third consultant to be appointed was Mr. David Plumb, at that time President-Elect of the Society of Typographic Designers. His experience included designing for a variety of industrial purposes, lecturing at a College of Art, and serving as a consultant at the Commonwealth Science Council's Communication Techniques Workshop in Tanzania in 1976. Mr. Plumb assisted with the mimeograph component of the course, took sole charge of the offset component, and shared in the concluding activities. His expert tutoring of individuals and groups was particularly appreciated by the participants.

13. Acting on advice gained from the reports of other book training courses, it was decided to appoint a full-time Course Co-ordinator (Mr. Herman Hubbard) and an Administrative Officer (Mrs. Sybil Cort). In the event, both appointments proved to be fully justified. Indeed, if Mr. Hubbard and Mrs. Cort had not been fully available for the duration of the course and for a period beforehand and afterwards, the objectives of the course could not have been fully realized. They took charge of the loan and return of equipment, the day to day administration of the course, the supervision of the office staff, the arrangements for visiting lecturers, the general welfare of participants, and the study visits to printers and other organizations. They also took charge of the social programme - so important for people staying in an isolated residential institution. Among other things this included week-end visits to places of interest which enabled the participants from overseas to gain a first-hand insight of Guyana and thereby supplement and correct what they read about the country in the international press.

14. In the weeks leading up to the course, preparations were being made both in Guyana and London. In Guyana the Course Co-ordinator and the Administrative Officer were borrowing such major items of machinery as typewriters, electronic stencillers, film and slide projectors, and stencilling machines, obtaining stocks of equipment and paper for use during the course, making arrangements for printing, silk screening and transportation, reserving the accommodation and teaching facilities at the Cyril Potter College of Education, estimating the costs involved, and budgeting for the host government's contribution to the course. In London the Commonwealth Secretariat purchased other items of equipment and shipped them to Guyana. They included a polaroid camera capable of preparing screened prints and transparencies suitable for offset printing, sets of slides on various printing processes, Letraset sheets, books, printers' rules and typescales. A list of materials and books used at the seminar appears as Appendix 5. Two other tasks undertaken by the Commonwealth Secretariat were those of securing the services of the consultants, and, through the mechanism of the Commonwealth Fund for Technical Co-operation, providing funds to meet the cost of travel, board, lodging and subsistence for the consultants and participants plus certain other items of expenditure. The Commonwealth Secretariat is most grateful to the Ministry of Overseas Development not only for assigning Mr. Payne for the duration of the mimeograph component of the course but also for meeting part of his expenses.

15. A few days before the course began, the Course Director, the Course Co-ordinator, the Administrative Officer, and the two consultants for the first part of the course met at the Cyril Potter College of Education to confirm the programme for the first week of the course, check the materials, and test the equipment to ensure that it was in working order. The consultant for the second part of the course, who arrived the day before the opening, not only assisted with the training for the first two weeks but had sufficient time to plan the work for the offset component, give introductory illustrated lectures on offset printing, prepare and mimeograph a handbook for the participants, visit the printers who would be involved in printing the course materials, and prepare work schedules for the participants. Day to day planning was undertaken by the course officials on most evenings so as to take the day's progress and problems into consideration.

The Course Venue

16. The course was held at the Cyril Potter College of Education adjoining the University of Guyana and about four miles from the centre of Georgetown. The main advantage of using a residential college was that it provided accommodation (in single rooms) and meals for the consultants and

participants on the same site as the course work. As a result no time was lost in travelling, and groups were able whenever they wished to continue working on their projects after dark. The College was able to provide offices for the consultants and administrative staff, and rooms for storage, teaching, group work, and audio-visual demonstration. It also provided items of equipment, without which the course could not easily have achieved its production schedules. In addition, the participants were able to make use of the College's sports facilities. Thanks are due to the Principal of the College and those who assisted her for the excellence of the arrangements and for the unfailing care and consideration they gave to the consultants and participants.

Formal Opening

17. The course was formally opened by the Guyana Minister of Education, Social Development and Culture, Cde. Vincent Teekah, at 8.30 a.m. on Monday 25 July 1977. Other speakers at the ceremony were the Chief Education Officer, the Course Co-ordinator, and the Course Director. The vote of thanks was proposed by one of the participants, Mr. K. Seepersad of Trinidad and Tobago.

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.

EVALUATION

1. At the end of the course, each of the participants was given an evaluation form (see Appendix 8) and asked to complete it anonymously and return it the following day.

2. The form began with an eleven-part question asking participants to rate, on a five-point scale, each of the major types of practical training and experience. It was followed by a similar twelve-part question on the other major components of the course. In all there were 446 responses to these questions. Taken as a whole they were highly favourable, with 192 in the highest category, 172 in the second, 74 in the middle, 7 in the fourth category and only 1 (on the use of the camera) in the lowest. The response of the participants to each separate item is shown in the table on the next page. In judging the significance of the mean score values, it should be noted that a value of 4 would indicate that everyone without exception considered the item "excellent, very helpful, very interesting, very relevant etc."; a scale value of 0 would indicate that everyone found it "very poor, a waste of time etc." In fact the lowest mean score value (2.3) was above the half-way mark, and all but three of the ratings were between 3 and 4.

3. Comments on these two questions were also invited. In view of the high ratings given to the specific items, it is not surprising that the number of favourable comments exceeded critical ones. Thus,

Table 1: Participants' Ratings of the Major Components of the Course and their Usefulness in Future Work

Items	Mean Score Values	Usefulness
1. (a) The training in the method of producing mimeographed materials	3.7	17
(b) The experience of writing your own booklets for mimeographing	3.3	16
(c) The experience of producing your own mimeographed materials	3.5	16
(d) The experience of writing your own booklets based on photographs	3.3	11
(e) The experience of scheduling the offset publication	3.6	8
(f) The training in copyfitting	3.5	9
(g) The training in scaling and cropping photographs	3.3	11

	Items	Mean Score Values	Usefulness
	(h) The experience of preparing your own dummies	3.7	17
	(i) The experience of preparing camera-ready copy	3.6	12
	(j) The training in making silk screens	3.7	10
	(k) The experience of making your own silk screen covers	3.4	9
2.	(a) The lectures using PIRA slides	2.3	3
	(b) The opening (plenary) sessions on most days	3.0	10
	(c) The sessions on national publishing	2.8	12
	(d) The sessions on regional publishing and international organizations	3.0	8
	(e) The use of polaroid halftone camera	2.3	7
	(f) The group discussions (e.g. on costing)	3.2	13
	(g) The theoretical exercises (e.g. on readability)	3.2	12
	(h) The equipment (e.g. printer's rule) you received	3.5	16
	(i) The books you received	3.4	15
	(j) The books on display	3.0	6
	(k) Informal discussions with tutors	3.3	10
	(l) Informal discussions with one another	3.2	11

Several participants said that they liked everything or found it all good. Others found it meaningful; relevant; enlightening; valuable; and stimulating. One had a feeling of "satisfaction at a job well done"; another was "really inspired with the knowledge I have gained in such a short time". Several made special mention of the usefulness of the equipment and books they had received; others mentioned with approval the pleasure of producing a book, the challenge of copyfitting, the capability of operating various machines, and sharing of ideas and learning from each other. More specific criticisms and commendations are listed in Table 2.

Table 2: Participants' Remarks on the Major Components of the Course

Commendations	Criticisms
Group discussions were always valuable. Changing groups was an excellent way of getting participants to intermingle.	Though working groups were inevitable to produce books, they generated fiction.
The slides were good previews for what was done at the printers.	The slides were not helpful.
The sessions on national and regional publishing were enlightening and useful...of exceptional interest.	National and regional publishing - too much talk.
Previous knowledge helped a lot.	Some sessions not so interesting because of previous knowledge.
Kept alert: no time for lagging.	The pace was gruelling.
The tutors were willing to go over things not understood the first time.	The lecturer was patronizing.
A great pleasure to produce my own book.	Could have produced a more advanced text.
Books on display were helpful.	Books on display could not be purchased by participants.
	Standing around printeries was tiring.

4. Besides rating the major components of the course and commenting on them, participants were asked to indicate which of them would be of help to them on returning home. The responses are shown in the third column of Table 1. They reveal that the most useful things were the training and experience of preparing dummies, and the equipment and books that were given to participants during the course. The least useful were the lectures based on slides and the books on display - no doubt because neither would be available to the participants on their return home.

5. The next question on the evaluation form asked the participants about the level of teaching. All but one felt that it was "about right", the one exception saying that "while some of the teaching was quite good there were times when the subject matter was put over in a manner that caused bewilderment". Other comments were, "Excellent and understandable"; "ideal - managed to include all involved"; "about right except for some of the plenary sessions when the teaching was too difficult"; and "the language of offset printing was difficult at first, but it became clearer as the work progressed".

6. In reply to question 5, all but two of the participants said they had gained plenty of fresh insights from the course, and the remaining two said that they had gained some. Among the comments were the following:

"I have learned to respect the appearance of books because I am aware of

what goes into production". "Readability tests were completely new; new insights in writing and editing". "I now understand the language of the designer and publisher". "I shall go back with a far greater appreciation and understanding of the persons performing the skills". "A new way of looking at books...". "Copy-fitting, typesetting, paste-up, cropping photos, all new: an experience worth having".

7. Questions 6 and 7 dealt with the planning and organization. The results were as follows:

	Planning	Day-to-day Organization
Excellent	8	5
Good	10	13
Fair	2	2
Poor	0	0

8. Favourable comments included the following: "Practice and theory were well coupled"; "Principles learned on the first project were transferred to the second"; "Very well planned: each topic systematically built-up the aims and objectives of the course"; "Scheduling particularly appreciated"; "The course allowed for theory and practical: I learned more this way"; "Right each day"; and "No time for boredom. Each day I learned something new. Each person had an opportunity to be actively involved".

9. Critical comments were: "Too much lecturing towards the end"; "Instructions sometimes came after work produced which meant re-doing what was already done"; "Night sessions lost some of their value because of mosquitoes"; "The evening session might be discontinued"; and "No lectures after lunch in such a hot climate". Several participants mentioned the isolation of the course venue and the difficulty of getting out in the evenings. This, and the sudden slackening of pace after the practical projects ended, led several participants to suggest that the course might have been shortened somewhat. In fact, by omitting some of the concluding sessions on theory, the participants could have returned home at the end of the fifth week, provided they were willing to forgo the experience of seeing their two booklets being printed and receiving copies before leaving. This should be borne in mind when planning future similar courses.

10. Question 8 asked about other things the participants had learned. Several listed topics taught in the final two weeks, (e.g. copyright, the law and publishing, the role of the editor, dealing with printers) and one spoke of "benefiting a great deal from lectures given by members of the community: they have motivated me to increase my knowledge". This, however, was balanced by another participant's comment that "some outside lecturers lacked experience in talking to large groups". Other things participants mentioned as having learned were: "the importance of planning", "working to schedule", "Keeping a progress check", "that publishing is an exacting task", and "what is going on in book production in other territories". In addition, the efforts made to enable participants to learn something of the host country and see something of it received favourable comment, as did the fact that everyone - participants and tutors - shared the same accommodation and "lived together in harmony". Several participants mentioned learning more about other people and about themselves. Returning to publishing, one participant said, "One doesn't have to have years of training and experience and sophisticated equipment to produce a simple booklet: I can now do it".

11. The most frequent responses to question 9, which asked participants to say what for them was the most important question left unanswered, were two further questions: "Can I manage on my own?" and "Will my Government make use of the knowledge I have acquired?" Others were, "How can I get a scanner?" "Is there a technique for producing durable books for infants?" and "How can governments promote publishing, and be a publisher, and yet avoid political bias, monopoly, and censorship?"

12. The contrasting responses to question 10 on comfort were probably due to differences in the participants' living standards at home and, in some cases perhaps, to false expectations of luxury generated by previous attendances at international conferences. Several participants commented here, as in earlier parts of the questionnaire, on the remoteness of the course venue, the limited recreation and transportation available to them, and the annoyance caused by the mosquitoes. One found the bedroom too small and depressing. Others, however, spoke of being quite comfortable and of a most pleasant enjoyable stay. One "could have been more comfortable, but wouldn't have had it any other way".

13. Almost without exception, the participants made use of the final, open-ended question to express their appreciation of the course and of the organizing and tutoring staff - both individually and in general. Thus, one participant wrote, "The tutors were extremely kind and helpful and were always willing, sometimes at great personal sacrifice, to make themselves available. This to me was easily the best feature of the course". Another spoke of "unleashing creative powers we thought we hadn't got or were dead" and another of "the most exciting and interesting training I have experienced". One critical comment was that more attention should have been paid to areas outside the formal educational system; another was that there should be a follow-up; and third expressed concern at the way that the booklet selected for printing was chosen by lot and not by merit. "This could have led to outside persons believing that the work for Project 2 was poor". From the point of view of the course organizers, perhaps the most gratifying comment was the following: "While I cannot honestly say that I am now a professional in book production, I have learnt techniques and skills I can now use. A good foundation has been laid on which each person can build".

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 (8½ x 11, 8½ x 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)
Marshall, Susie B.	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.)
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	Encyclopaedia of Type Faces (Blandford)
Mumby, F.A. and Norrie, I.	Publishing and Bookselling (Cape)
Hyde, S. (ed)	Selling the Book (Clive Bingley)
Bingley, C.	The Business of Book Publishing (Pergamon)
Sellers, L.	The Simple Subs Book (Pergamon)
Crutchley, B.	Preparation of Manuscripts and Correction of Proofs (Cambridge U.P.)
Burbidge, P.G.	Prelims And End-Pages (Cambridge U.P.)
Rod van Uchelen	Paste-Up (Van Nostrand)
Publishers Association	Introduction to Book Publishing
Whitford	Copyright and Designs Law (H.M.S.O.)
Craig, J.	Production for the Graphic Designer (Pitman)
B.S.I.	Specification for Book Numbering (British Standards Institution)
I.B.M.	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 Depository
Laws |

THURSDAY

Session 1 - 4 Project 2 continues

FRIDAY

Sessions 1 - 4 Project 2 concludes
(Camera-ready paste-ups completed)

WEEK 5: 22 - 26 AUGUST

MONDAY

Sessions 1 and 2 Project 3 - Designing the cover

Sessions 3 and 4 National Publishing Needs

TUESDAY

Sessions 1 - 3 Visits

Evening Reception for Caricom Education
Ministers

WEDNESDAY

Session 1 Planning a National Publishing
Programme

Sessions 2 - 3 Practical sessions in groups

Session 4 Group reports

THURSDAY

Sessions 1 - 2 Regional Publishing (The Caribbean Community
Secretariat)

Sessions 3 - 4 The Commonwealth Association

FRIDAY

Sessions 1 - 4 Visits

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),
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St. Michael.
- Mr. Selwyn Nichols
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- Mrs. Hortense Wade
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- Mr. Gilberto Chulin
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BRITISH VIRGIN ISLANDS

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ST. KITTS

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