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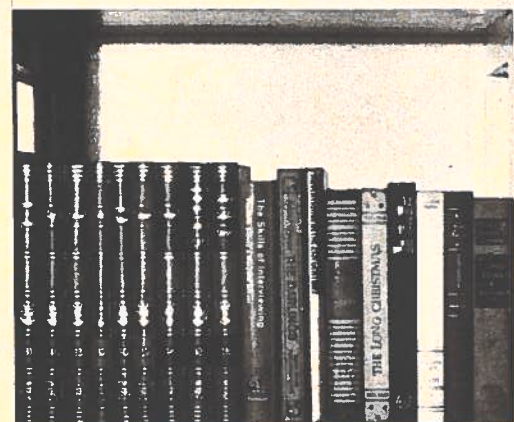
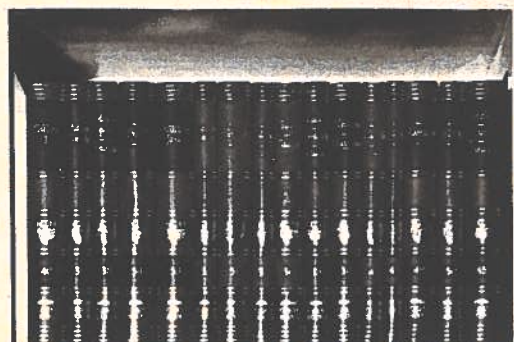
JAMAICA LIBRARY ASSOCIATION



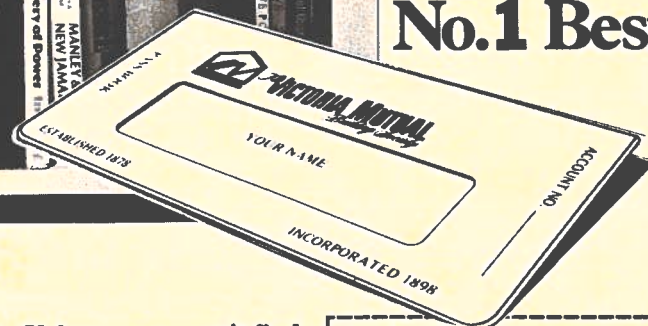
BULLETIN

1979 - 1980

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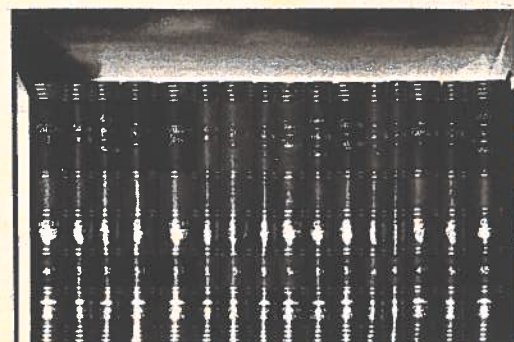
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RESEARCH AND PUBLICATIONS WORKING PARTY

Alvona Alleyne — Editor
Audrey Chambers
Albertina Jefferson
Glory Robertson

Published by the Jamaica Library Association,
P.O. Box 58, Kingston 5, Jamaica, West Indies.

The Research and Publications Working Party regrets the delay in the publication of this bulletin, copy for which was delivered to the printers in 1979.

The following contributors no longer hold the positions indicated:

James Carnegie	<i>resigned</i>
Graham Chan	<i>now at Liverpool Polytechnic Library</i>
Stephanie Ferguson	<i>now Librarian, National Library of Jamaica</i>
Ouida Lewis	<i>now at the Bureau of Standards, Jamaica</i>

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Presidential Address 1978

by
Albertina Jefferson

Tradition has it that at this stage, your incoming president must deliver himself of herself of some profound and witty remarks or give some learned discourse on one of the branches of knowledge. At the risk of a break with tradition, I shall not strive to emulate the standards of wit and wisdom set by my predecessors in this office, but in a rather few remarks shall attempt to share with you some thoughts on professional associations while exhorting you to be more interested in the general welfare of our own association, the Jamaica Library Association, by becoming more involved in, and by letting your ideas find expression in the work of the Association.

A formal association is the shape by which the common bonds shared between the practitioners of a profession find expression. Indeed, it has been stated that a profession can only be said to exist where there are such bonds. Thus, the professional association, first and foremost, provides a corporate personality and also a voice for its individual members. But if an association is to control and protect its membership and to influence public policy in its field, then it must be a strong, closely-knit professional organization which serves as the one voice of its members.

I will identify here, three main elements in any professional association. One, the members derive mutual benefit; two, the members serve the profession, and three, the profession serves the surrounding society.

Not unnaturally, the extent to which members feel they are benefitting from the association is a perennial cause for concern. One is tempted always to ask "What am I getting out of it?" Membership subscriptions and other fees are frequently contentious items. Full well do I remember that the question of high fees was a bone of contention at the Annual General Meeting of the Centenary celebrations of the Library Association in October 1977. Indeed some members felt that there should be a two-tier scale of fees, one enabling the librarian simply to keep his privilege of charter, the other, optional, dependent on whether or not he wished to contribute to the life of the Association as he deemed such association to his benefit. It did not need to be pointed out, as indeed it was, that librarians who took advantage of the first option would automatically benefit from any advantages which the Association obtained on behalf of the profession generally, and that the one class of librarians would simply be parasites of the other.

But it is to the second element, however — the service to the profession — that I would like us to direct our thoughts. I was happy to note in the Report of the Executive Council for 1977 presented earlier in the proceedings, that the total membership of the Association stands at 126, 86 of these being personal members. The membership at 1976 stood at 94, 67 of these being personal. Seemingly therefore, more people are feeling the need for the common bond of the professional association. It is not however good enough to simply remain on the books, so to speak. Let us have your attendance and ideas at meetings, your service on working parties. The authority of the Association can only be derived from its members. Members must exercise their right to vote for representatives on the Council, must volunteer to be on Working Parties. It is useless criticising Council or Working Parties for their actions and inactions, if you as members do not attend meetings either to vote, to discuss, or to suggest. It is imperative that one's point of view be heard during the groundwork period. Members must be committed to let their voices be heard so that the profession itself may be improved in its service to the public.

Librarianship as a profession in transition is dynamically involved in change, and the end results will depend on us. This is challenging and exciting. Those of you who attended library school a decade or two ago, as I did, know how ill-prepared you would be for coping with problems you face today if you had to rely exclusively on that training. It is safe to say that this year's graduates, if they do not continue to read and study library literature, will be just as unqualified and ill-prepared ten years from now. Technical obsolescence affects all professions. There is no one single simple solution to the problem of continued updating, to continuous education, and it is certainly not unique to us. Some of the solutions can and must come from the library school. However, not all of the activity in this area can come from the library school, and even when it does, it will require our support and assistance. Much of the activity must come through our own participation and initiative; much of this activity must be channelled through the framework of our professional association.

Cooperation or resource sharing is a current topic in the sphere of librarianship, and one of added importance to us working in libraries in developing countries. The concept is simple. It started at the beginning of this century when it was felt that the bookstocks of individual libraries should be coordinated and exploited for economic use by the maximum number of readers. As a symbol of goodwill it has found expression in the acquisition of materials, in storage, in exchange and redistribution of material, and other aspects of which I am sure you are all cognisant. The inference is that if we as librarians are ready, willing and able to contribute to this concept for the general good of librarianship, why not extend this cooperation to and within our Association. Our resources, in physical bodies might be considered small, but let us endeavour to make the most of them, let us coordinate and exploit them for economic use through cooperative effort.

Those of us who have participated in Association affairs have come to appreciate the importance of help. We have been able to make progress in various spheres of activities. The Association has an illustrious past upon which to build. Its membership is on the increase and is being motivated to engage in activities of the kind we all treasure. The society in which we live is faced with problems which threaten the quality of life. This is the threshold upon which we now stand. But we cannot simply stand. We must move forward with renewed enthusiasm and with a full awareness of our own capabilities.

These then are thoughts which I would leave with you. The gaps, blemishes and faults in my presentation of these thoughts will, I hope, evoke in you the response that Shakespeare asked of his audience, "Piece out my imperfections with your thoughts".

So now, I end where perhaps I should have begun: by thanking you for doing me the honour of electing me President of the Jamaica Library Association for the year 1978 at this the 28th Annual General Meeting of the Association. I want to say that I value this confidence you have given me. If my efforts in the execution of my duties should evoke at least as benign a judgment from history as "She was neither a great nor a brilliant president, but she was practical, business-like, and honourable in the fulfillment of her duties", I would have done what I set out to do.

I thank you.

(Delivered at the JLA annual general meeting, January 1978.)



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Presidential Address

1979

by
Barbara Chevannes

I have always thought seriously of how easily we i.e. Jamaicans become involved or join a new society, organization, sect. Why are we such joiners? We join because our friends tell us it's worth joining or we feel that it will enhance our position in a particular sphere. We are rarely totally committed to the weaknesses which we will need to put up with, but get carried away with the great ideals which we feel and which we are attracted to, because of the 'newness' of the organization to which others can inspire us to join.

My concern has always been with belonging — we join because it is our choice to join, but we do not belong because belonging implies going forward with both the weaknesses and the strengths.

John Ruskin says — "The question is not what a man can scorn or disparage or find fault with, but what he can love and value and appreciate".

We tend to want the ideal i.e. the best to be involved in, but it is impossible for man to find the best unless he is willing to put his shoulder to the wheel and do all in his power to work for the best. Most of us desire the best but someone else must do the spade work and make it easy for us so that we can enjoy the best. If we don't have the best, then we withdraw.

This has been the pattern in most organizations. They rise with many ideals portrayed and with a few persons, maybe one person, who is willing to make the ideals work, doing all the leg work. Then the human element creeps in because an individual or a few individuals will be moving along in the narrow way to which they are dedicated. They cannot produce what 'we' that is all of us consider worth emulating. You will say that it will be difficult to have your thoughts or hopes clarified by these few. If we are willing to be 'belongers' then we will see that the values we hold dear become an integral part of the framework of the organization. Remember though that an organization implies a group. Sometimes the ideas we feel are so important, may not in their totality be easily accepted by all, so then we

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should rethink and refine them in an effort to get acceptance and cooperation from the majority. It is this commitment that will provide us with the impetus to belong. It is this absolute awareness that there are goals worth fighting for and that we are going to work to have these goals attained within our organization.

Let us look at weaknesses and strengths. Most of us will not admit that we are equipped with both, and that things with which we are involved will reflect both our strong and weak points. We see clearly other people's weaknesses and clearly weaknesses in our leaders, our society, our country, but maybe we need to note again Ruskin's words — not what we find to scorn or disparage but what to love, value, and appreciate. It seems to me that the scornful deeds will grow less if they are placed in the areas which we are committed to improve.

Philip James Bailey says — "We should count time by heart throbs. He most lives who thinks most, feels the noblest, acts the best". Could we take these words to heart, because it is by feeling the noblest, by seeing good in the things in which we are involved, by seeking to find the best intentions in our leaders, by trusting in our interests, that we use the organizations to which we have committed ourselves, to the best use of the society and our fellow men.

We are joiners, also, it is easier to be followers, but let us also be doers. Let us be willing to stand up and be counted. Demand change but do not be afraid when it comes. As its name implies with change things will be different and we are seldom willing to accept these differences. We mouth the need for change but we fear the effects of change. What we are accustomed to may be affecting deeply someone else, so we must realise that in a society change is for all. Your society may have been bought by someone else's insecurity — the balancing may need to hurt you, before it is more evenly placed.

Use today to communicate your highest and most lofty ideals and thoughts on certain matters. Remember that these are only your thoughts and it is the refining of these thoughts into a useful consensus which will build your organization and your country. Time is your greatest commodity. "Rome was not built in a day". Jamaica is a youth to Rome. We are impatient and would like it all to happen now because we know best. Do we? May I leave with you Pearl Yeadon McGinnis' lines—

"I have no yesterday;
Time took them away
Tomorrow may not be
But I have today."

Belong to something today.

(Delivered at the JLA annual general meeting, January 1979.)

THE INSTITUTE'S CENTENARY

by

James A. Carnegie
Acting Librarian, National Library
of Jamaica

Jamaican librarians and others associated with the profession are the last persons who need to be told in specific terms about some of the more important activities of the Institute of Jamaica during its first hundred years, because of the vital and pioneering part played by the Libraries of the Institute during this period. It is only fair to emphasize immediately that whatever the general image of the Institute has been, both in the Library community and among the general public, there is now, and there has been for a long time a great deal more to the Institute than its Libraries.

In 1879, Sir Anthony Musgrave, the English Colonial Governor from 1877 to 1883, founded the Institute of Jamaica. Musgrave and his wife, whatever their personal or national motivations, were obviously remarkable people within the context of their times. Lady Musgrave is still commemorated by having her name attached to one of the school "houses" at Jamaica College, while her husband is remembered in the annual awards of the Gold, Silver and Bronze Musgrave Medals. The Musgrave Medals of the Institute of Jamaica were established in 1888. The medal in gold is to recognize "distinguished eminence in literature, science or art in connection with the West Indies, especially Jamaica." The medal in silver is awarded for outstanding merit in "the promotion of literature, science or art", while the medal in bronze is awarded for outstanding individual achievement in these fields.

For most of the early years of the Institute, its reputation lay in three areas: Libraries, Natural History and the Museum, which related to the three areas of activity that the Institute was supposed to encourage and which are still to be seen engraved on the facade of its main building and on its letterhead — "Literature, Science and Art". This has been amended, by 1978 legislation, to Culture, Science and History, an amendment suggested in the House debate by the Leader of the Opposition and accepted by Minister Arnold Bertram, Minister of Mobilisation, Information and Culture, as having more pertinence to the wider spheres of influence of the modern Institute.

Musgrave was concerned with making the Institute an instrument or extension of colonial policy. Present policy is to use the old institution with many additions and developments to change our orientation, developing and emphasizing especially, our neglected African heritage and recognizing, recording and encouraging the cultural expression of all our people. This policy has largely been shaped by Professor the Hon. Rex Nettleford, O.M., Chairman of the Council of the Institute and Cultural Adviser to the Prime Minister. Professor Nettleford is distinguished as a scholar and as Artistic Director of the National Dance Theatre Company of Jamaica.

The Institute now has twelve divisions, headed by an *Executive Director* under whom the Administration falls directly. Previous heads of the Institute have had the titles of Secretary, Librarian, Curator, Director or Manager, but the new Law's provision for an Executive Director as well as a Secretary of the Council recognizes for the first time, that the individual with the day-to-day responsibility for running the organization should not only attend the policy-making meetings as Secretary but have a definite voice and vote.

should rethink and refine them in an effort to get acceptance and cooperation from the majority. It is this commitment that will provide us with the impetus to belong. It is this absolute awareness that there are goals worth fighting for and that we are going to work to have these goals attained within our organization.

Let us look at weaknesses and strengths. Most of us will not admit that we are equipped with both, and that things with which we are involved will reflect both our strong and weak points. We see clearly other people's weaknesses and clearly weaknesses in our leaders, our society, our country, but maybe we need to note again Ruskin's words — not what we find to scorn or disparage but what to love, value, and appreciate. It seems to me that the scornful deeds will grow less if they are placed in the areas which we are committed to improve.

Philip James Bailey says — "We should count time by heart throbs. He most lives who thinks most, feels the noblest, acts the best". Could we take these words to heart, because it is by feeling the noblest, by seeing good in the things in which we are involved, by seeking to find the best intentions in our leaders, by trusting in our interests, that we use the organizations to which we have committed ourselves, to the best use of the society and our fellow men.

We are joiners, also, it is easier to be followers, but let us also be doers. Let us be willing to stand up and be counted. Demand change but do not be afraid when it comes. As its name implies with change things will be different and we are seldom willing to accept these differences. We mouth the need for change but we fear the effects of change. What we are accustomed to may be affecting deeply someone else, so we must realise that in a society change is for all. Your society may have been bought by someone else's insecurity — the balancing may need to hurt you, before it is more evenly placed.

Use today to communicate your highest and most lofty ideals and thoughts on certain matters. Remember that these are only your thoughts and it is the refining of these thoughts into a useful consensus which will build your organization and your country. Time is your greatest commodity. "Rome was not built in a day". Jamaica is a youth to Rome. We are impatient and would like it all to happen now because we know best. Do we? May I leave with you Pearl Yeadon McGinnis' lines—

"I have no yesterday;
Time took them away
Tomorrow may not be
But I have today."

Belong to something today.

(Delivered at the JLA annual general meeting, January 1979.)

THE INSTITUTE'S CENTENARY

by

James A. Carnegie
Acting Librarian, National Library
of Jamaica

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The Institute's Activities

Natural History Division

The oldest division of the Institute, the Natural History Division, has like the Libraries over the years, also attracted international attention, and in its own way had a University function as well. The Division has many functions and many faces, the most popularly known perhaps, being the exhibit in the Science Museum. It also has a unique Science Library, of books and periodicals which are unlikely to be found elsewhere in the area. But while performing other services, the Division undoubtedly is most widely known for its work in taxonomic Botany, particularly over the last 30 years or so under George Proctor. In terms of plant collection and identification in the Caribbean and Central America, it has become world famous and its publications, e.g. "*Sloanea*", have become eagerly sought after by scholars and institutions in the field.

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DONALD QUARRIE

The Career of an Olympic Champion
by
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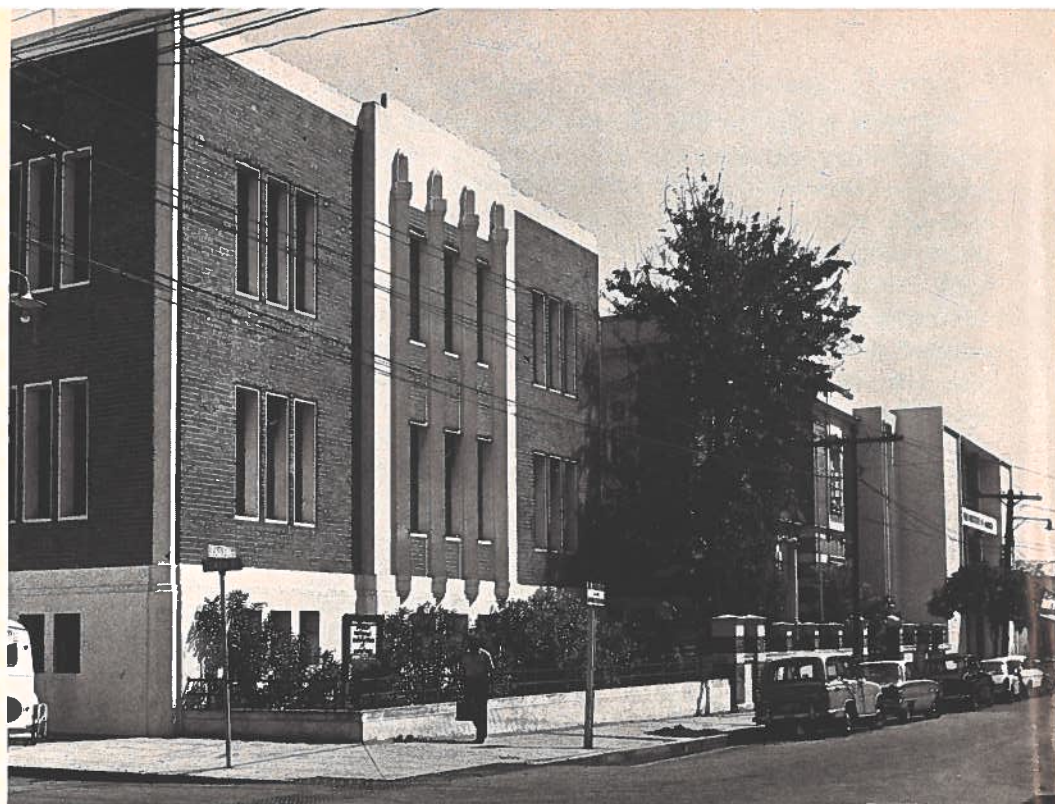
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Date Tree Hall, East Street, first home of the Institute of Jamaica

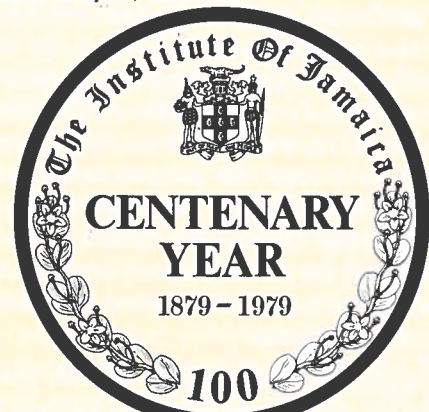
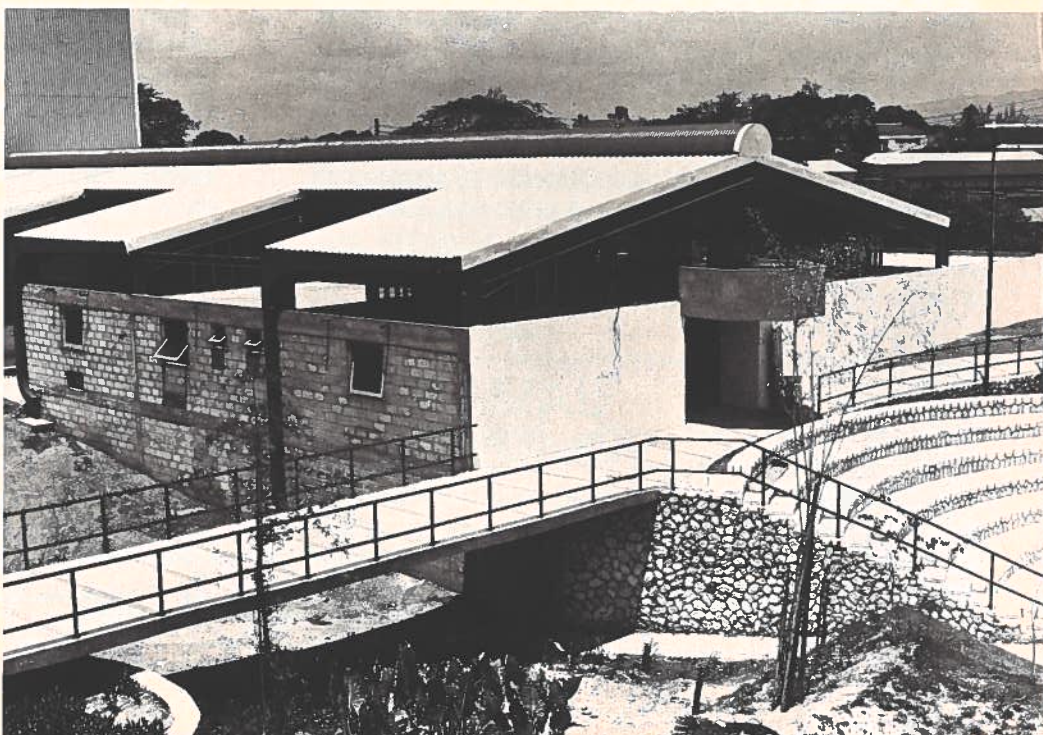
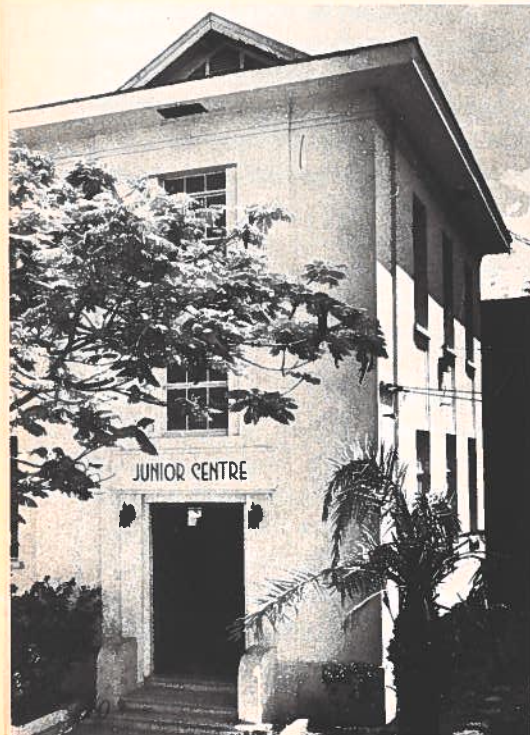


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*African-Caribbean Institute of Jamaica
- Field trip photograph of Etu dancer
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INTERIORS OF INSTITUTE'S LIBRARIES



Old General Library



Science Museum Library



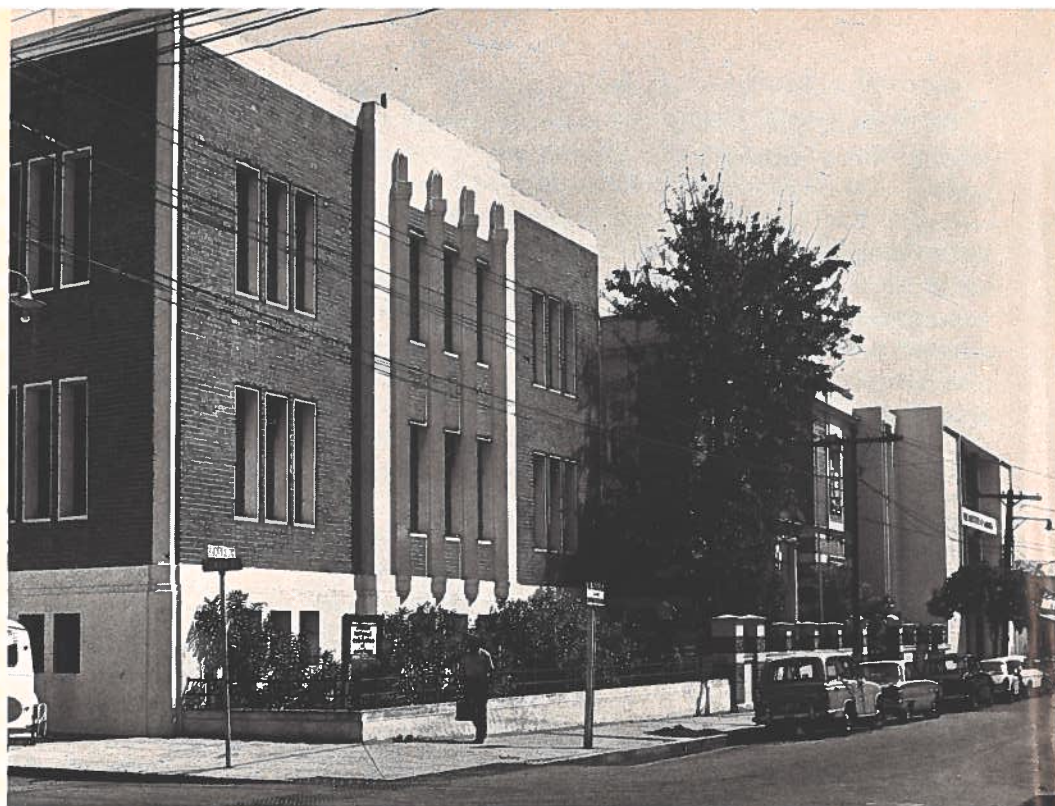
West India Reference Library now the National Library of Jamaica



SELECTION OF INSTITUTE OF JAMAICA PUBLICATIONS



Date Tree Hall, East Street, first home of the Institute of Jamaica

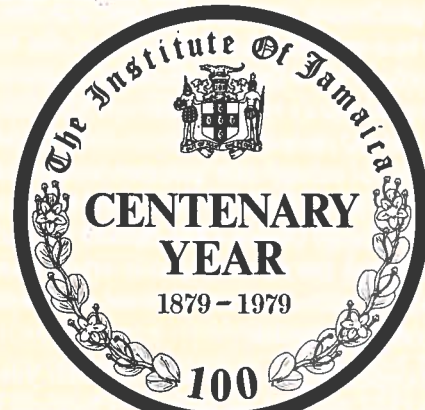
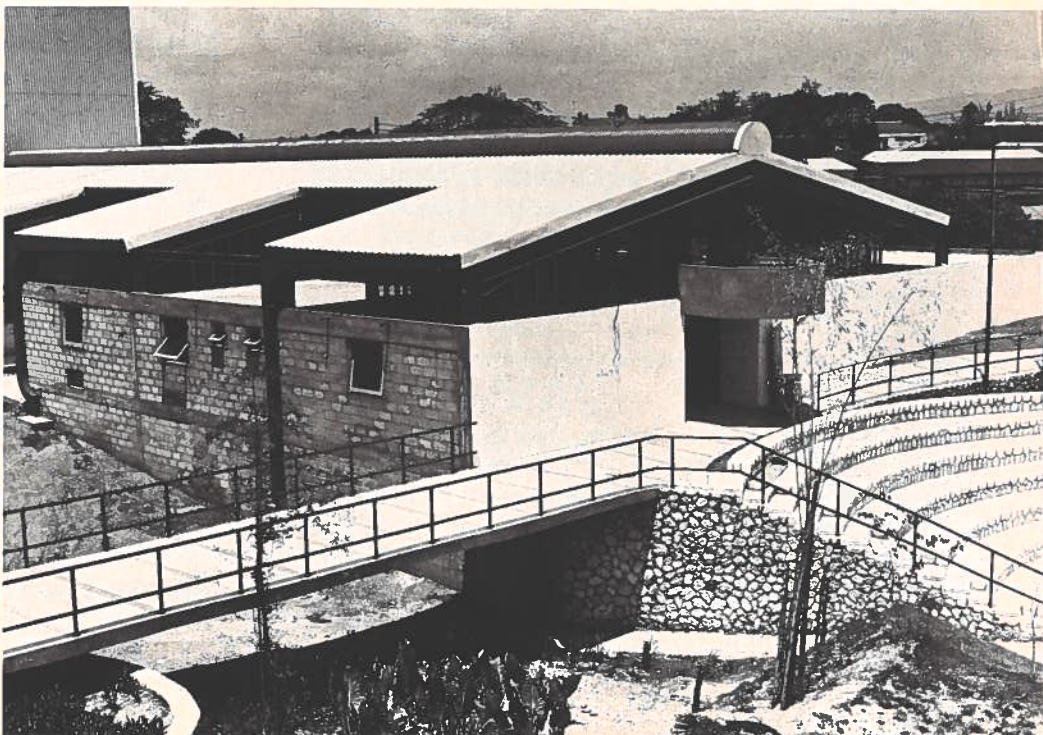
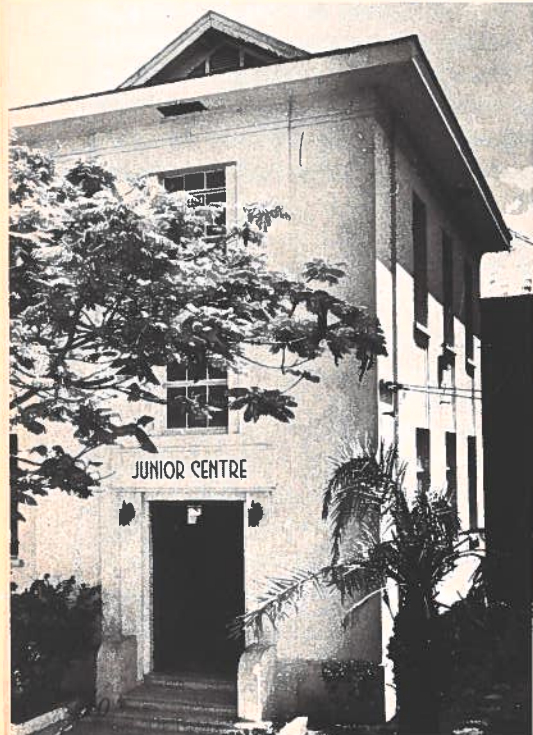


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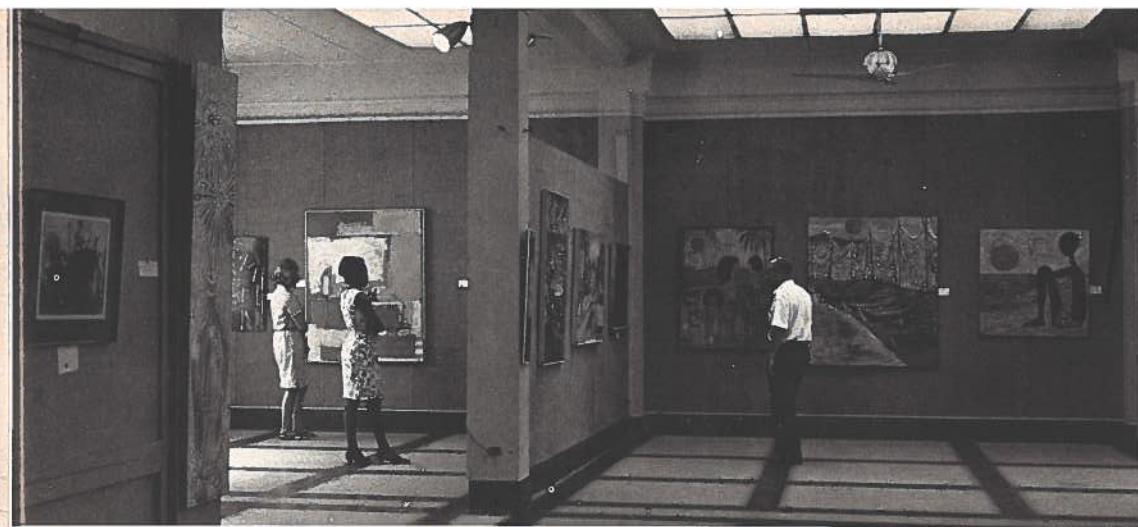


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Military Museum, Up-Park-Camp

Early view of Museum and gallery



Natural History Museum

Folk Museum, Old King's House, Spanish Town

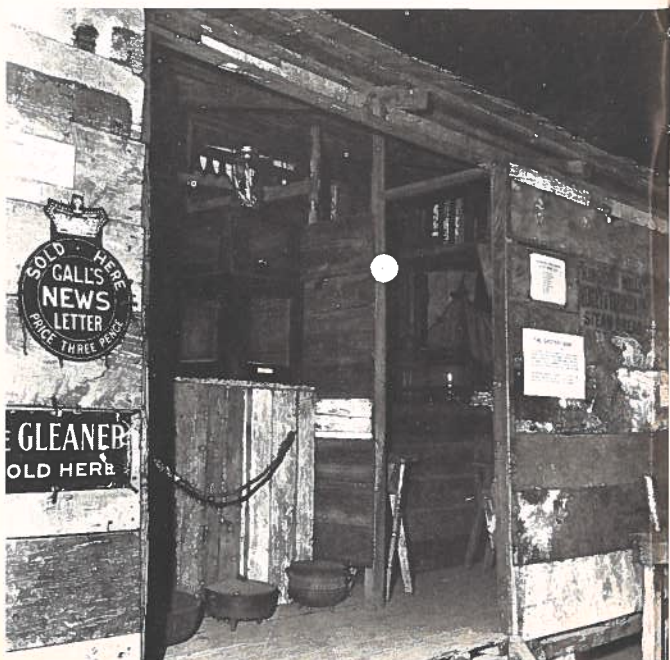


Arawak Museum, Central Village

INSTITUTE'S MUSEUMS



(Photographs courtesy of the National Library of Jamaica)



THE INSTITUTE'S WEST INDIA REFERENCE LIBRARY: from WIRL to NLJ

by
Patricia Dunn
West Indies & Special Collections
Library, U.W.I., Mona

5-(1) The public library established pursuant to section 4(2) (a) shall be known as the National Library of Jamaica and the objectives thereof shall include—

- (a) the collection, preservation and ready availability of all materials relating to the matters specified in section 4(2) (e);
- (b) the provision of an efficient central lending and copying service in support of other libraries and information centres;
- (c) the provision of a central cataloguing and other bibliographical service relating to the needs of the National Library of Jamaica and other libraries whether in Jamaica or elsewhere;
- (d) the provision of a centre for the deposit whether pursuant to any law or otherwise, of books, periodicals, newspaper, pamphlets, letterpress sheets, music sheets, maps, plans, charts or tablets of cultural, scientific, historical or national interest.

(The Institute of Jamaica Act, 1978)

In April 1979, the year of the centenary of the establishment of its parent body, the Institute of Jamaica, the West India Reference library became the National Library of Jamaica. From its early beginnings out of the Institute's public library, the West India Reference Library has built up one of the finest collections of material relating to the West Indies and in particular to Jamaica. It has attracted researchers from Jamaica, the Caribbean, and the rest of the world. This Library has been an indispensable source of information for scholars, writers, artists, government officials and others engaged in creative work and historical research. It has served all levels of users, from the school child to the university professor.

The Institute of Jamaica

Sir Anthony Musgrave, Governor of Jamaica, set up the Institute of Jamaica

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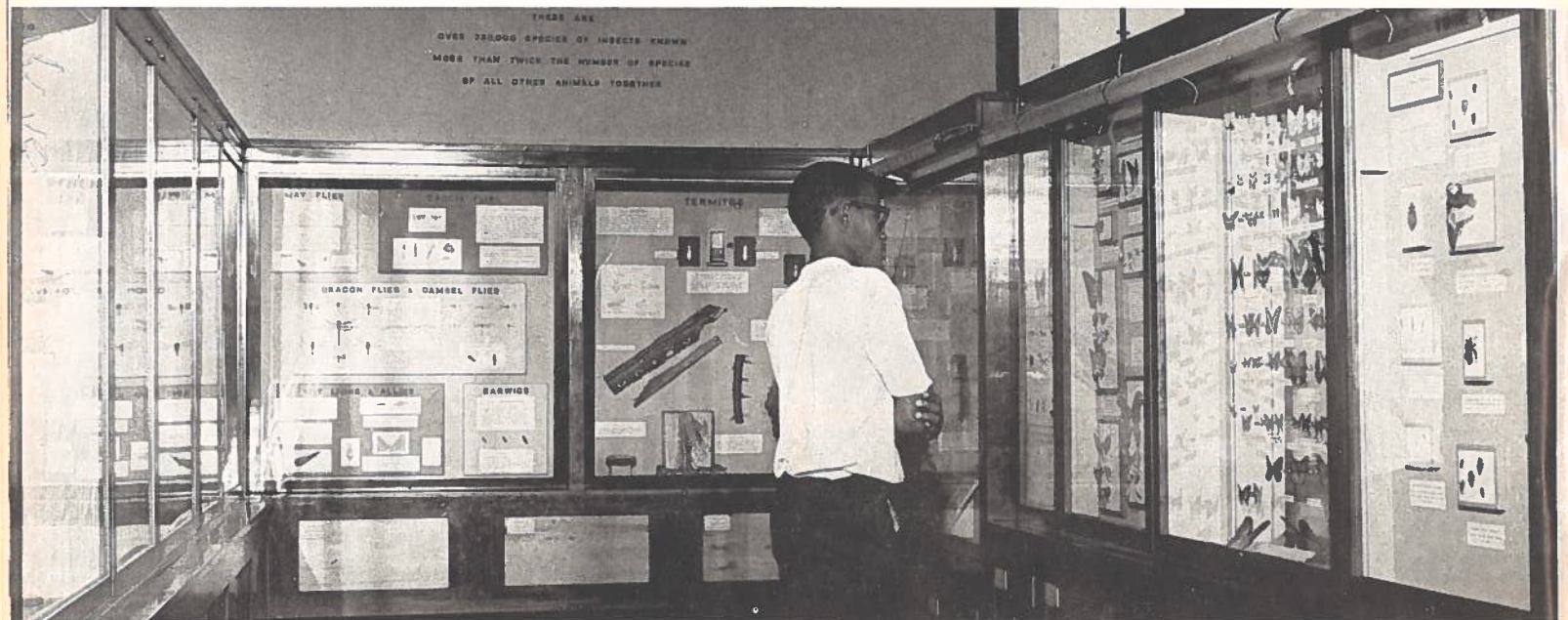
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Military Museum, Up-Park-Camp

Early view of Museum and gallery



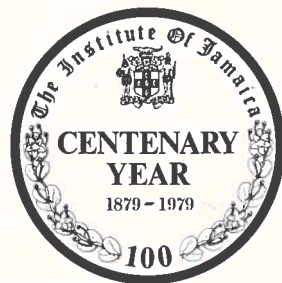
Natural History Museum

Folk Museum, Old King's House, Spanish Town

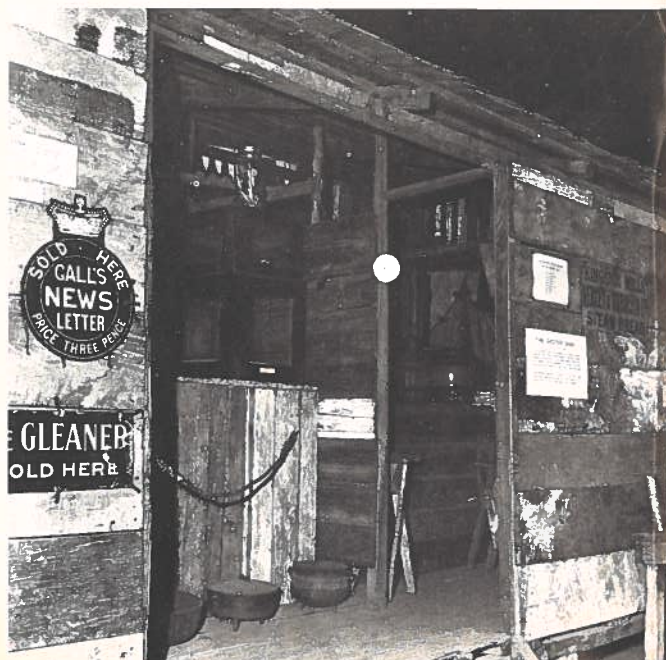


Arawak Museum,
Central Village

INSTITUTE'S MUSEUMS



(Photographs courtesy of the
National Library of Jamaica)



THE INSTITUTE'S WEST INDIA REFERENCE LIBRARY: from WIRL to NLJ

by
Patricia Dunn
West Indies & Special Collections
Library, U.W.I., Mona

5-(1) The public library established pursuant to section 4(2) (a) shall be known as the National Library of Jamaica and the objectives thereof shall include—

- (a) the collection, preservation and ready availability of all materials relating to the matters specified in section 4(2) (e);
- (b) the provision of an efficient central lending and copying service in support of other libraries and information centres;
- (c) the provision of a central cataloguing and other bibliographical service relating to the needs of the National Library of Jamaica and other libraries whether in Jamaica or elsewhere;
- (d) the provision of a centre for the deposit whether pursuant to any law or otherwise, of books, periodicals, newspaper, pamphlets, letterpress sheets, music sheets, maps, plans, charts or tablets of cultural, scientific, historical or national interest.

(The Institute of Jamaica Act, 1978)

In April 1979, the year of the centenary of the establishment of its parent body, the Institute of Jamaica, the West India Reference library became the National Library of Jamaica. From its early beginnings out of the Institute's public library, the West India Reference Library has built up one of the finest collections of material relating to the West Indies and in particular to Jamaica. It has attracted researchers from Jamaica, the Caribbean, and the rest of the world. This Library has been an indispensable source of information for scholars, writers, artists, government officials and others engaged in creative work and historical research. It has served all levels of users, from the school child to the university professor.

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library. Over the years following, librarians within the Institute and outside of it had called for the establishment of a national library based on the West India Reference Library.

In 1972 the Library Sub-Committee of the Exploratory Committee of the Arts recommended that the West India Reference Library should be restructured, reorganized and financed to assume the full responsibilities and functions of the National Library of Jamaica. The Exploratory Committee on the Arts and Culture had been set up in 1972 by the Government of Jamaica to make proposals and recommendations for the island's cultural development. This Committee also recommended that a National Council on Libraries and Archives should be established with responsibility to prepare a national plan for libraries in Jamaica including the establishment of a National Library. The National Council on Libraries, Archives and Documentation was set up by the Government in 1974.

During this time the Institute of Jamaica saw the need to examine the future of its libraries. In April 1973 the Board of the Institute appointed a Library Committee to investigate the libraries and make recommendations for their restructuring and reorganisation to take on the full responsibilities of the National Library of Jamaica. The Library Committee recommended that the General Library be closed on November 30, 1973. The role of the General Library as a public lending library and general reference library had been decreasing ever since the establishment of the Jamaica Library Service. There had been cut backs in the activities of the General Library to lessen

duplication of the services being offered by that Library and those of the Kingston and St. Andrew Parish Library. The Committee's recommendation was accepted. Thereafter efforts were concentrated on the development of the West India Reference Library as the National Library.

The National Council on Libraries, Archives and Documentation Services for Jamaica with the assistance of UNESCO consultant, Dr. Dorothy Collings, produced a **Plan for a National Information System (NATIS) for Jamaica** in 1977. The Plan . . . strongly recommended that the West India Reference Library should be restructured and designated the National Library of Jamaica. These recommendations underscored the official and unofficial proposals and recommendations which had been voiced over the years. Legislation for the National Library had already been incorporated in a proposed amended Institute of Jamaica Law. The Institute of Jamaica Amendment Act passed in February 1978 gave the Institute of Jamaica the responsibility for establishment of a National Library for Jamaica.

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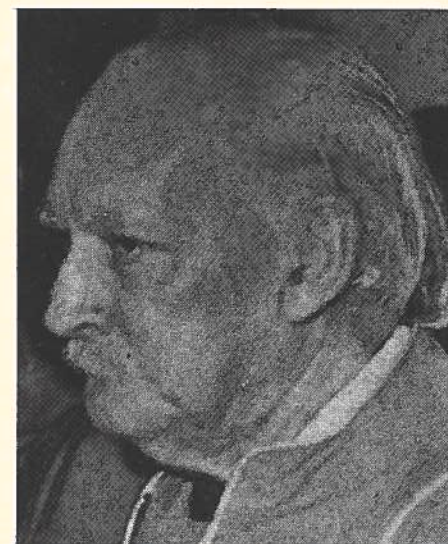
Unpublished reports, memoranda and other papers from the files of the West India Reference Library, Institute of Jamaica.

The JUNIOR CENTRES

an interview with Robert and Carmen Verity

by

Judith Cover
Part-time Lecturer,
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JC: I will be talking with Mr. & Mrs. Bob Verity about their work in the Junior centres here in Kingston. We are going to ask them a few questions and get their reminiscences of the years at the Junior Centres. First of all I think I should ask Mr. Verity about the Junior Centre. If I remember rightly he was the person who had the idea of having a Junior Centre attached to the Institute of Jamaica, and I'd like to ask you Mr. Verity what inspired you to have this idea, at this particular time in Jamaica which was around the late 1930's.

RV: After a long illness when I was recuperating I started to do some voluntary work at the Institute of Jamaica. At that time all they had for young people and children was one or two book shelves in the very dull hole of Calcutta — the General Library as it existed then! It was really dull and very dark! It was not at all the sort of atmosphere in which children could relax and feel comfortable. I saw it as one of the areas in which the Institute certainly needed to do something. I spoke to Philip Sherlock, who was then Secretary of the Institute, about the lack of facilities for young people and he agreed that he would bring this to the attention of the Board. The Board suggested marking off a larger area in the General Library and making that available for the use of the children, employing somebody who would look after that specifically. I again brought forward the view that this really wasn't enough; there were so many areas in which young people were neglected in Jamaica.

JC: Had you been abroad and seen any work done with children; or were you influenced by the climate and needs of the times? It was the late 1930's when there had been disturbances in the West Indies, followed by the Royal Commission enquiry and a consequent social, political and cultural awakening.

RV: Well, yes. The moment this idea evolved and the Board accepted the principle that we should have something specific for young people, then I went to England at my own expense and did an extensive visit of libraries and institutions just to survey the scene and see what was happening in that area. Then I came back with a view to be employed at the Institute for this specific purpose. At that stage we made an appeal to the public for a separate building for the use of young people. When we made the appeal, there was a young man — a Dr. Callaghan who had died — and the trustees of the Callaghan bequest made available £1,000. This was specifically for the purchase of the land and the building. We persuaded the Jamaica Welfare Ltd., through the influence of Mr. Norman Manley, who was then their Chairman, to give a donation, I think it was £500. From that the land was purchased and the original centre was put up. Then I had the very exciting and interesting job of going round to all the schools in Kingston telling them about this very, very exciting idea that they were going to have their own centre. From the start we did not designate it as a juvenile library but we designated it as a Junior Centre. The concept of the Junior Centre was not that we were going to supply children with books only; the central part would be a library but also at the same time there would be developed a whole series of activities. You see, the thing was conceived to take care of the total human being, made up of mind, body and spirit. I looked at Jamaica, what we were doing was providing young people with the three R's, just the practical business, but nothing was being done about their creative faculties or integrating them into an atmosphere where there could be the growth of a total person.

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library. Over the years following, librarians within the Institute and outside of it had called for the establishment of a national library based on the West India Reference Library.

In 1972 the Library Sub-Committee of the Exploratory Committee of the Arts recommended that the West India Reference Library should be restructured, reorganized and financed to assume the full responsibilities and functions of the National Library of Jamaica. The Exploratory Committee on the Arts and Culture had been set up in 1972 by the Government of Jamaica to make proposals and recommendations for the island's cultural development. This Committee also recommended that a National Council on Libraries and Archives should be established with responsibility to prepare a national plan for libraries in Jamaica including the establishment of a National Library. The National Council on Libraries, Archives and Documentation was set up by the Government in 1974.

During this time the Institute of Jamaica saw the need to examine the future of its libraries. In April 1973 the Board of the Institute appointed a Library Committee to investigate the libraries and make recommendations for their restructuring and reorganisation to take on the full responsibilities of the National Library of Jamaica. The Library Committee recommended that the General Library be closed on November 30, 1973. The role of the General Library as a public lending library and general reference library had been decreasing ever since the establishment of the Jamaica Library Service. There had been cut backs in the activities of the General Library to lessen

duplication of the services being offered by that Library and those of the Kingston and St. Andrew Parish Library. The Committee's recommendation was accepted. Thereafter efforts were concentrated on the development of the West India Reference Library as the National Library.

The National Council on Libraries, Archives and Documentation Services for Jamaica with the assistance of UNESCO consultant, Dr. Dorothy Collings, produced a **Plan for a National Information System (NATIS) for Jamaica** in 1977. The Plan . . . strongly recommended that the West India Reference Library should be restructured and designated the National Library of Jamaica. These recommendations underscored the official and unofficial proposals and recommendations which had been voiced over the years. Legislation for the National Library had already been incorporated in a proposed amended Institute of Jamaica Law. The Institute of Jamaica Amendment Act passed in February 1978 gave the Institute of Jamaica the responsibility for establishment of a National Library for Jamaica.

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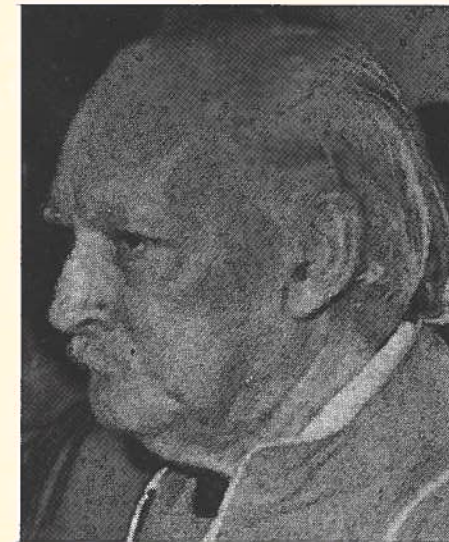
Unpublished reports, memoranda and other papers from the files of the West India Reference Library, Institute of Jamaica.

The JUNIOR CENTRES

an interview with Robert and Carmen Verity

by

Judith Cover
Part-time Lecturer,
Dept. of Library Studies,
U.W.I. Mona



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heard parts of the story. I remember hearing about some opposition to the setting up of the Junior Centre.

RV: Yes. I was just going to bring that up. The war broke out 2 days after I got back from England, and everybody was feeling — “Well boy, the war is started now, and how are we going to be able to start anything new.” One of the greatest achievements of the Junior Centre was that at a time when all through England and Europe nothing was being done in the sense that they had to close down, we opened what was almost a unique little Institute — The Junior Centre. There was an article in the Gleaner by the then Editor of “The Gleaner” which was headed “Give the Children bread.” The idea was, here we are in a war and you can’t even give the children bread and you’re thinking about giving them books. But in spite of this we took the leap of faith. We built the centre; I selected the initial stock of books, and spent every penny that we had in buying this initial stock, and it wasn’t much money. Luckily I had made that order when I was in England before the war had started so they actually did get out, and there were books there to start the centre. Now from the very beginning we tried to cater for the area of youth that had the most need. You will remember that education for all the children in the elementary schools stopped at around 13 to 14. We were feeling that we would be able to continue the development — cultural, reading habits, artistic, etc. — of that group. Also in the schools of Jamaica, art if it was taught at all, was very badly taught. You know the idea of very precise pencil drawings, of putting up still life sometimes with apples instead of oranges! Anyway we opened the Centre, this was one of the most exciting days of my life! I had been and spoken to the schools and told them the Centre was going to be opened for them.

JC: Did you only go to the schools in the immediate Kingston area or did you go further out into St. Andrew up as far as Halfway Tree for instance?

RV: Oh no, we went right up, and all around in St. Andrew.

JC: Was it high schools as well, or mainly primary schools?

RV: We went to both, and we worked through the Teachers Association too. We put out, I think, two or three notices in the papers for children between the ages of 10 and 18, because we decided that this was the age group for which we would cater. So any idea that it was a juvenile library for little children was not given, this was a youth centre. We made the age for registration to the library 10 to 18 and put a notice in the newspapers that we would be registering children who applied. Registration started at 9.00 a.m. and over 1,000 children queued up in East Street.

CV: I think the exact figure was 1,800.

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CV: Bob, didn’t you get some help from Ken Ingram then?

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JC: Yes, this is a very interesting thing. I’ve always been led to understand that there are a number of our major painters who went to the Junior Centre and were influenced there.

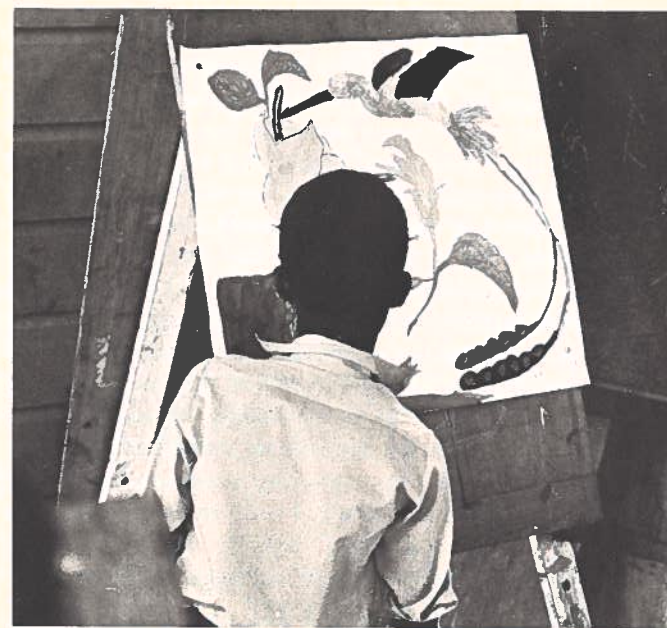
RV: Yes, that’s right; but at first it was peripheral in that our building was used for adult art classes at night and so we developed the whole painting movement.

JC: Wouldn’t this have been a forerunner to the Art School?

RV: Yes, the Art School directly evolved out of these classes that used to be held by Mrs. Edna Manley and some voluntary help. Anybody who showed any talent could come.

JC: Was Huie one of those?

RV: Yes, Huie was one, also Ralph Campbell and Daley. I could name you so many; then at that time we also started the art classes for children.



JC: The first in the West Indies I’m sure.

RV: Oh yes, it was the first in the West Indies certainly, and any child who showed any talent, we encouraged them to take a brush and try. From that we developed the art classes that used to meet 4 times a week. Then we

extended this to music, simple drama, dancing classes, and a big development was the Music Workshops which were started for children.

JC: Then you also had these massed choirs, were you with the Junior Centre then Carmen? I wondered at what stage you came in.

CV: Yes, almost at the beginning.

RV: But about the Music Workshops; at that time the Education Department was really doing very little about the music taught in Primary Schools. They had choirs and some teaching of singing but hardly by people who were equipped to do it. I knew that Mrs. Vidal Smith had been doing some quite wonderful work and I conceived the idea of having a concert for children in the primary schools. There was one concert a month in the Ward Theatre when we would just fill the Ward with children, and give them a really good concert of classical music, teaching them to listen at the same time. I also insisted that the last 15 minutes of every one of those concerts should be involved with Jamaican songs which would be taught to the children. Then that evolved into the music workshops in which at 4 sessions a week Mrs. Vidal Smith would give a master lesson to groups of 300 children from the primary schools who would be sent in with the singing teacher.

JC: Where did you hold these sessions?

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JC: Now where did you actually give these concerts?

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JC: What did you do about the others who helped? You would have had other assistance from outside.

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RV: Yes.

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CV: Bob has told you about this from his perspective, but I must tell it from mine too. I can remember as a child in the country hearing about the Institute of Jamaica. It

was a place where my father had found a lot of interesting things. He had always told us about such things as Capt. Morgan's comb. When we came to live in Kingston I didn't know about that shelf labelled 'Juvenile Library' in that dark hole Bob was talking about. All I did was sit in the car about 7 o'clock on the nights my father went into the library. We never ventured in because we thought it best not to try.

JC: There was a gate, and you couldn't get into the library if you hadn't paid your subscription.

RV: You are much too young to remember the system of issue. There was a round table that you had to swing around and laboriously write up each book in a large register. Incidentally the Junior Centre was the first institution in Jamaica to introduce the Dewey system, and also the Browne charging system. I brought that back from England.

CV: To go back to my story. I remember sometime in the 1940's somebody coming to school and talking about the Junior Centre. I was sitting at the back of the hall. He was very nervous; he had a paper that was shaking.

RV: I was confronted with a whole army of girls.

CV: A lot of us were there giggling in the back, not only because the paper was shaking. He was rather handsome too! Just around that time there was this cultural awakening. Nobody talks about it much now but it is very vivid in my mind. It was both cultural and political. There was a movement founded at the time called the Jamaica Youth Movement. A lot of young people were getting interested in things around. Rather than just listening to what other people had to say they began to question things and try to find answers. Bob, you were a member of the Jamaica Youth Movement.

RV: Yes, I was the Chairman.

CV: Perhaps you might not have even realised it but you might have been finding some of the answers at the time when the business of the Junior Centre came up. One day I remember three of us went into the Institute of Jamaica and I was telling my friends about Morgan's comb. While we were looking at it someone came up and led us to the balcony of the upstairs floor and he pointed across the street and said, 'You see that building, that's yours'. That was the first that we really became aware of the Junior Centre. I went there to work practically straight out of school. I was involved in the Junior Music and Youth Club at the time. All the girls and boys who wanted to help would go down and do voluntary work on Saturdays. We helped to write up cards and enroll children. Perhaps you remember Lucille Walrond, she is Lucille Mair now. She was at Wolmers at the time. Our present Minister of Education, Phyllis Macpherson Russell, and Ivy Baxter were all seniors at Wolmers. Some were members of the Junior Music and Youth Club and we flocked to the Junior Centre because we got a lot of inspiration there. There was a war on. Everything seemed to have been just going up in smoke. I felt that while all that was happening we had some-

thing really good. We could not go abroad to study, and some of us had wanted to go and do art and music abroad but could not because of the war. There was no art school or music school so the Junior Centre was really like a candle in a very dark world. When I was approached to work there I didn't really think I could cope; but I decided to try the job. I would try to impart to others as best I could some of the things in art and music which I had learnt.

JC: So you made use of the books to tell you how to do many of these things?

CV: The books were very useful. One of the things that I have tried to do all along is to help people to learn how to learn.

JC: Yes, I think this is one of the important things with that Junior Centre collection of 'How to do it' books—Art books, books on handicrafts, sewing, music etc. I don't think there is anywhere else in Jamaica that has such a nucleus.

CV: The whole business of children learning how to learn has always been in the centre of my mind. So many children do not seem to be able to make use of the materials they have around them. They have to be taught. There is a lot they can do without being taught. The Centre provides that sort of atmosphere. If you notice, when you came into the Centres, especially the one downtown, you didn't see nursery rhyme pictures on the wall. We tried to put the best that we had available in art on the walls there. The tables were not little tables for small children painted in blue and pink. They were solid mahogany and mahoe tables. We tried to create an atmosphere.

JC: Well you were not catering for the babies. You were catering really for the young peoples group.

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was a place where my father had found a lot of interesting things. He had always told us about such things as Capt. Morgan's comb. When we came to live in Kingston I didn't know about that shelf labelled 'Juvenile Library' in that dark hole Bob was talking about. All I did was sit in the car about 7 o'clock on the nights my father went into the library. We never ventured in because we thought it best not to try.

JC: There was a gate, and you couldn't get into the library if you hadn't paid your subscription.

RV: You are much too young to remember the system of issue. There was a round table that you had to swing around and laboriously write up each book in a large register. Incidentally the Junior Centre was the first institution in Jamaica to introduce the Dewey system, and also the Browne charging system. I brought that back from England.

CV: To go back to my story. I remember sometime in the 1940's somebody coming to school and talking about the Junior Centre. I was sitting at the back of the hall. He was very nervous; he had a paper that was shaking.

RV: I was confronted with a whole army of girls.

CV: A lot of us were there giggling in the back, not only because the paper was shaking. He was rather handsome too! Just around that time there was this cultural awakening. Nobody talks about it much now but it is very vivid in my mind. It was both cultural and political. There was a movement founded at the time called the Jamaica Youth Movement. A lot of young people were getting interested in things around. Rather than just listening to what other people had to say they began to question things and try to find answers. Bob, you were a member of the Jamaica Youth Movement.

RV: Yes, I was the Chairman.

CV: Perhaps you might not have even realised it but you might have been finding some of the answers at the time when the business of the Junior Centre came up. One day I remember three of us went into the Institute of Jamaica and I was telling my friends about Morgan's comb. While we were looking at it someone came up and led us to the balcony of the upstairs floor and he pointed across the street and said, 'You see that building, that's yours'. That was the first that we really became aware of the Junior Centre. I went there to work practically straight out of school. I was involved in the Junior Music and Youth Club at the time. All the girls and boys who wanted to help would go down and do voluntary work on Saturdays. We helped to write up cards and enroll children. Perhaps you remember Lucille Walrond, she is Lucille Mair now. She was at Wolmers at the time. Our present Minister of Education, Phyllis Macpherson Russell, and Ivy Baxter were all seniors at Wolmers. Some were members of the Junior Music and Youth Club and we flocked to the Junior Centre because we got a lot of inspiration there. There was a war on. Everything seemed to have been just going up in smoke. I felt that while all that was happening we had some-

thing really good. We could not go abroad to study, and some of us had wanted to go and do art and music abroad but could not because of the war. There was no art school or music school so the Junior Centre was really like a candle in a very dark world. When I was approached to work there I didn't really think I could cope; but I decided to try the job. I would try to impart to others as best I could some of the things in art and music which I had learnt.

JC: So you made use of the books to tell you how to do many of these things?

CV: The books were very useful. One of the things that I have tried to do all along is to help people to learn how to learn.

JC: Yes, I think this is one of the important things with that Junior Centre collection of 'How to do it' books—Art books, books on handicrafts, sewing, music etc. I don't think there is anywhere else in Jamaica that has such a nucleus.

CV: The whole business of children learning how to learn has always been in the centre of my mind. So many children do not seem to be able to make use of the materials they have around them. They have to be taught. There is a lot they can do without being taught. The Centre provides that sort of atmosphere. If you notice, when you came into the Centres, especially the one downtown, you didn't see nursery rhyme pictures on the wall. We tried to put the best that we had available in art on the walls there. The tables were not little tables for small children painted in blue and pink. They were solid mahogany and mahoe tables. We tried to create an atmosphere.

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... the first part of this work was written before his [the author's] return to the West Indies in the beginning of 1787; - a considerable part while he was there, and the remainder, with most of the notes, since his return to Great Britain in the autumn of 1792. (p.xxii).

It was published in two quarto volumes by John Stockdale of Piccadilly, in the latter half of 1793, and was at once enthusiastically greeted by the anonymous reviewer in the *Gentleman's Magazine*.

And although Mr. Long has, in our own time, in his excellent *History of Jamaica*, taken a very extensive view of the Western Hemisphere yet the fundamental materials of the work before us are entirely original, and considered either for novelty or magnitude, comprehends such a mass of intelligence, so interesting and instructive, that we cannot hesitate to place Mr. Edwards in the highest rank in the annals of the historic literature of Great Britain.¹⁵

High praise indeed, and this opinion seems to have been shared by the reading public. On 1 December 1793 Edwards wrote to Long from Southampton.

My Book has sold beyond expectation, and the printer presses hard for a corrected Copy, that a new edition may appear in the course of January. I doubt not that many errors and deficiencies have appeared to you on perusal, which I hope you have noted, and will have the goodness to point them out to me. We intend to have some engravings with the next edition, and I am thinking to prepare a supplemental volume to comprehend the History of Tobago and some account of the French Islands of St. Domingo Martinico and Guadaloupe and to fill it up with documents illustrative of former parts of the Book ... (Howard, p. 294).

It was, however, long past January before the second edition of 1794 (NUC 0044486; Sabin 21901; Cundall 1(c)) appeared, as the author's preface makes clear.



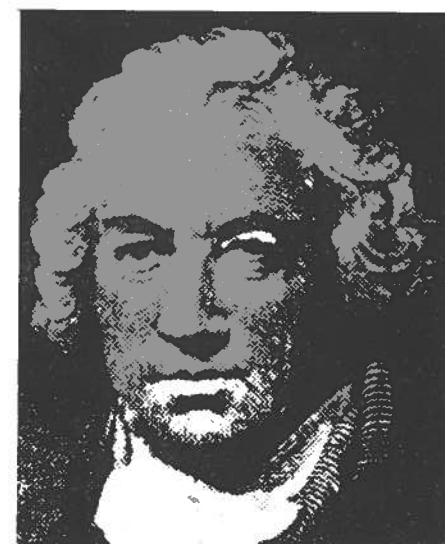
EDWARD LONG

- Bibliographical notes
on two Historians of Jamaica



BRYAN EDWARDS

by
Wesley McCann
Visiting Lecturer, Dept. of Library Studies,
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... the first part of this work was written before his [the author's] return to the West Indies in the beginning of 1787; - a considerable part while he was there, and the remainder, with most of the notes, since his return to Great Britain in the autumn of 1792. (p.xxii).

It was published in two quarto volumes by John Stockdale of Piccadilly, in the latter half of 1793, and was at once enthusiastically greeted by the anonymous reviewer in the *Gentleman's Magazine*.

And although Mr. Long has, in our own time, in his excellent *History of Jamaica*, taken a very extensive view of the Western Hemisphere yet the fundamental materials of the work before us are entirely original, and considered either for novelty or magnitude, comprehends such a mass of intelligence, so interesting and instructive, that we cannot hesitate to place Mr. Edwards in the highest rank in the annals of the historic literature of Great Britain.¹⁵

High praise indeed, and this opinion seems to have been shared by the reading public. On 1 December 1793 Edwards wrote to Long from Southampton.

My Book has sold beyond expectation, and the printer presses hard for a corrected Copy, that a new edition may appear in the course of January. I doubt not that many errors and deficiencies have appeared to you on perusal, which I hope you have noted, and will have the goodness to point them out to me. We intend to have some engravings with the next edition, and I am thinking to prepare a supplemental volume to comprehend the History of Tobago and some account of the French Islands of St. Domingo Martinico and Guadeloupe and to fill it up with documents illustrative of former parts of the Book ... (Howard, p. 294).

It was, however, long past January before the second edition of 1794 (NUC 0044486; Sabin 21901; Cundall 1(c)) appeared, as the author's preface makes clear.



EDWARD LONG

*- Bibliographical notes
on two Historians of Jamaica*



BRYAN EDWARDS

by
Wesley McCann
Visiting Lecturer, Dept. of Library Studies,
University of the West Indies, Mona



The sale of a large impression of this Work, in little more than twelve months, having induced the Book-seller to publish a second edition, I have availed myself of the opportunity of correcting several errors which had crept into the first; but I have not found it necessary to enlarge my Book with any new matter of my own, worthy of mention. The only additions of importance are a few notes and illustrations, with which the kindness of friends has enabled me to supply some of my deficiencies. (p. xxi).

The illustrations referred to are sixteen engravings which, with the explanatory notes to them, were issued separately in the same year (NUC 0044514; Cundall 1(d); not in Sabin), to enable owners of the first edition to supplement their copies. All but one of these plates is dated, the latest date being 13 December 1794, which suggests publication very late in that year. The date "25 April 1794" appears at the end of the preface to the second edition and this is taken by some (e.g. NUC 0044485) to be the date of the preface. However, in view of the author's statement quoted above that the first edition was sold out "in little more than twelve months", it seems much more probable that the date is that of a letter to the author from Richard Beckford which is reproduced at the end of the preface.

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rather than from written information, however, have I generally sought assistance, when my own resources have proved deficient . . .", and he continues in these terms.

On this occasion, neither the gratitude which I owe for favours bestowed, nor the pride which I feel from the honour of his friendship, will allow me to conceal the name of Edward Long, Esquire, the author of the *Jamaica History*, to whom I am first and principally indebted; and who, with the liberality which always accompanies true genius, has been careful to correct my errors, and assiduous to supply my defects, as if his own well-earned reputation had depended on the issue. (pp. xvii-xviii).

Perhaps the interest which Long took in Edwards' work and the fact of its immediate success is a further explanation of Long's reluctance to proceed with a second edition of his own work. Long certainly knew, at least by 1791, of Edwards' plans to publish a history. On 13 April of that year Thomas Dancer the botanist wrote to Long from Jamaica.

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In combining the two works in this way Crosby anticipated what Stockdale was to do a few years later. It seems that after the publication of the *Historical survey* Edwards began working on a revised edition of the *History*, which he did not live to complete. After his death his friend Sir William Young, a West Indian proprietor who was Governor of Tobago from 1807-1815, edited a third volume of supplementary material which Stockdale published in 1801 in a single quarto volume in two different versions. One has a title page describing the book as volume three of the *History* (NUC 0044484; Sabin 21901; Cundall 1(i)), intended no doubt for purchase by those who already owned the two volumes of the first or second edition; the other version has a title page listing the contents of the volume without reference to the larger work (NUC 0044482; Sabin 21895; Cundall 2(b)). The contents of both versions are printed from the same setting of type. This volume contains Edwards' "Historical survey of *St. Domingo*" with a new preface dated 1800, his "Observations on . . . the maroon negroes of the island of *Jamaica*" which had originally been published as an introduction to *The proceedings of the Governor and Assembly of Jamaica in regard to the maroon negroes* . . . London, 1796 (NUC 0044519; Sabin 21893; Cundall 3(b)) and his unfinished "History of the war in the West Indies, from its commencement in February 1793", together with various appendices to the original work. This volume also contains the "Sketch of the author's life written by himself a short time before his death", and Young's own "Tour through the several islands of Barbados, *St. Vincent*, *Antigua*, *Tobago* and *Grenada*, in

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an active hatred of France and its peoples, a hatred shown both in their writings and their actions. It is a national disease and in general the English in their unfortunate egoism think themselves poor patriots if they do not display ill-will towards all other nations.

He goes on,

M. Bryand, in spite of his moderation, cannot entirely escape the influence of his countrymen and at times he shows himself to be a true Englishman; he is unfair to us and treats us with contempt, and credits us with feelings which we have never had. In acting as his translator we would not wish it thought that we share his beliefs. [My translation]

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London edition of 1801 (NUC 0044493; Sabin 21901; Cundall 1(l)).²¹ This contains also a "General description of the *Bahama Islands*" by Daniel McKinnen (or McKinnon).²² An interesting feature of this edition is the fact that it was published by subscription. This was a system popular in the eighteenth century (and occasionally still used today) by which the publisher sought to raise some money before undertaking the expense of production. To do this he would solicit subscriptions from individuals or other members of the book trade who would agree to take a certain number of copies and usually pay all, or at least a part, of the cost of each copy in advance. This gave the publisher the means to go ahead with publication, and the book when ready would be distributed to the subscribers, and possibly also sold to others at a higher price. The names of the subscribers were usually listed in the finished book. Heading the list of 191 subscribers in this edition, who between them undertook to purchase 240 copies, is "His Excellency T. Jefferson, Esq. LLD President of the United States of America". (Also included are four American insurance companies, making this an early example of the support of a publication by commercial interests which is a feature of scholarly publishing in the United States). In a letter from the publisher to Jefferson written in early 1805 we are told a little of the circumstances surrounding this particular example of publication by subscription.²³ Humphrey wrote to Jefferson:

The liberty I have taken of addressing to your Excellency the within proposals for Edward's *W. Indies* . . . I trust will not be considered as too intrusive. On a former occasion, proposing to publish Edwards' *West Indies*, I was honoured with your Excellency's Signature to my subscription list — The third Volume being then not published I declined persuing it. Being now in possession of the whole Work, I have again issued proposals for it, and shall think myself flattered by your Excellency's patronage and approbation of it . . .

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same year when he had it bound in full calf at a cost of five dollars. Unfortunately Jefferson's copy has not survived, although it was among those of his books which were purchased by the Library of Congress in 1815, presumably having been destroyed in the fire of 1851. In 1810 other American editions of Edwards' **History** were issued at Baltimore (Sabin 21901; Cundall 1(m); not in NUC), Charleston (NUC 0044498; Sabin 21901; not in Cundall), and Philadelphia, (NUC 0044500; Sabin 21901; Cundall 1(n)).

Stockdale himself issued a fourth edition in 1807 (NUC 0044495; Sabin 21901; Cundall 1(k)) in three octavo volumes like that of 1801. In 1814 Stockdale died and it was left to another firm, G. and W. B. Whittaker, in company with no fewer than thirteen other publishers, to bring out the fifth and final edition in five octavo volumes in 1819 (NUC 0044504; Sabin 21901; Cundall 1(o)). Although the title pages of the five volumes all read "with maps and plates" these were in fact issued in a separate quarto volume dated 1818. (Neither this volume nor the plates were included in the 1966 photolithographic reprint of this work (see note 2)). The first three volumes of this edition reproduce the text of the fourth London edition of 1807. The two remaining volumes contain the anonymous "continuation to the present time" which Sabin says is the work of Sir William Young who, it will be remembered, was responsible for the third edition of 1801. However Sabin gives no authority for this assertion, nor does Young's biographer in the **DNB** make any reference to this considerable undertaking. Whoever may have been responsible for the continuation was conscious that, despite his efforts, the entire work would always be associated with Edwards' name. He reconciled himself to obscurity writing thus in the preface:

To make additions to a building which has been erected by another architect, however able may be the person by whom those additions are made, is a task the performance of which but little reputation is likely to be acquired . . . It is the same with respect to works of literature.

The continuation consists of the completion of the chapters on the War, a description of colonies newly ceded to Britain, an account of the debate on the slave trade, and a selection of official documents. Some of Edwards' poems are included, and, for the first time in any of the editions so far noted and to the de-

light of librarians and readers, an index to the entire work is provided.

NOTES AND REFERENCES

1. NUC 0469909; Sabin 41871. Throughout this article reference is made to the description of the works of Long and Edwards in the following standard sources: **National union catalog: pre-1956 imprints** (citing for ease of reference the consecutive numbers given to each item), Joseph Sabin, **A dictionary of books relating to America from discovery to the present time**, 29 vols. (New York, 1868-1936), and for Edwards alone, Frank Cundall, **Historic Jamaica** (London, 1915, reprinted New York, 1971), pp. 313-7.
2. Long — London, Frank Cass, 1970, with a new introduction by George Metcalf; Edwards, 5th edition 1819 — New York, AMS press, 1966.
3. Elsa V. Goveia. **A Study on the historiography of the British West Indies to the end of the nineteenth century** (Mexico, 1956).
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8. **Gent. Mag.**, vol. XLIV (August 1774), p. 378.
9. **Gent. Mag.**, vol. LXXXIII, pt. 1 (1813), p. 659.
10. T.F. Didbin, **The Library companion** . . . , 2nd edition (London, 1825) p. 479.
11. **Gent. Mag.**, vol. LXXXIII, pt. 2 (1814), pp. 215-6. The friend signs himself "M.S."
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17. BM Add MS 22678, fol. 58, quoted in Ingram **Sources**, no. 928 (p. 940).

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same year when he had it bound in full calf at a cost of five dollars. Unfortunately Jefferson's copy has not survived, although it was among those of his books which were purchased by the Library of Congress in 1815, presumably having been destroyed in the fire of 1851. In 1810 other American editions of Edwards' *History* were issued at Baltimore (Sabin 21901; Cundall 1(m); not in NUC), Charleston (NUC 0044498; Sabin 21901; not in Cundall), and Philadelphia, (NUC 0044500; Sabin 21901; Cundall 1(n)).

Stockdale himself issued a fourth edition in 1807 (NUC 0044495; Sabin 21901; Cundall 1(k)) in three octavo volumes like that of 1801. In 1814 Stockdale died and it was left to another firm, G. and W. B. Whittaker, in company with no fewer than thirteen other publishers, to bring out the fifth and final edition in five octavo volumes in 1819 (NUC 0044504; Sabin 21901; Cundall 1(o)). Although the title pages of the five volumes all read "with maps and plates" these were in fact issued in a separate quarto volume dated 1818. (Neither this volume nor the plates were included in the 1966 photolithographic reprint of this work (see note 2)). The first three volumes of this edition reproduce the text of the fourth London edition of 1807. The two remaining volumes contain the anonymous "continuation to the present time" which Sabin says is the work of Sir William Young who, it will be remembered, was responsible for the third edition of 1801. However Sabin gives no authority for this assertion, nor does Young's biographer in the *DNB* make any reference to this considerable undertaking. Whoever may have been responsible for the continuation was conscious that, despite his efforts, the entire work would always be associated with Edwards' name. He reconciled himself to obscurity writing thus in the preface:

To make additions to a building which has been erected by another architect, however able may be the person by whom those additions are made, is a task but the performance of which but little reputation is likely to be acquired . . . It is the same with respect to works of literature.

The continuation consists of the completion of the chapters on the War, a description of colonies newly ceded to Britain, an account of the debate on the slave trade, and a selection of official documents. Some of Edwards' poems are included, and, for the first time in any of the editions so far noted and to the de-

light of librarians and readers, an index to the entire work is provided.

NOTES AND REFERENCES

1. NUC 0469909; Sabin 41871. Throughout this article reference is made to the description of the works of Long and Edwards in the following standard sources: *National union catalog: pre-1956 imprints* (citing for ease of reference the consecutive numbers given to each item), Joseph Sabin, *A dictionary of books relating to America from discovery to the present time*, 29 vols. (New York, 1868-1936), and for Edwards alone, Frank Cundall, *Historic Jamaica* (London, 1915, reprinted New York, 1971), pp. 313-7.
2. Long — London, Frank Cass, 1970, with a new introduction by George Metcalf; Edwards, 5th edition 1819 — New York, AMS press, 1966.
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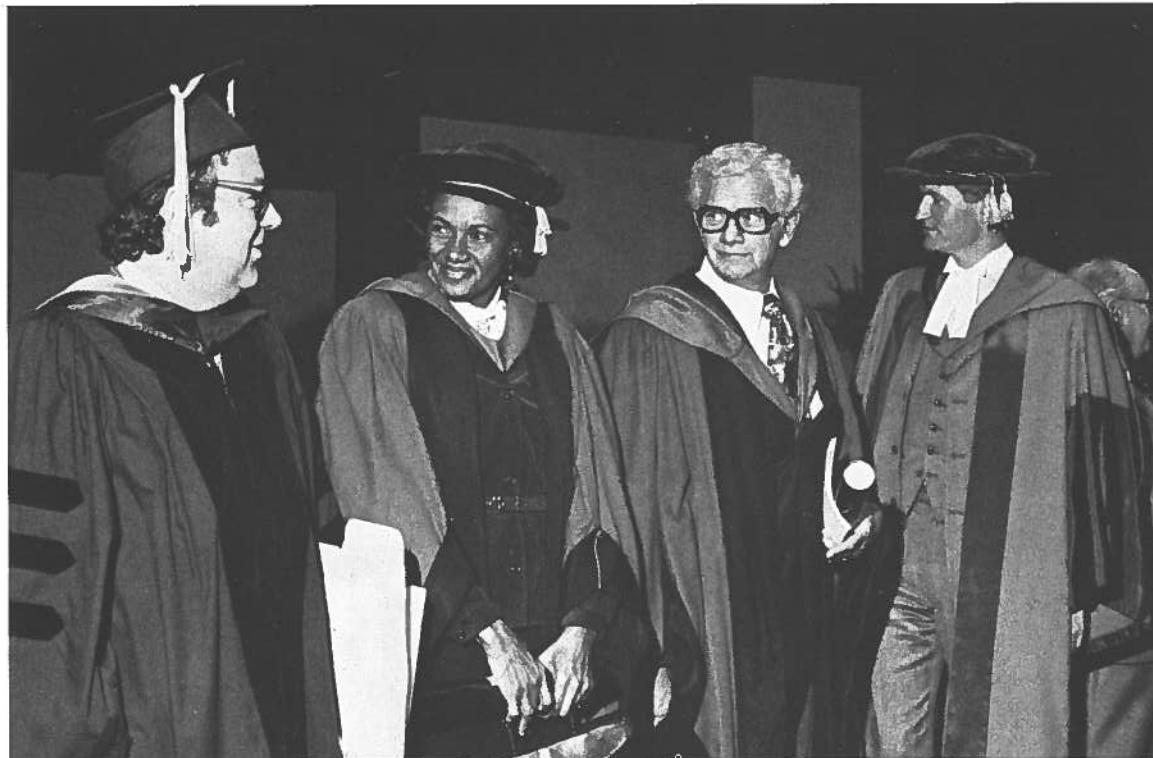
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JOYCE ROBINSON HONoured

BY DALHOUSIE UNIVERSITY



Left to right - Dr. Henry Hicks, President of Dalhousie University, the honorary graduates: Dr. Joyce Robinson, Dr. Hugh Noble and Dr. Maurice Van Vliet.

As part of the celebration of the tenth anniversary of its School of Library Science, Dalhousie University awarded an honorary Doctor of Laws degree to Joyce Lilieth Robinson, distinguished Jamaican librarian and executive director of the JAMAL Foundation.

The doctorate was conferred on Mrs. Robinson at Dalhousie's fall convocation on October 19th, 1979. The citation read as follows:

"Mr. President:

I am honoured to present Joyce Lilieth Robinson, distinguished librarian and guiding light of her native Jamaica's programme to rid the island of the darkness of illiteracy.

To make honourable note of her role in developing and directing the National Library Service of Jamaica over a career of thirty years, and to further note her contributions to Jamaica's national literacy programme, I ask on behalf of the Senate, Mr. President, that you confer upon her the degree of Doctor of Laws, *honoris causa*.

Joyce Lilieth Robinson, C.D., M.B.E., F.L.A.

Joyce Robinson has played a major role in the bringing of the written word to the people of Jamaica. Born in St. James, Jamaica, she was educated at St. Simon's College, Kingston, and at North-Western Polytechnic, London. She taught briefly at her alma mater, St. Simon's, then entered the Jamaica Library Service in 1950, rising steadily to become in 1957, Director of that Service, a post she held for the next twenty years. She then served informally as Director of the National

Literacy Programme from 1973 until 1976 when she was formally appointed to the same post within the JAMAL Foundation. The target of JAMAL is to teach 500,000 people to read and write; so far 190,000 adults have achieved literacy. Joyce Robinson has served as Chairman of the Board of Management of Jamaica's National Library, as a member and Vice-Chairman of UNESCO's International Advisory Committee on Documentation; as President (twice) and several times Vice-President of the Jamaica Library Association; as President of the National Y.W.C.A. of Jamaica; as member of the Board of Governors of three of Jamaica's schools and as member of several Jamaican delegations to various United Nations sessions and committee and conference meetings. She has been honoured in her own country as a Commander of the Order of Distinction and abroad as an Honorary Vice-President (for life) of the Library Association of the United Kingdom. Her Majesty the Queen honoured her as long as twenty years ago when Mrs. Robinson was made a Member of the British Empire for her contribution to the development of the Jamaica Library Service "

NOVA SCOTIAN LINKS WITH JAMAICA

The following excerpt from an article "Links with Jamaica" was written by Lorna Inness and appeared in the local newspaper the *Mail-Star* on October 19, 1979.

It stresses the long association and spirit of cooperation which have characterized the relationship between the Jamaican Library profession and librarians in Nova Scotia.

"At its fall convocation today, Dalhousie University will award three honorary degrees, one of which will be presented to Mrs. Joyce Lilieth Robinson, M.B.E., executive director of the JAMAL Foundation in Jamaica. Mrs. Robinson, a former director of the Jamaica Library Service, has pioneered work to eradicate illiteracy on the island.

While the award of the honorary degree is an acknowledgement of her work, it is yet another link between Nova Scotia and the West Indies island in the field of library work, a story which spans almost four decades.

A key figure in the development of public library systems in both Nova Scotia and Jamaica was Nora Bateson, a pioneer in the organization of regional and branch libraries in the Maritimes.

Nora Bateson was born in Lancashire, England, in 1896. She graduated from Manchester University and then went to the United States where she graduated from Pratt Institute Library School, Brooklyn. She worked at libraries in Ontario and British Columbia. In 1933 she was lecturing at the McGill Library School when she was invited to set up a Carnegie Corporation funded public library system on Prince Edward Island.

In the course of her work, Nora Bateson frequently visited Nova Scotia and she became intensely interested in the work of the Antigonish Movement. In 1937, when the Nova Scotia government approved a survey of library facilities, Nora Bateson was appointed to undertake the work.

Nora Bateson continued to work for libraries in Nova Scotia until 1945. Subsequently she worked in the United

States and New Zealand, returning to England where she died in 1956.

In 1944, Miss Bateson was invited by the government of Jamaica to survey library conditions on the island and she was granted a leave of absence from her post as director of libraries in Nova Scotia.

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Following publication of her report, the British Council offered to help the Jamaican government provide a public library service based on Nora Bateson's recommendations and the Jamaica Library Service came into being in 1948. Its story since then has been one of remarkable development with which Nova Scotia has continued to be linked. As examples:

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LONG AND EDWARDS

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20. I am grateful to Mr. Stephen Catlett, Assistant Mss. Librarian of the American Philosophical Society Library, Mr. F.H. Thompson, Assistant Secretary of the Society of Antiquaries of London, and Mr. L.P. Thompson, Assistant Librarian of the Royal Society for kindly checking the membership records of their respective societies for me and in each case supplying me with documentary evidence of Edwards' election.

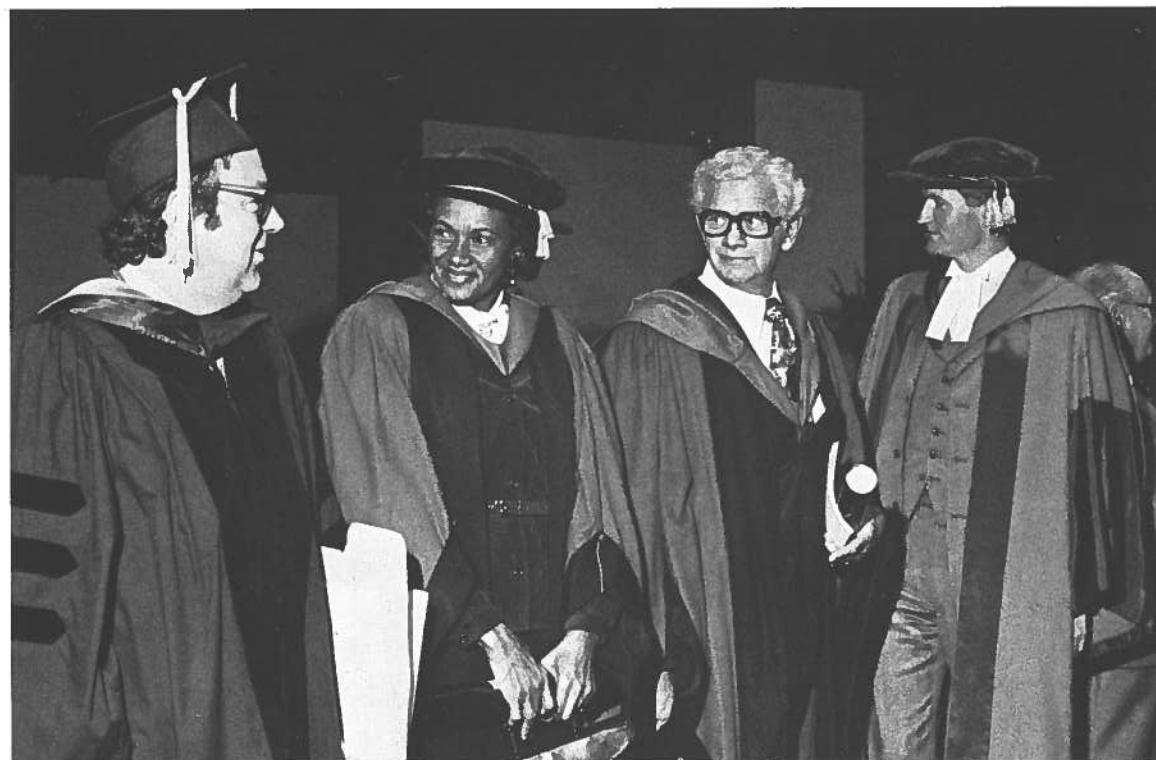
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LIBRARY AUTOMATION

by
Graham K. L. Chan
Co-ordinator, Technical Services,
Library, U.W.I., Mona

INTRODUCTION

Librarians often regard automation either as a panacea to solve all their problems or as a monster to be resisted at all costs. Both attitudes stem from an ignorance of what automation involves, what a computer is, and what it can or cannot do, and both attitudes are equally harmful. The computer is not some kind of artificial brain that can do anything one wants at the touch of a button. In fact, it is an unintelligent drudge that must be given absolutely precise and logical instructions as to what it is to do. It will then do exactly what it has been told quickly, tirelessly, and accurately, but it cannot think for itself, and if it has been told to do the wrong thing it will do just that. For example, it can add up a long column of figures in a fraction of a second, but if it has not been told to print the result it will not do so. The things it does best are routine, repetitive jobs such as counting, sorting, listing, and duplicating. The more complicated a job is, the more difficult and expensive it will be to automate it, and it is unlikely that any job requiring value judgements, intuition, or ad hoc decisions can be performed successfully by a computer.

The types of operations for which computers are commonly used can be divided into two main groups: clerical routines and information retrieval.

1. Clerical Routines

A great deal of library work consists of mundane, repetitive, clerical operations such as typing, sorting, and filing catalogue cards, order records, or loan records. These are prime candidates for automation, as they are not only highly amenable to it but also are often major problem areas in a library. Backlogs and bottlenecks commonly occur in these areas, as when they are performed by human beings they are extremely time-consuming, highly susceptible to error, and dreadfully boring. Computers can do this kind of work far more quickly and accurately than human beings, they can work much longer hours (many computer installations operate continuously 24 hours a day), they never get bored, never go off sick or on vacation or on strike, should only occasionally need to be

stopped for repairs, and normally have a much greater capacity than any manual system to accommodate an increase in workload without requiring any additional resources. Moreover, computers can often provide additional benefits at little or no extra cost which in a manual system would require a great deal of additional clerical work and additional staff. Examples of these are:

- (i) improved statistics: a computer can easily count everything it does and every item of information it handles, as well as calculating totals, averages, etc., so that it can provide a wide range of statistics as a by-product of its routine operations, e.g. the number or value of books ordered per day, week, month, or year, broken down by fund number, bookseller, publisher, etc.
- (ii) accessions lists and special catalogues or indexes (either of parts of the total holdings or in specialised formats, e.g. KWIC indexes) all generated from the same input records.

2. Information Retrieval

Computers can also be used to provide information retrieval tools and services. Many organisations which publish bibliographic reference works, such as abstracting and indexing journals, use computers to perform routine clerical operations similar to those mentioned above, to perform page justification, and for computer type-setting. Computers have in fact made possible the publication of some types of reference works which, because of the enormous amount of clerical work involved, would have been impracticable on any large scale if conventional manual methods were used, for example keyword and citation indexes.

The use of computers in this way requires the conversion of the bibliographic information to machine-readable form; that is, a form which can be read and handled by computers. Stores of such information, referred to as data bases, can

be used not only to produce printed publications but also as information retrieval tools in their own right. For example, by entering a search request containing a suitable combination of index terms, the computer can be made to search the data base and print out or display on a screen a list of matching references. Many organisations now offer their products in both printed and machine-readable form; for example, the Library of Congress MARC data base consists of reels of magnetic tape on which is recorded the information appearing on Library of Congress printed cards. The cards are produced from the tapes, and customers can purchase either. Similarly, the abstracting journal **Chemical Abstracts** can be purchased either in printed form or in machine-readable form. The major advantages of machine-readable data bases are that, with well-designed computerised search systems, a large data base can be searched much more quickly and efficiently than the equivalent number of printed volumes, and the data base is normally more up to date than the printed volumes.

Libraries can gain access to machine-readable data bases in three ways:

- (i) they can purchase them for use with their own computers
- (ii) they can construct their own
- (iii) they can subscribe to a system in which anyone paying the necessary fee can search a data base held in a single remote location, either by mailing the search request or by using an on-line terminal which is in direct communication with the data base via telephone lines. Some of these systems are commercial ones, such as the DIALOG system, which offers many different data bases acquired from the original producers. Some systems are formed by a network of co-operating libraries which all contribute to the cost of maintaining a shared data base. The OCLC system is an example of such a network, the

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LIBRARY AUTOMATION

by
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INTRODUCTION

Librarians often regard automation either as a panacea to solve all their problems or as a monster to be resisted at all costs. Both attitudes stem from an ignorance of what automation involves, what a computer is, and what it can or cannot do, and both attitudes are equally harmful. The computer is not some kind of artificial brain that can do anything one wants at the touch of a button. In fact, it is an unintelligent drudge that must be given absolutely precise and logical instructions as to what it is to do. It will then do exactly what it has been told quickly, tirelessly, and accurately, but it cannot think for itself, and if it has been told to do the wrong thing it will do just that. For example, it can add up a long column of figures in a fraction of a second, but if it has not been told to print the result it will not do so. The things it does best are routine, repetitive jobs such as counting, sorting, listing, and duplicating. The more complicated a job is, the more difficult and expensive it will be to automate it, and it is unlikely that any job requiring value judgements, intuition, or ad hoc decisions can be performed successfully by a computer.

The types of operations for which computers are commonly used can be divided into two main groups: clerical routines and information retrieval.

1. Clerical Routines

A great deal of library work consists of mundane, repetitive, clerical operations such as typing, sorting, and filing catalogue cards, order records, or loan records. These are prime candidates for automation, as they are not only highly amenable to it but also are often major problem areas in a library. Backlogs and bottlenecks commonly occur in these areas, as when they are performed by human beings they are extremely time-consuming, highly susceptible to error, and dreadfully boring. Computers can do this kind of work far more quickly and accurately than human beings, they can work much longer hours (many computer installations operate continuously 24 hours a day), they never get bored, never go off sick or on vacation or on strike, should only occasionally need to be

stopped for repairs, and normally have a much greater capacity than any manual system to accommodate an increase in workload without requiring any additional resources. Moreover, computers can often provide additional benefits at little or no extra cost which in a manual system would require a great deal of additional clerical work and additional staff. Examples of these are:

- (i) improved statistics: a computer can easily count everything it does and every item of information it handles, as well as calculating totals, averages, etc., so that it can provide a wide range of statistics as a by-product of its routine operations, e.g. the number or value of books ordered per day, week, month, or year, broken down by fund number, bookseller, publisher, etc.
- (ii) accessions lists and special catalogues or indexes (either of parts of the total holdings or in specialised formats, e.g. KWIC indexes) all generated from the same input records.

2. Information Retrieval

Computers can also be used to provide information retrieval tools and services. Many organisations which publish bibliographic reference works, such as abstracting and indexing journals, use computers to perform routine clerical operations similar to those mentioned above, to perform page justification, and for computer type-setting. Computers have in fact made possible the publication of some types of reference works which, because of the enormous amount of clerical work involved, would have been impracticable on any large scale if conventional manual methods were used, for example keyword and citation indexes.

The use of computers in this way requires the conversion of the bibliographic information to machine-readable form; that is, a form which can be read and handled by computers. Stores of such information, referred to as data bases, can

be used not only to produce printed publications but also as information retrieval tools in their own right. For example, by entering a search request containing a suitable combination of index terms, the computer can be made to search the data base and print out or display on a screen a list of matching references. Many organisations now offer their products in both printed and machine-readable form; for example, the Library of Congress MARC data base consists of reels of magnetic tape on which is recorded the information appearing on Library of Congress printed cards. The cards are produced from the tapes, and customers can purchase either. Similarly, the abstracting journal **Chemical Abstracts** can be purchased either in printed form or in machine-readable form. The major advantages of machine-readable data bases are that, with well-designed computerised search systems, a large data base can be searched much more quickly and efficiently than the equivalent number of printed volumes, and the data base is normally more up to date than the printed volumes.

Libraries can gain access to machine-readable data bases in three ways:

- (i) they can purchase them for use with their own computers
- (ii) they can construct their own
- (iii) they can subscribe to a system in which anyone paying the necessary fee can search a data base held in a single remote location, either by mailing the search request or by using an on-line terminal which is in direct communication with the data base via telephone lines. Some of these systems are commercial ones, such as the DIALOG system, which offers many different data bases acquired from the original producers. Some systems are formed by a network of co-operating libraries which all contribute to the cost of maintaining a shared data base. The OCLC system is an example of such a network, the

data base being derived partly from MARC tapes and partly from records contributed by the participating libraries.

In all of these systems the original bibliographical information (catalogue records, abstracts, index terms, etc.) must be compiled by human beings, as must the search requests used to retrieve the information. However, systems have been devised in which the computer itself creates some of this information, for example, by scanning the text of a document or an abstract the computer automatically selects terms to be used as index terms on the basis of the frequency of occurrence and the position of these terms in the text. Most of these systems are only experimental and the quality of their performance is a matter of some controversy. None have yet gained any great acceptance in libraries and they are unlikely to be of more than academic interest to libraries in Jamaica.

PROBLEMS

When considering automation, a librarian should always begin by asking what it is he really wants and why. Many librarians simply expect an automated system to produce exactly the same things as their existing manual system, and they never consider logically and objectively whether this is really what is needed or what alternatives could be adopted. For example, the librarian may require the system to continue producing catalogue cards with full bibliographic details printed in upper and lower case. This can be done, but it is usually cheaper and easier to use computers to produce book-type catalogues containing short entries in upper case only, and for most libraries this would be perfectly adequate. Automation should in fact be preceded by an analysis of what the library is currently doing and of what it should or could be doing. In many instances this will uncover operations, records, and files which can be abandoned, either because they are totally unnecessary or because they are so rarely needed that they are not worth the effort put into them. It may also reveal needs which are not being met by the existing system and needs which could be met by alternative methods. Throughout this process the librarian must keep an open mind and be amenable to change, sometimes radical change. He must be prepared to question and perhaps abandon ideas, methods, and traditions which he has unhesitatingly accepted for many years, and if he is unwilling to do so there is little chance of success.

Provided the librarians have the necessary psychological attitudes, it should be possible to carry out successful automation projects in Jamaica, but one should never expect automation to be easy, and there are several special problems which may limit what can be done here. These can be grouped into three broad categories: personnel, equipment, and finance.

1. Personnel

It is unwise for librarians to embark on automation without having a good knowledge of what it entails, what can be done, and how it can be done. It may not be realistic to expect librarians to program and implement an entire system alone (although an increasing number of librarians can do so), but they should know enough to be able to recognise possible areas for automation, to specify in detail what the system should do, to judge what is most suited to their needs and what is unnecessary or impracticable, and to know what information and instructions they should give to the programmers and systems analysts who are to construct the system. Unless they can do this they are likely to get a system which does not do what they want and is difficult to change. Some librarians in Jamaica know something about automation, but few know enough, and of these even fewer are in a position to put their knowledge to use.

This is the greatest obstacle to library automation in Jamaica at present. However, it is a normal stage of library development through which even the highly developed countries have had to pass, and in time it can be expected to improve. The process can be encouraged by providing opportunities for librarians to take courses at local institutions, such as CAST and UWI. These should be courses which are not merely descriptive but involve actual use of computers and some computer programming. Librarians may not be expected to become fully-fledged computer programmers, but some training in programming is the best way of equipping the librarian with the knowledge he needs. As a recent textbook states:

"In order to understand fully the capabilities and limitations of the computer, the user needs to have a knowledge in depth of its characteristics, of the way it works and of the assumptions it makes. It is not suggested that a librarian who is not an experienced computer programmer will be unable to cope

with a computer system. Nevertheless, the librarian who has no knowledge whatsoever of the programmer's art will almost certainly be at a severe disadvantage."¹

In addition to local courses, there may be opportunities to study abroad, but while there is no harm in taking these opportunities, they are unlikely to be of much use, as they are usually too short to be able to provide the necessary depth and are rarely intended to be more than descriptive. Moreover, courses are likely to be conducted by people who have little or no experience of working in developing countries, know nothing about the special problems in those countries, and concentrate on the latest and most complex systems which are unsuitable for developing countries.

Similarly, foreign experts who are asked to come to Jamaica to advise on automation may be more of a hindrance than a help. Again, they rarely have any significant experience of working in developing countries, and they usually do not have the time, the ability, or the inclination to identify and analyse the local problems and needs. The result is that they commonly either recommend whatever system they happen to be most familiar with, or they make the same fairly obvious recommendations which the local librarians could have made themselves.

2. Equipment

Any kind of machinery used in Jamaica is likely to suffer from frequent breakdowns, lack of spare parts, and inadequate servicing. The more sophisticated the machinery, the greater the problems are likely to be. Consequently, not only in relation to automation but in all his operations a librarian should keep his equipment requirements as simple as possible, and he should try to avoid using any equipment produced by firms which have no local branch or agent to provide servicing. Standard punched card input and print-outs in upper case only should be adequate for most purposes. This should also help to minimise costs and the amount of staff training required.

However, even with relatively simple equipment it is unwise to automate any function where quick and frequent updating is required, such as circulation control. This is not only because of the likelihood of equipment breakdowns but also because of the unreliable electricity supply. Unless a standby electricity

generator is available, any automated system will inevitably suffer frequent disruption by power cuts. Remote on-line systems involving searching of data bases, such as DIALOG or OCLC, are likely to be further hampered by extremely high telecommunications costs and inadequate telephone service.

3. Finance

Eventually the recurrent costs of an automated system may be absorbed into the regular library budget when it no longer has to support the superseded manual system, but most automation projects require at least some additional capital funds initially, especially if, as frequently happens, both the old manual system and the new automated system have to be operated simultaneously during a transition period. The funds required may not always be very large, but there is often a psychological problem because the expenditure required is highly visible whereas the benefits are not. Also, while a librarian may never think of the cost of his existing manual system, as it is diffused and hidden among such factors as staff, overheads, space, and stationery, he may balk at spending money on data processing equipment, keypunching, computer time, etc. As one writer has put it, one of the basic laws of library automation is that "the less a librarian knows about the cost of his own conventional system the more he will want to know about the cost of someone else's mechanised system."²

Moreover, no matter how small the additional sum required, it is likely to be very difficult to obtain as long as the present economic situation continues. This has inevitably led to an increasing dependence on foreign aid in various areas of library development including automation. However, although this has been given generously and has been of great benefit in some instances, it is not always appropriate and should not be accepted blindly. Sometimes foreign aid is dependent on the adoption of highly sophisticated systems which are not really what are needed and cannot be funded locally once the foreign aid has been exhausted. It is folly to accept such a system merely to avoid missing out on the foreign aid. Moreover, there often seems to be an unhealthy tendency for local librarians automatically to look to foreign aid, foreign systems, and foreign experts for the solutions to their problems and the development of new services, without seriously attempting to analyse the real local needs or to devise methods of meeting those needs from the

local resources. Foreign aid can be of great value but it should always be used for the systems and developments that the local needs demand, not simply for those which the foreign aid donor wants to give, and it should not be considered unless at least the recurrent costs can be met locally.

CURRENT AUTOMATION ACTIVITY

Library automation in Jamaica has so far chiefly affected the provision of reference and information services, probably for two main reasons. Firstly, foreign aid has been available to support several such projects, and secondly although the systems being used are often highly sophisticated, a library can implement them and provide new information retrieval tools and services without disturbing any of its major routine operations such as acquisitions, cataloguing, or circulation. Automation of these latter operations is usually a large-scale undertaking, which may require considerable reorganisation, retraining of staff, conversion of existing manual files to machine-readable form, and extensive testing of the new system. As far as I know, no library in Jamaica has yet attempted this, although proposals for using the OCLC system for cataloguing in the UWI library with funding from U.S. A.I.D. have been under consideration for some time.

The most sophisticated information retrieval system currently being used is DIALOG, currently being used experimentally at EDIAC (Ministry of Education) and the UWI Development & Planning Unit, in both cases with financial assistance from U.S. A.I.D. Users' terminals are used to search data bases held in the DIALOG computer in California via telephone lines. Another relatively new computer-produced retrieval tool is the KWIC index to the *Daily Gleaner* published by the West India Reference Library. The data for this is keypunched in the library and the programs are run by IBM. The system was described in detail elsewhere.³ Keyword indexes are also being compiled at UWI, where ISER is indexing *Social & Economic Studies* and the Medical Library is indexing the *West Indian Medical Journal*. These indexes will be produced by a set of programs which are run on the University's computer and generate KWOC indexes with up to two lines of printing for each entry.

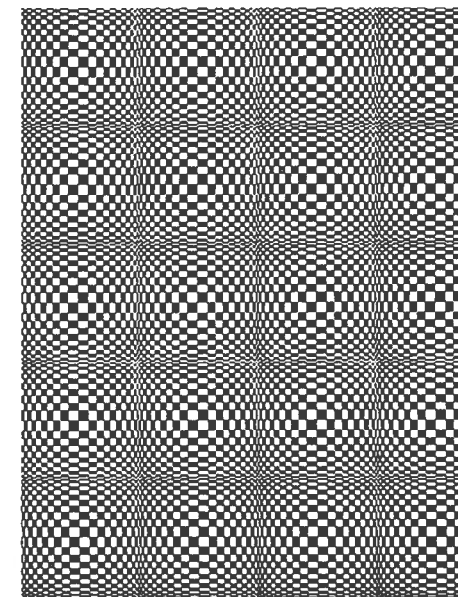
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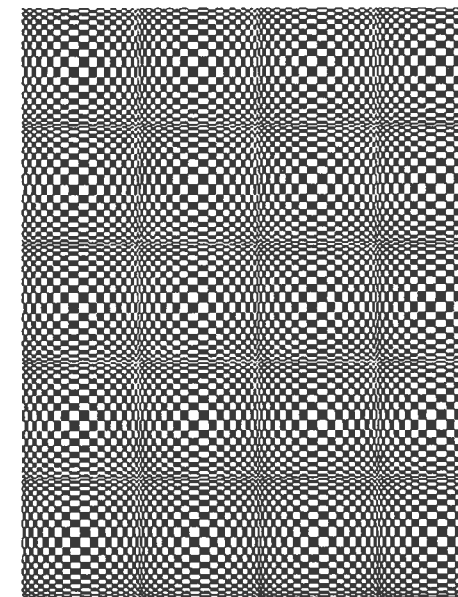
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THE SCIENCE AND TECHNICAL INFORMATION NETWORK

by
Stephanie Ferguson
Chairman, Standing Committee,
Science & Technology Information Network

The "Plan for a National Documentation Information and Library System for Jamaica" which was formulated by the National Council on Libraries, Archives and Documentation Services (NACOLADS) in 1977 and accepted by government, proposed a National Information System for Jamaica. The model proposed envisaged the organization and integration of libraries, documentation centres and other information units into a number of specialized sub-systems to form a network of information systems co-ordinated at the national level by the proposed National Library of Jamaica.

The Science and Technical Information Network was identified as an important component of the plan. It would operate through a focal point at the Scientific Research Council where a Union Catalogue of the science and technology information holdings in the island would be maintained. This focal point would operate a switching and referral system which would procure S & T material within the units of the network for the user, or inform users where information could be located. Machinery for co-operative development and storage of resources would be established, standardization of library procedures would be promoted, data would be captured for input to the National Union Catalogue, and accessibility to international sources of information maintained through the work of the focal point.

Recognizing the major role which the development of science and technology could play in nation building and the importance of providing a basic infrastructure for this development NACOLADS started working immediately to establish a functional network.

In keeping with the recommendations of the plan, NACOLADS established a Standing Committee under the Chairmanship

of Mrs. Pippa Fray in July, 1978 with the following terms of reference:

- (i) To organize the co-ordination of libraries in science and technology into an effective network so as to facilitate access to science and technology information as needed.
- (ii) To encourage the application of standards in the publication of science and technology information and to promote the dissemination of such information.
- (iii) To promote the education of information handlers and users.
- (iv) To promote the improvement of bibliographic and documentation services and to encourage the development and eventual automation of data banks.

Guided by the Standing Committee for the Co-ordination of Information Services in Science and Technology, librarians working in science and technical information units under the leadership of Mrs. Ouida Lewis, Technical Information Officer of the Scientific Research Council, enthusiastically set about the establishment of the Science and Technical Network.

A consultant was obtained through a technical assistance programme to assist libraries in the network, advise on existing problems and address a User Education Seminar for management and information personnel in the network. Members of the network participated in the three-day workshop on union cataloguing which was organized for network personnel at their request by the Department of Library Studies. Regular meetings are held and network members are now engaged in work on the compilation of a National Union List of Serials patterned on London University Union List of Serials.

The Standing Committee on behalf of NACOLADS organized a workshop for the formulation of a science and technology information policy for Jamaica at the Sheraton Hotel from October 24-26, 1978. This policy will become an integral

part of the Science and Technology policy for Jamaica. Several papers were presented, which evoked interest from a representative cross section of the Jamaican community and provoked lively and interesting discussions. The final draft of the recommendations is being compiled for submission to the National Council.

The Working Party and its parent body NACOLADS recognize the fact that funds are needed to ensure effective operation of the network. Attempts are therefore being made to obtain technical assistance from international agencies to implement the following:

1. Conduct a resource survey to collect and analyse data in order to reveal what resources exist and what improvements are needed.
2. Conduct a user survey to collect and analyse data to reveal user needs.
3. Organize and establish a union catalogue of holdings in the Science and Technology Network.
4. Establish a Documentation Centre which will organize the collection, storage and retrieval of S & T material with particular emphasis on locally generated material. This documentation centre will then offer an abstracting and indexing service to locally generated S & T information.
5. Establish an inventory of research in progress by conducting a survey, compiling information and publishing a directory of research in progress.
6. Establish a skill bank by conducting a survey, compiling information and publishing a register of science and technology expertise available within Jamaica.

It is hoped that technical assistance will be obtained at an early date to assist in the establishment of the network. In the meanwhile members of the network will proceed with their plans to compile a Union List of Serials and the Working Party hopes to launch a User Education Programme.

The Jamaica Library Service celebrated its 30th year of operation in 1978 and November was designated 30th Anniversary Month.

In March of its 30th year, the Jamaica Library Service had 455 service points across the island, an increase of 80% in the last 10 years. Sixty-four of these are full-time libraries opening for at least 54 hours a week and 247 are bookmobile stops lasting 20-30 minutes. In between come the part-time branches opening for 30-49 hours, 17 book centres which offer only 4-10 hours, and a small number of bookmobile stops of 1-3 hours. Eight hospitals and 12 youth camps and correctional institutions are also served.

The all-island ratio of books to readers was 2:1, which is not sufficient and in consequence the circulation rate is too high and results in the rapid deterioration of the book stock and very heavy withdrawals.

In March 1978, 1 person in every 3.7 of the population was a member of the Library Service, compared with 1 in every

33 in 1958, and 1 in 7.2 in 1968. This figure does not include people who use books, periodicals, newspaper and other material in the reading rooms and those who read books borrowed by relatives and friends. Kingston and St. Andrew naturally lead in membership with a total of 181,000. Clarendon, St. James, St. Catherine and Manchester rank next, ranging from 43,000 to 56,000 registered readers. The Kingston and St. Andrew figures, however, have fallen compared with 1976/77. Island-wide home reading by junior members in 1977/78 decreased by 13%, due no doubt to lack of children's books.

In 1975/76 the budget had reached \$4,327,343.00 of which \$1,917,188.00 was provided by Central Government and \$3,410,155.00 by the 13 Parish Councils. The financial help provided by the British Council in the early years was phased out by 1959/60, in accordance with their agreement with the Jamaican Government.

The Jamaica Library Service employs 1019 paid staff and there are 31 volun-

teers. There are 90 posts for professional librarians, but only 52 are filled.

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THE SCIENCE AND TECHNICAL INFORMATION NETWORK

by
Stephanie Ferguson
Chairman, Standing Committee,
Science & Technology Information Network

The "Plan for a National Documentation Information and Library System for Jamaica" which was formulated by the National Council on Libraries, Archives and Documentation Services (NACOLADS) in 1977 and accepted by government, proposed a National Information System for Jamaica. The model proposed envisaged the organization and integration of libraries, documentation centres and other information units into a number of specialized sub-systems to form a network of information systems co-ordinated at the national level by the proposed National Library of Jamaica.

The Science and Technical Information Network was identified as an important component of the plan. It would operate through a focal point at the Scientific Research Council where a Union Catalogue of the science and technology information holdings in the island would be maintained. This focal point would operate a switching and referral system which would procure S & T material within the units of the network for the user, or inform users where information could be located. Machinery for co-operative development and storage of resources would be established, standardization of library procedures would be promoted, data would be captured for input to the National Union Catalogue, and accessibility to international sources of information maintained through the work of the focal point.

Recognizing the major role which the development of science and technology could play in nation building and the importance of providing a basic infrastructure for this development NACOLADS started working immediately to establish a functional network.

In keeping with the recommendations of the plan, NACOLADS established a Standing Committee under the Chairman-

ship of Mrs. Pippa Fray in July, 1978 with the following terms of reference:

- (i) To organize the co-ordination of libraries in science and technology into an effective network so as to facilitate access to science and technology information as needed.
- (ii) To encourage the application of standards in the publication of science and technology information and to promote the dissemination of such information.
- (iii) To promote the education of information handlers and users.
- (iv) To promote the improvement of bibliographic and documentation services and to encourage the development and eventual automation of data banks.

Guided by the Standing Committee for the Co-ordination of Information Services in Science and Technology, librarians working in science and technical information units under the leadership of Mrs. Ouida Lewis, Technical Information Officer of the Scientific Research Council, enthusiastically set about the establishment of the Science and Technical Network.

A consultant was obtained through a technical assistance programme to assist libraries in the network, advise on existing problems and address a User Education Seminar for management and information personnel in the network. Members of the network participated in the three-day workshop on union cataloguing which was organized for network personnel at their request by the Department of Library Studies. Regular meetings are held and network members are now engaged in work on the compilation of a National Union List of Serials patterned on London University Union List of Serials.

The Standing Committee on behalf of NACOLADS organized a workshop for the formulation of a science and technology information policy for Jamaica at the Sheraton Hotel from October 24-26, 1978. This policy will become an integral

part of the Science and Technology policy for Jamaica. Several papers were presented, which evoked interest from a representative cross section of the Jamaican community and provoked lively and interesting discussions. The final draft of the recommendations is being compiled for submission to the National Council.

The Working Party and its parent body NACOLADS recognize the fact that funds are needed to ensure effective operation of the network. Attempts are therefore being made to obtain technical assistance from international agencies to implement the following:

1. Conduct a resource survey to collect and analyse data in order to reveal what resources exist and what improvements are needed.
2. Conduct a user survey to collect and analyse data to reveal user needs.
3. Organize and establish a union catalogue of holdings in the Science and Technology Network.
4. Establish a Documentation Centre which will organize the collection, storage and retrieval of S & T material with particular emphasis on locally generated material. This documentation centre will then offer an abstracting and indexing service to locally generated S & T information.
5. Establish an inventory of research in progress by conducting a survey, compiling information and publishing a directory of research in progress.
6. Establish a skill bank by conducting a survey, compiling information and publishing a register of science and technology expertise available within Jamaica.

It is hoped that technical assistance will be obtained at an early date to assist in the establishment of the network. In the meanwhile members of the network will proceed with their plans to compile a Union List of Serials and the Working Party hopes to launch a User Education Programme.

The Jamaica Library Service celebrated its 30th year of operation in 1978 and November was designated 30th Anniversary Month.

In March of its 30th year, the Jamaica Library Service had 455 service points across the island, an increase of 80% in the last 10 years. Sixty-four of these are full-time libraries opening for at least 54 hours a week and 247 are bookmobile stops lasting 20-30 minutes. In between come the part-time branches opening for 30-49 hours, 17 book centres which offer only 4-10 hours, and a small number of bookmobile stops of 1-3 hours. Eight hospitals and 12 youth camps and correctional institutions are also served.

The all-island ratio of books to readers was 2:1, which is not sufficient and in consequence the circulation rate is too high and results in the rapid deterioration of the book stock and very heavy withdrawals.

In March 1978, 1 person in every 3.7 of the population was a member of the Library Service, compared with 1 in every

33 in 1958, and 1 in 7.2 in 1968. This figure does not include people who use books, periodicals, newspaper and other material in the reading rooms and those who read books borrowed by relatives and friends. Kingston and St. Andrew naturally lead in membership with a total of 181,000. Clarendon, St. James, St. Catherine and Manchester rank next, ranging from 43,000 to 56,000 registered readers. The Kingston and St. Andrew figures, however, have fallen compared with 1976/77. Island-wide home reading by junior members in 1977/78 decreased by 13%, due no doubt to lack of children's books.

In 1975/76 the budget had reached \$4,327,343.00 of which \$1,917,188.00 was provided by Central Government and \$3,410,155.00 by the 13 Parish Councils. The financial help provided by the British Council in the early years was phased out by 1959/60, in accordance with their agreement with the Jamaican Government.

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ROGER MAIS MANUSCRIPTS IN THE U.W.I. LIBRARY:

— a portrait of the writer in the making —

by

Daphne Morris
Teaching Assistant, Dept. of English,
U.W.I., Mona

There is little doubt that when the Main Library of the University of the West Indies in Jamaica acquired the manuscripts of Roger Mais in 1966, through the generosity of the author's sister, Mrs. Jessie Taylor, who is also Mais's executrix, it greatly enriched its collection of manuscripts and rare books.

Born August 11, 1905, Roger Mais died of cancer in June 1955, a few weeks before the appearance of his third published novel, *Black Lightning*. That he died in the prime of his life is a tragedy, but it is even more tragic that death came at a point when he was finally coming to fruition as a writer, after a long and laborious apprenticeship of at least twenty years. Much of his literary strivings during this period of apprenticeship is preserved in the extensive collection of manuscripts he has left behind.

It is true that even before the publication of his first novel, *The Hills Were Joyful Together*, in 1953, he had long established himself as a writer, and painter, in his native Jamaica. We find a convenient listing of his literary achievements up to January 30, 1950, in one of his notebooks in a draft of a letter of that date, intended for literary agents:

I have had short stories published in *Life and Letters* and one in a little war-time anthology, *Stories from the Nations*. One of my poems has appeared in an anthology of Negro Poetry recently put out by Langston Hughes. I have also had six short stories and several poems broadcast to date over BBC. I have contributed to many lesser known magazines, and have had one three-act and one one-act play produced by the Little Theatre Movement of Jamaica, a local organization which is doing a high standard of work...



The two plays produced were *Hurricane* and (possibly) *Song for the Night*, both staged together at the Ward in February, 1943. We must also add to this list his two collections of short stories — *Face, and Other Stories* (May 1942), and *And Most of All, Man* (December 1942) — both locally published. After January, 1950, he continued to publish pieces in local outlets, and a few more of his works were read on the BBC programme, "Caribbean Voices." His play, *Atalanta at Calydon*, written in 1950, was staged in September of that year by the then newly created Creative Theatre Workshop — Mais's play was their first production. Then came the publication of his three novels by Jonathan Cape. The main local outlet for his literary efforts, consisting of short stories, poems, and a few plays, was *Public Opinion*, a newspaper founded in 1937 as an organ of the newly formed

People's National Party. This newspaper played a major role in the general political and cultural awakening in the country during that period which witnessed the birth of a West Indian consciousness. Besides his creative literary contributions, *Public Opinion* also published most of Mais's large journalistic output. Mais himself published two short-lived magazines: *Pepperpot*,¹ sometime in the 1920s, and *The People* which began late 1946, folding early in 1947. Locating copies of the former has, so far, proved futile.

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It is interesting to note here that despite the volume (and quality) of his contribution to creative literature in Jamaica, the general Jamaican public still remember Roger Mais more for a single journalistic piece — his famous "Now We Know" (*Public Opinion*, July 11, 1944) attacking British colonial policy, and which landed him in gaol for six months — than for his creative writings. Indeed, the Order of Jamaica recently conferred on him posthumously was cited for his "contribution to Jamaican politics". While Mais was not actually a founding-member of the People's National Party, he actively supported it from its inception, and was totally committed to, and with his pen as his chief weapon, fought for the emergent nationalist movement in the country. In fact, as his writings, especially his journalism, attest, his was one of the strongest and most fearless voices in the cry for self-government. Further, throughout his creative life — which began with, and was a part of, the West Indian renaissance, and continued up to his death — Mais relentlessly fought against not only British colonialism, but all forms of oppression and injustices, wherever he saw it existing. Indeed, we can hardly separate his political contribu-

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Although most pieces are undated, dates can be established with some accuracy, based on internal evidence which is provided mainly through the addresses we find on many of the typescripts. Mais, apparently, changed his address quite frequently, and so, with some knowledge of when he lived where,

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All such insights add to our knowledge of the author who is both artist and socio-political being; implicit in such evidence, too, is the integration of both. Indeed, the very juxtaposition of these different kinds of writings, each offering a different view of the author, suggests this integration.

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Situations, Characters, Products, Episodes etc

1 A Reverend Minister.
2 One woman prostitute dead.
3 One boy is queer third degree at Police Station.
4 One girl is lost. Her name is set in the papers.
5 She has gone away.
6 Two of the same join with another to steal Great.
7 Murder a victim.
8 A mad woman who is taken with religion.
9 One of the women is a good whore. She turns out
10 to be of rather secret character. Common reasons
& sentimental reasons re.
1 One of the boys in the good is in love with her, but
she just won't let him.
10 A day in the life of a handsome man.

They secret hungers, fears, strengths,
weaknesses, their similarities & little
differences, the many contradictions
of character, each secretly, for w.h.
society, more satisfied, feeling their
insecurity, fighting to get a nail to hold
what they have in life, to secure their
tentative shifting foothold.

Foto de land is coming on
de land is a coming on.
De land is a coming in his day,
So sing hallogah - oh
De sing hallogah - oh
No de land is a coming in his day.

I said discovery of "artistic" forms, above, because in this initial phase Mais's creative energies were not confined to writing. Apart from experimenting with all the major literary genres, it was also in this period that he began to experiment with two other media of artistic expression: photography and painting. Photography came first, and the self-

The second phase which I see beginning c. 1945, is largely one of experimentation. The exuberance of discovery is now harnessed in a more concentrated focus and the dominant genre is drama.

Mais was incarcerated in the St. Catherine's prison during the first half of 1945, "where they treated me like a king," he later said. Indeed, the event made him something of a national hero, for, after all, in his "seditious" article he was only saying what many others felt at the time. But the marked effect this experience was to have on his creative imagination did not manifest itself immediately. After his release he withdrew from any serious creative writing, concentrating, instead, on journalism. He continued contributing to **Public Opinion** almost immediately after his release, and, as mentioned above, in September 1946, the first issue of his magazine, **The People**, appeared. Declared to be "Dedicated to the Political, Economic

It was not until c. 1949 that he returned to his creative writing in earnest, resulting mainly in a spate of plays which may be seen as an outpouring of the tumult which must have been seething beneath the surface during that interim of 'silence'. That he should have concentrated on drama at this time may be partly explained by the fact that the fostering of a national theatre was one of the major concerns in this period of cultural renaissance. The Little Theatre Movement was founded in 1940, while The Creative Theatre Workshop, born out of the enthusiasm of the Knox Summer School of

While Mais's use of these sources at this time was certainly an attempt, often unsuccessful, to distance himself from the views being expressed, it is important that we see it as more than a mere search for vehicles to express his philosophy. More importantly, it is an insistence on the common thread which links mankind throughout the ages of his history. Bear in mind, also, that apart from his personal experiences, the age in which the writer lived helped to shape his perception. It was, literally, an age of "wars and rumours of wars" — as it still is today, by the way. As Mais himself states in the Prologue to *Atalanta at Calvdon*:

Mais's experimentation with forms was one of the more striking aspects of his development. This, by the way, was not

Libertarians, Debutants, Parents, & Prospects

- 1 A Rascal's Lustre.
- 2 One woman's proverbs speak.
- 3 One boy is queer than dozens of - Police Station.
- 4 One girl is lost. Her name is set in the papers.
- 5 She has more money.
- 6 Two of them are joined with another to steal Great.
- 7 Murder a crime.
- 8 A madwoman who is taken with religion.
- 9 One of the women is a good whore. She turns out to be a rather decent character. Economic reasons & sentimental reasons &c.
- 10 One of the boys in the yard is in love with her, but she just won't let him.
- 11 A day in the life of a handsome man.

These secret hungers, fears, strengths, weaknesses, true similarities & little differences, the very contradictions of character, each secretly, ~~has~~ ^{is} a world of its own, never satisfied, taking their measures, fighting tooth & nail to hold what they have in life, to secure their tentative shifting foothold.

Father's land is coming on
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The land is a coming in his day,
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But says his father - Oh
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30TH ANNIVERSARY OF THE JLS

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TRAINING FOR SUPPORT STAFF IN LIBRARIES: THE JAMAICAN EXPERIENCE

by
Stephanie Ferguson
College Librarian, College of Arts, Science and Technology

The rapid growth of libraries in Jamaica since the 1940's, emphasized the need for a cadre of trained staff to perform the professional, technical and clerical duties associated with library work in a wide variety of libraries. The establishment of the Department of Library Studies at the U.W.I. Mona Campus in 1971 provided training opportunities for professional staff and caused attention to be focussed on the needs of support staff.

Support Staff

The term 'support staff' (para-professionals) is used here to refer to clerical and other staff who assist with routine library techniques and procedures supporting the work of the professional staff, it excludes other professionals e.g. accountants or such skilled persons as binders who may work in libraries.

Formal training for support staff in Jamaican libraries was non-existent until very recently. Traditionally this category of staff has been trained through inservice courses offered by employing institutions or attachments to larger organizations. The Jamaica Library Service the largest employing body of library staff in Jamaica has been outstanding in this respect. In response to the need for support staff to operate the services offered through its numerous service points, and drawing on the expertise of its relatively

large pool of professional staff, on-the-job training, seminars, conferences and workshops are organized at its headquarters and throughout the island at the main service points as part of its inservice training programme for support staff. Special inservice training is also provided on request by the Jamaica Library Service for the growing number of support staff in many government, special and high school libraries. To a lesser extent other library systems also provide on-the-job training to meet their needs.

The Need for Formal Training

The need for formal training for support staff became evident as more and more libraries developed outside of the three main library systems i.e. Jamaica Library Service, the University of the West Indies and the libraries of the Institute of Jamaica. These newer libraries were mostly small and staffed by only one professional, who found that the pressing every day demands on their service inhibited the provision of satisfactory on-the-job inservice training programme for support staff. In addition it was felt by many that a period of training would influence a greater commitment to library work, thus reducing the relatively high turnover which is characteristic of this category of staff. Librarians therefore began to voice the need for formal training programmes for such staff.

This need was emphasized in a paper¹ presented at the Regional Seminar on Library and Archive Manpower Development sponsored by UNESCO and the National Council on Library, Archives and Documentation Services (NACOLADS) in Jamaica during November, 1978. The Guidelines for Manpower Development in the Caribbean² which were agreed on by the participants laid emphasis on designing and implementing training programmes for para-professionals to meet the known needs of the region and recommended the following:

- (1) Institutions such as community colleges should be encouraged to develop para-professional training programmes preferably full-time, otherwise day-release and work study.
- (2) Occasional courses, inservice training, attachment, and other programmes for development of para-professional manpower should continue to be encouraged.
- (3) Para-professional training should provide opportunities for both academic and practical preparation so that those who wish to, may eventually take professional training.

The following table illustrates the development of libraries over the period 1949 – 1979.

TABLE I
The Development of Libraries in Jamaica 1949 – 1979

	1949	1959	1969	1979
Jamaica Library Service				
Parish Libraries	7	13	13	13
Branch Libraries	—	4	46	158
Book Centres	—	105	139	17
Bookmobile Stops	1	1	64	247
Other	—	—	—	17
University of the West Indies	2	2	6	11

	1949	1959	1969	1979
Institute of Jamaica Libraries	4	4	4	4
Special Libraries — Government and Private	11	23	36	63
Colleges	4	5	8	9
Schools				
Traditional High	*n.a.	n.a.	n.a.	44
New Secondary	*n.a.	n.a.	n.a.	80
Comprehensive, Technical & Vocational	*n.a.	n.a.	n.a.	21
Primary	*n.a.	n.a.	n.a.	813

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Establishing a Training Programme

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The Council's recommendations which were subsequently accepted by the government of Jamaica and published in 1978⁷ emphasized that "Facilities for the systematic training and certification of essential support staff in such fields as reprography, key punching, binding and the like should be established at one or more appropriate institutions in close collaboration with the Department of Library Studies at U.W.I."⁸ By this time the need for such a programme was fully recognized by the professional association which accepted responsibility for the promotion and development of training

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Some considerations which influenced the development of the programme were as follows:

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Very careful consideration was given to the name for the programme. Such terms as 'Library Assistants' and 'Para-professionals' were considered. However, it was decided that the term 'Library Technical Assistant' was a more precise description of the category of staff which was to be trained and in addition would be in keeping with international trends.

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TRAINING FOR SUPPORT STAFF IN LIBRARIES: THE JAMAICAN EXPERIENCE

by
Stephanie Ferguson
College Librarian, College of Arts, Science and Technology

The rapid growth of libraries in Jamaica since the 1940's, emphasized the need for a cadre of trained staff to perform the professional, technical and clerical duties associated with library work in a wide variety of libraries. The establishment of the Department of Library Studies at the U.W.I. Mona Campus in 1971 provided training opportunities for professional staff and caused attention to be focussed on the needs of support staff.

Support Staff

The term 'support staff' (para-professionals) is used here to refer to clerical and other staff who assist with routine library techniques and procedures supporting the work of the professional staff, it excludes other professionals e.g. accountants or such skilled persons as binders who may work in libraries.

Formal training for support staff in Jamaican libraries was non-existent until very recently. Traditionally this category of staff has been trained through inservice courses offered by employing institutions or attachments to larger organizations. The Jamaica Library Service the largest employing body of library staff in Jamaica has been outstanding in this respect. In response to the need for support staff to operate the services offered through its numerous service points, and drawing on the expertise of its relatively

large pool of professional staff, on-the-job training, seminars, conferences and workshops are organized at its headquarters and throughout the island at the main service points as part of its inservice training programme for support staff. Special inservice training is also provided on request by the Jamaica Library Service for the growing number of support staff in many government, special and high school libraries. To a lesser extent other library systems also provide on-the-job training to meet their needs.

The Need for Formal Training

The need for formal training for support staff became evident as more and more libraries developed outside of the three main library systems i.e. Jamaica Library Service, the University of the West Indies and the libraries of the Institute of Jamaica. These newer libraries were mostly small and staffed by only one professional, who found that the pressing every day demands on their service inhibited the provision of satisfactory on-the-job inservice training programme for support staff. In addition it was felt by many that a period of training would influence a greater commitment to library work, thus reducing the relatively high turnover which is characteristic of this category of staff. Librarians therefore began to voice the need for formal training programmes for such staff.

This need was emphasized in a paper¹ presented at the Regional Seminar on Library and Archive Manpower Development sponsored by UNESCO and the National Council on Library, Archives and Documentation Services (NACOLADS) in Jamaica during November, 1978. The Guidelines for Manpower Development in the Caribbean² which were agreed on by the participants laid emphasis on designing and implementing training programmes for para-professionals to meet the known needs of the region and recommended the following:

- (1) Institutions such as community colleges should be encouraged to develop para-professional training programmes preferably full-time, otherwise day-release and work study.
- (2) Occasional courses, inservice training, attachment, and other programmes for development of para-professional manpower should continue to be encouraged.
- (3) Para-professional training should provide opportunities for both academic and practical preparation so that those who wish to, may eventually take professional training.

The following table illustrates the development of libraries over the period 1949 – 1979.

TABLE I
The Development of Libraries in Jamaica 1949 – 1979

	1949	1959	1969	1979
Jamaica Library Service				
Parish Libraries	7	13	13	13
Branch Libraries	—	4	46	158
Book Centres	—	105	139	17
Bookmobile Stops	1	1	64	247
Other	—	—	—	17
University of the West Indies	2	2	6	11

	1949	1959	1969	1979
Institute of Jamaica Libraries	4	4	4	4
Special Libraries — Government and Private	11	23	36	63
Colleges	4	5	8	9
Schools				
Traditional High	*n.a.	n.a.	n.a.	44
New Secondary	*n.a.	n.a.	n.a.	80
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number of persons trained annually, whereas community colleges situated in different sections of the island would be able to train more students from both urban and rural areas.

- (b) Locating the programme at CAST which is a 3 year Diploma granting Institution emphasizing the preparation of middle level professional and technical staff would perhaps cause confusion in the minds of prospective employers and even undermine the programme offered by the Department of Library Studies, U.W.I.
- (c) Community colleges were considered as appropriate institutions for mounting the programme since they already possessed the expertise required for teaching many of the courses at the desired level
- (d) It was emphasized that institutions offering the programme should ensure that facilities, e.g. laboratory libraries, staffing and other resources were adequate for the programme.

(3) Work Experience

Because emphasis was placed on the practical and technical aspects of the training, supervised field work was therefore included as an integral part of the programme, although it was recognized that problems could arise from instituting such a requirement.

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- (a) The Library Association emphasized that care should be taken to ensure that the expectations of graduates of the proposed programme be realistic with regard to salary, status and promotion — they should not be encouraged to think of themselves as professionals, although grading could eventually take such employees up to a high point in the salary scales, as they become proficient in their own area of competence.
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mined by the employment of this category of staff by some employers who may substitute the L.T.A. for the professional librarian.

(5) Curriculum Development

- (a) The variety of courses included in the curriculum was intended to produce graduates with the flexibility to fill posts requiring varying competencies, e.g. circulation desks clerks, display clerks, reprography or audio-visual technicians.
- (b) The experience of the Department of Library Studies staff, some of whom were previously involved in the Jamaica Library Service's training programmes, and who more recently have been developing curriculum for short courses for the training of support staff in some English-speaking Caribbean territories was drawn on extensively.

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Consideration was given to the establishment of the training programme to serve employees of libraries exclusively, rather than a general programme for school leavers. The difficulty in obtaining adequate funding was a drawback and this idea was abandoned.

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In 1976 Knox Community College commenced offering a Library Assistants course before the J.L.A. guidelines were finalized. However, Knox was unable to continue its course due to staff problems. Although not meeting all the requirements relating to minimum entry levels of students, facilities and resources, EXED mounted the J.L.A. approved L.T.A. training programme with some modifications commencing in January 1978, with an initial intake of 23 students 15 of whom successfully completed the course. A second group of students were admitted at the beginning of the academic year in September 1978, with plans for annual intake at the beginning of each academic year thereafter. The details of the course outlines were drawn up with the assistance of staff at the Department of Library Studies, U.W.I.

Monitoring of the Course

At the J.L.A.'s annual general meeting held 30th January, 1976 it was reported that the association had decided to accept responsibility for the promotion and development of training programmes for support staff in libraries.⁹ Implicit in this decision was the obligation to monitor such programmes to ensure that satisfactory standards are maintained. However, although the programme at EXED is approaching the end of its second year the machinery for monitoring the course has not yet been established. A recent request from EXED for certification of the course by the J.L.A. resulted in the Library Association indicating its willingness to take the initiative in approaching the Ministry of Education to secure the establishment of a Board of Studies with appropriate representation from interested persons and organizations to continually accredit such programmes in community colleges. Proposals for moderating these courses include assessment of courses taught, assessment of examination questions and marked scripts as well as periodic visits to institutions to evaluate teaching facilities and resources.

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The Jamaican experience in establishing a programme for the training of support staff has been outlined. It is evident that in some cases we have put the "cart before the horse" since salary structure and machinery for certification have yet to be established. As often happens however, it is more judicious to do things this way in order to secure the ultimate objective as quickly as possible.

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Two recent developments in Caribbean and British Commonwealth countries are worth noting. First is the Seminar on Para-professional training for the Caribbean held in London, Ontario June 18 — 22, 1979 which was sponsored by Fanshawe College of Applied Arts & Technology, The University of Western Ontario and the Canadian International Development Agency. This seminar was attended by 28 participants from 16 Caribbean countries including Jamaica. Seminar participants drew up "guidelines for setting up para-professional library training programmes in the Caribbean", which it is hoped will be adopted as the basis for planning such courses in Caribbean countries. These were greatly influenced by the Jamaica Guidelines. The second is the COMLA Specialist Workshop for the Training of Intermediate Library Staff held in Suva, Fiji from the 21st September to 6th December, 1979. This workshop prepared curriculum outlines on a wide variety of subject areas for the training of support staff in libraries. These course outlines when finalized can be adopted for use in formal and informal training programmes and will be available for use in Commonwealth countries.

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Aims and Objectives

To produce personnel with technical and clerical skills for non-professional tasks in Libraries, Archives and Documentation Centres. Graduates of this course would also be able to hold their own in a variety of other work situations.

Educational Requirements

Normally three 'O' level or equivalent including English and two other subjects. Preference will be given to persons with suitable work experience.

Duration of Course

One year (i.e.) one academic year which

includes one term's work experience which is carefully planned, closely evaluated and supervised jointly by the training institution and the library in which the field work is carried out.

Curriculum

The curriculum is designed to:

- (a) Produce graduates competent in the technical and clerical jobs performed in libraries.
- (b) Provide a thorough understanding and facility in the use of materials, equipment and basic procedures commonly needed in library work.

(c) Inculcate communication skills that include the ability to record, analyse, report or transmit facts and ideas orally, graphically or in writing.

(d) Provide skills in human relations applicable to the work situation.

Course Structure will include 15 subject areas made up of five full courses and ten half (i.e., the equivalent of 10 full) courses.

Courses

The courses will be allocated as follows:

1st Term	Hrs. per Week	Total per Course
(a) Introduction to Library Services	2	21
(b) Typing	3	36
(c) Introduction to elementary accounting	3	36*
(f) Utilization of mechanical equipment	3	36
(g) Familiarization with A.V. equipment and materials	3	36
(h) Preparation and processing of new materials	3	36
(k) Introduction to classification schemes and cataloguing layout	3	36*
(l) Introduction to psychology and human relations	3	36*
(m) Introduction to communication skills	3	36*
(o) Circulation procedures	2	24
	29	348
2nd Term	Hrs. per Week	Total per Course
(b) Typing	4	48*
(c) Introduction to elementary accounting	3	36*
(d) Periodicals control	2	24
(e) Preliminary bibliographic searching	2	24
(i) Display work	3	36
(j) Filing	3	36
(k) Introduction to Classification schemes and cataloguing	3	36*
(l) Introduction to psychology and human relations	3	36*
(m) Communication skills	3	36*
(n) Conservation of materials	2	24
	28	336

- N.B.
- * Denotes full courses done, over two terms.
 - Full courses range from 72-96 hours for the academic year, half courses from 24-36 hours.
 - Students will have an average of 28½ hours per week of formal tutoring.

Details of Courses

(a) Introduction to Library Services

A survey course covering history of libraries and librarianship with particular reference to Jamaica. The library in society, its aims and functions. Kinds of libraries and their organization. A brief look at printing, publishing and other modern methods of communication and information storage and retrieval.

(b) Typing

Fundamentals of touch typewriting. This course will develop adequate typewriting competence for personal use — suggested minimum speed — 50 w.p.m., special emphasis to be given to requirements related to library work.

(c) Introduction to Elementary Accounting

Introduction to elementary accounting — i.e. maintenance of adequate records of financial transactions. The operation of Petty Cash Imprest and an introduction to budgeting and budgetary control.

(d) Periodicals Control

Methods of ordering, recording and displaying periodicals. Procedures for storage and binding of periodicals.

(e) Preliminary Bibliographic Searching

Practice in the use of bibliographies, publishers' catalogues and other bibliographical sources used in locating bibliographical information.

(f) Utilization of Certain Mechanical Equipment

The care, maintenance and use of certain mechanical equipment normally used in libraries.

(g) Familiarization with Audio-Visual Equipment and Materials

Emphasis to be placed on the operation and maintenance of all audio-visual equipment used in Resource Centres. Students will gain practical experience in the production, handling and storage of audio-visual materials.

(h) Preparation and Processing of New Materials

Procedures for the physical processing of books and non-book materials acquired for addition to stock.

(i) Display Work

The execution of displays and posters and other publicity material used to publicise the library's holdings.

(j) Filing

Fundamentals of filing for different purposes including correspondence filing, numeric or alphabetic filing of book stock. Rules for alphabetic systems for the filing of catalogue cards. Practice work to be an important aspect of this course.

(k) Introduction to Classification Schemes and Cataloguing Layout

Introduction to the organization of knowledge and to the popular classification schemes used in libraries and to the basic rules of cataloguing.

(l) Psychology and Human Relations

Introductory studies in psychology and human relations to inculcate the principles of supervision, emphasis to be placed on the human factor in organizations — including group dynamics, motivations, leadership and communication.

(m) Communication Skills

Basic practice in English comprehension and grammar — the inculcation of skills that include the ability to record, analyse, report or transmit facts and ideas graphically or in writing.

A look at contemporary social and economic issues in the context of Jamaica today.

(n) Conservation of Materials

Practical lessons in book care and/or repair — documentary reproduction — weeding, binding, etc.

(o) Circulation Procedures

Daily routines to do with circulation — registration, charging systems, overdues, reservations etc., storage and circulation of non-book material (vertical files), record keeping.

This paper was delivered at the Seminar on Para-professional Library Training, London, Ontario, June 1979.

WITH THE COMPLIMENTS OF



ALCAN JAMAICA COMPANY

A Division of
ALUMINUM COMPANY OF CANADA, LTD. (INC. IN CANADA)

Aims and Objectives

To produce personnel with technical and clerical skills for non-professional tasks in Libraries, Archives and Documentation Centres. Graduates of this course would also be able to hold their own in a variety of other work situations.

Educational Requirements

Normally three 'O' level or equivalent including English and two other subjects. Preference will be given to persons with suitable work experience.

Duration of Course

One year (i.e.) one academic year which

includes one term's work experience which is carefully planned, closely evaluated and supervised jointly by the training institution and the library in which the field work is carried out.

Curriculum

The curriculum is designed to:

- (a) Produce graduates competent in the technical and clerical jobs performed in libraries.
- (b) Provide a thorough understanding and facility in the use of materials, equipment and basic procedures commonly needed in library work.

(c) Inculcate communication skills that include the ability to record, analyse, report or transmit facts and ideas orally, graphically or in writing.

(d) Provide skills in human relations applicable to the work situation.

Course Structure will include 15 subject areas made up of five full courses and ten half (i.e., the equivalent of 10 full) courses.

Courses

The courses will be allocated as follows:

	1st Term	Hrs. per Week	Total per Course
(a)	Introduction to Library Services	2	21
(b)	Typing	3	36
(c)	Introduction to elementary accounting	3	36*
(f)	Utilization of mechanical equipment	3	36
(g)	Familiarization with A.V. equipment and materials	3	36
(h)	Preparation and processing of new materials	3	36
(k)	Introduction to classification schemes and cataloguing layout	3	36*
(l)	Introduction to psychology and human relations	3	36*
(m)	Introduction to communication skills	3	36*
(o)	Circulation procedures	2	24
		29	348

	2nd Term	Hrs. per Week	Total per Course
(b)	Typing	4	48*
(c)	Introduction to elementary accounting	3	36*
(d)	Periodicals control	2	24
(e)	Preliminary bibliographic searching	2	24
(i)	Display work	3	36
(j)	Filing	3	36
(k)	Introduction to Classification schemes and cataloguing	3	36*
(l)	Introduction to psychology and human relations	3	36*
(m)	Communication skills	3	36*
(n)	Conservation of materials	2	24
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- N.B.
1. * Denotes full courses done, over two terms.
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 3. Students will have an average of 28½ hours per week of formal tutoring.

Details of Courses

(a) **Introduction to Library Services**

A survey course covering history of libraries and librarianship with particular reference to Jamaica. The library in society, its aims and functions. Kinds of libraries and their organization. A brief look at printing, publishing and other modern methods of communication and information storage and retrieval.

(b) **Typing**

Fundamentals of touch typewriting. This course will develop adequate typewriting competence for personal use — suggested minimum speed — 50 w.p.m., special emphasis to be given to requirements related to library work.

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Introduction to elementary accounting — i.e. maintenance of adequate records of financial transactions. The operation of Petty Cash Imprest and an introduction to budgeting and budgetary control.

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The care, maintenance and use of certain mechanical equipment normally used in libraries.

(g) **Familiarization with Audio-Visual Equipment and Materials**

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(h) **Preparation and Processing of New Materials**

Procedures for the physical processing of books and non-book materials acquired for addition to stock.

(i) **Display Work**

The execution of displays and posters and other publicity material used to publicise the library's holdings.

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CONFERENCES.....SEMINARS

AT HOME 1978

WORKSHOP FOR THE FORMULATION OF A SCIENCE AND TECHNOLOGY INFORMATION POLICY FOR JAMAICA, 24 & 26 OCTOBER, 1978

by
Claire Ridsen
Head, Science Library, U.W.I., Mona

The National Council on Libraries, Archives and Documentation Services' Standing Committee on Science and Technology Information Network (originally called the Standing Working Party for the Co-ordination of Information Services on Science and Technology) was appointed in 1978 as a result of a recommendation in the Plan for a National Documentation, Information and Library System for Jamaica. The terms of reference are: "to assist the Council in the Co-ordination and development of libraries in science and technology into an effective network so as to facilitate access to S & T information as needed; to encourage the publication of S & T information to recognised standards and to promote the dissemination of such information; to promote the education of information handlers and users; to promote the improvement of bibliographical and documentation services and to encourage the development and eventual automation of data banks."

The Standing Committee had its inaugural meeting on 26th June, 1978. It was comprised originally of members of the NACOLADS, the SRC, UWI, Ministries of Health, Mining, Agriculture, Education, CAST, Jamaica Computer Society. Later co-options were made to include members of the Science Teachers' Association, Jamaica Association of Scientists, Private Sector Organization of Jamaica, Metrickation Board. Mrs. C.P. Fray was its first Chairman (resigning in September, and Mrs. C. Ridsen acting as Chairman until the appointment of the new Chairman, Miss S. Ferguson). Mrs. Ouida Lewis was appointed Secretary.

To fulfill its terms of reference, members were asked to consider arranging a seminar to make recommendations for the formulation of a National Science and Technology Information Policy for Jamaica. This was to make an input into Jamaica's national paper on science and technology which was to be presented by Dr. Arnolito Ventura, Chairman/Director of the Scientific Research Council, to the United Nations Conference on Science and Technology for Development to take place in Vienna in 1979.

It was agreed that the seminar should be user-oriented as relatively little was known of the users of scientific and technical information in the country.

A short background paper was prepared by C. Ridsen and O. Lewis outlining the main points to consider for an S & T information policy; the objectives to be considered and the means whereby the policy could be implemented. The main objectives were: to provide an information system that is suitably adapted and relevant to the needs of our users, and that this will be done on a continuing basis; that the system should be co-ordinated and administered at a national level. It must embrace and service all organizations and persons engaged in S & T research and development and all persons in need of S & T information. It should endeavour to promote international co-operation to utilise all available sources of information in other countries, bearing in mind particular areas of information that will be pertinent and relevant to us and our present and future needs. It re-

cognized the fact that Science in today's world had become completely interwoven into the fabric of society and that information should be made available to all who needed it; and more specifically the need to have information that is relevant to our needs and aspirations as a developing country in the twentieth century.

It was hoped that the seminar would make recommendations, emphasizing the need for adequate funding at a national level; for a specific policy making body which would concern itself with S & T information; the need for popularising science and technology for the benefit of the entire society; the need for science education at all levels in the education system including basic schools and new literates.

It was decided that the seminar should take the form of a workshop involving speakers at plenary sessions and working groups which would produce at the end of the meeting concrete recommendations for a national S & T information policy. The two-day **Workshop for the Formulation of a Science and Technology Information Policy for Jamaica** was held at the Sheraton-Kingston Hotel on Tuesday 24th October and Thursday 26th October, 1978, from 9.00 a.m. to 5.00 p.m. each day. About seventy participants were invited from a wide range of organizations. Dr. Ventura was the Workshop Chairman and Mrs. Lewis the Workshop Rapporteur.

On the first day the Plenary Session was addressed by the Chairman and main speakers of the four Working Groups —

.....WORKSHOPS.....

AT HOME 1978

Science as Culture and its popularization; the Generators of Information; the Users of Information; Information transfer (storage and dissemination).

The Scientific Research Council plays a vital role in S & T information, its Technical Information Service being designated under the National Plan for Libraries. . . as the focal point for the network on Science and Technology libraries and information services, and which is expected to be the important pivot in any national plan for an S & T information policy that would be formulated.

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Report on the Working Groups

Working Group I. **Science as Culture and its popularisation.** Speakers were Dr. John Allgrove, U.D.C. and Ja. Institution of Engineers, and Dr. Henry Lowe of C.A.S.T. The Working Group sessions were chaired on separate occasions by Dr. Henry Miller, Ja. Institution of Engineers, and Dr. Keith Amiel, Professional Association of Jamaica; Mrs. Claire Ridsen was the Rapporteur.

The Group dealt with the problems of communication and translation of everyday S & T experience in language for the layman by means of the education system at all levels; the various media organizations; the establishment of a Science Museum with supporting mobile displays and exhibits. It advocated recognition of scientists at all levels of the society; the need to encourage persons in the entire society to be aware of science and its implications for themselves in the home, the workplace and in the schools. It stressed the

necessity of having a National Science Council and use of scientists and technologists in advisory roles; and the need for science and technology expertise on policy making boards. It encouraged scientists to publish S & T information for all levels of education (including new literates) to stimulate thinking in S & T on a broad scale.

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Great emphasis was placed on the role of the SRC in the collection, storage, recording and dissemination of the S & T information generated locally and utilizing S & T information produced overseas. It stressed that S & T information should be accessible to anyone needing it.

Working Group III. **The Users of Information.** The Chairman/Speaker was Mr. Earle Taylor of the Small Businesses Association, and the Rapporteur Miss Mercedes Josephs of NACOLADS. The point was made that the productive sector is in favour of a national policy for S & T. There was an urgent need for guidelines for the development of S & T which would touch the lives of the majority of people. The Group felt that policy has often been based on overseas metropolitan ideas and stressed the need for more self sufficiency. A climate should be created for this whereby we could indigenize our technology to make it applicable to local needs.

Some of the points that were brought to light in the discussions were that user education should start at the pre-primary level and aim at making children self-reliant. The use of multi-media centres to support these aims was stressed. In the area of Education, teaching examples should be drawn from things with which children could identify. Laboratories, displays and exhibitions, both static and mobile should be provided on a continuing basis. It advocated the establishment of an effective information system for business and industry to support the industrial and technological development required by the society. There should be publicity to make people aware of the existence of this information and service. Research on indigenous materials and technologies should be identified and monitored on a continuing basis.

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AT HOME 1978

trieval and dissemination including the use of computer facilities and the means of transferring information by automatic electronic equipment and data networks. The Rapporteur for this Group was Mrs. Clover Chung.

The Working Group discussions emphasized the role of the SRC and its centralized functions for an S & T network — specifying that its resources (including funds for trained persons and equipment) should be made adequate to enable it to perform all its centralised functions. All the main and essential functions necessary for the operation of an efficient up to date information system were identified and incorporated in the recommendations of the Working Group for inclusion in a national STI policy for Jamaica.

The recommendations from all groups have been edited and submitted to the NACOLADS in the hope that they will be implemented as speedily as possible. Some of the main recommendations are summarized below:

That Government seek the advice and counsel of scientists and technologists and act on their advice. This should be done through the establishment of a National Science Council, which should have as one of its objectives the monitoring of a STI policy for the benefit of the entire society.

That Government should enact legislation to ensure compulsory deposit of locally generated S & T material.

That an enlightened policy regarding the confidentiality of information should be developed. This policy should include the private sector. It should respect the rights of generators of information as well as recognize the needs of users of information.

That Ministries responsible for media organizations and education be requested to include S & T expertise on their decision making bodies and Boards of Management.

That the Ministry of Education formulate a policy for S & T education at all levels, encouragement to be given to the production of S & T learning materials of more relevance to the local environment.

That a National Science Museum system be established in Jamaica with provision for permanent and mobile displays.

That more public recognition be given to scientists and technologists.

That a central agency be established to record research in progress; provide a referral service; maintain a Union list of serials and a Union catalogue of S & T literature; compile and maintain a comprehensive skill bank; provide an indexing and abstracting service for locally generated S & T reports; compile and maintain interest profiles of potential users to provide a commercial SDI service; identify and acquire information on all technologies relevant and vital to the nation.

That international standards be used by the central agency and all cooperating units.

That foreign personnel working on contract in the island with Government should be required to deposit copies of reports on any research or projects carried out in the island.

The proceedings of the workshop will be published in due course.

SCIENCE AND TECHNICAL INFORMATION NETWORK WORKSHOPS

by

*Ouida Lewis
Technical Information Officer
Scientific Research Council*

Five workshops, sponsored by the Organization of American States (OAS), and co-ordinated by the National Planning Agency and Scientific Research Council were held in Jamaica from December 1977 to April 1978.

These workshops dealt with the following subjects: Energy, Agro-Industry Development in Jamaica, Housing for Jamaica, Transportation and Materials Management.

To date the reports of the first three workshops have been printed, circulated to participants, public libraries, government ministries and the library at SRC. They are titled **Energy, Agro-Industry Development in Jamaica, and Housing for Jamaica**. The remaining two reports are expected to be off the presses shortly.

Speakers were drawn from the Energy Division, Ministry of Mining and Natural Resources, Ministry of Agriculture, Ministry of Housing and National Housing Trust, Ministries of Public Utilities and Transport, Works and Communications, University of the West Indies, the Private Sector, NPA, and the SRC.

Attending the workshops were members of the ministries mentioned, the private and public sectors, NPA, and SRC. All sessions were well attended.

The sessions were intended to bring together Jamaica's leading scientists and technologists to assess our technological capabilities and requirements as they relate to topics of national importance. The discussions were also used to help the Science Sector Committee draft a more comprehensive five year development plan. The workshops provided the basis for the preparation of Jamaica's National Paper to be presented at the U.N. Conference on Science and Technology for Development slated to be held in Vienna, Austria, in August 1979.

The media, in particular JBC radio and television, provided coverage which was aired during prime time.

The OAS has requested that SRC, together with NPA, host a national seminar emanating out of these workshops in the near future.

AT HOME 1978

UNESCO/NACOLADS SEMINAR ON LIBRARY AND ARCHIVE MANPOWER DEVELOPMENT

JAMAICA, NOVEMBER 27–DECEMBER 1, 1978

by

*R. Robb
Librarian III, Library
U.W.I., Mona*

The participants at this seminar represented Caribbean special, public and university libraries, archives and the publishing house, Casa de las Americas. Dr. Paul Xuereb from the University of Malta and the President of COMLA was a special guest.

Organization

The presentation of papers at the morning sessions was followed by workshops in the afternoon in which prepared questions based on the lectures were circulated to groups for discussion and recommendations. These recommendations formed the basis for the compilation of the **Guidelines**, which, after further revision, was submitted to the final general meeting for further amendment and at the closing session, it was hastily adopted.

Certain problems arose. The papers were not circulated in advance; in fact, only a few papers were distributed at the time of the lecture. Therefore, the participants did not come prepared with questions, ideas and recommendations for action. Two persons stated that they were unable to prepare a paper in advance due to very short notice. Another problem was that all the participants did not attend all the scheduled seminar activities and therefore much time was wasted in explaining the lectures at the workshop discussion and at the general meetings.

Assessment

1. The seminar was successful insofar as it was able to discuss and formulate guidelines for manpower development in the Caribbean.

2. The seminar felt that the establishment of national data bases on the manpower situation in each country should be the first step towards developing resources.

3. It became clear that only Jamaica had an established organisation for co-ordinating library development although Trinidad & Tobago had the makings of something similar in their 'Task Force'. The vast disparity in the levels of library development in the region was noted.

4. The seminar in identifying priorities and prerequisites suggested that the three main areas of concern were: making the persons responsible for making decisions affecting library and archive development aware of national information needs; instituting training programmes and other measures to ensure that the manpower needs are continuously met (in this connection, the U.W.I. Dept. of Library Studies was asked to expand their present programmes); manpower developments should not be seen only in terms of present requirements but potential user needs.

5. There was a fair amount of honest reporting of the individual's practical experience in addition to the discussion of professional theory. Requests for practical advice on how to deal with government officials, unproductive staff and apathetic communities were not satisfactorily met, and because the workshops did not satisfactorily resolve the immediate 'domestic' problems facing many of the participants, perhaps a useful com-

plement would be a Case Study Seminar aimed at providing prescriptive solutions to the daily frustrations and hopeless situations with which many information personnel felt powerless to cope. Nevertheless, participants did seem to leave with a new spirit of determination to confront and overcome these problems.

6. Continuous efforts were made to give equal weight in the deliberations to Archives, because it was felt that this service was seriously neglected and the nations' heritage was at stake.

7. There was a great deal of controversy over the term 'paraprofessionals'. It was felt that the paraprofessional question in terms of conditions of service, training, opportunities for occupational advancement, etc. was so important that a separate seminar-workshop should be devoted to this topic.

8. Probably the most useful and interesting contribution was the demonstration by Mr. Tony Johnson of a thorough, systematic and analytic approach to project preparation instead of the usual reliance on flair, enthusiasm and subjective observation.

Implications for the Jamaica Library Association

1. One of the major recommendations of the workshop is the compilation of a Manpower data base. The J.L.A. should encourage its members to co-operate with NACOLADS in its data-gathering exercise.

2. One of the more important problems facing the profession at present is the plight of new librarians and their problems in special libraries (and to a lesser extent other library systems). For the most part the Workshop did not seriously address itself to the fact that the present manpower was underdeveloped and under-utilized due to the lack of management support, and the librarians' inability to find solutions for keeping afloat. They have found that it is not enough to rely

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trieval and dissemination including the use of computer facilities and the means of transferring information by automatic electronic equipment and data networks. The Rapporteur for this Group was Mrs. Clover Chung.

The Working Group discussions emphasized the role of the SRC and its centralized functions for an S & T network — specifying that its resources (including funds for trained persons and equipment) should be made adequate to enable it to perform all its centralised functions. All the main and essential functions necessary for the operation of an efficient up to date information system were identified and incorporated in the recommendations of the Working Group for inclusion in a national STI policy for Jamaica.

The recommendations from all groups have been edited and submitted to the NACOLADS in the hope that they will be implemented as speedily as possible. Some of the main recommendations are summarized below:

That Government seek the advice and counsel of scientists and technologists and act on their advice. This should be done through the establishment of a National Science Council, which should have as one of its objectives the monitoring of a STI policy for the benefit of the entire society.

That Government should enact legislation to ensure compulsory deposit of locally generated S & T material.

That an enlightened policy regarding the confidentiality of information should be developed. This policy should include the private sector. It should respect the rights of generators of information as well as recognize the needs of users of information.

That Ministries responsible for media organizations and education be requested to include S & T expertise on their decision making bodies and Boards of Management.

That the Ministry of Education formulate a policy for S & T education at all levels, encouragement to be given to the production of S & T learning materials of more relevance to the local environment.

That a National Science Museum system be established in Jamaica with provision for permanent and mobile displays.

That more public recognition be given to scientists and technologists.

That a central agency be established to record research in progress; provide a referral service; maintain a Union list of serials and a Union catalogue of S & T literature; compile and maintain a comprehensive skill bank; provide an indexing and abstracting service for locally generated S & T reports; compile and maintain interest profiles of potential users to provide a commercial SDI service; identify and acquire information on all technologies relevant and vital to the nation.

That international standards be used by the central agency and all cooperating units.

That foreign personnel working on contract in the island with Government should be required to deposit copies of reports on any research or projects carried out in the island.

The proceedings of the workshop will be published in due course.

SCIENCE AND TECHNICAL INFORMATION NETWORK WORKSHOPS

by

*Ouida Lewis
Technical Information Officer
Scientific Research Council*

Five workshops, sponsored by the Organization of American States (OAS), and co-ordinated by the National Planning Agency and Scientific Research Council were held in Jamaica from December 1977 to April 1978.

These workshops dealt with the following subjects: Energy, Agro-Industry Development in Jamaica, Housing for Jamaica, Transportation and Materials Management.

To date the reports of the first three workshops have been printed, circulated to participants, public libraries, government ministries and the library at SRC. They are titled **Energy, Agro-Industry Development in Jamaica, and Housing for Jamaica**. The remaining two reports are expected to be off the presses shortly.

Speakers were drawn from the Energy Division, Ministry of Mining and Natural Resources, Ministry of Agriculture, Ministry of Housing and National Housing Trust, Ministries of Public Utilities and Transport, Works and Communications, University of the West Indies, the Private Sector, NPA, and the SRC.

Attending the workshops were members of the ministries mentioned, the private and public sectors, NPA, and SRC. All sessions were well attended.

The sessions were intended to bring together Jamaica's leading scientists and technologists to assess our technological capabilities and requirements as they relate to topics of national importance. The discussions were also used to help the Science Sector Committee draft a more comprehensive five year development plan. The workshops provided the basis for the preparation of Jamaica's National Paper to be presented at the U.N. Conference on Science and Technology for Development slated to be held in Vienna, Austria, in August 1979.

The media, in particular JBC radio and television, provided coverage which was aired during prime time.

The OAS has requested that SRC, together with NPA, host a national seminar emanating out of these workshops in the near future.

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UNESCO/NACOLADS SEMINAR ON LIBRARY AND ARCHIVE MANPOWER DEVELOPMENT

JAMAICA, NOVEMBER 27—DECEMBER 1, 1978

by

*R. Robb
Librarian III, Library
U.W.I., Mona*

The participants at this seminar represented Caribbean special, public and university libraries, archives and the publishing house, Casa de las Americas. Dr. Paul Xuereb from the University of Malta and the President of COMLA was a special guest.

Organization

The presentation of papers at the morning sessions was followed by workshops in the afternoon in which prepared questions based on the lectures were circulated to groups for discussion and recommendations. These recommendations formed the basis for the compilation of the **Guidelines**, which, after further revision, was submitted to the final general meeting for further amendment and at the closing session, it was hastily adopted.

Certain problems arose. The papers were not circulated in advance; in fact, only a few papers were distributed at the time of the lecture. Therefore, the participants did not come prepared with questions, ideas and recommendations for action. Two persons stated that they were unable to prepare a paper in advance due to very short notice. Another problem was that all the participants did not attend all the scheduled seminar activities and therefore much time was wasted in explaining the lectures at the workshop discussion and at the general meetings.

Assessment

1. The seminar was successful insofar as it was able to discuss and formulate guidelines for manpower development in the Caribbean.

2. The seminar felt that the establishment of national data bases on the manpower situation in each country should be the first step towards developing resources.

3. It became clear that only Jamaica had an established organisation for co-ordinating library development although Trinidad & Tobago had the makings of something similar in their 'Task Force'. The vast disparity in the levels of library development in the region was noted.

4. The seminar in identifying priorities and prerequisites suggested that the three main areas of concern were: making the persons responsible for making decisions affecting library and archive development aware of national information needs; instituting training programmes and other measures to ensure that the manpower needs are continuously met (in this connection, the U.W.I. Dept. of Library Studies was asked to expand their present programmes); manpower developments should not be seen only in terms of present requirements but potential user needs.

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on the self-evident proposition that libraries are a good thing warranting support. It is clear that the J.L.A. should now concern itself more with special libraries and librarians.

3. Many library school graduates current-

ly require substantial on-the-job training, yet often they are immediately placed in charge of information units where they are expected to educate management, train support staff, and function effectively from the first day. The J.L.A. should exert pressure to

ensure that the training of these graduates includes a substantial element of preparation for such situations.

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NACOLADS/DLS-UWI IN-SERVICE COURSE FOR LIBRARY ASSISTANTS

September 10 – 21, 1979

by

Daphne Douglas
Head, Department of Library Studies,
and
Amy Robertson
Documentalist, School of Education,
U.W.I., Mona

The need for the course was identified by the National Library of Jamaica. A request was therefore made to the Department of Library Studies, which agreed to mount the course under joint sponsorship with NACOLADS.

The course was funded with a grant of \$300.00 made by NACOLADS, by fees in the amount of \$35.00 per student met by their sponsoring bodies and by contributions in kind made by the Department of Library Studies.

Organization

NACOLADS Secretariat undertook to contact employing bodies for nominations and to accept and process applications. Official arrangements, such as the opening and closing sessions, the course visit to the Jamaica Library Service and invitations to functions were also undertaken by this body. The Department of Library Studies was responsible for the planning of the course content, the selection of lecturers and all arrangements for lecturing and practical sessions. The Department also made arrangements for in-course hospitality and the closing function. Mrs. Amy Robertson, Librarian/Documentalist of the School of Education, University of the West Indies,

acted as Course Director on behalf of the Department of Library Studies. Miss June Vernon, Head, Information and Bibliography Department, National Library, acted as Course Co-ordinator on behalf of NACOLADS.

The course was conducted in 10 afternoon sessions over a 2 week period. Each session consisted of two lectures and one practical session. Because of bad weather, certificates of participation normally awarded for full attendance were awarded to persons attending no less than 7 sessions.

The course had to cater to the varying levels of library experience and training, educational background and work situations and was built upon a broad-based curriculum.

In addition, it was thought useful to introduce participants to the concept of information on a national basis, the NATIS concept. The structure and functions of NACOLADS and the National Library were therefore introduced and discussed. Offerings which would maximise motivation and hence performance were given high priority.

One field trip to the Jamaica Library

Service Headquarters and observation training visits to various campus libraries were included in the programme.

Applications were accepted for 35 library assistants from 22 government ministries, agencies and commercial institutions. Students were highly motivated and despite the very bad weather experienced during this period the daily attendance rarely dropped below 28.

A total of 19 senior staff representatives of government, public and special libraries, educational institutions and the U.W.I. formed the panel of lecturers. They provided a wealth of supporting material as handouts.

Formal opening and closing functions were organised. The acting Chairman of NACOLADS, Mr. Ken Ingram, University Librarian, was chairman on both occasions. Guest speaker at the opening function was Mr. Bindley Sangster, Managing Director, Sangster's Book Stores, and a member of NACOLADS. He urged participants to maintain a free flow of information to the clientele.

Speaker at the closing function was the Hon. Arnold Bertram, Minister of Mobilization, Information and Culture,

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who spoke on the need for adequate and accurate documentation in the present for efficient future planning, the librarian's role in making information accessible to those in need of it, and the further responsibility of the librarian in helping to convince the under-educated of the need to upgrade their educational qualifications. Mrs. Bertram handed out the certificates.

Evaluation

Majority opinion was that the course

met the expectations and objectives of the participants i.e. increasing proficiency in their work and broadening their perspective in the field. They had gained from the interaction with others and would feel more self confident on the job. Desire for a longer training period with more technical input, especially more practice in cataloguing was expressed. They suggested the regular convening of such courses as well as the inclusion of additional subject areas, and the establishment of a formal certificate course for library assistants.

It is evident that high interest exists in the technical aspects of librarianship. One avenue of satisfying the need could be by intensive short courses to participants at the same level of library training, and by active encouragement by employing authorities to staff who are able to pursue the Library Technical Assistants course being mounted at the Exed Community College, and at Knox College. This would complement the formal education programmes for professionals being mounted at the Department of Library Studies.

ABROAD 1978

UNISIST/FID/IFLA INTERNATIONAL SUMMER SCHOOL for Teachers and Workers in Advanced Information Work, July 2–July 26, 1978

by

Audrey Chambers
Librarian III, Library
U.W.I., Mona

I was one of 24 participants at the summer school which was presented by the Postgraduate School of Librarianship and Information Science, University of Sheffield. The school offered a course in new developments and trends in information retrieval, computers and library/information systems and the management of library and information systems. It was specifically geared to give assistance to persons from the developing countries where the demand for specialized skills is high.

Lectures were conducted by some members of the academic staff at the University of Sheffield as well as experts from the British Library and ICI. Formal lecture periods were supported by practical sessions and visits to relevant institutions in Yorkshire and in London.

The summer school covered three main areas of study:

(i) information retrieval with particular reference to indexing and the development of index languages.

(ii) new technologies in computers and library information work. The enhanced capabilities of modern computers, improvements in software and telecommunications systems and the resulting effects on bibliographical information were discussed. Practical sessions ranged from on-line cataloguing to retrieval exercises via computer networks (BLAISE, DIALOG). Unfortunately, it was not always possible for participants to act as operators at the terminals. One interesting fact was the seemingly frequent number of times the system was "down", apparently a not abnormal situation.

(iii) the management component comprised an introduction to systems theory, methods in the measurement and evaluation of library needs and services as well as case study sessions and a simulated management game using computer facilities at the University of Sheffield.

Furthermore, since the course was intended for teachers and potential teachers of library studies, several sessions were devoted to micro-teaching. Audio-visual equipment for use in conjunction with the more traditional teaching methods was on display. Each participant was required to prepare a ten-minute presentation with the help of one or more of these teaching aids. The talks were video-taped at the university studio and re-run for criticism by one's peers (and incidentally oneself). Hopefully, the exercise led to an awareness of and improvement in one's performance as a lecturer.

The final week was spent in London where observation tours of a variety of libraries and related organisations such as ASLIB and the Library Association rounded off the school.

Participants came from a widely separated geographical area. The resulting interchange of ideas at both the formal and informal levels was productive and invaluable. In particular, a frank "rap" session

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between the Latin American/Caribbean group and Professor H. Goldhor, who often acts as a UN expert in the region, provided useful feedback on certain roles played by international donor agencies.

The staff of the Postgraduate School at Sheffield is to be commended for a well-organized summer school. Intensive work periods were balanced by a thoughtful plan of social activities. The attention paid to all details of our programme and personal welfare and excellent accommodation meant for me an enjoyable learning experience.

ACURIL X

by

A. Jefferson

Deputy Librarian, Library, U.W.I., Mona

The 10th Annual meeting of the Association of Caribbean University, Research and Institutional Libraries (ACURIL) was held at the Dover Convention Centre, Barbados, November 5-11, 1978, and was hosted by the Library Association of Barbados.

The Conference focussed on the theme "Non-print Media and Audiovisual Aids in the Libraries of the Caribbean". Fifty-four delegates and some eighty other participants, observers and exhibitors representing eighteen countries including the English-, Spanish-, Dutch- and French-speaking Caribbean as well as from Canada, the United States of America and the United Kingdom attended.

The theme was presented through Working and Background Papers by persons knowledgeable in the fields of oral history, recorded music, maps, machine readable data base availability, legal deposit of national publications and education for audiovisual librarianship.

At the end of the meeting it was resolved that ACURIL promotes the training of Librarians in the field of audiovisual material at Library Schools in the area by including formal courses in their curricula and courses for continuing education. It was also resolved that ACURIL establish a Standing Committee on Oral History as it had been made abundantly

clear that the Caribbean area is exceedingly rich in oral history and no concerted effort was being made to record this history.

At the closing ceremony on the evening of November 10th, Miss Maritza Eustatia of Curacao was formally installed President of the Association for the year 1978/79.

During the week participants were treated to a wide variety of social and cultural entertainment including an organ recital by Dr. John Fletcher at St. Michael's Cathedral, a folklore presentation at the Yoruba Center and a boat ride with dinner on the famed Jolly Roger.

ACURIL XI will be held in Santo Domingo in 1979, thanks to the invitation of the government of the Dominican Republic.

SEMINAR ON DEVELOPING A PUBLIC ADMINISTRATION NETWORK FOR LATIN AMERICA AND THE CARIBBEAN BARBADOS, NOVEMBER 1-3, 1978.

by

Yvonne Lawrence

Librarian, Supreme Court Library

The Latin American Centre for Development Administration (CLAD) with support from the British Council, organized a three-day seminar in Barbados in November 1978.

The aims and objectives of the seminar were:

- To ascertain the state-of-the-art in publishing and document-handling areas relevant to public administration in all participating and observer countries.
- To develop personal contacts between key personnel involved in libraries and documentation centres in public administration.
- To plan a programme to ensure effective interchange of document and research information.
- To co-ordinate the systems which will be necessary to maintain this interchange.

12 countries were represented at the seminar. The NACOLADS representative, Mrs. Yvonne Lawrence, presented a paper on **The Library and Information Systems of Jamaica with special reference to the state-of-the-art in documentation relevant to public administration.**

The conclusions of the Seminar were as follows —

- Key user groups for the subject area should be established and the training of administrators in acquisition and use of this type of information, should be promoted and encouraged.
- The CLAD should establish the types of documentation relevant to the network concentrating on non-conventional literature relating to the public sector.
- The CLAD should assist in developing national systems through country "focal points" i.e. institutions of administrative reform and others whose aims are closely related to public administration.
- The CLAD should promote guidelines for the eventual integration of focal points with an international network.
- Training in information management and use should be included in the curricula of schools of public administration, and the introduction of specialist training for librarians and information specialists in handling information within the public administration sector should be encouraged.
- The CLAD would draw on existing data bases and libraries to provide an analytical and evaluative service directly to specific users by selective dissemination.
- All developments should be pursued within a co-ordinated framework utilizing existing resources and well-established systems and basic training programmes for librarians should be co-ordinated with the initiatives of UNESCO and other organisations working in the region.

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WORKSHOP ON THE PRECIS METHOD OF INDEXING

January 9-19, 1979

by

Daphne Douglas

Head, Department of Library Studies
U.W.I., Mona

Two projections influenced the realization of the PRECIS Workshop held in January 1979. The ACURIL Indexing Committee decided to investigate the possibility of using PRECIS indexing in the compilation of CARINDEX, and there had been talk among the English-speaking Caribbean countries that subject cataloguing in national bibliographies should be based on this method of indexing. As far back as 1977, Miss Shirley Evelyn, the Chairman of the ACURIL Committee, suggested that efforts should be made to hold a workshop on PRECIS. This workshop should be held in the Caribbean with the objective of familiarizing contributors to the index with the necessary technique.

Consequently, efforts were made through the Trinidad and Tobago Library Association, the Department of Library Studies and the Library of the University of the West Indies, St. Augustine to obtain funding and to secure the services of Mr. Derek Austin of the British Library, who developed the system of PRECIS indexing. This effort crystallized

towards the end of 1978 when the British Council through the intervention of Mr. Ivor Kemp, then Library Advisor, agreed to finance it with funds provided by the Overseas Development Ministry. Additional funds were provided by ACURIL and the Government of Trinidad and Tobago.

Organization

The Workshop was conducted for two weeks at the Normandie Hotel, Trinidad. It was directed by Mr. Austin assisted by Mrs. Jutta Sørensen of the Royal Danish Library School. Course co-ordinator was Mrs. Wilma Primus of the Caribbean Development Centre Library, assisted by Miss Jennifer Josephs, Librarian in the Ministry of Industry and Commerce, Trinidad and Tobago.

There were some 31 participants from 10 countries: Barbados, British Virgin Islands, Grenada, Guyana, Jamaica, Puerto Rico, St. Kitts, St. Vincent, Trinidad and Tobago, and Virgin Islands of the United States. The majority of the participants were qualified librarians. The invitation for Jamaica's participation came to the Jamaica Library Association and Miss Daphne Douglas, Head of the Department of Library Studies, Mrs. Audrey Chambers of the University Library and Miss Elaine Neufville of the National Library of Jamaica were selected to attend.

The teaching was undertaken on a team basis by Mrs. Sørensen and Mr.

Austin. The instructional material consisted of complete sets of lessons, examples, exercises and answers on cyclostyled sheets and on transparencies. Each participant received a complete set of material.

The opening function was chaired by the President of the Library Association of Trinidad and Tobago, Mrs. Joan Sealy. His Excellency Mr. H. R. H. Stanley spoke on behalf of the British Council and Mr. Austin described the workshop. The keynote address was given by the Hon. Dr. Cuthbert Joseph, Minister of Education and Culture, Trinidad and Tobago. The Trinidadian library community produced the usual excellent West Indian hospitality.

Conclusion

Each participant left the workshop with a very clear working knowledge of the methodology of PRECIS indexing. In addition, they had all been introduced to modern indexing theory and been given some idea of how a computer can assist the indexer.

Finally, informal, and sometimes formal, discussions led to a clarity of ideas about the implications of the use of PRECIS both in Caribbean national bibliographies and in CARINDEX. It was decided to attempt a pilot project whereby subject cataloguing using the PRECIS method would be "ghosted" during 1979 for possible switchover to this method by 1980.

COLLINS PUBLISHERS

Collins; Collins & Sangster; Collins World; Pan; Wm Heinemann; Secker & Warburg; Peter Davies; World's Work; Andre Deutsch; Batsford; Hamish Hamilton; Purnell Books; Dean & Son; Lutterworth; Michael Joseph; Pelham; Macdonald Educational; David & Charles; Guinness Superlatives; Times Books; Sampson Low; Ebury Press; Arlington Books; Basil Blackwell.

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The Conference focussed on the theme "Non-print Media and Audiovisual Aids in the Libraries of the Caribbean". Fifty-four delegates and some eighty other participants, observers and exhibitors representing eighteen countries including the English-, Spanish-, Dutch- and French-speaking Caribbean as well as from Canada, the United States of America and the United Kingdom attended.

The theme was presented through Working and Background Papers by persons knowledgeable in the fields of oral history, recorded music, maps, machine readable data base availability, legal deposit of national publications and education for audiovisual librarianship.

At the end of the meeting it was resolved that ACURIL promotes the training of Librarians in the field of audiovisual material at Library Schools in the area by including formal courses in their curricula and courses for continuing education. It was also resolved that ACURIL establish a Standing Committee on Oral History as it had been made abundantly

clear that the Caribbean area is exceedingly rich in oral history and no concerted effort was being made to record this history.

At the closing ceremony on the evening of November 10th, Miss Maritza Eustatia of Curacao was formally installed President of the Association for the year 1978/79.

During the week participants were treated to a wide variety of social and cultural entertainment including an organ recital by Dr. John Fletcher at St. Michael's Cathedral, a folklore presentation at the Yoruba Center and a boat ride with dinner on the famed Jolly Roger.

ACURIL XI will be held in Santo Domingo in 1979, thanks to the invitation of the government of the Dominican Republic.

SEMINAR ON DEVELOPING A PUBLIC ADMINISTRATION NETWORK FOR LATIN AMERICA AND THE CARIBBEAN BARBADOS, NOVEMBER 1-3, 1978.

by

Yvonne Lawrence

Librarian, Supreme Court Library

The Latin American Centre for Development Administration (CLAD) with support from the British Council, organized a three-day seminar in Barbados in November 1978.

The aims and objectives of the seminar were:

- To ascertain the state-of-the-art in publishing and document-handling areas relevant to public administration in all participating and observer countries.
- To develop personal contacts between key personnel involved in libraries and documentation centres in public administration.
- To plan a programme to ensure effective interchange of document and research information.
- To co-ordinate the systems which will be necessary to maintain this interchange.

12 countries were represented at the seminar. The NACOLADS representative, Mrs. Yvonne Lawrence, presented a paper on **The Library and Information Systems of Jamaica with special reference to the state-of-the-art in documentation relevant to public administration.**

The conclusions of the Seminar were as follows —

- Key user groups for the subject area should be established and the training of administrators in acquisition and use of this type of information, should be promoted and encouraged.
- The CLAD should establish the types of documentation relevant to the network concentrating on non-conventional literature relating to the public sector.
- The CLAD should assist in developing national systems through country "focal points" i.e. institutions of administrative reform and others whose aims are closely related to public administration.
- The CLAD should promote guidelines for the eventual integration of focal points with an international network.
- Training in information management and use should be included in the curricula of schools of public administration, and the introduction of specialist training for librarians and information specialists in handling information within the public administration sector should be encouraged.
- The CLAD would draw on existing data bases and libraries to provide an analytical and evaluative service directly to specific users by selective dissemination.
- All developments should be pursued within a co-ordinated framework utilizing existing resources and well-established systems and basic training programmes for librarians should be co-ordinated with the initiatives of UNESCO and other organisations working in the region.

ABROAD 1979

WORKSHOP ON THE PRECIS METHOD OF INDEXING

January 9-19, 1979

by

Daphne Douglas

Head, Department of Library Studies
U.W.I., Mona

Two projections influenced the realization of the PRECIS Workshop held in January 1979. The ACURIL Indexing Committee decided to investigate the possibility of using PRECIS indexing in the compilation of CARINDEX, and there had been talk among the English-speaking Caribbean countries that subject cataloguing in national bibliographies should be based on this method of indexing. As far back as 1977, Miss Shirley Evelyn, the Chairman of the ACURIL Committee, suggested that efforts should be made to hold a workshop on PRECIS. This workshop should be held in the Caribbean with the objective of familiarizing contributors to the index with the necessary technique.

Consequently, efforts were made through the Trinidad and Tobago Library Association, the Department of Library Studies and the Library of the University of the West Indies, St. Augustine to obtain funding and to secure the services of Mr. Derek Austin of the British Library, who developed the system of PRECIS indexing. This effort crystallized

towards the end of 1978 when the British Council through the intervention of Mr. Ivor Kemp, then Library Advisor, agreed to finance it with funds provided by the Overseas Development Ministry. Additional funds were provided by ACURIL and the Government of Trinidad and Tobago.

Organization

The Workshop was conducted for two weeks at the Normandie Hotel, Trinidad. It was directed by Mr. Austin assisted by Mrs. Jutta Sørensen of the Royal Danish Library School. Course co-ordinator was Mrs. Wilma Primus of the Caribbean Development Centre Library, assisted by Miss Jennifer Josephs, Librarian in the Ministry of Industry and Commerce, Trinidad and Tobago.

There were some 31 participants from 10 countries: Barbados, British Virgin Islands, Grenada, Guyana, Jamaica, Puerto Rico, St. Kitts, St. Vincent, Trinidad and Tobago, and Virgin Islands of the United States. The majority of the participants were qualified librarians. The invitation for Jamaica's participation came to the Jamaica Library Association and Miss Daphne Douglas, Head of the Department of Library Studies, Mrs. Audrey Chambers of the University Library and Miss Elaine Neufville of the National Library of Jamaica were selected to attend.

The teaching was undertaken on a team basis by Mrs. Sørensen and Mr.

Austin. The instructional material consisted of complete sets of lessons, examples, exercises and answers on cyclostyled sheets and on transparencies. Each participant received a complete set of material.

The opening function was chaired by the President of the Library Association of Trinidad and Tobago, Mrs. Joan Sealy. His Excellency Mr. H. R. H. Stanley spoke on behalf of the British Council and Mr. Austin described the workshop. The keynote address was given by the Hon. Dr. Cuthbert Joseph, Minister of Education and Culture, Trinidad and Tobago. The Trinidadian library community produced the usual excellent West Indian hospitality.

Conclusion

Each participant left the workshop with a very clear working knowledge of the methodology of PRECIS indexing. In addition, they had all been introduced to modern indexing theory and been given some idea of how a computer can assist the indexer.

Finally, informal, and sometimes formal, discussions led to a clarity of ideas about the implications of the use of PRECIS both in Caribbean national bibliographies and in CARINDEX. It was decided to attempt a pilot project whereby subject cataloguing using the PRECIS method would be "ghosted" during 1979 for possible switchover to this method by 1980.

COLLINS PUBLISHERS

Collins; Collins & Sangster; Collins World; Pan; Wm Heinemann; Secker & Warburg; Peter Davies; World's Work; Andre Deutsch; Batsford; Hamish Hamilton; Purnell Books; Dean & Son; Lutterworth; Michael Joseph; Pelham; Macdonald Educational; David & Charles; Guinness Superlatives; Times Books; Sampson Low; Ebury Press; Arlington Books; Basil Blackwell.

ABROAD 1979

THE 45TH IFLA CONGRESS

by

*Barbara Chevannes
Assistant Principal Librarian
Kingston & St. Andrew Parish Library*

The 45th IFLA Congress and Pre-Conference Seminar was held in Copenhagen, Denmark and Lund, Sweden respectively, from August 20—September 1, 1979. Lund Public Library hosted the pre-conference seminar and the arrangements were made by the Swedish Library Association. The congress was held at the University of Copenhagen and the Library School and arranged by the Danish Library Association and IFLA director.

The theme of the seminar was 'Public Library Policy.' Ten papers were presented by librarians from a variety of countries. There were fifty six participants from thirty three countries.

Participation was lively in the discussions at the seminar and provided details of the similarity of problems the world over, while recognizing that the urgent problems of the developing countries were somewhat different. Much emphasis was placed on how the principles of public library policy could be applied in urban communities and rural areas. The meeting sent forward a draft resolution to the IFLA Congress recommending more regional or international seminars on that topic.

A recommendation was also sent to IFLA on the problems of ethnic minorities in many countries. It stressed that efforts be made to provide information on practical, social and cultural aspects of life in the host country as well as help to maintain a knowledge of the native countries of the minorities. Another recommendation was made for a model for library users research to be developed so that there could be reliable measurements of public library work in all countries.

The Copenhagen congress was large—twelve hundred persons from one

hundred and seventy-two countries. The theme was 'Library Legislation'. All groups and sections had papers presented which high-lighted particular problems in library legislation.

The Latin American Section to which Jamaica belongs had problems, but these were resolved by the efforts of those present and the group was reactivated with a new President, Roserio Horowitz of Venezuela and Secretary, Lucila Jimenez of Colombia. Members from Jamaica are Mrs. Albertina Jefferson and Miss Leila Thomas.

The seminar and congress were worthwhile and interesting experiences. Both were well organized although the size of the congress made it more impersonal. For me, the interesting persons who were present and the new customs which were learnt were the main highlights. From a library point of view, the well stocked libraries and the assistance given to libraries by Bibliotekjanst in Sweden and the Danish Design Centre were illuminating.

SEMINAR ON PARA-PROFESSIONAL LIBRARY TRAINING FOR THE CARIBBEAN

London, Ontario
June 18—22, 1979

by

*Stephanie Ferguson
College Librarian
College of Arts, Science and Technology*

The Seminar which was sponsored by C.I.D.A., Fanshawe College and the School of Information and Library Science of the University of Western Ontario was attended by 28 participants from 16 Caribbean countries.

Jamaica was represented by Miss Daphne Douglas, Head of the Department

of Library Studies, U.W.I., Miss Hermine Salmon of the Jamaica Library Service, Miss Una Duncan of EXED Community College and Miss Stephanie Ferguson, College Librarian at C.A.S.T. who represented the Jamaica Library Association and presented a paper entitled "Training of Para-professionals for Libraries: the Jamaican Experience."

This paper which traced the developments leading to the establishment of formal training programmes for support staff in Jamaican libraries was well received and to a certain extent influenced the "guidelines for setting up para-professional library training programmes in the Caribbean" which were drawn up at the Seminar. It is expected that the recommended 'guidelines' will be presented at the 11th Annual Meeting of ACURIL for general discussion by Caribbean librarians.

Jamaica was warmly congratulated on the progress it had achieved with the establishment of its training programme.

SALALM XXIV

June 1979,
Los Angeles

by

*Alvona Alleyne
Head, West Indies and Special Collections
Library, U.W.I., Mona*

The 24th annual meeting of the Seminar on the Acquisition of Latin American Library Materials was held at the Huntington-Sheraton Hotel in Pasadena, California, under the sponsorship of the University of California at Los Angeles.

For the first time, SALALM devoted its entire annual conference to a consideration of Caribbean research and scholarship. Its theme was designated "Caribbean research and resources in Europe and the Americas". The Caribbean was further honoured, in that SALALM's president for 1978-79 was Dr. Alma Jordan, Campus Librarian, University of the West Indies, St. Augustine. This was the first time that SALALM had chosen a president from the Caribbean.

ABROAD 1979

Basically, the conference was divided into formal lecture sessions and informal roundtable discussions. Among the many Caribbean scholars who spoke at the conference were Dr. Robert Hill, Dr. Thomas Matthews and Dr. Elizabeth Thomas-Hope. The conference attempted to survey the existing programmes for the teaching of Caribbean Studies in Europe, America and the West Indies. Having established the existence of such programmes and tried to evaluate them, it then proceeded to deal with the provision of library resources to support such pro-

grammes. Alvona Alleyne delivered a paper, written by Albertina Jefferson and herself, on Caribbean resources and collections in the English-speaking West Indies. She also chaired the roundtable session that was devoted to Caribbean bibliographies.

Participants enjoyed well-planned and varied social activities. They were given a taste of a Mexican fiesta and treated to the privilege of a private tour of the Huntington Library and Gallery. They also visited the UCLA campus where they

were introduced to the intricacies of producing the Hispanic American Periodical Index.

At the final session Mr. Ludwig Lauerhass, Director, Latin American Center, University of California at Los Angeles, was installed as the new President of SALALM. The XXV annual meeting is scheduled for Albuquerque and will be sponsored by the University of New Mexico.

8TH ANNUAL IASL CONFERENCE, MIDDLEFART, DENMARK, 1979

by

*Amy Robertson
Librarian/Documentalist
School of Education, U.W.I.*

The 8th annual conference of the International Association of School Librarianship (IASL), hosted by the Danish Association was held from July 30 to August 4, 1979. It attracted 126 participants from 17 countries. Among participants were representatives of associations to which IASL is affiliated, the Secretary-General of WCOTP, Mr. John Thompson, and Secretary-General of IFLA, Ms. M. Wijnstroom. The theme explored the cultural possibilities of materials in school libraries as they pertain to children. Focus was therefore on literature for children and the opportunity was taken to link the theme to the International Year of the Child. Among the speakers were eminent authors, folklorists, radio and television personalities working in the field of children's literature. The richness of Norse myths was appropriately explored in the setting of Hans Christian Andersen's country.

The conference also looked at the development of school libraries and librarianship in Scandinavia and discussed such topics as "The place of para-professional staff in the school library" and "Whose responsibility is user education, teacher or librarian?" Participants shared major concerns about children's literature in their own countries.



Mrs. Amy Robertson presenting a gift of Jamaican children's books to Mr. Fleming Sørensen

Mrs. Amy Robertson, Librarian/Documentalist in the School of Education, University of the West Indies, Mona and President of IASL was the pre-conference guest of Mr. Aksel Petersen, Inspector of School Libraries and Vice-President of IASL, and his family at Odense, where she was interviewed by the Morgenposten newspaper.

At the opening of the conference Mrs. Robertson made a presentation of Jamaican children's books to Mr. Flemming Sørensen, President of the

Association of Danish School Librarians. The presentation was made on behalf of the Jamaica Library Association. Mr. Erling Jensen, Minister of Social Affairs in the Danish Government gave the opening address — "The Year of the Child in Denmark in the international view."

After the conference Mrs. Robertson visited the International Bureau of Education in Geneva.

The 1980 conference will be held in Venezuela.

ABROAD 1979

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The 1980 conference will be held in Venezuela.

ABROAD 1979

WORKSHOP ON INTERMEDIATE LIBRARY STAFF AND COMMONWEALTH LIBRARY ASSOCIATION (COMLA) COUNCIL MEETING

by
Stephanie Ferguson
College Librarian
College of Arts, Science and Technology

Viti Levu, the largest of the Fiji Islands in the South Pacific was the point of convergence of librarians from British Commonwealth countries recently. It was also the focal point of non-Commonwealth librarians in the South Pacific who were attending the second Standing Conference of Pacific Librarians (SCOPAL) during the same period. Altogether there were 43 persons participating in 5 meetings.

Specialist Workshop on the Training of Intermediate Library Staff

This workshop was mounted by COMLA with the financial assistance of the Commonwealth Fund for Technical Co-operation (CFTC). Participants from 13 countries were invited on the basis of their special knowledge or experience, to develop a curricula which could be used to train support staff in libraries of Commonwealth countries. The courses were designed on a modular basis, each module being defined by means of a number of learning objectives which clearly identified the skills to be acquired by the trainee on completion of each

module. Participants were allocated modules based on their expressed interest and expertise, given a preliminary list of objectives which they refined prior to the design of course outlines, and teaching notes. These preliminary drafts were circulated to all participants for study prior to arrival in Suva, Fiji and were then compared and modified by the group in Suva. The second drafts were then discussed with members of SCOPAL and COMLA Council members in order to obtain valuable feedback to ensure that final versions would be adaptable to the varying needs of Commonwealth countries. From a proposed list of 20 subjects groups, the following 12 were designed:

- (1) Communication Skills
- (2) Numeracy & Accounting
- (3) Library Administration
- (4) Personnel Management
- (5) Library Administrative Practice
- (6) Library Equipment
- (7) Promotion & Display
- (8) Office Practice
- (9) Information Work
- (10) Audio-Visual Materials
- (11) Bibliography & Librarianship of National Information Resources
- (12) Community Studies and User needs

These modules along with specialist options to be developed will be pretested and evaluated prior to publication. A small editorial committee has been assigned to work on the final drafts prior to publication.

Altogether it was a very demanding and intensive workshop which was satisfying nevertheless since it provided the opportunity for librarians to discuss their common problems, exchange ideas and to take a positive step in developing a training programme which will satisfy the pressing needs of many Commonwealth countries.

Commonwealth Executive & Council Meetings

Miss Leila Thomas, Director of the Jamaica Library Service and outgoing Treasurer of COMLA participated in this meeting which wound up the affairs of the outgoing executive prior to handing over to the new executive which was elected at the Council Meeting.

Jamaica was represented at the Council Meeting by Miss Stephenie Ferguson, a participant in the workshop. She stood proxy for Mrs. Yvonne Lawrence, J.L.A.'s nominee to the Council who was unable to attend. At the Council Meeting the following Officers were elected:

- President — Paul Xuereb (Malta)
Vice President — Jinna Kantilal (Fiji)
Treasurer — John Stringelman (New Zealand)
Immediate Past President — Ken Harrison (U.K.)

Highlight of the Council Meeting was the revision of the constitution to allow for a restructuring of COMLA on a regional basis. Miss Jean Craigwell of Guyana was elected Regional Representative "pro tem" for the Caribbean area. It is hoped that regionalization will lead to increased co-operation and activities at the regional level among COMLA members while at the same time reducing costs.

Mrs. C. P. Fray, Executive Secretary of the Association tendered her resignation effective December 1979. The search is therefore on for a new Executive Secretary.

It is expected that the next Council Meeting which will be attended by members of the Executive and Regional Representatives, will be held in Nairobi, Kenya in 1982.

UNIVERSITY OF THE WEST INDIES

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3 year B.A. degree with Library Studies specialization

1 year Diploma in Library Studies for post-graduate students

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- Research
- Development of information units and systems

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DEPARTMENT OF LIBRARY STUDIES

For other programmes contact the
Head of Department
Telephone: 927-6661, Extension 322.

University of the West Indies, Department of Library Studies

EXAMINATION RESULTS

1978

The Department started the academic year 1977/78 with 75 students: 62 in the degree programme, 10 in the Diploma programme and 3 specially registered. As a result of the June examinations, 21 students graduated in February; 17 with the B.A. and 4 with the Diploma. Of the 17 first degree students, 1 student obtained a first class honours degree, 6 obtained upper second class honours, 7 obtained lower second class honours and 3 pass certificates. The full list is as follows:

Diploma in Library Studies

Bobb-Semple, Leona	Guyana
Garg, Sunita	India
Gordon, Barbara	Jamaica
Smith, Annette	Barbados

B.A. With Library Studies Specialization First Class Honours

Thompson, Jennifer	Jamaica
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Upper Second Class Honours

Alexander, Lucille	Trinidad
Degourville-Hall, Gayle	Trinidad
Duncan, Una	Jamaica
Higgins, Thelma	Jamaica
Russell, Joy	Jamaica
Speirs, Beverly	Jamaica

Lower Second Class Honours

Blackwood, LaSenora	Jamaica
Bogle, Mavis	Jamaica
Blake, Faye	Guyana
Burrowes, June	Trinidad
Jordan, Ingrid	Trinidad
Myers-Taylor, Vernita	Jamaica
Reyes, Ceciele	Belize

Pass

James, Pauline	St. Lucia
Nesbeth, Hillorie	Jamaica
Walters-Spence, Bernadine	British Virgin Islands

1979

The Department started the year with 75 students: 57 in the degree programme, and 18 in the Diploma programme. As a result of the June examinations, 25 students graduated in the February 1980 exercises; 13 with the B.A. and 14 with the Diploma. Of the 13 first degree graduates 4 obtained upper second class honours, 5 lower second class honours and 4 pass degrees. Of the 14 Diploma graduates, 3 received passes with distinction, the first students to obtain this recognition since the provision was made in 1977. The full list is as follows:

Diploma in Library Studies

Pass with distinctions:

Badree, Sheera	Trinidad
Brown, Colleen	Jamaica
Edwards, Veona	Barbados

Pass

Bandara, Swarna	Sri Lanka
Brodie, Monica	Jamaica
Devonish, Hazelyn	Guyana
Douglas, Ingrid	Barbados
Imambaksh, Cheryl	Trinidad
Isaacs, Mary	Jamaica
James, Judith	Trinidad
Ramcharran, Ann	Guyana
Smith, Merline	Jamaica
Swaby, Joan	Jamaica
Williams, Sheila	Jamaica

B.A. With Library Studies Specialization Upper Second Class Honours

Emmons, Christine	Grenada
Herbert, Pearl	St. Vincent
Watson, Dolores	Barbados
Webber, Sandra	Jamaica

Lower Second Class Honours

Bascombe, Evonda	Barbados
Benjamin, Edris	Jamaica
Ford, Carol	Jamaica
Maitland, Beverly-Ann	Trinidad
Radway-Ward, Marcia	Jamaica

Pass

Ebanks, Janet	Jamaica
Goaly, Carmen	Jamaica
Herbert, Lolita	Barbados
Hull, Allison	Antigua

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Treasurer — John Stringelman (New Zealand)
Immediate Past President — Ken Harrison (U.K.)

Highlight of the Council Meeting was the revision of the constitution to allow for a restructuring of COMLA on a regional basis. Miss Jean Craigwell of Guyana was elected Regional Representative "pro tem" for the Caribbean area. It is hoped that regionalization will lead to increased co-operation and activities at the regional level among COMLA members while at the same time reducing costs.

Mrs. C. P. Fray, Executive Secretary of the Association tendered her resignation effective December 1979. The search is therefore on for a new Executive Secretary.

It is expected that the next Council Meeting which will be attended by members of the Executive and Regional Representatives, will be held in Nairobi, Kenya in 1982.

UNIVERSITY OF THE WEST INDIES

Its business: Formal education and training for librarians—

3 year B.A. degree with Library Studies specialization

1 year Diploma in Library Studies for post-graduate students

- Continuing education for practising librarians on an ad-hoc basis
- Extension courses for library personnel
- Research
- Development of information units and systems

Applications for formal programmes received
November to January each year in the
University Registry, P.O. Box 181, Kingston 7, Jamaica.

DEPARTMENT OF LIBRARY STUDIES

For other programmes contact the
Head of Department
Telephone: 927-6661, Extension 322.

University of the West Indies, Department of Library Studies

EXAMINATION RESULTS

1978

The Department started the academic year 1977/78 with 75 students: 62 in the degree programme, 10 in the Diploma programme and 3 specially registered. As a result of the June examinations, 21 students graduated in February; 17 with the B.A. and 4 with the Diploma. Of the 17 first degree students, 1 student obtained a first class honours degree, 6 obtained upper second class honours, 7 obtained lower second class honours and 3 pass certificates. The full list is as follows:

Diploma in Library Studies

Bobb-Semple, Leona	Guyana
Garg, Sunita	India
Gordon, Barbara	Jamaica
Smith, Annette	Barbados

B.A. With Library Studies Specialization First Class Honours

Thompson, Jennifer	Jamaica
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Upper Second Class Honours

Alexander, Lucille	Trinidad
Degourville-Hall, Gayle	Trinidad
Duncan, Una	Jamaica
Higgins, Thelma	Jamaica
Russell, Joy	Jamaica
Speirs, Beverly	Jamaica

Lower Second Class Honours

Blackwood, LaSenora	Jamaica
Bogle, Mavis	Jamaica
Blake, Faye	Guyana
Burrowes, June	Trinidad
Jordan, Ingrid	Trinidad
Myers-Taylor, Vernita	Jamaica
Reyes, Ceciele	Belize

Pass

James, Pauline	St. Lucia
Nesbeth, Hillorie	Jamaica
Walters-Spence, Bernadine	British Virgin Islands

1979

The Department started the year with 75 students: 57 in the degree programme, and 18 in the Diploma programme. As a result of the June examinations, 25 students graduated in the February 1980 exercises; 13 with the B.A. and 14 with the Diploma. Of the 13 first degree graduates 4 obtained upper second class honours, 5 lower second class honours and 4 pass degrees. Of the 14 Diploma graduates, 3 received passes with distinction, the first students to obtain this recognition since the provision was made in 1977. The full list is as follows:

Diploma in Library Studies

Pass with distinctions:

Badree, Sheera	Trinidad
Brown, Colleen	Jamaica
Edwards, Veona	Barbados

Pass

Bandara, Swarna	Sri Lanka
Brodie, Monica	Jamaica
Devonish, Hazelyn	Guyana
Douglas, Ingrid	Barbados
Imambaksh, Cheryl	Trinidad
Isaacs, Mary	Jamaica
James, Judith	Trinidad
Ramcharran, Ann	Guyana
Smith, Merline	Jamaica
Swaby, Joan	Jamaica
Williams, Sheila	Jamaica

B.A. With Library Studies Specialization Upper Second Class Honours

Emmons, Christine	Grenada
Herbert, Pearl	St. Vincent
Watson, Dolores	Barbados
Webber, Sandra	Jamaica

Lower Second Class Honours

Bascombe, Evonda	Barbados
Benjamin, Edris	Jamaica
Ford, Carol	Jamaica
Maitland, Beverly-Ann	Trinidad
Radway-Ward, Marcia	Jamaica

Pass

Ebanks, Janet	Jamaica
Goar, Carmen	Jamaica
Herbert, Lolita	Barbados
Hull, Allison	Antigua

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Very simple advice — yet incredibly important.
Because those who do, make it.
Those who don't, don't.
THINK about it.

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LIBRARIANS IN JAMAICA

ABBREVIATIONS:

ALA	Associate of the Library Association
Asst. Lib.	Assistant Librarian
FLA	Fellow of the Library Association
IJ	Institute of Jamaica
JLS	Jamaica Library Service
KSAPL	Kingston and St. Andrew Parish Library
Lib.	Librarian or Library
NLJ	National Library of Jamaica
PL	Parish Library
Sen. Lib.	Senior Librarian
UWI	University of the West Indies Library. Also used for the University, eg., BA (UWI)
WIRL	West India Reference Library, Institute of Jamaica.

AARONS, John Alexander
BA (UWI) 1969, Dip. Lib. (UWI) 1976 Actg. Deputy Lib.
NLJ. At Jamaica Archives 1971-75. Special interest: West
Indiana esp. manuscripts.

ALLEYNE, Alvona
BA (UWI) 1965, M.S. (Columbia) 1967 Lib. II UWI.
Formerly at Music Library, University of Sheffield 1967 -
1970. At UWI since 1972. Special interests: West Indiana,
bibliography. Publications: With Kenneth Ramchand — An
overview and bibliography of West Indian Literature in
December issues of Journal of Commonwealth Literature
for 1973, 1976, 1977 & 1978. "Literary publishing in the
English-speaking Caribbean" in Twenty years of Latin
American Librarianship: final report of SALALM XXI
(1978); with Pam Mordecai, "Educational publishing and
book production in the English-speaking Caribbean" in
Library Trends, Vol. 26, No. 4; with A. Jefferson "Carib-
beana resources in the English-speaking Caribbean" — paper
presented at SALALM XXIV, Los Angeles, June 1979.

ALPHONSE, Hope
ALA, 1964. Asst. Lib. UWI. At JLS 1959 — 64; Birmingham
University Lib. 1965 — 69; UWI 1970 — 72; St. Andrew
High School 1972 — 75.

ANDERSON, Beatrice Louise
BA (UWI) 1976. Lib. Jamaica College since 1976. Formerly
Dinthill Tech. High 1966 — 76. Special interests: Writing
for children, user education in schools.

ARCHER, Sandra Marie
BA (Univ. of Regina) 1973, M.L.S. (Univ. of British
Columbia) 1976. Lib. Bethlehem Teachers' College since
1978. Formerly Campion College Lib. Regina, Sask.,
1976 — 78. Special interests: International and comparative
librarianship, library training and orientation, library
administration.

BAKER, Gloria Sylvia
ALA, 1967. Sen. Lib. Clarendon P.L. At JLS since 1962.
Special interests: Reference work, working with children.

BANDARA, Samuel Bertram
BA (Univ. of Ceylon, Peradeniya) 1967. ALA, 1976. Lib.
III, UWI since 1977. Formerly Asst. Lib. Univ. of Ceylon
(Sri Lanka). Publications: "A bibliography of Sri Lanka
Literature in English" in World Literature Written in English

Vol. 14, No. 2 (Nov. 1975); "Provision of Periodicals in the
Libraries of Sri Lanka" in International Library Review, Vol.
7 No. 1 (Jan. 1975); "Dormant Exchanges: a suggestion for
less wasteful exchanges between Libraries" in Libri. Vol. 28,
No. 4; "Sri Lanka Literature in English" in Asian/Pacific
Literatures in English Bibliographies ed. by E. McDowell
(1978).

BARNES, Claudia
ALA, 1970. Lib. JAMAL. Formerly at JLS.

BELL, Novlet Norma
BA (UWI) 1977. Actg. Sen. Lib. St. Mary P.L. since 1978
Formerly KSAPL, Portland P.L. Special interests:
Reference and information work, special services — eg.
hospital, audio-visual material.

BENNETT, Hazel E.
FLA 1963, M.S. (Lib. Science, Southern Connecticut
State College) 1966, M.S. (English) 1974. Lecturer, Dept.
of Lib. Studies, UWI since 1971. At JLS 1952 — 67;
Deputy Director J.L.S. 1957 — 67; Lib./Documentalist,
UWI Institute of Educ. 1967 — 71. Special interests:
Library Administration, history of libraries in the West
Indies; West Indian library education. Publications: "The
Jamaica Library Service" in UNESCO Bulletin for Libraries,
Vol. 13, May — June 1959. "Private and Subscrip-
tion Libraries in Jamaica before 1879" in Journal
of Library History, Vol. 3, July 1968; Draft Library
Regulations for St. Kitts, 1968; Use of the Library: Manual
for the teaching of research skills to teachers' college
students, 1968. (mimeo.); "British West Indies Libraries" in
Encyclopedia of Library and Information Science, Vol. 3,
1970; Libraries and Documentation in Jamaica — Universi-
dad Nacional del Sur, Argentina, 1972; "Library Resources
for Research in Education in the Caribbean" — Paper pre-
sented at the Conference of the Association of Caribbean
University and Research Libraries, Caracas, Venezuela,
1971; "A National Plan for Library Development for
Jamaica" in Libraries and the Challenge of Change: Papers
of the International Library Conference held in Kingston,
Jamaica 24-29 April, 1972, ed. by K. E. Ingram and A. A.
Jefferson. (1975); Select Bibliography of Education in the
Commonwealth Caribbean 1940 — 1975 Comp. by Amy
Robertson, Hazel Bennett, Janette White, (1976); "Sugges-
tions for Teacher Librarians" Comp. by Sr. Tarcisia Scheid
and others ed. by H. Bennett (1977); Report on Libraries
in the Turks and Caicos Islands with Recommendations.
Prepared for the United Nations Development Programme,
Kingston (1977); "Thomas Bewick: Illustrator of Children's
Books" in Jamaica Library Association Bulletin, 1978; The
"Future of Librarianship in the West Indies" in Barbados
Library Association Journal, Nov. 1978.

BLAKE, Pamela
BA (UWI) 1974; Lib. Dept. of Statistics.

BOBB-SEMPLE, Leona
BA (History, Univ. of Guyana) 1973, Dip. Lib. (UWI),
1978. Asst. Lib. UWI since 1978. Formerly National
Archives of Guyana 1974, Teacher/Lib. Savanna-la-Mar Sec.
School 1975 — 77. Special interests: Reference and biblio-
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for Research in Education in the Caribbean" — Paper pre-
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of the International Library Conference held in Kingston,
Jamaica 24-29 April, 1972, ed. by K. E. Ingram and A. A.
Jefferson. (1975); Select Bibliography of Education in the
Commonwealth Caribbean 1940 — 1975 Comp. by Amy
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and others ed. by H. Bennett (1977); Report on Libraries
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BOBB-SEMPLE, Leona
BA (History, Univ. of Guyana) 1973, Dip. Lib. (UWI),
1978. Asst. Lib. UWI since 1978. Formerly National
Archives of Guyana 1974, Teacher/Lib. Savanna-la-Mär Sec.
School 1975 — 77. Special interests: Reference and biblio-
graphic work.

BOGLE, Beverley Patricia
BA (UWI) 1977. Lib. Portland P.L. since 1977. At IJ 1977. Special interests: Cataloguing, indexing, research and readers advisory work.

BOOKHALL, Faye
BA (UWI) 1974. Lib. St. Ann P.L.

BRATHWAITE, Doris
BA (UWI) 1974.

BROOKES, Henrietta Brenda
B.Sc. (UWI) 1974, Dip. Lib. (UWI) 1975. Asst. Lib. UWI since 1978. At Caribbean Food and Nutrition Institute, 1975-78. Special interests: Information service, bibliography and reference work.

BROOKS, Judith Minetta
ALA 1971, Dip. Lib. (Liverpool Polytechnic). Sen. Lib. St. Elizabeth P.L. since 1971. At JLS since 1962. Special interests: Work with children, reference work.

BROWN, Enid-Mae
BA (History, UWI), Dip. Lib. (UWI) 1975. Lib. III UWI. At Queen's Univ. Ont. 1969-72; Jamaica College Library 1972-76. UWI since 1976. Special interests: Reference work, children's literature.

BROWN, Joyce
BA (UWI) 1974. Formerly at JLS.

BURKE, Sylvia
Dip. Lib. (UWI) 1977.

CAMPBELL, Hazel
BA (UWI) 1974.

CARRINGTON, Phyllis
BA (London) 1959, Dip. Ed. (UWI) 1963, Dip. Lib. (UWI) 1974. Teacher/Lib. Wolmers Girls' School.

CHAMBERS, Audrey M.
BA (UWI) 1966, MLS (Loughborough). Lib. III UWI. At JLS 1960-63, UWI since 1972.

CHAN, Graham K. L.
B.Sc. (Newcastle on Tyne) 1969, M.Sc. (Sheffield) 1971, ALA 1973. Lib. III UWI since 1978. At College of the Bahamas 1977-78; Dept of Lib. Studies, UWI 1976-77; School of Lib. & Info. Science, UWO., 1975-76; Dept. of Lib. Studies, UWI, 1974-75; UWI Lib. 1972-74; Dept. of Health & Social Security Lib. (U.K.) 1969-70. Publications: "Entering the profession", in Library Association Record, 73, (10), Oct. 1971; "Report on the International Training Course in Information Retrieval and Information Retrieval Systems, Katowice, Poland, 4-24 August, 1974" in Jamaica Library Association Bulletin 1975; "Computer based information services for science and technology" in Jamaica Library Association Bulletin 1975; "The foreign language barrier in science and technology" in International Library Review, 8, 1976; "Mushroom poisoning, thioctic acid and the foreign language barrier" in Aslib Proceedings, 29 (6), June 1977.

CHEVANNES, Barbara Elaine
ALA 1964. BA (UWI) 1976. Actg. Principal Lib., Region I. At JLS since 1960. Special interests: work with children, reference and research.

CHUNG, Clover L.
ALA 1970. Lib. Jamintel. Formerly at JLS.

CLARKE, Gloria L.
ALA 1964. Sen. Lib. St. Catherine P.L. At JLS since 1957. Publications: "Recent parish library buildings — Portland" in Jamaica Library Association Bulletin 1974; "Prisons in Shropshire" (mimeo.)

COVER, Judith
FLA 1962, BA (UWI) 1972. Part-time Lecturer Dept. of Lib. Studies, UWI, since 1975. At W.I.R.L. 1956 — 74. Special interests: Bibliography, West Indiana, national library development. Publications: "Directory of Jamaican Libraries Part I" (1967); "Bibliographical aids for building reference collections on the British Caribbean" in XII SALALM Working Papers, 1967; "The living garment of a nation, an overview of the manuscripts of the W.I.R.L." in Jamaica Journal Vol. 7, No. 1-2, 1973.

CUPIDON, Delphine E.
ALA 1959. Principal Lib., JLS HQ. At Survey Dept. 1950; Min. of Health 1952; JLS 1952 to date. Special interests: Reference work, cataloguing and classification.

CUFFE, Patricia
ALA 1972. Lib. KSAPL. At JLS since 1964. Special interests: Reference and info. work, local history.

DALY, Daphne M.
BA (UWI) 1975. Actg. Sen. Lib. Portland P.L. since 1977. At JLS since 1967.

DAVIDSON, Constance
ALA 1972. Lib. Sam Sharpe Teachers' College. Formerly at JLS.

DAVIS, Arlene
BA (UWI) 1975. Lib. Agency for Public Information. Formerly at JLS.

DAVIS, Norma E.
Completed ALA exams 1971. Formerly at JLS, 1971-76; Sangster's Bookstores.

DAVIS, Shirley J. M.
BA (English, UWI) 1957. ALA 1958. Lib. International Bauxite Association. At UWI, Mona 1957-58; 59-61; Barbados P. L. 1963; UWI, Cave Hill 1963-66; UWI, Mona, 1966-69. Special interests: West Indiana. 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 at Cave Hill" in the Library Binder, Vol. 19 No. 18, June, 1970; "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, (1974).

DIAZ, Michelle
BA (UWI) 1975. Lib. KSAPL.

DOUGLAS, Daphne R.
FLA 1959. MLS (Pittsburgh) 1974. Head Dept. of Lib. Studies, UWI. At Jamaica Civil Service 1946-56; JLS 1956-1956-71; secondments to IJ 1961 — 1963 and Jamaica Permanent Mission to the UN 1963-64; Dept. of Lib. Studies 1971 to date. Special interests: Library education, information retrieval. Publications: "Periodical circulation: policies and practices" in Jamaica Library Association Bulletin, 1977; "Formal Programme developments in Library and Information Education in Jamaica" in COMLA Newsletter (16), May 1977; "Report of the Working Party

on Data Bases and Automation" in Plan for a National Documentation, Information and Library system for Jamaica, 1978; "West Indies, University of, Department of Library Studies", Encyclopedia of Library and Information Science (in press).

DUNN, Patricia Yvonne
ALA 1963, BA (UWI) 1975. Lib. III UWI since 1978. W.I.R.L. 1957-78. Special interests: West Indiana, bibliography, reference work. Publications: Editor "Jamaican accessions" 1964-67, (annual); Jt. editor "Jamaican national bibliography, 1968", (1969); Joint author "Library resources for research in the Caribbean: Caribbean Literature in English" — Paper submitted to ACURIL III, Curacao, 1971.

EDWARDS, Eppie D.
BA (UWI) 1973, ALA Lib. St. Hugh's High School. At JLS 1965-70; Scientific Research Council 1970-71. Special interests: Scientific libraries.

EDWARDS, Ruthelda
BA (UWI) 1977.

ELLWOOD, Elsie
B.Sc. (UWI) 1972, Dip. Lib. (UWI) 1975. Lib. UN Development Programme since 1976. At London Borough of Wandsworth 1975, Dept. of Mines & Geology 1971-74. Special interests: Special libraries and information work.

EVANS, Suzette B.
ALA 1968. Black River Secondary School. At. W.I.R.L. 1964-72; Moneague College Lib. Special interests: Periodicals indexing, information retrieval.

FENTY, Leslie P.
BA (St. Mary's) 1965, MLS (UWO) 1970. Lib. Norman Manley Law School since 1973. At Met. Toronto, 1965-68; Centennial College of Arts, Science & Technology, 1970-71. Special interests: Law Librarianship, library education.

FERGUSON, Cynthia
ALA 1969. BA (UWI) 1979. Lib. Social Development Commission. At JLS 1962-64; Hounslow Borough Lib., 1964-67; Inst. of Soc. & Econ. Research, U.W.I. 1968-72.

FERGUSON, Stephanie W.L.
ALA 1962, BA 1972, MLA 1978. Lib. College of Arts, Science & Technology since 1971. At JLS 1958-70; secondments to Jamaica High Commission, London, 1968 and Houses of Parliament Library, Jamaica 1968-69. Special interests: Library education, management. Publications: "Impact of recent developments in Library education on Librarianship in Jamaica" in International Librarianship Surveys on recent developments, by George Chandler, (1972); "Problems in the acquisition of foreign materials for libraries in Jamaica" in XIX SALALM final report and working papers, Vol. 1, (1976); "Information Transfer, Storage, Retrieval and dissemination of Information" paper presented at the Workshop for the formulation of a Science and Technology Information Policy for Jamaica, Jamaica, Oct. 24-26, 1978 (mimeo.); "Library Archives and Manpower Development in Jamaica" — paper presented at the Seminar on Library and Archive Manpower Development, Nov. 27 — Dec. 1, 1978, Jamaica.

FRANCIS, Hannah
Dip. Lib. (UWI) 1976. Lib., Mico Teachers' College.

FRAY, Cecil Phillippa

MRCVS (Dublin) 1943; BA (Mod.) TCD 1950; B.Sc. (Vet. Dublin) 1950; DVPH (Toronto) 1954; MSLS (Illinois) 1964. Secretary, Commonwealth Library Association since 1973. At Scientific Research Council 1962-68; Jamaica School of Agriculture 1968-69; Private consultancy 1969 — 1973. Special interests: Science/technology information transfer, international librarianship, professional associations, editing. Publications: "Co-operation between special libraries that are Government libraries in Jamaica", pub. in part in Jamaica Library Association Bulletin Vol. 2, No. 1, 1965; "High cost of non-information" in Jamaica Journal, 1978; Editor, COMLA Newsletter.

GARG, Sunita
Dip. Lib. (UWI) 1978. Scientific Research Council.

GAYLE, Linda
Dip. Lib. (UWI) 1975. Lib. Belair Prep. School.

GORDON, Joyce
BA (UWI) 1968; Dip. Lib. (UWI) 1974; M.Sc. in L.S. (Pratt) 1979; Lib. III UWI. At UWI since 1974. Special interests: Reference and user services.

GRAY, Angela Rosaline
ALA 1966. Sen. Lib. KSAPL. At JLS since 1956. Special interests: Indexing and information retrieval, children's literature, book selection.

GRAYDON, Yvonne Jean
BA (Leeds Polytechnic) 1973. Lib. Ministry of Education since 1975. At Birmingham P.L. 1964-66; Islington P.L. 1966-68; Cologne City Libraries (West Germany) 1969-70; JLS 1973-74. Special interests: Co-ordinate indexing methods, library automation, research. Publications: "Index to Torch 1947 — 1976": Torch Special Issue, No. 2, 1977.

GREENE, Gloria Yvonne
BA, Dip. Ed., Dip. Lib. (UWI); MLS (Univ. of British Columbia) 1978. Lib. III UWI. At St. Hugh's High School 1970-72. At UWI since 1974. Special interests: Children's literature, rare books.

GURNEY, Jean
BA (English UCWI) 1964; Dip. Lib. (Univ. of Ibadan, Nigeria). Asst. Lib. UWI since 1977. At Africana Lib. University of Ibadan 1966-67.

HALL, Gail
BA (UWI). Lib. Wolmers Girls' School.

HAMILTON, Yvonne M.
ALA 1967, BA (UWI). Lib. Shortwood Teachers' College since 1973. At JLS 1957-72.

HANSON, Dorothy Evadne
ALA 1972. Lib. Cornwall Regional Hospital since 1976. At JLS 1963-75. Special interests: Reference work, children's activities.

HARRISON, Kathleen M.
ALA 1968. Senior Lib. Trelawny P. L. At JLS since 1962.

HAY, Joan E. M.
ALA 1969. Sen. Lib., JLS, Schools Lib. Service. At Holy Rosary School 1958-59, JLS since 1959. Special interests: Law, teaching, work with children, classification.

HEMMINGS, Gloria
BA (UWI) 1974. Mico Teachers' College.

BOGLE, Beverley Patricia
BA (UWI) 1977. Lib. Portland P.L. since 1977. At IJ 1977. Special interests: Cataloguing, indexing, research and readers advisory work.

BOOKHALL, Faye
BA (UWI) 1974. Lib. St. Ann P.L.

BRATHWAITE, Doris
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BROWN, Enid-Mae
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BA (London) 1959, Dip. Ed. (UWI) 1963, Dip. Lib. (UWI) 1974. Teacher/Lib. Wolmers Girls' School.

CHAMBERS, Audrey M.
BA (UWI) 1966, MLS (Loughborough). Lib. III UWI. At JLS 1960-63, UWI since 1972.

CHAN, Graham K. L.
B.Sc. (Newcastle on Tyne) 1969, M.Sc. (Sheffield) 1971, ALA 1973. Lib. III UWI since 1978. At College of the Bahamas 1977-78; Dept of Lib. Studies, UWI 1976-77; School of Lib. & Info. Science, UWO., 1975-76; Dept. of Lib. Studies, UWI, 1974-75; UWI Lib. 1972-74; Dept. of Health & Social Security Lib. (U.K.) 1969-70. Publications: "Entering the profession", in Library Association Record, 73, (10), Oct. 1971; "Report on the International Training Course in Information Retrieval and Information Retrieval Systems, Katowice, Poland, 4-24 August, 1974" in Jamaica Library Association Bulletin 1975; "Computer based information services for science and technology" in Jamaica Library Association Bulletin 1975; "The foreign language barrier in science and technology" in International Library Review, 8, 1976; "Mushroom poisoning, thioctic acid and the foreign language barrier" in Aslib Proceedings, 29 (6), June 1977.

CHEVANNES, Barbara Elaine
ALA 1964. BA (UWI) 1976. Actg. Principal Lib., Region I. At JLS since 1960. Special interests: work with children, reference and research.

CHUNG, Clover L.
ALA 1970. Lib. Jamintel. Formerly at JLS.

CLARKE, Gloria L.
ALA 1964. Sen. Lib. St. Catherine P.L. At JLS since 1957. Publications: "Recent parish library buildings — Portland" in Jamaica Library Association Bulletin 1974; "Prisons in Shropshire" (mimeo.)

COVER, Judith
FLA 1962, BA (UWI) 1972. Part-time Lecturer Dept. of Lib. Studies, UWI, since 1975. At W.I.R.L. 1956 — 74. Special interests: Bibliography, West Indiana, national library development. Publications: "Directory of Jamaican Libraries Part I" (1967); "Bibliographical aids for building reference collections on the British Caribbean" in XII SALALM Working Papers, 1967; "The living garment of a nation, an overview of the manuscripts of the W.I.R.L." in Jamaica Journal Vol. 7, No. 1-2, 1973.

CUPIDON, Delphine E.
ALA 1959. Principal Lib., JLS HQ. At Survey Dept. 1950; Min. of Health 1952; JLS 1952 to date. Special interests: Reference work, cataloguing and classification.

CUFFE, Patricia
ALA 1972. Lib. KSAPL. At JLS since 1964. Special interests: Reference and info. work, local history.

DALY, Daphne M.
BA (UWI) 1975. Actg. Sen. Lib. Portland P.L. since 1977. At JLS since 1967.

DAVIDSON, Constance
ALA 1972. Lib. Sam Sharpe Teachers' College. Formerly at JLS.

DAVIS, Arlene
BA (UWI) 1975. Lib. Agency for Public Information. Formerly at JLS.

DAVIS, Norma E.
Completed ALA exams 1971. Formerly at JLS, 1971-76; Sangster's Bookstores.

DAVIS, Shirley J. M.
BA (English, UWI) 1957. ALA 1958. Lib. International Bauxite Association. At UWI, Mona 1957-58; 59-61; Barbados P. L. 1963; UWI, Cave Hill 1963-66; UWI, Mona, 1966-69. Special interests: West Indiana. 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 at Cave Hill" in the Library Binder, Vol. 19 No. 18, June, 1970; "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, (1974).

DIAZ, Michelle
BA (UWI) 1975. Lib. KSAPL.

DOUGLAS, Daphne R.
FLA 1959. MLS (Pittsburgh) 1974. Head Dept. of Lib. Studies, UWI. At Jamaica Civil Service 1946-56; JLS 1956-1956-71; secondments to IJ 1961 — 1963 and Jamaica Permanent Mission to the UN 1963-64; Dept. of Lib. Studies 1971 to date. Special interests: Library education, information retrieval. Publications: "Periodical circulation: policies and practices" in Jamaica Library Association Bulletin, 1977; "Formal Programme developments in Library and Information Education in Jamaica" in COMLA Newsletter (16), May 1977; "Report of the Working Party

on Data Bases and Automation" in Plan for a National Documentation, Information and Library system for Jamaica, 1978; "West Indies, University of, Department of Library Studies", Encyclopedia of Library and Information Science (in press).

DUNN, Patricia Yvonne
ALA 1963, BA (UWI) 1975. Lib. III UWI since 1978. W.I.R.L. 1957-78. Special interests: West Indiana, bibliography, reference work. Publications: Editor "Jamaican accessions" 1964-67, (annual); Jt. editor "Jamaican national bibliography, 1968", (1969); Joint author "Library resources for research in the Caribbean: Caribbean Literature in English" — Paper submitted to ACURIL III, Curacao, 1971.

EDWARDS, Eppie D.
BA (UWI) 1973, ALA Lib. St. Hugh's High School. At JLS 1965-70; Scientific Research Council 1970-71. Special interests: Scientific libraries.

EDWARDS, Ruthelda
BA (UWI) 1977.

ELLWOOD, Elsie
B.Sc. (UWI) 1972, Dip. Lib. (UWI) 1975. Lib. UN Development Programme since 1976. At London Borough of Wandsworth 1975, Dept. of Mines & Geology 1971-74. Special interests: Special libraries and information work.

EVANS, Suzette B.
ALA 1968. Black River Secondary School. At. W.I.R.L. 1964-72; Moneague College Lib. Special interests: Periodicals indexing, information retrieval.

FENTY, Leslie P.
BA (St. Mary's) 1965, MLS (UWO) 1970. Lib. Norman Manley Law School since 1973. At Met. Toronto, 1965-68; Centennial College of Arts, Science & Technology, 1970-71. Special interests: Law Librarianship, library education.

FERGUSON, Cynthia
ALA 1969. BA (UWI) 1979. Lib. Social Development Commission. At JLS 1962-64; Hounslow Borough Lib., 1964-67; Inst. of Soc. & Econ. Research, U.W.I. 1968-72.

FERGUSON, Stephanie W.L.
ALA 1962, BA 1972, MLA 1978. Lib. College of Arts, Science & Technology since 1971. At JLS 1958-70; secondments to Jamaica High Commission, London, 1968 and Houses of Parliament Library, Jamaica 1968-69. Special interests: Library education, management. Publications: "Impact of recent developments in Library education on Librarianship in Jamaica" in International Librarianship Surveys on recent developments, by George Chandler, (1972); "Problems in the acquisition of foreign materials for libraries in Jamaica" in XIX SALALM final report and working papers, Vol. 1, (1976); "Information Transfer, Storage, Retrieval and dissemination of Information" paper presented at the Workshop for the formulation of a Science and Technology Information Policy for Jamaica, Jamaica, Oct. 24-26, 1978 (mimeo.); "Library Archives and Manpower Development in Jamaica" — paper presented at the Seminar on Library and Archive Manpower Development, Nov. 27 — Dec. 1, 1978, Jamaica.

FRANCIS, Hannah
Dip. Lib. (UWI) 1976. Lib., Mico Teachers' College.

FRAY, Cecil Phillippa

MRCVS (Dublin) 1943; BA (Mod.) TCD 1950; B.Sc. (Vet. Dublin) 1950; DVPH (Toronto) 1954; MSLS (Illinois) 1964. Secretary, Commonwealth Library Association since 1973. At Scientific Research Council 1962-68; Jamaica School of Agriculture 1968-69; Private consultancy 1969 — 1973. Special interests: Science/technology information transfer, international librarianship, professional associations, editing. Publications: "Co-operation between special libraries that are Government libraries in Jamaica", pub. in part in Jamaica Library Association Bulletin Vol. 2, No. 1, 1965; "High cost of non-information" in Jamaica Journal, 1978; Editor, COMLA Newsletter.

GARG, Sunita
Dip. Lib. (UWI) 1978. Scientific Research Council.

GAYLE, Linda
Dip. Lib. (UWI) 1975. Lib. Belair Prep. School.

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BA (UWI) 1968; Dip. Lib. (UWI) 1974; M.Sc. in L.S. (Pratt) 1979; Lib. III UWI. At UWI since 1974. Special interests: Reference and user services.

GRAY, Angela Rosaline
ALA 1966. Sen. Lib. KSAPL. At JLS since 1956. Special interests: Indexing and information retrieval, children's literature, book selection.

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BA (Leeds Polytechnic) 1973. Lib. Ministry of Education since 1975. At Birmingham P.L. 1964-66; Islington P.L. 1966-68; Cologne City Libraries (West Germany) 1969-70; JLS 1973-74. Special interests: Co-ordinate indexing methods, library automation, research. Publications: "Index to Torch 1947 — 1976": Torch Special Issue, No. 2, 1977.

GREENE, Gloria Yvonne
BA, Dip. Ed., Dip. Lib. (UWI); MLS (Univ. of British Columbia) 1978. Lib. III UWI. At St. Hugh's High School 1970-72. At UWI since 1974. Special interests: Children's literature, rare books.

GURNEY, Jean
BA (English UCWI) 1964; Dip. Lib. (Univ. of Ibadan, Nigeria). Asst. Lib. UWI since 1977. At Africana Lib. University of Ibadan 1966-67.

HALL, Gail
BA (UWI). Lib. Wolmers Girls' School.

HAMILTON, Yvonne M.
ALA 1967, BA (UWI). Lib. Shortwood Teachers' College since 1973. At JLS 1957-72.

HANSON, Dorothy Evadne
ALA 1972. Lib. Cornwall Regional Hospital since 1976. At JLS 1963-75. Special interests: Reference work, children's activities.

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ALA 1968. Senior Lib. Trelawny P. L. At JLS since 1962.

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ALA 1969. Sen. Lib., JLS, Schools Lib. Service. At Holy Rosary School 1958-59, JLS since 1959. Special interests: Law, teaching, work with children, classification.

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BA (McGill) 1947, BLS (McGill) 1948. Lib. III UWI. At McGill Univ. Medical Lib. 1948-51, UWI since 1952.

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BA (Howard), MLS (Columbia). Teacher/Lib. Mico Teachers' College.

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BA (UWI) 1978. Lib. Clarendon P. L. since 1978. Special interests: Reference, bibliographical research, cataloguing, classification.

HOLT-VASELL, Valerie A.
BA (UWI) 1975. Lecturer/Lib. St. Joseph's Teachers' College since 1975. At Univ. of Manitoba, Faculty of Educ. Lib. 1967-69; Yallahs Secondary School 1969-72. Special interests: Work with young children and pretrained teachers.

INGRAM, Kenneth Everard Niven
ALA 1945, BA (London) 1947, FLA 1955, M.Phil. (London) 1970. University Librarian UWI. IJ 1941-44, 1947-50; UWI since 1950. Special interests: Bibliography of the West Indies. Publications: Manuscripts relating to Commonwealth Caribbean Countries in United States and Canadian Repositories (1975); Libraries and the Challenge of Change (edited jointly with A.A. Jefferson, 1975); Sources of Jamaican History, 1655-1838, with particular reference to manuscript sources (1976); also poems in various anthologies and articles on historical and professional subjects.

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ALA 1969. Deputy Director JLS. Formerly in Jamaica Civil Service; at JLS since 1953. Special interests: Bibliography, literature and librarianship of the social sciences, work with young people, information retrieval.

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Dip. Lib. (Ryerson) 1970, BA (English, York, Ont.) 1974, MLS (UWO) 1975. Lib. Dept. of Lib. Studies. UWI since 1977. At Holy Home Convent School, Trinidad, 1976-77.

JACKSON, Jean Lorraine
ALA. Sen. Lib. St. Thomas P. L. At JLS 1961-70 and since 1973. Special interests: Development of local history department in Libraries, audio-visual material.

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Completed ALA exams 1973. Lib. Bank of Jamaica since 1970. At JLS 1961-65; Min. of Finance Lib. 1966-70, Min. of External Affairs 1970.

JAMES, Gloria Sylvia
ALA 1968, Cert. in Management Studies (UWI) 1978. Sen. Lib. JLS. At JLS since 1953. Special interests: Information work with adults, organizing information, people in organizations.

JEFFERSON, Albertina A.
BA (Toronto) 1963, MS (Columbia) 1964. Deputy Lib. UWI. At Central Lib. of Trinidad and Tobago 1953-59; Toronto Public Libraries, Summers 1960, 1961 & 1962; New York Public Library, Summer 1964; Central Library of Trinidad and Tobago 1964-65; UWI 1965 - present. Special interests: Bibliographic research, esp. in the field of West Indiana. Publications: Libraries and the Challenge of Change - papers of the International Library Conference held in Kingston, Jamaica, 24-29 April, 1972 (edited

jointly with K.E. Ingram) (1975); "A methodological strategy for coping with documentation for the development sciences in the English-speaking Caribbean" in Greene, J. E. & Collins, C. Research and Documentation in the Development Sciences in the English-speaking Caribbean. (1977); "Caribbean resources of the English-speaking Caribbean: a survey of regional and local collections" - paper presented at ACURIL IX, Curacao, 1977; Enlarged and revised with A. Alleyne for SALALM, Los Angeles, June 1979.

JOHNSON, S. Anita
Fil. Mag. (Lund.) 1965, Dip. Lib. (Stockholm) 1967. Lib. Jamaica Daily News. At City Lib. of Gothenburg 1967-69; Hammerskjold Memorial Lib., Zambia 1970-71; WIRL 1972-74; Gleaner Co.

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BA (London) 1937, Dip. London College of Secretaries 1938, ALA 1953. Lib./Researcher National Council on Libraries, Archives & Documentation Services. At Food Production Office and Civil Service 1940-48; UWI 1949-76. Formerly Deputy Lib. UWI. Special interests: Library computerization, medical literature.

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BA (Radcliffe) 1954; MS in LS (Simmons) 1957. Lecturer, Dept. of Lib. Studies, UWI since 1977. MIT Libraries, 1954-56; University of Ibadan Library, Nigeria, 1962-64; Shortwood College Library, 1966-70; WIRL, 1970-76.

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BA (UWI) 1975. Lib. JLS since 1978. At Merl Grove High School 1975-76. Special interests: School librarianship.

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BA (UWI) 1978. Lib. Min. of Agriculture Lib. since 1978. Special interests: Cataloguing and classification, indexing and abstracting.

LAMPART, Sheila
Licentiate Royal School of Music, 1952, ALA 1962, MLS (Kent State) 1979. Executive Secretary, National Council on Libraries, Archives and Documentation Services. On secondment to NLJ as Actg. Lib. At JLS 1958-59 and 1969-76; Inst. of Soc. & Econ. Research, UWI 1960-61; Jamaica Indus. Dev. Corp. 1961-64. Special interests: Library administration.

LAWRENCE, Daphne Isabel
BA (UWI) 1976. Teacher/Lib. Ardenne High School since 1971. Special interests: Libs. in high schools.

LAWRENCE, Yvonne
ALA 1969. Lib. Supreme Court Library. At JLS 1960-66. Special interests: Law librarianship, cataloguing and classification.

LEIGH, Audrey Annette
ALA 1969, BA (UWI) 1973. Lib. Attorney General Dept. since 1976. At Mico College, IJ 1964-73; Nassau P. L. 1974-76. Special interests: Reference work, bibliographies. Publications: A bibliography of Marcus Garvey material in West India Reference Library, 1973.

LEIGHTON, Carmen
ALA 1968, BA (UWI). At JLS 1959-70.

LETTMAN, Marlene
ALA 1963, BA (UWI) 1971, MLS (Pittsburgh) 1979. Lib. Bureau of Standards. At JLS 1955-66; IJ 1966-1975.

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B.Sc. (UWI) 1966, Dip. Lib. (UWI) 1975. Tech. Info. Officer, Scientific Research Council since 1974.

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Completed ALA exams 1969, B.Sc. (UWI). At JLS 1965-67 and 1969-70, Bureau of Standards 1970-74.

LLOYD-AKWA, Annette A.
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BA (UWI). Lib. St. Ann P. L.

MCKNIGHT, Dorreth
BA (UWI) 1976. Sen. Lib. NLJ. Formerly at JLS.

MCLAUGHLIN, Rosalind
ALA 1963. Principal Lib. Schools Lib. Service, JLS. At JLS since 1958. Special interests: Library administration and management, children's librarianship. Publications: Co-author - Jamaica Library Service, 21 years of progress in pictures, 1948-69.

MCLEAVY, Vera
BA, Dip. Ed. (Leeds), Dip. Lib. (London) 1970, ALA 1972. Formerly at Bethlehem Teachers' College, JLS, Knox. Special interests: Children's literature, archives.

MALCOLM, Hermine Ann
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BA (Sangor Univ.) 1955, MA (Jabalpur Univ.) 1958, Dip. Lib. (UWI) 1974, MLS (Dalhousie) 1977. Lib. III UWI. At Queen's University, Kingston, Ont. 1970-73; Univ. of Victoria, B.C. 1968-69; Queen's University, Kingston, Ont. 1964-66; Univ. of Alberta 1960-63. Special interests: Compiling bibliographies, Displays, Information Retrieval Publications: "Indian cultural heritage in Jamaica" in Jamaica Journal Vol. 10 No. 2-4, 1976 with A Mansingh; "Indian Festival of Hosay in Jamaica" in Jamaica Journal (in press).

MARRIOTT, Nadine Amelia
B.Sc. (UWI) 1966, Dip. Lib. (UWI) 1975. Lib. St. Andrew High School since 1975. At JLS 1973-74. Special interests: School libraries, career guidance, special libraries.

MARSH, Mabel Lyn
Completed ALA exam 1971. Sen. Lib. KSAPL since 1971. At Min. of Agriculture Fisheries and Food, London, 1972-73; JLS 1966 to date. Special interests: Adult lending services, staff development, cataloguing and classification.

MITTOO, Yolanda
ALA 1968. Lib. Jamaican Institute of Management. At JLS 1961-73; UWI 1973-74.

MOHAMMED, Janet
B.Sc. (UWI) 1972, Dip. Lib. (UWI) 1976. Asst. Lib. UWI. Special interests: Scientific and medical reference work, information retrieval systems.

MORGAN, Jacqueline Monica
BA (UWI) 1969, Dip. Lib. (College of Librarianship, Wales) 1973. Curator, Coin and Note Museum, Bank of Jamaica since 1976. At WIRL 1969-76. Special interests: Bibliography and reference work, West Indiana.

MORRIS, Lilieth
BA (UWI) 1974. Grace Kennedy & Co. Formerly at JLS.

MULLINGS, Blossom
Completed ALA exams 1971. Ministry of Mining & Natural Resources. At JLS 1968-74.

MULLINGS, Grace
Completed ALA exams 1973. Lib. Manchester P. L.

MUNGO, Katie May
BA (Queen's Univ.), BLS (Toronto). Lecturer Dept. of Lib. Studies, UWI since 1977. At Peel County Bd. of Education, Mississauga, Ont. 1969-71; Excelsior Educ. Centre 1971-74; School of Education, UWI, St. Augustine, 1974-77. Special interests: Library services and materials for youth, Caribbean literature. Publications: "Books and library skills" in Social Studies Education, No. 3, Feb. 1975. Jt. editor of CARINDEX: Social Sciences, Vol. 1 Nos. 1 & 2, 1977.

MUNRO, Laura-Ann
ALA 1965. Lib. Inst. of Soc. and Econ. Research, UWI. At JLS 1956-58 and 1970-72; Gillingham P. L. 1959-60; St. Pancras P. L. 1960-61; Middlesex County Lib. 1962-64; Hackney P. L. 1965-67; Sandes P. L. 1968-70.

NELSON, Valerie
ALA 1961. Min. of Agriculture 1961-64; Ja. Mission to the UN 1964-74.

NESBETH, Hillorie D.
BA (UWI) 1978. Teacher/Lib. Camperdown High School since 1978.

NEUFVILLE, Elaine R.
ALA 1971, BA (UWI). Head Technical Services NLJ. At JLS 1966-68; WIRL 1971-73; Wolmers Girls' School, 1973-75. Special interests: Cataloguing and classification, indexing. Publications: Editor, Jamaica National Bibliography, 1976-

ORR, Norma
ALA. Principal Lib. JLS Region 2.

PALMER, Dorothy M.
ALA 1970, BA (UWI) 1975. Asst. Lib./Documentalist, School of Education, UWI since 1974. At JLS 1965-69, UWI Library 1970-74. Special interests: Cataloguing and indexing.

PEARCE, Margarette Allyson
ALA 1971, BA (UWI) 1979. Sen. Lib. Asst. UWI. At London Borough of Haringey 1964-69; Buckinghamshire County Library 1971-74; UWI since 1974. Special interests: Reference and information work.

PEART, Carmen
BA (UWI) 1974. Workers Savings & Loan Bank. At JLS 1965-76.

PICART, Myrtle J.
ALA 1965. KSAPL. At JLS since 1956.

POTTINGER, Lilethe Gwendolyn
ALA 1963, BA (Toronto) 1972. Lib. Ja. National Investment Co. At JLS 1957-63; Min. of Agriculture 1964-67;

HENRIQUES, D. Elaine
BA (McGill) 1947, BLS (McGill) 1948. Lib. III UWI. At McGill Univ. Medical Lib. 1948-51, UWI since 1952.

HENRY, Ruth
BA (Howard), MLS (Columbia). Teacher/Lib. Mico Teachers' College.

HIGGINS, Thelma Adoll
BA (UWI) 1978. Lib. Clarendon P. L. since 1978. Special interests: Reference, bibliographical research, cataloguing, classification.

HOLT-VASELL, Valerie A.
BA (UWI) 1975. Lecturer/Lib. St. Joseph's Teachers' College since 1975. At Univ. of Manitoba, Faculty of Educ. Lib. 1967-69; Yallahs Secondary School 1969-72. Special interests: Work with young children and pretrained teachers.

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Dip. Lib. (Ryerson) 1970, BA (English, York, Ont.) 1974, MLS (UWO) 1975. Lib. Dept. of Lib. Studies. UWI since 1977. At Holy Home Convent School, Trinidad, 1976-77.

JACKSON, Jean Lorraine
ALA. Sen. Lib. St. Thomas P. L. At JLS 1961-70 and since 1973. Special interests: Development of local history department in Libraries, audio-visual material.

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Completed ALA exams 1973. Lib. Bank of Jamaica since 1970. At JLS 1961-65; Min. of Finance Lib. 1966-70, Min. of External Affairs 1970.

JAMES, Gloria Sylvia
ALA 1968, Cert. in Management Studies (UWI) 1978. Sen. Lib. JLS. At JLS since 1953. Special interests: Information work with adults, organizing information, people in organizations.

JEFFERSON, Albertina A.
BA (Toronto) 1963, MS (Columbia) 1964. Deputy Lib. UWI. At Central Lib. of Trinidad and Tobago 1953-59; Toronto Public Libraries, Summers 1960, 1961 & 1962; New York Public Library, Summer 1964; Central Library of Trinidad and Tobago 1964-65; UWI 1965 - present. Special interests: Bibliographic research, esp. in the field of West Indiana. Publications: Libraries and the Challenge of Change - papers of the International Library Conference held in Kingston, Jamaica, 24-29 April, 1972 (edited

jointly with K.E. Ingram) (1975); "A methodological strategy for coping with documentation for the development sciences in the English-speaking Caribbean" in Greene, J. E. & Collins, C. Research and Documentation in the Development Sciences in the English-speaking Caribbean. (1977); "Caribbean resources of the English-speaking Caribbean: a survey of regional and local collections" - paper presented at ACURIL IX, Curacao, 1977; Enlarged and revised with A. Alleyne for SALALM, Los Angeles, June 1979.

JOHNSON, S. Anita
Fil. Mag. (Lund.) 1965, Dip. Lib. (Stockholm) 1967. Lib. Jamaica Daily News. At City Lib. of Gothenburg 1967-69; Hammerskjold Memorial Lib., Zambia 1970-71; WIRL 1972-74; Gleaner Co.

JOSEPHS, Maria Mercedes D.
BA (London) 1937, Dip. London College of Secretaries 1938, ALA 1953. Lib./Researcher National Council on Libraries, Archives & Documentation Services. At Food Production Office and Civil Service 1940-48; UWI 1949-76. Formerly Deputy Lib. UWI. Special interests: Library computerization, medical literature.

KELLY, Norma Dorothy
ALA 1963. Principal Lib. JLS Region 3. At JLS since 1958. Special interests: Planning of library buildings, reference work.

KENT, Arlene
BA (Radcliffe) 1954; MS in LS (Simmons) 1957. Lecturer, Dept. of Lib. Studies, UWI since 1977. MIT Libraries, 1954-56; University of Ibadan Library, Nigeria, 1962-64; Shortwood College Library, 1966-70; WIRL, 1970-76.

KING, Velma Elaine
BA (UWI) 1975. Lib. JLS since 1978. At Merl Grove High School 1975-76. Special interests: School librarianship.

KLASS, Gem Cheryl Veronica
BA (UWI) 1978. Lib. Min. of Agriculture Lib. since 1978. Special interests: Cataloguing and classification, indexing and abstracting.

LAMPART, Sheila
Licentiate Royal School of Music, 1952, ALA 1962, MLS (Kent State) 1979. Executive Secretary, National Council on Libraries, Archives and Documentation Services. On secondment to NLJ as Actg. Lib. At JLS 1958-59 and 1969-76; Inst. of Soc. & Econ. Research, UWI 1960-61; Jamaica Indus. Dev. Corp. 1961-64. Special interests: Library administration.

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BA (UWI) 1976. Teacher/Lib. Ardenne High School since 1971. Special interests: Libs. in high schools.

LAWRENCE, Yvonne
ALA 1969. Lib. Supreme Court Library. At JLS 1960-66. Special interests: Law librarianship, cataloguing and classification.

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ALA 1969, BA (UWI) 1973. Lib. Attorney General Dept. since 1976. At Mico College, IJ 1964-73; Nassau P. L. 1974-76. Special interests: Reference work, bibliographies. Publications: A bibliography of Marcus Garvey material in West India Reference Library, 1973.

LEIGHTON, Carmen
ALA 1968, BA (UWI). At JLS 1959-70.

LETTMAN, Marlene
ALA 1963, BA (UWI) 1971, MLS (Pittsburgh) 1979. Lib. Bureau of Standards. At JLS 1955-66; IJ 1966-1975.

LEWIS, Ouida
B.Sc. (UWI) 1966, Dip. Lib. (UWI) 1975. Tech. Info. Officer, Scientific Research Council since 1974.

LLEWELYN, Dorothy
Completed ALA exams 1969, B.Sc. (UWI). At JLS 1965-67 and 1969-70, Bureau of Standards 1970-74.

LLOYD-AKWA, Annette A.
BA (UWI) 1975. Lib. Jamaica Nutrition Holdings. Formerly at JLS.

MCKENZIE, Claudelle
BA (UWI). Lib. St. Ann P. L.

MCKNIGHT, Dorreth
BA (UWI) 1976. Sen. Lib. NLJ. Formerly at JLS.

MCLAUGHLIN, Rosalind
ALA 1963. Principal Lib. Schools Lib. Service, JLS. At JLS since 1958. Special interests: Library administration and management, children's librarianship. Publications: Co-author - Jamaica Library Service, 21 years of progress in pictures, 1948-69.

MCLEAVY, Vera
BA, Dip. Ed. (Leeds), Dip. Lib. (London) 1970, ALA 1972. Formerly at Bethlehem Teachers' College, JLS, Knox. Special interests: Children's literature, archives.

MALCOLM, Hermine Ann
BA (UWI) 1975. Lib. JLS since 1975. Special interests: Children's literature.

MANSINGH, Laxmi
BA (Sangor Univ.) 1955, MA (Jabalpur Univ.) 1958, Dip. Lib. (UWI) 1974, MLS (Dalhousie) 1977. Lib. III UWI. At Queen's University, Kingston, Ont. 1970-73; Univ. of Victoria, B.C. 1968-69; Queen's University, Kingston, Ont. 1964-66; Univ. of Alberta 1960-63. Special interests: Compiling bibliographies, Displays, Information Retrieval Publications: "Indian cultural heritage in Jamaica" in Jamaica Journal Vol. 10 No. 2-4, 1976 with A Mansingh; "Indian Festival of Hosay in Jamaica" in Jamaica Journal (in press).

MARRIOTT, Nadine Amelia
B.Sc. (UWI) 1966, Dip. Lib. (UWI) 1975. Lib. St. Andrew High School since 1975. At JLS 1973-74. Special interests: School libraries, career guidance, special libraries.

MARSH, Mabel Lyn
Completed ALA exam 1971. Sen. Lib. KSAPL since 1971. At Min. of Agriculture Fisheries and Food, London, 1972-73; JLS 1966 to date. Special interests: Adult lending services, staff development, cataloguing and classification.

MITTOO, Yolanda
ALA 1968. Lib. Jamaican Institute of Management. At JLS 1961-73; UWI 1973-74.

MOHAMMED, Janet
B.Sc. (UWI) 1972, Dip. Lib. (UWI) 1976. Asst. Lib. UWI. Special interests: Scientific and medical reference work, information retrieval systems.

MORGAN, Jacqueline Monica
BA (UWI) 1969, Dip. Lib. (College of Librarianship, Wales) 1973. Curator, Coin and Note Museum, Bank of Jamaica since 1976. At WIRL 1969-76. Special interests: Bibliography and reference work, West Indiana.

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