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**JAMAICA  
LIBRARY  
ASSOCIATION  
BULLETIN  
1977**

WOTAD0022A  
Executive Committee

Presidential Address

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JAMAICA LIBRARY ASSOCIATION  
Executive Committee

President: & Representative Jamaica Library Service	Miss Leila Thomas Director Jamaica Library Service 2 Tom Redcam Drive Kingston 5.	Hon. Assistant Secretary	Mrs. Joan Hay Senior Librarian Jamaica Library Service 2 Tom Redcam Drive Kingston 5.
1st Vice-President	Miss Daphne Douglas Head Dept. of Library Studies University of the West Indies Kingston 7	Representative: University of the West Indies	Mrs. Albertina Jefferson Deputy Librarian University of the West Indies Kingston 7.
2nd Vice-President	Mrs. Rosalie Williams Head Administration Institute of Jamaica East Street, Kingston	Representative: Institute of Jamaica	Mrs. Rosemary Kavanagh Head of Technical Services Institute of Jamaica, East Street, Kingston.
Immediate Past President:	Miss Stephanie Ferguson Librarian College of Arts, Science & Technology Hope, Kingston 6.	Representative COMLA	Professor J.C. Harrison President, COMLA 2a Ruthven Road, Kingston 10.
Hon. Treasurer:	Mrs. Yvonne Lawrence Librarian Supreme Court Library Public Buildings King Street Kingston.	Representative: Schools Section	Sister Mary Tarcissia Immaculate Conception High School Constant Spring Road,
Hon. Secretary	Miss Yvonne Graydon Librarian Ministry of Education, National Heroes Circle, Kingston 4.	Representatives: Special Libraries:	Mrs. Shirley Davis Librarian International Bauxite Association P.O. Box 551, Kingston 5.

CHAIRMAN OF SUB-COMMITTEE

Miss Daphne Douglas — Registration of Librarians

CHAIRMEN OF WORKING PARTIES

Mrs. Hazel Bennett — Status, Salaries &  
Conditions of Service  
Miss Daphne Douglas — Education  
Mrs. Clover Chung — Promotions & Fund Raising  
Mrs. Shirley Davis — Research & Publications

PREPARED AND EDITED BY  
RESEARCH AND PUBLICATIONS WORKING PARTY

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Mrs. C.P. Fray  
Miss Maizy Wedderburn  
Mrs. A. Chambers  
Mrs. A. Alleyne  
Mrs. O. Lewis

Presidential  
Address

by Leila Thomas

Madame past President, members of the old and new Executives, the President of COMLA, the Chairman of the National Council on Libraries, the Chairman, Jamaica Library Board, Mr. F.L. Sangster, fellow Librarians.

May I take this opportunity to congratulate the Association on the work accomplished during the year just ended. The activities outlined in the Annual Report give some indication of the work and dedication of the past Executives. Reflected in this report are also some of the major pre-occupations of the Association during the past year. These will continue, I am sure, to engage the attention of the new Executive during the year.

Today, we are here, representing the library profession in Jamaica, and here, as elsewhere, traditional methods and beliefs are being questioned and there is the continuing and urgent search for an acceptable "new order". Libraries like all other institutions are affected by the changes in the society, be they social, economical or political, and must therefore take a critical look at the established systems and practices and even the "philosophy" of Librarianship, if such a philosophy exists (and this may be a subject for future debate) in order to assess their relevance and the contribution that they can make to the society in which they exist.

If libraries are to play a vital role in the society, the Association which is the united voice of the profession should consistently examine burning issues and new developments which affect libraries and librarians and provide the professional guidance on viewpoint.

As an Association, we welcomed the appointment of a National Council on Libraries, Archives and Documentation Services by the Hon. Prime Minister of Jamaica in 1973, and today, we congratulate the new Chairman, Mr. Henry Fowler, a dedicated and committed friend of libraries, on his appointment. The Jamaica Library Association promises to work very closely with the Council and to seek the assistance of the Council in

the continuing efforts to improve the status of the profession, and in determining those issues and developments which should be vigorously pursued in the interest of the profession. We are sure that we can also rely on the support of the Commonwealth Library Association under its President, Mr. K.C. Harrison.

Perhaps, we may consider briefly some matters which I believe, are of concern to us as Librarians and to which the Association as a body should direct its attention. I begin with the profession of Librarianship itself.

Librarians are concerned that after 25 years, Librarianship as a profession is not fully recognised as such in Jamaica. Evidence of this non-recognition at government level is the fact that in the classification exercises carried out in the last few years librarians have not been placed in the professional groups. One of the immediate tasks of our Library Association as I see it, is to press for recognition as a profession and for parity of status with other professions. This is vital to our development.

As a first step, the Association may do well to examine the characteristics of a profession in order to assess its claims to that status.

In viewing the profession of Librarianship in today's changing society, one writer sees its main professional characteristics as being:—

- (a) Inter-dependence between the profession and the community.
- (b) Constant communication between the profession and the community concerning the needs of the community, the ways in which the profession can meet these needs, and the effectiveness of professional activities that are in operation.
- (c) Security based on social, political and economic support of the community.
- (d) Ability to adapt to changes in the social environment.
- (e) Specialisation.

- (f) Flexibility of methods.
- (g) Creativity.

Whether or not we agree with these characteristics, it is necessary for us as an Association to know what are our claims to professionalism. The draft code of Ethics circulated earlier this morning should be carefully studied by all librarians. The Association needs the confidence, the support and the goodwill of all persons interested in libraries, but especially of the professional librarians, if its goals are to be achieved. We are all librarians working towards the same common goal — an effective and efficient library and information service for the benefit of the community or society we serve. Let us be united in our efforts. Let us not erect barriers against ourselves because of the different systems of training or the different types of libraries in which we work or for any other reason. Let us all unite for the common goal of the profession.

Miss Daphne Douglas in her paper "Library and Documentation Services in Jamaica" presented at the recent NATIS Conference in Jamaica states that there are approximately 150 qualified librarians in Jamaica. It will surprise you to know that of this number only 26 are members of the Association. I leave you to determine the reason for this and to consider how we as members of the Association can convince our librarians of the importance of supporting their own professional Association.

A second area of concern is Education for librarians. The Association needs to take a critical look at the established systems of library education in order to suggest changes in the content of the courses in keeping with present needs and developments. I do feel that library schools should develop non-traditional programmes such as management (in all aspects) and the relevant aspects of behavioural psychology. Management of library services is becoming a complex business and librarians must be equipped to deal with the complexities when they arise.



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The third area of major concern is the new developments in National Planning and Information Technology as they relate to libraries.

The concept of National Information Systems (NATIS) which envisages an infrastructure of well-organised and co-ordinated national systems of library archives and documentation centres and the UNISIST concept for transmitting information in science and technology are receiving the attention of national and international planners.

These developments have important implications for libraries. Many countries have adopted the NATIS concept as a means towards reducing library costs and producing better service based on co-operative systems and centralised services.

The Jamaica Library Association should make known its views on these developments and should provide the National Council on Libraries, Archives and Documentation Services with guidelines for the operation of NATIS in the Jamaican context.

The application of new technologies, for example the computer, to library operations also calls for some attention from this Association and may I suggest that some research be carried out by one

of our members and a paper be presented at one of the Association's Professional Meetings on the new technologies relevant to our needs, and their applications to libraries in Jamaica.

My fourth and final area of concern is the involvement of the Association in library — related community programmes, and I refer specially to the dynamic programme of the JAMAL Foundation for the eradication of illiteracy in Jamaica. The Association, although, it may be said to be primarily concerned with the literature of the society should also be concerned with the lack of literacy among potential library users. The Association should seek to know more about the operations and programmes of the JAMAL Foundation and consider what contributions it can make.

I have taken up much of your time and will conclude by suggesting what I think should be some of the goals of the Association for the year:—

- (a) Examination of the characteristics of our profession in relation to those of other professions.
- (b) A vigorous programme of education for practicing librarians to make them more aware of the new trends and developments in

their field in order to assess their application to Jamaican libraries.

- (c) A detailed study of training needs of the library profession in Jamaica.
- (d) A sustained promotional programme in order to attract new members to the Association.
- (e) Continued representation to the authorities with a view to government's recognition of our professional status.
- (f) Any input into the proposed NATIS Programme.

May I take this opportunity of congratulating Mr. F.L. Sangster, a long-time friend of libraries for his latest gesture of a Scholarship to the School of Library Studies. May this excellent example of goodwill and appreciation of the needs of the profession be emulated by others in the community.

I look forward to a stimulating and productive year. I know I can rely on the co-operation and support of my fellow librarians, who have shown such confidence in me by electing me President of this Association.

I thank you.

First announcement 1.11.76

# IFLA/UNESCO PRE-SESSION SEMINAR FOR DEVELOPING COUNTRIES

ON RESOURCE SHARING OF LIBRARIES IN DEVELOPING COUNTRIES

August 29-September 3, 1977 Antwerp University (Belgium)

## SEMINAR THEME

The IFLA/UNESCO Pre-Session Seminar, to be held at Antwerp University from Monday, August 29, to Saturday, September 3, 1977, will deal with "Resource sharing of libraries in developing countries".

The Seminar is linked to IFLA's 50th Anniversary Meeting (Brussels, 3-10 September), and to the UNESCO Conference on Universal Bibliographical Control (starting in Paris on September 12).

## SUB-THEMES

Sub-themes to be discussed are: cooperative acquisition plans, processing centers, cooperative storage, cooperative delivery, library networking.

## PARTICIPANTS

Participants from both developing and industrialized countries are invited. Their number will be limited to resp. + 25 and + 15.

Travel expenses and hotel accommodation of participants from developing countries will totally be met by the organizers. This will also — cover the stay during the IFLA-Meeting. Other invited participants are entitled to free hotel accommodation.

## LANGUAGE

The Seminar Language is English. Fluency in English is required.

## ORGANIZATION

Participants prepare a paper on the Seminar-theme. Each lecture is followed by a discussion. Preprints of the papers will be circulated before the Seminar.

Visits to the main Belgian libraries and documentation centers will be organized.

## PLACE

The Pre-Session Seminar will take place at the Library of the "Universitaire Instelling Antwerpen" (UIA). Founded in 1972, UIA is Belgium's youngest university institution; it provides for graduate studies.

## PARTICIPATION FORMS

Librarians, intending to participate in the Seminar, can obtain participation forms at the following address:

Antwerp University Library  
c/o Pre-Session Seminar  
P.B. 13,  
B-2610 Wilrijk,  
Belgium.  
Ref.: D5/5 IFLA-P-77 60511 HV-LS

# Conferences

## SALALM 1976

The 21st annual meeting of the Seminar on the Acquisition of Latin American Library Materials (SALALM) was held at the University of Indiana, Bloomington, between May 2-6, 1976.

There was a special theme session on "Twenty Years of SALALM". Many of those who attended the first seminar in 1956 and are still active in the work of SALALM, participated in this session.

## ACURIL V111

by A. Jefferson, Deputy Librarian, University of the West Indies.

"The Planning of National Library and Information Systems in the Countries of the Caribbean Basin" was the theme chosen for the eighth annual conference of the Association of Caribbean Universities and Research Libraries.

ACURIL VIII was hosted by the University of the West Indies Library and member libraries of ACURIL in Jamaica from October 24 - 29, 1976 at the Jamaica Pegasus Hotel, Kingston with the co-operation and financial assistance of UNESCO, the Ministry of Education of the Government of Jamaica, the University of the West Indies, the Association of Caribbean Universities and Research Institutes, Alcan (Jamaica) Limited, the Jamaica Library Service and the Jamaica Library Association.

The conference attracted some 99 registered participants from member institutions in 13 countries. It consisted in the main of a three-day workshop co-ordinated by Carlos Victor Penna, formerly of UNESCO, with the collaboration of Dr. William Cameron of the School of Library and Information Science, University of Western Ontario and the staff of the School of Librarianship of the

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Publishing in the English Speaking Caribbean."

The book displays by publishers and book dealers from Latin America and the United States, who specialise in Caribbean and Latin American materials, were very well planned. There were many opportunities to discuss the problems of acquiring material concerning the area with promise of cooperation and improvement on all sides.

Alvona Alleyne.



## OPENING OF ACURIL VIII CONFERENCE

From Left to Right: Mr. K.E. Ingram, Chairman of the Local Organizing Committee and University Librarian, U.W.I., Mr. Henry Fowler, Chairman, National Council on Libraries & Documentation Centres, Jamaica, Sra. Maria Elena de Cardona, Immediate Past President, ACURIL, His Excellency The Most Honourable F.A. Glasspole, Governor-General of Jamaica, Senorita Ana Olivia Marin, President of ACURIL, 1975-76, Professor Aubrey Phillips, representing the Honourable Howard Cooke, Minister of Education, The Governor General's Aide-de-Camp.

Central University of Venezuela. As part of the workshop, Reports describing national library and information services and policies were presented for three countries — for Jamaica by Miss Daphne

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Cardona, Director, Caribbean Regional Library, Puerto Rico. The Venezuelan plan of action was considered to be the shining example of concerted efforts to wards the NATIS idea.

Sessions on techniques for the planning of national systems of Library and information services and the role of university libraries in a national library and information system were included in the workshop.

Resolutions coming out of the Conference included: the funding by ACURIL of a co-operative acquisition scheme carried out by the English-speaking Area Acquisitions Committee; the encourage-

ment of the Bibliography Committee to secure the adoption of legal deposit and copyright laws to facilitate the preparation of national bibliographies; the promotion of Caribbean national and subject bibliographies and the publication of the **Bibliography of Bibliographies of the Caribbean**; the support of CARINDEX (Caribbean Social Sciences Index) through the Indexing Committee; the consideration of a central ACURIL Secretariat to act as a clearinghouse for communication among its Committees, providing translation services and support activities of the Association; the establishment of a working group responsible for

following up the Resolutions and pursuing their implementation; constitutional amendments to broaden ACURIL membership to include all types of Libraries in the Caribbean; the urging of ACURIL members to take the initiative in promoting the development and pursuit of national plans for library and information systems in their respective countries; the concentration on the gathering of comparative library legislation, statistical standardization and national and regional tools for library and information service planning by a proposed Committee on Research and Planning.

## COMMONWEALTH LIBRARY ASSOCIATION

COMLA Executive held its 5th meeting at the Secretariat from 1976 October 29—November 4th. On Saturday October 30th the librarians from the Commonwealth Caribbean who had been attending ACURIL VIII were invited to participate in an experimental COMLA Regional Meeting. Not only were they given the latest news of COMLA, but also heard Andrew deHeer, Regional Representative for Africa present his draft proposals for a research project on Rural Library Services. In addition, the West India Reference Library showed a slide/tape feature prepared by the Library with assistance from JAMAL. The technique employed could be very useful in further education projects such as training programs for Teacher Librarians, intermediate library staff and others.

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bean region it was approved in principle that COMLA should co-sponsor and seek financial assistance for a regional seminar on national libraries, and also for a training course for intermediate library staff.

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## SECOND CARIBBEAN ARCHIVES CONFERENCE

This conference took place October 27 — 31, 1975 at the Salako Hotel, Guadeloupe. Delegates came from the Caribbean, France, Canada, Columbia and the U.S.A., representing both Archives and interested institutions and organizations.

The proceedings took the form of working sessions and meetings of the General Assembly of the Caribbean Historical Association, the body staging the

conference. One of the main purposes of the General Assembly meetings was to discuss a draft constitution which was adopted at the closing session in Martinique on October 31. The name of the Association was changed to the Caribbean Archives Association, also known as the Caribbean branch of the International Council on Archives.

Papers presented dealt with: Historical research; Archives and public relations;

Archives and technical training for the Caribbean area; Archival buildings and equipment in tropical countries; and related problems.

Clinton Black who delivered a paper entitled **The Jamaica Archives repository** was made an honorary member of the Association.

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## SEMINAR ON MANAGEMENT OF INFORMATION CENTRES ECUADOR, MARCH 1976.

by Ouida Lewis, Librarian, Scientific Research Council

The Seminar on Management of Information Centres was funded by the Organization of American States and organized by the Centro de Desarrollo del Ecuador (CENDES). There were 29 participants.

The Seminar had the following objectives:

1. To provide a forum for open discussion on problems encountered by managers of information centre services and for an exchange of possible solutions.
2. To give an overview of current developments and practices in information centres.

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4. To introduce participants to internationally available information resources.
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The mode of the seminar was very informal and combined lectures, group discussions and workshops. Participants were divided into groups; and each group had to plan an information centre or if one already existed to identify some of the problems and try to find solutions from the lectures or in consultation with the lecturers. Most groups already had some form of information centre at

different levels of development in their country. Some of the most common problems identified were space and lack of information resources.

Many of the participants were university trained but lacked library training and this seemed to be one of the reasons for the unawareness of information resources.

During the ten days of the Seminar mornings were spent in general sessions and afternoons were devoted to workshops. The evolution and types of information centres, management issues, structures of information centres and range of services provided, internal functions operations, with special reference

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Cardona, Director, Caribbean Regional Library, Puerto Rico. The Venezuelan plan of action was considered to be the shining example of concerted efforts to wards the NATIS idea.

Sessions on techniques for the planning of national systems of Library and information services and the role of university libraries in a national library and information system were included in the workshop.

Resolutions coming out of the Conference included: the funding by ACURIL of a co-operative acquisition scheme carried out by the English-speaking Area Acquisitions Committee; the encourage-

ment of the Bibliography Committee to secure the adoption of legal deposit and copyright laws to facilitate the preparation of national bibliographies; the promotion of Caribbean national and subject bibliographies and the publication of the **Bibliography of Bibliographies of the Caribbean**; the support of CARINDEX (Caribbean Social Sciences Index) through the Indexing Committee; the consideration of a central ACURIL Secretariat to act as a clearinghouse for communication among its Committees, providing translation services and support activities of the Association; the establishment of a working group responsible for

following up the Resolutions and pursuing their implementation; constitutional amendments to broaden ACURIL membership to include all types of Libraries in the Caribbean; the urging of ACURIL members to take the initiative in promoting the development and pursuit of national plans for library and information systems in their respective countries; the concentration on the gathering of comparative library legislation, statistical standardization and national and regional tools for library and information service planning by a proposed Committee on Research and Planning.

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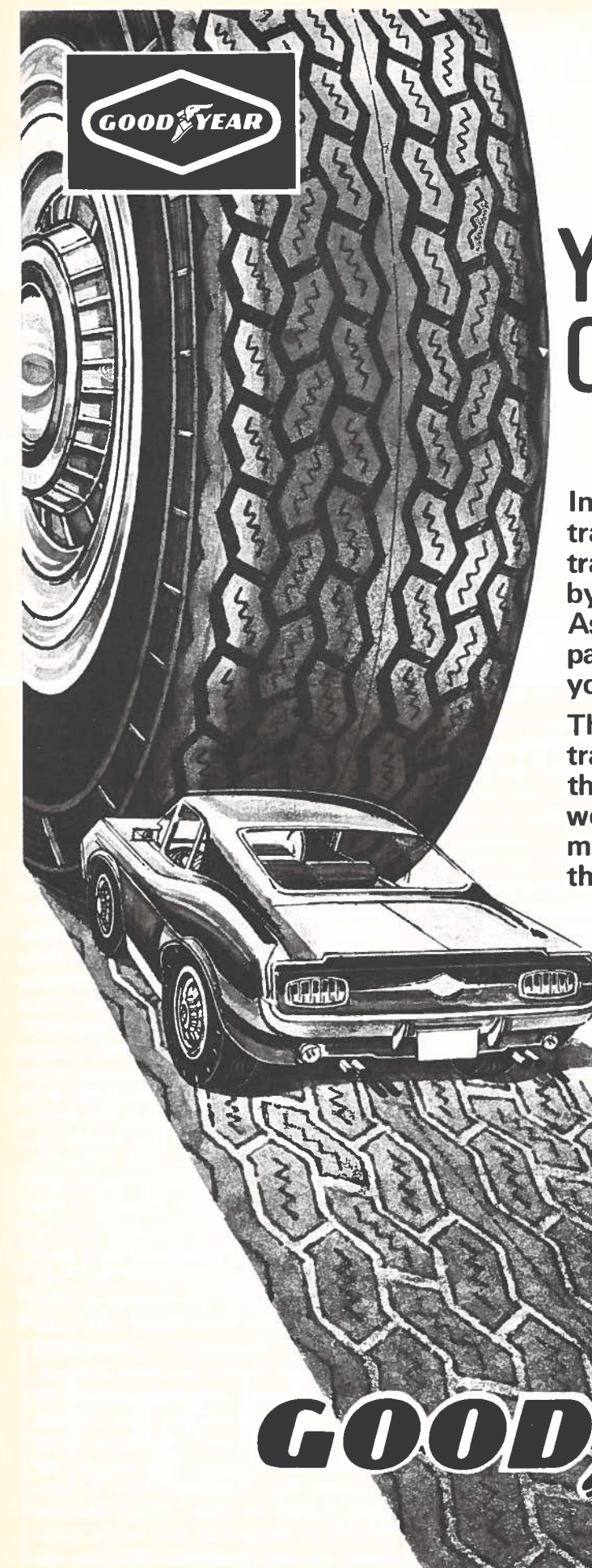
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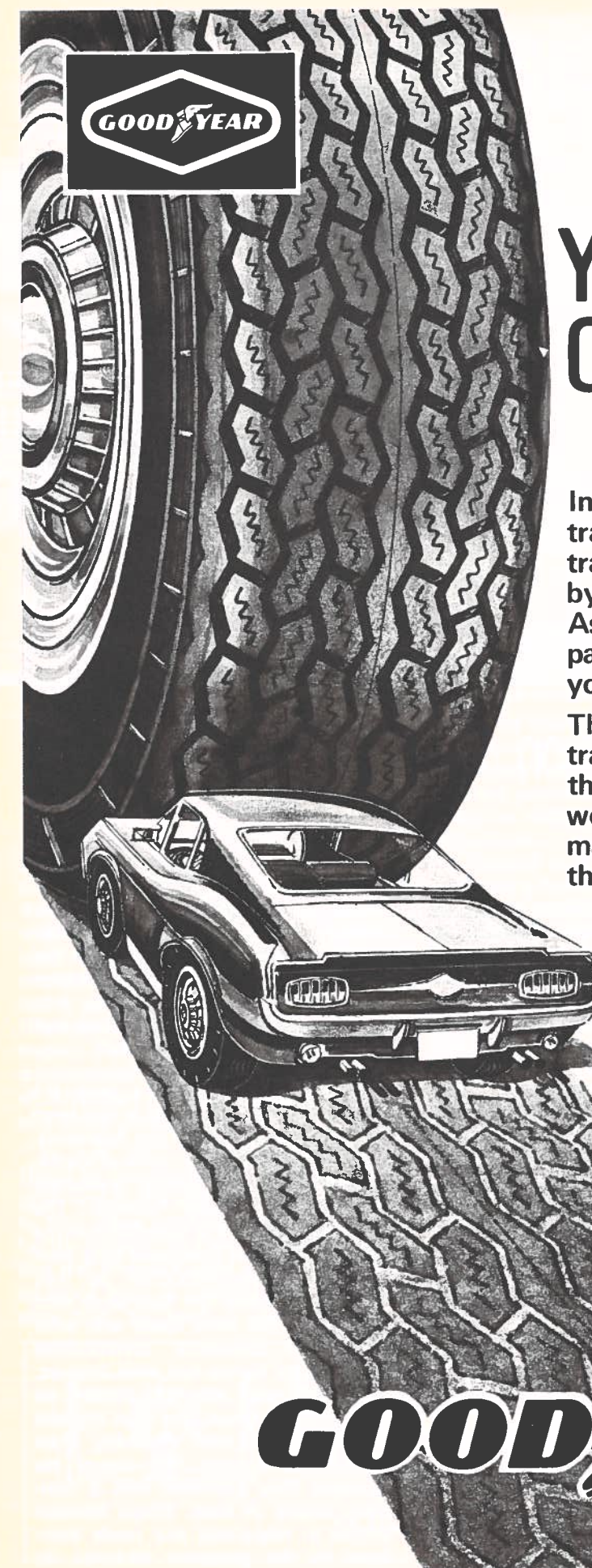
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better than common criminals, coerced in a variety of ways into making the voyage. Mutineers, under the leadership of Diego and Francisco Porras, stole all the available provisions, loaded them into canoes and sailed eastward for Hispaniola.

Although, the Arawaks from the nearby Maima Village had at first been fairly disposed towards the Spaniards, the lack of any proper communication between the two groups eventually culminated in open hostility. The Arawaks practised a subsistence-type agriculture which precluded long term storage or over-production so they could not provide the Spaniards with food on a full time basis and after awhile the Spaniards' commodities available for barter lost their interest. Columbus was able to predict an eclipse of the moon and thus frighten the Arawaks into believing him capable of sorcery. To assure his goodwill they promised him a constant supply of food. Diego Mendez arrived in Hispaniola and made overtures to the governor Nicholas de

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Library Service Tour at Seville (Near the South East Corner of the Primary Historic Area).

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The city itself appears to have been planned on an impressive scale. Contemporary documents and later evidence provided by such as Sir Hans Sloane in 1688 attest to the following instructions:— a church which was not finished built by Peter Martyr of Angheria; a fortified castle, with walls of pebbles and bricks 4' thick; a tower, part brick, part stone, surrounded by battlements; many wells and a housing area of some 15 acres along the main road down the coast containing some 25 small houses.

All was however not well in this early city, as, in a letter dated June 11, 1515 from the second governor Francisco Garay to the king, it is noted where one Mazuelo the Treasurer had usurped his authority by forcing the incumbent Lt. Governor to hand him the fortress built by Esquivel and the two houses behind it. Mazuelo was most unwilling to turn over these buildings to Garay. On June 19, 1519 Garay was officially appointed by the

King warden and keeper of the Fort Esquivel. In the same year the King further instructed Garay to search for gold but cautioned him not to ill-treat the Indians and to moderate their work load according to the ordinances governing this.

Despite this and other remonstrances, when the English defeated the Spanish in 1655, they found no Arawaks on the island.

In July of 1521, the king was becoming the fact that for a number of reasons the Indian and slave population had been decimated. That things got no better is attested to by the fact that during the early 1530's Mazuelo wrote off to the king asking that the capital be moved to the South Coast because the bad location of the city had led to a plague of diseases. Finally in July of 1534, the king authorized the move of the capital city to the north coast where many of the settlers had already gone to find the city of Villa de la Vega (Spanish Town).

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All was however not well in this early city, as, in a letter dated June 11, 1515 from the second governor Francisco Garay to the king, it is noted where one Mazuelo the Treasurer had usurped his authority by forcing the incumbent Lt. Governor to hand him the fortress built by Esquivel and the two houses behind it. Mazuelo was most unwilling to turn over these buildings to Garay. On June 19, 1519 Garay was officially appointed by the

King warden and keeper of the Fort Esquivel. In the same year the King further instructed Garay to search for gold but cautioned him not to ill-treat the Indians and to moderate their work load according to the ordinances governing this.

Despite this and other remonstrances, when the English defeated the Spanish in 1655, they found no Arawaks on the island.

In July of 1521, the king was becoming the fact that for a number of reasons the Indian and slave population had been decimated. That things got no better is attested to by the fact that during the early 1530's Mazuelo wrote off to the king asking that the capital be moved to the South Coast because the bad location of the city had led to a plague of diseases. Finally in July of 1534, the king authorized the move of the capital city to the north coast where many of the settlers had already gone to find the city of Villa de la Vega (Spanish Town).

Even in 1533 the fort at Seville was already in disrepair and by November 8th, 1582 in a letter to the king, the



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AT

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# Library Association Activities

The Jamaica Library Association visits the JAMAL Printery.



## The Jamaica Library Association Visits Seville September 24, 1976

After assembling at the St. Ann's Bay Parish Library at 1:00 p.m. a group of some fifteen or so members were taken on an extensive lecture tour of the Historic Area. Especially featured were the Castle site, the house site field and the Greathouse and environs. A number of very interested participants stimulated an informative dialogue and the party left Seville at about 2:30 p.m. for St. Ann's Bay.

### Seville

In 1494 Christopher Columbus, on his second voyage of discovery landed for the first time in Jamaica. After anchoring for the night off Santa Gloria (bay), known as St. Ann's Bay, being apprehensive of the Arawak Indians he encountered there, he was prompted to sail westwards and landing at Puerto Seco (Discovery Bay) he went ashore and proclaimed the island for Ferdinand and Isabella, the incumbents of the Spanish Throne. Nine years later on his fourth voyage, 1503, when returning to Spain, he discovered that his two ships, the

Capitana and the Santiago' were not by this time seaworthy enough to make the difficult journey homeward, he headed for Hispaniola, but was forced by a storm off Cuba to make instead for Jamaica. He landed at Puerto Seco but his inability to find freshwater caused him to sail again eastwards to Santa Gloria Bay. Here he beached his ships side by side, some 100 yards off shore, (a bow shot from the coast). The abundant freshwater from two streams here and the proximity of a friendly Arawak Village where fresh food could be bartered for, made this a good emergency landing place. Columbus, however, desired to return to Spain as quickly as possible so he purchased a dugout canoe and equipping it for a journey sent off Diego Mendez and Bartolme Freschi to Hispaniola for assistance. After a great deal of trouble they did in fact arrive at their destination, but Columbus did not hear of this for over a year. Sickness and the uncertainty of rescue, soon caused some of his men to mutiny, a fact which is hardly surprising as most of them were little

better than common criminals, coerced in a variety of ways into making the voyage. Mutineers, under the leadership of Diego and Francisco Porras, stole all the available provisions, loaded them into canoes and sailed eastward for Hispaniola.

Although, the Arawaks from the nearby Maima Village had at first been fairly disposed towards the Spaniards, the lack of any proper communication between the two groups eventually culminated in open hostility. The Arawaks practised a subsistence-type agriculture which precluded long term storage or over-production so they could not provide the Spaniards with food on a full time basis and after awhile the Spaniards' commodities available for barter lost their interest. Columbus was able to predict an eclipse of the moon and thus frighten the Arawaks into believing him capable of sorcery. To assure his goodwill they promised him a constant supply of food. Diego Mendez arrived in Hispaniola and made overtures to the governor Nicholas de

Ovando to loan him a ship with which to rescue Columbus, Ovando loathed Columbus and refused but did send a ship to spy out the land. This ship sailed near Santa Gloria (Bay) but made no attempt to land, before returning to Hispaniola. However, its appearance was a consolation as it suggested that Mendez had indeed got to Hispaniola. The consequent effect on morale nipped another incipient mutiny in the bud.

Diego Mendez however persisted and eventually found a ship which arrived in Santa Gloria Bay in June of 1504. Columbus left for Hispaniola in the same month and in September of 1504 sailed for Spain where he died on May 20th, 1506. His remains were later buried in the Cathedral of Santo Domingo, Hispaniola.

Diego Columbus, son of the discoverer, succeeded to the governorship of the Indies in 1508 residing in Haiti in 1509 appointed Juan de Esquivel, the first of twenty Spanish governors of Jamaica. The city of Seville Nueva, founded on the site of Santa Gloria in the same year was one of the earliest in the new world. (St. Augustine, the first in the continental North America was founded in 1564; Jamestown the first English settlement was founded in 1606).

80 Settlers arrived in 1509, consisting in part of men who had been on Columbus' final voyage, and among these were families. Hundreds of caravels immediately arrived with cows, pigs, horses, sheep, fowl, fruit, plants and seeds. Roads outlined through the island and the settlements of Mellila (Annotto Bay) and Oristan (Bluefields) begun. The city and the island was administered by a Governor, Treasurer, Aldermen Controller, Crown Agent and Royal Chaplain.

In July, 1511, the king instructed Diego to commission Esquivel to find gold, and in the absence of any gold, to find other productive occupations for the settlers. Esquivel was to ensure that the Arawaks were made to grow as much food as possible. Diego was also told to send a great many



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Sloane in 1688, the Duke of Portland in 1723 and Long in 1774 saw increasing evidence of disrepair and Long for the first time makes mention of the high relief pilasters at the church.

#### Excavation History

By the late 18th Century stone robbers had removed most of the standing evidence of the town of Sevilla Nueva; such was their depredation that the site location became obscure.

In 1937, the first Spanish structure, a well 12' deep and 5' square was found in a field known as 'Castlefield'; the assumed site of the 16th century town.

In 1938 a small excavation was conducted on the 'Castle' Site exposing decorated structural stone-work and a few foundations. Between 1953-68 Captain C. S. Cotter worked practically alone on the 'Castle' site. He excavated the Governor's fortified house, the abovementioned 'Castle' exposing its brick built wall bases. Nearby he further excavated a section

of a defensive emplacement and subterranean section of perhaps the earliest Sugar Mill in the island.

Surface brick rubble abounds and more recently Land Lease traxcavator activity has revealed cutstone foundation walls in the town area especially in the field immediately north of the St. Ann's Bay Priory Road and east of the Seville estate road. A few thousand Spanish artifacts were uncovered and also some material indicating Arawak/Spanish cross-cultural relationships.

In 1969 Professor P. C. Hammond and a small team conducted a limited field Survey over a small area of the site in the vicinity of the Castle/Brick fort complexes. This showed that the site had been subjected to a variety of post-occupation disturbances, mainly agricultural but also geological. This also indicated that a variety of building material were used for the construction of support structures for the Castle Site/Brick Fort complexes.

**Topography and Location.** The northern limits of the town site lies on sandy soil, at a height of 15' above sea level, ca. four hundred yards from the sea. The site lies some four miles west of St. Ann's Bay. A part of the actual housing settlement lies to the south of the road with the castle site/brick fort complex, emplacement etc. to the north. The Arawak village Maima mentioned variously as being fairly close to the Spanish site probably lies to the south-west on the slope of the hill there.

Hill wash, post 1534, has added a thin protective substratum over the shallow wall elevations etc. and the entire area supports a substantial number of coconut palms. As far as can be ascertained thus far post-occupational disturbance or vegetational cover have not seriously undermined the floor levels and related structures.

Near the sea and to the north-west of the 16th century town are the remains of an 'English barn', a wharf and a few wall fragments associated with an early 18th century English Occupation.

**Intrepretation** Remains of Columbus' two ships the 'Capitana' and the 'Santiago' used on his last voyage and beached on land a short distance from the coast are probably still extant. Given the known expansion of the coastline since 1504, their

remains probably lie within an area some 250 yards north of the Castle site or more specifically within a radius of between 200 and 250 yards north of the castle site.

Undoubtedly, a large part of the foundations of the brick fort/castle site complexes still remain which have not as yet been researched. Undoubtedly also the remains of the sugar mill, church and the old Spanish quarry south west of the Greathouse also merit investigation. The foundation stones revealed by the unfortunate land lease exercise in the field bordered by the main road and the great-house road, indicate the possibility that a few of these are still intact. Cotter's estimate of some 15 acres being allocated for the housing settlement, suggests that the settlement might have extended for not more than 800 yards along the main road.

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A cheer for the winner as Mr. Munair Zaidie, Deputy Resident Representative for UNESCO/UNDP (left foreground) congratulates the writer of the first prize entry in FULFIL Popular Literature competition, Gus Thomas. Others from left are Mrs. Joyce Robinson, Mr. John Searchwell and Miss Miriam Moulton, Director, Board Member and Assistant Director of JAMAL respectively.

# "LITERATURE FOR NEW READERS"

CONTRIBUTED BY JAMAL FOUNDATION

Like many other developing countries, Jamaica has suffered from a high rate of illiteracy compounded by an equally high rate of lapsed literacy. In order to combat this, the Government of Jamaica in 1972 launched the National Literacy Board to eradicate illiteracy in Jamaica within four years.

Soon the need for widening these objectives was acutely felt and by 1974 the JAMAL Foundation was formed with expanded responsibility as follows:—

- To eradicate illiteracy in Jamaica in the shortest possible time,
- improve the literacy skills of the adult population of Jamaica; and
- develop human resources and so enable each adult citizen to participate meaningfully in the

social, economic and cultural development of the country.

This body, with its wider powers and responsibilities as a first step, provided an Adult Education Programme which teaches basic skills of reading and writing and also stimulates an interest in continuing education so that the low-level reader can develop, broaden his horizons, be fully integrated in the literate society and be able to utilize at maximum the facilities provided in the community. JAMAL, in addition to correcting the national problem of illiteracy, also seeks to prevent the loss of literacy skills through neglect or lack of suitable reading material.

In addition to the classwork readers, the organization soon found it necessary to publish supplementary readers with content geared to entertain, inform and develop a love for reading. To date over one million

copies of such readers have been published. The books cover topics of historical, cultural, agricultural and general interest and titles include "Sam Sharpe" and "Tacky" (historical); "Jamaicans who are we?" (cultural); "Jamaica needs the farmer" and "Foods our bodies need" (agricultural); "What to do when someone dies", "Credit Union Story" (general interest).

As can be seen from the foregoing, a great deal of selectivity is exercised in choosing subject matter for each series, and publication follows if the accuracy of the information contained has been validated by authorities in the respective areas.

The second step was to provide students with popular literature written in a style and language with which they could identify and which they could appreciate.

To this end, JAMAL, with financial assistance from UNESCO/UNDP set up the FULFIL (Follow-up Literature for Individual Learners) Committee comprising members drawn from UNESCO, JAMAL, the University of the West Indies, Jamaica Library Service, Institute of Jamaica, Agency for Public Information and the printing industry. Their responsibility was to:

- identify interest areas and topics;
- determine formats, sizes and presentation of the books;
- to identify writers, graphic artists and specialists in simplification of materials;
- make recommendations concerning the final selection of titles and authors;
- make recommendations concerning the production of FULFIL material.

Phase I of the activities called for the setting up and running of a Popular Literature Competition. It is significant that in devising this Project the agencies concerned not only laid emphasis on simplicity and readability but on the Jamaican or West Indian content of the literature.

Thus, in choosing winners for the competition, the judges gave credit to those entries in which what they termed the Jamaican 'ethos' was most apparent. It would seem, therefore, that the sponsors have rightly interpreted the current mood and desires of the Jamaican people, while at the same time they have appreciated the strong appeal that material relating to Jamaican life has for the student. The emphasis on this area of need is an integrated part of Phase II of the JAMAL programme to improve literacy skills by stimulating adequate provision of suitable reading material for all levels of readers. The fact is that while there are a number of experienced and talented writers in Jamaica, there is a dearth of suitable reading material for the "New Reader".

This scarcity is not peculiar to Jamaica as efforts to purchase suitable books written in English for 'New Readers' overseas have borne little fruit. Aggravating the local situation, is the fact that in the past the better Jamaican writers attained national and international recognition through writing for the educated public of fluent, advanced readers.

This is not intended to detract in

any way from the achievements of the many fine writers that Jamaica has produced. The point being laboured is that we need to encourage our writers and potential writers to think also in terms of the need of the mass of low level readers in the Jamaican society, a realisation, which, if acted on could also bring cultural and economic benefits.

The success of the FULFIL Competition in showing that there is much talent for writing for 'New Readers' in Jamaica cannot be disputed. Fifty-three entries were received for the competition and due to the high standard of these entries a "gratuity fee" was awarded to four in addition to the ten which received top awards.

First prize entry "Della" is an illustrated love story written by Gus Thomas. Other major prizes were, in second place, "The very young ones" and "Easy Street", short stories written by Vincent McPherson and

third place were "Snake in the grass" and "The winner and still Champion", plays written by Verne Reckord. These entries have been very well received, and it is left now for the development of an exchange reading programme to widen the scope of this forward march.

JAMAL, with all its efforts, cannot however take full responsibility for providing follow-up material for new readers. Publishers for one have an important role to play. It is well known that these publishers will sometimes sponsor a book with a maximum sales expectation of 500 copies. The readership potential for literature for 'New Readers' is well in excess of this. At present there are more than 150,000 persons who have benefitted from the JAMAL Programme and are in need of such material. In addition there are many slow readers and others of the already literate group who would willingly read material of



Project: "FULFIL" First Prize winner Eddy Thomas (left) shares a happy moment as he autographs copies of his winning entry 'DELLA' for JAMAL students who attended the award function.

Bent Lopez respectively and "Jamaica Gold", a novel by Michael & Verne Reckord. Third place awards were made for "The Good Samaritan" and "The Prodigal" by Vincent McPherson, "What's A Hurricane Daddy?" by Edward Henry and "An unforgettable day in the life of Miss Neville Barrow" by Celia J. Kennedy. These five were short stories. Also in

the type entered in the FULFIL Competition. This being the case there should be little reluctance on the part of the publishers to provide for the needs of this category of readers. In practice, however, we find that there is a great reluctance for commercial publishers to invest money in this area and it is left to the Governments of various countries with literacy pro-





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This body, with its wider powers and responsibilities as a first step, provided an Adult Education Programme which teaches basic skills of reading and writing and also stimulates an interest in continuing education so that the low-level reader can develop, broaden his horizons, be fully integrated in the literate society and be able to utilize at maximum the facilities provided in the community. JAMAL, in addition to correcting the national problem of illiteracy, also seeks to prevent the loss of literacy skills through neglect or lack of suitable reading material.

In addition to the classwork readers, the organization soon found it necessary to publish supplementary readers with content geared to entertain, inform and develop a love for reading. To date over one million

copies of such readers have been published. The books cover topics of historical, cultural, agricultural and general interest and titles include "Sam Sharpe" and "Tacky" (historical); "Jamaicans who are we?" (cultural); "Jamaica needs the farmer" and "Foods our bodies need" (agricultural); "What to do when someone dies", "Credit Union Story" (general interest).

As can be seen from the foregoing, a great deal of selectivity is exercised in choosing subject matter for each series, and publication follows if the accuracy of the information contained has been validated by authorities in the respective areas.

The second step was to provide students with popular literature written in a style and language with which they could identify and which they could appreciate.

To this end, JAMAL, with financial assistance from UNESCO/UNDP set up the FULFIL (Follow-up Literature for Individual Learners) Committee comprising members drawn from UNESCO, JAMAL, the University of the West Indies, Jamaica Library Service, Institute of Jamaica, Agency for Public Information and the printing industry. Their responsibility was to:

- (a) identify interest areas and topics;
- (b) determine formats, sizes and presentation of the books;
- (c) to identify writers, graphic artists and specialists in simplification of materials;
- (d) make recommendations concerning the final selection of titles and authors;
- (e) make recommendations concerning the production of FULFIL material.

Phase I of the activities called for the setting up and running of a Popular Literature Competition. It is significant that in devising this Project the agencies concerned not only laid emphasis on simplicity and readability but on the Jamaican or West Indian content of the literature.

Thus, in choosing winners for the competition, the judges gave credit to those entries in which what they termed the Jamaican 'ethos' was most apparent. It would seem, therefore, that the sponsors have rightly interpreted the current mood and desires of the Jamaican people, while at the same time they have appreciated the strong appeal that material relating to Jamaican life has for the student. The emphasis on this area of need is an integrated part of Phase II of the JAMAL programme to improve literacy skills by stimulating adequate provision of suitable reading material for all levels of readers. The fact is that while there are a number of experienced and talented writers in Jamaica, there is a dearth of suitable reading material for the "New Reader".

This scarcity is not peculiar to Jamaica as efforts to purchase suitable books written in English for 'New Readers' overseas have borne little fruit. Aggravating the local situation, is the fact that in the past the better Jamaican writers attained national and international recognition through writing for the educated public of fluent, advanced readers.

This is not intended to detract in

any way from the achievements of the many fine writers that Jamaica has produced. The point being laboured is that we need to encourage our writers and potential writers to think also in terms of the need of the mass of low level readers in the Jamaican society, a realisation, which, if acted on could also bring cultural and economic benefits.

The success of the FULFIL Competition in showing that there is much talent for writing for 'New Readers' in Jamaica cannot be disputed. Fifty-three entries were received for the competition and due to the high standard of these entries a "gratuity fee" was awarded to four in addition to the ten which received top awards.

First prize entry "Della" is an illustrated love story written by Gus Thomas. Other major prizes were, in second place, "The very young ones" and "Easy Street", short stories written by Vincent McPherson and

third place were "Snake in the grass" and "The winner and still Champion", plays written by Verne Reckord. These entries have been very well received, and it is left now for the development of an exchange reading programme to widen the scope of this forward march.

JAMAL, with all its efforts, cannot however take full responsibility for providing follow-up material for new readers. Publishers for one have an important role to play. It is well known that these publishers will sometimes sponsor a book with a maximum sales expectation of 500 copies. The readership potential for literature for 'New Readers' is well in excess of this. At present there are more than 150,000 persons who have benefitted from the JAMAL Programme and are in need of such material. In addition there are many slow readers and others of the already literate group who would willingly read material of



Project: "FULFIL" First Prize winner Eddy Thomas (left) shares a happy moment as he autographs copies of his winning entry 'DELLA' for JAMAL students who attended the award function.

Bent Lopez respectively and "Jamaica Gold", a novel by Michael & Verne Reckord. Third place awards were made for "The Good Samaritan" and "The Prodigal" by Vincent McPherson, "What's A Hurricane Daddy?" by Edward Henry and "An unforgettable day in the life of Miss Neville Barrow" by Celia J. Kennedy. These five were short stories. Also in

the type entered in the FULFIL Competition. This being the case there should be little reluctance on the part of the publishers to provide for the needs of this category of readers. In practice, however, we find that there is a great reluctance for commercial publishers to invest money in this area and it is left to the Governments of various countries with literacy pro-



grammes to produce their own material as in the case of JAMAL. This can only be done in a limited manner and does not permit these books being on the commercial market for the benefit of all English speaking countries with similar problems.

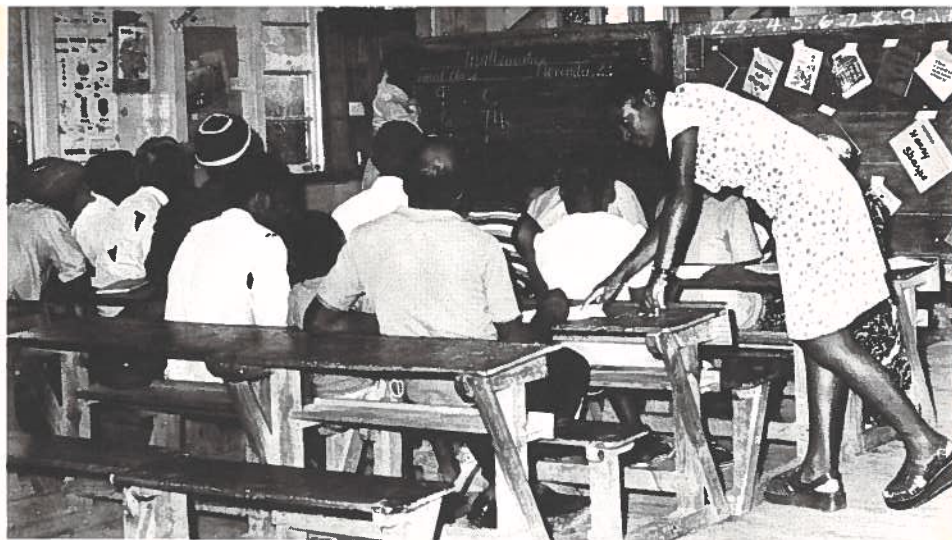
Under Phase II of the FULFIL Project, JAMAL will enter into the contract with writers who will be required to convey their messages in lucid language. Proper use of this project will, it is believed, ensure that the JAMAL graduate does not retrogress but will continue his education while discovering for himself the pleasures of reading for its own sake.

JAMAL does not wish to imply that other organizations have not been seeking to inculcate a love of reading into our people. For example the **JAMAICA LIBRARY SERVICE** carries material for slow readers in special large print format and is constantly trying to increase its collection of this type of material. For reasons already stated the Public Library Service is having great difficulty in finding an adequate supply of material on the market. It should be fully recognised that were it not for the excellent work done by the Jamaica Library Service in providing reading material in villages and townships over the years the incidence of "lapsed literates" would have been much higher in Jamaica. The value of this work cannot be overemphasized and JAMAL salutes the **JAMAICA LIBRARY SERVICE** for their outstanding achievement in advancing literacy in Jamaica.

In addition the Ministry of Education through their school's programme are encouraging children to read Jamaican and West Indian books — not necessarily published for new readers — but offering the relevance vital to maintaining interest.

Over the past six years the **READING ASSOCIATION OF JAMAICA** has been engaged in developing 'local reading material for reluctant readers' in the 11-15 age group. The Reading Association started first with a series of cyclostyled leaflets of Jamaican stories (The Guinep Series) at three different reading levels. Twenty-four titles were produced in this way. The Association has also published a book on three National Heroes (Bogle, Gordon and Garvey).

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JAMAL therefore feels that FULFIL project is another important step in the right direction and the organisation looks forward to the increased participation of others who are able to make a contribution to this very important exercise. Groups such as the **Jamaica Library Association**



**JAMAL STUDENT TURNED TEACHER:** At Microphone is Mr. Gladstone Barnes of St. Thomas a former JAMAL Graduate who now runs his own class. In addition Mr. Barnes is a song writer, composer and singer. Here he is seen addressing a meeting in the St. Thomas JAMAL Zone. Mr. Barnes was one of four volunteer teachers honoured by the nation for services to adult education.

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possible the authors of these works will be asked to re-write them as simplified and/or condensed versions.

It is expected that the completion of this project will bring forth with it a wealth of literature for new readers and that JAMAL will receive the assistance of such literacy organisations as the Jamaica Library Association who have the influence and interest to assist in satisfying this urgent

need for the advancement of literacy in Jamaica.

In a country like Jamaica where the development of education is the key to progress and where the limited recreation available is often costly, the task of developing a taste for reading among the mass of the people who are new readers could be vital to the future of these individuals as well as for the nation as a whole.

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KINGSTON, JAMAICA NOVEMBER 10-14, 1975

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The workshop recognised:

1. that the availability of information is essential both for national, regional and international planning and development, and for continuing education and individual advancement.
2. the need to establish and/or improve all libraries, archives and documentation centres for the efficient operation of a National Information System (NATIS)
3. that both co-ordination of existing national services and international co-operation between them are indispensable for the operation of successful national information systems

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4. that the sound planning of any national information system in the Caribbean will require a realistic assessment of the needs of the different countries of the region.

It is therefore recommended:

## NATIONAL PLANNING

1. that it is essential for a central co-ordinating body to be set up to advise each government on the immediate establishment and development of National Information Systems (NATIS), covering libraries, archives and documentation services, in order to maximise the effectiveness of the limited resources;
2. that priority be given to providing a comprehensive survey in order to make a realistic assessment of the current needs on which to base sound national planning. In each country this survey should identify:
  - (a) the level, extent and structure of existing services;
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  - (c) areas of neglect;
  - (d) areas of unnecessary duplication of services.
3. that as a matter of urgency, legislation be introduced to provide for:
  - (a) the establishment of the relevant units of a national information

system where they do not yet exist and the legal recognition, strengthening and co-ordination of existing units;

- (b) the setting up of the relevant council and committees, with appropriate powers;
- (c) adequate funding for development;
- (d) suitable, qualified staff for the speedy and economic operation of the service;
- (e) obligatory legal deposit;
- (f) adequate control of copyright;
- (g) incentives to attract the participation of private enterprise in the national information system;
- (h) distribution of all government publications and documents through a central agency under professional management.

4. that recognising that apart from the contribution they make to the cultural heritage of a country, established archives, systematically organised and used to full advantage (i) are a most valuable instrument for administration in general and (ii) are an essential ingredient in the effective operation of any National Information Service.

- (a) that governments of the region which as yet have no established agency for the proper administration of their archives should take immediate steps to set up such an agency, supported by appropriate enabling legislation, the provision of storage accommodation and qualified manpower, and to initiate as soon as possible a system of dealing not only with the old and historical archives series, but, by means of 'records managements' methods, with the current archives as well;
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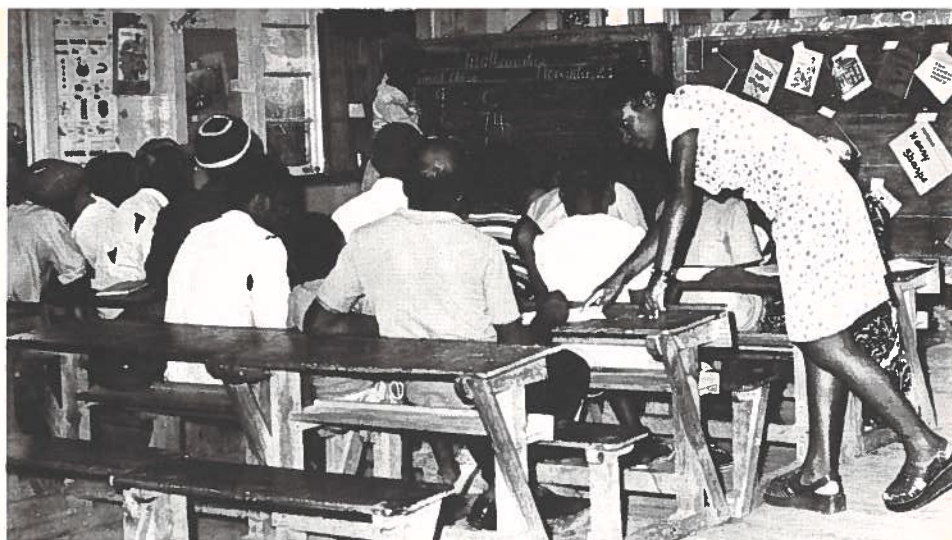
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professional, subprofessional and technical areas.

5. that programmes and innovations be introduced to increase user awareness and to ensure the optimum use of all available information resources. Educational institutions at all levels should provide programmes of systematic instruction in the use of these resources, and there should be co-ordinated dissemination of information available to all through the effective use of the communications media.
6. that emphasis be placed on the availability of books and other materials for children and young people from pre-school through post primary levels, and this should be organised as an integral part of the national system.
7. that recognition be given to the special needs of large numbers of young people and adults in the society with limited reading ability who need to be provided with specialized reading materials to capture their interest, upgrade their skills and integrate them into the national system.
8. that incentives be provided in the initial period by the government to encourage and promote the production and publication of suitable reading materials, until a sufficient supply becomes available on the commercial market.
9. that union catalogues of data on available printed and non-book materials and suitable national bibliographies be established and maintained and appropriate technological devices be employed to facilitate the free flow of knowledge and information through a national system inter-related with existing regional and international systems. (For this purpose the adherence to the principles of Universal Bibliographic Control is strongly recommended).
10. that special encouragement be given to locate, list, preserve and make available scientific and other research conducted by university, government, private institutions and individuals (even

though some of it may be classified) in order to identify this valuable source of information for national development.

#### MANPOWER

11. that the surveys of existing services for library, archives and documentation centres, recommended above, be used to evaluate the present situation and to form the basis for projecting manpower requirements to establish and maintain National Information Systems.
12. that manpower needs be clearly identified and supplied for all the categories of staff required to operate National Information Systems.
13. that:
  - (a) institutions and programmes at the university level be recognised as the means of supplying adequate numbers of professional staff for libraries, archives and documentation services;
  - (b) courses for relevant categories of support staff e.g. clerical and other assistants in all these fields be provided in other suitable educational and training institutions;
  - (c) planned continuous in-service, training be an integral part of all the systems;
  - (d) provision be made for the continuing education of professional and other library, archives and documentation staff.
14. that careful and urgent attention be given to the establishment of classification and pay plans and conditions of service at all levels of staff in library, archives and documentation services in order to ensure that persons of the right calibre and qualifications are attracted to and retained in the overall National Information Systems.

15. that Governments of the region explore all avenues, with the aid of regional and international bodies to provide the necessary financing, expertise and personnel training for all categories of staff.

16. that Governments themselves support all such schemes by matching grants ensuring counterpart staff and the eventual assumption of full responsibility where appropriate.

#### REGIONAL AND INTERNATIONAL CO-OPERATION

##### Organization

17. that the Caricom Secretariat be asked to establish an Information Services Unit with a Regional Library Officer and supporting staff, to seek to establish standards, to help to co-ordinate the provision of consultancy services and the activities of National Information Systems (NATIS) throughout the region and to seek financial assistance for these purposes.
18. that a Regional Library Council with broad representation from the Caricom countries be established to advise the Caricom Secretariat and through it, the Heads of Government of the Region on the development and maintenance of a co-ordinated network of National Information Systems (NATIS) in accordance with appropriate library standards for the Caribbean Region.
19. that, in recognition of the fact that the needs of some units can be met economically on a co-operative basis, a Regional Library Service Centre be established to provide centralized technical services (e.g. ordering, cataloguing and binding) and to undertake centralized book exchange and such other functions as may be deemed necessary in assistance to any unit of service.

##### Book Development

20. that assistance be sought from the appropriate external aid agencies for the establishment of a Caribbean Book Development Centre to assess common

needs for books and other materials (e.g. for new literates, for children, and in support of the joint Caribbean examination programme), to stimulate and assist the production of such materials and to conduct training programmes in book production and related activities.

##### Legislation

21. that the Caricom Secretariat be requested to urge Government as a matter of immediate importance to pass and/or revise library, archives, copyright and deposit legislation needed to provide the appropriate legal basis for the National Information Systems of the region, and itself undertake the harmonization of such legislation in the context of its total programme in this field.

##### Universal Bibliographic Control

22. that the work already in progress on the production of national bibliographies and a regional bibliography of current imprints in the English-speaking countries of the Caribbean be continued and the work of the Regional Editorial Board already agreed upon for co-ordinating the bibliographic activities of the region be seen as an in-

tegral part of the NATIS concept at a regional level.

#### Exchanges and Free Flow of Information

23. that Governments of the region which have not yet done so give serious consideration to the ratification of the UNESCO Conventions concerning:

- (a) the international exchange of publications
- (b) the exchange of official publications and documents between States, and
- (c) the free flow of books and other educational and information materials between States without the imposition of customs duties or other restrictions.

##### Information Networks

24. that regional networks embracing existing documentation centres devoted to agriculture, science and technology, social sciences and other fields be developed in conformity with and linked to international networks such as UNISIST, AGRIS, ERIC, DEVSIS, etc., from which the region can benefit.

##### Internships and Staff Attachments

25. that, in recognition of the need for the

attachment of students of librarianship to established libraries as an integral part of their education and training and of the personal and institutional benefits that the inter-change of trained staff within the region can produce, Governments be asked to remove the existing barriers to the placement of these categories of persons and to seek funds to facilitate such internships and attachments.

#### Library Associations

26. that ACURIL be invited to consider the need to provide for wider participation in its activities as a regional library association and for the regular publication of a Caribbean library journal.

#### Current Caribbean Bibliography

27. that notwithstanding the development of national and regional bibliographies for the English-speaking Caribbean, the Caribbean Regional Library be urged to continue the publication of **Current Caribbean Bibliography** in its present form and scope and that through ACURIL the contributing libraries be encouraged to continue their support of this venture.

## NATIS - THE CONCEPT OF NATIS

by  
**PROFESSOR FRANK N. HOGG**  
Director United Nations Development  
Programme Project for the Caribbean and  
Latin America.

*Paper presented at the UNESCO/JLS  
Workshop on the Planning of Natis,  
Library and Documentation Networks,  
Kingston, Jamaica, November 10-14, 1975*

#### NATIS: THE ACRONYM

An Acronym tends eventually to assume a life of its own. This can often happen before we have really understood why such a "word" was formed; indeed we may frequently suspect that the acronym was coined first because it had the necessary catchyness for a Madison Avenue influenced public, and, that being so, the constituent words were puzzled out, juggled and rejuggled to try to ensure an order of precedence that made the concept understandable and sufficiently clear, if possible, to avoid the use of a

shelf of dictionaries and reference books.

Sadly this laudable aim is not always achieved. Some acronyms even become a noun, recognised and acceptable as themselves. How many of us still remember that radar is an acronym? Yet radar is the system that helped most of us here today to travel to Jamaica as directly as possible, with accuracy, and in comparative safety. Radar in fact is the system for ascertaining, inter alia, the direction and range of aircraft, ships, coasts and other objects, by means of the electromagnetic waves which they reflect. The initial letters of the word radio detection and ranging, form the acronym radar.

This problem with acronyms has happily, I think, not yet developed with NATIS. NATIS is an extremely simple acronym derived from the words NATional Information Systems. However simple it may seem at first sight it does describe a concept of far reaching complexity and

significance for all those concerned with Libraries, Archives and Documentation services. That virtually means that NATIS is of some significance for every man, woman and child throughout the world. Hence the importance of such meetings and workshops such as that of this week and the good fortune we have to number as one of our colleagues Leila Thomas who has the initiative and energy and dedicated staff to organise such an occasion from which all of us will benefit.

Miss Thomas, as Acting Director of the Jamaica Library Service, together with Mr. Clinton Black, the Government Archivist and Miss M.P. Patterson, the Senior Education Officer of the Planning Unit of the Ministry of Education, who acted as the Head of Delegation, represented Jamaica at the Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructures. That Conference took

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14. that careful and urgent attention be given to the establishment of classification and pay plans and conditions of service at all levels of staff in library, archives and documentation services in order to ensure that persons of the right calibre and qualifications are attracted to and retained in the overall National Information Systems.

15. that Governments of the region explore all avenues, with the aid of regional and international bodies to provide the necessary financing, expertise and personnel training for all categories of staff.

16. that Governments themselves support all such schemes by matching grants ensuring counterpart staff and the eventual assumption of full responsibility where appropriate.

#### REGIONAL AND INTERNATIONAL CO-OPERATION

##### Organization

17. that the Caricom Secretariat be asked to establish an Information Services Unit with a Regional Library Officer and supporting staff, to seek to establish standards, to help to co-ordinate the provision of consultancy services and the activities of National Information Systems (NATIS) throughout the region and to seek financial assistance for these purposes.
18. that a Regional Library Council with broad representation from the Caricom countries be established to advise the Caricom Secretariat and through it, the Heads of Government of the Region on the development and maintenance of a co-ordinated network of National Information Systems (NATIS) in accordance with appropriate library standards for the Caribbean Region.
19. that, in recognition of the fact that the needs of some units can be met economically on a co-operative basis, a Regional Library Service Centre be established to provide centralized technical services (e.g. ordering, cataloguing and binding) and to undertake centralized book exchange and such other functions as may be deemed necessary in assistance to any unit of service.

##### Book Development

20. that assistance be sought from the appropriate external aid agencies for the establishment of a Caribbean Book Development Centre to assess common

needs for books and other materials (e.g. for new literates, for children, and in support of the joint Caribbean examination programme), to stimulate and assist the production of such materials and to conduct training programmes in book production and related activities.

##### Legislation

21. that the Caricom Secretariat be requested to urge Government as a matter of immediate importance to pass and/or revise library, archives, copyright and deposit legislation needed to provide the appropriate legal basis for the National Information Systems of the region, and itself undertake the harmonization of such legislation in the context of its total programme in this field.

##### Universal Bibliographic Control

22. that the work already in progress on the production of national bibliographies and a regional bibliography of current imprints in the English-speaking countries of the Caribbean be continued and the work of the Regional Editorial Board already agreed upon for co-ordinating the bibliographic activities of the region be seen as an in-

tegral part of the NATIS concept at a regional level.

#### Exchanges and Free Flow of Information

23. that Governments of the region which have not yet done so give serious consideration to the ratification of the UNESCO Conventions concerning:

- (a) the international exchange of publications
- (b) the exchange of official publications and documents between States, and
- (c) the free flow of books and other educational and information materials between States without the imposition of customs duties or other restrictions.

##### Information Networks

24. that regional networks embracing existing documentation centres devoted to agriculture, science and technology, social sciences and other fields be developed in conformity with and linked to international networks such as UNISIST, AGRIS, ERIC, DEVSIS, etc., from which the region can benefit.

##### Internships and Staff Attachments

25. that, in recognition of the need for the

attachment of students of librarianship to established libraries as an integral part of their education and training and of the personal and institutional benefits that the inter-change of trained staff within the region can produce, Governments be asked to remove the existing barriers to the placement of these categories of persons and to seek funds to facilitate such internships and attachments.

#### Library Associations

26. that ACURIL be invited to consider the need to provide for wider participation in its activities as a regional library association and for the regular publication of a Caribbean library journal.

#### Current Caribbean Bibliography

27. that notwithstanding the development of national and regional bibliographies for the English-speaking Caribbean, the Caribbean Regional Library be urged to continue the publication of **Current Caribbean Bibliography** in its present form and scope and that through ACURIL the contributing libraries be encouraged to continue their support of this venture.

## NATIS - THE CONCEPT OF NATIS

by  
**PROFESSOR FRANK N. HOGG**  
Director United Nations Development Programme Project for the Caribbean and Latin America.

*Paper presented at the UNESCO/JLS Workshop on the Planning of Natis, Library and Documentation Networks, Kingston, Jamaica, November 10-14, 1975*

#### NATIS: THE ACRONYM

An Acronym tends eventually to assume a life of its own. This can often happen before we have really understood why such a "word" was formed; indeed we may frequently suspect that the acronym was coined first because it had the necessary catchyness for a Madison Avenue influenced public, and, that being so, the constituent words were puzzled out, juggled and rejuggled to try to ensure an order of precedence that made the concept understandable and sufficiently clear, if possible, to avoid the use of a

shelf of dictionaries and reference books.

Sadly this laudable aim is not always achieved. Some acronyms even become a noun, recognised and acceptable as themselves. How many of us still remember that radar is an acronym? Yet radar is the system that helped most of us here today to travel to Jamaica as directly as possible, with accuracy, and in comparative safety. Radar in fact is the system for ascertaining, inter alia, the direction and range of aircraft, ships, coasts and other objects, by means of the electromagnetic waves which they reflect. The initial letters of the word radio detection and ranging, form the acronym radar.

This problem with acronyms has happily, I think, not yet developed with NATIS. NATIS is an extremely simple acronym derived from the words **N**ational **I**nformation **S**ystems. However simple it may seem at first sight it does describe a concept of far reaching complexity and

significance for all those concerned with Libraries, Archives and Documentation services. That virtually means that NATIS is of some significance for every man, woman and child throughout the world. Hence the importance of such meetings and workshops such as that of this week and the good fortune we have to number as one of our colleagues Leila Thomas who has the initiative and energy and dedicated staff to organise such an occasion from which all of us will benefit.

Miss Thomas, as Acting Director of the Jamaica Library Service, together with Mr. Clinton Black, the Government Archivist and Miss M.P. Patterson, the Senior Education Officer of the Planning Unit of the Ministry of Education, who acted as the Head of Delegation, represented Jamaica at the **Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructures**. That Conference took

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Anyone familiar with the history of libraries will be aware of the many suggestions, the multifarious documentation, and the numerous attempts that have been made, with the objective of amalgamating and/or nationalizing library, archives and documentation systems. The trend towards the integration of systems is neither new, nor is it unique to the information industry.

Similar trends have been and still are discernable in most other forms of enterprise since historical records were available and especially since the beginning of the Industrial Revolution.

Look in particular, in recent years, at the integration activity which has taken place, world-wide, in the automotive and aerospace industries. Private enterprise has long found it necessary to expand and to try to economise by systematisation and nationalization. Also sovereign states, now more so than in the past, formulate plans at national level rather than simply relying on the sway and balance of demand and supply economics. Planners at national level, use various techniques in the process of formulating their programmes. It may be stated in general and in simple terms, that such planners when formulating their programmes take account of known facts, analyse these, and then point out, so far as possible, the various options that can be taken, and calculate and indicate the financial, social and administrative implications of each course of possible action. The technique of Cost Benefit Analysis or C.B.A. is often employed.

In such planning an attempt is made to anticipate at least some aspects of the future, to consider and weigh the costs and benefits of alternative courses of action, and to allocate appropriate resources such as finance, manpower and materials, required to reach carefully delineated objectives in priority order.

However, despite the availability of this knowledge, and the indubitable na-

ture of these trends, still very little has been included in the formulation of national development plans to try to ensure the overall and systematic organisation and dissemination of information.

By that I mean that little has yet been planned and fully accepted that aims to coordinate totally or almost totally the production, location, selection, collection acquisition, processing, organisation, storage, display, retrieval, translation, analysis, evaluation, modification, replacement, deletion, rejection, and dissemination of all the forms of information that are necessary to local, national, regional and international well being and development.

We cannot yet be certain whether such total overall control would be acceptable or even in our best interests, for total overall control may solve some problems and perhaps create others. However it does not seem unreasonable to suggest that there is at present far too little coordination and far too little control. The fact that so little has been achieved is astonishing, when we remember that accurate and comprehensive information is the most vital resource that any community could have at its disposal.

Without a constant flow of accurate and up-to-date information, any activity in which we are engaged will at best be chaotic and at worst could result in disaster.

Most of us have stories we can tell about the cost and problems created by the lack of information. Here is just one of mine. It is a simple story and on first reading perhaps it seems even ludicrously amusing, until one realises the tragic circumstances of those involved.

Some years ago, during a visit I made to Africa, I was surveying the library of a teachers training college and I noticed two young men, in their late teens or early twenties I would guess, busily assisting each other in writing an essay that they had been asked to present jointly to the library and requested them to explain their method of data collection, appraisal, sifting, and compilation. Frankly they had little concept of what I had in mind and on further enquiry it transpired that they had been asked to prepare a paper

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It is particularly difficult on first examination to understand this neglect of overall planning and implementation when on checking we almost invariably find that everyone we meet professes and invariably demonstrates their own belief that information, in one form or another is vital to their continued livelihood. In general my own experience persuades me to believe that each one of us even the two boys I referred to earlier, respects, uses and stores information: we store it

in our minds, in our offices, in our homes, and in our libraries. We constantly use it and make reference to it in some degree, but we have not yet fully admitted deep down the need to systemise its organisation nationally and internationally in order to economise and try to eliminate the kind of problems I indicated in my story. Even where we have made such an admission, we have not always accepted or agreed on the solutions.

Nevertheless process of development towards rationalisation and national information systems seems to have accelerated in recent years, and Unesco has played a significant role in this process. Unesco has initiated and supported several regional and international conferences on this theme, culminating in the Intergovernmental Conference of September 1974. More recently, from 11-13 December 1974 Unesco held a consultation with a group of experts in Paris to examine the main lines of action to be taken by Unesco to promote the creation or improvement of National Information Systems in member states.

Ten experts together with seven observers from FID, IFLA, ICA and IDRC, discussed ways in which, Unesco and the international non-governmental organisations, could promote awareness of NATIS at governmental and professional levels. Action to be undertaken includes the wide distribution of the final report of the Intergovernmental Conference held in Paris in September 1974, revision of the NATIS booklet, and the preparation and dissemination of a promotional leaflet.

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In my view some of the more important and influential of these pressures are:

**THE POPULATION EXPLOSION:** This requires no explanation as we are all too familiar with it and its consequences.

Practically every country in the world is still experiencing population increase.

It has been calculated that by the year 3500, that if present trends continue the combined weight of the population, i.e. the human beings inhabiting earth at that time, will outweigh the earth itself! In the face of such statements and limited resources all of us are obliged to optimise the use of such resources.

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The cities and population centres that are growing are frequently adjacent and so their services begin to overlap, and it becomes difficult to distinguish where one town ends and another town begins. Their overlapping services, in some cases in large measure duplicate each other and this waste of effort and resources goes on whilst simultaneously other badly needed development is ignored.

The situation becomes so unbearable that eventually reorganisation becomes an obvious necessity. Amalgamation and rationalization follow and hence the development of metropolitanisation.

Those who have followed, for example, the reorganisation of library systems and the development of metropolitan Toronto will fully appreciate this point.

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Our machines and equipment seem now more frequently than ever before, to need frequent replacement, and not always because they are worn out, but rather because they are outmoded. They have been replaced by a better, faster, more reliable, more accurate, more productive model. This is a costly process of purchase, maintenance, and re-equipment; to say nothing of the continual process of training, and reprocessing that may be necessary.

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The development of the larger and more complex systems raises many questions such as those on U.B.C., Information Technology, Manpower, Education and Training, Management Systems etc.

Thus it is being increasingly recognized that accurate and up to date information is the essential basis for progress of civilization.

This fact has been recognized in most countries and especially those with large investments in research and development. In many of these countries, complex information systems have already been created to meet the special needs of scientists and those concerned with the humanities.

Such improved information services should help users collectively and individually to deal more effectively with their problems. Information supplied regularly and on time can improve relationships between people and nations of differing backgrounds and traditions and should thus also contribute to better understanding and world co-operation.

The high costs we all face in cataloguing and classifying our own particular collections of books are well known. We also know from the literature and from experience that pretty well the very same process of cataloguing and classification is going on of similar collection of books in many libraries all over the world. With the development of U.B.C. M.A.R.C. and perhaps SUPERMARC. much of this overlapping and duplication could and will be avoided and maybe we can reinvest the effort and finance involved more productively. Why then are we here and why is NATIS so important to us all. I have to some extent at least made a start to answering that question.

The NATIS concept implies that the Government, be it a local, state, or a national agency, should ensure the optimum availability of all relevant information through a planned and integrated library, archive and documentation system.

Just as governments, in principle almost invariably take responsibility for 'essential services' such as defence, law enforcement, health, medication, etc. then so too should governments be persuaded that the provision of an effective information system is not just another essential service but is rather the foundation upon which all other services build and from which they draw their sustenance.

I shall explain that I believe it is possible to distinguish recognized essen-

tial services by checking their compliance with certain characteristics; those are five in number;

1. In my view essential services are established and maintained by **obligatory laws**, which are regularly reviewed and modified through the light of experience, comparison and the evidence of research.
2. Essential services have a **central government ministry or agency** which is responsible for encouraging and fostering development.
3. At least a substantial percentage, if not the total, of the **finance** acquired for such services is made available through or **by the central government**.
4. **Minimum standards** are established, promulgated and regularly reviewed with a view to improving the effectiveness of such services.
5. The adoption and sensible application of the laws and standards, and of the updating and review, is encouraged by appropriate examples and if necessary enforced by **government advisers**.

So far the library, archives, and documentation systems of very few countries enjoy the status of measuring up to this test.

To achieve the aims that are implied a national information plan will need to be developed in accordance with an established information policy and implemented, taking account of the total overall national and sectoral planning.

Building a national information system will involve meeting certain basic requirements, establishing a foundation for it, and planning the various phases of its implementation. The planning of such a national system should take into consideration international trends and developments, and whenever possible the aim should be to plan the national system so that it is compatible with other national, regional and international systems and standards. This should simplify international co-operation and help to reduce costs. Also it will allow the national system to key into and take advantage of valuable information available in other national and international systems.

The actual design of national information systems will at least initially, in some degree, vary from country to country, whether or not they comprise sub-systems, because of differences due to such factors as the starting point, tradi-

tion, pace of development and finance available.

In many countries, for the foreseeable future it may be that NATIS will almost certainly consist of several carefully co-ordinated sub-systems. However the local, national, regional and international objective should be aimed at the effected co-ordination of all the elements and units that make up the total system. All these services involved in any way in the provision of information for any sector of the community and for any category of user should be included within the NATIS framework. The prime task of the national information system should be to ensure that all those engaged in political, economic, scientific, educational, social or cultural activities receive the necessary information to enable them to make their optimum contribution to the community.

The NATIS concept implies that these aims can best be achieved by formulating a national plan in accordance with an established information policy and in making account where implemented, of the priorities of national and sectoral planning. The plan should describe the present situation; and in order that this can be done comprehensive surveys of libraries, archives and documentation services will be necessary. Analysis of the objectives and performance of all such services should be undertaken to allow for comparison between present performance and the improved performance required within a co-ordinated national information system.

The potential contribution of such services in all fields of national planning and development will need to be taking account of interrelations with other professions.

The information obtained by such surveys may then, after consideration and analysis of alternative options, be used as a basis for forecasting future needs and for the preparation of long term plans.

The plan should include the legislative basis for the operation of NATIS and indicate the kind of organisational framework that will be required to achieve the objectives. It should include and indicate possible ways to improve the present system, optimally using the human and physical resources available and it should also establish the need for the provision of whatever additional resources are required to provide for new and improved services.

As far as possible, from the information made available, the plan should for-

cast all aspects of the structure and functioning of the recognised information services, including manpower needs, technological components, co-operative arrangements, amalgamations and finance.

It seems clear from the evidence available, that in the wealthy industrialized nations, including those with a tradition of autonomous institutions, it is becoming accepted that information networks must be planned and co-ordinated centrally, if they are to properly exercise their functions as important elements in the nations' education, cultural and scientific progress. There are now several examples of attempts being made to nationalise and rationalise information resources. The recent reorganisation of various sub systems to form the new British Library springs immediately to mind.

Awareness of the need to rationalise is not, however, limited to such countries. The difficulties and problems created by lack of co-ordination have been recognised in developing countries also. Because of their acute lack of resources, co-ordination and the elimination of unnecessary overlapping is even more necessary.

Ezekiel Kaungamno, director of the Tanzania Library Services outlines the development of his country towards the NATIS concept in the September-October issue of the Unesco bulletin for Libraries. The need for NATIS in developing countries has also been expressed in the report produced by Unesco on the vari-

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Libraries of all types however are becoming increasingly costly to establish and maintain, and so inevitably governments, and local governments, have been called upon to give their support.

As government invests more and more personnel in supporting these sub-systems, they are bound eventually to insist that overlapping must be eliminated and that attention is paid to the filling of serious gaps in the provision of information. They will probably insist that haphazard collections and collaboration cease and instead that action should be taken to plan and create national systems and institutions capable of acting as

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The development of the larger and more complex systems raises many questions such as those on U.B.C., Information Technology, Manpower, Education and Training, Management Systems etc.

Thus it is being increasingly recognized that accurate and up to date information is the essential basis for progress of civilization.

This fact has been recognized in most countries and especially those with large investments in research and development. In many of these countries, complex information systems have already been created to meet the special needs of scientists and those concerned with the humanities.

Such improved information services should help users collectively and individually to deal more effectively with their problems. Information supplied regularly and on time can improve relationships between people and nations of differing backgrounds and traditions and should thus also contribute to better understanding and world co-operation.

The high costs we all face in cataloguing and classifying our own particular collections of books are well known. We also know from the literature and from experience that pretty well the very same process of cataloguing and classification is going on of similar collection of books in many libraries all over the world. With the development of U.B.C. M.A.R.C. and perhaps SUPERMARC. much of this overlapping and duplication could and will be avoided and maybe we can reinvest the effort and finance involved more productively. Why then are we here and why is NATIS so important to us all. I have to some extent at least made a start to answering that question.

The NATIS concept implies that the Government, be it a local, state, or a national agency, should ensure the optimum availability of all relevant information through a planned and integrated library, archive and documentation system.

Just as governments, in principle almost invariably take responsibility for 'essential services' such as defence, law enforcement, health, medication, etc. then so too should governments be persuaded that the provision of an effective information system is not just another essential service but is rather the foundation upon which all other services build and from which they draw their sustenance.

I shall explain that I believe it is possible to distinguish recognized essen-

tial services by checking their compliance with certain characteristics; those are five in number;

1. In my view essential services are established and maintained by **obligatory laws**, which are regularly reviewed and modified through the light of experience, comparison and the evidence of research.
2. Essential services have a **central government ministry or agency** which is responsible for encouraging and fostering development.
3. At least a substantial percentage, if not the total, of the **finance** acquired for such services is made available through or **by the central government**.
4. **Minimum standards** are established, promulgated and regularly reviewed with a view to improving the effectiveness of such services.
5. The adoption and sensible application of the laws and standards, and of the updating and review, is encouraged by appropriate examples and if necessary enforced by **government advisers**.

So far the library, archives, and documentation systems of very few countries enjoy the status of measuring up to this test.

To achieve the aims that are implied a national information plan will need to be developed in accordance with an established information policy and implemented, taking account of the total overall national and sectoral planning.

Building a national information system will involve meeting certain basic requirements, establishing a foundation for it, and planning the various phases of its implementation. The planning of such a national system should take into consideration international trends and developments, and whenever possible the aim should be to plan the national system so that it is compatible with other national, regional and international systems and standards. This should simplify international co-operation and help to reduce costs. Also it will allow the national system to key into and take advantage of valuable information available in other national and international systems.

The actual design of national information systems will at least initially, in some degree, vary from country to country, whether or not they comprise sub-systems, because of differences due to such factors as the starting point, tradi-

tion, pace of development and finance available.

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by K.E. INGRAM

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Higher academic and professional qualifications; acquired long before there is a matching experience, the legitimate expectation of the satisfaction of sharing

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# CHALLENGES OF UNIVERSITY LIBRARIANSHIP

## OR RUMINATIONS OF A UNIVERSITY LIBRARIAN

A Paper read to  
Students taking the course in

### UNIVERSITY AND RESEARCH LIBRARY ADMINISTRATION,

Department of Library Studies, University  
of the West Indies, Mona, Jamaica.

by K.E. INGRAM

Librarian, University of the West Indies  
February 3, 1976.

When I was asked to speak to you on the challenges of university librarianship both generally and as I had experienced them, I pointed out that I had attempted to do more or less just this in the paper which I submitted to the International Library Conference here in Jamaica in 1972<sup>1</sup> and which I was assured that you had read.

In venturing to speak on the subject again, after so short an interval of time, I shall endeavour to avoid being purely repetitive and to fill in a few more details and some background considerations which may not have been sketched in that paper, though I can hardly hope to avoid any reference to, or repetition of the views therein expressed, without thereby presenting a very disjointed and incoherent view of the subject. I offer few if any definitive answers to the challenges or problems, but attempt rather to identify them and throw some light on them, leaving you, in your own good time, to discover by thought and experience the answers to these challenges and problems which the particular circumstances of your own professional lives or careers may suggest to you.

A couple of years ago as I thumbed through one of the professional journals

received in the Library, skimming articles which might be of particular relevance to me, I came across and subsequently read with interest (the interest that recognizes the ring of validity in another's experience) an article entitled "The Changing Role of Directors of University Libraries"<sup>2</sup> the title of which (as well as its substance) provides an interesting starting point for these remarks.

Is the university librarian a director or a co-ordinator or does his role fall somewhere in between?

Traditionally, the organization of university libraries has been a hierarchical one, with the librarian, whether he is called director or not, at the apex, and like a captain so to speak, bearing the principal responsibility for setting the course within the waters charted by the general policy and requirements of the university. This role, as well as the attendant organizational pattern, has come under fire in many places and has had to be modified, or adapt itself to new requirements, due to a number of factors. Among these may be mentioned changes in the very nature of universities, their government and structure, the growth of library collections (books and other media), the changing demands of service, or new emphases in service required of university libraries, sociological and educational factors or theories affecting the recruitment, thought and job expectations of staff, not the least among these being the growth of new management theories, transferred from the realm of business to that of libraries.

Higher academic and professional qualifications, acquired long before there is a matching experience, the legitimate expectation of the satisfaction of sharing

in the decision-making process, unionization and kindred sociological factors all call for a modification of the role of the library director as the captain on the bridge. McAnally and Downs express it thus: "Leadership is with a soft voice at a low key. Motivation and morale are stressed."<sup>3</sup>

It will be a challenge to the university librarian to accommodate, and to some extent guide (for no professionally trained librarian is effectively a complete librarian by virtue only of qualifications without some matching experience) the resultant drives, so as to create a state of equipoise with the other requirements and demands which arise from the very nature of a library as a service institution, depending on the co-ordinated action and response of its departments, divisions or services, however organized, for effective fulfilment of its functions and obligations to the university which it serves, and to meeting wider national and international demands of an informational or scholarly nature. It is a mistake and one frequently made in this University, to equate a university library with a teaching department, and this is said, without in any way derogating from the claims of the university library to be regarded as fulfilling a primarily academic rather than administrative function. Though the library and the teaching departments share the same nature and are directed towards the same end their *modus operandi* is different, and the professional librarian attached to a library cannot expect to operate with the same measure of independence, as the member of a teaching department or a research institute, without adversely affecting the very vehicle of his professional performance and of his professional fulfilment — viz., the Library. It is nonetheless true, however, that organizational patterns of service need to be analysed and the Library, where necessary, and as far as the means allow, be restructured to allow for greater flexibility and, hopefully, greater job satisfaction on the part of the staff. New service requirements may also at times call for new patterns of organization.

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# IASL NEWS

Mrs. Amy Robertson, Librarian/Documentalist, U.W.I. School of Education, was one of the participants of the 5th Annual IASL Conference. 137 people came from 14 countries — Australia, Brazil, Canada, Chile, Colombo, Denmark, West Germany, Jamaica, Japan, Nicaragua, Nigeria, Philippines, Sweden, U.S.A. for the meeting held in Maryland, U.S.A. August 1 to 3.

The theme "Crucial issues in School Library Development" focused attention on media resource centres with papers presenting the viewpoints and experiences of a library professor, a director of instruction, an educational media consultant, and a media administrator.

The programme was prepared by an American/Canadian Committee — Linda Beeler, U.S.A. and Donna Adrian, Canada. The papers will be available in the conference proceedings early in 1977.

Included in the programme were many special features for professional interests, periods of relaxation and socialization. The Baltimore County Mobile Educational van demonstrated its media equipment and services. Tours were made to media centres and to the Review and Evaluation Centre in Anne Arundel County. The Danish delegates showed a filmstrip of their library services — "The school library — experience and information" a filmstrip of 50 pictures (24 x 36 mm) on reel (wheel) to reel tape. 13 mins. explanation in English. Price: U.S. \$43.00.

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N.I. Onyechi, Sub-Librarian of the University of Ibadan Library, Nigeria, develops interestingly the by no means novel suggestion that the divisional library or other subject specialist plans of organization allow for more scholarly, specialized and satisfying librarianship, requiring a more active professional role, both in technical and reader services, a role more in keeping with the academic function of the university library. He recognizes however that no system is without disadvantages and that such a plan calls for additional expenditure on buildings, staff and books. Nor will duplication of the last item provide for the interdisciplinary approach which a larger general collection permits.<sup>5</sup>

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There is no simple answer to these apparently conflicting demands on the university librarian and certainly, in our situation in the University of the West Indies, whatever may be the emphasis, shortages of staff pose a serious obstacle to either academic pursuits or administrative explorations while service requirements have to be met as the first priority.

We have been discussing so far, problems of internal policy and organization facing university libraries and librarians, but basic to the understanding if not the solution of these and other problems of finance, planning, collection building, information transfer, conservation and co-operation at the national, regional, and international levels, is a university's view of its library and of the office of librarian. McAnally & Downs advert to the latter subject more than once in discussing the decline in the status of university library directors in university management, and in participation in institutional policy in America. In the best university tradition the librarian is an officer of the university in fact as well as in name, sharing not only in its highest counsels, but being also its principal adviser in the formulation of all policies which pertain directly to the library and its development as a vital and indispensable organ of academic life, embracing the entire learning resources of the university, of which the printed volume is the principal but not the only medium. At the other end of the scale is the university which regards its library as an unavoidable appendage, considered a necessity by some of its members but a costly drag on its resources, which must be tolerated but upon which expenditure

must be kept to a minimum, whose centrality to the rest of the institution may safely be affirmed provided that no one, and least of all the librarian, thinks that such lip-homage is an excuse for suggesting that any further expenditure on its services is necessary, or that he is regarded as any more than a functionary who will dutifully perform his chores and speak when he is spoken to.

I must leave you to determine where you think your own Library fits in the spectrum of regard of which I have indicated the termini. I may say however that at its inception the University College of the West Indies Library as it then was, started out under favourable auspices though in fact the office of Librarian came in for little mention in the original Statutes, which say nothing of his role or function. This was perhaps quite obvious in a single campus institution, but after the University became a cross-campus institution it became necessary to spell out the function of the University Librarian in somewhat more detail, in both the Statutes and the Library Regulations.

Some of the indices whereby we can tell how a university regards its library are:

1. The rank accorded the Librarian as an officer and even more important, the opportunity afforded him to exercise fully and as effectively as he can, all the functions attached to his office.
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3. Representation of the Library on those committees concerned with academic policy and planning or with the financial allocations and estimates of the University.

I would go further and add two other types of committees, on which our li-

brary is not represented as of right but on which I think it ought at least to have the right to be fully and effectively represented when the agenda impinges upon its concerns, namely, those bodies concerned with appointments, assessments, promotions either of professional or non-professional staff and those concerned with the general government of the University, such as Council and Finance and General Purposes Committee.

In my 1972 paper I had mentioned how much the university library was a service dependent on other agencies of the university, and I cannot but mention here one of the greatest challenges if you like to think in positive terms, but encumbrances if one is to speak more realistically, facing senior professional, staff in this Library, and that is the inevitability of being bogged down in all sorts of non-professional concerns such as personnel matters relating to non-academic and unionised staff, maintenance of buildings and equipment, which ought properly to be the responsibilities of other agencies, but which for one reason or another, which need not be spelt out on this occasion, become the inescapable concern of the Librarian, if his Library is to function. Onyechi states that "much of the disenchanting picture of the university librarians stems from the approach that they themselves have adopted towards their responsibilities", allowing themselves "to be saddled with much of the routine and clerical duties which could conveniently be left to juniors. Conversely they leave library assistants and clerks to answer questions and tackle duties that should clearly be theirs".<sup>8</sup>

I accept the admonition and shall examine my conscience but I wish he had provided me with a nostrum for unburdening myself of those non-professional and "extra-territorial" duties which at the most should be a matter of initial or marginal concern, but which in fact will not be accomplished without the expenditure of a disproportionate amount of time and energy and which no clerk or library assistant can or will perform.

It is interesting to note some of the reasons, detrimental for the most part, which McAnally and Downs identify as accountable for the change in the role of the Director of University Libraries, in so far as these may apply also to our situation here, as follows:

The restriction of direct access between the chief librarian and the head of the university (president in the USA) by the proliferation of vice-presidents and other interposing administrative officers

has weakened the power of the Library to present its case. One director of libraries commented

*... that unfortunately the presidents rarely have utilized existing administrators, such as directors of libraries, who have a broad overview of the university, to help with the growing burden of general administrative affairs.*<sup>9</sup>

Hard times and inflation hit the library's budget harder than probably any other part of the university and university administrators at the same time bring the heaviest pressure to bear on services such as the Library, which appears to have a large budget; and it is a well known pattern in business at any rate that when money is short service agencies are the first to get the cut. Directors also have noted "that they have no power base on which to operate . . . and could not even get to the point of a showdown, much less win one."<sup>10</sup>

This, added to staff, student and faculty pressures, has meant that in one year, 1971/72, seven of the ten largest university libraries in the USA, had the directorships of libraries vacant, in only one case by normal retirement for reasons of age, in a post formerly considered a life-time holding until retirement, once it has been attained.

I dealt at some length in my 1972 paper with the problem of financing university libraries and the challenge this posed in parts of the developing world such as the Commonwealth Caribbean. The Senate of the University of the West Indies has gone on record that it will allocate at least 7% of the campus budgets to the respective campus libraries and this has been more than realized for Cave Hill and St. Augustine in the Triennial Estimates for 1975/78, which have just been approved, although the Mona Library's allocation has been restricted to 6.4% with the hope that 7% will be realized by the start of the next triennium.

There is now a marked tendency for foundations to shy away from giving funds for library buildings, as was traditional in the past, and the programmes which attract such funding are developmental ones which pertain to social and economic life at the "grass-roots". University development and planning offices also tend to concentrate on unrestricted funds for the university at large rather than on funds for particular institutions such as the Library.<sup>11</sup> This should encourage them to overcome any reluct-

ance to allow the Librarian, who is willing to try his hands at fund raising, over and beyond that represented by a gift of books or money to purchase a collection, to take active steps to raise funds for capital purposes in the private sector, where the conditions may be propitious, and provided that the institution's policies governing approaches to prospective donors are observed. Proposals of this nature, made by the Library at Mona in the past have met with little encouragement and, regretfully, even if they were to receive such encouragement today, the financial climate is not one which is likely to make for successful fund-raising. It should be left to the Librarian, however, to make the effort if he is willing and able.

So far I have talked mainly of administrative policy, organization and finance, but one should never forget that the whole purpose of library administration is to provide adequate collections for the use of readers, arranged and made available under conditions which make them readily accessible while contributing to their physical preservation, and with such aids as contribute to the speedy retrieval of information. This, of course, is the very heart of librarianship and it is a tragedy in many respects that the ascent of the ladder of promotion almost invariably divorces the administrator from the books and other media of information which he administers. The Librarian, however, must never allow himself to be totally divorced from the inexhaustible task of collection building. There are two aspects of this subject which I think present particular challenges to librarians in this area, the first being of regional interest and the second being of universal interest. In the first instance I refer to the building of regional and area collections which are indispensable for the study and understanding of our past and of possible directions for the future. These should comprehend both current, the not so current and the antiquarian. It has become fashionable among certain librarians to look askance at the collection of older material and in this connection I would commend to you a very worthwhile article by A.D. Burnett<sup>12</sup> of the Department of Rare Books at Durham University Library, justifying the acquisition of antiquarian and other special collections in university and scholarly libraries. I shall not attempt to recapitulate all that he has to say here, but apart from the more obvious statements, such as the fact that what is current today will be old and rare tomorrow and that such materials contribute the



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3. Representation of the Library on those committees concerned with academic policy and planning or with the financial allocations and estimates of the University.

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brary is not represented as of right but on which I think it ought at least to have the right to be fully and effectively represented when the agenda impinges upon its concerns, namely, those bodies concerned with appointments, assessments, promotions either of professional or non-professional staff and those concerned with the general government of the University, such as Council and Finance and General Purposes Committee.

In my 1972 paper I had mentioned how much the university library was a service dependent on other agencies of the university, and I cannot but mention here one of the greatest challenges if you like to think in positive terms, but encumbrances if one is to speak more realistically, facing senior professional, staff in this Library, and that is the inevitability of being bogged down in all sorts of non-professional concerns such as personnel matters relating to non-academic and unionised staff, maintenance of buildings and equipment, which ought properly to be the responsibilities of other agencies, but which for one reason or another, which need not be spelt out on this occasion, become the inescapable concern of the Librarian, if his Library is to function. Onyechi states that "much of the disenchanting picture of the university librarians stems from the approach that they themselves have adopted towards their responsibilities", allowing themselves "to be saddled with much of the routine and clerical duties which could conveniently be left to juniors. Conversely they leave library assistants and clerks to answer questions and tackle duties that should clearly be theirs".<sup>8</sup>

I accept the admonition and shall examine my conscience but I wish he had provided me with a nostrum for unburdening myself of those non-professional and "extra-territorial" duties which at the most should be a matter of initial or marginal concern, but which in fact will not be accomplished without the expenditure of a disproportionate amount of time and energy and which no clerk or library assistant can or will perform.

It is interesting to note some of the reasons, detrimental for the most part, which McAnally and Downs identify as accountable for the change in the role of the Director of University Libraries, in so far as these may apply also to our situation here, as follows:

The restriction of direct access between the chief librarian and the head of the university (president in the USA) by the proliferation of vice-presidents and other interposing administrative officers

has weakened the power of the Library to present its case. One director of libraries commented

*... that unfortunately the presidents rarely have utilized existing administrators, such as directors of libraries, who have a broad overview of the university, to help with the growing burden of general administrative affairs.*<sup>9</sup>

Hard times and inflation hit the library's budget harder than probably any other part of the university and university administrators at the same time bring the heaviest pressure to bear on services such as the Library, which appears to have a large budget; and it is a well known pattern in business at any rate that when money is short service agencies are the first to get the cut. Directors also have noted "that they have no power base on which to operate . . . and could not even get to the point of a showdown, much less win one."<sup>10</sup>

This, added to staff, student and faculty pressures, has meant that in one year, 1971/72, seven of the ten largest university libraries in the USA, had the directorships of libraries vacant, in only one case by normal retirement for reasons of age, in a post formerly considered a life-time holding until retirement, once it has been attained.

I dealt at some length in my 1972 paper with the problem of financing university libraries and the challenge this posed in parts of the developing world such as the Commonwealth Caribbean. The Senate of the University of the West Indies has gone on record that it will allocate at least 7% of the campus budgets to the respective campus libraries and this has been more than realized for Cave Hill and St. Augustine in the Triennial Estimates for 1975/78, which have just been approved, although the Mona Library's allocation has been restricted to 6.4% with the hope that 7% will be realized by the start of the next triennium.

There is now a marked tendency for foundations to shy away from giving funds for library buildings, as was traditional in the past, and the programmes which attract such funding are developmental ones which pertain to social and economic life at the "grass-roots". University development and planning offices also tend to concentrate on unrestricted funds for the university at large rather than on funds for particular institutions such as the Library.<sup>11</sup> This should encourage them to overcome any reluct-

ance to allow the Librarian, who is willing to try his hands at fund raising, over and beyond that represented by a gift of books or money to purchase a collection, to take active steps to raise funds for capital purposes in the private sector, where the conditions may be propitious, and provided that the institution's policies governing approaches to prospective donors are observed. Proposals of this nature, made by the Library at Mona in the past have met with little encouragement and, regretfully, even if they were to receive such encouragement today, the financial climate is not one which is likely to make for successful fund-raising. It should be left to the Librarian, however, to make the effort if he is willing and able.

So far I have talked mainly of administrative policy, organization and finance, but one should never forget that the whole purpose of library administration is to provide adequate collections for the use of readers, arranged and made available under conditions which make them readily accessible while contributing to their physical preservation, and with such aids as contribute to the speedy retrieval of information. This, of course, is the very heart of librarianship and it is a tragedy in many respects that the ascent of the ladder of promotion almost invariably divorces the administrator from the books and other media of information which he administers. The Librarian, however, must never allow himself to be totally divorced from the inexhaustible task of collection building. There are two aspects of this subject which I think present particular challenges to librarians in this area, the first being of regional interest and the second being of universal interest. In the first instance I refer to the building of regional and area collections which are indispensable for the study and understanding of our past and of possible directions for the future. These should comprehend both current, the not so current and the antiquarian. It has become fashionable among certain librarians to look askance at the collection of older material and in this connection I would commend to you a very worthwhile article by A.D. Burnett<sup>12</sup> of the Department of Rare Books at Durham University Library, justifying the acquisition of antiquarian and other special collections in university and scholarly libraries. I shall not attempt to recapitulate all that he has to say here, but apart from the more obvious statements, such as the fact that what is current today will be old and rare tomorrow and that such materials contribute the



raw materials of humanistic research, I will permit myself to quote one short passage which goes to the heart of the matter with an almost philosophic quality of expression:

*... the printed and manuscript record of the past is part of the human cultural heritage. If man matters his past matters too. As a tree roots, so do we need the past to enrich the present. Indeed, we cannot fully understand the one without the latter nor even assess our modernity without comparison with the past.*<sup>13</sup>

The devaluation of the past is often a symptom of a very superficial concern with, and a rather shallow perception of the present; the appreciation of older research material need not conflict with a genuine and very necessary knowledge or appreciation of all the modern elements of librarianship — non-print media, computerized retrieval of information, etc. As Burnett remarks, the prestige of science where collections are subject to a rapid rate of obsolescence has fostered a climate in which all older material is regarded as essentially useless.<sup>14</sup>

Some of the most interesting uses of the computer have been in the control of rare books<sup>15</sup> and some of the most modern thinking on the administration of audio-visual media tends to steer clear of the almost freakish regard for such resource material which surrounds it with a jargon of modernity and with a highly precious form of management in the library. In the view of one writer on the subject, separate audio-visual departments can never provide first-class library service and "the need for that kind of separated administration is by and large already past".<sup>16</sup>

This is not to say that these new media and technology do not call for new approaches from the present day librarian, as they enlarge the resources and expedite the techniques available to conventional librarianship of the past. We need to see them in perspective, however, and the realization that they will be as "old hat" tomorrow as the chained librarians today, should help us to keep our feet firmly planted on the earth when

talk of the "new librarianship" threatens to put us into orbit.

In conclusion, I would like to touch on a major task of the university library of today, which is the second challenge of more general application, to which I have previously referred, namely, the task which is, bibliographically speaking, as limitless as the expanding universe but which nevertheless is grounded in the *terra firma* of day to day experience. I refer to the task of contributing to the universal pool of knowledge and to its universal bibliographical control. The new technology will help us to control the information explosion. I would hazard the statement that the university libraries of the world collectively contain greater resources of knowledge than any other category of library — national, special or public, — taken collectively.

However, they can only make these resources available in any substantial way to those outside their respective institutions, with the assistance of national and international agencies. This is a subject which should be of great concern to us in the Commonwealth Caribbean with the paucity of information available at national levels and a single regional university — (excluding the University of Guyana) with slender library resources serving the region. National, government and private agencies cry out for us to come outside our walls and so to speak come over into Macedonia and help them. It is our wish, it would be our fulfilment to do so more generously than we can. I know that we could do more if means could be found whereby individual governments might finance and underpin the libraries within their respective jurisdiction, with due regard to the needs and policies of the regional university. I hope they will.

I was asked to speak on "challenges" — a word whose frequent use I must confess rather makes me wince. I trust that you will find some challenges in what I have said to invite you to a contest. For my part, however, I shall be content if these ruminations of a librarian provide you with a few enduring thoughts. Thank you for inviting me to talk to you and for listening to me.

## FOOTNOTES:

<sup>1</sup>K.E. Ingram, "Some Aspects of Academic Librarianship in the Context of the Caribbean." In *Libraries and the Challenge of Change*. Papers of the International Library Conference held in Kingston, Jamaica 24–29 April 1972. Edited by K.E. Ingram and A.A. Jefferson (Pub. for the Jamaica Library Association and the Jamaica Library Service by Mansell, 1975) pp. 67 – 76.

<sup>2</sup>By Arthur M. McNally and Robert B. Downs in *College & Research Libraries*, Vol. 34, No. 2, March 1973, pp. 103–123.

<sup>3</sup>*Ibid.*, p. 108.

<sup>4</sup>H. William Axford, "The Interrelations of Structure Governance and Effective Resource Utilization in Academic Libraries". *Library Trends*, April 1975, pp. 551–571.

<sup>5</sup>Full Academic Status for Nigerian University Librarians through the Divisional Library/Subject Specialist Plan." *Libri*, Vol. 25, No. 3, Sept. 1975, pp. 183–198.

<sup>6</sup>*Ibid.*, p. 195

<sup>7</sup>View quoted from Everett C. Hughes, *Men and their Work* (Glencoe, Illinois, The Free Press 1958, p. 137) in Jack Dalton, "Library Education and Research in Librarianship," *Libri*. Vol. 19, No. 3, 1969, p. 163.

<sup>8</sup>*Op. Cit.*, p. 184

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# The One-Person Library

Reprinted from **Special Libraries**  
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1976) c by Special Libraries Association.  
Association.  
**Guy St. Clair**  
Union League Club, New York, N.Y. 10016

A one-person library is one in which all of the work is done by the librarian. The keys to success in a one-person library are effective self-management and good communications between the librarian, his clientele, and management. Lack of pressure and direct appreciation for the librarian's professional efforts are described as the primary rewards for working in one-person library.

A ONE-PERSON LIBRARY may be defined as one in which *all* the work is done by the librarian. There may be occasional help in the form of temporary assistance from another department in the organization for one particular project at a time, but such assistance is not a part of the library operation. In a one-person library, there is no distinction between clerical and professional duties; management is not involved in policy-making in the library; and the librarian, in terms of the actual operations of the library, is answerable only to himself (management, of course, supervises such personnel considerations as when the librarians work, salary, vacation, etc.).

This definition may seem obvious to many professional librarians. It is surprising how often, though, in discussing a one-person library situation, many librarians, especially new librarians interviewing for positions, assume that certain functions are done by someone else in the organization. This is dangerous and can lead to disappointment in the position. A good rule of thumb to remember is this: if an organization is small enough to have a library operation staffed by only one person, it will probably be an organization in which the library is not considered to be one of the vital functions in the organization. Consequently, activities in the library will not be high on the organization's list of priorities, and the librarian should expect little or no help from other operations in the organization. There are, happily, exceptions, to this rule, and some one-person librarians

do work for supportive organizations.

Second, the paper is an attempt to share some general ideas on the subject of one-person librarianship. The author's opinions are the result of several years of observing and discussing, informally, the problems and pleasures of the one-person library.

Third, the paper is intended to offer encouragement and support to librarians who now work in one-person operations. It is not always easy, despite the rewards, to work alone, and the mere fact that other librarians are in similar positions might be of value to some.

## Self-Management

The list of duties is enormous in a one-person library. Not only is the librarian responsible for the full range of professional duties, such as reader's advisory, answering reference questions, selecting and ordering materials, cataloging and classification, weeding and similar tasks but he must fit into his schedule clerical duties as well, including typing filing, circulation counts, shelving and such. Even occasional custodial duties such as cleaning shelves or shifting books are often done by the librarian, who quickly learns that the fastest way to get something done is to do it himself. To do all these jobs and to do them well. requires a level of self-management that none of us are taught in graduate school and few of us learn even later. It is easy to say we can manage our time, especially if we are part of a staff and duties are defined; but it is difficult to do it when everything must be done by one person. There are no rules imposed by management, there are no time-sheets, there are no supervisors looking over one's shoulders

The key to self-management is to establish priorities. There are certain jobs in every library which must be dutifully performed; otherwise a backlog appears and what has been a daily routine can quickly become a monumental project. So the first rule of self-management in a one-person library is obvious: get the house-keeping done first, do it early each day and get it out of the way. The librarian who skips his circulation count on Monday morning will find himself with twice as much to count on Tuesday, and he will have reduced the rest of Monday's

efficiency by worrying about not having done it.

A second rule continues the establishment of priorities: in one's professional duties, concentrate the effort on those activities which call for immediate action. Of course, the choice is obvious if one is deciding between answering a reference inquiry or working on the index of the organization's archives. The librarian must answer the inquiry first. However, he will be aware that the index, even if it does not produce an immediate response, is a valid professional activity and will try to find some time each day for precisely this kind of work. This choice is easy; it is more difficult when the librarian must choose between two equally "essential" tasks. This is where one's professionalism is called upon. The librarian's experience and background will enable him to establish proper professional priorities.

In all libraries, there are professional duties which call for an immediate response, such as reader's advisory and reference. However, many tasks in a library are not so pressing, but these projects, upon completion, will enable the librarian to carry out the library's immediate operations more successfully. These are valid professional activities and the librarian should be aware of them, of their demands on his time, and their eventual contribution to the library operation. He does not need to apologize for such activities, and even if they are so esoteric that only the librarian will use them and know about them, they are, nevertheless, part of his job and he should feel free to plan time for such activities. The library's service will be better for it.

## Professional Affirmation

The librarian in a one-person library has another problem other librarians do not have: because he works alone, his professional self-worth is often neglected. He is a professional; he has been specially trained to do the work he does. Yet because of the circumstances of his job, he does not interact with other professionals and, of course, the library's clients and the other employees of the organization do not think in terms of these distinctions. Thus, if the librarian is to carry out his duties successfully, his professional affirmation must come from inside himself. It will, if he follows a third rule: Always think of yourself as a professional, even when performing nonprofessional tasks.

In speaking of professional and non-professional roles, it is easy to lapse into semantics. The terms have been defined

and redefined, so it is not necessary to go into those details here. Yet there is one distinction which might be appropriate: the nonprofessional works a set number of hours, but a professional, generally speaking, works on a particular job, and works until the job is done. This is not to say that a professional does not work set hours. Of course he does, but his concern is more with the project or piece of work itself than the hours he is on the job.

In the one-person library, it is essential that the librarian be aware of the distinction and think of himself as a professional. He needs it for his own professional affirmation and also to keep the level of service where it should be. Even when doing clerical tasks, he must think of himself as a professional doing clerical work, not as a clerk working in a library.

## Say "No"

Another self-management rule which must be observed is to learn to say "no". For many persons, and for librarians especially, since we have been trained to work in a service profession, it is almost impossible to refuse to do a task, but there simply are not enough hours in the day to do all the things your clients and management would have you do. The librarian who has a supportive manager can, with the knowledge that management will back him up say no to requests that are not in his realm of service. There is no way, however, to convince clients and other employees that the librarian has anything to do but sit and wait for questions. The librarian has to learn to do only those services for clients normally provided by the library, and work outside that limit is handled with a firm but pleasant "no" and, if possible, referral to an appropriate agency where the work can be done. As for other employees (those who are not clients, usually secretarial or clerical workers), it may sound elitist, but the librarian should not even bother to waste his time trying to educate them. No amount of effort, however well-intentioned, will convince them that the librarian does not spend all his time sitting and reading. The best way to deal with this problem is simply a firm, but again polite, refusal when they come to the library to visit, gossip, kill time, or even to ask the librarian to do their son's or daughter's research assignments. The other employees will soon get the message, and while the librarian will not be the most popular person in the organization, he will, at least, not lose time dealing with inappropriate situations. The ability to say no is an asset, tremendously difficult to achieve, but important if one is to provide good library service.

## Restrict Personal Work

In a one-person library it is particularly important not to be tempted to use library time for personal work. It is easy to forget, in a quiet time when the mail has been done and there is no one waiting to be helped, that one is an employee and not on one's free time. Such activities as personal letter writing, bill-paying, telephone conversations and such can be tempting; but must be avoided.

Most one-person librarians solve the problem of personal tasks by working flexible hours, that is, being on duty the hours they are required to be there, but also frequently coming in early or staying later or coming in on an occasional Saturday to do those things which cannot be classed as "job" but which are better done at the office than elsewhere. This is particularly true of work for professional organizations. Most joiners who want to contribute to a professional organization cannot find time during their work days. They are able to do something for the professional organization by putting in time at the office after hours.

## Communication

No less important than self-management is communication between the librarian, his clientele, and his management. Communication demonstrates how good the library's operations are. And oddly enough, it is the librarian who is in the position of initiating the communication, in the unique position of telling how good his work is. It is a position that persons in other professions might justifiably envy.

Communication is important in any service organization, and all libraries employ some form of communication or public relations, either overtly or not, but for the librarian in a one-person library, it is a basic. It is the one way of affirming the importance of the library to the organization, and it is the librarian's means of evaluating his own professional worth. Just as no one is going to use a library he never hears about, so no one is going to value the librarian if no one knows what he is doing.

To reach management, one universally utilized form is the annual report, and whether it is a ten-page printed and bound booklet or a one-paragraph heading over some statistics, the annual report is probably the single most important document the one-person librarian will give to management all year long. It is the statement which reflects the policies of the library, the accomplishments of the year, and significantly, goals for

the future. It tells management what the librarian sees as problems and where the strengths of the library, as reflected by use, are to be found. Finally, it is the annual report which gives management a tool to effect changes, to build, strengths and to eliminate weaknesses in the library operation, for with a well-written and documented annual report the librarian can, through management seek these goals from the executive level. It is easy to underestimate the value of the annual report, to dismiss it as a bothersome once-a-year chore, but for the alert and dynamic librarian who runs a library without help, it can be his most important task of the year.

Frequent briefings by the librarian to management are also successful methods of communication. Management is concerned with all operations in an organization, and the library admittedly is not high on the managerial list of necessary departments. However, a good librarian and a good manager will soon find that this does not have to be a problem. In a one-person library, it is up to the librarian to sell the library, and he does this by first convincing management that the library's services are needed and appreciated. A good manager does not want to get involved in library operations — indeed, that is why he has hired a professional librarian and he will prefer that the librarian run the library — but he does want to know what is going on. A daily briefing, or certainly no less than once every two or three days, is invaluable to the manager to give him a general picture of what the librarian is doing. The briefing does not have to be formal, nor a long and involved lecture. It is necessary, however, for the librarian to spend some time with the manager, letting him know who uses the library, what interesting or useful questions are asked etc. The librarian will soon learn that these briefings are useful for more than general information. As he deals frankly and openly with his manager about problems, special circumstances policy, etc., the manager is getting input about the value of the librarian and his work to the organization, input which is certainly advantageous to the librarian if he is doing a good job.

Another valuable communication format is the written memorandum. In most organizations the manager keeps a file of current activities in the library, and as long as he is not flooded with trivia, he will be pleased to have a written memo about certain projects, programs, etc. The written memo also serves the purpose of informing management when a face-to-



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A ONE-PERSON LIBRARY may be defined as one in which *all* the work is done by the librarian. There may be occasional help in the form of temporary assistance from another department in the organization for one particular project at a time, but such assistance is not a part of the library operation. In a one-person library, there is no distinction between clerical and professional duties; management is not involved in policy-making in the library; and the librarian, in terms of the actual operations of the library, is answerable only to himself (management, of course, supervises such personnel considerations as when the librarians work, salary, vacation, etc.).

This definition may seem obvious to many professional librarians. It is surprising how often, though, in discussing a one-person library situation, many librarians, especially new librarians interviewing for positions, assume that certain functions are done by someone else in the organization. This is dangerous and can lead to disappointment in the position. A good rule of thumb to remember is this: if an organization is small enough to have a library operation staffed by only one person, it will probably be an organization in which the library is not considered to be one of the vital functions in the organization. Consequently, activities in the library will not be high on the organization's list of priorities, and the librarian should expect little or no help from other operations in the organization. There are, happily, exceptions, to this rule, and some one-person librarians

do work for supportive organizations.

Second, the paper is an attempt to share some general ideas on the subject of one-person librarianship. The author's opinions are the result of several years of observing and discussing, informally, the problems and pleasures of the one-person library.

Third, the paper is intended to offer encouragement and support to librarians who now work in one-person operations. It is not always easy, despite the rewards, to work alone, and the mere fact that other librarians are in similar positions might be of value to some.

## Self-Management

The list of duties is enormous in a one-person library. Not only is the librarian responsible for the full range of professional duties, such as reader's advisory, answering reference questions, selecting and ordering materials, cataloging and classification, weeding and similar tasks but he must fit into his schedule clerical duties as well, including typing, filing, circulation counts, shelving and such. Even occasional custodial duties such as cleaning shelves or shifting books are often done by the librarian, who quickly learns that the fastest way to get something done is to do it himself. To do all these jobs and to do them well. requires a level of self-management that none of us are taught in graduate school and few of us learn even later. It is easy to say we can manage our time, especially if we are part of a staff and duties are defined; but it is difficult to do it when everything must be done by one person. There are no rules imposed by management, there are no time-sheets, there are no supervisors looking over one's shoulders

The key to self-management is to establish priorities. There are certain jobs in every library which must be dutifully performed; otherwise a backlog appears and what has been a daily routine can quickly become a monumental project. So the first rule of self-management in a one-person library is obvious: get the house-keeping done first, do it early each day and get it out of the way. The librarian who skips his circulation count on Monday morning will find himself with twice as much to count on Tuesday, and he will have reduced the rest of Monday's

efficiency by worrying about not having done it.

A second rule continues the establishment of priorities: in one's professional duties, concentrate the effort on those activities which call for immediate action. Of course, the choice is obvious if one is deciding between answering a reference inquiry or working on the index of the organization's archives. The librarian must answer the inquiry first. However, he will be aware that the index, even if it does not produce an immediate response, is a valid professional activity and will try to find some time each day for precisely this kind of work. This choice is easy; it is more difficult when the librarian must choose between two equally "essential" tasks. This is where one's professionalism is called upon. The librarian's experience and background will enable him to establish proper professional priorities.

In all libraries, there are professional duties which call for an immediate response, such as reader's advisory and reference. However, many tasks in a library are not so pressing, but these projects, upon completion, will enable the librarian to carry out the library's immediate operations more successfully. These are valid professional activities and the librarian should be aware of them, of their demands on his time, and their eventual contribution to the library operation. He does not need to apologize for such activities, and even if they are so esoteric that only the librarian will use them and know about them, they are, nevertheless, part of his job and he should feel free to plan time for such activities. The library's service will be better for it.

## Professional Affirmation

The librarian in a one-person library has another problem other librarians do not have: because he works alone, his professional self-worth is often neglected. He is a professional; he has been specially trained to do the work he does. Yet because of the circumstances of his job, he does not interact with other professionals and, of course, the library's clients and the other employees of the organization do not think in terms of these distinctions. Thus, if the librarian is to carry out his duties successfully, his professional affirmation must come from inside himself. It will, if he follows a third rule: Always think of yourself as a professional, even when performing nonprofessional tasks.

In speaking of professional and non-professional roles, it is easy to lapse into semantics. The terms have been defined

and redefined, so it is not necessary to go into those details here. Yet there is one distinction which might be appropriate: the nonprofessional works a set number of hours, but a professional, generally speaking, works on a particular job, and works until the job is done. This is not to say that a professional does not work set hours. Of course he does, but his concern is more with the project or piece of work itself than the hours he is on the job.

In the one-person library, it is essential that the librarian be aware of the distinction and think of himself as a professional. He needs it for his own professional affirmation and also to keep the level of service where it should be. Even when doing clerical tasks, he must think of himself as a professional doing clerical work, not as a clerk working in a library.

## Say "No"

Another self-management rule which must be observed is to learn to say "no". For many persons, and for librarians especially, since we have been trained to work in a service profession, it is almost impossible to refuse to do a task, but there simply are not enough hours in the day to do all the things your clients and management would have you do. The librarian who has a supportive manager can, with the knowledge that management will back him up say no to requests that are not in his realm of service. There is no way, however, to convince clients and other employees that the librarian has anything to do but sit and wait for questions. The librarian has to learn to do only those services for clients normally provided by the library, and work outside that limit is handled with a firm but pleasant "no" and, if possible, referral to an appropriate agency where the work can be done. As for other employees (those who are not clients, usually secretarial or clerical workers), it may sound elitist, but the librarian should not even bother to waste his time trying to educate them. No amount of effort, however well-intentioned, will convince them that the librarian does not spend all his time sitting and reading. The best way to deal with this problem is simply a firm, but again polite, refusal when they come to the library to visit, gossip, kill time, or even to ask the librarian to do their son's or daughter's research assignments. The other employees will soon get the message, and while the librarian will not be the most popular person in the organization, he will, at least, not lose time dealing with inappropriate situations. The ability to say no is an asset, tremendously difficult to achieve, but important if one is to provide good library service.

## Restrict Personal Work

In a one-person library it is particularly important not to be tempted to use library time for personal work. It is easy to forget, in a quiet time when the mail has been done and there is no one waiting to be helped, that one is an employee and not on one's free time. Such activities as personal letter writing, bill-paying, telephone conversations and such can be tempting; but must be avoided.

Most one-person librarians solve the problem of personal tasks by working flexible hours, that is, being on duty the hours they are required to be there, but also frequently coming in early or staying later or coming in on an occasional Saturday to do those things which cannot be classed as "job" but which are better done at the office than elsewhere. This is particularly true of work for professional organizations. Most joiners who want to contribute to a professional organization cannot find time during their work days. They are able to do something for the professional organization by putting in time at the office after hours.

## Communication

No less important than self-management is communication between the librarian, his clientele, and his management. Communication demonstrates how good the library's operations are. And oddly enough, it is the librarian who is in the position of initiating the communication, in the unique position of telling how good his work is. It is a position that persons in other professions might justifiably envy.

Communication is important in any service organization, and all libraries employ some form of communication or public relations, either overtly or not, but for the librarian in a one-person library, it is a basic. It is the one way of affirming the importance of the library to the organization, and it is the librarian's means of evaluating his own professional worth. Just as no one is going to use a library he never hears about, so no one is going to value the librarian if no one knows what he is doing.

To reach management, one universally utilized form is the annual report, and whether it is a ten-page printed and bound booklet or a one-paragraph heading over some statistics, the annual report is probably the single most important document the one-person librarian will give to management all year long. It is the statement which reflects the policies of the library, the accomplishments of the year, and significantly, goals for

the future. It tells management what the librarian sees as problems and where the strengths of the library, as reflected by use, are to be found. Finally, it is the annual report which gives management a tool to effect changes, to build, strengths and to eliminate weaknesses in the library operation, for with a well-written and documented annual report the librarian can, through management seek these goals from the executive level. It is easy to underestimate the value of the annual report, to dismiss it as a bothersome once-a-year chore, but for the alert and dynamic librarian who runs a library without help, it can be his most important task of the year.

Frequent briefings by the librarian to management are also successful methods of communication. Management is concerned with all operations in an organization, and the library admittedly is not high on the managerial list of necessary departments. However, a good librarian and a good manager will soon find that this does not have to be a problem. In a one-person library, it is up to the librarian to sell the library, and he does this by first convincing management that the library's services are needed and appreciated. A good manager does not want to get involved in library operations — indeed, that is why he has hired a professional librarian and he will prefer that the librarian run the library — but he does want to know what is going on. A daily briefing, or certainly no less than once every two or three days, is invaluable to the manager to give him a general picture of what the librarian is doing. The briefing does not have to be formal, nor a long and involved lecture. It is necessary, however, for the librarian to spend some time with the manager, letting him know who uses the library, what interesting or useful questions are asked etc. The librarian will soon learn that these briefings are useful for more than general information. As he deals frankly and openly with his manager about problems, special circumstances policy, etc., the manager is getting input about the value of the librarian and his work to the organization, input which is certainly advantageous to the librarian if he is doing a good job.

Another valuable communication format is the written memorandum. In most organizations the manager keeps a file of current activities in the library, and as long as he is not flooded with trivia, he will be pleased to have a written memo about certain projects, programs, etc. The written memo also serves the purpose of informing management when a face-to-



face briefing is not possible. Because of heavy demands on their time, a manager might not be able to meet with the librarian as often as he would like, and a written memo insures that the information is conveyed.

The librarian should also share with management some of the complimentary letters he receives from satisfied clients, since this is as important to management as the work done for the client. Letters about special projects which involved special effort should be seen by the librarian's manager. It is all part of an overall picture that the librarian needs to present, to show that the library and its services are being used by the clients, and used to such an extent that a special letter was written.

Of course, the best communication and the best public relations for management and for clients is the attitude of the librarian. In a one-person library, a pleasant attitude is essential, because the librarian is the only one who is dealing with the client or the manager, and it is he who will effect a pleasant or unpleasant reaction. The librarian in a one-person library needs to like his work, even needs to be enthusiastic about it from time to time. If this attitude is conveyed, his success in his position will be generally assured.

For the library's clients, there are several communications tools which are effective and which will bring users into the library. Again, an annual report can be the most useful of all, if it is well-constructed and attractively presented. The clients of the library are entitled to know what the policies, services, and goals of the library are as well as management. While the report might have different emphases for the clientele from that for management, it should be printed and distributed. Many one-person librarians, however, find that one annual report can serve both needs, with perhaps some special annotations for the version given to management.

Other communications tools are received by clients with varying degrees of

success. Newsletters, with information about the organization as well as the library, are always popular, and especially popular are printed descriptions of work by clients based on research or study in the library. Booklists, too, are read by clients, and whether they are annotated or not, they are valuable because they keep the image of the library before the clients, and the clients have a feeling of knowing what is available in the library, even if they are not immediately going to avail themselves of the materials offered.

Again, in dealing with clients as with management, attitude means much. The librarians who makes clients feel that their inquiries are welcome will find people attracted to use his facility. In the final analysis, good service is the best form of communication. No amount of covering up will hide a librarian's lack of proficiency, so it is essential that the librarian stay on top of his profession, read professional literature, attend meetings of his professional associations, and interact with other librarians, so that he will not become stale and allow the service in his library to suffer. In no place is it easier to grow stale, to become complacent, than in a one-person library. Librarians working with other librarians have external stimulation, but for librarians working alone, it is easy to let professional service slide, to get bogged down in day-to-day routine tasks. If the professional tasks slow down and the librarian finds himself bored, he must create something. Index the organization's archives, if that is something that needs to be done, or spend some time weeding a section that has been postponed for years. The librarians can create his own professional stimulation, and the library and its services will be better for it, even if he is the only one who knows it.

#### Rewards of the One-Person Library

If there are so many problems in working in a one-person library, if there are so many professional and, possibly personal inconsistencies, why would anyone do it? Why would anyone, trained for a

service profession, want to work alone, where the opportunities for professional service are obviously limited, where there is absolutely no possibility of professional advancement within the organization and where, quite frankly, if he is not actively aware and not fighting against it constantly, he can get lost in a morass of clerical and other nonprofessional detail? There are two reasons; both of them have more to do with the personality of the librarian than with the theoretical service orientation received in graduate school. First, there is definitely a lack of pressure. For the librarian in a one-person library who does a good job, there is little of the harassing and political maneuvering that characterizes many library positions. There is pressure, of course, but it is of an internal nature, of a desire to do a good job and to keep up the good work. His library is his own little world, and as long as he does a good job, is competent and keeps his clients satisfied, he can be professionally happy without pressure.

The second reason, of course, is appreciation. In the one-person library, there is an immediate interaction between the client and the librarian, and even if the librarian is unable to finish the project and has to refer the client elsewhere the client is appreciative and will usually say so, either to the librarian or to his manager (and frequently to both). The one-person library is a good place to work if a librarian wants to be appreciated and to see the results of his work.

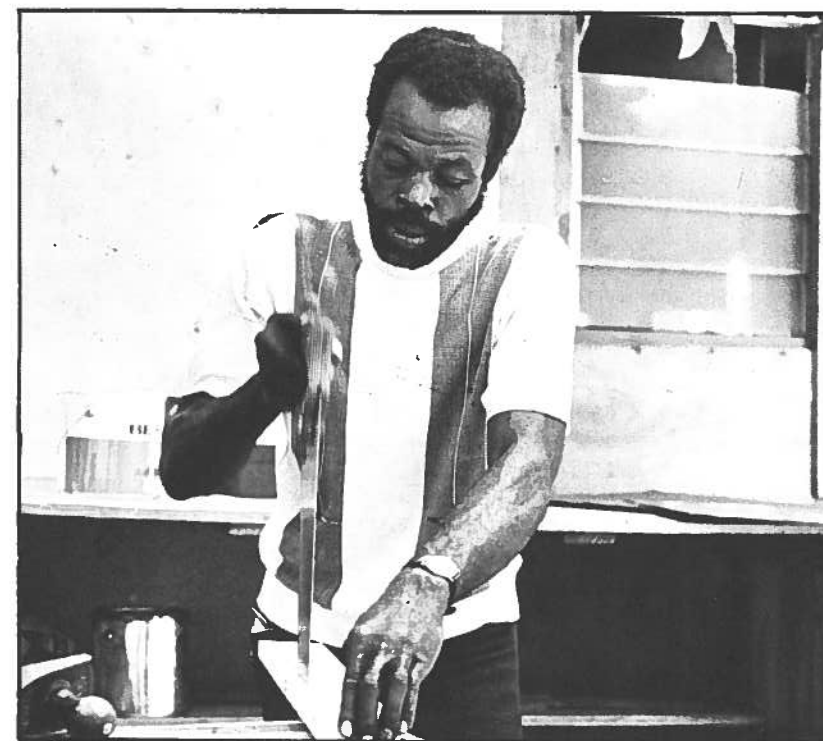
Certainly not everyone will enjoy working in a one-person library. It is a special world, one that might be alien to an academic intellectual, or to a skillful administrator, or even to a librarian who wants to make a significant societal contribution. Yet for those who choose it, the tight-knit and pleasantly rewarding world of the one-person library has its advantages that, in the final analysis, far outweigh its problems.

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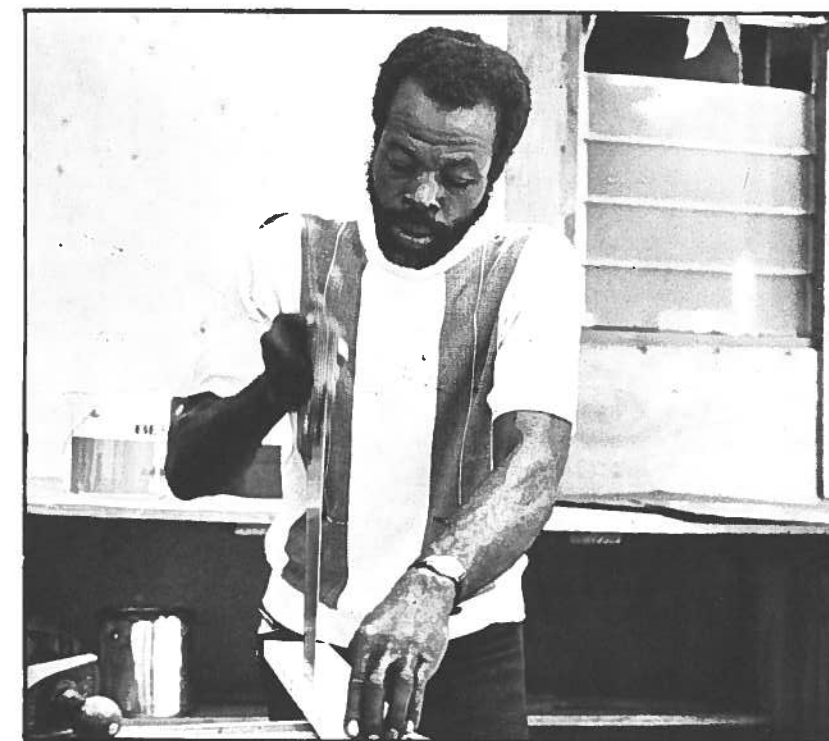
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# LAW LIBRARIES: A Quick Glance At What They Are All About

BY LESLIE P. FENTY

*Librarian Norman Manley Law School  
Mona Campus, U.W.I.*

*A Paper presented for the Jamaica  
Library Association's Bulletin, 1977.*

## INTRODUCTION

Many definitions of libraries can be found, from those which claim that they are places where the dead lie to those which describe them as delivery rooms for the birth of ideas. One thing which stands out is that libraries embrace one's lifetime, like some insurance policies which claim to cover people from the cradle to the grave.

In this respect, the law library is like any other library, for it houses both the old and the new. There are peculiarities however that make the law library somewhat different. Some Librarians become very apprehensive when they hear of law libraries, but I suspect that this is natural fear of the unknown — in the fact that they are not familiar with legal material, and what the lawyer needs. What does a law library contain? What do lawyers consult to meet their demands in practice? Being a specialized subject, most of what the lawyer consults is written by specialists in the field, practising lawyers, judges, etc.

There is quite an explosion in law literature emanating mainly from the United States and England. The former much more so than the latter.

"Headnotes arranged vertically make a digest. Headnotes arranged horizontally make a textbook. Textbooks arranged alphabetically make an encyclopaedia. Every few years some investigator has to disintegrate one of these works into its constituent atoms, add some more headnotes from recent decisions, stir well, and give us the latest book on the subject. And so law libraries grow."<sup>1</sup> Now we know how it all began.

## CONTENTS OF A LAW LIBRARY

A law library in any jurisdiction has in its collection among other items, statutes and subsidiary legislation, reports, digests and encyclopaedias, reference works, and periodicals.

### (A) Statutes and subsidiary legislation

Statutes are the laws passed by the legislative body of the jurisdiction. They are also called Acts and Ordinances, and are the laws under which people live. In Jamaica, as in other West Indian islands they are promulgated numerically each year, e.g., Act No. 1 of 1976 — Gun Court (Amendment) Act; Act No. 2 of 1976 — Judicature (Supreme Court) (Amendment) Act.

One can imagine the difficulty one would encounter should one have to find a relevant law that was passed in 1839 with subsequent amendments in later years. To remedy this,

Revised Statutes are published after some time, consolidating all the laws (or most of them) into volumes which are up-to-date at the time of publication. These would be the main laws of the particular jurisdiction, and this is where one should start in trying to determine what the law is on any given subject. Subsequent amendments will have to be checked annually if the main law is not fully annotated.

Subsidiary legislation are the rules and regulations which make any law or statute complete and effective. Under the Gun Court Act, there is the Gun Court Rules, which give in detail the steps that are taken to make the law effective. Subsidiary legislation is also referred to as Statutory Instruments (S.I.) as in Belize, and are generally the orders, notices, rules and regulations which fall under the main law. These can be revised also. Jamaica has recently done this. It might be helpful at this point to mention Bills. Before an Act or Statute becomes law, it is a bill. In substance there is no difference, but is only a formality in procedure. The bill must be read three times in the House and passed before it becomes law. On examination of a Bill and an Act, there would be no difference between them, except that the Bill usually gives the reasons and memoranda for its passage in the House.

### (B) Reports

Law reports can be simply described as judgments which can be cited in courts as precedents to existing principles of law. They usually give the names of the parties in an action, the court, date of hearing, a headnote, the nature of

the claim, the names of opposing counsel on each side, the essential facts of the case plus the full report of the judgment.

Law reporting has a long and very distinguished history, and can be said generally to have begun in the thirteenth century. However, it is only since the nineteenth century that a systematic form of law reporting was initiated. Most countries have their own reports. Examples of these can be seen in the West Indian Reports, the All England Reports, the Dominion Law Reports (Canada), the Commonwealth Law Reports (Australia), American Law Reports (U.S.) etc.<sup>2</sup> Besides these national reports, there are subject reports, which are specialised to meet the needs of practitioners who work in those areas. Examples of these are Tax Cases for the revenue lawyer, Criminal Appeal Reports for the criminal lawyer; Patent, Design and Trade Mark Cases for the patent lawyer, etc.

### (C) Digests and encyclopaedic works

Digests and legal encyclopaedias can be defined as abridgments of the law, and differ from Statutes and Law Reports in the method of approach. Margaret Banks explains this vividly. "If you are looking for a specific case of statute and have a complete citation for it, you can go directly to the volume of reports or statutes containing it. However, if you do not have the complete citation, or if you are not looking for a specific case or statute, but want to know the law relating to a particular problem, your task is more difficult. It is here that legal encyclopaedias and digests are likely to be helpful."<sup>3</sup>

Both digests and encyclopaedias are arranged alphabetically by subjects, with a wide range of subject headings, both general and specific. In short, both these works give in essay form an explanation of the subject with notes citing both case and statute law. They also give brief summaries of individual

cases with the appropriate citation for further research. the English and Empire Digest, and Halsbury's Laws of England are examples of a digest and an encyclopaedia, respectively.

### (D) Reference Books and Texts Reference Books

Books in a law library described as "reference" include legal dictionaries, bibliographies, indices to periodical literature, law lists, directories, citators, etc. This subtle distinction is made because librarians usually use the word "reference" in relation to non-circulating material. Perhaps the most important of the reference works is the legal dictionary for the new law student and the Index to Legal Periodicals for the practitioner.

Textbooks are usually referred to as secondary material in contrast to primary material such as the law reports and statutes. Primary source material can simply be defined as works of law, while secondary, are works about the law. Textbooks are therefore secondary source material and can be divided roughly into two types, students and practitioners. The former is similar to any textbook in another discipline. There are also casebooks written for students, which are used as a time-saving device instead of reading the reports. Practitioners' texts need some explanation. They are usually voluminous works and some of them, especially the older texts written by judges of the time are regarded as books of authority<sup>4</sup> as they formed at that time a source of law. The modern practitioner's text is not regarded as a book of authority, although lawyers and judges refer to them in courts, but they are used to augment an argument and are regarded as being of the "highest persuasive authority"<sup>5</sup> A recent judgment<sup>6</sup> in St. Christopher, Nevis, Anguilla showed that prosecution referred to a standard text, de Smith's Judicial Review of Administrative Action (3rd ed.)

Almost every branch of the law

has its own standard work. Perhaps the most well known is Archbold's Criminal Pleading, Procedure and Evidence, for criminal practice and procedure. The work was originally published in 1822, and is still going strong today in its thirty-ninth edition. A distinguishing feature of standard practitioners' texts is that they carry the name of their original authors thus everybody refers to Archbold or Woodfall<sup>7</sup> even though their works were first published in 1822 and 1802, respectively.

### (E) Periodicals

Legal periodicals, like any periodical in other subjects, reflect current thinking and ideas on areas of the law. They are used both by students and practitioners. Indeed, legal periodicals can be very helpful to law students in preparation of moot courts briefs and assignment papers. They are invaluable to the practitioner for new developments that cannot be obtained elsewhere in print.

They appear in three main varieties. The scholarly periodical, including law school reviews, the professional law reviews, and the practitioners' periodicals. It seems that in England, such scholarly periodicals like the Modern Law Review and the Law Quarterly Review are published independently, while most of the scholarly reviews in the United States are the law school reviews, such as the Harvard Law Review and the Yale Law Journal, which are sponsored by a law school and edited by students and/or faculty members. The important feature is that the students are involved in the publication of the law school review.

The professional law reviews such as the Journal of the Society of Public Teachers of Law, the Journal of Legal Education, and Law Library Journal are published by associations and contain very scholarly articles. In this category can fall Bar Association Journals, though these do not carry as high a quality of writing as the former.



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# LAW LIBRARIES: A Quick Glance At What They Are All About

BY LESLIE P. FENTY

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Mona Campus, U.W.I.

A Paper presented for the Jamaica  
Library Association's Bulletin, 1977.

## INTRODUCTION

Many definitions of libraries can be found, from those which claim that they are places where the dead lie to those which describe them as delivery rooms for the birth of ideas. One thing which stands out is that libraries embrace one's lifetime, like some insurance policies which claim to cover people from the cradle to the grave.

In this respect, the law library is like any other library, for it houses both the old and the new. There are peculiarities however that make the law library somewhat different. Some Librarians become very apprehensive when they hear of law libraries, but I suspect that this is natural fear of the unknown — in the fact that they are not familiar with legal material, and what the lawyer needs. What does a law library contain? What do lawyers consult to meet their demands in practice? Being a specialized subject, most of what the lawyer consults is written by specialists in the field, practising lawyers, judges, etc.

There is quite an explosion in law literature emanating mainly from the United States and England. The former much more so than the latter.

"Headnotes arranged vertically make a digest. Headnotes arranged horizontally make a textbook. Textbooks arranged alphabetically make an encyclopaedia. Every few years some investigator has to disintegrate one of these works into its constituent atoms, add some more headnotes from recent decisions, stir well, and give us the latest book on the subject. And so law libraries grow."<sup>1</sup> Now we know how it all began.

## CONTENTS OF A LAW LIBRARY

A law library in any jurisdiction has in its collection among other items, statutes and subsidiary legislation, reports, digests and encyclopaedias, reference works, and periodicals.

### (A) Statutes and subsidiary legislation

Statutes are the laws passed by the legislative body of the jurisdiction. They are also called Acts and Ordinances, and are the laws under which people live. In Jamaica, as in other West Indian islands they are promulgated numerically each year, e.g., Act No. 1 of 1976 — Gun Court (Amendment) Act; Act No. 2 of 1976 — Judicature (Supreme Court) (Amendment) Act.

One can imagine the difficulty one would encounter should one have to find a relevant law that was passed in 1839 with subsequent amendments in later years. To remedy this,

Revised Statutes are published after some time, consolidating all the laws (or most of them) into volumes which are up-to-date at the time of publication. These would be the main laws of the particular jurisdiction, and this is where one should start in trying to determine what the law is on any given subject. Subsequent amendments will have to be checked annually if the main law is not fully annotated.

Subsidiary legislation are the rules and regulations which make any law or statute complete and effective. Under the Gun Court Act, there is the Gun Court Rules, which give in detail the steps that are taken to make the law effective. Subsidiary legislation is also referred to as Statutory Instruments (S.I.) as in Belize, and are generally the orders, notices, rules and regulations which fall under the main law. These can be revised also. Jamaica has recently done this. It might be helpful at this point to mention Bills. Before an Act or Statute becomes law, it is a bill. In substance there is no difference, but is only a formality in procedure. The bill must be read three times in the House and passed before it becomes law. On examination of a Bill and an Act, there would be no difference between them, except that the Bill usually gives the reasons and memoranda for its passage in the House.

### (B) Reports

Law reports can be simply described as judgments which can be cited in courts as precedents to existing principles of law. They usually give the names of the parties in an action, the court, date of hearing, a headnote, the nature of

the claim, the names of opposing counsel on each side, the essential facts of the case plus the full report of the judgment.

Law reporting has a long and very distinguished history, and can be said generally to have begun in the thirteenth century. However, it is only since the nineteenth century that a systematic form of law reporting was initiated. Most countries have their own reports. Examples of these can be seen in the West Indian Reports, the All England Reports, the Dominion Law Reports (Canada), the Commonwealth Law Reports (Australia), American Law Reports (U.S.) etc.<sup>2</sup> Besides these national reports, there are subject reports, which are specialised to meet the needs of practitioners who work in those areas. Examples of these are Tax Cases for the revenue lawyer, Criminal Appeal Reports for the criminal lawyer; Patent, Design and Trade Mark Cases for the patent lawyer, etc.

### (C) Digests and encyclopaedic works

Digests and legal encyclopaedias can be defined as abridgments of the law, and differ from Statutes and Law Reports in the method of approach. Margaret Banks explains this vividly. "If you are looking for a specific case of statute and have a complete citation for it, you can go directly to the volume of reports or statutes containing it. However, if you do not have the complete citation, or if you are not looking for a specific case or statute, but want to know the law relating to a particular problem, your task is more difficult. It is here that legal encyclopaedias and digests are likely to be helpful."<sup>3</sup>

Both digests and encyclopaedias are arranged alphabetically by subjects, with a wide range of subject headings, both general and specific. In short, both these works give in essay form an explanation of the subject with notes citing both case and statute law. They also give brief summaries of individual

cases with the appropriate citation for further research. the English and Empire Digest, and Halsbury's Laws of England are examples of a digest and an encyclopaedia, respectively.

### (D) Reference Books and Texts Reference Books

Books in a law library described as "reference" include legal dictionaries, bibliographies, indices to periodical literature, law lists, directories, citators, etc. This subtle distinction is made because librarians usually use the word "reference" in relation to non-circulating material. Perhaps the most important of the reference works is the legal dictionary for the new law student and the Index to Legal Periodicals for the practitioner.

Textbooks are usually referred to as secondary material in contrast to primary material such as the law reports and statutes. Primary source material can simply be defined as works of law, while secondary, are works about the law. Textbooks are therefore secondary source material and can be divided roughly into two types, students and practitioners. The former is similar to any textbook in another discipline. There are also casebooks written for students, which are used as a time-saving device instead of reading the reports. Practitioners' texts need some explanation. They are usually voluminous works and some of them, especially the older texts written by judges of the time are regarded as books of authority<sup>4</sup> as they formed at that time a source of law. The modern practitioner's text is not regarded as a book of authority, although lawyers and judges refer to them in courts, but they are used to augment an argument and are regarded as being of the "highest persuasive authority"<sup>5</sup> A recent judgment<sup>6</sup> in St. Christopher, Nevis, Anguilla showed that prosecution referred to a standard text, de Smith's Judicial Review of Administrative Action (3rd ed.)

Almost every branch of the law

has its own standard work. Perhaps the most well known is Archbold's Criminal Pleading, Procedure and Evidence, for criminal practice and procedure. The work was originally published in 1822, and is still going strong today in its thirty-ninth edition. A distinguishing feature of standard practitioners' texts is that they carry the name of their original authors thus everybody refers to Archbold or Woodfall<sup>7</sup> even though their works were first published in 1822 and 1802, respectively.

### (E) Periodicals

Legal periodicals, like any periodical in other subjects, reflect current thinking and ideas on areas of the law. They are used both by students and practitioners. Indeed, legal periodicals can be very helpful to law students in preparation of moot courts briefs and assignment papers. They are invaluable to the practitioner for new developments that cannot be obtained elsewhere in print.

They appear in three main varieties. The scholarly periodical, including law school reviews, the professional law reviews, and the practitioners' periodicals. It seems that in England, such scholarly periodicals like the Modern Law Review and the Law Quarterly Review are published independently, while most of the scholarly reviews in the United States are the law school reviews, such as the Harvard Law Review and the Yale Law Journal, which are sponsored by a law school and edited by students and/or faculty members. The important feature is that the students are involved in the publication of the law school review.

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England are Butterworths and Sweet & Maxwell. In the United States there are Oceana, West Publishing, and Matthew Bender & Company.

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This increase in the volume of the law has also contributed to the cost of law books. A practitioner's text in one area of the law, e.g., Landlord and tenant, which a few years ago could be bought for five dollars would cost today ten times as much. And the cost is still escalating. A new trend today for practitioners' text is that some of them are appearing in a two volume set. One volume as text, while the second volume is a loose-leaf updating service. The traditional method was a supplement updating the works after some period. Perhaps the most sophisticated method of updating can be found in Archbold's. Besides having three supplements a year (the last received, supplements the previous), the work has a noter-up service, whereby strips of relevant material are cut out and posted into the volume. This is received three times a year. There is nothing like keeping abreast of the law.

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terminals that are located in users libraries. These terminals are connected to the computer in Columbus, Ohio, by a multiple line, multiple party telephone network.<sup>10</sup>

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#### CONCLUSION

This paper attempted to show what types of material are contained in a law library and what changes are taking place in such institutions especially in countries abroad.

One problem still being faced by law libraries is the lack of an adequate classification scheme. The Library of Congress K Class is still incomplete, and at this time they are still developing the KE Class for Canada, which should be finished shortly. Work is being developed on KKC, Law of Germany, and on the General Law Section. Most law libraries tend to keep away from Dewey mainly because of its long classification numbers. Besides, both LC formerly, and Dewey, make inadequate provisions for the needs of overseas Commonwealth libraries. Most of the law libraries in the West Indies use the Moys scheme, developed by Elizabeth Moys. Her work, **A Classification Scheme for Law Books**, now also needs revision, one which should be

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In comparing law libraries with other types of libraries, one can safely state that some functions performed in the former are unique. For instance, annotation and indexing of laws which take up a great deal of staff time, are important functions in a law library. Promptness in the receipt of legal material is also important. The law library must always be current in new development in areas of the law, which throws some pressure on staff in getting material quickly for users. Like any other specialized discipline, law has its own peculiar language, and a quick knowledge of basic terms makes life easy for lay people who work in law libraries. You may also discover that not all lawyers are what you thought they were.

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Both systems experienced problems unique to each. The card system soon became huge and cumbersome consuming filing cabinets, stationery and, of course, space. It wasn't a certainty that articles could be easily located and there was the constant threat of filing error and of information being removed or misplaced from the system. Besides, it required the drafting of a subject headings list which almost certainly implied constant revision to keep the language up to date.

In many respects the computerised Historical Research Project experienced similar problems. WIRL had been given a system too sophisticated for its pockets. This package, **Information Retrieval Management System** (fondly referred to as IRMS) utilised Boolean logic and could have been the ideal interactive system. Thus the user placed before a teletypewriter connected to the Computer Centre by cable, could patiently browse through the files by subject, initiating requests and have the mechanical genius respond each time until the information required was located. Both abstracts and descriptors prepared by the library staff purported to provide a complete service to Newspapers and Hansards. But we weren't on line and access to the Computer each time a query arose would mean rushing to and from the Computing Centre. Of course the cost too would have been phenomenal. Storing abstracts on the Computer were costly not merely in terms of computer time but creating abstracts and subject headings were expensive time consuming tasks and there were millions and millions of pages to be scanned, compressed, typed then Key punched for input to the Computer. On our funds, the task would never get done. Besides, there was an additional draw-back. Like the manual system on 3 x 5 Cards an authoritative subject headings list had to be created. That required patient research to determine terminology and designate relationships. It also

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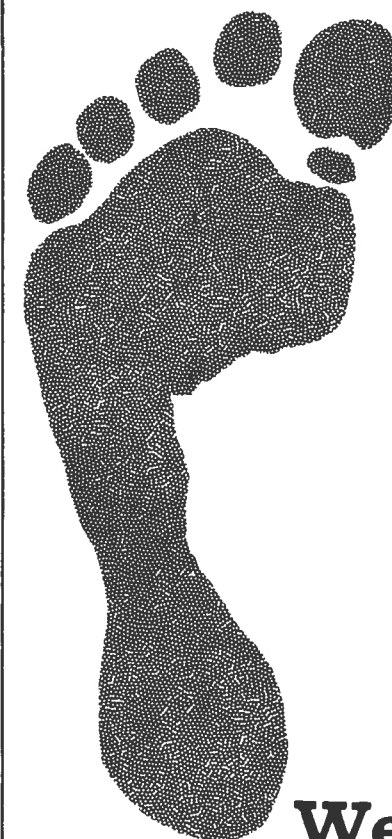
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Both systems experienced problems unique to each. The card system soon became huge and cumbersome consuming filing cabinets, stationery and, of course, space. It wasn't a certainty that articles could be easily located and there was the constant threat of filing error and of information being removed or misplaced from the system. Besides, it required the drafting of a subject headings list which almost certainly implied constant revision to keep the language up to date.

In many respects the computerised Historical Research Project experienced similar problems. WIRL had been given a system too sophisticated for its pockets. This package, **Information Retrieval Management System** (fondly referred to as IRMS) utilised Boolean logic and could have been the ideal interactive system. Thus the user placed before a teletypewriter connected to the Computer Centre by cable, could patiently browse through the files by subject, initiating requests and have the mechanical genius respond each time until the information required was located. Both abstracts and descriptors prepared by the library staff purported to provide a complete service to Newspapers and Hansards. But we weren't on line and access to the Computer each time a query arose would mean rushing to and from the Computing Centre. Of course the cost too would have been phenomenal. Storing abstracts on the Computer were costly not merely in terms of computer time but creating abstracts and subject headings were expensive time consuming tasks and there were millions and millions of pages to be scanned, compressed, typed then Key punched for input to the Computer. On our funds, the task would never get done. Besides, there was an additional draw-back. Like the manual system on 3 x 5 Cards an authoritative subject headings list had to be created. That required patient research to determine terminology and designate relationships. It also

required constant revision to update the indexing language, keep it fresh and relevant. This the Historical Research Project set about doing and it has to its credit a fine subject headings list, strictly Jamaican in its application and meaningful for those years, 1937-1945, for which it was compiled. The next decades would impose their own language requirements!!

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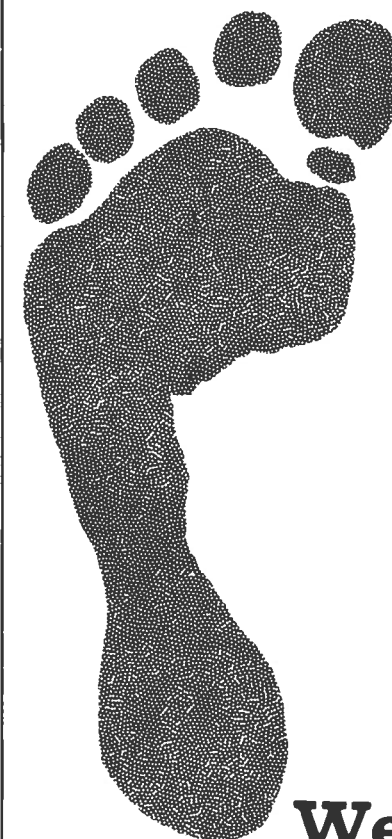
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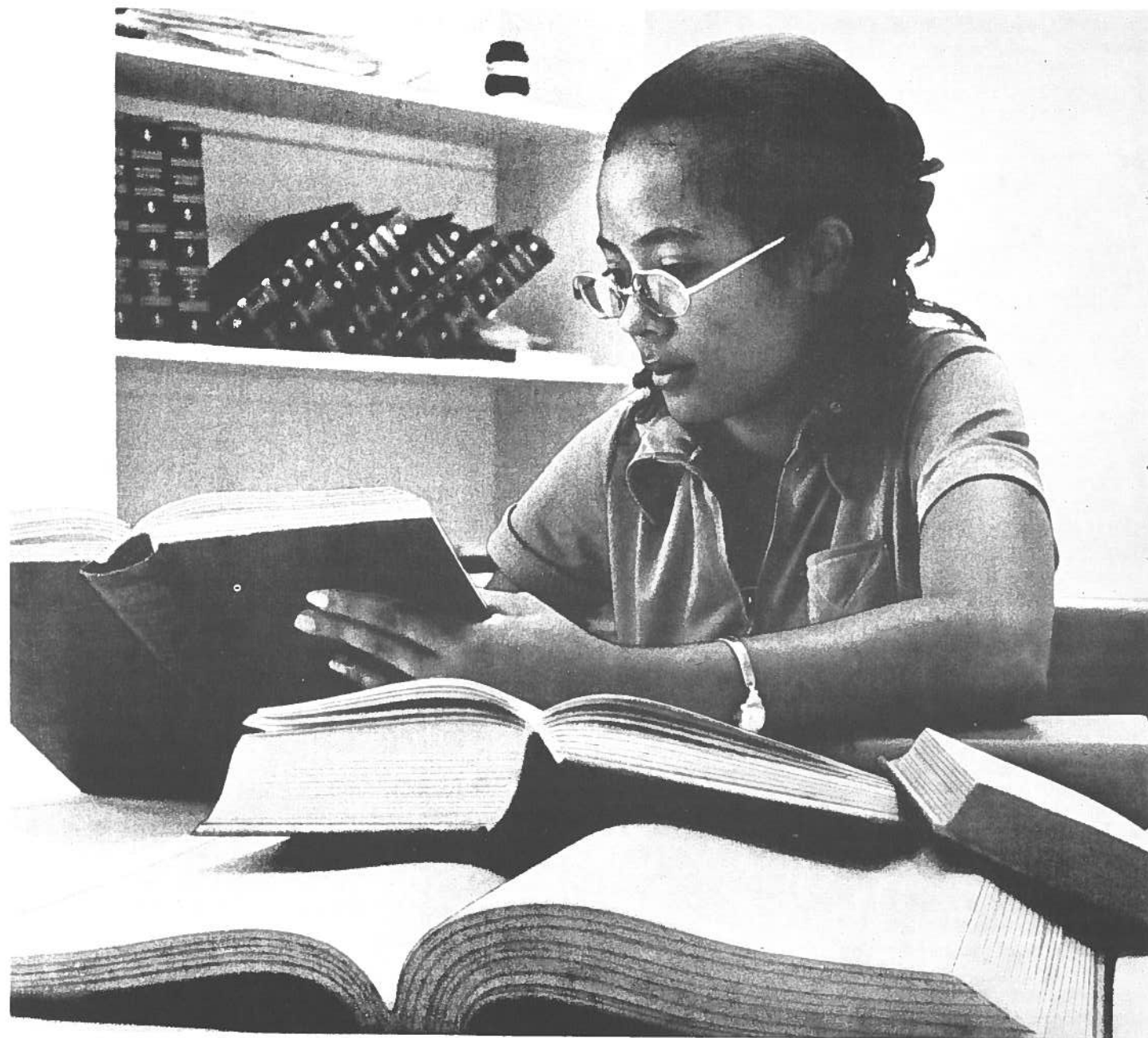
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# THE ALBERTA LETTS MEMORIAL TRUST FELLOWSHIP AND THE CONSERVATION OF LIBRARY MATERIALS

BY ALICE W. HARRISON

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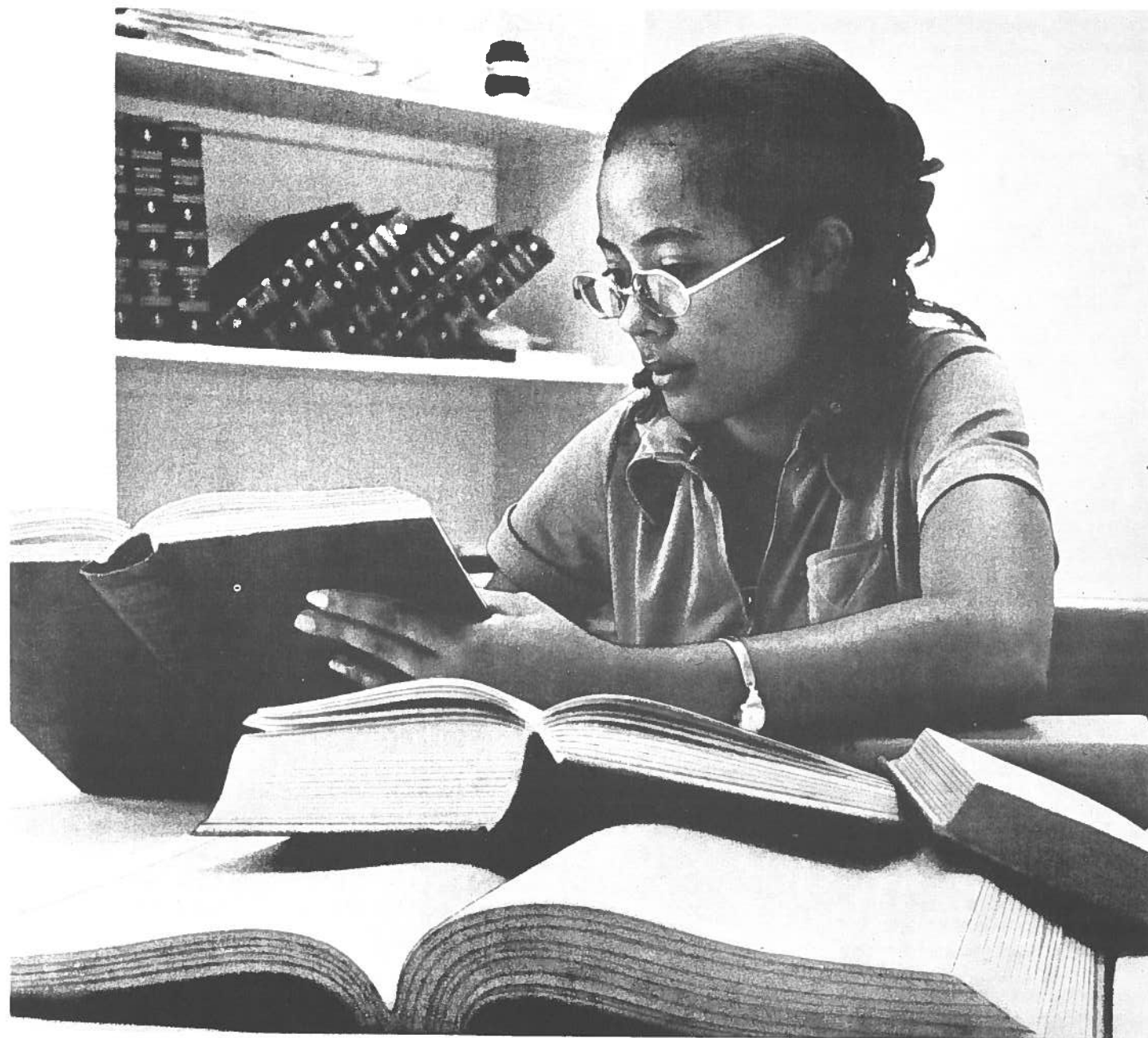
The Atlantic School of Theology, Halifax, Nova Scotia, is an Ecumenical School of Theology and Christian Ministry. The School was founded in 1971. From that date students of the United Church of Canada (Methodist, Congregational and Presbyterian union of 1925), the Anglican Church and Roman Catholic Church have been studying and working together to prepare for pastoral vocations. The laity are also given opportunity for

theological study. The new institution was the first of its kind in North America. It was formally incorporated in 1974 by an Act of the Legislature of Nova Scotia. Since that date the School has in its own right and name had the power to grant degrees. There has been a great deal of enthusiasm for this in the Atlantic Provinces, and in Canada. One of the more interesting aspects of this exciting ecumenical venture has been the combining of the library facilities of the participating institutions. There are three classification schemes in use, but the reference collection and all new material are now classified according to the Library of Congress scheme and a continuing programme of reclassification to LC from the others is maintained. During the summer of 1976 the Librarian, Sister Margaret Flahiff, received a grant to employ summer help to reclassify a large portion of the holdings. The Library collection of approximately 50,000 volumes provides excellent resource for study and research in theology and allied fields for students and faculty members as well as the community. The library subscribes to more than 200 periodicals, adds approximately 1000 new titles each year, and has a growing collection of audio-visual materials, particularly tapes, cassettes and records. The collection that was brought together does contain a significant number of old and rare items, many of which are in a poor state of preservation. In this connection it is true to say that little has been done in the Atlantic Provinces of Canada about the conservation of books. It now seems this must be true in about 90% of all libraries!

The current concern of librarians for the deterioration of their collections and the preservation of materials is not a new concern. Henderson and Krupp, writing in 1969 about "The Librarian as Conservator", gave an excellent history of the efforts

librarians had made in dealing with the problem.<sup>(1)</sup> Their concern was with the role of a librarian as conservator in the capacity of library administrator, rather than a specialist or technician. In the article we meet again our old friend Justin Winsor, Librarian of the Boston Public Library, who had attended the 1876 meeting in Philadelphia when the American Library Association was formed. Evidently his attempt to get a Boston newspaper to print a few copies of each issue on good paper was one of the earliest attempts of a librarian to deal with a paper preservation problem. MacAlister, librarian of the Leeds Library, had similar concerns about publishing in Britain. Italian librarians, meeting in 1898 at a conference, were concerned with controlling the standards for paper. The St. Gall Conference met the same year, with delegates from thirteen countries representing their first libraries "... in order to examine the various diseases of the MS, principally of the oldest and most important ones, as also the systems to mend and preserve them."<sup>(2)</sup> Certain libraries should be mentioned for their early efforts in this field, such as the New York Public Library, Brooklyn Public Library and Boston Public Library. As one would expect the Library of Congress and the British Museum were interested, as were certain other governmental agencies and professional agencies. The Instituto di Patologia del Libro was founded in Rome in 1938 and moved to new quarters in 1955 for further study of the reasons for the decay of books and documents. Mention should be made of one of the most important pioneers of all — William J. Barrow. In his modest research lab. in Richmond, Virginia, he worked on a variety of conservation problems such as lamination, permanent/durable paper, adhesives and deacidification. In 1966 the leading conservationists in the world met





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in Florence to give assistance to libraries and collections damaged by the flood waters. Their experiences there and their working together have given us a wealth of knowledge that is documented in print and non-print.

In the professional literature of the forties and fifties Pelham Barr, Maurice F. Tauber and Edward C. Latham, just to name three, were writing of conservation programmes. Barr drew up a nine point outline for a conservation programme, stressing the need to plan and provide for a truly broad program. "Where are the administrators who can become library custodians in the true and effective sense of the title, when the function has for so many years atrophied?"<sup>(3)</sup> Tauber said that librarians were "compelled to pay heed to the future disposition of their collections."<sup>(4)</sup> What should be especially noted in Tauber's article, 'Conservation Comes of Age' written for *Library Trends*, in 1956, is his comment on training. "Undoubtedly, more training of librarians is necessary if librarians are going to participate actively in preserving their collections. The library schools have under-played this type of instruction, and the penalty for this is the lack of 'know-how' in critical situations."<sup>(4)</sup> Latham wrote, "It is not enough that everyone should constantly and vigilantly direct attention to the condition and care of all library materials; there must be, as well, someone specifically responsible for the binding and conservation program as a whole. And this responsibility, moreover, must be backed by a degree of authority adequate to assure the programs' proper functioning and success."<sup>(5)</sup>

To come back to Krupp and Henderson, they said in 1969, "In spite of almost a quarter-century, in which the need for administrative attention to conservation has been recognized, few libraries in the nation today have anything resembling a total conservation program or a conservation unit of significance. What emerges clearly is the need for librarians to recognize now that conservation is as important to preparation for service as acquisition and cataloging and that the conservation unit should take its place as one of the library's principal technical services. We believe that it is within this part of the library's structure that conservation will have its best chance to become a matter of continuing professional attention and concern. Librarians who do not see the urgency

of facing up to such an organizational requirement at this time will be well advised to begin to lay the groundwork for a conservation program."<sup>(1)</sup>

In trying to discover what had been done during the next seven year period in establishing conservation programmes in libraries, I found G. Walker's article in 1975 in *College and Research Libraries*<sup>(6)</sup> of some relevance. It is a report of a survey of preservation activities carried on in large U.S. academic libraries. The questionnaire was drawn up by the Preservation Project at Yale University Library and sent to 115 academic libraries. Of the 86 that responded only 3 or 4 had instigated preservation programmes to deal with the problem in its entirety. All were concerned with the deterioration of their library materials, which they said were reaching critical proportions.

My interest has been aroused from the reading of the professional literature, and I would suggest to anyone wanting to read further that they consult George M. Cunha, *Conservation of library materials*, Metuchen, N.J. Scarecrow Press, 1972. Volume II is a Bibliography and has 4882 citations. He prefaces this volume with an extract from the instructions for the librarian by Peter von Arbon in the first catalogue of the Abbey Library, Admont, 1370. It is worth quoting:

"The first duty of a studious librarian must be to devote his time and labor to increasing the library in his charge ... If he neglects increasing the collection, let him at least take care not to reduce it by losing the books committed to his care or letting them perish in any way. He must therefore particularly suspect and beware of those enemies of books 'fire and water.' He is to repair in the same style buildings destroyed by age, remind readers to treat books decently, keep them in a fixed and safe place, and know the names or authors of individual volumes. But if there are too many books for him to remember the numbers and names, he must make a list on a loose leaf or in a notebook (grouping them by authors)."<sup>(7)</sup>

With the need to administer aid to our own collection of books at A.S.T., and with further interest stimulated by attending a workshop on Conservation given at Dalhousie University at the Library School in the fall of 1975, I

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Library of Congress and Smithsonian Conservation-Analytical Laboratory. Both of these institutions have the ultimate in facilities. They have laboratories, the latest designs in equipment, efficient methods of record keeping, photography, and apparently staff and funds for their operations. Publications, print and non-print, are available from both. Not far from Washington is Colonial Williamsburg, with the restored eighteenth-century printing establishment of William Parks. The day I was there they were making marbled paper. Another visit I made in the Washington area was to Richmond, Virginia, to see the W. J. Barrow Restoration Shop. Although Mr. Barrow died in 1967, the Shop is being continued by the family and employees, who had worked with him. The Barrow method of restoring deteriorated documents is done by deacidification and lamination with cellulose acetate film and tissue. "The principal functions of the two parts of the restoration process are to render inert the impurities causing progressive deterioration of the old paper and to reinforce it with materials of good stability, strength and visibility."<sup>(8)</sup> The W.J. Barrow Research Laboratory, established to conduct investigations related to the preservation of library materials, is also still in operation. W. J. Barrow (1904-1967) was one of the early document restorers, inventing the laminating process, working with the role of acidity in paper embrittlement and the development of permanent/durable paper.

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in Florence to give assistance to libraries and collections damaged by the flood waters. Their experiences there and their working together have given us a wealth of knowledge that is documented in print and non-print.

In the professional literature of the forties and fifties Pelham Barr, Maurice F. Tauber and Edward C. Latham, just to name three, were writing of conservation programmes. Barr drew up a nine point outline for a conservation programme, stressing the need to plan and provide for a truly broad program. "Where are the administrators who can become library custodians in the true and effective sense of the title, when the function has for so many years atrophied?"<sup>(3)</sup> Tauber said that librarians were "compelled to pay heed to the future disposition of their collections."<sup>(4)</sup> What should be especially noted in Tauber's article, "Conservation Comes of Age" written for *Library Trends*, in 1956, is his comment on training. "Undoubtedly, more training of librarians is necessary if librarians are going to participate actively in preserving their collections. The library schools have under-played this type of instruction, and the penalty for this is the lack of 'know-how' in critical situations."<sup>(4)</sup> Latham wrote, "It is not enough that everyone should constantly and vigilantly direct attention to the condition and care of all library materials; there must be, as well, someone specifically responsible for the binding and conservation program as a whole. And this responsibility, moreover, must be backed by a degree of authority adequate to assure the programs' proper functioning and success."<sup>(5)</sup>

To come back to Krupp and Henderson, they said in 1969, "In spite of almost a quarter-century, in which the need for administrative attention to conservation has been recognized, few libraries in the nation today have anything resembling a total conservation program or a conservation unit of significance. What emerges clearly is the need for librarians to recognize now that conservation is as important to preparation for service as acquisition and cataloging and that the conservation unit should take its place as one of the library's principal technical services. We believe that it is within this part of the library's structure that conservation will have its best chance to become a matter of continuing professional attention and concern. Librarians who do not see the urgency

of facing up to such an organizational requirement at this time will be well advised to begin to lay the groundwork for a conservation program."<sup>(1)</sup>

In trying to discover what had been done during the next seven year period in establishing conservation programmes in libraries, I found G. Walker's article in 1975 in *College and Research Libraries*<sup>(6)</sup> of some relevance. It is a report of a survey of preservation activities carried on in large U.S. academic libraries. The questionnaire was drawn up by the Preservation Project at Yale University Library and sent to 115 academic libraries. Of the 86 that responded only 3 or 4 had instigated preservation programmes to deal with the problem in its entirety. All were concerned with the deterioration of their library materials, which they said were reaching critical proportions.

My interest has been aroused from the reading of the professional literature, and I would suggest to anyone wanting to read further that they consult George M. Cunha, *Conservation of library materials*, Metuchen, N.J. Scarecrow Press, 1972. Volume II is a Bibliography and has 4882 citations. He prefaces this volume with an extract from the instructions for the librarian by Peter von Arbon in the first catalogue of the Abbey Library, Admont, 1370. It is worth quoting:

"The first duty of a studious librarian must be to devote his time and labor to increasing the library in his charge ... If he neglects increasing the collection, let him at least take care not to reduce it by losing the books committed to his care or letting them perish in any way. He must therefore particularly suspect and beware of those enemies of books 'fire and water.' He is to repair in the same style buildings destroyed by age, remind readers to treat books decently, keep them in a fixed and safe place, and know the names or authors of individual volumes. But if there are too many books for him to remember the numbers and names, he must make a list on a loose leaf or in a notebook (grouping them by authors)."<sup>(7)</sup>

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The bindery is still often the domain of the man, but this is not necessarily true in the conservation departments. For example the conservation workshops of the two older universities of England, Oxford and Cambridge, are headed by women, Judy Segal at the Bodleian and Janet Coleby at Cambridge.

The National Library of Wales is in Aberystwyth and their Bookbinding and Archive Department is one of the recognised training offices for document repairs. I spent a day there seeing some work they were doing. At the Time of my visit there was a display of Gregynog Press books, including some of their fine bindings.

In London I went first to the Public Record Office. They are expanding their activities and part of the department will soon be moving into new quarters.

I made two visits to the British Library. The first time to see Mr. A. D. Baynes-Cope of the Research Laboratory. He was very helpful with suggestions and publications he gave me. I later received his paper on "Fungicides and Insecticides", that was presented at the Conference in York. The second visit was to the Bindery, mainly to observe their work with deacidification and paper repair. It was on this occasion that I was shown something of one of the world's greatest collections of incunabula.

While at the British Library I viewed the exhibit, opened to honour William Caxton, "Caxton Books and Documents". It was part of the year's great celebration of the 500th Anniversary of the introduction of printing into England.

In summary, I would say the study has been a valuable one for me because I have met, with one or two exceptions, all the leading conservationists in the countries I visited. In each case I asked similar questions concerning techniques and feel fairly happy with the consensus of opinions from these recognized authorities. I hope to proceed cautiously in my own work and only attempt repairs that I feel capable of doing. As time goes by, I believe I shall become more skilled. It is important to know one's own capabilities and when to refer work to the skilled professional. It seems to be the opinion of some of the more conservative of our conservators that the librarian cannot adjust easily to this, but I am gambling on more intelligence among librarians and believe they can learn basic techniques to begin work on their deteriorating collections. I also now believe it is essential for all librarians in training to receive some introduction to conservation work and not find themselves handicapped by a delay of a quarter of a century!

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# Periodical Circulation-Policies And Procedures

By Daphne Douglas,  
Head, Dept. of Library Studies,  
University of the West Indies,  
Mona, Jamaica.

## INTRODUCTION

A serial is a publication which is ongoing in nature, usually appearing at regular or irregular intervals and is numbered in sequence either serially by volume and/or number and/or date. Because of the continuing nature of this type of publication, libraries experience administrative problems in organizing its utilization. A somewhat different approach is needed over and above that designed to take care of regular monographs or books in a library collection. For the purposes of this study, monographic series are omitted as their utilization is more closely related to books and the problem of circulation differs in this respect from serial publications.

The problems of the overall circulation of library stock is one that has been paid comparatively slight attention in the professional literature of librarianship and even when writings do appear, they have been largely concerned with the circulation of monographs. A great deal of what is said can apply to periodicals *per se* but what many articles fail to do is to recognise the peculiar problems presented by this class of material and to indicate what might be done to facilitate their use. In the Oram article in the *Encyclopedia of Library and Information Science*<sup>1</sup>, the first paragraph highlights the utilization and consequent control of library

stock generally while the second highlights the need for conservation of stock for continuing use. The statements apply to serial materials but apart from a sentence or two discussing the limitation of periodical loans and a paragraph on routing and the provision of photocopies of articles, nothing is really included in the article which indicates the involved business surrounding the utilization of material from this type of publication. Instead, the problems are passed over by the general statement: "Materials other than books and magazines present special problems for the (circulation) department".

Basically, policies and procedures need to be laid down in order to ensure that the clientele of a library have access to this important part of the stock in ways best suited to their needs. In one way, this includes their awareness of its existence, both generally and in terms of the contents of individual issues as they arrive in the library. In another, it means the utilization of periodicals and periodical articles outside the walls of the library building. This would include the loan of bound copies of periodicals as well as individual issues both restrospective and current and the provision not necessarily of the original material but alternative items such as article reprints, offprints photocopies, document surrogates, etc.

Thus, this consideration of circulation policies must look at the following areas:

1. The circulation of new incoming issues to library members

2. Out of library loans of bound volumes and separate issues of some age (i.e. not the latest issues) to library members
3. Interlibrary loans
4. Restriction of the circulation of periodicals
5. Alternative arrangements to secure their utilization
6. Procedures for the circulation of serials.

## FACTORS AFFECTING CIRCULATION

According to Ku Shuilan<sup>2</sup>, the factors affecting the circulation of periodicals are (1) the nature of the library, (2) the size of the collection and (3) the size of the clientele. While agreeing in the case of the last two factors, Wilson and Stephenson<sup>3</sup> add two others. Their list is as follows: "The number of people served, their physical location relative to the library, the number of journals involved and the comparative costs of circulation and the alternatives". Considering the nature of the library, by far the largest group of libraries that entertain a periodical circulation policy and at times elaborate routing procedures are special libraries, often supporting technical research and those attached to private corporations, manufacturing companies and other business and service firms. Thus in the literature, reference is found to routing systems set up by libraries such as Pressed Steel Fisher Ltd. (U.K.)<sup>4</sup>; E.I. Du Pont de Nemours & Co., Aiken, South Carolina<sup>5</sup>; Arthur D. Little, Inc. (Management Sciences Library)<sup>6</sup>; and Batelle Memorial Institute, Pacific



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The bindery is still often the domain of the man, but this is not necessarily true in the conservation departments. For example the conservation workshops of the two older universities of England, Oxford and Cambridge, are headed by women, Judy Segal at the Bodleian and Janet Coleby at Cambridge.

The National Library of Wales is in Aberystwyth and their Bookbinding and Archive Department is one of the recognised training offices for document repairs. I spent a day there seeing some work they were doing. At the Time of my visit there was a display of Gregynog Press books, including some of their fine bindings.

In London I went first to the Public Record Office. They are expanding their activities and part of the department will soon be moving into new quarters.

I made two visits to the British Library. The first time to see Mr. A. D. Baynes-Cope of the Research Laboratory. He was very helpful with suggestions and publications he gave me. I later received his paper on "Fungicides and Insecticides", that was presented at the Conference in York. The second visit was to the Bindery, mainly to observe their work with deacidification and paper repair. It was on this occasion that I was shown something of one of the world's greatest collections of incunabula.

While at the British Library I viewed the exhibit, opened to honour William Caxton, "Caxton Books and Documents". It was part of the year's great celebration of the 500th Anniversary of the introduction of printing into England.

In summary, I would say the study has been a valuable one for me because I have met, with one or two exceptions, all the leading conservationists in the countries I visited. In each case I asked similar questions concerning techniques and feel fairly happy with the consensus of opinions from these recognized authorities. I hope to proceed cautiously in my own work and only attempt repairs that I feel capable of doing. As time goes by, I believe I shall become more skilled. It is important to know one's own capabilities and when to refer work to the skilled professional. It seems to be the opinion of some of the more conservative of our conservators that the librarian cannot adjust easily to this, but I am gambling on more intelligence among librarians and believe they can learn basic techniques to begin work on their deteriorating collections. I also now believe it is essential for all librarians in training to receive some introduction to conservation work and not find themselves handicapped by a delay of a quarter of a century!

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# Periodical Circulation-Policies And Procedures

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## INTRODUCTION

A serial is a publication which is ongoing in nature, usually appearing at regular or irregular intervals and is numbered in sequence either serially by volume and/or number and/or date. Because of the continuing nature of this type of publication, libraries experience administrative problems in organizing its utilization. A somewhat different approach is needed over and above that designed to take care of regular monographs or books in a library collection. For the purposes of this study, monographic series are omitted as their utilization is more closely related to books and the problem of circulation differs in this respect from serial publications.

The problems of the overall circulation of library stock is one that has been paid comparatively slight attention in the professional literature of librarianship and even when writings do appear, they have been largely concerned with the circulation of monographs. A great deal of what is said can apply to periodicals *per se* but what many articles fail to do is to recognise the peculiar problems presented by this class of material and to indicate what might be done to facilitate their use. In the Oram article in the *Encyclopedia of Library and Information Science*<sup>1</sup>, the first paragraph highlights the utilization and consequent control of library

stock generally while the second highlights the need for conservation of stock for continuing use. The statements apply to serial materials but apart from a sentence or two discussing the limitation of periodical loans and a paragraph on routing and the provision of photocopies of articles, nothing is really included in the article which indicates the involved business surrounding the utilization of material from this type of publication. Instead, the problems are passed over by the general statement: "Materials other than books and magazines present special problems for the (circulation) department".

Basically, policies and procedures need to be laid down in order to ensure that the clientele of a library have access to this important part of the stock in ways best suited to their needs. In one way, this includes their awareness of its existence, both generally and in terms of the contents of individual issues as they arrive in the library. In another, it means the utilization of periodicals and periodical articles outside the walls of the library building. This would include the loan of bound copies of periodicals as well as individual issues both restrospective and current and the provision not necessarily of the original material but alternative items such as article reprints, offprints photocopies, document surrogates, etc.

Thus, this consideration of circulation policies must look at the following areas:

1. The circulation of new incoming issues to library members

2. Out of library loans of bound volumes and separate issues of some age (i.e. not the latest issues) to library members
3. Interlibrary loans
4. Restriction of the circulation of periodicals
5. Alternative arrangements to secure their utilization
6. Procedures for the circulation of serials.

## FACTORS AFFECTING CIRCULATION

According to Ku Shuian<sup>2</sup>, the factors affecting the circulation of periodicals are (1) the nature of the library, (2) the size of the collection and (3) the size of the clientele. While agreeing in the case of the last two factors, Wilson and Stephenson<sup>3</sup> add two others. Their list is as follows: "The number of people served, their physical location relative to the library, the number of journals involved and the comparative costs of circulation and the alternatives". Considering the nature of the library, by far the largest group of libraries that entertain a periodical circulation policy and at times elaborate routing procedures are special libraries, often supporting technical research and those attached to private corporations, manufacturing companies and other business and service firms. Thus in the literature, reference is found to routing systems set up by libraries such as Pressed Steel Fisher Ltd. (U.K.)<sup>4</sup>; E.I. Du Pont de Nemours & Co., Aiken, South Carolina<sup>5</sup>; Arthur D. Little, Inc. (Management Sciences Library)<sup>6</sup>; and Batelle Memorial Institute, Pacific



N.W. Laboratories, Washington State<sup>7</sup>.

In this type of library also, would be found the most generous provisions for borrowing back files of periodicals largely supplemented by alternative arrangements for obtaining access to articles and abstracts apart from actually removing the original publications from the library. It is in such institutions that staff time becomes a crucial element and it is considered that time is better spent at an officer's desk or within the operational part of the plant than in visiting the library to browse through new journals or to use old ones. The service aspect of the company librarian, often envisaged as an 'information officer' is greatly emphasized and the feeding of information to the clientele becomes a strong influence in laying down library policy. Thus, for example, routing may not only be within a single compound but can be organized across varying distances to other locations, either to individuals or to groups at different sites, as will be seen when circulation procedures are dealt with later in this paper.

University and large research libraries do some amount of routing also, but utilization comes largely in the area of the borrowing of bound volumes and separate issues of periodicals and if adequate photocopy and other facilities are available, actual borrowing can be reduced considerably. In her report on a cost comparison between supplying photocopies of articles and circulating journals<sup>8</sup>, Faith Van Toll begins by saying: "The traditional avenue of accessibility to library materials for faculty members of a university has been virtually unlimited circulation of journals." She goes on to explain how loans are being reduced by the offering of a copy service and so sets the stage for her comparison to determine the feasibility of this newer method of utilization. This theme will be developed later but is introduced here to indicate how the nature of the library becomes a factor in the formation of circulation policies.

These policies in respect of school and college libraries fall somewhere between the last two types. In these libraries, a fair amount of routing and lending to faculty members is done. Problems of duplication of titles and photocopying are accentuated as funds are often very restricted and this affects the full exploitation of these methods.

In public libraries, except for the routing of professional journals and book selection items to staff members, very little circulation as such is the norm. Straightforward book-type loans constitute the usual pattern for back issues of the popular magazines which are not kept permanently on file. Otherwise, the photocopying of articles would be the next most used method of exploitation of periodicals for out of building use. In these libraries also, the most elaborate display methods will be found, for it is within the library where patrons come to seek for information that this type of material is used<sup>9</sup>. And it will be expected that bound runs of journals will be a part of the reference collection and will not leave the library.

It should be appreciated that circulation policies are not as clear cut in each and every type of library as the foregoing paragraphs might lead one to expect. The laying down of policy, particularly written policy, in respect of this phase of handling serials has been slow in developing and while a general indication of the patterns can be given, policies vary from type to type, and within type, from library to library; and even with library, from title to title. In every library, there will be found even a small degree of routing, be it only professional journals to the library staff or book selection tools to those who help with this task. As an example at the other extreme, in 1971, the library of Arthur D. Little, Inc. were routing 300 titles to over 150 employees in 1973 and planned to expand their operations to rout over 2,500 journals by 1974<sup>10</sup>.

On the other hand, it will be found that even the library with the most restrictive circulation practices will lend the more ephemeral material and on occasion will lend bound volumes of significant titles if the circumstances warrant it. **The important point in all these cases is that the accent must be placed on the fact that all these materials are acquired primarily for the use of the patrons of the library and all policy making must take this factor into consideration and make provision for utilization when and where the material is most needed.**

#### INTERLIBRARY LOANS

There is usually a fairly free inter-library loan policy, since to lend to another library is not regarded as the

same thing or having the same implications as lending to an individual. The borrowing library is expected to maintain the same safeguards the owning library would and it is really with the problem of availability to its users that the owning library is concerned. This may result in the restriction of the loan of a journal, probably with alternative arrangements to provide a copy of the desired article or even a microfilm of a whole volume.

More and more libraries are participating in union listing and/or joint acquisition schemes and the implication here is that holdings are included in these bibliographies in order to advertise their availability within and often without the scheme. This is aptly demonstrated by a quote taken from the introduction to the Maryland and Delaware Union List<sup>11</sup>: "Contributors have agreed to service requests made upon their collections so long as such requests are in accordance with A.L.A. Interlibrary loan code".

#### RESTRICTION OF CIRCULATION

There are two main reasons why libraries would wish to restrict circulation of periodicals. The first is because of possible loss or destruction which would result in the library having either to seek to replace copies or in instances where this is not possible to maintain incomplete runs of the title or titles concerned. The other reason is the importance of having the periodical on hand in the library for consultation. Usually the patron requires access to only a single article in a journal issue or in a bound volume and if the copy is being circulated, consultation is not possible. This situation becomes untenable when the issue is circulating from office desk to office desk for an extended period probably not being utilized for the majority of the time. Alternatively, an article is needed from a bound volume which, if it is on loan, is often lying idle in someone's office or at home for the majority of the time it is away from the library. A further extension of this is that availability is important as periodicals are used to support indexing and abstracting services. When a library has exerted a great deal of effort to build up its bibliographical control service, it is frustrating and wasteful and often viewed as inefficient if the articles are not on hand to satisfy the results of a search. Not only does this affect the service to

patrons, but also in the area of inter-library loans, it is unsatisfactory, for example, for a library, entered in a Union List as holding a particular title to have to admit that the particular volume or issue requested is missing or not available for consultation, copying or loan.

#### ALTERNATIVES TO ACTUAL CIRCULATION

At this point, consideration must now be given as to ways in which a library might control the circulation of periodicals without greatly detracting from the service offered. I have written about the importance of defining policy regarding this area of library stock. The decision as to which titles are to be kept permanently in hard copy form is one consideration. This would have the effect of separating those titles which are important from the "holdings" point of view and releasing the less important journals and those with a fast obsolescence rate for circulation without greatly affecting the service. Again, the possibility of being able to replace missing issues is a great influencing factor in deciding on circulation or non-circulation. If a title has been hard to acquire (for example a negotiated gift item) the need to conserve the issues is more vital than a commercially produced publication which should be available for purchase from the publisher's stock for extended periods after issue. Some libraries, in order to ease drastically restricted circulation, permit overnight loans of periodicals, particularly bound volumes. It is easier to recover a periodical which has not been returned on schedule and this can be done in advance of actual demand for it by another patron.

Another policy decision could center around the provision of duplicate copies of titles. Undoubtedly financial considerations will influence this policy. But since it is agreed that by far the largest group of libraries which need to or which do circulate periodicals are the special libraries, sometimes attached to commercial concerns, one will find, because of better funding, a fairly liberal policy in such cases where duplicates are considered necessary. The first copy could be a microform and whether the first copy is in this form or in hard copy, it is kept in the library and never circulated so that less attention needs to be given to the second or other copies which are often disposed of once they have satisfied routing and

browsing needs. A variation of this practice which would seem useful and in some cases desirable is the duplication of subject-oriented issues such as **Library Trends**<sup>12</sup> or the **International Social Science Journal**<sup>13</sup>. Most certainly, this is the type of periodical for which requests for loan will come from time to time and is therefore the kind for which duplication would fill an important need. And in such a case, the duplicates would be kept permanently as lending copies in the same way as a monograph would be kept and lent.

The offering of a photocopying service is another method by which original publications might be conserved. Mention has already been made of the Van Toll contention that this method is appropriate, at any rate cost-wise, to replace the actual lending of periodicals in large university libraries. I think it is the method most exploited in public libraries and it has the added advantage of providing the user with a copy he can keep for perusal and use over a long period and also one that he can underscore and annotate as he wishes. Three factors militate however against the widespread uncontrolled use of this method. One is the cost involved, often being borne by the patron, sometimes by the organization and in some instances by the library itself from its allocation of funds. Another factor is the matter of copyright. At present, the legal implications are undecided and this affects the wholesale photocopying of articles in some libraries. The third factor is that important and sometimes vital illustrations in journal articles do not reproduce satisfactorily.

Related to this area also, it is my opinion that sufficient use is made of offprints of articles. Most authors are able to obtain offprints of their articles, often free of charge. A practical example can be quoted from the Encyclopedia of Library and Information Science where the contributors have access to offprints of their articles and are usually willing to give or lend a copy if requested. At the Medical School at the University of the West Indies many professors automatically order offprints once an article has been accepted by the Lancet or other medical journal.

The implementation of a current awareness service to patrons to act as a substitute for actual periodical circulation has been satisfactorily instituted in many libraries. This can

take the form of subscriptions to article-listing publications such as **CALL**<sup>14</sup> or the whole range of current content journals. What these publications do is to list the titles of articles appearing in current issues of selected periodicals and if these titles represent the ones in which the library clientele is interested, they can form the basis of a request for the articles or journal. Alternatively photostated copies of contents pages can be circulated. An article in **Special Libraries** written by G. E. Randall in 1954 describes one of the earlier introductions of this method<sup>15</sup>. Home-made lists and/or abstracting services can also be provided. This type of service is usually supported by a photocopy service where articles in which the clientele is interested are lent or handed over for keeping. This way the periodical itself never leaves the library. Or if it does, where photocopying is not done, it goes directly to a single individual on request for the perusal of a single article and the time out of the library is considerably limited. As Peterson found in his survey of use made by graduate students at the University of Michigan<sup>16</sup>, most of the consultation of individual periodicals done was for one or at least two articles often with bibliographical details already known.

Parallel with this type of service is the selective dissemination of information practices (SDI) which permit a patron to file a profile of his interests with the librarian. This profile is used to identify articles in new issues of periodicals which could meet his needs. These articles are then brought to his attention either by the routing of the actual copies of the issues, by offprint or photocopies or by other means as indicated in the paragraph dealing with current awareness services. Computers are being used effectively in the matching of these profiles in some libraries.

There is an explicit need for further research to be done in the area of the utilization of periodical literature in order that direction can be given to the formulation of concrete circulation policies and guidelines which can best meet user demands both in terms of already reached audiences and also projected maximization of the use to be extended to as yet significantly unreached clientele. In addition to utilization per se investigation of the whole area of loans, individual and interlibrary and the substitution of copies and surrogates could only lead to improved services based upon soundly formulated policies.



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## CIRCULATION PROCEDURES

In the area of procedures for the circulation of periodicals, by far the largest, most complicated to administer and time consuming is the matter of routing new serial publications to members of staff. Wilson and Stephenson wrote "The great fault with periodical circulation is the time it takes"<sup>17</sup>. Any issue which is routed remains undisplayed in the library and hence unavailable to the browser for an extended period during the time when it is most current. And as persons rarely read and despatch periodicals with any promptness, delays in circulating issues are more often the rule than the exception. In addition to this, there is the library staff time spent in keeping the records up to date. At least a list of people to whom each periodical must be circulated and a list of periodicals each person wishes to see must be maintained and also correct routing slips with names produced regularly. Fast turn over of clientele, changes in the interests of personnel, new titles, changes in old titles, fast turn over of clerical staff in the library, weeding and notification for titles ceasing publication all contribute to a constant editing of the records. This can be aggravated by lack of sufficient staff to keep abreast of this work. Even the conducting of the routing procedures can be very time consuming. The following indicate the various methods which can be implemented either singly or in combination:

1. Controlled circulation: each issue is routed to a single individual at a time. It comes back to the library to be redirected to the next name on the list.
2. Uncontrolled circulation: a routing slip is placed on the journal with the names of all the people who have expressed an interest in it. It does not come back to the library until everybody on the list has seen and initialled it.
3. Partial control: the periodical is routed to a short list and comes back to the library for further names to be added. The library is able to check up on the progress of the routing at intervals.
4. Selective routing: In response to SDI profiles, individual issues are sent to specific persons interested in the contents of particular copies.
5. Group routing: Issues are sent to groups of staff members (e.g. by

department) and an officer in the group is responsible to see that they are circulated within the group and returned to the library in good time.

In all these systems, an important factor is that the library staff regardless of procedure has to spend a great deal of time actively engaged in tracking down the journal and expediting its progress from desk to desk and finally back to the library. As long as periodicals are routed, this becomes an imperative but onerous task for the Librarian. Also, routing often presents the librarian with a public relations problem as pressure has sometimes to be brought upon tardy readers to release an issue, sometimes an interesting one, so that it can complete the schedule. Another public relations problem the librarian faces is the matter of the order of priority for routing. Often the persons higher up the hierarchy who want first option are not the people who are to benefit best from the early perusal of the journal and it takes a great deal of diplomacy to get the journal quickly to the desk where it will be most useful, or to compile the circulation routing slip so that everybody on it is satisfied.

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of a variation is the group-routing system of Batelle Memorial Institute<sup>22</sup>, an interesting case where periodicals are routed via the plant mail system to laboratories (in a diversified atomic energy installation) sometimes more than fifty miles apart. A example of a university-based routing system is to be found in the article by Yerkey who describes the system at the University of Akron, Ohio<sup>23</sup>. The next step is the automation of all the serials operations which would include the routing of periodicals as an integral part of the system. An example can be found in the IBM: **Library automation: computerized serials control**<sup>24</sup>. Another well known system of this nature is the PEARL system<sup>25</sup>. And finally at the other extreme comes the total automation of the whole system of the library, including technical processes and circulation generally. Here the routing of serials procedures would form a small module in the whole program. In such a way, the ILO Integrated Scientific Information System, in addition to many other programs concerned with areas such as bibliographical control, and general loans, and serial control, contains a program for "Journal Routing"<sup>26</sup>.

It is interesting and significant to note that while all the articles written in the forties and fifties deal with the manual operation of routing procedures, articles published on the subject within recent years are almost exclusively written from the point of view of computerization. It is obvious that this is the direction in which this phase of work with serials is moving.

As far as procedures for the lending of bound volumes and single issues are concerned, the normal methods are usually the same as for books, employing a temporary card for the record. However, these records are hardly ever buried in with the rest of the issue but are kept apart and reviewed constantly as there are often time limits, sometimes very short and whether it be an individual loan or an interlibrary loan, the library would wish to keep track of it and ensure its return as quickly as is convenient.

## CONCLUSION

Finally, I would like to end with a quotation from Rogers and Weber: "The circulation department's function is to lend material, borrow material for use if it is not already in the collection and provide photocopy

as a substitute for borrowing and transcribing"<sup>27</sup>. To this I would add that in the area of periodical literature, their function is also to ensure that all users identified and potential have convenient access to any material both on the basis of demand and by the use of selective dissemination and current awareness programs. By "convenient" is meant that material is made available in the form and at the time and place convenient to the user, having regard to the need to preserve these same materials for all users. It behoves all library administrations to have a well defined written policy based on the procedures which have been used, researched and found to be most satisfactory for the purpose.

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## CIRCULATION PROCEDURES

In the area of procedures for the circulation of periodicals, by far the largest, most complicated to administer and time consuming is the matter of routing new serial publications to members of staff. Wilson and Stephenson wrote "The great fault with periodical circulation is the time it takes"<sup>17</sup>. Any issue which is routed remains undisplayed in the library and hence unavailable to the browser for an extended period during the time when it is most current. And as persons rarely read and despatch periodicals with any promptness, delays in circulating issues are more often the rule than the exception. In addition to this, there is the library staff time spent in keeping the records up to date. At least a list of people to whom each periodical must be circulated and a list of periodicals each person wishes to see must be maintained and also correct routing slips with names produced regularly. Fast turn over of clientele, changes in the interests of personnel, new titles, changes in old titles, fast turn over of clerical staff in the library, weeding and notification for titles ceasing publication all contribute to a constant editing of the records. This can be aggravated by lack of sufficient staff to keep abreast of this work. Even the conducting of the routing procedures can be very time consuming. The following indicate the various methods which can be implemented either singly or in combination:

1. Controlled circulation: each issue is routed to a single individual at a time. It comes back to the library to be redirected to the next name on the list.
2. Uncontrolled circulation: a routing slip is placed on the journal with the names of all the people who have expressed an interest in it. It does not come back to the library until everybody on the list has seen and initialled it.
3. Partial control: the periodical is routed to a short list and comes back to the library for further names to be added. The library is able to check up on the progress of the routing at intervals.
4. Selective routing: In response to SDI profiles, individual issues are sent to specific persons interested in the contents of particular copies.
5. Group routing: Issues are sent to groups of staff members (e.g. by

department) and an officer in the group is responsible to see that they are circulated within the group and returned to the library in good time.

In all these systems, an important factor is that the library staff regardless of procedure has to spend a great deal of time actively engaged in tracking down the journal and expediting its progress from desk to desk and finally back to the library. As long as periodicals are routed, this becomes an imperative but onerous task for the Librarian. Also, routing often presents the librarian with a public relations problem as pressure has sometimes to be brought upon tardy readers to release an issue, sometimes an interesting one, so that it can complete the schedule. Another public relations problem the librarian faces is the matter of the order of priority for routing. Often the persons higher up the hierarchy who want first option are not the people who are to benefit best from the early perusal of the journal and it takes a great deal of diplomacy to get the journal quickly to the desk where it will be most useful, or to compile the circulation routing slip so that everybody on it is satisfied.

There are great variations in policies to ensure the most efficient routing of periodicals. At times the number of persons to whom a journal goes is limited. Wilson and Stephenson suggest not more than 12 to 15<sup>18</sup>. Rogers and Weber feel that a duplicate copy should be obtained if more than five persons wish to see the title<sup>19</sup>. A journal should not ideally be routed for more than two weeks, particularly if the bulk of patrons come into the library to browse. In a few cases, with the backing of the administration, delinquent readers (readers who consistently keep journals overtime) are dropped from the routing list or moved to the end.

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## CONCLUSION

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## History And Objectives Of The International Association Of School Librarianship (IASL)

A number of people have asked how IASL began and what are its objectives, so we are repeating this information for our members.

During the early sixties, school librarians attending meetings of the World Confederation of Organizations of the Teaching Profession (WCOTP/CMOPE) talked about an international meeting of people associated with school libraries. The first international meeting was held in Vancouver, Canada, during the 1967 WCOTP meeting. The 30 educators and librarians present decided that the time had come to create an international forum for those people who were interested in developing library services for primary and secondary schools. An international steering committee, representing the United Kingdom, Kenya, Paraguay, Malaysia, Australia, and the United States was formed.

At the meeting in Dublin, Ireland, 1968, it was voted to ask WCOTP to create an ad hoc committee for school library development with the original steering committee to serve as members. During the meeting in Sydney, Australia, in August, 1970, a tentative framework

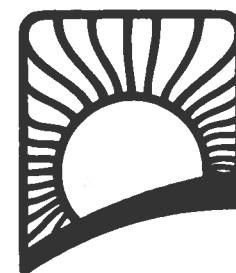
for IASL was approved in principle. Following the Sydney meeting, the character for IASL was drawn up and the Association was inaugurated in Jamaica, August, 1971. The first officers were President — Dr. Jean Lowrie, U.S.A.; Vice President — Margot Nilson, Sweden; Treasurer — Phyllis Hochstetler, U.S.A.; Directors: Margaret Scott, Canada; John Ward, Australia; Richard Mainwood, England; Amy Robertson, Jamaica; E.B. Ekpong, Nigeria; Muriel Eu, Singapore. In later elections Japan, Denmark, and the Philippines have been represented on the IASL Board.

IASL is an independent association with approximately 400 individual and association members. In order to work closely with educators and librarians on the international level IASL has become affiliated with WCOTP and a member of IFLA. Currently it is associated with UNESCO under Category C. The objectives of the association are:

1. To encourage the development of school libraries and library programs throughout all countries.
2. To promote the professional preparation of school librarians.

3. To bring about close collaboration between school libraries in all countries, including the loan and exchange of literature.
4. To encourage the development of school library materials.
5. To initiate and co-ordinate activities, conferences, and other projects in the field of school librarians.

Each year the association has expanded its contacts and services through the newsletter, annual conferences, informal visiting in various countries, individual exchange of news, committee activities representation at international conferences. Five annual conferences have been held since the inauguration in Jamaica in 1971: London, 1972, with the theme "Books-Libraries-Teaching"; Nairobi, Kenya, 1973 with the theme "School Libraries as a Basic Tool for Teaching"; Singapore, 1974, with the theme "Developing School Library Programs to Meet the Educational Needs of Students"; Berlin, 1975 with the theme "School Library-Role and Function"; and the U.S.A., 1976.



## BOOK REVIEWS

*Reprinted from the Library Association Record March 1976.*

CAVE (Roderick). *Rare book librarianship*. 1976. 168 pp. (Clive Bingley; Hamden Conn.: Linnet Books. £4.25.) ISBN 0 208 0 1360 1.

It is a rare but very pleasant experience to review a book with which I am so much in general agreement. This is not a theoretical handbook, but a guide containing a wealth of acute observation and detailed advice that reads as if the author had spent a large part of his career in one of the great rare book collections (and, as far as I know, Mr. Cave hasn't). When I found him singling out Robert Bage as an author whose works were unusually hard to find, I thought we must have been in telepathic communication.

The book covers all aspects of the work of rare book librarians; acquisition, processing, conservation, housing, organization for use, publicity and professional (and other) training, I disagree occasionally with the author's emphasis. Specialist catalogues of rare books are all very well; in huge collections like those of the British Library the short title catalogues of early foreign books have the advantage of being specialized, portable and comprehensive. Readers using smaller libraries would almost certainly prefer everything to be in the general catalogue. But it is absolutely vital in rare book collections not to lose any information about a particular book that one picks up in the course of acquiring and processing. The Bodleian uses a record sheet which contains far more information than will ever appear in the catalogue.

I should also query the emphasis Mr. Cave lays upon providing bibliographical rather than subject information about rare books. Old books really are about particular subjects and readers want them for that reason, not only for their cancels and colophons (important as those are).

Too much space is devoted to exhibitions (which are valuable if one has the time) and to rather dubious related activities involving "good will", "public relations", "prestige" and so on. The

custodians of the great rare books collections are far too busy watching the market, stretching their scanty funds and poring over their acquisitions, for these pastimes.

I hope this book will thrive. I hope Mr. Bingley will be forced by popular demand to publish a second edition. When he does he can correct the numerous spelling mistakes, and he can tell Mr. Cave that rare book librarians don't say "minuscule" when they mean "small". It is also a pity that many interesting and important books and articles which are cited in the text and footnotes don't appear in the bibliography. Wolf and Fleming's *Rosenbach*, a book vital to the history of the antiquarian trade and rare book librarianship, is a case in point.

R.J. ROBERTS  
Bodleian Library

K.A. Stockham: *The government and control of libraries*. 2nd. rev. ed. London, Andre Deutsch, 1975. (A Grafton book).

*Review by Shirley Davis*

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## History And Objectives Of The International Association Of School Librarianship (IASL)

A number of people have asked how IASL began and what are its objectives, so we are repeating this information for our members.

During the early sixties, school librarians attending meetings of the World Confederation of Organizations of the Teaching Profession (WCOTP/CMOPE) talked about an international meeting of people associated with school libraries. The first international meeting was held in Vancouver, Canada, during the 1967 WCOTP meeting. The 30 educators and librarians present decided that the time had come to create an international forum for those people who were interested in developing library services for primary and secondary schools. An international steering committee, representing the United Kingdom, Kenya, Paraguay, Malaysia, Australia, and the United States was formed.

At the meeting in Dublin, Ireland, 1968, it was voted to ask WCOTP to create an ad hoc committee for school library development with the original steering committee to serve as members. During the meeting in Sydney, Australia, in August, 1970, a tentative framework

for IASL was approved in principle. Following the Sydney meeting, the character for IASL was drawn up and the Association was inaugurated in Jamaica, August, 1971. The first officers were President — Dr. Jean Lowrie, U.S.A.; Vice President — Margot Nilson, Sweden; Treasurer — Phyllis Hochstetler, U.S.A.; Directors: Margaret Scott, Canada; John Ward, Australia; Richard Mainwood, England; Amy Robertson, Jamaica; E.B. Ekpong, Nigeria; Muriel Eu, Singapore. In later elections Japan, Denmark, and the Philippines have been represented on the IASL Board.

IASL is an independent association with approximately 400 individual and association members. In order to work closely with educators and librarians on the international level IASL has become affiliated with WCOTP and a member of IFLA. Currently it is associated with UNESCO under Category C. The objectives of the association are:

1. To encourage the development of school libraries and library programs throughout all countries.
2. To promote the professional preparation of school librarians.

3. To bring about close collaboration between school libraries in all countries, including the loan and exchange of literature.
4. To encourage the development of school library materials.
5. To initiate and co-ordinate activities, conferences, and other projects in the field of school librarians.

Each year the association has expanded its contacts and services through the newsletter, annual conferences, informal visiting in various countries, individual exchange of news, committee activities representation at international conferences. Five annual conferences have been held since the inauguration in Jamaica in 1971: London, 1972, with the theme "Books-Libraries-Teaching"; Nairobi, Kenya, 1973 with the theme "School Libraries as a Basic Tool for Teaching"; Singapore, 1974, with the theme "Developing School Library Programs to Meet the Educational Needs of Students"; Berlin, 1975 with the theme "School Library-Role and Function"; and the U.S.A., 1976.



## BOOK REVIEWS

*Reprinted from the Library Association Record March 1976.*

**CAVE (Roderick).** *Rare book librarianship*. 1976. 168 pp. (Clive Bingley; Hamden Conn.: Linnet Books. £4.25.) ISBN 0 208 0 1360 1.

It is a rare but very pleasant experience to review a book with which I am so much in general agreement. This is not a theoretical handbook, but a guide containing a wealth of acute observation and detailed advice that reads as if the author had spent a large part of his career in one of the great rare book collections (and, as far as I know, Mr. Cave hasn't). When I found him singling out Robert Bage as an author whose works were unusually hard to find, I thought we must have been in telepathic communication.

The book covers all aspects of the work of rare book librarians; acquisition, processing, conservation, housing, organization for use, publicity and professional (and other) training, I disagree occasionally with the author's emphasis. Specialist catalogues of rare books are all very well; in huge collections like those of the British Library the short title catalogues of early foreign books have the advantage of being specialized, portable and comprehensive. Readers using smaller libraries would almost certainly prefer everything to be in the general catalogue. But it is absolutely vital in rare book collections not to lose any information about a particular book that one picks up in the course of acquiring and processing. The Bodleian uses a record sheet which contains far more information than will ever appear in the catalogue.

I should also query the emphasis Mr. Cave lays upon providing bibliographical rather than subject information about rare books. Old books really are about particular subjects and readers want them for that reason, not only for their cancels and colophons (important as those are).

Too much space is devoted to exhibitions (which are valuable if one has the time) and to rather dubious related activities involving "good will", "public relations", "prestige" and so on. The

custodians of the great rare books collections are far too busy watching the market, stretching their scanty funds and poring over their acquisitions, for these pastimes.

I hope this book will thrive. I hope Mr. Bingley will be forced by popular demand to publish a second edition. When he does he can correct the numerous spelling mistakes, and he can tell Mr. Cave that rare book librarians don't say "minuscule" when they mean "small". It is also a pity that many interesting and important books and articles which are cited in the text and footnotes don't appear in the bibliography. Wolf and Fleming's *Rosenbach*, a book vital to the history of the antiquarian trade and rare book librarianship, is a case in point.

R.J. ROBERTS  
*Bodleian Library*

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# Sangster's for books



Since 1938 the name "Sangster" has been synonymous with books in Jamaica. Today, throughout the island there are five Sangster's Bookstores. In the Caribbean, Sangster's are the largest booksellers. But the name 'Sangster' is not only known as booksellers... nor is it confined to popularity in the Caribbean: it is linked with that of internationally known publisher - "Collins"... (Wm. Collins and Sangster (Jamaica) Ltd. formed in 1968 to publish books on Jamaica... by Jamaicans.) Some other well-known names linked with Sangster's are the names of the publishers they represent - Associated Book Publishers Ltd. Abelard - Schuman Co. Holmes-McDougall Ltd. Harcourt Brace Jovanovich Churchill Livingstone.

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As has been said before, the book is aimed primarily at students sitting the Part I examination of the Library Association, but it could also give much useful information to the large body of permanent non-professional staff in most libraries.

## JAMAICANS OF DISTINCTION: Headley and McKenley *by Carlton Davis*

A naturalized Jamaican often remarked admiringly on the ability of a country of Jamaica's small population to hold its own in various spheres of activities in the international arena.

In elaborating the point, he drew attention to the fact that much of the population are very young people who would not be expected to make any national or international impact, and that of the adults, many of them are still barely literate. Thus, there is indeed a small pool, well below the estimated 2 million from which these considerable skills derive.

Lest I should be accused of praising my country unabashedly it should be remembered that in just fifty years, we have produced people of the stature of Marcus Garvey, Norman Manley, Alexander Bustamante, Claude Mackay, George Headley, Arthur Wint, Herb McKenley, and now Don Quarrie and Michael Manley among others.

This brief review is concerned with two of these illustrious names: George Headley and Herb McKenley, the subjects of two books published by the Institute of Jamaica in their "Jamaicans of Distinction" series.

The book on Headley is written by Noel White (in association with Headley himself).

It represents to my mind a good attempt to tell the story of the cricketing life (rather than the times) of the West Indies' first notable and, arguably, its greatest batsman.

It reminds us (as the Barbadians were wont to do during his magnificent second innings of 176 vs. England in his first Test Match) that his father was a Barbadian who met his mother, a Jamaican, in Panama during that period when black people from the West Indies contributed so much to that canal which is now a *cause celebre* between Panama and the U.S.A.

The description of George's early days in Kingston provides interesting reading especially for one who has been made aware by relatives, of the interesting life of playing cricket, and cross-the-harbour swimming prevalent among the youths of the Rae Town and Eastern Kingston areas.

The description of the beginning of Headley's climb to cricket's pinnacle also reminds us of the days when Senior Cup cricket was a big event in Kingston and St. Catherine and certainly was not the competition it became in recent years when teams like the UWI could half-heartedly send eight men or so to represent them in a match.

The book describes his first Test series which is now a legend. Who can forget the enviable record of 703 runs in a four-Test series (average 87.87) with the following records?: (1) a century in his first Test (176 in Barbados); (2) two centuries in a Test (114 and 112 in Guyana); and a brilliant double century (223 in Kingston) which enabled the West Indies to draw a match which they seemed set to lose after being set 835 runs to win!

George's next series, the tour to Australia is also described in the book though not in the clinical detail given by C.L.R. James in his magnificent chapter, 'Nascitur Non Fit' in the celebrated book 'Beyond a Boundary'.

As described in both Mr. James' book and in this one, George's tour, although not successful in terms of huge scores, confirmed the character, greatness and technical brilliance of the new batting star. The inclusion (on page 49 of the book) of a clipping from the "Sporting Globe" of Australia adequately summarizes the impression Headley made.

Another aspect of George Headley's remarkable career is also highlighted in the book. This is his appetite for big scores. The most famous, of course, was 344 n/o vs Tennyson's XI at Melbourne Park. People have various comments about big scores and spend a great deal of time speculating what might have happened "if" the bowling was better. This was said of the great Sobers' record-making 365 n/o vs Pakistan in 1958. But, for this reviewer, the ability to make over 300 runs regardless of the strength of the bowling calls for a special combination of determination and quality. Headley was the first great West Indian with the big appetite for runs. He has been followed by Weekes, Sobers, Rowe and Richards.

The book continues its description of the Headley batting phenomenon: His successful tours of England in 1933, the home series of 1935 and the last tour of England in 1939.

Here was a prolific flow of talent whose outstanding characteristics are beauty and exquisiteness of execution.

Headley's brilliant career was cut short for all intents and purposes this career ended when the Europeans resumed their "Test" series of wars in 1939.

He was only 30 then, and if one may make a comparison to that magnificent inheritor of the Headley tradition, Gary Sobers, it will be recalled that he made 12 Test centuries for the West Indies and nearly 4,000 runs since 1966 (during his 30th year) and 1974 when he played his last Test Match.

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This serves as a measure of Headley's ultimate potential. For he had scored 10 centuries in only 22 Test Matches when his career was virtually over.

The rest of the book describes the decline of such of his career as remained his subsequent occupation, and the honours given him by the Jamaican people.

More will, of course, be said of Headley. He is too important a local and West Indian historical figure to be finished with in even so fullsome a book. But the attempt here is commendable, and should be read by all who love the game, and who are interested in the life of one of our authentic heroes.

The other book (written by Townsend, Carnegie and McKenley) is rather more disappointing in that it tends to be sketchy and given to "pretty" language.

Chapter 1, for example, has a description of the location of Pleasant Valley in Clarendon, which is, to say the least, overly-detailed and irrelevant.

The information (Chapter 2) on the development of Herb into a school-boy athlete is useful. Here we have a classical example of the "pretty" language, mentioned above. For example, Wint supplied some of the "inspiration" while Laing ensured much of the "perspiration".

The epic struggle in the 100 yards dash between McKenley "Coco" Brown and Douglas Manley is mentioned but not described in the detail which is merited.

The various characters that had some role to play in McKenley's career, either as coaches or competitors, are introduced in a number of chapters by a sort of 'flash-back' techniques. These included Claude "Buddy" Young whom the authors advise was a 164 pound "tornado" from Chicago who had "blown South" from that city to become the first sprinter of genuine class at the University, of Illinois. Leo Johnson, Elmore Harris, and more familiar names to Jamaicans, Lloyd LaBeach, Mal Whitfield, Leslie Laing, Arthur Wint and George Rhoden are also referred to in some detail.

Wint and Rhoden were to provide McKenley with two of his most frustrating experiences in his athletic career; and history, for themselves and for Jamaica, at Helsinki in 1952.

Chapter II describes the first of McKenley's epic struggle at the Olympic level. Here was the race every major commentator and analyst said he would win — the 400 metres.

The authors remind us that Jesse Abrahamson of the New York Herald

Tribune had called him "the surest thing of the games" yet they pointed out that McKenley had been saying that Wint could have beaten him.

The race is described with some detail and, thankfully obviously factually, without any of the authors' "pretty" phrases.

Jamaica's disastrous showing in the 4X 400 metre is also described.

Herb's glittering career is continued in subsequent chapters, but we are now introduced to some of the achievements of the man who could arguably be regarded as the greater of the two over the metric quarter — George Rhoden.

We are told that Rhoden defeated McKenley to win the first of the former's triumph in the AAU championships (at Maryland in 1950).

The Olympics of 1952 at Helsinki is, naturally, described in some detail.

The authors go over the saga of the 100 metres dash in which McKenley was edged out in a controversial finish by the American Lindy Remigino.

The 400 metres struggle between himself and Rhoden is described, but albeit too briefly. AS is now history, Rhoden won that one in the same time as McKenley — 45.9 seconds.

The 1600 metres relay is given a full chapter of 3½ pages (one of the longer ones) and rightly so, because of its significance to Jamaica in the Olympics, and to Herb personally for his brilliant run of 44.6 seconds which enabled the team to overcome a handicap of about 15 metres and give Rhoden a lead of 1 metre which the latter held to the finish.

This was essentially Herb's last hurrah. And so it should be.

The rest of the book tells us little known facts about his exploits in Australia and his penchant for betting, especially on himself.

Perhaps the most comprehensive parts of the book are the Appendices which give details on Herb's career as well as the other medal winners in various categories of games.

Altogether, it is an informative book but alas, too apparently hurriedly put together to be called a well-written book.

Nevertheless, it does enough to confirm why McKenley is indeed one of our great athletic heroes.

1. Noel White and George Headley. *George Atlas Headley. Kingston, The Institute of Jamaica, 1974.*

2. E. Townsend and J. Carnegie, *Herb McKenley: Olympic star. Kingston, The Institute of Jamaica, 1974.*

Victor Stafford Reid,

# The Jamaicans

(Institute of Jamaica, 1976) 266 pp. \$6.00

Since *New Day* (1949) and *The Leopard* (1958) Vic Reid has published three novels for children, each a distinct success. His public has cause to rejoice that Reid has now put out his third general novel, It is not, I think, as well sustained as *The Leopard*; and it is unlikely to assume the historic importance of *New Day*; but, at its best, *The Jamaicans* is very fine indeed — surely, nowhere has Reid written better than he does in the final thirty pages of this enjoyable new book.

Reid's fiction has been more or less continuously concerned with Jamaican history. Characteristically Reid is both novelist and teacher: there tends to be a situation, a thesis or a body of information he wants his readers to understand; he studies, analyses, recreates, supplements history for us; he selects and dramatises conflict, he works to make us experience through the senses the world he has imagined or has re-discovered.

In *The Jamaican* Reid re-examines the notion that Juan de Bolas was a great traitor. Juan de Bolas is here presented as a great leader properly preoccupied with protecting and strengthening a kind of independence for his own people, the Maroons. Whether victory goes to the Spanish or to the invading English, the Maroons will be the Jamaicans.

The novel suggests, somewhat insistently, definitions of Jamaican-ness as might arguably have emerged in that seventeenth-century context. For example, although the Maroons are black, Juan de Bolas does not assume that there is any necessary relationship with other Africans.

"I learn that the English have brought in some of your people. From Barbados, Nevis and St. Kitts plantations".

Juan stared at him.

"My people? I am a Jamaican, senior."

Don Arnaldo bowed. "I acknowledge. But in a way, you understand. They are black men, from Africa. In a misfortune, as you". "The English are white men from Europe. In a misfortune, as you, dying from fever and hunger. Are they your people?"

(P. 71.)

Also, Juan de Bolas accords white Arnaldo de Yssassi the title: "I know you're good in the bush. You are a Jamaican." (p.73) The novel seems to be defining Jamaicans as those who have, in a more than superficial way, possessed Jamaica; they work in harmony with the natural environment. "You fought in a private world, where the leaves and trees immediately around you knew your presence, and shared your secret with you, because you had become one of them, and would even suborn the rest of the forest that hid your enemy, and so betrayed the alien by a shaking of leaves, a rub of stalk, an ejection of the small animals sheltering at the roots." (pp. 127 — 8).

In this novel we live with the Maroons

in peace as well as in combat, we know them in conclave, at worship, planting, hunting, On the whole they are courageous and strong; above all, they are guileful, surviving on intelligence and discipline. The characters are skilfully drawn, as individuals and in their inter-relationships. The tricky poet-farmer Wamba, the skilful but irresponsible Secheyay, the lying English hostage Luvaduck who becomes a willing slave, dignified Old Miguel — they are all clearly delineated. One of the more subtle successes of the novel is the understated love between Juan de Bolas and the lovely Kedela who craves respect and fulfilment both as warrior and as woman. In the stunning climax of the book Pablo de Leon, loyal to the Spanish, hunts and ultimately con-

fronts Juan de Bolas, the close friend whom he now considers a traitor; and love and enmity are fused in the powerful symbolism of that final encounter.

But in the first half of the book the reader is sometimes conscious of a heavy burden of information Reid wishes to convey, not yet made light by our deepening involvement. And Reid has been careless about getting the forms right when mixing Spanish and English — Spanish words are misspelt, for example, and plural nouns coexist with singular articles.

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Hyacinth Winder

Jamaica  
Antigua  
Jamaica  
Jamaica  
Barbados  
Guyana  
St. Vincent  
Bahamas

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Jamaica  
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Jamaica  
Guyana

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John Aarons  
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Rosina Glasco  
Jennifer Joseph  
Janet Mohammed  
Kazuko Rankine  
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Claudette Sutherland  
Yvonne Salmon

Jamaica  
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St. Lucia  
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This serves as a measure of Headley's ultimate potential. For he had scored 10 centuries in only 22 Test Matches when his career was virtually over.

The rest of the book describes the decline of such of his career as remained his subsequent occupation, and the honours given him by the Jamaican people.

More will, of course, be said of Headley. He is too important a local and West Indian historical figure to be finished with in even so fullsome a book. But the attempt here is commendable, and should be read by all who love the game, and who are interested in the life of one of our authentic heroes.

The other book (written by Townsend, Carnegie and McKenley) is rather more disappointing in that it tends to be sketchy and given to "pretty" language.

Chapter 1, for example, has a description of the location of Pleasant Valley in Clarendon, which is, to say the least, overly-detailed and irrelevant.

The information (Chapter 2) on the development of Herb into a school-boy athlete is useful. Here we have a classical example of the "pretty" language, mentioned above. For example, Wint supplied some of the "inspiration" while Laing ensured much of the "perspiration".

The epic struggle in the 100 yards dash between McKenley "Coco" Brown and Douglas Manley is mentioned but not described in the detail which is merited.

The various characters that had some role to play in McKenley's career, either as coaches or competitors, are introduced in a number of chapters by a sort of 'flash-back' techniques. These included Claude "Buddy" Young whom the authors advise was a 164 pound "tornado" from Chicago who had "blown South" from that city to become the first sprinter of genuine class at the University, of Illinois. Leo Johnson, Elmore Harris, and more familiar names to Jamaicans, Lloyd LaBeach, Mal Whitfield, Leslie Laing, Arthur Wint and George Rhoden are also referred to in some detail.

Wint and Rhoden were to provide McKenley with two of his most frustrating experiences in his athletic career; and history, for themselves and for Jamaica, at Helsinki in 1952.

Chapter II describes the first of McKenley's epic struggle at the Olympic level. Here was the race every major commentator and analyst said he would win — the 400 metres.

The authors remind us that Jesse Abrahamson of the New York Herald

Tribune had called him "the surest thing of the games" yet they pointed out that McKenley had been saying that Wint could have beaten him.

The race is described with some detail and, thankfully obviously factually, without any of the authors' "pretty" phrases.

Jamaica's disastrous showing in the 4X 400 metre is also described.

Herb's glittering career is continued in subsequent chapters, but we are now introduced to some of the achievements of the man who could arguably be regarded as the greater of the two over the metric quarter — George Rhoden.

We are told that Rhoden defeated McKenley to win the first of the former's triumph in the AAU championships (at Maryland in 1950).

The Olympics of 1952 at Helsinki is, naturally, described in some detail.

The authors go over the saga of the 100 metres dash in which McKenley was edged out in a controversial finish by the American Lindy Remigino.

The 400 metres struggle between himself and Rhoden is described, but albeit too briefly. AS is now history, Rhoden won that one in the same time as McKenley — 45.9 seconds.

The 1600 metres relay is given a full chapter of 3½ pages (one of the longer ones) and rightly so, because of its significance to Jamaica in the Olympics, and to Herb personally for his brilliant run of 44.6 seconds which enabled the team to overcome a handicap of about 15 metres and give Rhoden a lead of 1 metre which the latter held to the finish.

This was essentially Herb's last hurrah. And so it should be.

The rest of the book tells us little known facts about his exploits in Australia and his penchant for betting, especially on himself.

Perhaps the most comprehensive parts of the book are the Appendices which give details on Herb's career as well as the other medal winners in various categories of games.

Altogether, it is an informative book but alas, too apparently hurriedly put together to be called a well-written book.

Nevertheless, it does enough to confirm why McKenley is indeed one of our great athletic heroes.

1. Noel White and George Headley. *George Atlas Headley. Kingston, The Institute of Jamaica, 1974.*
2. E. Townsend and J. Carnegie, *Herb McKenley: Olympic star. Kingston, The Institute of Jamaica, 1974.*

Victor Stafford Reid,

# The Jamaicans

(Institute of Jamaica, 1976) 266 pp. \$6.00

Since *New Day* (1949) and *The Leopard* (1958) Vic Reid has published three novels for children, each a distinct success. His public has cause to rejoice that Reid has now put out his third general novel, It is not, I think, as well sustained as *The Leopard*; and it is unlikely to assume the historic importance of *New Day*; but, at its best, *The Jamaicans* is very fine indeed — surely, nowhere has Reid written better than he does in the final thirty pages of this enjoyable new book.

Reid's fiction has been more or less continuously concerned with Jamaican history. Characteristically Reid is both novelist and teacher: there tends to be a situation, a thesis or a body of information he wants his readers to understand; he studies, analyses, recreates, supplements history for us; he selects and dramatises conflict, he works to make us experience through the senses the world he has imagined or has re-discovered.

In *The Jamaican* Reid re-examines the notion that Juan de Bolas was a great traitor. Juan de Bolas is here presented as a great leader properly preoccupied with protecting and strengthening a kind of independence for his own people, the Maroons. Whether victory goes to the Spanish or to the invading English, the Maroons will be the Jamaicans.

The novel suggests, somewhat insistently, definitions of Jamaican-ness as might arguably have emerged in that seventeenth-century context. For example, although the Maroons are black, Juan de Bolas does not assume that there is any necessary relationship with other Africans.

"I learn that the English have brought in some of your people. From Barbados, Nevis and St. Kitts plantations".

Juan stared at him.

"My people? I am a Jamaican, senior."

Don Arnaldo bowed. "I acknowledge. But in a way, you understand. They are black men, from Africa. In a misfortune, as you". "The English are white men from Europe. In a misfortune, as you, dying from fever and hunger. Are they your people?"

(P. 71.)

Also, Juan de Bolas accords white Arnaldo de Yssassi the title: "I know you're good in the bush. You are a Jamaican." (p.73) The novel seems to be defining Jamaicans as those who have, in a more than superficial way, possessed Jamaica; they work in harmony with the natural environment. "You fought in a private world, where the leaves and trees immediately around you knew your presence, and shared your secret with you, because you had become one of them, and would even suborn the rest of the forest that hid your enemy, and so betrayed the alien by a shaking of leaves, a rub of stalk, an ejection of the small animals sheltering at the roots." (pp. 127 — 8).

In this novel we live with the Maroons

in peace as well as in combat, we know them in conclave, at worship, planting, hunting, On the whole they are courageous and strong; above all, they are guileful, surviving on intelligence and discipline. The characters are skilfully drawn, as individuals and in their inter-relationships. The tricky poet-farmer Wamba, the skilful but irresponsible Secheyay, the lying English hostage Luvaduck who becomes a willing slave, dignified Old Miguel — they are all clearly delineated. One of the more subtle successes of the novel is the understated love between Juan de Bolas and the lovely Kedela who craves respect and fulfilment both as warrior and as woman. In the stunning climax of the book Pablo de Leon, loyal to the Spanish, hunts and ultimately con-

fronts Juan de Bolas, the close friend whom he now considers a traitor; and love and enmity are fused in the powerful symbolism of that final encounter.

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Architecture and Civil Engineering in Jamaica	New Age Publishing Co., 77, Port Royal St., Kingston	1975	3. p.a.
Arts Review	Creative Arts Centre University of the West Indies, Kingston 7.	1976	3. p.a.
Association of Caribbean Historians Bulletin	c/o Dr. Carl Campbell, Dept. of History, University of the West Indies, Kingston 7.	1974	Irregular
Association of Caribbean Universities and Research Institutes Newsletter	see UNICA Newsletter		
Bank of Jamaica News Summary	P.O. Box 621, Kingston	1973	Irregular
Bible Society of the West Indies News Bulletin	24, Hagley Park Plaza, Kingston 10.		Irregular
Bits 'n Bytes	Jamaica Computer Society, P.O. Box 122, Kingston 10.	1976	Monthly
CARSEA: Journal of the . . .	Caribbean Society of Educational Administrators, School of Education, U.W.I., Kingston 7.	1975	Quarterly
Caribbean Journal of Religious Studies: a journal of the Caribbean Theological Colleges	United Theological College of the West Indies, P.O. Box 136, Kingston 7.	1975	2 p.a.
Caribbean Journalist	Institute of Mass Communications, University of the West Indies, Kingston 7.	1975	2 p.a.
Commonwealth Caribbean Financial Statistics (Quarterly digest bearing same title previously listed)	Institute of Social & Economic Research, University of the West Indies, Kingston 7.	1973	Annual
Dateline	Dateline Publishers, 28, Beechwood Ave., Kingston 5.	1975	Monthly
Directory of Opportunities for Graduates	University of the West Indies, Kingston 7.	1966	Biennial
Economic Report — Jamaica	Atlas Publishers, c/o Paul Chen-Young Assocs. 23, Barbados Avenue, Kingston 10.	1975	Monthly
Extra-Mural Notes	Dept. of Extra Mural Studies, U.W.I., Kingston 7	1976	Bi-monthly
For The Record	Jamaica Association of Social Workers, <del>Kingston 10</del> c/o Professional Centre, 2a, Ruthven Road, <del>Kingston 10</del>	1963	2 p.a.
Gosse Bird Club Broadsheet	c/o Mrs. A.Downer, P.O. Box 102, Kingston 8	1963	2. p.a.
Grain Bulletin	Jamaica Nutrition Holdings Ltd., 43 St. Lucia Ave., Kingston 5.	1975 (?)	Monthly
The Hotelier	Services and Commodity Institute, P.O. Box 192, Kingston.	1975	Quarterly
IBA Review	International Bauxite Association, P.O. Box 551, Kingston 5.	1975	Quarterly
Institution of Engineers in Jamaica Newsletter	P.O. Box 122, Kingston 10.	1973	Irregular

JET — Journal of English Teachers (previously listed under sub-title)	National Association of Teachers of English, c/o Eric King, Faculty of Arts & General Studies, U.W.I., Kingston 7.	1974	Quarterly
Jamaica Baptist Reporter	c/o Rev. D.Stokes, 61 Red Hills Road, Kingston 10.	19	Quarterly
Jamaica Employers' Federation Newsletter	2A Ruthven Road, Kingston 10		Monthly
Jamaica Industrial Development Corporation News	JIDC, 6, Winchester Rd., Kingston 10.	1967	Irregular
Jamaica National Export Corporation Newsletter	JNEC, 8 Waterloo Road, Kingston 10	1976	Monthly
Jamaica Philatelic Society Newsletter	c/o Editor, 15 Roosevelt Ave., Kingston 6.	1966 (?)	Irregular
Jamaica Reading Journal (first pub. in April 1970 as the Reading Newsletter)	Jamaica Reading Association, P.O. Box 20, Kingston 16.	1971	Annual
Jamaican National Bibliography	Institute of Jamaica, 12—16 East, St., Kingston	1975	Quarterly (with annual cumulation)
Jamaica Farmers' Annual	Public Relations Associates, 8 Waterloo Rd., Kingston 10.	1975	Annual
Kalaloo	Literary Society, U.W.I., Kingston 7.	1973	Irregular
Labrish newspaper		1972	Irregular
Let's Read	Jamaica Movement for the Advancement of Literacy, 47B South Camp Road, Kingston 4.	1974	Monthly
Masterbuilder	Incorporated Masterbuilders' Association of Ja. 159b Orange Street, Kingston	1962	Quarterly
Matters Concerning Lawyers	K.C. Burke, 47, Duke St., Kingston	1965	Bi-Monthly
NYAM News	Caribbean Food and Nutrition Institute, U.W.I. P.O. Box 140, Kingston 7.	1975	Irregular
National Gas,	Education Publishers, 5c North Ave., Kingston 10	1975	Fortnightly
Nutrition News	Jamaica Nutrition Holdings Ltd., 43, St. Lucia Ave. Kingston 5.	1975 1975	Quarterly
P.E.C.E. Quarterly Report of Findings of Research in Early Childhood Education.	Project for Early Childhood Education U.W.I., Kingston 7.	1974	Quarterly
Poor People's Law Journal	Editorial Group of the Poor People's Law Journal, P.O. Box 233, Kingston 7.	1975	Monthly
Port of Kingston Handbook	Shipping Association of Jamaica. 5-7 King St. Kingston.	1976	Annual
Reading Newsletter	see Jamaica Reading Journal		
Roots	National Youth Service, 13, Waterloo Rd., Kingston 10.	1975	Quarterly
Science Education Centre Newsletter	Dept. of Physics, U.W.I., Kingston 7.	1970	2. p.a.



Architecture and Civil Engineering in Jamaica	New Age Publishing Co., 77, Port Royal St., Kingston	1975	3. p.a.
Arts Review	Creative Arts Centre University of the West Indies, Kingston 7.	1976	3. p.a.
Association of Caribbean Historians Bulletin	c/o Dr. Carl Campbell, Dept. of History, University of the West Indies, Kingston 7.	1974	Irregular
Association of Caribbean Universities and Research Institutes Newsletter	see UNICA Newsletter		
Bank of Jamaica News Summary	P.O. Box 621, Kingston	1973	Irregular
Bible Society of the West Indies News Bulletin	24, Hagley Park Plaza, Kingston 10.		Irregular
Bits 'n Bytes	Jamaica Computer Society, P.O. Box 122, Kingston 10.	1976	Monthly
CARSEA: Journal of the . . .	Caribbean Society of Educational Administrators, School of Education, U.W.I., Kingston 7.	1975	Quarterly
Caribbean Journal of Religious Studies: a journal of the Caribbean Theological Colleges	United Theological College of the West Indies, P.O. Box 136, Kingston 7.	1975	2 p.a.
Caribbean Journalist	Institute of Mass Communications, University of the West Indies, Kingston 7.	1975	2 p.a.
Commonwealth Caribbean Financial Statistics (Quarterly digest bearing same title previously listed)	Institute of Social & Economic Research, University of the West Indies, Kingston 7.	1973	Annual
Dateline	Dateline Publishers, 28, Beechwood Ave., Kingston 5.	1975	Monthly
Directory of Opportunities for Graduates	University of the West Indies, Kingston 7.	1966	Biennial
Economic Report — Jamaica	Atlas Publishers, c/o Paul Chen-Young Assocs. 23, Barbados Avenue, Kingston 10.	1975	Monthly
Extra-Mural Notes	Dept. of Extra Mural Studies, U.W.I., Kingston 7	1976	Bi-monthly
For The Record	Jamaica Association of Social Workers, <del>Kingston 10</del> c/o Professional Centre, 2a, Ruthven Road, <del>Kingston 10</del>	1963	2 p.a.
Gosse Bird Club Broadsheet	c/o Mrs. A.Downer, P.O. Box 102, Kingston 8	1963	2. p.a.
Grain Bulletin	Jamaica Nutrition Holdings Ltd., 43 St. Lucia Ave., Kingston 5.	1975 (?)	Monthly
The Hotelier	Services and Commodity Institute, P.O. Box 192, Kingston.	1975	Quarterly
IBA Review	International Bauxite Association, P.O. Box 551, Kingston 5.	1975	Quarterly
Institution of Engineers in Jamaica Newsletter	P.O. Box 122, Kingston 10.	1973	Irregular

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Jamaica Baptist Reporter	c/o Rev. D.Stokes, 61 Red Hills Road, Kingston 10.	19	Quarterly
Jamaica Employers' Federation Newsletter	2A Ruthven Road, Kingston 10		Monthly
Jamaica Industrial Development Corporation News	JIDC, 6, Winchester Rd., Kingston 10.	1967	Irregular
Jamaica National Export Corporation Newsletter	JNEC, 8 Waterloo Road, Kingston 10	1976	Monthly
Jamaica Philatelic Society Newsletter	c/o Editor, 15 Roosevelt Ave., Kingston 6.	1966 (?)	Irregular
Jamaica Reading Journal (first pub. in April 1970 as the Reading Newsletter)	Jamaica Reading Association, P.O. Box 20, Kingston 16.	1971	Annual
Jamaican National Bibliography	Institute of Jamaica, 12—16 East, St., Kingston	1975	Quarterly (with annual cumulation)
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Kalaloo	Literary Society, U.W.I., Kingston 7.	1973	Irregular
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Matters Concerning Lawyers	K.C. Burke, 47, Duke St., Kingston	1965	Bi-Monthly
NYAM News	Caribbean Food and Nutrition Institute, U.W.I. P.O. Box 140, Kingston 7.	1975	Irregular
National Gas,	Education Publishers, 5c North Ave., Kingston 10	1975	Fortnightly
Nutrition News	Jamaica Nutrition Holdings Ltd., 43, St. Lucia Ave. Kingston 5.	1975 1975	Quarterly
P.E.C.E. Quarterly Report of Findings of Research in Early Childhood Education.	Project for Early Childhood Education U.W.I., Kingston 7.	1974	Quarterly
Poor People's Law Journal	Editorial Group of the Poor People's Law Journal, P.O. Box 233, Kingston 7.	1975	Monthly
Port of Kingston Handbook	Shipping Association of Jamaica. 5-7 King St. Kingston.	1976	Annual
Reading Newsletter	see Jamaica Reading Journal		
Roots	National Youth Service, 13, Waterloo Rd., Kingston 10.	1975	Quarterly
Science Education Centre Newsletter	Dept. of Physics, U.W.I., Kingston 7.	1970	2. p.a.



Scientific Research Council Journal	SRC, P.O. Box 502, Kingston 6.	1970	5 p.a.
Scope	Scope Publishing Office, Guild of Under-graduates, U.W.I., Kingston 7.	1966	Monthly
Small Business Aids	Jamaica Industrial Development Corp., 6, Winchester Road, Kingston 10.	1976	Quarterly
Social Scientist	Faculty of Social Sciences, U.W.I., Kgn. 7.	1975	Irregular
Sportsjam		1975	Monthly
Sportsnews	Communications Corporation of Jamaica, 58 Half Way Tree Road, Kingston 10.	1976	Monthly
Struggle	Workers Liberation League, P.O. Box 187, Kingston 7.	1975	Fortnightly
Sweetsop	Jamaica Reading Association, P.O. Box 20, Kingston 16.	1974	Quarterly
Taylorite	Taylor Hall, U.W.I., Kingston 7.	1976	Irregular
Thoroughbred Racing Scene	Racing Publications, 5, Altamont Terrace, Kingston 5.	1975	Bi-Monthly
Torch	Ministry of Education, P.O. Box 498, Kingston.	1947	3 p.a.
Tussle	External Affairs Commission (student body), U.W.I., Kingston 7.	1970 (?)	Irregular
UNICA Newsletter	Association of Caribbean Universities and Research Institutes, 27 Tobago Ave., Kgn. 10	1974	Irregular
University of the West Indies Dept. of Social and Preventive Medicine Newsletter	Dept. of Social and Preventive Medicine, U.W.I., Kingston 7.		Irregular
Workers' Torch	Movement for Social and Political Consciousness, P.O. Box 307, Kingston 11.	1974(?)	

# LIST OF QUALIFIED LIBRARIANS

## ABBREVIATIONS

Asst. Lib.	Assistant Librarian
Dip. Lib.	Diploma in Library Studies
IJ	Institute of Jamaica
ISER/UWI	Institute of Social & Economic Research, University of the West Indies, Mona.
JLS	Jamaica Library Service
	Librarian
Lib. Asst.	Library Assistant
P.L.	Parish Library
U.W.I.	University of the West Indies, Library Mona, also used for the University, eg. BA (UWI)
WIRL/IJ	West Indies Reference Library, Institute of Jamaica.

AARONS, John  
BA Hons. (UWI) 1969. Diploma in Archives Studies (London) 1971. Dip. Lib. (UWI) 1976. Head/Research & Reference I.J. Formerly Asst. Archivist, Jamaica Archives 1971–1975. Special interests: West Indian material especially manuscripts.

ALLEYNE, Alvona  
B.A. (English Hons. UWI) 1965, MLS (Columbia) 1967 Librarian III U.W.I. Formerly at Music Library, Univ. of Sheffield. At U.W.I. since 1972. Special interests: West Indiana and bibliographical work.

ANDERSON, Beatrice  
B.A. (U.W.I.) 1976. Certificate in School Librarianship 1972. Librarian, Jamaica College. Formerly Teacher/Librarian Dinthill Tech. High School. Special interests: Literature for children and young people.

ANDRADE, Beverly  
B.A. (U.W.I.) 1970. Dip. Lib. (U.W.I.) 1975–MLS (Kent State University) 1976. Librarian Institute of Jamaica. At I.J. since 1970. Special interests: Cataloguing.

BAKER, Gloria  
ALA 1967. Senior Lib. Clarendon P.L. At JLS since 1962. Special interests: Reference and information work; work with young people.

BARNES, Claudia  
ALA 1970. Senior Lib. Manchester P.L. JLS since 1964.

BENNETT, Hazel E.  
FLA. 1963. MS (Lib. Science) 1966. MS (English) 1974. Lecturer,

Dept. of Lib. Studies, U.W.I. since 1971. Secretary, Jamaica Library Association 1956. President, Jamaica Library Assoc. 1962 and 1968. At JLS 1952–67; Deputy Director JLS 1957–67; Deputy Director JLS 1957–67; Librarian/Documentalist U.W.I. Institute of Education 1967–71. Publications: "Jamaica Library Service in UNESCO Bulletin for Libraries Vol. 13 May 1959; "The Jamaica Library Service, its foundation and development" (MS. Thesis, 1966); "Private subscription libraries in Jamaica before 1879" in Journal of Library History Vol. 3 No. 3, July 1968; "British West Indies Libraries" in Encyclopedia of Library and Information Science Vol. 3, 1970; "Social commentary in Hard Times: fact or fiction" (MS Thesis, 1974); "National Library Development Plan for Jamaica" in Libraries and the Challenge of Change, Mansell 1975. "Library Resources for Research in Education in the Caribbean". Paper presented at ACURIL Conference, Caracas, Venezuela, 1971; Draft Library Regulations for St. Kitts, 1968. Select Bibliography of Education in the Commonwealth Caribbean 1940–1975 by Amy Robertson, Hazel Bennett and Janette White, School of Education, U.W.I., 1976.

B.A. Hon. (UWI) 1974. Librarian, Dept. of Statistics.

BRAITHWAITE, Doris  
B.A. (UWI) 1974. Information Officer, Agency for Public Information.

BROOKS, Brenda  
B.Sc. (UWI) 1974. Dip. Lib. (UWI) 1975. Librarian, Caribbean Food and Nutrition Institute. Special interests: Information and Reference Work.

BROOKS, Judith  
ALA 1971. Senior Lib. St. Elizabeth P.L. at JLS since August 6, 1961. Special interests: Work with young people and children.

BROWN, Enid  
B.A. (History Hons. UWI) Dip. Lib. (UWI) 1975. Asst. Lib. Science Library UWI since 1976. Formerly History Teacher Clarendon College, Ardenne High School, St. Andrew High School and Ontario – Canada. Lib. Asst. Queens University, Canada 1969 – 1972. Jamaica College Library 1972 – 75. Special interests: Reference Work.

BROWN, Joyce  
B.A. (UWI) 1974. Senior Lib. (Actg.) St. Mary P.L. At JLS since 1969. Special interests: Children libraries.

CAMPBELL, Hazel  
B.A. (Hons. U.W.I.) 1974. Librarian, St. Catherine P.L. Special interests: work with children.

CARRINGTON, Phyllis  
BA (London) 1959 Dip. Ed. (UWI) 1963. Dip. Lib. (UWI) 1974. Teacher Librarian Wolmer's High School. Formerly teacher. Special interests: Childrens literature, Reference work.

CHAMBERS, Audrey  
B.A. (UWI) M.A. Librarianship (Loughborough). Librarian III UWI since 1972. At JLS 1960–63.

CHANG, Joan E.  
ALA 1968. Senior Librarian, Kingston and St. Andrew P.L. At JLS since 1960. Special interest: Work with children and young people.

CHEVANNES, Barbara E.  
B.A. (UWI) ALA 1963. Asst. Principal Librarian, Kingston & St. Andrew P.L. At JLS since 1957. Special interests; Reference and information work; work with young adults and juniors.

CHUNG, Clover L.  
ALA 1970. Librarian, Jamintel. At JLS 1960–1975. Special interests: Work with children and young people.

CLARKE, Gloria  
ALA 1964. Senior Lib. St. Catherine P.L. At JLS since 1957 with attachments to libraries in England. Publications: "Recent Parish Library Buildings – Portland" in JLA Bulletin, 1974; "Prisons in Shropshire" (Mimeo -Shrewsbury Borough Library).

COVER, Judith  
B.A. (UWI) 1972. FLA 1962. Part-time lecturer, UWI Dept. of Lib. Studies. Publications: "Directory of Jamaican Libraries Part 1", Kingston, JLA, 1967. "Bibliographical aids for building reference collections on the British Caribbean" in XII SALALM Working Papers 1967, Washington D.C., Pan American Union; "The Chandeliers of old King's House" in Jamaica Journal Vol. 1 No. 1 December 1967; "Early Jamaican Hotels" in Jamaica Architect No. 5 (Vol. 2 No. 2) 1969; "The living garment of a nation,

overview of the manuscripts of the WIRL" (Co-ordinator for article) in Jamaica Journal Vol. 7, No. 1-2, 1973; "Conferences for Caribbean Librarians - impressions of the 18th SALALM" in JLA Bulletin, 1974. Special interests: Bibliography and West Indiana.

CUFFE, Patricia  
ALA 1972, Librarian, St. Cath. P.L. At JLS since 1964. Special interests: Reference and information work, work with young people, local history.

CUPIDON, Delphine  
B.A. (UWI). Librarian, Hanover Parish Lib. At JLS since 1967.

DALEY, Daphne M.  
B.A. (UWI). Librarian, Hanover Parish Lib. At JLS since 1967.

DAVIDSON, Constance  
ALA 1972. Librarian, Sam Sharpe Teacher Training College.

DAVIS, Arlene  
B.A. Lib. (UWI) 1975. Librarian KSAPL.

DAVIS, Norma  
ALA 1971. Sangsters Bookstores. Formerly at JLS 1961–1976 Special interests: Children's librarianship and administration.

DAVIS, Shirley J.M.  
B.A. (Hons) Dip. Lib. Pt. 1 (Univ. of London) ALA Librarian International Bauxite Association, Publications: "Summary account of a Mexican gift to the Library of the UWI, to mark the National Independence of Jamaica, 6th August, 1962". Mona, Jamaica, 1962; "The University of the West Indies builds a library. Cave Hill, in the Library Binder, Vol. 19 No.18, June, 1970, p. 13 – 14; "Press and public 1750–1838", in the Jamaica Daily News, July 7, 1974, p. 9; "A gift of the late Ansell Hart to the library of the University College of the West Indies in 1954", in Jamaica Journal, Vol 8 Nos 2 & 3, Summer 1974, p. 26–32. Special interests: West Indiana; reading; music and art; French Language and literature.

DIAZ, Michelle  
B.A. Lib. (UWI) 1975. Librarian, KSAPL.

DOUGLAS, Daphne  
FLA, 1959. MLS (Pittsburgh) 1974. Head Dept. of Library Studies, UWI. With Jamaica Civil Service 1944–56 (Lib. Colonial Secretariat 1964–71) including secondments to IJ (Actg. Lib.) 1961–63 and Jamaica Mission to UN (Lib/Registrar) 1963–64. Member Beta Phi Mu. Special interests: Cataloguing, classification, information science, professional training.

DUNN, Patricia Y.  
B.A. (UWI) 1975. ALA. 1963, Librarian WIRL/IJ. At IJ since Jan. 1967. Publications: Editor: "Jamaica Accessions" 1964–67, annual; joint editor, "Jamaica National Bibliography, 1968" Kingston IJ, 1969; joint author "Library resources for research in the Caribbean: Caribbean literature in English", paper submitted to ACURIL III held in Caracas, 1971. Special interests: West Indiana, bibliographical publications, reference work.

EDWARDS, Eppie  
B.A. (UWI) ALA. Librarian, St. Hugh's High School.

ELLWOOD, Elsie  
B.Sc. (UWI) 1972. Dip. Lib. (UWI) 1975. Librarian U.N.D.P. since 1976. At London Borough of Wandsworth (Trainee internship), 1975. Scientific Officer Dept. of Mines & Geology 1971–74. Special interests: Special Libraries and Information Work.

EVANS, Suzette B.  
ALA 1968. Librarian Moneague College. WIRL/IJ 1964–72. Special interests: periodical indexing; information retrieval.

EWBANKS, Joyce  
ALA 1967. Part-time Lib. ISER. UWI 1961–1973. Special interests: Cataloguing and classification; bibliographical research.

FENTY, Leslie P.  
B.A. 1965, (St. Mary's) MLS (UWO) 1970. Librarian, Norman Manley Law School since 1973. At Met. Toronto Public Library 1965–68, Centennial College of Arts, Science & Technology 1970–71. Special interests: Law Librarianship and Library Education.

FERGUSON, Cynthia  
ALA 1969, Librarian, Social Development Commission. JLS 1962–64, Hounslow Borough London, 1964–67. ISER/UWI 1968–72. Special interests: Youth & Community Development and Spanish literature.



Scientific Research Council Journal	SRC, P.O. Box 502, Kingston 6.	1970	5 p.a.
Scope	Scope Publishing Office, Guild of Under-graduates, U.W.I., Kingston 7.	1966	Monthly
Small Business Aids	Jamaica Industrial Development Corp., 6, Winchester Road, Kingston 10.	1976	Quarterly
Social Scientist	Faculty of Social Sciences, U.W.I., Kgn. 7.	1975	Irregular
Sportsjam		1975	Monthly
Sportsnews	Communications Corporation of Jamaica, 58 Half Way Tree Road, Kingston 10.	1976	Monthly
Struggle	Workers Liberation League, P.O. Box 187, Kingston 7.	1975	Fortnightly
Sweetsop	Jamaica Reading Association, P.O. Box 20, Kingston 16.	1974	Quarterly
Taylorite	Taylor Hall, U.W.I., Kingston 7.	1976	Irregular
Thoroughbred Racing Scene	Racing Publications, 5, Altamont Terrace, Kingston 5.	1975	Bi-Monthly
Torch	Ministry of Education, P.O. Box 498, Kingston.	1947	3 p.a.
Tussle	External Affairs Commission (student body), U.W.I., Kingston 7.	1970 (?)	Irregular
UNICA Newsletter	Association of Caribbean Universities and Research Institutes, 27 Tobago Ave., Kgn. 10	1974	Irregular
University of the West Indies Dept. of Social and Preventitive Medicine Newsletter	Dept. of Social and Preventitive Medicine, U.W.I., Kingston 7.		Irregular
Workers' Torch	Movement for Social and Political Consciousness, P.O. Box 307, Kingston 11.	1974(?)	

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### ABBREVIATIONS

Asst. Lib.	Assistant Librarian
Dip. Lib.	Diploma in Library Studies
IJ	Institute of Jamaica
ISER/UWI	Institute of Social & Economic Research, University of the West Indies, Mona.
JLS	Jamaica Library Service
	Librarian
Lib. Asst.	Library Assistant
P.L.	Parish Library
U.W.I.	University of the West Indies, Library Mona, also used for the University, eg. BA (UWI)
WIRL/IJ	West Indies Reference Library, Institute of Jamaica.

AARONS, John  
BA Hons. (UWI) 1969. Diploma in Archives Studies (London) 1971. Dip. Lib. (UWI) 1976. Head/Research & Reference I.J. Formerly Asst. Archivist, Jamaica Archives 1971–1975. Special interests: West Indian material especially manuscripts.

ALLEYNE, Alvona  
B.A. (English Hons. UWI) 1965, MLS (Columbia) 1967 Librarian III U.W.I. Formerly at Music Library, Univ. of Sheffield. At U.W.I. since 1972. Special interests: West Indiana and bibliographical work.

ANDERSON, Beatrice  
B.A. (U.W.I.) 1976. Certificate in School Librarianship 1972. Librarian, Jamaica College. Formerly Teacher/Librarian Dinthill Tech. High School. Special interests: Literature for children and young people.

ANDRADE, Beverly  
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ALA 1967. Senior Lib. Clarendon P.L. At JLS since 1962. Special interests: Reference and information work; work with young people.

BARNES, Claudia  
ALA 1970. Senior Lib. Manchester P.L. JLS since 1964.

BENNETT, Hazel E.  
FLA. 1963. MS (Lib. Science) 1966. MS (English) 1974. Lecturer,

Dept. of Lib. Studies, U.W.I. since 1971. Secretary, Jamaica Library Association 1956. President, Jamaica Library Assoc. 1962 and 1968. At JLS 1952–67; Deputy Director JLS 1957–67; Deputy Director JLS 1957–67; Librarian/Documentalist U.W.I. Institute of Education 1967–71. Publications: "Jamaica Library Service in UNESCO Bulletin for Libraries Vol. 13 May 1959; "The Jamaica Library Service, its foundation and development" (MS. Thesis, 1966); "Private subscription libraries in Jamaica before 1879" in Journal of Library History Vol. 3 No. 3, July 1968; "British West Indies Libraries" in Encyclopedia of Library and Information Science Vol. 3, 1970; "Social commentary in Hard Times: fact or fiction" (MS Thesis, 1974); "National Library Development Plan for Jamaica" in Libraries and the Challenge of Change, Mansell 1975. "Library Resources for Research in Education in the Caribbean". Paper presented at ACURIL Conference, Caracas, Venezuela, 1971; Draft Library Regulations for St. Kitts, 1968. Select Bibliography of Education in the Commonwealth Caribbean 1940–1975 by Amy Robertson, Hazel Bennett and Janette White, School of Education, U.W.I., 1976.

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BROOKS, Judith  
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BROWN, Enid  
B.A. (History Hons. UWI) Dip. Lib. (UWI) 1975. Asst. Lib. Science Library UWI since 1976. Formerly History Teacher Clarendon College, Ardenne High School, St. Andrew High School and Ontario – Canada. Lib. Asst. Queens University, Canada 1969 – 1972. Jamaica College Library 1972 – 75. Special interests: Reference Work.

BROWN, Joyce  
B.A. (UWI) 1974. Senior Lib. (Actg.) St. Mary P.L. At JLS since 1969. Special interests: Children libraries.

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B.A. (Hons. U.W.I.) 1974. Librarian, St. Catherine P.L. Special interests: work with children.

CARRINGTON, Phyllis  
BA (London) 1959 Dip. Ed. (UWI) 1963. Dip. Lib. (UWI) 1974. Teacher Librarian Wolmer's High School. Formerly teacher. Special interests: Childrens literature, Reference work.

CHAMBERS, Audrey  
B.A. (UWI) M.A. Librarianship (Loughborough). Librarian III UWI since 1972. At JLS 1960–63.

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ALA 1968. Senior Librarian, Kingston and St. Andrew P.L. At JLS since 1960. Special interest: Work with children and young people.

CHEVANNES, Barbara E.  
B.A. (UWI) ALA 1963. Asst. Principal Librarian, Kingston & St. Andrew P.L. At JLS since 1957. Special interests; Reference and information work; work with young adults and juniors.

CHUNG, Clover L.  
ALA 1970. Librarian, Jamintel. At JLS 1960–1975. Special interests: Work with children and young people.

CLARKE, Gloria  
ALA 1964. Senior Lib. St. Catherine P.L. At JLS since 1957 with attachments to libraries in England. Publications: "Recent Parish Library Buildings – Portland" in JLA Bulletin, 1974; "Prisons in Shropshire" (Mimeo -Shrewsbury Borough Library).

COVER, Judith  
B.A. (UWI) 1972. FLA 1962. Part-time lecturer, UWI Dept. of Lib. Studies. Publications: "Directory of Jamaican Libraries Part 1", Kingston, JLA, 1967. "Bibliographical aids for building reference collections on the British Caribbean" in XII SALALM Working Papers 1967, Washington D.C., Pan American Union; "The Chandeliers of old King's House" in Jamaica Journal Vol. 1 No. 1 December 1967; "Early Jamaican Hotels" in Jamaica Architect No. 5 (Vol. 2 No. 2) 1969; "The living garment of a nation,

overview of the manuscripts of the WIRL" (Co-ordinator for article) in Jamaica Journal Vol. 7, No. 1-2, 1973; "Conferences for Caribbean Librarians - impressions of the 18th SALALM" in JLA Bulletin, 1974. Special interests: Bibliography and West Indiana.

CUFFE, Patricia  
ALA 1972, Librarian, St. Cath. P.L. At JLS since 1964. Special interests: Reference and information work, work with young people, local history.

CUPIDON, Delphine  
B.A. (UWI). Librarian, Hanover Parish Lib. At JLS since 1967.

DALEY, Daphne M.  
B.A. (UWI). Librarian, Hanover Parish Lib. At JLS since 1967.

DAVIDSON, Constance  
ALA 1972. Librarian, Sam Sharpe Teacher Training College.

DAVIS, Arlene  
B.A. Lib. (UWI) 1975. Librarian KSAPL.

DAVIS, Norma  
ALA 1971. Sangsters Bookstores. Formerly at JLS 1961–1976 Special interests: Children's librarianship and administration.

DAVIS, Shirley J.M.  
B.A. (Hons) Dip. Lib. Pt. 1 (Univ. of London) ALA Librarian International Bauxite Association, Publications: "Summary account of a Mexican gift to the Library of the UWI, to mark the National Independence of Jamaica, 6th August, 1962". Mona, Jamaica, 1962; "The University of the West Indies builds a library. Cave Hill, in the Library Binder, Vol. 19 No.18, June, 1970, p. 13 – 14; "Press and public 1750–1838", in the Jamaica Daily News, July 7, 1974, p. 9; "A gift of the late Ansell Hart to the library of the University College of the West Indies in 1954", in Jamaica Journal, Vol 8 Nos 2 & 3, Summer 1974, p. 26–32. Special interests: West Indiana; reading; music and art; French Language and literature.

DIAZ, Michelle  
B.A. Lib. (UWI) 1975. Librarian, KSAPL.

DOUGLAS, Daphne  
FLA, 1959. MLS (Pittsburgh) 1974. Head Dept. of Library Studies, UWI. With Jamaica Civil Service 1944–56 (Lib. Colonial Secretariat 1964–71) including secondments to IJ (Actg. Lib.) 1961–63 and Jamaica Mission to UN (Lib/Registrar) 1963–64. Member Beta Phi Mu. Special interests: Cataloguing, classification, information science, professional training.

DUNN, Patricia Y.  
B.A. (UWI) 1975. ALA. 1963, Librarian WIRL/IJ. At IJ since Jan. 1967. Publications: Editor: "Jamaica Accessions" 1964–67, annual; joint editor, "Jamaica National Bibliography, 1968" Kingston IJ, 1969; joint author "Library resources for research in the Caribbean: Caribbean literature in English", paper submitted to ACURIL III held in Caracas, 1971. Special interests: West Indiana, bibliographical publications, reference work.

EDWARDS, Eppie  
B.A. (UWI) ALA. Librarian, St. Hugh's High School.

ELLWOOD, Elsie  
B.Sc. (UWI) 1972. Dip. Lib. (UWI) 1975. Librarian U.N.D.P. since 1976. At London Borough of Wandsworth (Trainee internship), 1975. Scientific Officer Dept. of Mines & Geology 1971–74. Special interests: Special Libraries and Information Work.

EVANS, Suzette B.  
ALA 1968. Librarian Moneague College. WIRL/IJ 1964–72. Special interests: periodical indexing; information retrieval.

EWBANKS, Joyce  
ALA 1967. Part-time Lib. ISER. UWI 1961–1973. Special interests: Cataloguing and classification; bibliographical research.

FENTY, Leslie P.  
B.A. 1965, (St. Mary's) MLS (UWO) 1970. Librarian, Norman Manley Law School since 1973. At Met. Toronto Public Library 1965–68, Centennial College of Arts, Science & Technology 1970–71. Special interests: Law Librarianship and Library Education.

FERGUSON, Cynthia  
ALA 1969, Librarian, Social Development Commission. JLS 1962–64, Hounslow Borough London, 1964–67. ISER/UWI 1968–72. Special interests: Youth & Community Development and Spanish literature.



FERGUSON, Stephanie W.

B.A. (UWI) ALA. Librarian College of Arts. Science and Technology Part-time lecturer, Dept. of Lib. Studies, UWI. JLS 1958–1970. with secondments to Jamaica High Commission, London, 1968 and Jamaica Parliament, 1968–69. President of the JLA 1975. Publications: "Impact of recent developments in library education on Librarianship in Jamaica" in international Librarianship: surveys on recent developments" edited by George Chandler, L.A., 1972, "Karst literature in the Caribbean: a bibliography (unpublished research paper, Geography Dept. UWI) Special interests: Promoting the professional status of Librarians and information storage and retrieval.

FRAY, C. Phillippa

MRCVS 1943; (Mod.) BA (TCD) and B.Sc. (Vet.) 1950; DVPH 1954; MSLS (Illinois) 1964. Library Consultant, Secretary, Commonwealth Library Association (COMLA) since 1973. At Scientific Research Council 1962–68; Jamaica School of Agriculture, 1968–69. Part-time Lecturer, Department of Library Studies, UWI. Publications: "Co-operation between special libraries that are government libraries in Jamaica" MSLS thesis, Univ. of Illinois, 1964, published in part in Jamaica Library Association Bulletin Vol. 2 No. 1 1965: "Brief notes on cataloguing times and costs in a small special library in Jamaica" in Jamaica Library Association Bulletin 1970; "Don't wait for the dinosaurs". in Libraries and the challenge of change. Mansell, 1975. Special interests: Specialised libraries, communication, professional associations.

GORDON, Joyce

B.A. Hons (UWI) 1968. Dip. Lib. (UWI) 1974. Asst. Lib. UWI since 1974. Special interests: West Indiana; reference work.

GRANT, Gloria

B.A. Hons. (UWI) 1974.

GRAY, Angella

ALA. 1966. Senior Librarian, Kingston & St. Andrew P.L. At JLS since January 1956. Special interests: Work with children and young people, modern library techniques.

GRAYDON, Yvonne

B.A. Lib. (Leeds) 1973. Senior Librarian, Ministry of Education. Secretary, Jamaica Library Association, 1976. Library experience in England and West Germany. JLS 1973–74. Special interests: library co-operation; reference work, information retrieval.

GREENE, Gloria

B.A. Dip. Lib. (UWI) 1974. Asst. Lib. UWI Science Library, Formerly Teacher St. Hugh's High School 1972–74. Special interest: Children's literature.

HAMILTON, Yvonne, M.

ALA 1967. Librarian, Shortwood Teachers' College since January 1973. At JLS September, 1957 to December 1972.

HANSON, Dorothy

ALA 1972. Librarian, Cornwall Regional Hospital. Special interests: Working with children, reference work.

HARRISON, Prof. J.C.

D.F.C., MS, D.P.A. Visiting Professor Dept. of Library Studies UWI, President, Commonwealth Library Association. Formerly Head, School of Librarianship Manchester College of Technology England; Professor School of Library Service, Dalhousie University Canada.

HARRISON, Kathleen M.

ALA 1968. Senior Lib. Trelawny P.L. At JLS since 1962. Special interest: Reference work.

HAY, Joan

ALA 1969. Senior Librarian. Schools Library Service, JLS.

HENRIQUES, Dorothea E.

B.A. B.L.S. (McGill) Librarian III i/c of Cataloguing UWI.

HENRY, Ruth

B.A. (Howard) MLS (Columbia) Teacher Librarian, Mico College.

HOLT, Valerie

B.A. (Lib) Lecturer/Lib. St. Josephs Teachers' College. Education Lib., Univ. of Manitoba, 1966–67. Yallahs Jnr. Secondary School Lib. 1967–72. Special interests: West Indian and African literature and drama.

HUNT, Barbara E.

ALA 1968. Librarian, Court of Appeal. At JLS August 1958 – June 1964. Leyton Public Library, London, July 1964 – July 1967. JLS Sept. 1967 to July 1970. IJ August 1970 – August 1973. Special interests: Cataloguing and work with children.

INGRAM, Kenneth E.

ALA 1945, B.A. 1947, FLA 1955, M.Phil. 1970. Lib. UWI. At IJ 1941–44, 1947–50, at UWI since February 1950. Publications: poems in "Focus" and various anthologies, articles in the Jamaica Historical Review Vol. 2 No. 1, and Vol. 3. No. 3 review in The Library, Vol. XXVIII, No. 1, (March 1973); Bibliographical Control of Commonwealth Caribbean Government Publications" in Jordan, A. (ed.) Research Library Cooperation in the Caribbean (Chicago) A.L.A. 1973), pp. 87–100, "A Bibliographical Survey of the Sources of Jamaican History 1655–1838 with particular reference to manuscript sources", (unpublished thesis for University of London M. Phil). "Manuscripts relating to Commonwealth Caribbean Countries in United States and Canadian Repositories" Caribbean Universities Press in association with Bowker, 1975. "Libraries and the challenge of change" (Papers of the International Library Conference held in Kingston, Jamaica, 24–29 April, 1972) edited by K.E. Ingram and A.A. Jefferson, London, Mansell, 1975. Special interests: Bibliography of the West Indies with special reference to source materials for their history.

ITON, Sybil

ALA. Deputy Director, JLS Formerly in Jamaica Civil Service, at JLS since July 1953. Special interests: bibliography literature and librarianship of the social sciences, work with young people, information retrieval.

JACKSON, Jean

ALA. Senior Librarian; St. Thomas P.L. At JLS 1961–70; and since 1973. Special interest: work with children.

JACKSON, Pearl

ALA 1973. Bank of Jamaica. At JLS April 1961–December 1965. Ministry of Finance Library Jan. 1966–May 1970. Ministry of External Affairs Lib. June–August 1970. Bank of Jamaica since August 1970. Special interests: Information retrieval especially in Economics.

JAMES, Gloria S.

ALA, 1968. Senior Lib. JLS HQ., JLS since 1957. Special interests: Information work, indexing and retrieval systems.

JAMES, Vivienne

B.A. 1967 (UWI) MLS (Pratt Inst., N.Y.) 1973. Asst. Lib. since 1974. Toronto Public Lib. 1967–72. Special interests; West Indiana, oral history.

JEFFERSON, Albertina

B.A. (Soc.) Toronto 1963, MLS Columbia, 1964, Deputy Librarian UWI. Formerly at Central Library of Trinidad and Tobago. At UWI Library Mona since October 1965. Secretary, Jamaica Library Association 1971–73. Publications: "Libraries and the challenge of change" (Papers of the International Library Conference held in Kingston, Jamaica, 24–29 April, 1972); edited by K.E. Ingram and A.A. Jefferson. London, Mansell, 1975. Special interests: Bibliography and reference work.

JOHNSON, Anita

Fil Mag (Lund, Sweden) 1965. Postgraduate Dip. Lib. (Stockholm) 1967. Lib. Gleaner Co. At City Library of Gottenburg 1967–69; Hammarskjold Memorial Library, Zambia, 1970–71; WIRL/IJ 1972–74. Special interests: Classification and cataloguing.

JOSEPHS, Maria Mercedes D.

B.A. (London) 1937. Dip. of London College of Secretaries 1938 ALA 1953. Formerly Deputy Lib. UWI Worked in Food Production Office and Civil Service 1940–48. At UWI since October 1949. Now retired. Special interests: Library computerization, medical literature.

KAVANAGH, R.

B.A. (UWI) 1967 MLS (U.W.O.) 1975. Head, Technical Services. WIRL/IJ. Formerly Research Officer, Computerized Research, Project IJ; at School of Library & Information Science Univ. Western Ont. Publications: "A library for the nation" WIRL/IJ: "The flirtation that is paying off" In JLA Bulletin, 1977. Ed. Slide tape documentary – "Six Caribbean heroes" IJ; Slide tape documentary "Slavery to emancipation. Special interests: "Application of technology to libraries; mechanized information retrieval.

KELLY, Norma

ALA, 1963, Principal Lib. JLS Region 3, Mandeville. At JLS since February 1958. Special interests: Reference and readers' advisory work.

KELLY, Valerie E.

B.A. (Hons.) UWI. Librarian, St. Catherine P.L. At JLS since 1970. Special interests: Reference work and children's literature.

KENT, Arlene

B.A. (Radcliffe College) 1954 MLS (Simmons) 1957. Lib. WIRL/IJ At Massachusetts Institute of Technology Library 1954–56; 1957–62 University of Ibadan Library, Nigeria, 1962–64, MIT 1964–65 Shortwood Teachers' College Library, 1966–1970 at, IJ since October 1970.

KING, Velma

B.A. Lib. (UWI) 1975. Librarian JLS Schools Service.

LAMPART, Sheila

Licentiate Royal School of Music 1952. ALA 1962. Executive Secretary, National Council on Libraries Archives & Documentation Services. At JLS 1958–1959 & 1969–1976; ISER/UWI 1960–61; Jamaica Industrial Development Corporation 1961–64. Special interest: Library administration.

LAWRENCE, Daphne

B.A. (UWI) 1976. Librarian, Ardenne High School

LAWRENCE, Yvonne

ALA 1969. Deputy Lib. Supreme Court Lib. Chairman – Finance & Promotions Working Party and Treasurer. J.L.A. since 1972. At JLS 1960–66; January – May 1969. Special interests: cataloguing classification. Law Librarianship.

LEIGH, Audrey

B.A. (UWI) 1973 ALA 1967. Librarian, Attorney General's Department. Formerly Mico College, Institute of Jamaica, Nassau Public Library. Publication: Bibliography on Marcus Garvey, Institute of Jamaica. Special interest: Reference work.

LEIGHTON, Carmen

ALA 1968. At JLS April 1959 – December 1970.

LETTMAN, Marlene

ALA 1963. B.A. (UWI) 1971. Librarian, Bureau of Standards since Jan. 1975. At JLS 1955–1966, IJ 1966–1975. Editor JLS Bulletin 1972–74. Special interests: Reference services.

LEWIS, Ouida

B.Sc. (UWI) 1966. Dip. Lib. (UWI) 1975. Technical Information Officer, Scientific Research Council since 1974. Research Chemist, Scientific Research Council 1969–1975.

LLEWELYN, Dorothy

B.Sc. (UWI) ALA 1969. Seprod Ltd. Formerly Librarian JLS 1965–70. Bureau of Standards 1970–74. Special interest: Modern methods of information retrieval.

LLOYD, Annette A.

B.A. (Hons.) UWI, 1975. Librarian, Clarendon P.L. Special interests: Information retrieval and bookmobile service.

McGUIRK, John A.

B.A. (Cantab) Dip. Lib. (Sheffield) Librarian II i/c Medical Library, UWI.

McKEE, Olga

B.A. (Hons.) 1974. Senior Librarian Westmoreland P.L. JLS since 1969. Special interests: Reference work: Work with children and young people.

McKENZIE, Claudelle

B.A. (Lib.) Librarian, JLS, HQ.

McKNIGHT, D.

B.A. (UWI) 1976. Senior Librarian (Actg.) Portland P.L.

McLAUGHLIN, Rosalind

ALA 1963, Principal Librarian Schools Library Service JLS. At JLS since April 1958. Special interests: Library administration and management. Children's librarianship. Publications: Jamaica Library Service 21 years of progress in pictures.

McLEAVY, Vera

B.A. Dip. Ed. (Leeds) Dip. Lib. (Univ. of London) 1970 Snr. Lib. Manchester P.L. (part-time) Bethlehem Teachers College 1956–69. St. Elizabeth P.L. 1970–71. Special interests: Children's literature and archives.

MALCOLM, Hermine

B.A. (UWI) 1975. Librarian JLS HQ.

MARCELLE, Myrtle

B.A. (UWI) 1973. Dip. Lib. (UWI) 1974. Librarian, IJ since 1974. Special interest: Reference work.

MARRIOTT, Nadine A.

B.Sc. Gen. Hons. (UWI) 1966. Dip. Lib. (UWI) 1975. Librarian, St. Andrew High School since 1975. Formerly at JLS 1973–1974 (Part-time) Special interest: Special libraries.

MARSH, Mabel

ALA 1971 Senior Librarian, SKAPL. At JLS since 1966. Library experience in England. Special interests: Public librarianship.

MORGAN, Jacqueline M.

B.A. Special. English (UWI) 1969. Dip. Lib. College of Librarianship (Wales), 1973. Research Asst. WIRL/IJ, 1969–72. Actg. Snr. Lib. WIRL/IJ, 1973. Special interests: West Indiania, Bibliography; reference work. Publications: contributions to weekly newspaper; column, "Book power on East St." 1969–70.

MORRIS, L.

B.A. Librarian, St. Thomas P.L.

MULLINGS, Blossom

ALA 1971. Lib. Ministry of Mines and Natural Resources JLS 1968–74. Special interests: Reference work.

MULLINGS, Grace

ALA. Librarian, Manchester P.L.

MUNROE, Laura-Ann

ALA 1965. Lib. Inst. of Social & Economic Research, UWI. At JLS 1956–58; 1970–72. In U.K. 1959–1970; Gillingham Public Lib. 1959–60. St. Pancras Public Lib. 1960–61, Middlesex County Lib. (Southgate) 1962–64. Hackney Public Lib., 1965–67, Sandes P.L. 1968–70.

NELSON, Valerie

ALA 1961, Ministry of Public Service. Ministry of External Affairs Library. 1974. 1976 Lib. Ministry of Agriculture 1961–64, Jamaica Mission to the U.N. 1964–74.

NEUFVILLE, Elaine R.

ALA 1971. Library Asst. JLS 1966–68, Librarian WIRL/IJ 1971 – 1973. Librarian, Wolmer's Girls' School 1973–75. Special interests: Cataloguing and classification; indexing.

NOBLE Enett

B.A. Lib. Science (UWI) 1976. Librarian. Jamaica Bauxite Institute Formerly Library Assist. Bureau of Standards, Norman Manley Law School, JLS. Special interests: Special libraries and information science.

ORR, Norma

ALA Principal Lib. St. James P.L.

PALMER, Dorothy M.

BA. (UWI) 1974. ALA 1970. Asst. Librarian School of Ed., U.W.I.; UWI 1971-74. JLS 1965-70. Special interests: Classification and cataloguing.

PARIAG, Florence

BA Univ. of Waterloo, Canada (1974). ALA, 1974. Asst. Librarian UWI since 1974. 1969-70 UWI, (St. Augustine) 1970-71. Univ. of Waterloo.

PEARCE, Margarette

ALA, 1971. Senior Library Asst., UWI since 1974. London – Borough of Haringey, 1964–69; Buckinghamshire County Lib. 1971 – 74.

PEART, Carmen

B.A. Hons. (UWI) 1974. Librarian, Workers Savings and Loan Bank. At JLS 1965 – 76. Special interests: Reference work; information retrieval in the social sciences.

PICART, Myrtle J.

ALA 1965. Actg. Principal Librarian KSAPL, at JLS since 1956 including secondment to Jamaica Embassy, Washington, D.C. Special interests: reference work.

POTTINGER, L. Gwendolyn

B.A. (Toronto) ALA, 1963. Tutor Librarian, Excelsior School Library since 1974. At JLS 1957–63; Ministry of Agriculture 1964–67; Queen's University, Kingston Ontario, 1967–68; National Museum Library, Ottawa, 1971, Ministry of National Resources, Toronto. 1973. Secretary J.L.A. 1965 – 66. Special interests: Special libraries, library administration, children's literature and remedial reading.

QUAMINA, Lynda

B.A. (UWI) 1973. Dip. Lib. 1975. Information Officer, Natural Resources Conservation Department. At Law Library Supreme, Court Trinidad and Tobago, 1969–70, UWI Library St. Augustine 1973–74. Special interest: Information Science.

RALPH, Lynette

B.A. (UWI) Senior Library Assistant UWI.



FERGUSON, Stephanie W.

B.A. (UWI) ALA. Librarian College of Arts. Science and Technology Part-time lecturer, Dept. of Lib. Studies, UWI. JLS 1958–1970. with secondments to Jamaica High Commission, London, 1968 and Jamaica Parliament, 1968–69. President of the JLA 1975. Publications: "Impact of recent developments in library education on Librarianship in Jamaica" in international Librarianship: surveys on recent developments" edited by George Chandler, L.A., 1972, "Karst literature in the Caribbean: a bibliography (unpublished research paper, Geography Dept. UWI) Special interests: Promoting the professional status of Librarians and information storage and retrieval.

FRAY, C. Philippa

MRCVS 1943; (Mod.) BA (TCD) and B.Sc. (Vet.) 1950; DVPH 1954; MSLS (Illinois) 1964. Library Consultant, Secretary, Commonwealth Library Association (COMLA) since 1973. At Scientific Research Council 1962–68; Jamaica School of Agriculture, 1968–69. Part-time Lecturer, Department of Library Studies, UWI. Publications: "Co-operation between special libraries that are government libraries in Jamaica" MSLS thesis, Univ. of Illinois, 1964, published in part in Jamaica Library Association Bulletin Vol. 2 No. 1 1965: "Brief notes on cataloguing times and costs in a small special library in Jamaica" in Jamaica Library Association Bulletin 1970; "Don't wait for the dinosaurs". in Libraries and the challenge of change. Mansell, 1975. Special interests: Specialised libraries, communication, professional associations.

GORDON, Joyce

B.A. Hons (UWI) 1968. Dip. Lib. (UWI) 1974. Asst. Lib. UWI since 1974. Special interests: West Indiana; reference work.

GRANT, Gloria

B.A. Hons. (UWI) 1974.

GRAY, Angella

ALA. 1966. Senior Librarian, Kingston & St. Andrew P.L. At JLS since January 1956. Special interests: Work with children and young people, modern library techniques.

GRAYDON, Yvonne

B.A. Lib. (Leeds) 1973. Senior Librarian, Ministry of Education. Secretary, Jamaica Library Association, 1976. Library experience in England and West Germany. JLS 1973–74. Special interests: library co-operation; reference work, information retrieval.

GREENE, Gloria

B.A. Dip. Lib. (UWI) 1974. Asst. Lib. UWI Science Library, Formerly Teacher St. Hugh's High School 1972–74. Special interest: Children's literature.

HAMILTON, Yvonne, M.

ALA 1967. Librarian, Shortwood Teachers' College since January 1973. At JLS September, 1957 to December 1972.

HANSON, Dorothy

ALA 1972. Librarian, Cornwall Regional Hospital. Special interests: Working with children, reference work.

HARRISON, Prof. J.C.

D.F.C., MS, D.P.A. Visiting Professor Dept. of Library Studies UWI, President, Commonwealth Library Association. Formerly Head, School of Librarianship Manchester College of Technology England; Professor School of Library Service, Dalhousie University Canada.

HARRISON, Kathleen M.

ALA 1968. Senior Lib. Trelawny P.L. At JLS since 1962. Special interest: Reference work.

HAY, Joan

ALA 1969. Senior Librarian. Schools Library Service, JLS.

HENRIQUES, Dorothea E.

B.A. B.L.S. (McGill) Librarian III i/c of Cataloguing UWI.

HENRY, Ruth

B.A. (Howard) MLS (Columbia) Teacher Librarian, Mico College.

HOLT, Valerie

B.A. (Lib) Lecturer/Lib. St. Josephs Teachers' College. Education Lib., Univ. of Manitoba, 1966–67. Yallahs Jnr. Secondary School Lib. 1967–72. Special interests: West Indian and African literature and drama.

HUNT, Barbara E.

ALA 1968. Librarian, Court of Appeal. At JLS August 1958 – June 1964. Leyton Public Library, London, July 1964 – July 1967. JLS Sept. 1967 to July 1970. IJ August 1970 – August 1973. Special interests: Cataloguing and work with children.

INGRAM, Kenneth E.

ALA 1945, B.A. 1947, FLA 1955, M.Phil. 1970. Lib. UWI. At IJ 1941–44, 1947–50, at UWI since February 1950. Publications: poems in "Focus" and various anthologies, articles in the Jamaica Historical Review Vol. 2 No. 1, and Vol. 3. No. 3 review in The Library, Vol. XXVIII, No. 1, (March 1973); Bibliographical Control of Commonwealth Caribbean Government Publications" in Jordan, A. (ed.) Research Library Cooperation in the Caribbean (Chicago) A.L.A. 1973), pp. 87–100, "A Bibliographical Survey of the Sources of Jamaican History 1655–1838 with particular reference to manuscript sources", (unpublished thesis for University of London M. Phil). "Manuscripts relating to Commonwealth Caribbean Countries in United States and Canadian Repositories" Caribbean Universities Press in association with Bowker, 1975. "Libraries and the challenge of change" (Papers of the International Library Conference held in Kingston, Jamaica, 24–29 April, 1972) edited by K.E. Ingram and A.A. Jefferson, London, Mansell, 1975. Special interests: Bibliography of the West Indies with special reference to source materials for their history.

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ALA. Deputy Director, JLS Formerly in Jamaica Civil Service, at JLS since July 1953. Special interests: bibliography literature and librarianship of the social sciences, work with young people, information retrieval.

JACKSON, Jean

ALA. Senior Librarian; St. Thomas P.L. At JLS 1961–70; and since 1973. Special interest: work with children.

JACKSON, Pearl

ALA 1973. Bank of Jamaica. At JLS April 1961–December 1965. Ministry of Finance Library Jan. 1966–May 1970. Ministry of External Affairs Lib. June–August 1970. Bank of Jamaica since August 1970. Special interests: Information retrieval especially in Economics.

JAMES, Gloria S.

ALA, 1968. Senior Lib. JLS HQ., JLS since 1957. Special interests: Information work, indexing and retrieval systems.

JAMES, Vivienne

B.A. 1967 (UWI) MLS (Pratt Inst., N.Y.) 1973. Asst. Lib. since 1974. Toronto Public Lib. 1967–72. Special interests; West Indiana, oral history.

JEFFERSON, Albertina

B.A. (Soc.) Toronto 1963, MLS Columbia, 1964, Deputy Librarian UWI. Formerly at Central Library of Trinidad and Tobago. At UWI Library Mona since October 1965. Secretary, Jamaica Library Association 1971–73. Publications: "Libraries and the challenge of change" (Papers of the International Library Conference held in Kingston, Jamaica, 24–29 April, 1972); edited by K.E. Ingram and A.A. Jefferson. London, Mansell, 1975. Special interests: Bibliography and reference work.

JOHNSON, Anita

Fil Mag (Lund, Sweden) 1965. Postgraduate Dip. Lib. (Stockholm) 1967. Lib. Gleaner Co. At City Library of Gottenburg 1967–69; Hammarskjold Memorial Library, Zambia, 1970–71; WIRL/IJ 1972–74. Special interests: Classification and cataloguing.

JOSEPHS, Maria Mercedes D.

B.A. (London) 1937. Dip. of London College of Secretaries 1938 ALA 1953. Formerly Deputy Lib. UWI Worked in Food Production Office and Civil Service 1940–48. At UWI since October 1949. Now retired. Special interests: Library computerization, medical literature.

KAVANAGH, R.

B.A. (UWI) 1967 MLS (U.W.O.) 1975. Head, Technical Services. WIRL/IJ. Formerly Research Officer, Computerized Research, Project IJ; at School of Library & Information Science Univ. Western Ont. Publications: "A library for the nation" WIRL/IJ: "The flirtation that is paying off" In JLA Bulletin, 1977. Ed. Slide tape documentary – "Six Caribbean heroes" IJ; Slide tape documentary "Slavery to emancipation. Special interests: "Application of technology to libraries; mechanized information retrieval.

KELLY, Norma

ALA, 1963, Principal Lib. JLS Region 3, Mandeville. At JLS since February 1958. Special interests: Reference and readers' advisory work.

KELLY, Valerie E.

B.A. (Hons.) UWI. Librarian, St. Catherine P.L. At JLS since 1970. Special interests: Reference work and children's literature.

KENT, Arlene

B.A. (Radcliffe College) 1954 MLS (Simmons) 1957. Lib. WIRL/IJ At Massachusetts Institute of Technology Library 1954–56; 1957–62 University of Ibadan Library, Nigeria, 1962–64, MIT 1964–65 Shortwood Teachers' College Library, 1966–1970 at, IJ since October 1970.

KING, Velma

B.A. Lib. (UWI) 1975. Librarian JLS Schools Service.

LAMPART, Sheila

Licentiate Royal School of Music 1952. ALA 1962. Executive Secretary, National Council on Libraries Archives & Documentation Services. At JLS 1958–1959 & 1969–1976; ISER/UWI 1960–61; Jamaica Industrial Development Corporation 1961–64. Special interest: Library administration.

LAWRENCE, Daphne

B.A. (UWI) 1976. Librarian, Ardenne High School

LAWRENCE, Yvonne

ALA 1969. Deputy Lib. Supreme Court Lib. Chairman – Finance & Promotions Working Party and Treasurer. J.L.A. since 1972. At JLS 1960–66; January – May 1969. Special interests: cataloguing classification. Law Librarianship.

LEIGH, Audrey

B.A. (UWI) 1973 ALA 1967. Librarian, Attorney General's Department. Formerly Mico College, Institute of Jamaica, Nassau Public Library. Publication: Bibliography on Marcus Garvey, Institute of Jamaica. Special interest: Reference work.

LEIGHTON, Carmen

ALA 1968. At JLS April 1959 – December 1970.

LETTMAN, Marlene

ALA 1963. B.A. (UWI) 1971. Librarian, Bureau of Standards since Jan. 1975. At JLS 1955–1966, IJ 1966–1975. Editor JLS Bulletin 1972–74. Special interests: Reference services.

LEWIS, Ouida

B.Sc. (UWI) 1966. Dip. Lib. (UWI) 1975. Technical Information Officer, Scientific Research Council since 1974. Research Chemist, Scientific Research Council 1969–1975.

LLEWELYN, Dorothy

B.Sc. (UWI) ALA 1969. Seprod Ltd. Formerly Librarian JLS 1965–70. Bureau of Standards 1970–74. Special interest: Modern methods of information retrieval.

LLOYD, Annette A.

B.A. (Hons.) UWI, 1975. Librarian, Clarendon P.L. Special interests: Information retrieval and bookmobile service.

McGUIRK, John A.

B.A. (Cantab) Dip. Lib. (Sheffield) Librarian II i/c Medical Library, UWI.

McKEE, Olga

B.A. (Hons.) 1974. Senior Librarian Westmoreland P.L. JLS since 1969. Special interests: Reference work: Work with children and young people.

McKENZIE, Claudelle

B.A. (Lib.) Librarian, JLS, HQ.

McKNIGHT, D.

B.A. (UWI) 1976. Senior Librarian (Actg.) Portland P.L.

McLAUGHLIN, Rosalind

ALA 1963, Principal Librarian Schools Library Service JLS. At JLS since April 1958. Special interests: Library administration and management. Children's librarianship. Publications: Jamaica Library Service 21 years of progress in pictures.

McLEAVY, Vera

B.A. Dip. Ed. (Leeds) Dip. Lib. (Univ. of London) 1970 Snr. Lib. Manchester P.L. (part-time) Bethlehem Teachers College 1956–69. St. Elizabeth P.L. 1970–71. Special interests: Children's literature and archives.

MALCOLM, Hermine

B.A. (UWI) 1975. Librarian JLS HQ.

MARCELLE, Myrtle

B.A. (UWI) 1973. Dip. Lib. (UWI) 1974. Librarian, IJ since 1974. Special interest: Reference work.

MARRIOTT, Nadine A.

B.Sc. Gen. Hons. (UWI) 1966. Dip. Lib. (UWI) 1975. Librarian, St. Andrew High School since 1975. Formerly at JLS 1973–1974 (Part-time) Special interest: Special libraries.

MARSH, Mabel

ALA 1971 Senior Librarian, SKAPL. At JLS since 1966. Library experience in England. Special interests: Public librarianship.

MORGAN, Jacqueline M.

B.A. Special. English (UWI) 1969. Dip. Lib. College of Librarianship (Wales), 1973. Research Asst. WIRL/IJ, 1969–72. Actg. Snr. Lib. WIRL/IJ, 1973. Special interests: West Indiania, Bibliography; reference work. Publications: contributions to weekly newspaper; column, "Book power on East St." 1969–70.

MORRIS, L.

B.A. Librarian, St. Thomas P.L.

MULLINGS, Blossom

ALA 1971. Lib. Ministry of Mines and Natural Resources JLS 1968–74. Special interests: Reference work.

MULLINGS, Grace

ALA. Librarian, Manchester P.L.

MUNROE, Laura-Ann

ALA 1965. Lib. Inst. of Social & Economic Research, UWI. At JLS 1956–58; 1970–72. In U.K. 1959–1970; Gillingham Public Lib. 1959–60. St. Pancras Public Lib. 1960–61, Middlesex County Lib. (Southgate) 1962–64. Hackney Public Lib., 1965–67, Sandes P.L. 1968–70.

NELSON, Valerie

ALA 1961, Ministry of Public Service. Ministry of External Affairs Library. 1974. 1976 Lib. Ministry of Agriculture 1961–64, Jamaica Mission to the U.N. 1964–74.

NEUFVILLE, Elaine R.

ALA 1971. Library Asst. JLS 1966–68, Librarian WIRL/IJ 1971 – 1973. Librarian, Wolmer's Girls' School 1973–75. Special interests: Cataloguing and classification; indexing.

NOBLE Enett

B.A. Lib. Science (UWI) 1976. Librarian. Jamaica Bauxite Institute Formerly Library Assist. Bureau of Standards, Norman Manley Law School, JLS. Special interests: Special libraries and information science.

ORR, Norma

ALA Principal Lib. St. James P.L.

PALMER, Dorothy M.

BA. (UWI) 1974. ALA 1970. Asst. Librarian School of Ed., U.W.I.; UWI 1971-74. JLS 1965-70. Special interests: Classification and cataloguing.

PARIAG, Florence

BA Univ. of Waterloo, Canada (1974). ALA, 1974. Asst. Librarian UWI since 1974. 1969-70 UWI, (St. Augustine) 1970-71. Univ. of Waterloo.

PEARCE, Margarette

ALA, 1971. Senior Library Asst., UWI since 1974. London – Borough of Haringey, 1964–69; Buckinghamshire County Lib. 1971 – 74.

PEART, Carmen

B.A. Hons. (UWI) 1974. Librarian, Workers Savings and Loan Bank. At JLS 1965 – 76. Special interests: Reference work; information retrieval in the social sciences.

PICART, Myrtle J.

ALA 1965. Actg. Principal Librarian KSAPL, at JLS since 1956 including secondment to Jamaica Embassy, Washington, D.C. Special interests: reference work.

POTTINGER, L. Gwendolyn

B.A. (Toronto) ALA, 1963. Tutor Librarian, Excelsior School Library since 1974. At JLS 1957–63; Ministry of Agriculture 1964–67; Queen's University, Kingston Ontario, 1967–68; National Museum Library, Ottawa, 1971, Ministry of National Resources, Toronto. 1973. Secretary J.L.A. 1965 – 66. Special interests: Special libraries, library administration, children's literature and remedial reading.

QUAMINA, Lynda

B.A. (UWI) 1973. Dip. Lib. 1975. Information Officer, Natural Resources Conservation Department. At Law Library Supreme, Court Trinidad and Tobago, 1969–70, UWI Library St. Augustine 1973–74. Special interest: Information Science.

RALPH, Lynette

B.A. (UWI) Senior Library Assistant UWI.



**REID, Hazel**  
ALA 1973. Librarian Ministry of Health. JLS 1957-71. GL/IJ October 1971 - 1973. Special interests: Preservation of library material.

**REYNOLDS, Faye**  
B.A. (UWI) 1974. Librarian, St. Ann P.L. Special interests: Bookmobile & Children's service.

**RHODD, Monica**  
Completed ALA exams, 1973, Lib. KSAPL. At JLS since 1963. Special interests: Reference and information service.

**RISDEN, Valerie**  
B.Sc. (Columbia) 1958. ALA 1959. Librarian II (i/c Science Library) UWI Mona. At UWI Library 1949-54 and since 1959. Special interests: reference work, assistance to readers.

**ROBB, Reive**  
ALA 1970. B.Sc. (UWI) 1970, Librarian III (Govt. Serials & UN Section) UWI. Formerly at Jamaica Library Service. Special interests: Library administration, training and education, and information retrieval. On study leave.

**ROBERTS, Audrey K.**  
FLA 1962. Lib. II, Periodicals Dept., UWI Islington Public Libraries, London; Jamaica Ministry of Agriculture; Imperial College of Tropical Agriculture Lib. Trinidad. Special interests: Cataloguing and Classification.

**ROBERTS, Valerie**  
B.A. (UWI) 1972. Dip. Lib. (UWI) 1975. Ministry of Agriculture - Headquarters. Special interest: Reference work.

**ROBERTSON, Amy B.**  
ALA 1957. FLA 1968. Librarian/Documentalist. School of Education UWI since 1972. JLS 1946 - 72. President JLA 1974. Publications: Select bibliography of Education in the Commonwealth Caribbean 1940 - 75; by Amy Robertson Hazel Bennett and Janette White. School of Education, UWI, 1976. Special interests: Educational developments; work with children.

**ROBERTSON, Glory**  
MA (Hons. St. Andrews) 1951, ALA 1963. Librarian JLS HQ February 1972. At WIRL/IJ January 1960 - January 1972. Special interests: reference work, West Indian History, library exhibitions. Publications: Members of the Assembly of Jamaica Journal December 1968; contribution to IJ's weekly newspaper column "Book power on East Street", 1969-70. Join ed. Jamaican Historical Society Bulletin, September 1965 - Dec. 1972.

**ROBINSON, Cherrell**  
B.A. Dip. Lib. (UWI) 1976. Librarian, Camperdown High School.

**ROBINSON, E. Claire**  
B.A. (UWI) 1975. Dip. Lib. (UWI) 1976. Teacher/Librarian Kingston College. Formerly Teacher of Geography, History & English. Special interest: School libraries.

**ROBINSON, Joyce L.**  
MBE, FLA, Director, National Literacy Programme (JAMAL Foundation) since July 1973, on two-year secondment from substantive post of Director, Jamaica Library Service. President, Jamaica Library Service, President, Jamaica Library Association 1973. (Hon. Vice President, The Library Association (of Great Britain). At Jamaica Library Service since 1950; FLA 1959. Awarded M.B.E., 1959. Member of Jamaica Delegation to U.N. General Assembly 1966; to U.N. International Conference on Human Rights, Teheran 1968; Awarded silver medal of the Institute of Jamaica, 1969 for her devoted and effective service to the development of Libraries in Jamaica. Appointed Hon. vice-president of the Library Association (Great Britain) in May 1973 "in recognition of your distinguished work as Director of the Jamaica Library Service". Special interests: Library administration, staff training, building and furniture designs; Publications: "School Library Services in Jamaica" in UNESCO Bulletin for Libraries, Vol. XXI, No. IV July-August 1967, joint author "Jamaica Library Service - 21 years of Progress in Pictures" 1972 "Rural Library Development in Jamaica", UNESCO Bulletin for Libraries Vol. XXVII No. IV July-August 1973.

**ROWE, Ouida**  
FLA 1966. Lib. Alcan Jamaica Ltd., Kirkvine P.O. At JLS 1956 - 69, including secondment to Ministry of Education Library 1961 - 62. Internship Toronto Public Libraries 1967-1968. Alcan since August 1969. Special interests: Special libraries, classification and indexing with special application to computer retrieval of information.

**ROYALE, Gloria**  
ALA 1964. Lib. Urban Development Corp. JLS 1959 - 1974.

**SALMON, Gloria E.**  
ALA 1963. Senior Lib. JLS/HQ. At JLS since January 1966. Special interests: Reference publishing trends and acquisitions.

**SALMON, Hermine C.**  
ALA 1972. Senior Librarian, Hanover Parish Library since March, 1973. At JLS since June 1966. Special interests: Cataloguing Classification, Reference and information work.

**SAMMS, Grace**  
B.A. (UWI) 1976. Librarian, Trelawney P.L.

**SEGREE, Norma E.**  
B.A. FLA, 1960. Appointed Member of Senate Government of Jamaica 1977. At JLS 1950-62, UWI 1963-68, Agency for Public Information 1974-76. Special interests: Library training and administration, adult education.

**SEIVRIGHT, Jacqueline**  
B.A. (UWI) 1975. Lib. St. Elizabeth P.L. Special interests: Work with children and young people; reference and information work.

**SHEPHERD, Eileen**  
ALA 1956. Senior Librarian JLS HQ Formerly at Imperial College of Tropical Agriculture, Trinidad. At JLS since November 1963. Special interests: reference work.

**SILVERA, Annette L.**  
B.A. (UWI) 1975 Librarian, St. Ann P.L. Special interests: Reference work, children's service.

**SMITH, Glenor L.**  
ALA 1960, Librarian J.B.C. Library since December 1972. At JLS December 1963-68. WIRL/IJ July 1968-71. Librarian Excelsior High School, 1971-72. McMorris Sibley & Robinson, (Architects), 1972.

**SOLLOMON, Claudette**  
LLB. (UWI) Dip. Lib. (UWI) 1976. Student Norman Manley Law School.

**SYLVESTER, Hector**  
B.A.; B.Ed.; NLS (Toronto) Librarian III (Part Time) U.W.I.

**TARCISSIA, Sister Mary**  
O.S.F., Ph.B. (Stritch College) Dip. Ed. (UWI) Dip. Lib. (UWI) 1974. Lib. Immaculate Conception High School since 1968. Chairman, Schools Section, J.L.A. Special interests: Children's literature, school libraries.

**TELESFORD, Mona**  
B.A. Library Studies (UWI) 1976. Librarian, Mines & Geology Department. Special interest: Cataloguing.

**THOMAS, Gladys A.**  
ALA 1970. Senior Librarian Kingston & St. Andrew Parish Library At JLS since April 1952. Special interests: reference work and special librarianship.

**THOMAS, Leila M.T.**  
FLA 1961 Jamaica Library Service since 1959. Director, Jamaica Library Service. Deputy Director 1967-76. President JLA 1976. Foundation Member Jamaica Library Association, served as Secretary, 1st Vice-President, 2nd Vice-President, President and Member of the Executive of the Jamaica Library Association, Chairman International Library Conference, Kingston 1972. Representative of the Jamaica Library Association, on the COMLA Council, Represented Jamaica at UNESCO Seminar on Standardization of Library Statistics, Paris, 1970. Appointed an Officer of the Order of Distinction 1973 for outstanding contribution to the Jamaica Library Service and the Festival Movement. Special interests: library administration, book selection, staff training.

**THOMAS, Maureen**  
ALA Senior Librarian KSAPL. Special interests: Reference work and bookmobile service.

**TYSON, Ruby**  
ALA 1963. BA (UWI) 1972. Librarian, Communications Corporation Ltd. JLS 1961 - June 1963, GL/IJ 1963-1964, St. Jago High School, - 1964-1965, GL/IJ 1966-1969. at UWI 1969-1971

JBC 1971 - 1972. Ed. JLA Bulletin, 1975. Special interests: Information retrieval, library co-operation.

**VACCIANA, Joan**  
ALA 1971. Asst. Lib. UWI. Special interests: Cataloguing, classification and indexing.

**VERNON, June**  
ALA 1969, Librarian, Agency for Public Information. At JLS 1961-75. Special interests: Cataloguing and classification, work with young people and children.

**WALLEN, Joyce**  
FLA 1962. Principal Lib. JLS Region 4. At JLS since 1956 including 1 year internship in U.S.A. 1965. Special interests: children and bookmobile service.

**WALSH, Rev. Joseph, P., S.J.**  
M.S.L.A. Librarian, St. George's College. Library experience in the United States.

**WARMINGTON, Cynthia**  
ALA 1956, Assistant Director, Special Projects, JAMAL Foundation. At JLS 1952-1972 including internship Toronto Public Libraries 1957-58. Publications: "That all may read" in Torch May-June 1963. Library Planning in Jamaica in "Planning of library and documentation services" ed. C.V. Penna, Paris, UNESCO 1970, and articles in professional journals, Jt. ed. Jamaican Library Service 21 years of progress in pictures. Special interests: Service 21 years of progress in pictures. Special interests: Reference work and cataloguing.

**WATSON, Carol**  
B.A. (UWI) MLS (UWO) Asst. Lib. UWI since 1975.

**WEBSTER, Shona**  
B.A. Senior Librarian, St. James P.L.

**WEDDERBURN, Maizy**  
ALA 1970. B.A. (UWI) 1973. Librarian, Ministry of Agriculture. Editor JLA Bulletin 1976. Publications: - The Ministry of Agriculture Library's participation in Projects AGRIS/AGRINTER in JLA Bulletin 1976. Special interest: Indexing systems.

**WELLVANG, James**  
B.A. (Univ. of Min.) 1966 MLS, (UNIV of Min.) 1971. Librarian III, UWI since 1974.

**WELSH, Cynthia**  
B.A. Senior Librarian, St. Ann P.L.

**WELSH, Dede**  
ALA 1969. Librarian Church Teachers College. At JLS 1958-71; Alcan Jamaica Ltd. 1971-76. Special interests: Cataloguing and classification. Reference work and work with children.

**WHITE, Adlyn**  
B.Sc. (Education) 1965, Church Teachers' College, Mandeville since September 1969. At Public School 118, New York City, 1959-65. Special interests: administering and organizing school and college libraries, children's literature. Thesis: The Library as the educational centre of the school.

**WILLIAMS, Fay M.**  
ALA 1969. B.A. (UWI) 1974. Ministry of Health. At JLS 1965-1970. Court of Appeal Library 1970-75. Special interests: reference and inquiry techniques in special libraries, information retrieval with special emphasis on legal data, compilation of book lists, bibliographies and subject indices.

**WILLIAMS, June, Y.M.**  
ALA, 1968. Snr. Lib. Manchester P.L. JLS 1961-1973. UWI, Sept. 1973 - July 1974. (On study leave January 1966 - November 1968 and during part of that time worked at Liverpool Medical Institute Library and Lancashire County Library). Special interests: work with children and young people, libraries in the educational field.

**WILLIAMS, Merle**  
ALA 1967. B.A. (UWI) 1972 West India Co. of Merchant Bankers. At GL/IJ 1963 - October 1970. Special interests: Cataloguing and classification, reference work.

**WILLIAMS, Pamela J.**  
ALA 1970, Senior Librarian JLS HQ. At JLS since October 1960. Special interests: work with adult literacy groups, reference and information work particularly with young adults, Library promotion and development in rural areas.

**WILLIAMS, Rosalie I.**  
B.A. (Hons., UWI) Economics and Sociology, 1972; ALA 1966 Lib./Cat. WIRL/IJ 1966-71 Actg. Senior Lib. WIRL/IJ till Dec. 1971, Senior Librarian WIRL/IJ since September, 1972 Deputy Chief Librarian, since September, 1972. Publication: Editor Jamaica National Bibliography, Special interests: Bibliography, mechanised information storage and retrieval, Caribbean socio-economic and political problems.

**WOO MING, Elsie**  
B.A. (Toronto) MSL (Columbia) Librarian II (Acquisitions) UWI Formerly at Toronto University Library.

**WITTER, Ann-Marie**  
B.A. (UWI) 1975. Agency for Public Information since 1976. i/c of audio visual material.

## MEMBERS OF THE JAMAICA LIBRARY ASSOCIATION

### *Associate, Student, Institutional*

Aarons, John (Mr.)  
Agency for Public Information Library  
Alcan Jamaica Ltd.  
Black, C. (Mr.)  
British High Commission  
Bureau of Standards Library  
Cole, L. (Mrs.)  
College of Arts Science and Technology Library  
Clarendon Parish Library  
Colvin, L. (Miss)  
Cooke, H. (Miss)  
Daily Gleaner  
Department of Library Studies, University of the West Indies  
Hanover, Parish Library  
Hart, G. (Mrs.)  
Hogg, F. (Mr.)  
Institute of Jamaica  
Jamaica Library Service  
JAMINTEL Library  
Kentish, N. (Mrs.)  
Kingston & St. Andrew Parish Library

Manchester Parish Library  
Ministry of Education - Library  
Ministry of Mining and Natural Resources Library  
Monkman, E. (Mrs.)  
Perkins, L. (Mrs.)  
Pidduck, H. (Mr.)  
Portland Parish Library  
Property Rentals Ltd.  
Sangster, F.L. (Mr.)  
Solomon, C. (Mrs.)  
St. Catherine Parish Library  
St. Elizabeth Parish Library  
St. James Parish Library  
St. Mary Parish Library  
St. Thomas Parish Library  
Steele, D. (Miss)  
Stewart, C.L. (Mr.)  
Trelawney Parish Library  
University of Western Ontario  
Urban Development Corporation Library  
Westmoreland Parish Library



**REID, Hazel**  
ALA 1973. Librarian Ministry of Health. JLS 1957-71. GL/IJ October 1971 - 1973. Special interests: Preservation of library material.

**REYNOLDS, Faye**  
B.A. (UWI) 1974. Librarian, St. Ann P.L. Special interests: Bookmobile & Children's service.

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Completed ALA exams, 1973, Lib. KSAPL. At JLS since 1963. Special interests: Reference and information service.

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ALA 1970. B.Sc. (UWI) 1970, Librarian III (Govt. Serials & UN Section) UWI. Formerly at Jamaica Library Service. Special interests: Library administration, training and education, and information retrieval. On study leave.

**ROBERTS, Audrey K.**  
FLA 1962. Lib. II, Periodicals Dept., UWI Islington Public Libraries, London; Jamaica Ministry of Agriculture; Imperial College of Tropical Agriculture Lib. Trinidad. Special interests: Cataloguing and Classification.

**ROBERTS, Valerie**  
B.A. (UWI) 1972. Dip. Lib. (UWI) 1975. Ministry of Agriculture - Headquarters. Special interest: Reference work.

**ROBERTSON, Amy B.**  
ALA 1957. FLA 1968. Librarian/Documentalist. School of Education UWI since 1972. JLS 1946 - 72. President JLA 1974. Publications: Select bibliography of Education in the Commonwealth Caribbean 1940 - 75; by Amy Robertson Hazel Bennett and Janette White. School of Education, UWI, 1976. Special interests: Educational developments; work with children.

**ROBERTSON, Glory**  
MA (Hons. St. Andrews) 1951, ALA 1963. Librarian JLS HQ February 1972. At WIRL/IJ January 1960 - January 1972. Special interests: reference work, West Indian History, library exhibitions. Publications: Members of the Assembly of Jamaica Journal December 1968; contribution to IJ's weekly newspaper column "Book power on East Street", 1969-70. Join ed. Jamaican Historical Society Bulletin, September 1965 - Dec. 1972.

**ROBINSON, Cherrell**  
B.A. Dip. Lib. (UWI) 1976. Librarian, Camperdown High School.

**ROBINSON, E. Claire**  
B.A. (UWI) 1975. Dip. Lib. (UWI) 1976. Teacher/Librarian Kingston College. Formerly Teacher of Geography, History & English. Special interest: School libraries.

**ROBINSON, Joyce L.**  
MBE, FLA, Director, National Literacy Programme (JAMAL Foundation) since July 1973, on two-year secondment from substantive post of Director, Jamaica Library Service. President, Jamaica Library Service, President, Jamaica Library Association 1973. (Hon. Vice President, The Library Association of Great Britain). At Jamaica Library Service since 1950; FLA 1959. Awarded M.B.E., 1959. Member of Jamaica Delegation to U.N. General Assembly 1966; to U.N. International Conference on Human Rights, Teheran 1968; Awarded silver medal of the Institute of Jamaica, 1969 for her devoted and effective service to the development of Libraries in Jamaica. Appointed Hon. vice-president of the Library Association (Great Britain) in May 1973 "in recognition of your distinguished work as Director of the Jamaica Library Service". Special interests: Library administration, staff training, building and furniture designs; Publications: "School Library Services in Jamaica" in UNESCO Bulletin for Libraries, Vol. XXI, No. IV July-August 1967, joint author "Jamaica Library Service - 21 years of Progress in Pictures" 1972 "Rural Library Development in Jamaica", UNESCO Bulletin for Libraries Vol. XXVII No. IV July-August 1973.

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**TARCISSIA, Sister Mary**  
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M.S.L.A. Librarian, St. George's College. Library experience in the United States.

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**WATSON, Carol**  
B.A. (UWI) MLS (UWO) Asst. Lib. UWI since 1975.

**WEBSTER, Shona**  
B.A. Senior Librarian, St. James P.L.

**WEDDERBURN, Maizy**  
ALA 1970. B.A. (UWI) 1973. Librarian, Ministry of Agriculture. Editor JLA Bulletin 1976. Publications: - The Ministry of Agriculture Library's participation in Projects AGRIS/AGRINTER in JLA Bulletin 1976. Special interest: Indexing systems.

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**WILLIAMS, Merle**  
ALA 1967. B.A. (UWI) 1972 West India Co. of Merchant Bankers. At GL/IJ 1963 - October 1970. Special interests: Cataloguing and classification, reference work.

**WILLIAMS, Pamela J.**  
ALA 1970, Senior Librarian JLS HQ. At JLS since October 1960. Special interests: work with adult literacy groups, reference and information work particularly with young adults, Library promotion and development in rural areas.

**WILLIAMS, Rosalie I.**  
B.A. (Hons., UWI) Economics and Sociology, 1972; ALA 1966 Lib./Cat. WIRL/IJ 1966-71 Actg. Senior Lib. WIRL/IJ till Dec. 1971, Senior Librarian WIRL/IJ since September, 1972 Deputy Chief Librarian, since September, 1972. Publication: Editor Jamaica National Bibliography, Special interests: Bibliography, mechanised information storage and retrieval, Caribbean socio-economic and political problems.

**WOO MING, Elsie**  
B.A. (Toronto) MSL (Columbia) Librarian II (Acquisitions) UWI Formerly at Toronto University Library.

**WITTER, Ann-Marie**  
B.A. (UWI) 1975. Agency for Public Information since 1976. i/c of audio visual material.

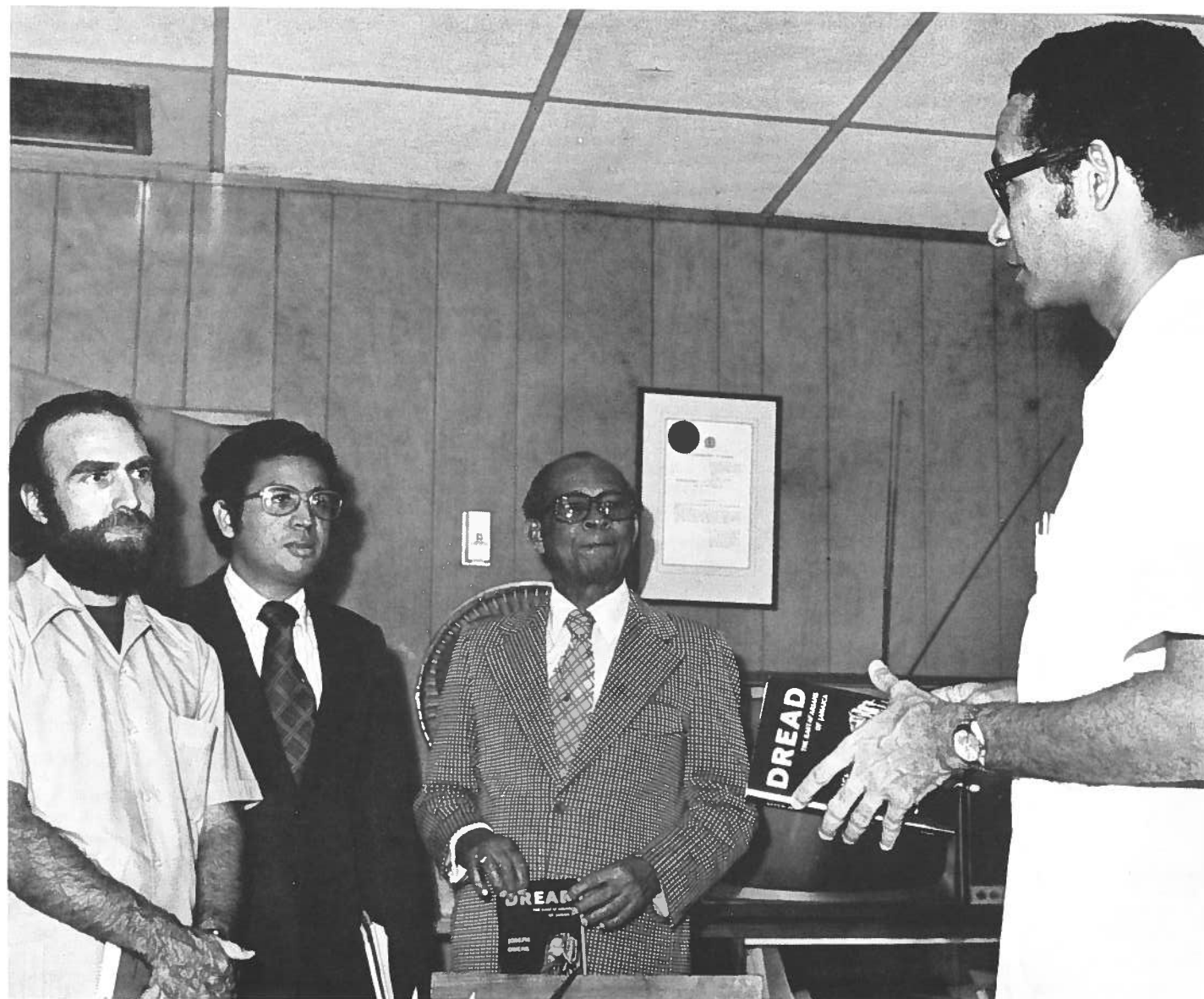
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Alcan Jamaica Ltd.  
Black, C. (Mr.)  
British High Commission  
Bureau of Standards Library  
Cole, L. (Mrs.)  
College of Arts Science and Technology Library  
Clarendon Parish Library  
Colvin, L. (Miss)  
Cooke, H. (Miss)  
Daily Gleaner  
Department of Library Studies, University of the West Indies  
Hanover, Parish Library  
Hart, G. (Mrs.)  
Hogg, F. (Mr.)  
Institute of Jamaica  
Jamaica Library Service  
JAMINTEL Library  
Kentish, N. (Mrs.)  
Kingston & St. Andrew Parish Library

Manchester Parish Library  
Ministry of Education - Library  
Ministry of Mining and Natural Resources Library  
Monkman, E. (Mrs.)  
Perkins, L. (Mrs.)  
Pidduck, H. (Mr.)  
Portland Parish Library  
Property Rentals Ltd.  
Sangster, F.L. (Mr.)  
Solomon, C. (Mrs.)  
St. Catherine Parish Library  
St. Elizabeth Parish Library  
St. James Parish Library  
St. Mary Parish Library  
St. Thomas Parish Library  
Steele, D. (Miss)  
Stewart, C.L. (Mr.)  
Trelawney Parish Library  
University of Western Ontario  
Urban Development Corporation Library  
Westmoreland Parish Library





## MINISTER OF EDUCATION GETS "DREAD"

EDUCATION MINISTER, ERIC BELL THANKING AUTHOR AND PUBLISHERS AFTER HE WAS PRESENTED WITH AN AUTOGRAPHED COPY OF THE VERY RECENTLY PUBLISHED "DREAD — THE RASTAFARIANS OF JAMAICA" BY THE Author, Father Joseph Owens, S.J. (left). Others in the picture are Bindley Sangster (Centre) General Manager of Sangster's Bookstores Ltd. and his father Ferdie Sangster — Pioneer Publisher and Managing Director of Sangster's. "Dread" completely locally produced was published at the end of January by Sangster's Bookstores Ltd. and by week-ending February 5th it was NUMBER ONE on the Best Seller list. (at time of going to Press "Dread" was still listed number one on the best seller list.) Minister Bell thanked author and publishers for his copy and said he was very anxious to read this most important work — it was most essential that Jamaicans understood the culture, religion and way of life of the Rastafarians.

UWI-MONA, LIBRARY



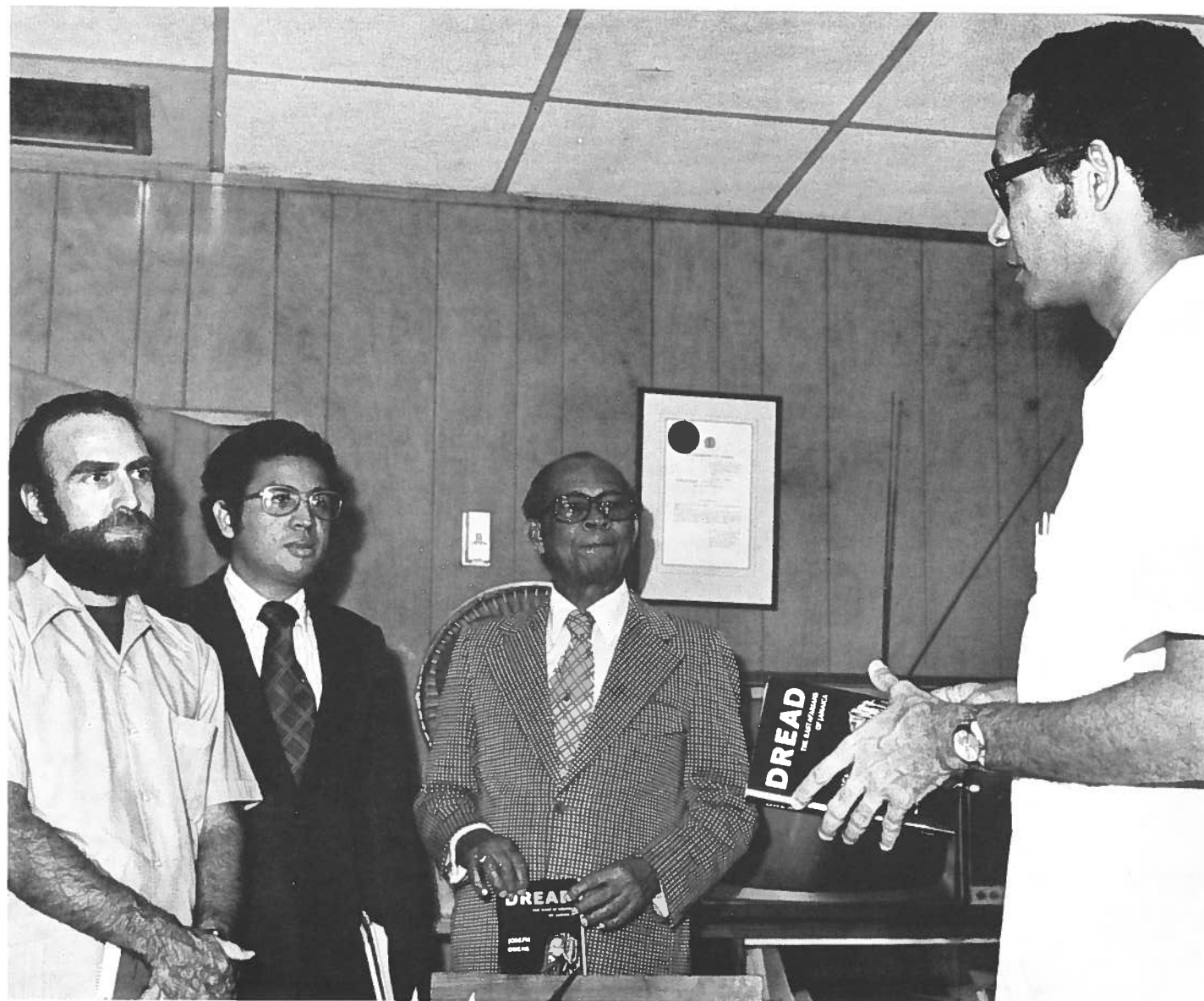
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## MINISTER OF EDUCATION GETS "DREAD"

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