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JAMAICA LIBRARY ASSOCIATION BULLETIN

1987 - 1988

SPECIAL FEATURE
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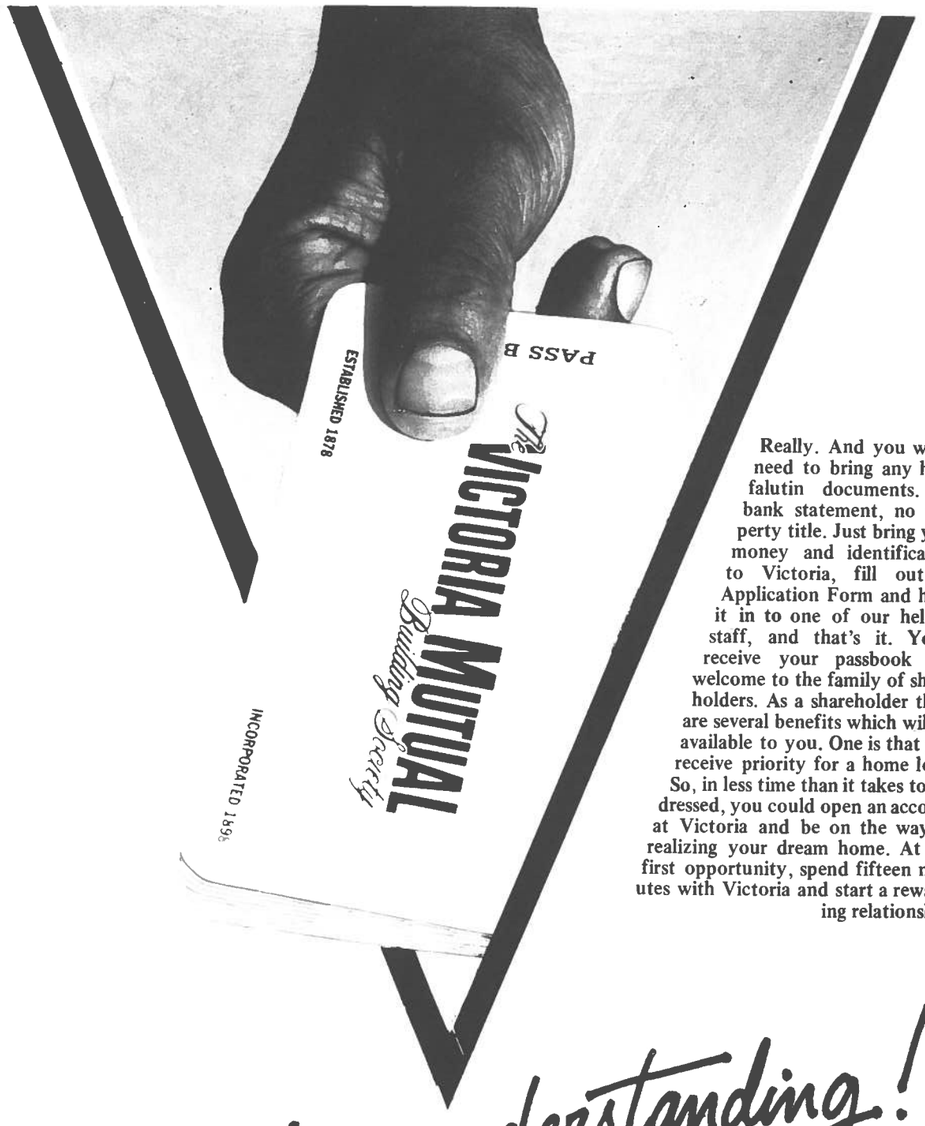

Really. And you won't need to bring any high-falutin documents. No bank statement, no property title. Just bring your money and identification to Victoria, fill out an Application Form and hand it in to one of our helpful staff, and that's it. You'll receive your passbook and welcome to the family of shareholders. As a shareholder there are several benefits which will be available to you. One is that you receive priority for a home loan. So, in less time than it takes to get dressed, you could open an account at Victoria and be on the way to realizing your dream home. At the first opportunity, spend fifteen minutes with Victoria and start a rewarding relationship.

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National Library of Jamaica CIP Data

Jamaica Library Association Bulletin
No. 1 (May 1950) – V; 28cm.
Frequency varies. Some issues illustrated

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020.5

1. Library Science – Periodicals

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Research & Publications Working Party

Hyacinth Brown — *Chairperson/Editor*

Norma Amenu-Kpodo — *Assistant Editors*
Verna George
Shirley Davis

Richelle Harvey
Maxine McDonnough

Editorial assistance was also given by June Vernon

Typing: Carol Currie, Bridgette Coley

Typesetting: UWI Publishers' Association,
P.O. Box 42, Mona, Kingston 7 (Tel: 92-71201)

Design and Production: Media Mentors Ltd.,
P.O. Box 8640, C.S.O

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

Price: J$10 (Members), J$15 (Non-members)
– in Jamaica only

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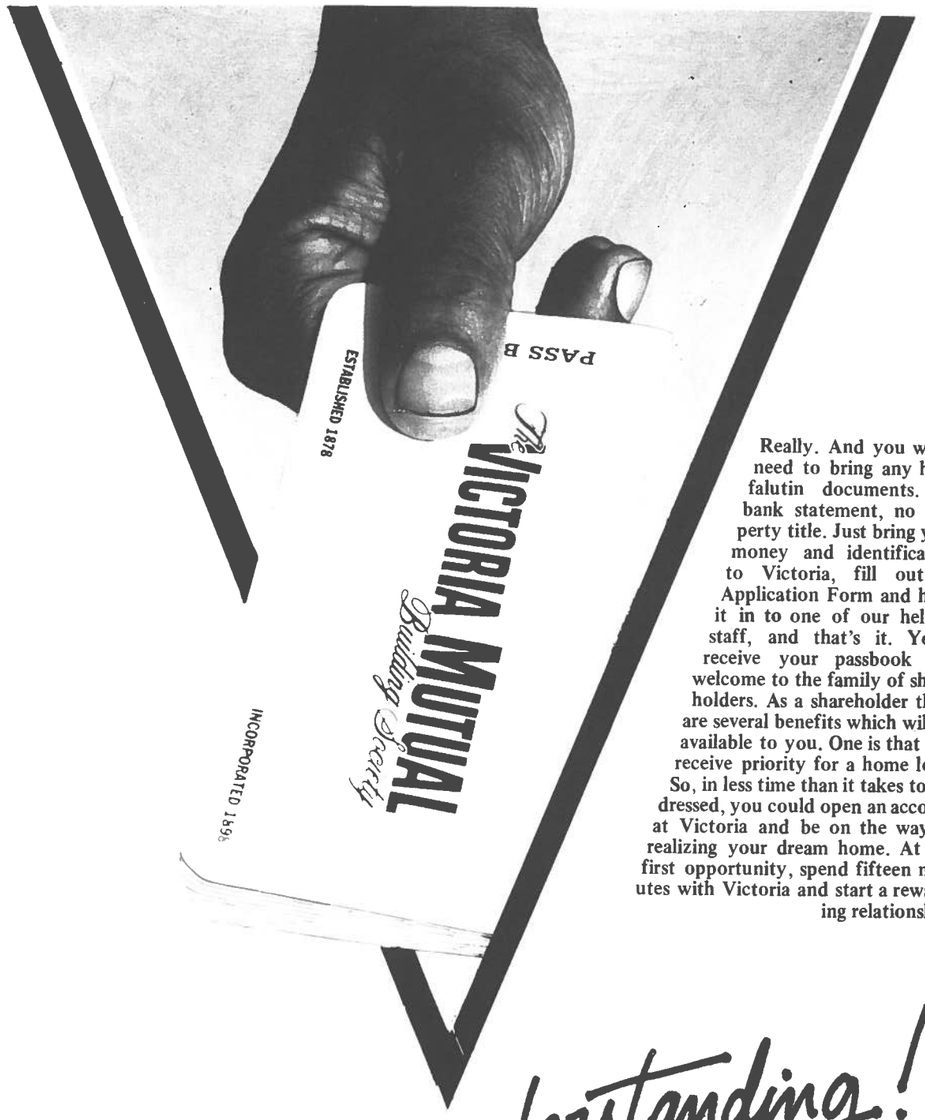

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Fellow librarians, members and friends of the Jamaica Library Association, Librarians and Library Technicians in Training, the nomination of an individual to the presidency of an Association such as this is a singular honour, and can be regarded as a sign of confidence in that person. Thank you for this demonstration of trust: more so because much of my professional working life to 1980 has been spent in Ghana, West Africa. I am confident, however, that with the continued participation and co-operation of members, tasks which seem unattainable today, may tomorrow prove to be within reach, provided of course, we pull together and unite to achieve our goals.

Perhaps, in the light of recent tendencies in the developed world to make predictions about the continued existence or demise of libraries in the twenty-first century – a mere twelve years hence, I may be expected to follow the fashion and make predictions about libraries and librarianship in Jamaica. However, I prefer to concern myself today, with more immediate matters – the image of the Jamaica Library Association.

IMAGE AND CHANGE

It has been said that the image of a thing is often more important than the thing itself. The profession this Association represents is going through a period of change where positive images are crucial for survival. It is being bombarded by the speed of advancing technology with its capacity to change traditional operations and ways of thinking. Those who entered the profession years ago with a love for books now need to turn their attention not only to hard and soft cover books but to electronic ones, to computers, video discs, audio discs, holograms, data base management systems and to CD-ROM technology. Roles and responsibilities are changing very rapidly; more instruction of users in methods of getting the right information from our systems, greater responsibility to see that the user gets the right information he needs. Good images need to be worked at, and maintained, especially in times of great change.

Images play an important role in determining attitudes, relationships and reactions. They vary from good to bad to indifferent and are brought about through a combination of factors; the way individuals dress, the standards they uphold, the quantity and quality of the services they provide, the degree to which they participate, in the degree to which they are seen and heard, on the issues of their profession, their society, their times, on their progressiveness and dynamism. Images relate to performances on all fronts to "total packages." What is the image of the Association? What is your image?

JLA IMAGE

In the eyes of many of its members, the JLA does not appear to have a good image. I say this because there are outward manifestations of this sentiment, evident in the lack of participation in its activities, in the absence of either negative or positive feedback on matters vital to the Association, in the difficulties experienced in finding 15 persons in a membership list of approximately 200 ready and willing to form an Executive. It is fair to say that the Association is plagued by a few on-going problems – a numerically small membership, no permanent sec-

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STRENGTH OF THE JLA

What is there to be valued in this Association? Its achievements in the areas of education and training, in development of standards for the profession (the most recent being those produced by the Special Libraries Section in 1987), in the promotion of libraries and the library profession, in development of regional and international links with other Associations, are testimony enough. Through publication of the *JLA Bulletin* it has encouraged members to be aware of their professional responsibility to research, to document, to publish and share their findings and experiences. Through regular publication of the *JLA News* the Association has endeavoured to keep members abreast of its activities. From another point of view, there is certainly cause for pride, when a small Association as this boasts of individuals of such calibre that recognition is given them not only within its ranks but nationally, regionally and globally. A Musgrave Gold Medalist, a recipient of the Order of Jamaica from the government of Jamaica, current presidents of the Commonwealth Library Association (COMLA), of the Association of Caribbean University, Research and Institutional Libraries (ACURIL) and of the Caribbean Association of Law Libraries (CARALL), to mention a few.

INDIVIDUAL PARTICIPATION

One cannot, however, depend entirely on the high-points of the past to shape the images of today and tomorrow. As individuals, as a group, we need to make our contributions now. Many members, although having the potential for great achievements, channel these energies entirely at the workplace. Such individuals would not seem to be aware that in building the Association, they are indirectly contributing to the growth of their own Institutions and themselves. There is a place for each person willing to do his or her part by: attaching himself or herself to a working party and assisting in the execution of its programmes; researching various problems related to the profession, for instance "job satisfaction of different groups of library workers in this the 'year of the worker,'" or information needs of specific sections in the society, for example, the private sector; writing articles for publication. In this respect, the Association is looking into the possibility of providing research funds for individuals interested in conducting such studies. Other ways in which contributions may be made include collecting advertisements and contributing to the production and sale of the bulletin; supporting fund raising efforts; sharing professional expertise; attending and participating in lectures organised by the Association. The responsibility of individual members to build a strong closely knit professional Association in which (I quote the Association's Code of Conduct) "strength and activity of the group are enhanced, by his or her own diligent and considered participation" must not be forgotten. The JLA – its image and its activities – are the product of our collective input and output whether we call ourselves Librarians, Documentalists, Record Managers, Information Officers, System Analysts or Data Managers, whether we work in Public, University, Special, National, School Libraries, Documentation Centres or in Archives. The quality of the input will invariably be reflected in the quality of the output.

PUBLIC PERCEPTION OF LIBRARIANS

Many of us are familiar with the general public's image of the retiring introspective bespectacled, book-stamping type sitting behind a desk – directing users to "sources." Public relations, communication and marketing skills need to be brought into play to heighten the awareness of our varying publics as to who a librarian is, as to what he/she does and is capable of doing. We must demonstrate how the services we offer contribute to the advancement and development of individuals, organizations, the nation and region as a whole. At the same time, due cognisance should be taken of the fact that constant valuable services and progressive attitudes are the final arbiters of a good and lasting image – not sporadic Public Relation programmes or thrusts.

TARGET GROUPS

Attention needs to be turned not only to improving our image with the general public but also with specific groups in that public, for instance the business community to see what services we now provide and need to expand in order to help organisations, and employees realise their goals. Special approaches need to be made to officialdom – government policy makers, to convince them of the necessity of obtaining the Associations input before policies are adopted and legislation drafted or enacted in matters pertaining directly or indirectly to the profession – copyright, government publishing information systems.

Students entering the profession are also an important group. Figures from the Department of Library Studies reveal a substantial decline in the number of students in its undergraduate programme. Through the years, there has been an average of 20 students in the programme, but in 1987 figures reveal a total of 12 students indicating a 60% decrease. While the Post-graduate figures for 1987, appear to be in keeping with trends of recent years, a breakdown by country indicates that of 18 post-graduates there is one Jamaican.

In the light of manpower requirements in the country and the region, these trends are rather disturbing. It is important that in the eyes of prospective entrants to the profession, this Association is seen to be concerned and fighting, not only for better remuneration, better career development paths, but as offering continued input and support to the Department of library Studies, in our capacity as alumni and/or employers. We must also be seen as bearers of standards, dynamic and progressive.

GOALS FOR 1988/89

Changing negative images for more meaningful and enduring impact is not a particularly easy task. Impact relates to influence on others. It cannot be quantified easily. It cannot be made overnight. It has to be tackled from many angles for results. At the same time, the regular work of the Association must proceed. The goals I intend to pursue for the year in office include:

- Increasing membership and examining the causes that lead to indifference among members.
- Improvement of the image and impact of the Association on the society, through a nationwide effort, in the form of a "National Library Week."
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- Building the financial resources of the Association.

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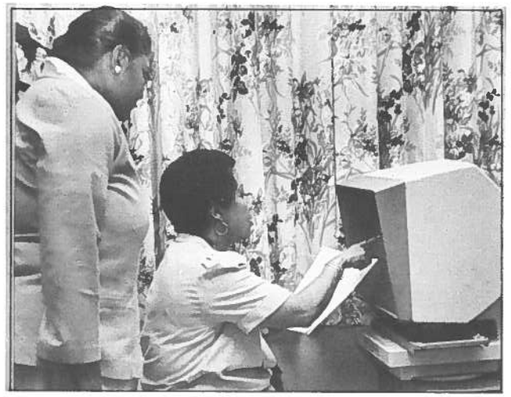
The Conventional Library vs. the New Information Delivery Systems

*Sheila Lampart**



Assigning index terms for a thesaurus on microfiche at the Alcan Technical Information Centre.

There was a time "when the oral tradition was the only mode of storage, transmission and dissemination of information". The corporate memory was enshrined in poetry and rhythmic prose to assist memorization and recall and myths and legends were used as a kind of tribal encyclopaedia.[1] We, in Jamaica, are not unfamiliar with this mode of communication, as it is still the only source of some of our historical and cultural roots.

Some 5,000 years ago, the invention and development of the alphabet enabled mankind to record and communicate ideas in visual symbols which were combined in various ways to form words. The creation of written records began and contributed to the establishment of the historical age.

ADVENT OF THE LIBRARY

With the accumulation of graphic records, a social agency was created to preserve and arrange these records for use: an agency that is nearly as old as civilisation itself and which has progressed as civilization has. Thus started the "golden chain of libraries" from Nineveh to the computerized libraries of today.[2] Collections of records of religious beliefs and rites, commercial and political transactions were stored and preserved to inform of what had transpired in the past. For hundreds of years, these libraries, usually attached to temples, contained and preserved the world's information store.

The famous library at Alexandria was devoted to the ideal of encompassing the world's literature under one roof and to order and control it for use. Messengers were sent all over the world to locate materials and vessels entering the harbour were required to surrender any manuscripts they had on board.[3]

You may be interested to know that UNESCO has been invited by the Egyptian authorities to launch an international appeal and to establish a special fund for the revival of the ancient library of Alexandria.[4]

Few libraries of antiquity survived the hazards of natural disasters and the eruptions of the barbarians, but archaeological excavations and research confirm the existence of well-organized libraries in the early civilisations of Babylonia and Assyria, of Greece, of Egypt and of Italy. These libraries were primarily archival in nature and served only scholars and men of science.

During the Middle Ages, a period of history spanning some ten centuries, amidst the general neglect of learning and literature, the collection, reproduction and preservation of the surviving literature was the work of the monasteries and the priests. It was during this time that the evolution of physical arrangements and fittings for libraries developed and rules were established for the binding, repairing and cataloguing of books.

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* *Paper presented at a seminar: Reaping the Benefits of New Information Delivery Systems, Wyndham Hotel, Kingston, Jamaica, February 1988.*

ROLE OF THE FIRST LIBRARIES

The true value of the book and the library was proven when the heritage of the Christian Church and classical civilization was preserved. The Renaissance brought the rediscovery of the classics, and the collections of the princely and merchant families of Italy were preserved until the development of the printing press.

With the invention of printing in the 15th century, coinciding with the revival of learning and science, the modern history of libraries may be said to have begun. New channels of communication opened and culture as a whole became more dependent on writing than on oral communication.

Up to this time the world's information store was contained in some 30,000 manuscripts. By the year 1600 about 1.25 million titles had been printed, and between 1700 and 1800 it has been calculated that approximately 2 million titles were available. The "information explosion" was truly under way.[5]

Records of past experience, however, no matter how well-kept, have no effect upon the progress of society unless they are used.

It was the medieval university which developed libraries not only to preserve the heritage of the past but for general use, that is, for the benefit of masters and students of the colleges of the university. The educational role of the library was established.

With the Renaissance also emerged the special libraries, privately endowed and attached to theological, legal and medical institutions, to historical societies, academics of the arts and sciences. The objective of these libraries was to provide information and knowledge resources vital to the institutions' clientele in the achievement of those institutions' specific objectives, services or products.

All these libraries, it must be noted, served only the leaders of the society – religious, scientific, political, cultural, economic. The majority of the people had little use for books, an important and essential factor for the use of libraries being literacy of the population.

It was not until the late 18th century, with the coming of the Industrial Revolution, that the foundations were laid for the infrastructure necessary for library and information services to the general public. The growth of mass education, physical communications – roads and railways – urban settlements and the complexity of urban living stimulated a need and a demand for more information.

Libraries were attached to the Adult Education classes in the Mechanical Institutes set up for the education of the workers. They filled a need for vocational and inspirational literature. These libraries often survived the Institutes themselves and became the forerunners of the public libraries which were promoted in the latter half of the 19th century in Britain, Europe and the United States.

The development of public libraries was greatly influenced by existing social conditions and needs. As the population grew, became more literate and took advantage of educational opportunities, the library extended its services geographically to suburban and rural areas as well as to increased categories of persons – children and young adults, and with the growth of industry and commerce the public library set up special services to these sectors.

When social conditions improved – shorter working hours, more leisure time; better health and longer life spans – the demands on the public library increased, resulting in the acquisition of bigger collections, in an extension of opening hours, and additional programmes for the community – exhibitions, lectures, panel discussions, dramatic activities, literacy classes.

As the nation became more conscious of the needs of the disadvantaged, outreach programmes were developed by the library for the handicapped – the institutionalized, the physically disabled and the elderly – and special materials such as large print books, publications in braille and talking books were acquired.

When educational practice changed from the traditional textbook and lecture methods to the use of diversified teaching materials and techniques, the library added to its stock, new print and non-print materials, the latter including photographs, posters, tapes, slides, films, cassettes, phonographic records.

As the world's resources of information and data expanded, so the problems of acquisition, control, storage, retrieval and dissemination escalated.

In the area of acquisition, libraries got together to share the costs of collection building and to accept responsibility for ensuring that certain fields of knowledge or types of materials were covered. Co-operation – interlending and exchange arrangements became firmly established.

Control was improved by co-operative cataloguing or listing of the holdings of libraries, whereby duplication of effort was avoided and the pooling or amalgamation of these into union catalogues identified not only a particular publication but also its location.

The proliferation of journals and the significance of their information for research in science and technology and later the social sciences caused special libraries to embark on indexing, abstracting and circulating routinely these retrieval tools to their clients based on their subjects interests.

As new technologies developed, libraries appropriated those that were applicable for the enhancement of their services to users – the telephone for tapping information from other sources and to provide quick reference services – the photocopier to make available in-

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formation from rare documents and articles and chapters from heavily used publications such as journals.

To save storage space and to aid preservation, libraries acquired certain publications in microforms – microfilm, microfiche and the ultrafiche – and the equipment required to use this new medium and to produce print copies when needed. Later on some libraries responsible for the preservation of the national cultural heritage, established in-house laboratories to microfilm rare documents and fragile publications to allow for greater access as well as for their preservation.

By the mid-twentieth century, the digital computer, the newest medium for the storage, processing and transmission of information came on the scene. In a remarkably short time the computer became smaller, faster and cheaper and merged with existing media of storage and dissemination – printing, photography, microphotography and with telecommunications and mass media technology, enhancing the capability of each.

With the exponential growth of published information and increasing demands for speedy, accurate and up-to-date information for problem-solving and decision-making, libraries applied computer technology to their technical processes, chiefly for on-line cataloguing, the creation of bibliographic data bases and to enhance library networks for more effective resource-sharing. The computer has also been used in libraries to provide selective dissemination of information by matching current awareness services against data profiles of specialist users. At the national level the computer is used to compile comprehensive national bibliographies in order to ensure that information published in and about the country is accessible. The most dramatic developments in recent years have been in library use of on-line services, particularly use of on-line bibliographic data bases which have sky-rocketed.

The proliferation of information networks is closely tied to the increase in on-line services. A library and information network is the interconnection of geographically dispersed group of libraries and information centres via telecommunications and computers, for the purpose of sharing their total information resources among more people. Such networks have four types of activity; they can provide access to documents; supply information about documents; supply information or data, or refer the enquirer to sources of data and information.[6]

These are many such networks in specific subject areas such as medicine, agriculture, education etc. and these could be at local, regional and international levels.

Perhaps the biggest formalized network is the On-line Computer Library Centre, formerly the Ohio College Library Centre (OCLC). A non-profit organisation, its main objectives are to share resources and to reduce the rising rate of library costs. It is an on-line system where cataloguers have almost immediate access to over 15 million bibliographic records.[7] OCLC also provides, among other services gateways to other data bases.

The British Library, established by Parliament in 1973, is the leading example of the establishment of a national library of a new type aiming at the systematic acquisition of all the world's significant scientific literature as well as the literature of other subjects. The hub of the British international lending system is now known as the British Library Document Supply Centre, which has begun a two year trial of document delivery from compact disk (CD-ROM). The trial will assess the feasibility of journal publishing on CD-ROM and the supply of articles from the disks. The main advantage to customers will be a high quality copy at no extra cost and the elimination of waiting lists for journal articles.[8] A number of libraries in Jamaica are already subscribers to the British Library Document Supply Centre.

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What is most interesting is that Israel is already helping Third World countries to set up their own computerized data banks and hopes to play an important role in introducing a similar type of comprehensive data service to much of Africa, Asia, and Latin America based on its experience with the computer.[9]

At the regional level, the CARISPLAN database which contains some 12,000 bibliographic records identifying documents of relevance to socio-economic development in the Caribbean and is now available on-line via a host computer at the Caribbean Documentation Centre in Port-of-Spain, Trinidad and Tobago. All registered users to date are residents of Trinidad and Tobago. However, access to overseas users, such as the Planning Institute of Jamaica, which already inputs into the database will soon be possible via an international public data network.[10]

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The National Library of Jamaica as the focal point of this national information network system already provides a National Referral Service based on detailed profiles of participating libraries. This service directs the client to the library where a particular request could be met.

NLJ has embarked on the computerization of the national bibliographic data bases into which some network focal points will be making on-line inputs later this year. This development applies to the area of publications of one kind or another particularly those generated in this country.

The public library service has launched a pilot project at the St. James Parish Library in Montego Bay to provide a community information service which it hopes to computerize in time.

In the realm of data, libraries in the field of mining and energy, are already compiling numeric data bases. In the field of trade information, a pilot project for the development of a computerized information system, developed by the CARICOM Secretariat, is being tested in the library of the Jamaica National Export Corporation. This system is to provide profiles of companies, products and countries, trade statistics by product and countries, trade news and opportunities among other things.

The fundamental function of the national information system is to provide the right information, at the right time as it is required for problem-solving and for decision-making. Although locally-generated information is of prime importance, information from external sources is also needed and overseas data bases will have to be tapped. Access to data bases is facilitated through the use of information brokers. DIALOG is an example of a variety of data base services, over 280, covering a broad scope of disciplines, all of which are combined in the services of one broker but must be searched separately.

Major libraries in Jamaica have recently opened accounts with DIALOG in order to meet more effectively the needs of some of their patrons.

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CONCLUSION

I have attempted in this brief overview of the library in society to illustrate the dynamic nature of this social institution which although maintaining its traditional functions, has shifted its emphasis in keeping with social, economic and technological realities to a more client-oriented approach, with the needs of the individuals within the community it serves, as its raison d'être.

I have tried to show how libraries have responded to the rapid evolution of information and communication technologies. There is less distinction betwèen types of libraries and greater co-operation and communication between them in an effort to meet the needs of those seeking information.

In Jamaica the response to computer technology by libraries has been far too slow. One of the major reasons for this is the inability of the profession to recruit for training and to retain in the profession those who have been trained, in order to implement plans for development of the national information system. It would not be true to say that the powers that be do not recognise the importance of information for national development because those institutions concerned with major sectors of the economy have the facilities for speedy access to the information they need.

However, until recognition is given to the equally important need for timely, accurate and up-to-date information in other areas of the public sector, in educational institutions and for the general public, librarians, like nurses and teachers, will remain at the bottom of the ladder.

And this is one reason we welcome and support the activities of the Supreme Data Company in information delivery. We recognise that there are certain types of information which libraries will not be able to supply at this time and maybe not in the foreseeable future.

Ideally, commercial information services should focus on real-time data bases for the benefit of the business and financial environment. They provide, via electronic delivery media, stock and bond quotations, future prices, foreign currency rates, interest rates, government econo-

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mic statistics and current news that affect the market place. This information changes continuously and can be viewed on a screen as changes transpire. Nevertheless, we appreciate the availability of the services of Supreme Data Company to whom we can refer our clients whose needs we cannot meet.

As Alice Warren, head of an information service agency, observes: "There is room for all these efforts. The mass of information is so great that a wide assortment of mechanisms is needed to ensure delivery of different varieties of information to individual users".

Two additional concerns of the library profession are:

i) the question of charges for services which hitherto have been free and
ii) the resulting shrinkage of services to a small group who can pay.

The other concern is the question of demand for information. The greater the demand for information, the greater the likelihood of decreasing costs to the user. For one thing, the telecommunication cost, which is critical, will level off with greater use of the facility. However, greater demand for information will only come about with education about the critical importance of information and its use. This is an area in which we can all co-operate. This Seminar is a prime example of the kind of action needed, involving both public and private sectors, and reaching a wide-cross section of the community.

When the information community is convinced about the economic feasibility of by-passing the telecommunications hurdle, by acquiring overseas data bases and multiple publications on CD-ROM, there is scope also for collaboration and co- operation regarding the data bases to be acquired and shared.

You will see that as far as I am concerned the word "versus" in the title of my address just does not apply. With mutual support, the library and the commercial information service can achieve what I deem to be a mutual objective "meeting effectively the information needs of the client" – and I venture to say that the commercial information service will attract greater demands for service and consequently greater profits through well-satisfied patrons.

Notes

1. McGarry, K.J. The changing context of information (London: Bingley, 1981), p. 39.
2. Ibid, p. 42.
3. Ibid, p. 83.
4. UNISIST Newsletter, 16 (i) 1988, pp. 1-2.
5. McGarry, p. 44.
6. McGarry, p. 98
7. McGarry, p. 101
8. "Documentary delivery: CD-ROM experiment," FID News Bulletin, 37 (10)1987, p. 68.
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The New Information Technologies and Education and Training in the English-Speaking Caribbean

Gloria Greene

There is a heightening awareness of the nature and scope of the information technologies and the impact of the newer technologies on the structure and functioning of libraries and information systems. The question which emerges very often is whether small countries like those in the Caribbean can afford to keep abreast with these developments and can produce the technical skills in sufficient numbers to respond adequately to the demands from what is assuming the proportions of a technological revolution. Even if this revolution were not occurring, increases in population, the expansion of educational institutions, and rural development and community services lead naturally to a greater demand for library and information services. The supply of information specialists with the requisite skills has not been sufficient to match the demand. Even more, the advent of the new information technologies will mean the acquisition of new skills and profound changes in the education and training of information specialists.

THE MANPOWER SITUATION

A Caribbean Information Manpower Survey done in 1985 showed that throughout the region there is a relatively high proportion of vacant posts ranging from 27 percent for professionals to 15 percent for para-professionals and 8 percent for clericals.[1] Much of this can be attributed generally to the implementation of new information programmes and in particular to the increasing need for automation. While some changes have occurred since the 1985 survey there appears to be no real divergences from the trends. In Jamaica there are around 120 vacancies, 94 of which are in the public library sector. The National Library has 14 vacant posts. In Guyana, one of the countries which had reported the highest need for professionals, 20 professionals are employed and there are 10 vacancies in addition to these. The annual loss of staff is estimated at 20 percent for para-professionals and 25 percent for professionals. In the National Library Service in Barbados there are nine professional librarians and 33 full-time para-professionals. At present there are two vacant posts for professionals and two full-time para-professionals. The situation at the University of the West Indies Cave Hill Library is exceptional insofar as it has been able to maintain "complete stability" of staff over the last eight years.

In some cases, while there is a relatively low proportion of vacancies, the problem is that many posts are filled with staff without the adequate skills and the necessary disciplinary training in specialist areas. In the Scientific and Technical Information Network (STIN) in Jamaica for example, very few of the professional Librarians were originally trained in one or other of the science fields. It is believed that a similar situation exists in other specialised areas such as in Law and Medical Libraries throughout the region. From the 1985 Caribbean Information Manpower Survey it is reasonable to conclude that the reasons for the high level of vacancies and the inability to attract subject specialists in critical areas are related to unattractive salaries, terms and conditions of service as well as a general lack of prestige, real or imagined, attached to the profession.

THE NEW INFORMATION TECHNOLOGIES

It is likely that the more recent developments in information sciences will have positive effects for the Caribbean as a whole. There is every reason to believe that the new information technologies will revolutionise the form and delivery of information to a wide cross-section of

mic statistics and current news that affect the market place. This information changes continuously and can be viewed on a screen as changes transpire. Nevertheless, we appreciate the availability of the services of Supreme Data Company to whom we can refer our clients whose needs we cannot meet.

As Alice Warren, head of an information service agency, observes: "There is room for all these efforts. The mass of information is so great that a wide assortment of mechanisms is needed to ensure delivery of different varieties of information to individual users".

Two additional concerns of the library profession are:

i) the question of charges for services which hitherto have been free and
ii) the resulting shrinkage of services to a small group who can pay.

The other concern is the question of demand for information. The greater the demand for information, the greater the likelihood of decreasing costs to the user. For one thing, the telecommunication cost, which is critical, will level off with greater use of the facility. However, greater demand for information will only come about with education about the critical importance of information and its use. This is an area in which we can all co-operate. This Seminar is a prime example of the kind of action needed, involving both public and private sectors, and reaching a wide-cross section of the community.

When the information community is convinced about the economic feasibility of by-passing the telecommunications hurdle, by acquiring overseas data bases and multiple publications on CD-ROM, there is scope also for collaboration and co- operation regarding the data bases to be acquired and shared.

You will see that as far as I am concerned the word "versus" in the title of my address just does not apply. With mutual support, the library and the commercial information service can achieve what I deem to be a mutual objective "meeting effectively the information needs of the client" – and I venture to say that the commercial information service will attract greater demands for service and consequently greater profits through well-satisfied patrons.

Notes

1. McGarry, K.J. The changing context of information (London: Bingley, 1981), p. 39.
2. Ibid, p. 42.
3. Ibid, p. 83.
4. UNISIST Newsletter, 16 (i) 1988, pp. 1-2.
5. McGarry, p. 44.
6. McGarry, p. 98
7. McGarry, p. 101
8. "Documentary delivery: CD-ROM experiment," FID News Bulletin, 37 (10)1987, p. 68.
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users in the Caribbean. In recent times an increasing number of users have been exposed to packet switching, electronic mail, teleconferencing, on-line services and facsimile transmission. Already at the University of the West Indies, the distance education (UWIDITE) programme initiated in March 1983, is linking by telecommunications the campuses in Jamaica, Trinidad and Tobago and Barbados with the extra-mural centres in Antigua, Dominica and St. Lucia. The use of this facility for university teaching will have important implications for the structure and organisation of reading materials and hence the organisation of library and documentation services. UWIDITE is one of several initiatives in the region providing for the exchange of information by telecommunication linkages. In Jamaica the telephone lines have now become a link to instant information and data communications. For example, services now available through this new use of the telephone lines include facsimile transmission, JAMINTEL's IDAS system linking local computer users with foreign counterparts and an electronic mail service. The National Library is linked on-line to DIALOG.

The new technologies will also place greater demand on the education and training programmes to produce the kind of staff necessary for implementing and managing the new computerised systems as well as the traditional ones already in place. There needs also to be training opportunities for upgrading professional and technical skills. In 1971, the establishment of the Department of Library Studies ended the prevailing British pattern of pre- professional recruitment followed by in-service study for the examinations of the Library Association (ALA) or Fellowship (FLA). The Department offers undergraduate as well as postgraduate degrees. In addition, several librarians pursue master's degrees abroad. Paraprofessional training for library technicians is being offered in Community Colleges in the region, a development being spearheaded by the Library Associations. Continuing education activities are constantly being promoted in the region as well as internationally. All this has led to the development of a cadre of professional Librarians with a high level of training including some level of computer literacy.

Two recent publications have identified the kinds of skills needed for the information sector in the coming decades. Fay Durrant's *A Regional Information Strategy for the Caribbean to the Year 2000* (1987)[2] identifies the expertise situated in the regional information networks as well as outlines the kinds of programmes in the region. Another, *The Caribbean Energy Information System (CEIS): An Assessment of the Resources and Needs of the Participating Countries: A Mission Report,* by Lowe, Whyte and Jackson,[3] also identifies the training needs essential for the introduction of its system. These two studies not only indicate the areas in which information skills will be at a premium but also the likely demands on the training institutions to produce the required skilled resources. The CEIS mission report[4] identified the following needs:

1. Network activities, procedures and responsibilities;
2. Software for bibliographic applications, e.g., CDS/ISIS, DBase III;
3. Software for statistical applications, e.g., SPSS;
4. Data abstraction, tabulation and analysis;
5. Development and operation of numeric data bases;
6. Indexing and abstracting techniques;
7. On-line searching techniques.

Durrant[5] highlights the following:

1. The need for training in micro-computer systems;
2. Training in the use of the systems;
3. Development and operation of bibliographic as well as numeric data bases;
4. On-line searching techniques both in terms of field staff, policy officials and librarians;
5. Training in standardization which is very important in the region if we are to harness the scarce resources available.

Once libraries and information systems commence with and convert to computerised systems, greater emphasis will be placed within the organisations on acquiring staff with skills in statistics, repackaging of information and in media dissemination. The effective use of computerised systems presupposes maximising the capabilities of the facilities. This means that in addition to online services being offered to users, the systems may be used for regular serial publication of current awareness, newsletters and other publications. What is here implied is that greater emphasis will also have to be placed on editorial and project management skills. This has implications not only for training but for increasing the viability and marketability of the profession.

THE ROLE OF THE DEPARTMENT OF LIBRARY STUDIES

Since its inception in 1971 the Department of Library Studies located at the University of the West Indies, Mona, has introduced several new programmes in response to the growing demands for Librarians/Information Specialists in the region. According to Professor Daphne Douglas, Head of the Department, it has concentrated on training "generalists" with some specialisation.[6] This means that the Department produces a cadre of librarians capable of working in specialist areas relevant to their environment but who are basically all- round-

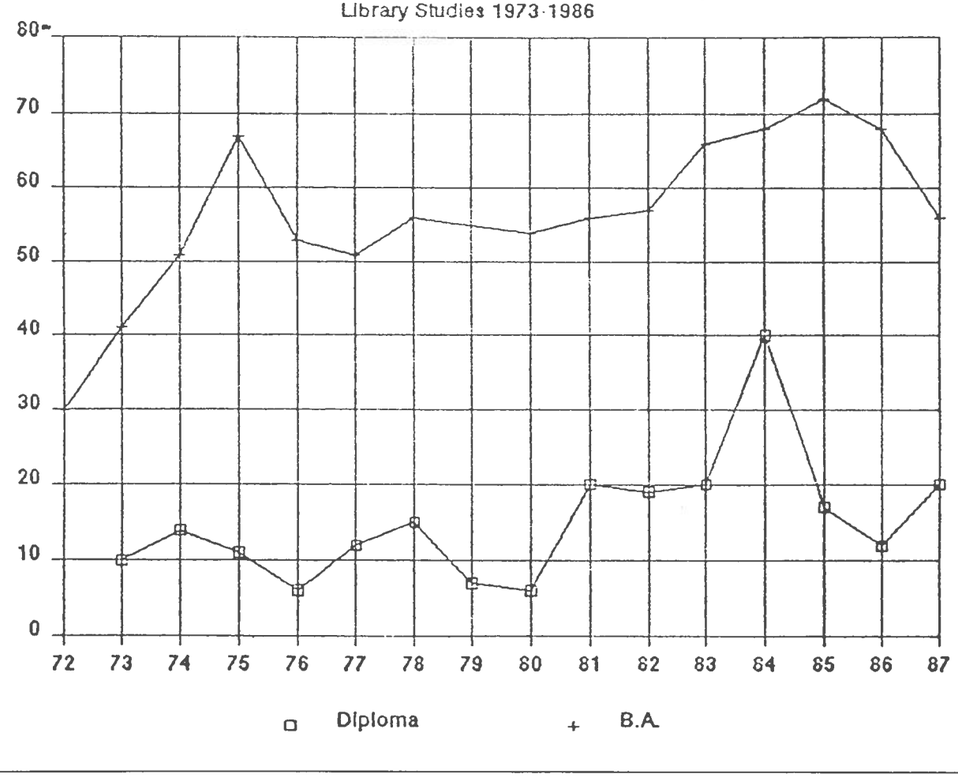
TABLE 1

NO. OF GRADUATES FROM THE DEPARTMENT OF LIBRARY STUDIES, UWI, BY COUNTRY OF ORIGIN (1973-1987)

	B.A.	Diploma	Total
Barbados	9	12	21
Guyana	20	12	32
Jamaica	144	57	201
OECS	20	1	21
Trinidad & Tobago	20	51	71
Others*	6	7	13
	219	140	359

* including Bahamas, Belize, Turks & Caicos, British Virgin Islands and Aruba.

Fig.1 Patterns of Enrollment Dept. of Library Studies 1973-1986



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At the time of the 1985 Caribbean Information Manpower study, the opinions on the programmes of the Department ranged from good to unsatisfactory with the majority deeming them adequate. Generally, there was the view that the Department needed to embark on more courses to take account of the greater need for skills in automation. Since 1985 the Department has included courses such as "Automation in Libraries" and "Audio-visual Librarianship". However, lack of infrastructure (hardware and software) and an inability to attract information scientists with the required skills have been impediments to expanding the curriculum to include training in the newer information technologies.

It is difficult for the Department of Library Studies to respond adequately to the demand for the skills needed. In the first instance, it is unable to attract full-time professionals on the Faculty with the level of expertise in the newer technologies. Salary scales and other emoluments offered at the University of the West Indies (Mona) where the Department is located are not competitive with job opportunities available to experts with the necessary skills in computeracy. As a result, the Department has had over the years to depend on visiting Professors sponsored by the British Council (UK) and Fullbright (U.S.A.) schemes.

Second, there are constraints on the type of innovations that may be made to the curriculum, insofar as the Department is apparently locked into the course structure of the Faculty of Arts and General Studies. This is particularly the case at the undergraduate level where several modules rather than year long courses may be the more appropriate way to attract specialists with the skills to teach the courses on the newer information technologies.

Third, among the options that the Department of Library Studies needs to implement on an on-going basis are librarianship and computing, librarianship and science or research and development or science and technology. To pursue these options will require greater collaboration with other departments within the University. In so doing, the Department will increase the number of subject specialists in precisely those areas of greatest need and consistent with the trends in the field of information science. In this respect there is the prevailing argument that one solution will be to convert the status of the Department to that of a School. Indeed, a School would allow for greater flexibility in programmes and it may become necessary for members of the library and information community to give the necessary support to this development.

PLANNING FOR THE FUTURE

In the meantime, however, there is need to ensure that the education and training programmes will generate adequate skills to sustain the library and information systems of the future. Already, the strategy of training through networking and collaboration has demonstrated how scarce resources may be rationalised through sharing. Some contemporary examples of this strategy can be seen in the activities of UNECLAC, CARICOM and STIN. These three networks together have provided considerable training in abstracting and indexing; in the use of the hardware and software systems required for the development of regional information systems and national focal points, especially in the use of CDS/ISIS; in repackaging techniques as well as in building bibliographic and numeric data bases.

Consideration should also be given to mounting weekend courses which could be modelled on the ones offered by ASLIB. In addition the Department could become its own instrument of development by implementing courses in data base creation and access to data bases for students and Faculty in other areas such as Management Studies and Computing. More flexible arrangements could be introduced for senior staff who need training in the newer areas of librarianship. UWIDITE could be used to initiate training for librarians in a specific skill in the various territories of the region in the same way the International Labour Organisation has utilised its facilities for training personnel in the region.

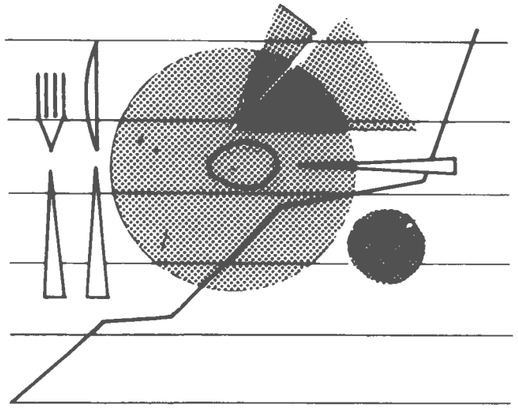
But even with these innovations the Department will still not be able to supply all the manpower with the requisite skills. Consequently, it will be necessary to supplement the offerings of the Department with other means of training.

Individual libraries will have to put more emphasis on their in-house training facilities as the Jamaica Library Service has done over the past forty (40) years of its existence. Donor agencies in particular IDRC, OAS and UNESCO which have contributed significantly to the increasing numbers of trained staff at all levels, especially in the introduction and use of the newer information technologies in the region, will need to continue to give support. The efforts must be accompanied by rationalising the aid programmes in order to maximise the benefits to be gained from them. Use will also have to be made of the training opportunities offered by vendors demonstrating their hardware/software, consultants' training programmes and opportunities offered by other professional associations which could enhance the skills of library and documentation staff. The University of Guyana allows its para- professionals to audit the "Readings in Caribbean Studies" course as well as the "Use of English" course. User groups could also be a means of acquiring skills, a method which is being utilised by the Scientific and Technical Information Network (STIN) in Jamaica.

Greater effort will have to be made to develop the institutional capacity of the Department of Library Studies as it is the best long-term investment for professional training in the region. It is vitally important for the Caribbean to develop a regional indigenous training capacity. No single Caribbean country is self-sufficient. There is need to work co-operatively. Practising librarians must continue to be involved in the education and training of the future librarians. But training is only one element in the process. If it is to be meaningful in the long run then greater attention will have to be paid to generating our own knowledge through serious research; research which pushes the frontiers of knowledge, addresses the issue of the appropriate transfer of information technology and ensures greater reliance on the manpower capabilities of the region. Failure to address these issues will guarantee our continued dependence on the foreign expert.

Notes

1. Gloria Greene and Reive Robb, Second Survey of Library and Information Manpower Needs in the Caribbean (Paris: UNESCO, 1982), 2 Vols.
2. Fay Durrant, A Regional Information System Strategy for the Caribbean to the Year 2000 (UNECLAC, 1987).
3. Henry Lowe, Mona Whyte and Courtney Jackson, Caribbean Energy Information System (CEIS): An Assessment of the Resources and Needs of the Participating Countries: A Mission Report (London: Commonwealth Science Council, 1987).
4. Ibid, p. 57.
5. Durrant, op. cit.
6. Personal communication, March 22, 1988.
7. Data supplied by the Department of Library Studies.



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Greater effort will have to be made to develop the institutional capacity of the Department of Library Studies as it is the best long-term investment for professional training in the region. It is vitally important for the Caribbean to develop a regional indigenous training capacity. No single Caribbean country is self-sufficient. There is need to work co-operatively. Practising librarians must continue to be involved in the education and training of the future librarians. But training is only one element in the process. If it is to be meaningful in the long run then greater attention will have to be paid to generating our own knowledge through serious research; research which pushes the frontiers of knowledge, addresses the issue of the appropriate transfer of information technology and ensures greater reliance on the manpower capabilities of the region. Failure to address these issues will guarantee our continued dependence on the foreign expert.

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1. Gloria Greene and Reive Robb, Second Survey of Library and Information Manpower Needs in the Caribbean (Paris: UNESCO, 1982), 2 Vols.
2. Fay Durrant, A Regional Information System Strategy for the Caribbean to the Year 2000 (UNECLAC, 1987).
3. Henry Lowe, Mona Whyte and Courtney Jackson, Caribbean Energy Information System (CEIS): An Assessment of the Resources and Needs of the Participating Countries: A Mission Report (London: Commonwealth Science Council, 1987).
4. Ibid, p. 57.
5. Durrant, op. cit.
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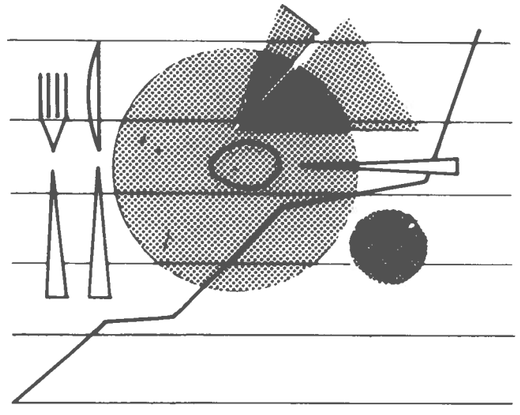
7. Data supplied by the Department of Library Studies.



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Setting Up a National Bibliographic Data Base Using Micro CDS/ISIS

Hyacinth Brown

As described in a previous article,[1] the National Library of Jamaica (NLJ) began to prepare for setting up a National Bibliographic Data Base (NBDB) in 1984 with funding assistance from the International Development Research Centre (IDRC) of Canada.

The original plans for setting up the data base included use of Unesco's mainframe CDS/ISIS, DOS version, on the Jamaica government's IBM 4341. This plan was abandoned due to the problems with that version. Fortunately mini-micro CDS/ISIS[2] became available in mid 1986 and this was used to set up the data base shortly after.

HARDWARE AND ENVIRONMENT

The mini-micro CDS/ISIS system has been installed on an IBM PC AT, 30 megabyte hard disk, with two Kimtron terminals attached. To create a multi-user environment under DOS, the PC-Slave operating system, ATNX, is being used. This has enabled us to use the machine for word processing, spreadsheet and data base management at the same time and has also allowed simultaneous search and retrieval and data input to the National Bibliographic Data Base.

FIELDS AND SUBFIELDS

Fields with related subfields have been used as against using fields only as is done in some data bases such as UNECLAC's CARISPLAN Abstracts.[3] NLJ decided on the use of fields and related subfields, in keeping with international bibliographic formats.

The ISIS software, unlike INMAGIC or dBase, allows for subfielding without loss of retrieval capabilities.

WORKSHEET DESIGN

The screen worksheet and that for manual entry are similar. In both cases the subfields have not been itemized separately. In the case of the manual data entry sheet, the subfields have been listed together with their respective delimiters above the section for entering data and in the case of the screen worksheet have been entered in the HELP message for each field. This has been done so that space will not be wasted in giving each subfield a separate line or part of a line as it is anticipated that for many records, most of the subfields will not be used. A section of the worksheet for manual entry is to be found in Figure 1.

Minimum Data Input Sheet. When additional subfields needed, consult manual and include as necessary.

NATIONAL LIBRARY OF JAMAICA
NATIONAL BIBLIOGRAPHIC DATA BASE
INPUT SHEET

IDENTIFICATION

03	ALT. RECORD NUMBER	Subfields are: ^aLib code ^bAcc no ^cHoldings	ISIS MFN
07	DOCUMENT SYMBOL NO		RECORD STATUS: (Circle one) N M D
05	COMPLETENESS OF RECORD		INDEXER: DATE: yy mm dd

BIBLIOGRAPHIC DATA

09	TITLE AND STAT OF RESPONSIBILITY	Subfields are: ^aTitle ^bSub-title ^clst Stat.of Res. ^fOther Stat. of Res.
22	EDITION AND STAT OF RESPONSIBILITY	Subfields are: ^aEdition Stat. ^cStat. of Responsibility
25	PUBLICATION	Subfields are: ^aPlace of Publ. ^bPublisher Name ^cDate
29	PHYSICAL DESCRIPTION	Subfields are: ^aExtent of item ^bOther Physical Details ^cDimensions ^dAccompanying material
30	SERIES AND STAT. OF RESPONSIBILITY	Subfields are: ^aSeries title ^cOther title info ^dStat. of Res. ^eNo. ^fISSN
32	NOTES	General notes (In AACR2 prescribed order)
33	ISN PRICE BINDING	Subfields are: ^aISN ^bPrice ^cBinding

ANALYTICALS

70	TITLE OF SERIAL AND NUMERIC DATA	Subfields are: ^aTitle ^bNumeric Data ^cYear ^dPages
71	TITLE OF MONOGRAPH AND PUBL. DATA	Subfields are: ^aTitle and Stat. ^bPlace of Publ. ^cPublisher ^dDate ^ePages

NLJ 1987

OUTPUT

So far four output formats have been designed: one for the records of the Jamaican National Bibliography (JNB); another for NLJ's internal catalogue and two for the NBDB. Even though CDS/ISIS allows users to define fairly complex formatting for printed outputs, it does not fully serve our needs. For example, punctuation requirements, especially for the Jamaican National Bibliography, cannot always be met. To overcome this, the file is moved to Wordstar where it is edited.

COMPUTERIZED DATA BASES IN THE NLJ SYSTEM

Nine libraries in the NLJ system are using mini-micro CDS/ISIS. Every effort is being made to encourage libraries in Jamaica to use the data base design developed by NLJ as this would greatly facilitate data exchange. (See Appendix I.)

There are some libraries which use other software packages such as INMAGIC and dBase III. These libraries had set up their data bases prior to the availability of mini-micro CDS/ISIS in Jamaica and prior to NLJ's data base design.

The dBase to ISIS conversion package developed by David del Moral in Mexico has been used to convert the records of the library using dBase III and III plus. We have had no problems with this but in the conversion of four records per minute to be very slow.

Most of the nine libraries are using ISIS to build their catalogue data bases. Others such as the Scientific Research Council (SRC), NLJ and the Jamaica Bureau of Standards (JBS) are using it to build other types of data bases as well. SRC has set up an Energy Expertise and an Energy Research data base for the Caribbean Energy Information System (CEIS); JBS has a Standards data base and NLJ an Estate Map data base.

MINI-MICRO CDS/ISIS

Most of our problems with using mini-micro-CDS/ISIS version 1 have centered around loss of data at around the 400 records level. Garbage has appeared in a number of records quite inexplicably and records have even been irretrievable.

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We acquired through the Caribbean Documentation Centre of the United Nations Economic Commission for Latin America and the Caribbean (ECLAC), Port of Spain, Trinidad, a preliminary copy of version 2 in March and have been testing it. A table of the problems we have encountered in using version 1 and the testing of the Preliminary version 2 is to be found in Appendix II.

MICRO CDS/ISIS USERS GROUP

As a result of the two-weeks training course organized by Scientific Research Council and conducted by Mrs. Audrey Chambers of ECLAC in June 1987, a Micro CDS/ISIS users group was formed. The participants of the training course formed the nucleus of this group but it also includes those who were using mini-micro CDS/ISIS before as well as others interested in using it.

The purpose of the Users Group is to:

a) introduce new users to Mini-micro CDS/ISIS,
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We are aware that in the long term the mini-micro version of ISIS will not be able to handle the National Bibliographic Data Base as well as NLJ's collection. We are therefore planning to move to the MINISIS system. However, as NLJ has the responsibility to support the libraries within the system (many libraries will still be using Mini-micro CDS/ISIS), especially regarding standards and automation, we will be maintaining our interest and continuing to develop expertise in Mini-micro CDS/ISIS and participating in relevant meetings and workshops.

The NLJ expects to be the national centre for distribution of micro CDS/ISIS in the near future.

References

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25	PUBLICATION	Subfields are: ^aPlace of Publ. ^bPublisher Name ^cDate
29	PHYSICAL DESCRIPTION	Subfields are: ^aExtent of Item ^bOther Physical Details ^cDimensions ^dAccompanying material
30	SERIES AND STAT. OF RESPONSIBILITY	Subfields are: ^aSeries title ^bOther title info ^cStat. of Res. ^dNo. ^fISSN
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APPENDIX I: Users of Micro CDS/ISIS in Jamaica, March 1988

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Jamaica Bureau of Standards 6 Winchester Rd PO Box 113 Kingston 10 Tel: 63140	Attended STIN Training Course conduced by Audrey Chambers June 1987 Consultancy and database design by NLJ
Pan-American Health Organization (PAHO) 60 Knutsford Blvd PO Box 384 Kingston 5 Tel: 62365-6	Training and database design by NLJ
Planning Institute of Jamaica (PIOJ) 39 Barbados Ave PO Box 634 Kingston 5 Tel 65899	ECLAC September 1980 in Trinidad
Scientific Research Council (SRC) Hope Estate PO Box 350 Kingston 6 Tel: 71771	January 1987 on UWI campus by Audrey Chambers. Consultancy provided by NLJ
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APPENDIX II

Compiled by Yvonne McKenzie, Programmer/Analyst, National Library of Jamaica

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Data Validation There is no validation routine. This means that record duplication and typographical errors will have to be checked manually.	*Same as in Version I*
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Print Facilities The machine hangs up whenever you try create your own print and sort worksheet.	*Solved in Version II*
If statements are not a feature of the print formatting language.	*Same as in Version I*
Catalogue cards cannot be generated from CDS/ISIS.	*Same as in Version I*

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(Diploma in Public Health)

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Name Authority Control: A Caribbean Perspective

Frances Salmon

SCENE I

The director/head librarian is furious. The library has acquired two copies of a very expensive item when one would have been adequate. Investigations reveal that in verifying whether the book had already been ordered, the clerk in the Acquisitions Department had checked for the last name of an unhyphenated double barrel name. A search of the 'on order' file therefore, had not revealed that the book had already been ordered.

SCENE II

The user is adamant that he had already used the book at the library but could not remember the call number. A search of the catalogue is fruitless. Eventually the item is found under a variant form of the author's name.

SCENE III

A bibliography has been compiled. When it is about to be typed, it is discovered that one author has been cited in two different ways on the list. The whole bibliography has to be re-arranged.

There is one common cause of these problems: the lack of proper name authority control, that is, the process by which the cataloguer/indexer ensures that one form of heading is used for a person or corporate entity.

STANDARDIZATION

This idea of a standardized form of names is not new by any means. Cutter in his principles state that the purposes of the catalogue are:

1. To enable a person to find a book of which either (a) the author (b) the title (c) the subject is known.
2. To show what the library has (d) by a given author (e) on a given subject (f) in a given kind of literature.
3. To assist in the choice of a book (g) as to edition (h) as to its character.[1]

Note that points (a) and (d) depend entirely on proper name authority control.

The new cataloguing rules have attempted to "simplify" this problem of locating the name of a given author, but most users are unfamiliar with these rules. These rules are even now being modified and cataloguers must consult them from time to time. For example, a recent simplification of Rule 22.11B of AACR2 has now reversed the previous ruling.[2] In the past the Mighty Sparrow would have appeared as Sparrow, Mighty, and Brother Resistance as Resistance, Brother. Now these names should appear in the catalogue as Mighty Sparrow and Brother Resistance. This change of form could lead to confusion at the catalogue. One would either have split files or have to re- catalogue some items. A less tidy arrangement would be to put it in "See also" references.

In an uncontrolled or non-standardized system the importance of an exhaustive author search cannot be overstated. In academic and research libraries users need to be assured of exhaustive searches. The user dissatisfaction which sometimes results from unsuccessful searches makes this a problem which requires our every effort. Library acquisition staff need to ensure that costly errors are not made by unintentionally acquiring items already in the collection. Problems arising out of having variant forms of an author's name can be costly, time consuming and frustrating.

Computers can be used to help solve these problems but one has to arrive at a standardized form of the author's name to be able to do this. There can be automatic validation which can change all occurrences of a name with just one command.[3] There are even exotic proposals such as SOUNDEX which will establish a phonetically based system.[4] However, to establish the author's name, that is the

THE CONTEMPORARY ART CENTRE

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OUR FRAMING DEPARTMENT GUARANTEES THE ENHANCEMENT AND PROTECTION OF VALUABLE WORKS OF ART, PRINT, PHOTOGRAPHS, CERTIFICATES AND EVERYTHING ELSE IN THE BEST OF FRAMING TRADITIONS.

Name Authority Control: A Caribbean Perspective

Frances Salmon

SCENE I

The director/head librarian is furious. The library has acquired two copies of a very expensive item when one would have been adequate. Investigations reveal that in verifying whether the book had already been ordered, the clerk in the Acquisitions Department had checked for the last name of an unhyphenated double barrel name. A search of the 'on order' file therefore, had not revealed that the book had already been ordered.

SCENE II

The user is adamant that he had already used the book at the library but could not remember the call number. A search of the catalogue is fruitless. Eventually the item is found under a variant form of the author's name.

SCENE III

A bibliography has been compiled. When it is about to be typed, it is discovered that one author has been cited in two different ways on the list. The whole bibliography has to be re-arranged.

There is one common cause of these problems: the lack of proper name authority control, that is, the process by which the cataloguer/indexer ensures that one form of heading is used for a person or corporate entity.

STANDARDIZATION

This idea of a standardized form of names is not new by any means. Cutter in his principles state that the purposes of the catalogue are:

1. To enable a person to find a book of which either (a) the author (b) the title (c) the subject is known.
2. To show what the library has (d) by a given author (e) on a given subject (f) in a given kind of literature.
3. To assist in the choice of a book (g) as to edition (h) as to its character.[1]

Note that points (a) and (d) depend entirely on proper name authority control.

The new cataloguing rules have attempted to "simplify" this problem of locating the name of a given author, but most users are unfamiliar with these rules. These rules are even now being modified and cataloguers must consult them from time to time. For example, a recent simplification of Rule 22.11B of AACR2 has now reversed the previous ruling.[2] In the past the Mighty Sparrow would have appeared as Sparrow, Mighty, and Brother Resistance as Resistance, Brother. Now these names should appear in the catalogue as Mighty Sparrow and Brother Resistance. This change of form could lead to confusion at the catalogue. One would either have split files or have to re- catalogue some items. A less tidy arrangement would be to put it in "See also" references.

In an uncontrolled or non-standardized system the importance of an exhaustive author search cannot be overstated. In academic and research libraries users need to be assured of exhaustive searches. The user dissatisfaction which sometimes results from unsuccessful searches makes this a problem which requires our every effort. Library acquisition staff need to ensure that costly errors are not made by unintentionally acquiring items already in the collection. Problems arising out of having variant forms of an author's name can be costly, time consuming and frustrating.

Computers can be used to help solve these problems but one has to arrive at a standardized form of the author's name to be able to do this. There can be automatic validation which can change all occurrences of a name with just one command.[3] There are even exotic proposals such as SOUNDEX which will establish a phonetically based system.[4] However, to establish the author's name, that is the

one by which he/she is "commonly known",[5] is not as straight forward as one would believe.

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A recent sampling over a one month period of names in the West Indies and Special Collections, University of the West Indies Library, Mona, showed that of a total of 354 names searched for in the Library of Congress Name Authority File (LCNAF) only 7% were found. This sample included several well-known West Indian authors such as Louise Bennett and Mervyn Morris. It therefore seems that the LCNAF is insufficient to deal with our problems in the Caribbean.

Problems come in several forms. There are organizations which have not yet decided what their "correct" names are. The University of the West Indies, Department of Extra-Mural Studies is also known as University of the West Indies, Extra-Mural Department. The Jamaica Bureau of Standards is also occasionally called the Jamaican Bureau of Standards. The Jamaica Information Service became the Agency for Public Information then reverted to its original name. Changes in the names of government ministries are even more nightmarish. A department, as is the case with Tourism Department in this example, may be appended to various departments at different times – the Ministry of Information and Tourism; the Ministry of Industry and Tourism; the Ministry of Tourism and Foreign Trade; the Ministry of Tourism and Mining.

Personal names are no less troublesome. A search of Biography Master Index revealed three forms of name for Edward Kamau Brathwaite who used to be known as Lawson Edward Brathwaite and Edward Brathwaite. Following Rule 22.1A of AACR2, the first form should be used but cataloguers/indexers unfamiliar with Caribbean Literature may not make the connection. This is by no means the only or the simplest example. Abdul Malik was once Michael DeCoteau and is sometimes called Michael Abdul Malik DeCoteau. In this case, the author is listed in LCNAF. However, according to L.C. his new name is Arabic. The end result is that one would find him entered under Abdul Malik and not Malik, Abdul.

Married women who drop their maiden names sometimes create problems for cataloguers as do divorced women who revert to maiden names. When one person falls into both categories the ensuing tangle is quite difficult to unravel.

Pseudonyms are another category of problem. John Morris, joint pseudonyms for John Hearne and Morris Cargill is quite straight forward. However, Christopher Nicole has six pseudonyms. The cataloguer would need to do a bit of research to realize that Leslie Arlen, Robin Cade, Peter Grange, Mark Logan, Christina Nicholson, Andrew York and Christopher Nicole are all the same person. Problems arising from name changes are likely to plague us for sometime as our authors "search for their identity": Mutabaruka [Allan Hope], Onuora [Orlando Wong], Brother Book [Hollis Peters] are but a few more examples.

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IMPLICATIONS

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Automation facilitates networking activities. It can also simplify authority control but it does not do away with the need for it. In fact computers have moved name authority control from the periphery of cataloguing to centre stage. Use of computers can eliminate cumbersome manual, largely in-house, systems which are currently in use. This will facilitate sharing of information and eliminate duplication as files can be circulated in print or machine readable form.

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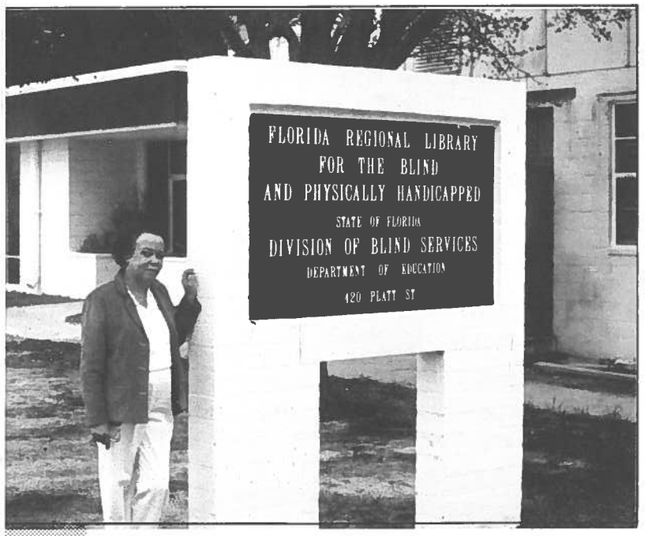

Mrs. Delphine Cupidon

interviewed by Hermine Salmon

JLA: *Mrs Cupidon, tell us about some of the developments in the JLS since you started working there.*

DC: There have been many developments in the Jamaica Library Service since I started working there in 1952. One major area has been that of library accommodation. Parish libraries, for example, were housed in rented premises, not specifically built for libraries. The library building programme began in the mid 1950s, and buildings went up all over the island by leaps and bounds. I can recall when in the 1950s the Parish libraries in St. James, St. Elizabeth, Westmoreland, and Hanover were all built and opened in quick succession. As a result, libraries on the entire western side of the island were housed in purpose built accommodation. Staff from Headquarters spent days in the region going from one parish to another, assisting with preparation for the official openings of the buildings. It was a wonderful experience. It was hard work but we enjoyed it.

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The combined Kingston and St. Andrew area was the last "Parish" to receive a "Parish Library". This happened because from its inception, the Jamaica Library Service decided that development of the Service would begin in the rural parishes, possibly because most other public services seemed to have started in Kingston. So it was that the Kingston and St. Andrew Parish Library (K.S.A.P.L.) was not opened until 1955 (in rented premises) at 10 Caledonia Avenue, (Cross Roads) whereas all other Parish libraries were already in operation.

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In the area of services, a major step is being taken by the JLS. The book circulation system in the Kingston and St. Andrew Parish Library is being automated under a pilot project made possible through the International Development and Research Centre (IDRC), NACOLADS, and the Jamaica Library Board. Terminals have already been installed in the library and in Headquarters where the Central Processing Unit is located. Member registration forms have been re-designed in keeping with the new system, staff training is being carried out and readers are being sensitized to this new development. This system should be in place early in the coming year (1989).

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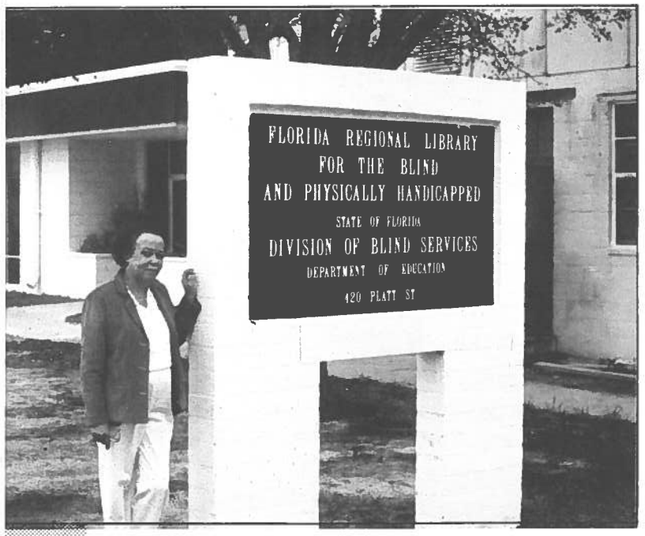

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We have therefore come a long way with regard to training. Thanks to our own Department of Library Studies at the UWI. Young people now are more privileged in that they have a choice; they may study abroad or they may study at home.

JLA: *So what of the other types of libraries in existence at the time?*

DC: There were a few private libraries in the Corporate Area, there was the Institute of Jamaica Library which charged a membership fee and the Junior Centre on East Street which belonged to the Institute. Then there was the University Library but this was and still is restricted to faculty and students. A free public library system (JLS) was therefore timely and necessary.

JLA: *What do you think of the development of libraries over the years?*

DC: It has been good – so good that the public library has lost most of its staff to libraries both in the public and private sector. Thanks to the JLS, the public has become library conscious and libraries and librarianship have become known and established all over Jamaica. In addition, Special Libraries are now being established in all types of organizations and institutions and most schools are being built with library rooms.

JLA: *What about the contribution of libraries to the social, educational and cultural development of the country?*

DC: Speaking as a Public Librarian and as a pioneer in the field, I have watched the social composition of the patrons in the Public Library in the corporate area change over the years. When the Kingston and St. Andrew Parish Library started, its patronage was comprised mainly of expatriates.

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We have therefore come a long way with regard to training. Thanks to our own Department of Library Studies at the UWI. Young people now are more privileged in that they have a choice; they may study abroad or they may study at home.

JLA: *So what of the other types of libraries in existence at the time?*

DC: There were a few private libraries in the Corporate Area, there was the Institute of Jamaica Library which charged a membership fee and the Junior Centre on East Street which belonged to the Institute. Then there was the University Library but this was and still is restricted to faculty and students. A free public library system (JLS) was therefore timely and necessary.

JLA: *What do you think of the development of libraries over the years?*

DC: It has been good – so good that the public library has lost most of its staff to libraries both in the public and private sector. Thanks to the JLS, the public has become library conscious and libraries and librarianship have become known and established all over Jamaica. In addition, Special Libraries are now being established in all types of organizations and institutions and most schools are being built with library rooms.

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Miss Beryl Fletcher

Interviewed by Paulette Kerr

JLA: *Miss Fletcher, how long have you been working with the Social Welfare Training Centre Library?*

BF: Since January 1974.

JLA: *Tell me about the library and its development since you have been here.*

BF: When I came in 1974, I was assigned to help in the library and prepare for participants from some of the other islands and Jamaica in connection with the four months regional course in the "Principles and Practice of Social Work." It was a new subject area for me. I had done other areas at the Institute of Jamaica.

I have found the work here interesting and varied. I like people and meet a number of people from other territories. The Centre is also used for additional training courses, seminars and conferences for government departments and agencies.

JLA: *How long have you been involved in the library field?*

BF: Ah ha! A long time. Since 1929.

JLA: *What influenced you at the time to choose the library profession?*

BF: Because I like people. I could not go to university which was what I wanted to do and going to the Institute of Jamaica was to me like a university. In fact it was called the "people's college" in later years.I met a lot of people many from overseas ... Mr. Cundall* was a remarkable man.... His field of wisdom was expressed in the functions of the Institute of Jamaica. The remarkable thing about him was that he founded the West India Reference Library – a collection of material – non-book as well as books on Jamaica and the West Indies. He was internationally known after a time.

After a while I left the general library and was appointed his clerical assistant and I worked for twelve and a half years in that position having the opportunity to work for him while he was editing the Handbook of Jamaica and other publications of the Institute.

I thoroughly enjoyed it of course ... He was always writing ... The Gleaner would publish long articles written by him probably on a particular individual who had been identified in the history of the country or a particular event or place for that matter. When members of the Royal family visited, he was the person who composed the Royal "addresses", many of them illuminated by the late Major Caws of St. Thomas.

The Institute had a number of sections. There was a museum which unfortunately had been destroyed in the earthquake of 1907. Some of the exhibits, the mineral rocks, some of the animals and a particular display (done by Miss Wood) of flowers of Jamaica were saved.

There were some animals in the garden: There was also an herbarium, iguanas, birds: a very small collection but still of great interest to the children when they came in bus loads from the country or visited on their own from city schools.

Then, later we had Mr Philip Sherlock and he set up the Junior Centre with the late Mr Robert Verity.

Later the Half Way Tree Junior Centre was established and by force of circumstances I had to be shifted up there. I worked there and then got my British Council Scholarship and went to England to study. There I enjoyed every minute. I was able to visit many libraries. One of the most interesting was the library in Birmingham where I saw the Shakespeare Folio Collection. I also visited Stratford and attended a play at the Stratford Theatre.

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On September 3, 1939 Bernard Lewis came to the Institute as Curator, first of all to the Science Museum and his interests were many and varied. He got together some periodicals which he found had been subscribed to or had been given as gifts over the years and he started the science library which is now quite extensive. He retired in 1973.

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marvellous, and we actually have a Department of Library Studies headed by Professor Douglas.

JLA: *Can you tell me of some other types of libraries existing at that time?*

BF: As far as I can remember there was the Supreme Court library. There was also a library at the Hope Botanical Gardens. There was a subscription library known as the Athenaeum on Church Street and members were permitted to have the loan of one book and a periodical from the Institute... sort of honorary membership. They did not pay a subscription fee (to the Institute) but because they belonged to that library the courtesy was extended to them. Well they, I, think had a much bigger, moveable membership but I don't think it was as stable as the Institute's.

JLA: *What was the government's support of libraries like? Did the government assist in stimulating the profession in any way?*

BF: No. I don't think there was any flag raising on that at all. The Institute [had a library] as we said, some of the schools had private libraries for their students, people had their own collections but I don't think there was anything outstanding from the government. It's just one of those things which has grown over the years and different people were involved.., literary people.

The Institute played a great part over the years. It encouraged people to write as poets, authors and journalists. The British Council and the Carnegie Corporation of New York have assisted greatly since the 1930's.

The West India Reference Library was very popular. The late Mr Herbert De lisser for many years, and others like Richardson Wright, Adolphe Roberts came for research.

JLA: *You said earlier that Mr Cundall did most of the training for librarians working at the Institute. I am wondering if there was any other training. If you were not at the Institute, what kind of training facilities existed for libraries at the time?*

BF: I would not say that Mr Cundall "trained" but he knew what he wanted and so he set the stage by issuing certain necessary instructions to get the work done – ordering of books and processing them in a way that when somebody wanted them they could be found. His own knowledge and experience in the British Museum Library were an asset. He went there practically every year for his own research. So he had a working knowledge of what was needed.

JLA: *So there was no formal training at the time in Jamaica?*

BF: Well, I remember people coming from the Carnegie Institute. Two tutors were funded – Ms. Nora Bateson who gave a report on library services in Jamaica and Florence Thompson who introduced the Dewey Decimal System. She instructed us in the more modern theories of classification. And of course Dr Dorothy Collins came in connection with the Jamaica Library Service.

JLA: *Did you do further training?*

BF: I won a British scholarship.

JLA: *What year was that?*

BF: August 1947. I returned to Jamaica in February 1949 and I worked for a time with Mr Ken Ingram in the West India Reference Library.

JLA: *At the time though you would say it was primarily on the job training?*

BF: Yes, that's right, on-the-job training.

JLA: *For the period during which you have been involved what do you think of the development of libraries?*

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JLA: *You spoke briefly earlier of the JLA. Do you think it has satisfied the needs of its members?*

BF: I don't quite know, but I think we could say that it has done so. However, I would like to see more lobbying for the profession. Sometimes I go to places and meet a lady who is a librarian and I am not convinced that she is convinced that what she is doing is justified. It may be an interim period in her life. And I would like to see that more young people are really motivated and feel that they can look forward to the day when a librarian's post is pensionable. We don't all think of pension when we are young but I think the post should be pensionable. It takes time to sort out things like that. More publicity should come through the media when we have important meetings.

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JLA: *What do you see as significant library developments in the Caribbean?*

BF: I would be very modest about that because I have not travelled enough in the Caribbean from the library angle but I believe for instance, we started with a library school in Trinidad and we went on from there and now we have our own. We have always been ahead in this country. We have always been a couple of jumps ahead. And I think that that's one of the reasons why Federation failed.

JLA: *How do the issues on the international scene affect our own aspirations as librarians?*

BF: I can't pin-point anything right at this moment, but decisions which are made do have repercussions for the profession and society here. We are not isolated by any means. Look at the curriculum [at the Department of Library Studies, UWI] and what it offers, and more will be added. Then there is technology. We just have to keep up. I remember when I was at the Institute there was a big black book where we recorded under date the titles and authors of books borrowed. And now its all changed.

JLA: *I think you would agree with me that the future of the library profession rests with the younger people. What advice do you have for them?*

BF: Well my words of advice are that I have enjoyed it and I hope you will all enjoy it and that its a wonderful profession... Make the most of it. You meet people ... [you] have books... they are your best friends and you have to convince people of that. (When I say books I mean the other non-book material as well... films, portraits, maps, whatever is in your collection...programmes. If, say, the user is interested in the theatre, you can go and find programmes which would give you information about the plays performed here years ago and what the theatre was like. When I was young, if you were studying a Shakespearean play or any other for that matter it would be performed so that the audience could have a feel of what the author was getting at. Now we say with pride that it's SISTREN. It's startling. Well SISTREN is a bold approach to that.

JLA: *Would you do it all over again?*

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JLA: *Thank you Miss Fletcher for a very informative and interesting interview.*

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Miss Beryl Fletcher has been the Library Assistant of the Social Welfare Training Centre, University of the West Indies, since 1974.

Prior to this, she was Assistant Supervisor of Junior

marvellous, and we actually have a Department of Library Studies headed by Professor Douglas.

JLA: *Can you tell me of some other types of libraries existing at that time?*

BF: As far as I can remember there was the Supreme Court library. There was also a library at the Hope Botanical Gardens. There was a subscription library known as the Athenaeum on Church Street and members were permitted to have the loan of one book and a periodical from the Institute... sort of honorary membership. They did not pay a subscription fee (to the Institute) but because they belonged to that library the courtesy was extended to them. Well they, I, think had a much bigger, moveable membership but I don't think it was as stable as the Institute's.

JLA: *What was the government's support of libraries like? Did the government assist in stimulating the profession in any way?*

BF: No. I don't think there was any flag raising on that at all. The Institute [had a library] as we said, some of the schools had private libraries for their students, people had their own collections but I don't think there was anything outstanding from the government. It's just one of those things which has grown over the years and different people were involved.., literary people.

The Institute played a great part over the years. It encouraged people to write as poets, authors and journalists. The British Council and the Carnegie Corporation of New York have assisted greatly since the 1930's.

The West India Reference Library was very popular. The late Mr Herbert De lisser for many years, and others like Richardson Wright, Adolphe Roberts came for research.

JLA: *You said earlier that Mr Cundall did most of the training for librarians working at the Institute. I am wondering if there was any other training. If you were not at the Institute, what kind of training facilities existed for libraries at the time?*

BF: I would not say that Mr Cundall "trained" but he knew what he wanted and so he set the stage by issuing certain necessary instructions to get the work done – ordering of books and processing them in a way that when somebody wanted them they could be found. His own knowledge and experience in the British Museum Library were an asset. He went there practically every year for his own research. So he had a working knowledge of what was needed.

JLA: *So there was no formal training at the time in Jamaica?*

BF: Well, I remember people coming from the Carnegie Institute. Two tutors were funded – Ms. Nora Bateson who gave a report on library services in Jamaica and Florence Thompson who introduced the Dewey Decimal System. She instructed us in the more modern theories of classification. And of course Dr Dorothy Collins came in connection with the Jamaica Library Service.

JLA: *Did you do further training?*

BF: I won a British scholarship.

JLA: *What year was that?*

BF: August 1947. I returned to Jamaica in February 1949 and I worked for a time with Mr Ken Ingram in the West India Reference Library.

JLA: *At the time though you would say it was primarily on the job training?*

BF: Yes, that's right, on-the-job training.

JLA: *For the period during which you have been involved what do you think of the development of libraries?*

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Mrs Claire Risden

Interviewed by Gloria Green

JLA: *How long have you been working with this Library?*

CR: I started to work with the University College of the West Indies Library as it was then known, from the 9th March, 1949 as a clerical member of staff -- first as a catalogue typist. Next I worked in various sections and was then placed in charge of the Order Department under the supervision of the librarian. My starting salary was £4.0.0 per week. I have been with the Library from then until the present except for the years 1954-59 when I went to study. When I came back in 1959 it was to the same job, same desk I had left in 1954!

JLA: *Tell us about your library and what you think about its development over the years.*

CR: Well, the library was known as the U.C.W.I. Library until 1962 when it became the University of the West Indies Library. It really functioned to serve the University's study, teaching and research programmes for students and staff. In 1948 we started with 33 medical students and the Medical Faculty. I have worked under four librarians, Mr Holdsworth, Mr Gocking, Mr Ingram and the present librarian Mrs A. Jefferson. In the beginning I would say it was colonial in attitude, but it became more West Indianised later.

The Library was first housed in the old Chapel – this was one of the old wooden huts in which the civilian populations of Gibraltar (and Malta) had been evacuated to during the war. The place was then known as Gibraltar Camp. We still call the building the Old Library to this day. Mona is a good location for the University – all 670+ acres of it. The University has grown until now we have about 5,000 students in Jamaica, 11,000 on all campuses, in the Natural Sciences, Medical, and Arts, Social Sciences, Education faculties and Cave Hill and St. Augustine with faculties there of Law, Agriculture and Engineering.

It was very elitist, I would say, in the beginning – the students being creamed off from the best of the crop in the high schools, so to speak. The greatest expansion was under Arthur Lewis and it became more West Indianised, as more and more indigenous research programmes were undertaken in various departments, such as, Botany and Chemistry.

We had only the Main Library in the beginning with four professional staff, two clericals, a secretary and an attendant, Mr Gifford Lewis. Today we have a staff of twenty professionals. In 1951 we got a new building and then in 1955 we expanded with an extension to the building. There was also the Bindery attached to the Library, with Mr Ramsay, the Chief Binder. Mr Jones the present Chief Binder was employed from those early years also. The building in which the Bindery was housed was burnt down and it had to be relocated to another wooden building, before being attached to the Main Library building. In 1973 the oil crisis placed our budget under severe constraints, especially affecting our resource materials, books and journals. We had established gifts and exchanges programmes around the world, which helped to maintain our collection development. We would send West Indian material, the *UWI Calendar, Social and Economic Studies, Caribbean Quarterly,* and the *West Indian Medical Journal,* for example. We deposited West Indian material at the Library of Congress which was included in the printed card catalogues. We sent some catalogue cards to Jamaica Library Service, and the Institute of Social and Economic Research's catalogue cards were included in our main catalogue.

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JLA: *What influenced you to choose this field as a profession?*

CR: I came into the field by accident. I was working with the firm of architects, Norman and Dawbarn, which was setting up the University as well as the University Hospital. The firm was housed in the hospital compound. I heard of the job at the library and applied. There was mutual liking and I was employed as a catalogue typist. Mr Harold Holdsworth, the librarian, suggested that I take up librarianship as a career.

I had been accepted to do nursing in the first batch of students at the University College Hospital (U.C.H.), but decided to take the job at the library which led to my later pursuing the career of librarianship. I had a lot of extra curricular activities -- dancing with the Ivy Baxter Dance Troupe, hiking including a few trips to Blue Mountain Peak, netball, stage make-up with Extra Mural, inter alia. I even went to Puerto Rico with the dance troupe, and we danced for the Queen! I did the entrance exams of the Library Association, London (by correspondence), but I had too many distractions to settle down to studying, so I decided to go away to study.

One interesting occurrence during this time was the 1951 hurricane. Mr Holdsworth, the librarian then, moved the material all by himself to avoid it getting wet. He was the only one available who lived on the campus at the time. The staff then had to put out the material to dry and the donkeys came along and ate some of the periodical issues that were printed on the glossy art paper.

JLA: *What were some of the interesting events/aspects of the profession at the time when you entered the profession?*

CR: I would say mostly the expansion of the University. What was really important was the building up of the West Indian collection -- a fine and valuable one. Mr Ingram did a classification for Law, which was accepted and approved by the Library of Congress, as they did not have one in their scheme, at the time.

I worked in all sections of the library except book cataloguing. I enjoyed Periodicals and Orders, and also Reference work. However, when I first went to the issue desk, I was a disaster – I had just returned from my studies abroad, was ill, and the students had been reacting to changes at the desk, operations, and staff. Later when I returned to head the section, things had improved considerably (i.e., after about four other librarians had been tried), all went well after that, and I was later promoted to Senior Assistant Librarian (later Librarian II), to head the section. There were times when we had to work in very cramped conditions.

During this time the Queen visited, also Winston Churchill and the Princess Royal.

The students also played pranks on the library. In one incident all the art work (sculptures) was removed from the library and the clues were printed in the *Star* (a daily evening paper) for the library staff to retrieve them (one from the Roman Catholic rectory in North Street, one from King's House, etc.). The library staff also took part in carnival and one year our band (the Jamaica Alphabet) won a prize and celebrated at the University Beach. On another occasion I won an individual prize as Goldfinger.

JLA: *Were there any significant difficulties facing librarians at that time?*

CR: In the university system in the '60s and '70s unions were beginning to be formed on Campus. There were strikes by workers and at one point the students threatened to burn down the library.

For the librarians there were low salaries, lack of opportunities for training and opportunities for promotion were limited. It would take 12 years to complete the grade of Assistant Librarian before one could be considered for promotion to Senior Assistant Librarian. This lack of opportunity for promotion is a drawback even now. It is now being tied to publishing, with very little time given for writing and publishing. Mr Gocking succeeded in getting four new posts of Senior Assistant Librarian, for heads of functional sections and that was how some of the librarians got to be promoted. There was no maternity leave. You had to take no pay leave. There was not enough money for resources, staffing and training, particularly after 1973.

JLA: *Can you tell me about some of the different types of libraries existing at that time?*

CR: The Jamaica Library Service was very good with its network of library services and facilities throughout the Island. We also had an excellent West India Reference Library. There was the old Ministry of Agriculture Library, and some small special libraries, for example the J.I.D.C. (Jamaica Industrial Development Corporation) library and later Scientific Research Council. And you had the University Main Library, and one or two other campus libraries, notably Institute of Social Economic Research, and later Social Welfare, and Trade Union Education Institute.

JLA: *What was the government's support of libraries like? Did the Government assist the profession in any way?*

CR: I don't really know much about this. The government supported the J.L.S. and other government libraries. They also funded the University. At the UWI the library got a percentage of the University budget and operated within a triennium budget. We depended to some extent on international funding.

JLA: *How did librarians manage to get training in those days?*

CR: In the University system the professionals came in with a degree – Elsie Woo Ming, Mercedes Josephs, Kenneth Ingram, Elaine Henriques and others. Most others worked toward the ALA by correspondence courses. I remember Sheila Lampart who was working at I.S.E.R. library at the time, and she used to come in early every morning to study before starting work. Then she did the exams diligently every June and December until she finished. To become qualified you had to have that kind of diligence. Later, in Trinidad, there was a centre for training run by a Mr Benge. The British Council also offered scholarships. You either went away and studied for a degree or took the correspondence courses offered by the Library Association, Britain, or you came into the system qualified.

Later in 1971 there was the Department of Library Studies to train librarians. Commonwealth Scholarships were offered, also OAS fellowships, other fellowships to various universities. There was Exed and Knox which offered training courses for para-professionals as support staff for professional librarians. I believe there was also training opportunities through the Inter-University Council in the earlier years, and through the International Development Research Centre (IDRC), and possibly Unesco.

JLA: *How did you receive your training?*

CR: I first started taking correspondence courses from the Library Association, London. In 1954 I resigned from the library, took my superannuation and went to study at Columbia University where I got a degree in sociology. I worked my way through the university course for 4 years. I took two jobs and sometimes three, working an average of 45-50 hours per week, and undertaking a full time course of study simultaneously. It was tough going, as I had to earn not less than $2,000 to be able to live. I left Jamaica on 17th August, 1954. Four years later I left New York on 17th August, 1958 for London (North Western Polytechnic, with some courses at the University of London School of Librarianship), and returned at the end of August 1959. By December 1959 I had completed my ALA

JLA: *For the period during which you have been involved, what do you think of the development of libraries?*

CR: The national policy on libraries and information resources is most important. Now we have the networks involving several libraries, linking to extend the provision of information. There are also more opportunities for training. The Department of Library Studies has been able to feed more librarians into the system. The development of the National Library is also important.

For the University, having librarians' salaries the same as academic staff has been important. Being able to sit on the Faculty Boards and be represented on the Senate and the Academic Board; and to be in the Academic Union are good developments. Also, the placement of the Science Library in the midst of the Faculty has led to increased use of the library by natural sciences students. There must have been a latent need as many natural science students hardly used the library when the collection was housed in the Main Library.

JLA: *Did libraries assist in the social, educational, cultural development of the country?*

CR: Yes. The Jamaica Library Service (JLS) especially. They had a lot of outreach activities in Kingston and rural communities throughout the Island. UWI supported educational development by the training it gave its students. We had a good fine arts and music collection. By building up the West Indian collection we also helped in the development of the society. (UWI Library Christmas cards is a small example, since we featured old historic photographs, maps, and an old tram car.)

JLA: *What areas of participation have given you the greatest satisfaction? What has been your most enjoyable project?*

CR: Giving assistance to readers in all departments. I especially like reference work. On my sabbatical I visited other libraries and librarians in the area of science and technology. I got to know what was there, what the drawbacks were so that I can now help people better. I built up a reservoir of knowledge. Now I can turn the tap on and get information and assist readers to get information from our library, and other local libraries, or elsewhere if not available here. I have benefitted from my visits abroad (through the study and travel facilities available to me at UWI) to various libraries and institutions – which have all contributed to more meaningful assistance to readers.

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Our relations with the Faculty and the students also give great satisfaction. You are greeted even at the beach – even if it is only to complain about not having been loaned a 'not to be taken away' item; or to express appreciation for some assistance given.

JLA: *What would you regard as the most significant high-point in your own experience?*

JLA: *What influenced you to choose this field as a profession?*

CR: I came into the field by accident. I was working with the firm of architects, Norman and Dawbarn, which was setting up the University as well as the University Hospital. The firm was housed in the hospital compound. I heard of the job at the library and applied. There was mutual liking and I was employed as a catalogue typist. Mr Harold Holdsworth, the librarian, suggested that I take up librarianship as a career.

I had been accepted to do nursing in the first batch of students at the University College Hospital (U.C.H.), but decided to take the job at the library which led to my later pursuing the career of librarianship. I had a lot of extra curricular activities -- dancing with the Ivy Baxter Dance Troupe, hiking including a few trips to Blue Mountain Peak, netball, stage make-up with Extra Mural, inter alia. I even went to Puerto Rico with the dance troupe, and we danced for the Queen! I did the entrance exams of the Library Association, London (by correspondence), but I had too many distractions to settle down to studying, so I decided to go away to study.

One interesting occurrence during this time was the 1951 hurricane. Mr Holdsworth, the librarian then, moved the material all by himself to avoid it getting wet. He was the only one available who lived on the campus at the time. The staff then had to put out the material to dry and the donkeys came along and ate some of the periodical issues that were printed on the glossy art paper.

JLA: *What were some of the interesting events/aspects of the profession at the time when you entered the profession?*

CR: I would say mostly the expansion of the University. What was really important was the building up of the West Indian collection -- a fine and valuable one. Mr Ingram did a classification for Law, which was accepted and approved by the Library of Congress, as they did not have one in their scheme, at the time.

I worked in all sections of the library except book cataloguing. I enjoyed Periodicals and Orders, and also Reference work. However, when I first went to the issue desk, I was a disaster – I had just returned from my studies abroad, was ill, and the students had been reacting to changes at the desk, operations, and staff. Later when I returned to head the section, things had improved considerably (i.e., after about four other librarians had been tried), all went well after that, and I was later promoted to Senior Assistant Librarian (later Librarian II), to head the section. There were times when we had to work in very cramped conditions.

During this time the Queen visited, also Winston Churchill and the Princess Royal.

The students also played pranks on the library. In one incident all the art work (sculptures) was removed from the library and the clues were printed in the *Star* (a daily evening paper) for the library staff to retrieve them (one from the Roman Catholic rectory in North Street, one from King's House, etc.). The library staff also took part in carnival and one year our band (the Jamaica Alphabet) won a prize and celebrated at the University Beach. On another occasion I won an individual prize as Goldfinger.

JLA: *Were there any significant difficulties facing librarians at that time?*

CR: In the university system in the '60s and '70s unions were beginning to be formed on Campus. There were strikes by workers and at one point the students threatened to burn down the library.

For the librarians there were low salaries, lack of opportunities for training and opportunities for promotion were limited. It would take 12 years to complete the grade of Assistant Librarian before one could be considered for promotion to Senior Assistant Librarian. This lack of opportunity for promotion is a drawback even now. It is now being tied to publishing, with very little time given for writing and publishing. Mr Gocking succeeded in getting four new posts of Senior Assistant Librarian, for heads of functional sections and that was how some of the librarians got to be promoted. There was no maternity leave. You had to take no pay leave. There was not enough money for resources, staffing and training, particularly after 1973.

JLA: *Can you tell me about some of the different types of libraries existing at that time?*

CR: The Jamaica Library Service was very good with its network of library services and facilities throughout the Island. We also had an excellent West India Reference Library. There was the old Ministry of Agriculture Library, and some small special libraries, for example the J.I.D.C. (Jamaica Industrial Development Corporation) library and later Scientific Research Council. And you had the University Main Library, and one or two other campus libraries, notably Institute of Social Economic Research, and later Social Welfare, and Trade Union Education Institute.

JLA: *What was the government's support of libraries like? Did the Government assist the profession in any way?*

CR: I don't really know much about this. The government supported the J.L.S. and other government libraries. They also funded the University. At the UWI the library got a percentage of the University budget and operated within a triennium budget. We depended to some extent on international funding.

JLA: *How did librarians manage to get training in those days?*

CR: In the University system the professionals came in with a degree – Elsie Woo Ming, Mercedes Josephs, Kenneth Ingram, Elaine Henriques and others. Most others worked toward the ALA by correspondence courses. I remember Sheila Lampart who was working at I.S.E.R. library at the time, and she used to come in early every morning to study before starting work. Then she did the exams diligently every June and December until she finished. To become qualified you had to have that kind of diligence. Later, in Trinidad, there was a centre for training run by a Mr Benge. The British Council also offered scholarships. You either went away and studied for a degree or took the correspondence courses offered by the Library Association, Britain, or you came into the system qualified.

Later in 1971 there was the Department of Library Studies to train librarians. Commonwealth Scholarships were offered, also OAS fellowships, other fellowships to various universities. There was Exed and Knox which offered training courses for para-professionals as support staff for professional librarians. I believe there was also training opportunities through the Inter-University Council in the earlier years, and through the International Development Research Centre (IDRC), and possibly Unesco.

JLA: *How did you receive your training?*

CR: I first started taking correspondence courses from the Library Association, London. In 1954 I resigned from the library, took my superannuation and went to study at Columbia University where I got a degree in sociology. I worked my way through the university course for 4 years. I took two jobs and sometimes three, working an average of 45-50 hours per week, and undertaking a full time course of study simultaneously. It was tough going, as I had to earn not less than $2,000 to be able to live. I left Jamaica on 17th August, 1954. Four years later I left New York on 17th August, 1958 for London (North Western Polytechnic, with some courses at the University of London School of Librarianship), and returned at the end of August 1959. By December 1959 I had completed my ALA

JLA: *For the period during which you have been involved, what do you think of the development of libraries?*

CR: The national policy on libraries and information resources is most important. Now we have the networks involving several libraries, linking to extend the provision of information. There are also more opportunities for training. The Department of Library Studies has been able to feed more librarians into the system. The development of the National Library is also important.

For the University, having librarians' salaries the same as academic staff has been important. Being able to sit on the Faculty Boards and be represented on the Senate and the Academic Board; and to be in the Academic Union are good developments. Also, the placement of the Science Library in the midst of the Faculty has led to increased use of the library by natural sciences students. There must have been a latent need as many natural science students hardly used the library when the collection was housed in the Main Library.

JLA: *Did libraries assist in the social, educational, cultural development of the country?*

CR: Yes. The Jamaica Library Service (JLS) especially. They had a lot of outreach activities in Kingston and rural communities throughout the Island. UWI supported educational development by the training it gave its students. We had a good fine arts and music collection. By building up the West Indian collection we also helped in the development of the society. (UWI Library Christmas cards is a small example, since we featured old historic photographs, maps, and an old tram car.)

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JLA: *What would you regard as the most significant high-point in your own experience?*

CR: Although I enjoyed the years I worked at the Main Library, my work at the Science Library since 1973 as librarian-in-charge has been stimulating and challenging – a high point for me. I value, too, the rapport that has been established between myself and the students. I was extremely touched when I was ill last year and the students took the time to send a 'get well' card with some fifty signatures. I didn't even know that they had missed me from the library. They have given walk-a-thons to raise funds to buy books for the library. Long ago the students put my picture in *Pelican* as being most helpful librarian to them.

Faculty staff has been very supportive. They just come in and chat. There is mutual approachability and warmth.

JLA: *To turn to another aspect, has the JLA satisfied the needs of its members? How do you see it as a catalyst in library development?*

CR: The JLA strives to do so and tries very hard. It has addressed problems of the profession and over the years has sought to correct as many imbalances as possible. It was involved and influential in promoting the national policy on libraries, I believe. It formulated ethics for the profession and standards for libraries and made beneficial contacts on the international level.

JLA: *What should be the future direction of the JLA?*

CR: It should be responsible for encouraging the training of more para-professionals, technicians, and attendants, in fact the, various categories of library staff.

It should have a central Secretariat. It should provide guidelines for setting up small libraries – perhaps a published manual or guide. I do not know if one such exists. There should also be one for school libraries. It should address the problems of conditions of service and salaries of librarians (this is being done now, but must be pursued very actively).

It could be a blanket authority on the provision of information in a rural information service (now being addressed by JLS, and STIN, inter alia).

It should also look at the possibility of having professional librarians duly registered in the country, as is done for other professions.

It should monitor, in an overall way, the provision of local library materials such as indigenous furniture, shelving, etc., – this would help with the problem of scarce foreign exchange, and start a Depot for such library materials; engage in more linkages with the regional libraries, for example, public and special libraries in particular.

JLA should also work towards getting people to go out and work in the country areas and become more involved in community activity (this is being done to a greater extent now, than in the past, but could be increased.)

JLA: *The future of the profession rests with the young people. What words of advice would you have for them?*

CR: I think a young librarian should develop a good work ethic. You must always think of the people you are serving. You must go the last mile. Always be alert, painstaking, thorough, and accurate, and always think of the community you serve. You need to provide material for the development of the person. Librarians can help tremendously in the development of a people. You must also conserve material for the next generation. We have a good role to play in society. Do not turn people off from their search for knowledge, even for the simplest enquiry. If you cannot help from you own collection, find out where else it can be. You must think of information as a very precious commodity which you can use to help people. You do not know when and how far-reaching that can be.

JLA: *Would you do it all over again, and with what changes, if any?*

CR: Yes. I have enjoyed most of it. I have enjoyed particularly, working with a lot of staff – university staff, library staff (many cherished relationships here); students, outsiders. Today you meet some from the past and we greet each other as long-lost friends. There is need, however, for some change. You need to adapt to dealing with unionised staff as in the old days this was not something you had to contend with. There are some professional areas that could be changed for the better.

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Biographical Note:

Mrs Valerie Claire Risden, B.S., ALA, retired from the University Library, Mona, on June 17, 1988, after thirty-nine years of service to that institution. At the time of retirement, she had been the librarian-in-charge of the Science Library since September 1973.

Education

She attended Columbia University, New York, in 1954 to pursue studies for the B.S., Social Sciences, majoring in Sociology. In 1958/59 she went to the Northwestern Polytechnic, London, where she obtained the Associateship of the Library Association (London), ALA

Award: *Claire is the only librarian in the University system to have been given the Pelican Award by the student body in 1970-71 for outstanding service to the University community.*

Membership: *She is a member of the Jamaica Library Association, the Library Association, London and for years has served in various positions in the Land Surveyors' Wives Association. Up to recently she was an active member of the Friends of Port Royal.*

Mrs Rosalie Williams

Interviewed by Charmaine McKenzie

JLA: *Mrs Williams, how long have you been working with this library?*

RW: I started working here in 1978, November.

JLA: *Tell us about your library, and what you think about its development over the years.*

RW: Well, it is a special library both in terms of subject matter and the clientele it serves. It was established to monitor the industry on behalf of the government. So the library is here primarily to serve the professionals within the Institute. We allow others to use the library also, with permission either from the JBI Directors of Divisions or in their absence, I use my discretion. Over the years people seem to head for the JBI, once information on bauxite is required. We prepare stencilled handouts for distribution to visitors.

JLA: *How long have you been involved in the library field?*

RW: Since 1953. I was trained as a shorthand-typist and went to the Institute of Jamaica in 1952 as a clerical assistant in the West India Reference Library. After a year of waxing the leather books in the Executive Director's office and typing information from the Nuttall MSS and on the Rose Hall Great House, I was hooked and decided to make a career in the library. Fortunately an opening for a library Assistant presented itself and I applied for the job, as I found secretarial work boring.

JLA: *So you went in as a clerical assistant. Was there any special training for that? Or was it on-the-job training?*

RW: On-the-job training to start with. Mostly I was doing things like typing catalogue cards, and at the time the West India Reference Library had a very small staff, four to be exact, so one was forced to absorb all aspects of the work.

JLA: *Do you remember the names of the people on staff?*

RW: Miss Raymond, a Trinidadian Chief Librarian; Miss Caws, an English Research Assistant, Miss Linton a typist and yours truly. There wasn't any formalised training for us at that time, it was on-the-job training. Then through the British Library Association and the Jamaica Library Service (JLS), the first professional training started. It was a sort of preliminary course and exam that people wishing to do the ALA could sit, but this had to be done in Jamaica before one could go to the UK.

JLA: *So what did that exam include, what sort of questions were you asked?*

RW: It's too long ago for me to remember what questions, (but they were) very generalised questions on libraries. Mostly geared of course towards the British system more so than ours.

JLA: *Were there any significant or notable difficulties facing librarians at that time?*

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JLA: *Where were you trained?*

RW: Apart from doing the First Professional in Jamaica, I was a British Council scholar. I went to the University of Strathclyde in Scotland.

JLA: *What year was that, do you remember?*

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JLA: *In Scotland?*

RW. Yes. And of course they were fascinated by the fact that, not only did I have my Senior Cambridge but I could type as well. So I was typing and I was cataloguing maps at Hamilton Public Library. I quite enjoyed it there, even although it meant getting up every morning and rushing to catch the bus and then the train. One morning I missed the train, because of course they leave dead on time. The bus was delayed by ice on the road or something and I missed the train, but that was the only morning. I also worked at Glasgow Post Office for Christmas holidays on the late shift. I came off at 11.30 at night, and had to sprint to catch the last bus. I missed it one night and had to take a taxi which was expensive. It was interesting, catching the last bus to get home, but I enjoyed it. Library training also helped me there, because I had to sort letters alphabetically.

JLA: *What subjects were covered (at Strathclyde)?*

RW: Can I remember now. Cataloguing, of course, and classification. Computers were just coming in because we had started to learn about digital computers and so forth. I did economic geography, bibliography; - it's such a long time ago, I can't remember – how to do reference and research work, that sort of thing. I think we were doing literature at one time but I didn't want to do literature, I switched to geography. I can't remember anything else, it was about 6 or 7 subjects we had to do.

When I came back from Scotland, I did a degree on campus, a B.A.

JLA: *What award did you get in Scotland?*

RW: An ALA. At UWI I worked and did my degree. That took 5 years because I was an evening student. After that was completed successfully I did the Diploma in Public Administration.

JLA: *Were you aware of the different types of libraries that existed in your early days in the library field?*

RW: Well, there was the West India Reference Library, which by the way I did not know of until I went to work at the Institute of Jamaica. I knew of the Museum and I knew of the Zoo and I knew of the General Library but I was not aware of the West India Reference Library at all until I went to the Institute. There was also the Jamaica Library Service at Brentford Road and it subsequently moved to where the Ministry of Health now is on Caledonia Avenue. There was the University library, I had never been there, and the Ministry of Agriculture library. My only exposure to libraries before going to the Institute was the school library at St. Hugh's High School. I know that we had to borrow a book every week. As to whether you read it was another matter, but you had to borrow a book every week. And we went to the library for music appreciation.

JLA: *Were you aware of any sort of support given by the government then in stimulating the profession?*

RW: I wasn't aware then of that sort of thing. I mean I was very new to the whole scene. I was fascinated by the West India Reference Library. You know at the time, the Institute, still had the zoo, there was also the natural history gallery, the history gallery, and the general library. I thought that I would mention that one of my first jobs as library assistant was to oil all of the leather books that now reside in the office of the Executive Director of the Institute. I had to oil every one. That was my first introduction to libraries.

JLA: *What kind of oil did you use?*

RW: Some beeswax concoction, I don't know what it was, but I had to oil every one. And my second job as a library assistant was to – we weren't getting Library of Congress cards at the time – write down the numbers, to order cards on these yellow slips of paper. I remember that even though I was aware that there was something called Roman numerals I didn't know then, I actually learnt to determine what dates were, from those Roman numerals, from doing that particular job. And I read a lot, just sitting down, because we had to sit between the shelves and write it out, days upon days upon days!

Another thing that was begun then was the clippings collection.

JLA: *Yes, I noticed it started about 1950 and it really seems to have taken off in about '52.*

RW: Yes, it started and stopped and started and stopped, and I remember I rebelled vehemently about doing that clippings business. I just thought I was not there to sit down and cut newspapers and paste the clippings on a piece of paper!

JLA: *So you weren't even assigning subject headings to each clipping then?*

RW: No, just cutting and pasting, because the librarian at the time was Ursula Raymond, a Trinidadian who assigned the headings. It was she who introduced me to West Indian literature and the like. She was quite knowledgeable about that sort of thing. Something else that was started then was the photograph collection. We used to be upstairs the old building, and at that time it was very dark; we didn't have fluorescent lights just these three globe lights high up in the ceiling. It was very dark between the shelves, and one day we discovered a black tin trunk under one of the newspaper shelves; it had photographs and negatives in it. We opened it and found that some of the negatives had stuck together because of the heat, but we got some quite good photographs.

JLA: *Can you remember exactly what year that was?*

RW: I would say between 1953 and 1955.

JLA: *How did librarians manage to get training in those days?*

RW: As I said they had these First Professional classes that were held at the JLS, and then we had to go to Britain to do the ALA.

JLA: *For the period during which you have been involved with libraries, what would you say about the development?*

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RW. Yes. And of course they were fascinated by the fact that, not only did I have my Senior Cambridge but I could type as well. So I was typing and I was cataloguing maps at Hamilton Public Library. I quite enjoyed it there, even although it meant getting up every morning and rushing to catch the bus and then the train. One morning I missed the train, because of course they leave dead on time. The bus was delayed by ice on the road or something and I missed the train, but that was the only morning. I also worked at Glasgow Post Office for Christmas holidays on the late shift. I came off at 11.30 at night, and had to sprint to catch the last bus. I missed it one night and had to take a taxi which was expensive. It was interesting, catching the last bus to get home, but I enjoyed it. Library training also helped me there, because I had to sort letters alphabetically.

JLA: *What subjects were covered (at Strathclyde)?*

RW: Can I remember now. Cataloguing, of course, and classification. Computers were just coming in because we had started to learn about digital computers and so forth. I did economic geography, bibliography; - it's such a long time ago, I can't remember – how to do reference and research work, that sort of thing. I think we were doing literature at one time but I didn't want to do literature, I switched to geography. I can't remember anything else, it was about 6 or 7 subjects we had to do.

When I came back from Scotland, I did a degree on campus, a B.A.

JLA: *What award did you get in Scotland?*

RW: An ALA. At UWI I worked and did my degree. That took 5 years because I was an evening student. After that was completed successfully I did the Diploma in Public Administration.

JLA: *Were you aware of the different types of libraries that existed in your early days in the library field?*

RW: Well, there was the West India Reference Library, which by the way I did not know of until I went to work at the Institute of Jamaica. I knew of the Museum and I knew of the Zoo and I knew of the General Library but I was not aware of the West India Reference Library at all until I went to the Institute. There was also the Jamaica Library Service at Brentford Road and it subsequently moved to where the Ministry of Health now is on Caledonia Avenue. There was the University library, I had never been there, and the Ministry of Agriculture library. My only exposure to libraries before going to the Institute was the school library at St. Hugh's High School. I know that we had to borrow a book every week. As to whether you read it was another matter, but you had to borrow a book every week. And we went to the library for music appreciation.

JLA: *Were you aware of any sort of support given by the government then in stimulating the profession?*

RW: I wasn't aware then of that sort of thing. I mean I was very new to the whole scene. I was fascinated by the West India Reference Library. You know at the time, the Institute, still had the zoo, there was also the natural history gallery, the history gallery, and the general library. I thought that I would mention that one of my first jobs as library assistant was to oil all of the leather books that now reside in the office of the Executive Director of the Institute. I had to oil every one. That was my first introduction to libraries.

JLA: *What kind of oil did you use?*

RW: Some beeswax concoction, I don't know what it was, but I had to oil every one. And my second job as a library assistant was to – we weren't getting Library of Congress cards at the time – write down the numbers, to order cards on these yellow slips of paper. I remember that even though I was aware that there was something called Roman numerals I didn't know then, I actually learnt to determine what dates were, from those Roman numerals, from doing that particular job. And I read a lot, just sitting down, because we had to sit between the shelves and write it out, days upon days upon days!

Another thing that was begun then was the clippings collection.

JLA: *Yes, I noticed it started about 1950 and it really seems to have taken off in about '52.*

RW: Yes, it started and stopped and started and stopped, and I remember I rebelled vehemently about doing that clippings business. I just thought I was not there to sit down and cut newspapers and paste the clippings on a piece of paper!

JLA: *So you weren't even assigning subject headings to each clipping then?*

RW: No, just cutting and pasting, because the librarian at the time was Ursula Raymond, a Trinidadian who assigned the headings. It was she who introduced me to West Indian literature and the like. She was quite knowledgeable about that sort of thing. Something else that was started then was the photograph collection. We used to be upstairs the old building, and at that time it was very dark; we didn't have fluorescent lights just these three globe lights high up in the ceiling. It was very dark between the shelves, and one day we discovered a black tin trunk under one of the newspaper shelves; it had photographs and negatives in it. We opened it and found that some of the negatives had stuck together because of the heat, but we got some quite good photographs.

JLA: *Can you remember exactly what year that was?*

RW: I would say between 1953 and 1955.

JLA: *How did librarians manage to get training in those days?*

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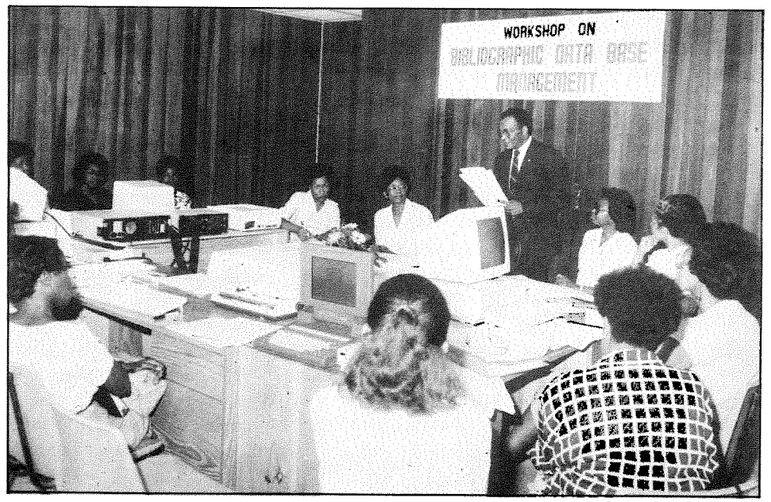

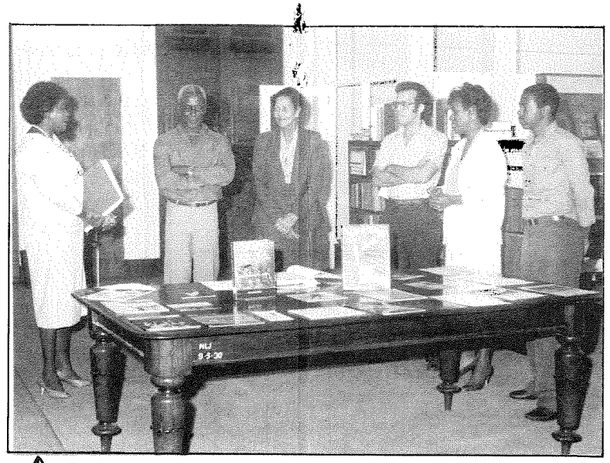

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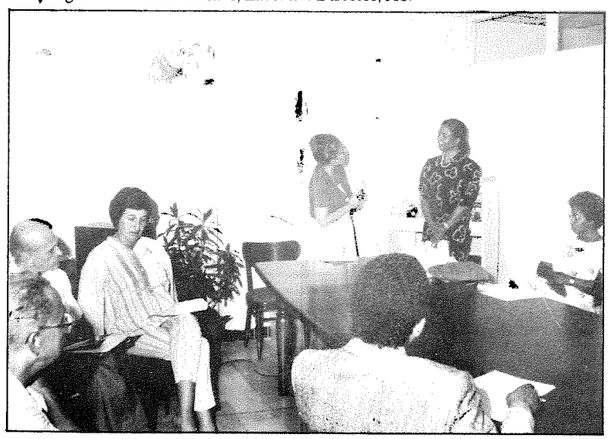

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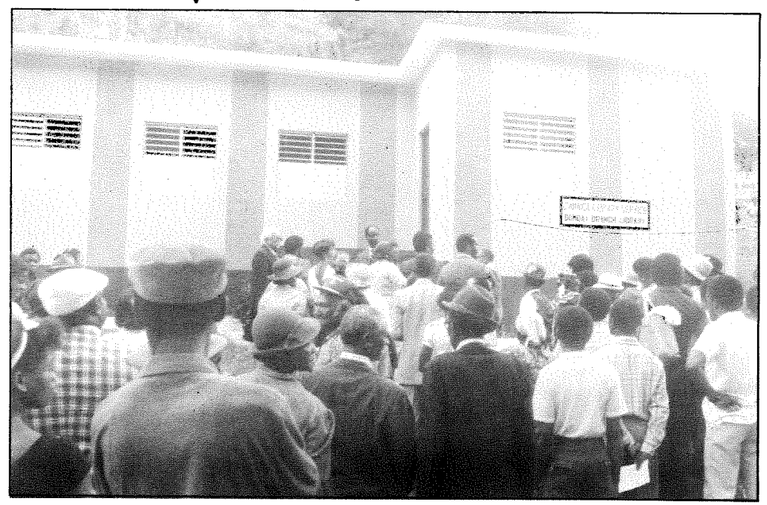

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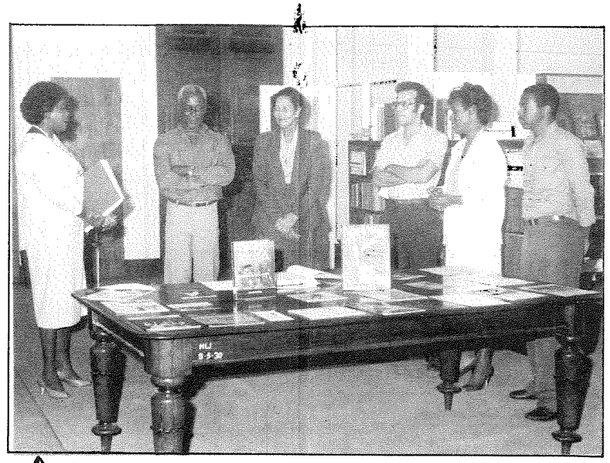

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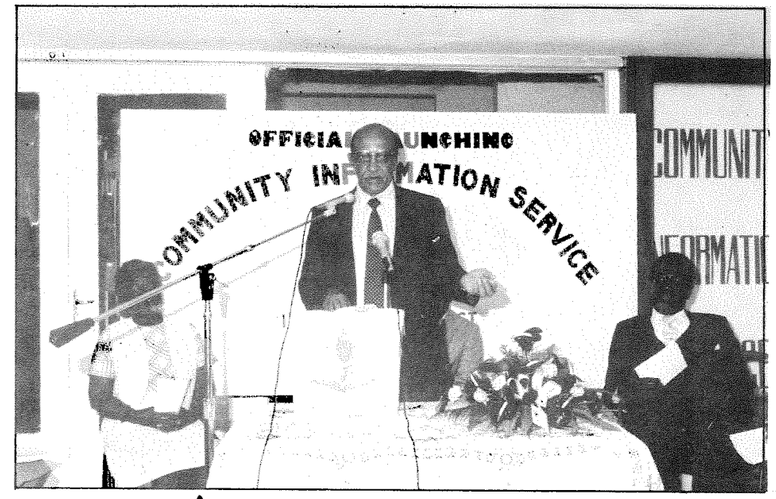

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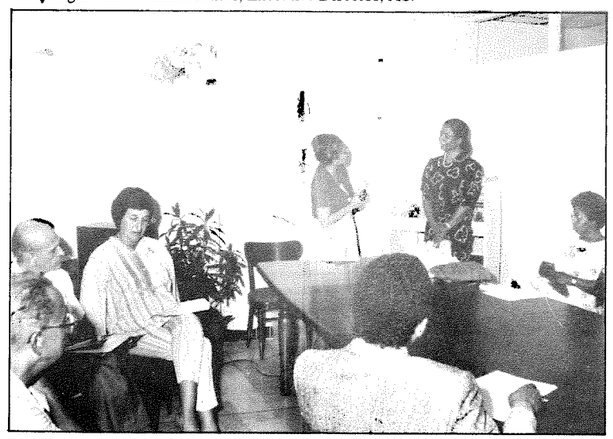

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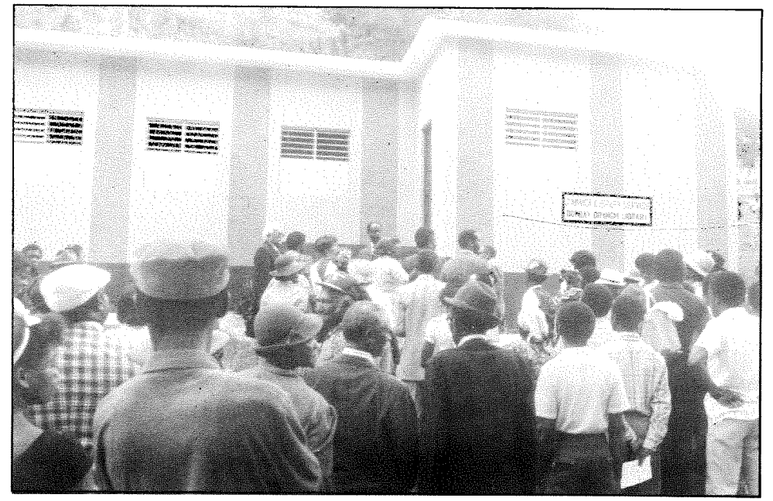

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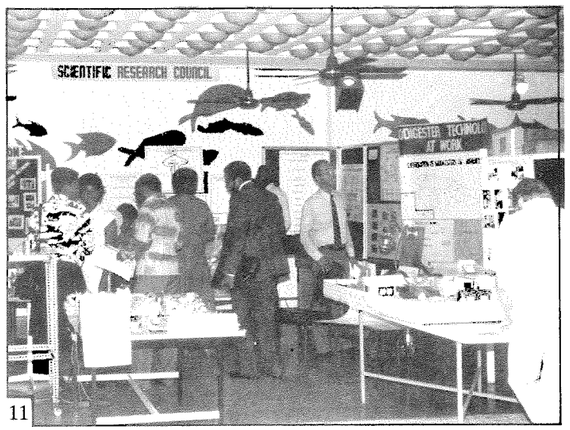

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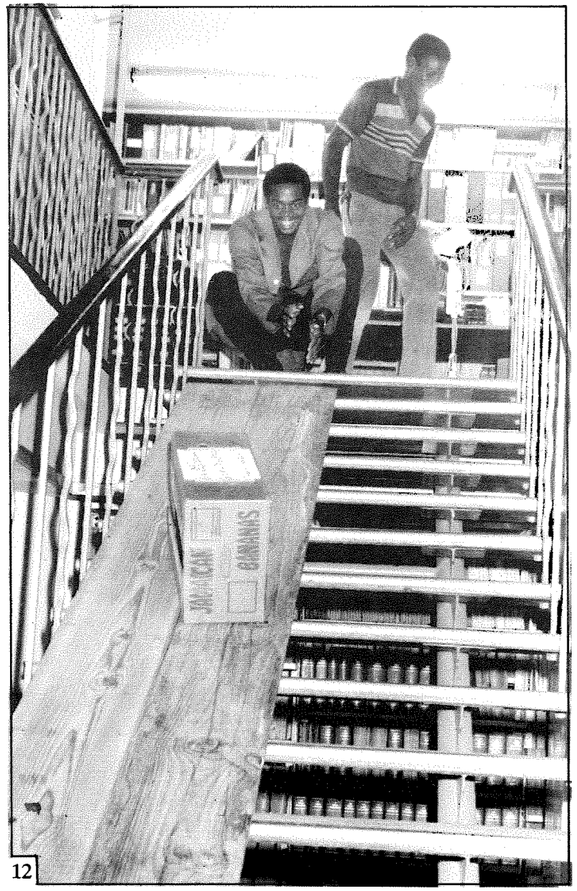

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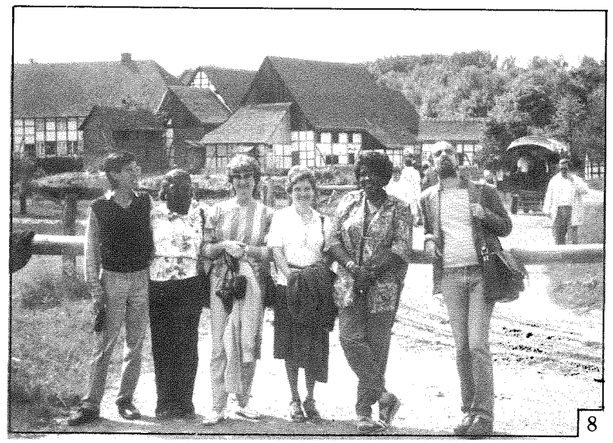

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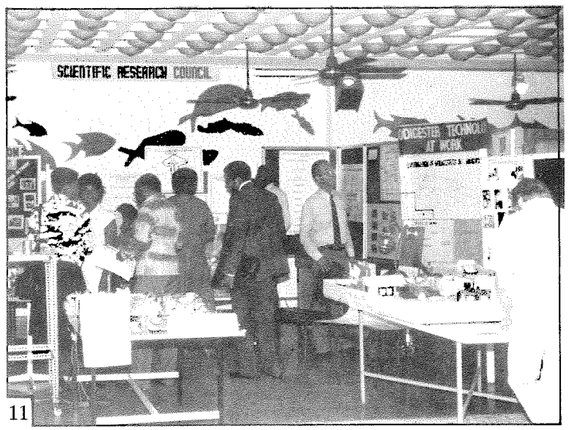

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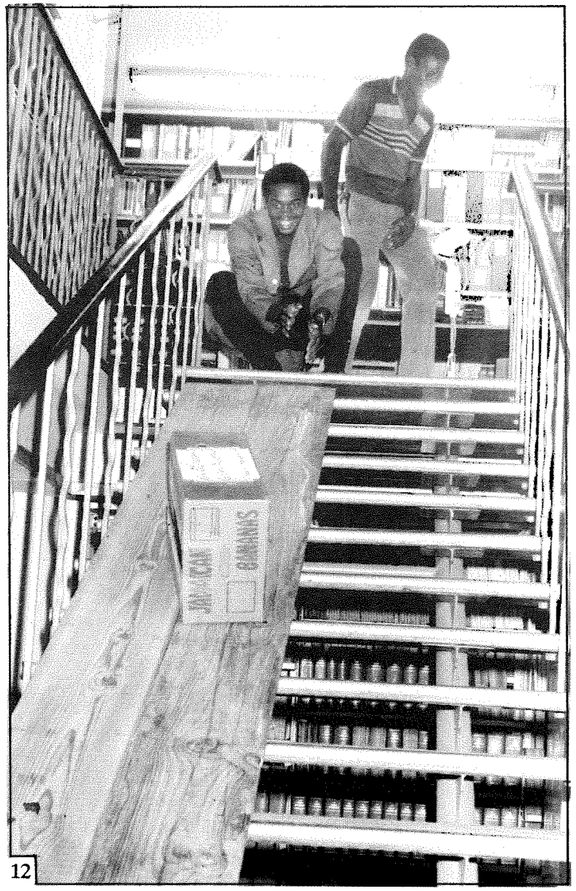

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mission for me to go to school in a dress, because I had no uniforms, no books, nothing.

JLA: *So you lived in Kingston?*

RW: No, I lived in Morant Bay up to the time of the 1951 hurricane. The main thing was for me to get back to school, get my certificate, so that I could start earning a living. I couldn't go and suggest to my parents at the time that I wanted to do law, they would have thought I was crazy. I had an aunt who was a nurse, so maybe if I had pursued that, that might have been more successful. When I finished shorthand and typing at Durham College my first job was at the Island Traffic Authority. But I got bored there writing "herewith is enclosed."

JLA: *"Herewith is enclosed"?*

RW: Yes the same monotonous letter all the time. So when I heard of the job at the Institute I went there, and it was more of the same thing until I started typing the manuscripts. As a matter of fact there is a book down at the Institute on Rose Hall, – its bound in red – a foolscap size, that I drew the pictures for.

JLA: *Let's move on to the international scene. What do you see as the significant issues in regional library development?*

RW: Two things. The Caribbean Documentation Centre and the work that it is doing, I hope that it will get more assistance from international organizations. The other thing is the use of computers in libraries. It will definitely not take the place of libraries, but this new technology will enhance the services we can provide. I'm also quite fascinated with the telefax machine. Transmission is expensive but information is available in seconds.

JLA: *So how do you see these developments affecting our own aspirations here in Jamaica?*

RW: I am not sure about the aspirations of other librarians, but to me this whole "high tech" business, with terminals, and telefax and that sort of thing, is a sine qua non for special libraries where the staff is small – usually a librarian, and sometimes a clerical assistant. Once upon a time it used to take me months, years, for some books to be catalogued.

Why? Because I had to sit down and write the bibliographic information out on a piece of paper, give it to the typist who typed it on a 3" x 5" card, which can hardly hold all the information. It is returned, checked for typographical errors, returned for corrections, returned, checked again. It is then filed in a drawer of cards, which has to be double checked if filed by the clerk. With the computer system you just catalogue directly from the document.

JLA: *The future of the profession rests with the younger people, what words of advice would you give to young librarians?*

RW: It is important that in whatever you are doing, try and do it well; go the extra mile all the time. Finally, I would say, savour the experience of the moment, whatever you are doing, and savour the moment of the experience, whatever it might be, because you will never live that moment again.

Biographical Note

Mrs Rosalie I. Williams B.A., DPA, ALA, is the Information Specialist of the Indexing and Documentation Centre of the Jamaica Bauxite Institute. Previously she was the Director of Administration of the West India Reference Library, Institute of Jamaica.

Education: *Following her secondary education at St. Hugh's High School, she attended the Durham College of Commerce, 1952, the University of Strathclyde, Glasgow, Scotland, 1964-1966, and the University of the West Indies 1967-1972, 1975/76.*

Awards

She has obtained the following awards:

- *British Council Scholar, 1965/66*
- *Centenary Medal for distinguished service to the Institute of Jamaica, 1952-1978*
- *JBI Certificate of Merit, 1979, for outstanding work done in organizing a Charity Show in association with the NDTC.*
- *JBI Certificate of Achievement, 1987, for outstanding work habits*

Publications

She has compiled the following bibliographies: Caribbean Literature, Caribbean Language, Maroons of Jamaica, Red Mud: An Annotated Bibliography.

She was editor of the early editions of the Jamaican National Bibliography, *and is also responsible for the following publications:* JBI Abstracts: Journal of Staff Papers and Publications, Girvan Collection of Bauxite Memorabilia, Bauxite Processing, Updates: JBI Accessions List, October 1987.

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Three Hundred Years of Library History in Jamaica

*Dr Hazel Bennett**

Dr. Hazel Bennett replying to the tribute made to her by Mrs. Amy Robertson at the luncheon following the 38th Annual General Meeting of the JLA, held at the PCJ Resource Centre on 29 January 1988.

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No fewer than 14 collections located in six parishes, have been identified up to about 1788. They were as-

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mission for me to go to school in a dress, because I had no uniforms, no books, nothing.

JLA: *So you lived in Kingston?*

RW: No, I lived in Morant Bay up to the time of the 1951 hurricane. The main thing was for me to get back to school, get my certificate, so that I could start earning a living. I couldn't go and suggest to my parents at the time that I wanted to do law, they would have thought I was crazy. I had an aunt who was a nurse, so maybe if I had pursued that, that might have been more successful. When I finished shorthand and typing at Durham College my first job was at the Island Traffic Authority. But I got bored there writing "herewith is enclosed."

JLA: *"Herewith is enclosed"?*

RW: Yes the same monotonous letter all the time. So when I heard of the job at the Institute I went there, and it was more of the same thing until I started typing the manuscripts. As a matter of fact there is a book down at the Institute on Rose Hall, – its bound in red – a foolscap size, that I drew the pictures for.

JLA: *Let's move on to the international scene. What do you see as the significant issues in regional library development?*

RW: Two things. The Caribbean Documentation Centre and the work that it is doing, I hope that it will get more assistance from international organizations. The other thing is the use of computers in libraries. It will definitely not take the place of libraries, but this new technology will enhance the services we can provide. I'm also quite fascinated with the telefax machine. Transmission is expensive but information is available in seconds.

JLA: *So how do you see these developments affecting our own aspirations here in Jamaica?*

RW: I am not sure about the aspirations of other librarians, but to me this whole "high tech" business, with terminals, and telefax and that sort of thing, is a sine qua non for special libraries where the staff is small – usually a librarian, and sometimes a clerical assistant. Once upon a time it used to take me months, years, for some books to be catalogued.

Why? Because I had to sit down and write the bibliographic information out on a piece of paper, give it to the typist who typed it on a 3" x 5" card, which can hardly hold all the information. It is returned, checked for typographical errors, returned for corrections, returned, checked again. It is then filed in a drawer of cards, which has to be double checked if filed by the clerk. With the computer system you just catalogue directly from the document.

JLA: *The future of the profession rests with the younger people, what words of advice would you give to young librarians?*

RW: It is important that in whatever you are doing, try and do it well; go the extra mile all the time. Finally, I would say, savour the experience of the moment, whatever you are doing, and savour the moment of the experience, whatever it might be, because you will never live that moment again.

Biographical Note

Mrs Rosalie I. Williams B.A., DPA, ALA, is the Information Specialist of the Indexing and Documentation Centre of the Jamaica Bauxite Institute. Previously she was the Director of Administration of the West India Reference Library, Institute of Jamaica.

Education: *Following her secondary education at St. Hugh's High School, she attended the Durham College of Commerce, 1952, the University of Strathclyde, Glasgow, Scotland, 1964-1966, and the University of the West Indies 1967-1972, 1975/76.*

Awards

She has obtained the following awards:

- *British Council Scholar, 1965/66*
- *Centenary Medal for distinguished service to the Institute of Jamaica, 1952-1978*
- *JBI Certificate of Merit, 1979, for outstanding work done in organizing a Charity Show in association with the NDTC.*
- *JBI Certificate of Achievement, 1987, for outstanding work habits*

Publications

She has compiled the following bibliographies: Caribbean Literature, Caribbean Language, Maroons of Jamaica, Red Mud: An Annotated Bibliography.

She was editor of the early editions of the Jamaican National Bibliography, *and is also responsible for the following publications:* JBI Abstracts: Journal of Staff Papers and Publications, Girvan Collection of Bauxite Memorabilia, Bauxite Processing, Updates: JBI Accessions List, October 1987.

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Three Hundred Years of Library History in Jamaica

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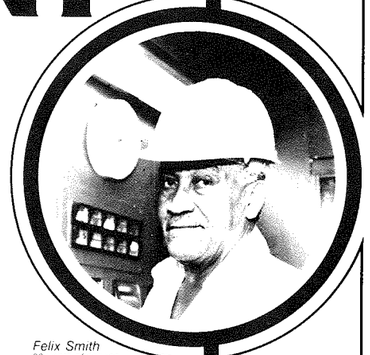

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signed to missionaries bound for Jamaica or through Jamaica to the Miskito Indian Coast of Central America.

The books were catalogued and stamped with the name of the library to which they were being sent and because of this, in October 1700, Commissary Philip Bennett of Port Royal was able, with the help of the Governor, Sir William Beeston, and the Chief Justice, Col. Sir Nicholas Lawes, to recover a number from a possible 1,250 items sent to the island earlier.

Instructions were set out for the care and handling of the books, who should use them and how they were to be accounted for. For example, they were to be wrapped in brown paper and loaned to members of the Church of England congregation and to clergymen from neighbouring parishes.

The collections consisted mainly of political and religious works, sermons, cautions to swearers, Christian daily devotion and discourses on the Sacrament, on sections of the Holy Scriptures, and consolation for the sick and dying. Primarily, the works were small volumes simply written, but occasionally they were abridgements of longer works "for the benefit of the poorer sort." Because the books were transported free, they could remain in an English port for weeks and even months awaiting space on an outbound ship. They came irregularly, sometimes with breaks of up to eight years and continued until April 1788, after which the activity seems to have petered out.

The Baptists, Moravians and to a lesser extent the Methodists also provided similar collections for their congregations during the nineteenth century. They too had the same problems of transportation.

The Reading Room of the General Library of the Institute of Jamaica as it was in the 1940s and 1950s. Photo courtesy NLJ.

The most sustained of these later efforts was the work of Samuel Brown, an ironmonger of Haddington, Scotland, and the Scottish Missionary Society. Brown's Itinerating Libraries were intended to supply "wholesome literature" first to Scotland, then to England, and eventually to the whole world. The scheme was to prepare sets of 50 books each which would be moved to a new location every two years. By this method, a collection of, say, 400 books would reach 8 communities and be in active use for 16 years.

The first set of 4 itinerating libraries to Jamaica was sent to Lucea, Montego Bay, Falmouth and Port Maria in 1831. They were mainly for the slaves but it was Brown's hope that some of the books would also get into the hands of the white people. The scheme operated with varying degrees of success from 1831-1839 when it was phased out, possibly because of Samuel Brown's increasing disability. He died in 1839.

There were also circulating libraries and reading rooms catering to more liberal tastes during the eighteenth century. There seems to be no direct link between the parochial libraries, which appeared to have become defunct not long after 1776, and the first commercially operated circulating libraries, which began to come into vogue about the same time. One of the first of these libraries was operated by William Aikman, in Kingston, in 1779. Aikman's enterprise was typical of the times.

Aikman sold tea, wine, fabrics, shoes, tobacco and other items in addition to books and stationery. He was also in the real estate business. Individuals having other business in the shop possibly took time out to browse through the book collection and to subscribe to the circulating library. Aikman's library lasted only about two years.

The common factor with all such libraries was that the proprietors hoped to make a profit from their efforts but they all suffered from too small stocks, infrequent supplies of new books and inadequate financing. An average of 2,000-3,000 books could not give a sufficient range of choices for any length of time. Proprietors were caught in a dilemma. If they charged a fair subscription they could not attract a large enough membership; if they charged lower rates they could possibly get more subscribers but the returns would not be sufficient to make the undertaking worthwhile. There was also the problem of the non-return of books and, in some instances pilfering. The most popular works were the ones most likely to disappear first, and as the organizers were not in a position to replenish the stock immediately or at the rate required, they could not long maintain the readership and eventually went out of business. There are references to such libraries in Kingston (1783-1808), Montego Bay (1783-1785, 1816, 1838), and Morant Bay (1819 and 1822).

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have a ready supply of reading matter. By pooling resources and purchasing items for circulation they gave members access to far more books than they could have bought individually. These reading clubs sprang up during the early years of the nineteenth century and gained momentum during the second half of the century.

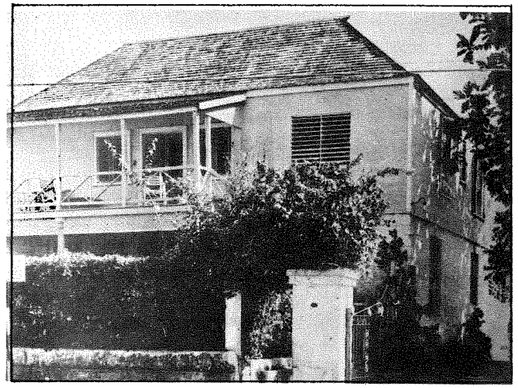
The earliest of these societies appears to be the Kingston Medical Society which came into being as a result of "a malignant fever" which swept the island between 1793 and 1794. Agricultural and Horticultural Societies were also popular during this period and in 1843 some of them even received small book grants from the government.

The period 1850-1948 examines the activities of some of the later subscription libraries. It identifies enthusiasts such as C.A. Bicknell who was instrumental in the establishment of subscription libraries in Morant Bay, May Pen, Port Antonio and Montego Bay between 1903 and 1919; and the Rev. Walter Lewis who established the Manchester Free Library in 1938, the St. Elizabeth Public Library (1943) and in 1946 was associated with the St. James Public Library.

It was possibly the activities of the subscription libraries in the latter part of the nineteenth century that suggested to the Colonial Government the direction that certain developments should take. The libraries of the House of Assembly and the Legislative Council had become defunct by 1866, and the Government transferred the stocks to Kingston in 1872, the year in which the island's capital was relocated there.

In 1874 the two collections were amalgamated, reorganized and opened to the public as the first Government financed public library in Jamaica. This library became the nucleus of the Institute of Jamaica Library in 1879.

Increasing respect for books and demand for information appear as the country begins to put aside its colonial status and to assume responsibility for its own destiny. The period from 1948 documents the growth of the Jamaica Library Service and with it greater public awareness of the role of information in the development process. When the National Library of Jamaica was established in 1979, the West India Reference Library of the Institute of Jamaica provided the major part of the National Library collection.



The Child Welfare Association building in which the St. James Parish Library was first accommodated in 1944. Photo courtesy JLS.

The role of the National Library in the development of the national information system, and its efforts to improve the efficiency of small special libraries in Government departments and in industry are discussed.

The study ends with the establishment of the National Council on Libraries Archives and Documentation Services and the efforts of the library profession to streamline a national information system, now regarded as a model for such development in small Third World countries.

References

1. Public Record Office. CO1/31 M97.
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The School Librarian as Intermediary to Knowledge: For What Future Do We Prepare?

*Joyce M. Wallen**

What I regard as a simple but trenchant definition of "intermediary" is: "Person coming between two other things, groups, people, often to bring them together" (*Longman's New Generation Dictionary*).

The school librarian is by this definition truly an intermediary, standing between and bringing together the vast output of knowledge and the school community (and by

Participants at the International Association of School Librarianship (IASL) conference, held in Helsinki on 26-31 July 1987.

* *Paper prepared for a panel discussion at the International Association of School Librarianship 16th Annual Conference, Reykjavik, Iceland, Friday, July 31, 1987.*

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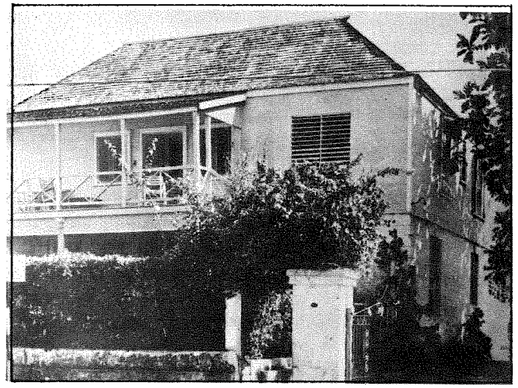

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association, the wider community beyond the confines of the school).

"Coming between" does not indicate a static posture nor a confrontational, obstructive one – but rather an active role of recognizing, gleaning, sifting, producing and sharing information; of instructing, working with, leading; of inspiring people to recognize and absorb information for the enrichment of their programmes and projects. Often the intermediary is also the catalyst which brings about the distillation of information into knowledge.

The topics which would have been discussed by the time this panel convenes give ample evidence of the vital concerns of the school librarian in his/her role of intermediary and indicate in some measure the multiplicity of functions which he/she must perform.

Some of these are:

1) The implementation of information seeking skills
2) Integrating the school library into everyday school work
3) The use of libraries in inter-disciplinary project work
4) Writing and publishing for children
5) The school library and automation
6) The school library as an indispensable agent in the school

And so for what future do we as school librarians prepare? The interdependence of our world makes it imperative for us to prepare ourselves for a common future. What has to be borne in mind however, is that in different parts of the world we are likely to take slightly different roads to arrive at the same objective.

School Librarians in developing countries, for example, cannot base their approach to developing information skills on the use of technology initially. Our course is charted by the realities of our environment. Our consideration must be the level, not of computer literacy but of primary literacy in the school community and the wider society.

For the immediate future we envisage a school library system made inadequate by financial constraints and also by a certain level of bureaucratic indifference and ignorance. Added to these is the fact that technological advancements in the information field has not made a strong impression in many countries.

This is the case

- because of geographical factors
- often because of the political climate
- by reason of the historical fact that these countries entered the field of education and school librarianship very late and now have to try to meet basic educational expectations in spite of constraints.
- because of the socio-economic background of the school population in contrast to national aspirations.

In considering the future, the thought arises: For what will school librarians be needed in their countries?

School librarians will continue to be needed to help shape policies in library development. We shall be needed to develop resources for our library collections but also, (and perhaps more importantly,) to help develop the human resources within our immediate circle, that is, students and teachers.

As intermediaries to knowledge we shall have to adopt innovative strategies and indigenous approaches to the task of taking students beyond the mechanics of reading, to the appreciation of reading; through the acquisition of basic learning skills into the search for, and application of information; through the love of learning to the pursuit of knowledge.

School librarians must prepare for the future, anywhere, by acquiring these commonly shared competencies.

Even a cursory reading of the literature leads us to realize that although enormous strides have been made in sensitising government agencies, school boards, school administrations, teachers and students, school libraries have still not settled in their rightful place in some areas of developed and developing countries. Indeed there are conflicting views of the purpose and function of libraries (including school libraries), in some Third World countries. An abridged version of an article by Shiraz Durrani, of the Library Acquisitions Department of the University of Nairobi, Kenya, published in *Ideas and Action,* 154 '83, illustrates dissatisfaction with the purpose and function of libraries and also the bases of training and qualification in that country.

Surveys of the present library scene in Great Britain, in areas of Canada and the Caribbean, show that guidelines are being laid down for school librarianship and that there is a need for school librarianship to be organized, and directed to make it function more effectively as a gate way to knowledge.

We can prepare for the future by rationalizing our objectives, our functions and our procedures; by delineating but not limiting our areas of operation; by revising and expanding our competencies to cope with the varied demands of our profession in whatever country we function. The teaching programmes of the various library schools offer basic core subjects and a wealth of options for specialization and experimentation. In this way we share a basic philosophy of librarianship and can shape this to our varied needs and aspirations. We can acquire common expertise, as well as the means of refining and reshaping these skills to serve our own areas.

We are preparing for a future in which we serve with all the basic intellectual needs, and in which the computer and the book will continue to be juxtaposed. ●

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Librarians Are Professionals

Enid Brown

There are varying documented opinions as to what constitutes a profession and there is no one accepted definition of the term. However, some generally agreed upon essential elements of a profession are, long training in a specialised body of knowledge and the use of that knowledge to provide a service to the community, for both the individual and public welfare. The professional establishes a relationship of trust and confidence with the client; service is provided without motivation for financial gain; status and value are awarded by the community to the profession as a whole. It is desirable that the profession should take responsibility for accreditation, the formulation of standards for performance and the establishment of rules for admission into the profession. The individual member also assumes responsibility and makes decisions as a provider of services.

A profession adopts a code of ethics which regulates the relations of professional persons with clients and colleagues. It establishes a formal association to represent the common interest and experience of its members.

Unfortunately, there is still debate on the question of professionalism in librarianship. Sociologists and others have questioned whether librarianship has any 'general principles' or indeed any substantial knowledge to be acquired imaginatively or otherwise. It has been viewed as a combination of techniques and intuition about which anyone's judgement is as good as anyone else's. Many feel it is a practical endeavour that can be learned on the job.

The opinion still persists both among librarians and non-librarians that librarianship is not a profession, and falls far short when measured against the traditional professions. This contribution supports the view that librarianship is a profession. Librarianship, like other professions, for example Law and Medicine, has evolved from the apprenticeship approach to a profession with a solid base of theoretical knowledge.

The professional not only masters skills and applies them but must study the philosophy behind the kind of service offered to clients. His operational practices and techniques rely on principles rather than on rule of thumb procedures.

In a little over a century, since 1876, a year of great significance for libraries and librarians, the profession has made phenomenal strides. The year 1876 saw the founding of the American Library Journal, the publication of Dewey's Classification Scheme and Cutter's Rules for making a Dictionary Catalogue as well as the formation of the American Library Association.[1] The British Library Association was formed a year later, in 1877. The 1923 Williamson Report on library education in the United States recommended that training for the profession in that country should be in an academic setting at graduate level and it influenced the pattern of library education internationally. The report called for a broad general education, a minimum college programme of four years plus at least one year of graduate study in a properly organised library school.[2]

Preparation for the profession in the Caribbean was at first primarily through the British Library Association work and study system, with the British examinations taken externally.[3] The first candidates for the examinations were presented in the late 1940s. In 1944, the first British Council Scholarship was awarded to a Jamaican to Library School in Great Britain for one year.

In the 1950s it was recognised that if librarianship were to advance to become recognised as a profession, the training in practical arts would have to be enforced with philosophy. In the United Kingdom, librarianship was gradually being introduced into universities and the method of training moved from part-time to full-time.

When the pattern of British Library training began to change, the need for university based library education in the region soon became evident. British and North American curricula were not always applicable to the needs of small developing countries in a tropical setting. It also became clear that West Indians would find it difficult to qualify as librarians because few were in the position to finance themselves overseas without any form of assistance.

A proposal was therefore made by the Jamaica and Trinidad Library Associations to the University of the West Indies for library training to be based at the Univer-

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One of the criticisms of the curricula of Library Schools, unlike that of other traditional professional schools, is that it places more emphasis on theory than on practice and has no internship period.

Many library schools in Britain and regions with a British-style education attach equal importance to theoretical and practical training. However, in North America, practical experience as part of the requirement for graduation, is not compulsory. This has been so possibly because of the level of development of North American libraries. Many of these institutions have however begun to recognise the need for practical experience and are now including practicums in their curricula.

Another criticism in support of the argument that Librarianship is not a profession is that the Library Studies curriculum places too much emphasis on detail and methods.

Routine is an important part of every profession and the professional needs to understand them and the reasons for them. In the study of Cataloguing and Classification for example, the Librarian needs to know the theory as well as the details and methods of practice.

Librarians use their specialised knowledge to provide a service, free, impartial and equitable, in the public interest. Librarians serve a wide disparate community, equitably and impartially, putting the needs of the client first, as their primary mission is to help their patrons to obtain not only the information they seek but need. The Librarian, as the provider of information, anticipates the user's needs and addresses these, undertaking, within the laws and regulations of the society and budgetary constraints to supply literature on as many subjects as possible to every citizen, for every purpose. He does this on the premise that in the long run, the process will sharpen understanding, judgement and prudence of performance.[6]

It is difficult to observe directly what Librarians (unlike other professionals) do that in any way appears to demand skill, education or highly specialised training. Their duties and activities vary in degree and complexity with any given set of circumstances.[7] Librarianship is often thought of as consisting of dull, repetitive routines because a large percentage of work performed in libraries is non-professional. However, much of the repetitive routines are at the non-professional level and though there are times when the librarian has to perform these duties, it is the responsibility of the professional to train the non-professional to complete these tasks. Librarians are distinguished from non-librarians by their advanced and specialised formal education. While librarians may perform a variety of tasks, non-librarians are explicitly excluded from more professional activities such as the selection of materials for acquisition. In keeping with their positions of authority, librarians are expected to take the initiative in supervising and guiding non-librarians.[8]

A librarian's job carries great responsibility and judgement in making decisions and performing work, some of which is of a sensitive nature. They decide on the best course of action based on the theoretical and practical knowledge they have acquired. As such, the individual librarian has to use discretion, one of the hallmarks of professionalism, in organising and operating the library, efficiently and effectively. Clients develop confidence that the librarian has the level of training to provide the best information available to meet their needs.

In arguing that librarianship is not a profession, Bonnie Nelson, a practising librarian asserts "Its practitioners are weak, non-assertive, and believe in helping the client to get what he wants rather than what is good for him".[9] Another negative argument put forward by William Goode is that since part of a librarian's accepted obligation is to please his clients, he abdicates much of his autonomy from the start.[10] It is important to note however, that the librarian provides not only what the client wants but what he needs. He anticipates these needs and by the nature of his work, has access to information on what literature is available and is therefore in a better position to assist clients with their research. Patrons who are aware of the value of libraries, consult the librarian with confidence, appreciating his professional knowledge and judgement.

The ideal of every professional is service and to a lesser extent, monetary gain.It has been argued, that unlike other professionals, libraries have not attained a significant public image because of the lack of substantial financial reward. Traditionally, women are paid less than men, hold less prestigious positions and are not held in as high esteem in society. The high percentage of women in the profession therefore affects both the financial compensation and public image of librarianship.

A random count of The Library Association Yearbook 1986, the ALA Handbook of Organisation and Membership Directory 1986/87 and the membership listing of the Jamaica Library Association, reveals that about three-quarters of the total membership of these organisations are women. Also a random check of senior positions in libraries in the United States and Britain show that these are primarily held by men.

Librarians have associations of members like the traditional professions and these associations function as "gate keepers", in much the same manner as those of the traditional professions. A prime function of these associations is the setting of ethical, moral and academic standards for the profession and the promotion of excellence in the performance of its members. They help to provide the opportunity for the exchange of ideas and for research and study by encouraging the publication of professional literature and by sponsorship of continuing education programmes. Generally, the activities of the library associations are directed towards promoting training, service and professionalism.

All library professions have Codes of Ethics and librarians are expected to live by them. Professionals need a Code of Ethics to guide their conduct because they deal directly with others and use predominantly mental and intellectual rather than physical or manual skills. Ethics regulates professional behaviour with the employing institution, patrons and colleagues. Professional conduct is conduct determined by high standards or performance rather than by consideration of personal gain.

The Jamaica Library Association's Code of Ethics states, "Every member of the Association has a responsibility to promote the development and maintenance of high standards of performance in libraries to ensure that access to accurate, up-to-date and impartial information is easily available to every citizen of the country ..."[11] It places responsibility for service above self and emphasis is on the welfare of the patron. It is the personal responsibility of the librarians to apply the professional Code of Ethics and to live by them.

Unless librarians themselves are convinced that they are professionals, it is unlikely that they will be considered thus by outsiders. Self-confidence and self respect within the profession will undoubtedly stimulate respect and admiration from outside. Librarians are professionals and must insist that they be recognised as such.

Notes

1. Jean Key Gates, Introduction to Librarianship (New York: McGraw Hill, 1976), p. 72.
2. Charles Clarence Williamson, Training for Library Service (New York: Carnegie Corporation of New York, 1923), p. 6.
3. Jamaica Library Service, A Career in Librarianship (Kingston, Ja.: Jamaica Library Association, 1972), p. 2.
4. A Guide to the World's Training Facilities in Documentation and Information Work. 2nd. ed. (The Hague, Netherlands. International Federation for Documentation, 1969), p. 9.
5. World Guide to Library Schools and Training Courses in Documentation 2nd. ed. (London: Clive Bingley: Unesco Press, 1981), pp. 8-9.
6. Caroline Arden, "The Democratic Imperative: The Public Interest," speech for "A question of balance," Metronet Conference, St. Paul, MN, 1st October, 1982. (Typewritten).
7. Caroline Arden, "What Does an American Librarian Do? A Protocol for Licensing and Certification," remarks presented at The Virginia Library Association Annual Conference, Norfolk, Virginia, 3rd November, 1982. (Typewritten).
8. William J. Reeves, Librarians as Professionals (Lexington, Mass. Lexington Books, 1980), p. 31.
9. Bonnie Nelson, "The Chimera of Professionalism," Library Journal 105 (October 1980): 2032.
10. William Goode, "The Librarian: from Occupation to Profession?," Library Quarterly 31 (October 1961): 315.
11. Jamaica Library Association. The Constitution and Rules and Regulations of the Jamaica Library Association (as revised in 1971).

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The ideal of every professional is service and to a lesser extent, monetary gain.It has been argued, that unlike other professionals, libraries have not attained a significant public image because of the lack of substantial financial reward. Traditionally, women are paid less than men, hold less prestigious positions and are not held in as high esteem in society. The high percentage of women in the profession therefore affects both the financial compensation and public image of librarianship.

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Librarians have associations of members like the traditional professions and these associations function as "gate keepers", in much the same manner as those of the traditional professions. A prime function of these associations is the setting of ethical, moral and academic standards for the profession and the promotion of excellence in the performance of its members. They help to provide the opportunity for the exchange of ideas and for research and study by encouraging the publication of professional literature and by sponsorship of continuing education programmes. Generally, the activities of the library associations are directed towards promoting training, service and professionalism.

All library professions have Codes of Ethics and librarians are expected to live by them. Professionals need a Code of Ethics to guide their conduct because they deal directly with others and use predominantly mental and intellectual rather than physical or manual skills. Ethics regulates professional behaviour with the employing institution, patrons and colleagues. Professional conduct is conduct determined by high standards or performance rather than by consideration of personal gain.

The Jamaica Library Association's Code of Ethics states, "Every member of the Association has a responsibility to promote the development and maintenance of high standards of performance in libraries to ensure that access to accurate, up-to-date and impartial information is easily available to every citizen of the country ..."[11] It places responsibility for service above self and emphasis is on the welfare of the patron. It is the personal responsibility of the librarians to apply the professional Code of Ethics and to live by them.

Unless librarians themselves are convinced that they are professionals, it is unlikely that they will be considered thus by outsiders. Self-confidence and self respect within the profession will undoubtedly stimulate respect and admiration from outside. Librarians are professionals and must insist that they be recognised as such.

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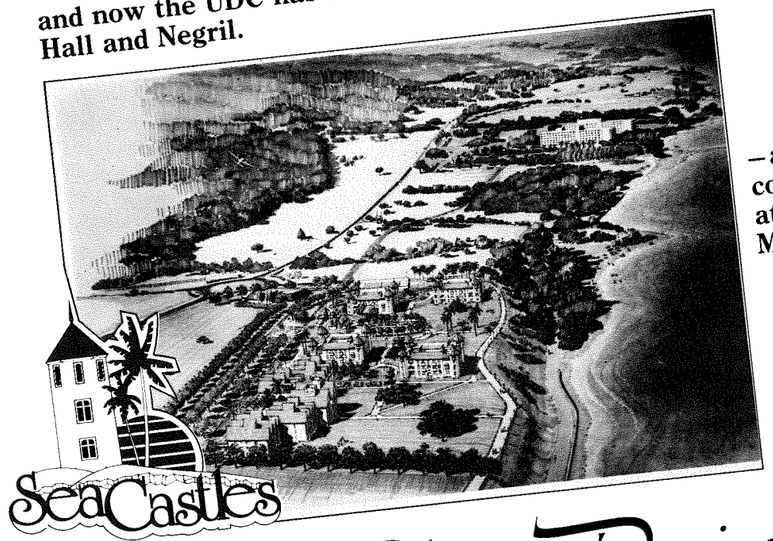

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Scholarly Publishing at UWI (Mona): Report of a Survey on its Present State and Problems

Sally Spencer, Margaret Mendes, Janet Liu Terry

In January 1986, a group of editors working on the Mona Campus of the University of the West Indies came together to air their common problems and to seek solutions to them. It surprised the organisers to discover that more than fourteen scholarly journals are published on the Mona Campus alone. A list of all the journals, their editors and addresses was drawn up. After a few meetings of the editors, it was decided that the group should form itself into the Association of Journal Editors (Mona Campus), thus providing room for expansion and inclusion of any editors not on Campus to join and participate. The lack of precise data concerning the common problems led the editors to decide that a Needs Survey was in order. An approach was made to the United States Peace Corps Director for assistance which was provided in the person of a volunteer, Ms. Sally Spencer. Ms. Spencer was assigned the task of conducting the survey.

THE SURVEY

In July/August, 1986, a questionnaire was designed, tried out on two editors and modified. In September the questionnaire was sent out to twenty known journal editors (Appendix A). Eighteen were sent to established journals whose editors are on the University of the West Indies staff, one was sent to an established journal in Mandeville, and another was sent to a UWI editor of a journal in the planning stage.

Table 1. Survey Responses

	UWI Journal (Mona) Established	Planned	Non-UWI	Total
Sent	18	1	1	20
Completed	11	1	1	13
Used	11	–	1	12

Thirteen surveys were returned, including the Mandeville journal and the one still in the planning stage although the last was not included in the survey results because of the many uncertainties surrounding its start up. The survey results have, therefore, been tabulated from the twelve (12) established journals.

AGE, FORMAT AND SIZE

The ages of the journals varied considerably. A significant number are over ten years old. In fact at least two journals are over thirty years old whilst five are under five years old. It is noteworthy that, despite problems, five new journals were launched in the recent past. The format chosen by their editors tended to be the more expensive with right justification, journal sizes: 9" × 6", 5" × 8", or 8.5" × 11", typeset/soft cover, perfect bound. The majority were of eighty pages and over with only four having fewer than fifty pages. Only two journals are mimeographed.

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Table 2. Journal Data

	Age (years)		Format		Size (pp.)	
	<10	>5	Typeset	Mimeo	<80	>50
Number of Journals	7	5	10	2	8	4

SUBSCRIPTION

All the journals published on the Mona Campus would be categorized as coming out of a small press, i.e., print run of less than 2,000. The survey shows that out of twelve journals, eight of them have fewer than 300 subscribers and only four have more than 700. Significantly, nine have a majority of Caribbean subscribers and only three have mainly North American subscribers (Table 3).

The subscription information reflects a long standing problem in the region. At a regional seminar sponsored by the Trinidad and Tobago National Commission for Unesco to mark International Book Year in 1972, Professor Lloyd Brathwaite[1] of UWI said that the basic problem inhibiting the production of scholarly and education material in the West Indies was the small size of the audience, particularly scholarly works which posed problems for the writer as well as for the publisher. The writer, he said, wanted to write for a West Indian audience but the local audience was too small to sustain this interest and he found himself attempting to write simultaneously for two audiences, at home and abroad. This had considerable effect both on the writer's output and on the way he saw himself. Lack of an audience, he said, might lead him to move abroad: "If meaningful publication to a meaningful audience does not exist within the local area, scholars tend to consider themselves primarily part of the international scholarly community rather than of the national or regional community". This, he continued to say, contributed to the "Brain Drain".

Table 3. Subscription Data

	Number of Journals
With over 700 subscribers	4
With under 300 subscribers	8
Majority Caribbean Subscribers	9
Majority N. American Subscribers	3

PROMOTION AND MARKETING STRATEGIES

The marketing and promotional method of choice by a majority of editors (seven of those surveyed) has been the use of exchange advertisements, and flyers through direct mail. Both methods have the virtue of being low cost.

Table 4. Promotion and Marketing Strategies Employed

Promotion	No. of Journals
Personal Promotion mainly	2
Use of Printed Material	3
Personal + Printed Material	4
Use of Agency	1
No Response	2
TOTAL:	12

Marketing	No. of Journals
Use of Exchange Ads, Flyers, Direct Mail	7
None of the Above	2
No Response	3
TOTAL:	12

Exchange advertisements need not cost the publisher anything to print as generally only blank pages are pressed into service. Direct mail may also make use of in-house capabilities and resources as flyers of a fairly attractive quality can be created with a simple stencilling machine with all departments of the University possess. Other stationery and postage are then covered by departmental budgets. These last are applicable only to those journals which are directly produced by the University and may not concern those which are produced by self-financing. Also, both exchange advertisement and direct mail are targeted at potential subscribers with a known interest in the topics covered by the journals.

Significantly, only one journal uses an agency for the marketing and promotion functions. This may be attributed to high costs charged by the agencies or their refusal to handle certain publications because of low sales.

It is worrying for those concerned with the health and survival of scholarly publishing in the form of journals that five out of the twelve surveyed either did not respond to the question on marketing (were the journals not promoted at all?) or did not use any of the traditional methods of marketing and promotion.

MANPOWER RESOURCES FOR MARKETING AND PROMOTION

The lack of marketing and promotional activity by the majority of journals is reflected in Table 5. Nine out of the twelve editors either did not know the amount of time spent on marketing and promotion, did not spend any time on the tasks or did not respond to the question.

Table 5. Time Spent on Subscription, Marketing and Distribution

	Subscription Matters	Promotion & Marketing	Distribution
1 hr/wk		3	
1-4 hrs/wk	6		
1-4 wks/issue			6
Don't know	4	1	
No time or N/A		5	3
No response	2	3	3

The lack of support staff is reflected in the fact that editors themselves had to spend time on subscription and distribution matters.

FINANCIAL RESOURCES

From the results of the survey, it can be clearly discerned that the University of the West Indies is receiving "value for money" from its editors and publications. One interesting result was that only four of the twelve journals surveyed received "some funding" from UWI and that seven, hence the majority, receive "no funding" at all from UWI and depended on paid advertisements and/or sponsors.

Table 6. Funding Information – Direct

	No. of Journals
Some funding from UWI	4
No funding from UWI	7
No response to UWI question	1
Other sources of income (e.g., sponsors)	3
Only paid advertising	7
No response to this question	2

Seven journals (out of ten responding) said that they receive indirect support through uncosted services-in-kind. Three receive no services-in-kind. It is therefore not surprising that (given this very precarious financial base) some journals after printing several issues lapsed and reappeared when either the finances or the personnel needed for the publications could be reorganised.[2]

Under-capitalization is a phenomenon not restricted to the journals being published at the University of the West Indies. It is a widespread problem in the business community. With this problem in mind, it is therefore not surprising that only *one* journal is breaking even.

Table 7. Financial Information – Profitability

Question: Is Your Journal Breaking Even?	
Yes	1
No	8
Don't know	1
No response	2
TOTAL:	12

By "breaking even" was meant that the printing costs are covered but the editor and her/his staff either do "voluntary" work or are paid from UWI budgets for their work as faculty members and not as editors of journals.

PRESENT STATUS: CONCLUSIONS

The responses to the financial information questions (Tables 6 and 7) and the subscription information (Table 3) indicate that the majority of the twelve journals responding are experiencing "survival" problems.

The second half of the questionnaire was directed to getting information on how the Association could help member journals with the problems they were experiencing.

NEEDS EXPRESSED

Nine journals responded to the question on how the Association could help with production needs. All nine of the responding journals would like to have advice and assistance on typesetting, paste-up and proof-reading. Ten journals (out of ten responding) said they needed help in distributing their journals inexpensively and on time. Nine (out of twelve respondents) said that they needed help with:

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- marketing (reciprocal ads. flyers, exhibitions & reaching overseas libraries)
- co-operative advertising

- writing press releases
- getting journal reviewed in other publications.

All of the journals expressed a wish for assistance in finding funding to help meet their costs of production. The most favoured marketing strategies were over all ranked as in Table 8 below.

Table 8. Association Marketing Strategies

1. Book Fairs (Kingston/Caribbean)
2. Flyers
3. Advertising (local publications/overseas publications)
4. Reciprocal Advertising.

OTHER AREAS OF NEED

Responses to the general question on areas where the Association could help were varied and priority ranking was not possible. However, the areas mentioned should be noted and considered in development strategies of the Association. These are:

- the compilation of joint computerised mailing lists
- workshops on editing, production and writing
- help with the production of teaching texts
- bulk buying of paper
- the establishment of copyright laws
- UWI and community recognition
- becoming self-sufficient

CONCLUSION

In a paper written in 1976, Alvona Alleyne says "The need for local publishing houses transcends mere national vanity. They are urgently needed to deal with matters which are essential but of topical or regional interest only".[2] Writing on educational publishing in the English-speaking Caribbean, Alleyne and Mordecai state that "there is little cooperation among the major publishers of the university" and that the "duplication of facilities is costly and the advantages to be gained from a combined effort (especially in the areas of distribution and promotion) cannot be minimised".[3] This need to have a combined effort particularly in promotion and marketing is borne out in the survey just completed and seems to be the priority area for the Association's future efforts.

Notes

1. From Imitation to Innovation, Report of the Seminar on regional problems of book production and distribution. Organised by the Trinidad and Tobago National Commission for Unesco to mark International Book Year, University of the West Indies, St. Augustine, 13-15 April, 1972, p. 12.
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APPENDIX A:
Needs Survey Questionnaire Sent to:

Title, Issues/year	Editor/Contact	Department
Arts Review, 1	John Hearne/ Kwame Dawes	Creative Arts Centre
Caribbean Geography, 1	Dave Barker/ Mike Morrissey	Geography
J. of Caribbean History, 2	Brian Moore	History
Caribbean J. of Education, 3	Pam Mordecai	Education
Caribbean Finance & Management, 2	Margaret Mendes	Management Studies
Caribbean Journal of Religious Studies, 2	Ashley Smith	United Theological Coll.
Caribbean Quarterly, 4	Rex Nettleford/ Janet Liu Terry	Extra-Mural Studies
Jamaica Historical Review, 2	Carl Campbell	History
D'ici et d'ailleurs, 3	Jean Small ('86) Jacques Charrier/ Godfrey Whyte ('87)	French
Pathways, 2	Victor Chang	English
Social and Economic Studies, 4	Wenty Bowen	ISER
West Indian Medical Journal, 4	Vasil Persaud/ Bridget Williams	Medicine
West Indian Law Journal, 2	Trevor Roper	N.M. Law School
J. of the Geological Society of Jamaica, 1	Trevor Jackson/ Rafi Ahmad	Geology
Caribbean Journal of Social Issues (in preparation), n/a	Hyacinth Ellis	Sociology
Caribbean Wetlands Newsletter, 4	Peter Bacon	Zoology
Carib, Irreg.	Edward Baugh	English
Natural History Notes, 1	P.V. Devi-Prasad	Botany
Savacou, Irreg.	Edward Brathwaite	History
Crocodile News, 4	Robert Sutton	Junior Naturalist Society

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Bob Marley: A Bibliography	J$15.00 each
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Brunias Prints – set of four (4)	J$25.00 per set
Christmas Cards: "Milkwoman" – Belisario "Mountain Cabbage Trees" – Kidd	J$2.00 each
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A Short Introduction to the International Federation for Information and Documentation (FID)

Michael Hill
President, FID[*]

Let me start, as is proper, with a brief historical account. The Federation was started in 1895 by Paul Otlet and Henri La Fontaine (the latter soon to win fame and a Nobel prize) as the International Institute for Bibliography (IIB). It is thus the oldest of the Non-Governmental Organisations (NGOs) in our field. The founders' aim, long since abandoned, was to compile a complete bibliography of the world's scientific literature. But to organise the bibliography, a new classification scheme was found to be necessary. Therefore they created one, based on classes 4, 5 and 6 of Dewey, but expanded and developed to meet the requirements of bibliographic records and retrieval.

In the inter-war years the IIB, renamed the Federation Internationale de Documentation (FID), remained a largely European organisation though its interests grew beyond classification and bibliography. However, it was only after the second world war, as interest in the use of documentary information grew, that FID expanded to world wide membership and interest in information as well as documentation. The concerns of developing countries then found a substantial place in FID's work.

On this side of the Atlantic major conferences and congresses were held in Buenos Aires in 1970 and in Mexico City in 1976. A Regional Commission for Latin America was set up, intended (since Regional Commissions are based on geographical and not on linguistic, cultural or other criteria) to cover Caribbean countries as well. Currently FID has national members in over 70 countries and many affiliates, both institutional and personal, in these and in many more countries.

AIMS

FID's principal aim, as stated in its Constitution, is the promotion, by international cooperation, of research and development in information and documentation work. This concept, spelt out in more detail, embraces five major programme areas:-

(1) improving access to information resources
(2) developing the market place for information products and services
(3) development of the tools, physical and intellectual, for information work
(4) research into the fundamental properties of information including its consequences for society
(5) professional development

Indeed if one were to attempt to summarise in a phrase, it would be the field of Information Resources Management and Assessment in its widest sense that is the area of activity FID covers. It does, therefore, embrace some aspects of the traditional library field but it covers much else besides.

STRUCTURE

Briefly, FID is an association of national member organisations, one per country. The governing body is, therefore, the Congress of delegates of these national members which meets once every two years. It approves proposals for programmes of work, sets subscription

[*] *Based on a talk given to the Jamaica Library Association, May 1988.*

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rates, and approves the budget, and elects a Council and officers to run the Federation. In addition to the elected, and hence unpaid officers, there is a permanent secretariat housed in the Hague and headed by the Secretary-General. Currently the Secretary-General is Stella Keenan, whom many of you will know either as former head of National Federation of Abstracting and Indexing Services (NFAIS) in the USA or as a lecturer at Loughborough University.

For its technical work FID sets up a number of Committees, each covering a specific area of interest. The Committees at present are:

CR – Classification and Indexing Research
DT – Documentation Terminology
ET – Education and Training
II – Information for Industry
LD – Linguistics in Documentation
RI – Research in Informatics
PD – Patent Documentation and Information
SD – Social Science Information and Documentation

In addition to the Regional Commission for Latin America mentioned earlier, there is a Commission for Asia and Oceania and we are in the process of setting up a Commission for Africa.

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3. FID drafted, in consultation with its national members, input to Unesco for that organisation's next Medium Term Plan 1990-95. We followed this up at a meeting with the Bureau of the Inter-governmental Council for the General Information Programme (PGI) and have since argued again for the retention of the PGI as a separate programme.

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CONCLUSION

This then is a brief summary of FID and an exemplary selection of the sort of work carried out under its aegis. It must be stressed that FID is a federation of its members. Those members are always ready to welcome new members, whether organisations or individuals, and encourage them to participate. Although there is a permanent Secretariat, FID is essentially an organisation which exists because its members want it as a means of working together with other members to further professional activities and ambitions. We look forward to more members joining from the Caribbean.

NEW FILM: SPECIAL LIBRARIES

In a joint venture, the libraries/information centres of the Jamaica Bauxite Association, the Ministry of Mining, Energy and Tourism, and the Petroleum Corporation of Jamaica (PCJ) have produced the (VHS) film *Special Libraries.* This 12-minute video gives some idea of the work and products of special libraries, with examples drawn from these three organizations.

The film utilizes the resource theme of the building PCJ Resource Centre and emphasizes the importance of the information base in these organizations. The staff are the main players and talk about their work – computerization, reference, publishing, and exhibitions.

The staff are also producers – in that script, preparation, filming, graphics, editing were all done "in house". Interestingly enough, there were no committee meetings for this project!

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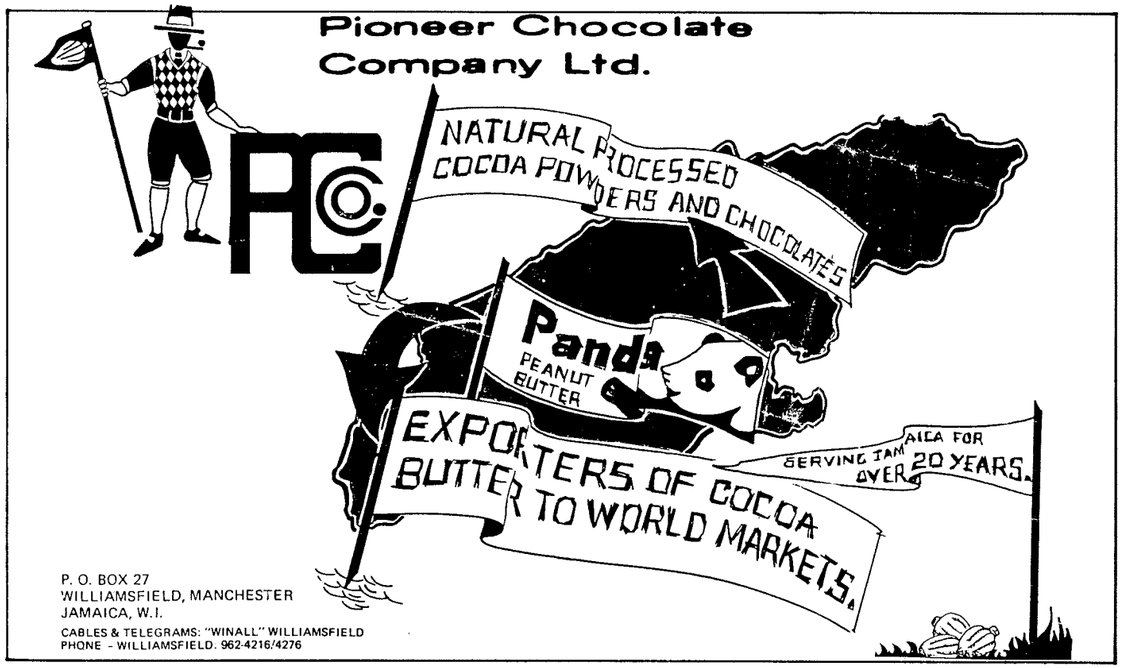

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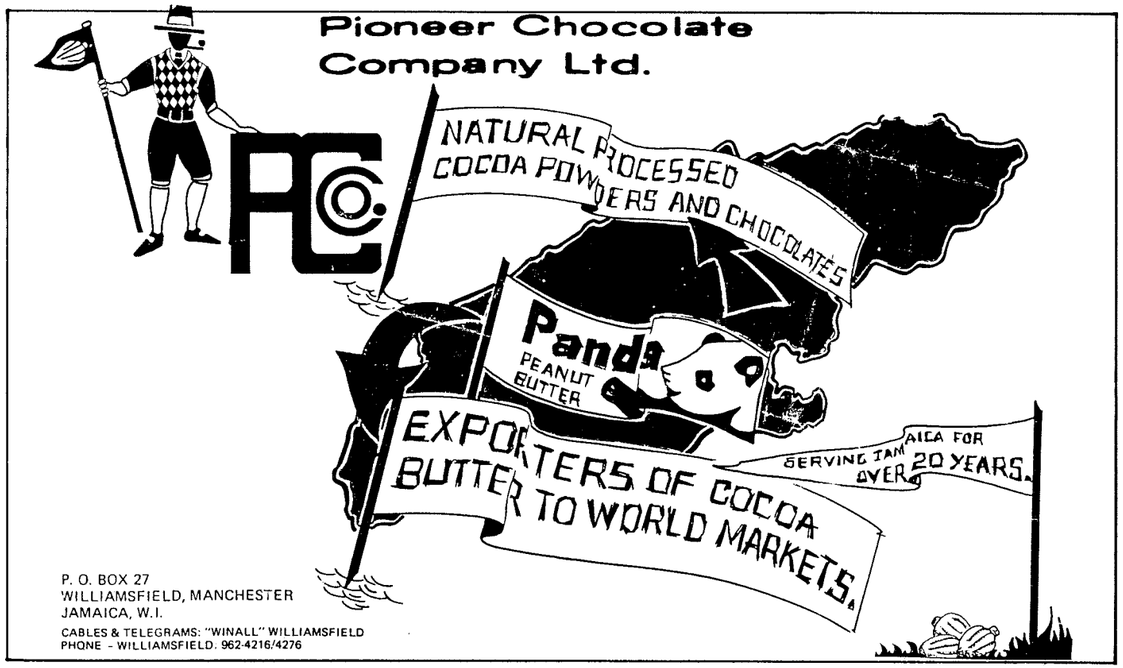

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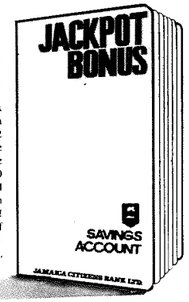

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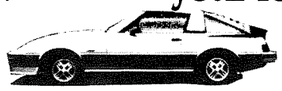

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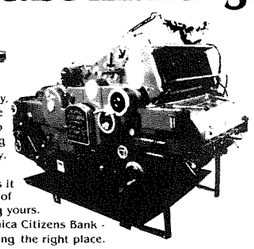

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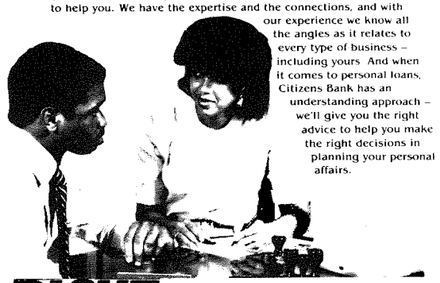

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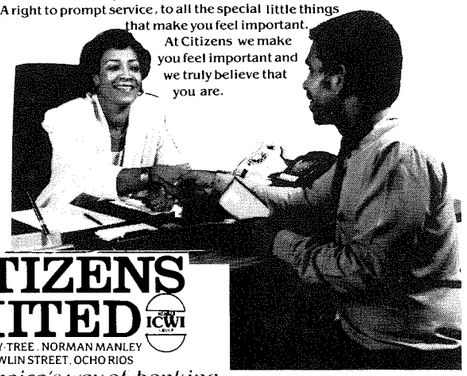

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The Bank that gave new meaning to Jamaica's way of banking

Computer-Based Communication for Caribbean Development

Trevor O. Minott
President and Chief Executive Officer
*Jamaica International Telecommunications Limited (Jamintel)**

John M. Harper, in his book *Telecommunications and Computing: The Uncompleted Revolution,* states that "Telecommunications and computing are naturally complementary. It is an accident of history that so far, they remain relatively separate in most people's perception".

Lloyd Cowling writes about the "undeniable link between telecommunications and computers" in his article "Computers: the future", and, as someone from the field of telecommunications I can readily support these two statements.

The fact is, that although both telecommunications and the basis for modern computing are over 150 years old, the two disciplines have developed separately for many years. With the technological advances of the 1960s and 1970s however, the two have been brought closer together. Today, across the world, telecommunications and computing are now being increasingly intertwined both in their technology and their products.

The convergence of these two technologies is most timely. I say most timely, as we need to recognise that we are living in the "information explosion age" and we need to ensure that the information being generated is captured, analysed and disseminated in a manner which is useful and relevant. This, then, is where the means of storage and analysis – the computer, and the means of dissemination – telecommunication links, are vital and essential.

The technological advances in these two fields can only have positive implications for the development of Third World countries such as those of the Caribbean. The inescapable fact is that we need to make full use of these technologies if we are going to begin to "catch up" with the rest of the world in all spheres of our development.

Your workshop this week will have the task of determining how to advance most effectively the use of computer-based communication techniques in support of development in the Caribbean. In my address to you this morning, I would like to look at a few areas which may be relevant to your deliberations. In doing so, I will look at them primarily from the perspective of a provider of telecommunications services. The five areas are:

a) Telecommunications Technology and Infrastructure in the Caribbean Region
b) Hardware and Software
c) Databases
d) Training
e) Identification of needs.

The pace of change in telecommunications technology worldwide was relatively slow until the 1950s. Since then it has accelerated. By the mid 60s first generation electronic systems have been superseded by systems which reflect the rapid convergence of telecommunications and computing technology. Over this same period transmission techniques have improved.

The unprecedented development of micro-electronic, space and optical fibre technologies make it possible to introduce new services. Besides voice and text, huge quantities of visual information can be transmitted. Videotex systems connect the subscriber to databases and display economic, financial and scientific information as text or graphics on a television screen. In addition, ser-

* *Address at the UWIDITE/IDRC Workshop on Computer-Based Communication for Caribbean Development, U.W.I., Mona, Jamaica, March 28-30, 1988.*

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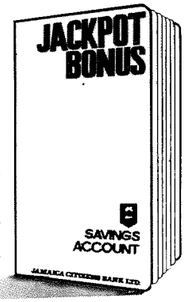

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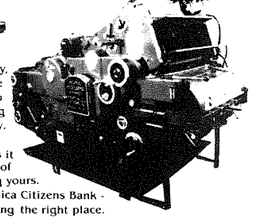

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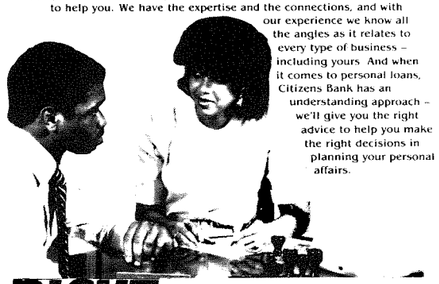

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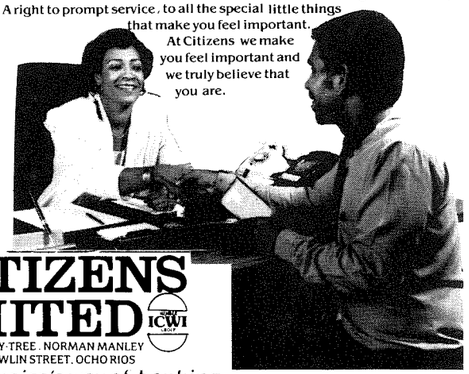

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Computer-Based Communication for Caribbean Development

Trevor O. Minott
President and Chief Executive Officer
Jamaica International Telecommunications Limited (Jamintel)[*]

John M. Harper, in his book *Telecommunications and Computing: The Uncompleted Revolution,* states that "Telecommunications and computing are naturally complementary. It is an accident of history that so far, they remain relatively separate in most people's perception".

Lloyd Cowling writes about the "undeniable link between telecommunications and computers" in his article "Computers: the future", and, as someone from the field of telecommunications I can readily support these two statements.

The fact is, that although both telecommunications and the basis for modern computing are over 150 years old, the two disciplines have developed separately for many years. With the technological advances of the 1960s and 1970s however, the two have been brought closer together. Today, across the world, telecommunications and computing are now being increasingly intertwined both in their technology and their products.

The convergence of these two technologies is most timely. I say most timely, as we need to recognise that we are living in the "information explosion age" and we need to ensure that the information being generated is captured, analysed and disseminated in a manner which is useful and relevant. This, then, is where the means of storage and analysis – the computer, and the means of dissemination – telecommunication links, are vital and essential.

The technological advances in these two fields can only have positive implications for the development of Third World countries such as those of the Caribbean. The inescapable fact is that we need to make full use of these technologies if we are going to begin to "catch up" with the rest of the world in all spheres of our development.

Your workshop this week will have the task of determining how to advance most effectively the use of computer-based communication techniques in support of development in the Caribbean. In my address to you this morning, I would like to look at a few areas which may be relevant to your deliberations. In doing so, I will look at them primarily from the perspective of a provider of telecommunications services. The five areas are:

a) Telecommunications Technology and Infrastructure in the Caribbean Region
b) Hardware and Software
c) Databases
d) Training
e) Identification of needs.

The pace of change in telecommunications technology worldwide was relatively slow until the 1950s. Since then it has accelerated. By the mid 60s first generation electronic systems have been superseded by systems which reflect the rapid convergence of telecommunications and computing technology. Over this same period transmission techniques have improved.

The unprecedented development of micro-electronic, space and optical fibre technologies make it possible to introduce new services. Besides voice and text, huge quantities of visual information can be transmitted. Videotex systems connect the subscriber to databases and display economic, financial and scientific information as text or graphics on a television screen. In addition, ser-

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[*] *Address at the UWIDITE/IDRC Workshop on Computer-Based Communication for Caribbean Development, U.W.I., Mona, Jamaica, March 28-30, 1988.*

vices such as video-conferencing, teletex and electronic mail are becoming widespread.

In the Caribbean region, full use has been made of space technology since the early 70s with the construction of satellite earth stations in Jamaica, Trinidad and Barbados to provide a range of international services. Over the years several other countries have followed suit. By the end of 1989 a submarine fibre optic cable system will connect Jamaica, Columbia, Dominican Republic and Puerto Rico with the USA, and the Eastern Caribbean countries will be linked to the system through the digital microwave system now being constructed.

The benefits of high capacity digital systems will therefore be available to users in most countries in the Region.

The internal infrastructure in most countries of the Caribbean Region is also being expanded and modernised. Digital exchanges and transmission systems are replacing obsolete step and cross-bar exchanges. Line plant is being replaced and expanded, but more needs to be done. Penetration into the rural areas has to be given priority. The development programmes have to be expanded in order to provide services to potential customers who have long been on waiting lists.

I can assure you that the technology and systems are in place to meet the service requirements of a range of users at the present time.

The availability of computer hardware and software need only be mentioned briefly as I am sure that most of you have been exposed to the products in the market place. These are the basic tools of the user who will benefit from the strategies you will develop in your Workshop. The offerings are many and varied. My concern, however, is that the rapidly developing technology and the competitive nature of the industry will result in equipment, software and systems becoming practically obsolete in a few years. Can the countries in the Caribbean Region afford to keep pace? I think we cannot afford not to, but in procuring our hardware and software, we must be careful to ensure that our requirements are well defined.

I now turn to Databases. In the USA and Canada there are perhaps over 4,000 databases which can be accessed by the public. The availability of packet switching systems in the larger countries in the Caribbean Region makes direct access through the user's terminal a fairly easy exercise.

In the Caribbean Region, I am aware of only one database offering services to the public, i.e. CARISPLAN. (Caribbean Information System for Economic and Social Planning). This came on-line in September, 1986. I was fortunate to participate in a seminar last year at which Ms. Audrey Chambers spoke on the CARISPLAN experience.

Databases require careful development. They are costly, but Caribbean development will require many more databases covering subjects of particular regional interest such as agriculture, legislation and other legal matters.

We are at present at the seat of the premier teaching institution in the Caribbean and I feel somewhat inadequate to properly discuss training before this august gathering. Suffice it to say that as a user of computer and telecommunications systems you need to have confidence in the reliability of the systems. As a provider of services, I know that the effectiveness of any telecommunications operation depends on the knowledge and skills of its staff. This means that we must allocate substantial financial resources to the training of our employees.

User training is most important. To use computer-based communications systems in a cost-effective manner requires a certain degree of competence and skill. This can only be obtained by proper training and experience. I think the time is near when most graduates of tertiary institutions should be "computer literate". In fact, we should ensure that, in time, computer education is made available to all students at the secondary level.

The final area I would like to look at, ladies and gentlemen, is the identification of needs. In my view, this is one of the most important areas that must be addressed in your deliberations. When you are in a position to clearly outline your needs, the providers of services must examine them and respond positively. We (that is the Providers) may have constraints. We may have to sit with you and develop implementation plans. At the end of it all, we must eventually satisfy you, the user of our services.

Ladies and Gentlemen, undoubtedly the future with computers and telecommunications makes this a most stimulating time to be alive and learning. The science fiction of 20 years ago is fast becoming the fact of today. Alvin Toffler puts it very eloquently when he says that we are being "washed away by the Third Wave – the roaring current of change". He uses the "Third Wave" to describe the era in which sophisticated telecommunications networks and computers represent the third technological revolution – the era which is now.

We in the Caribbean cannot afford to be left behind by this "Third Wave" and so your Workshop is most timely.

May I thank you once again for inviting me to address you. I take this opportunity of wishing you every success as you meet this week.

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Conferences & Seminars

Trends, Strategies and Opportunities: The Annual Conference of the Special Library Association

Elsie E. Aarons

The theme for the SLA'S Annual Conference* was "Expanding Horizons – Strategies for Information Managers". There were over 4,500 persons attending, mostly from the United States, but also from other parts of the world. It was good to meet many of these Information Specialists and to compare notes on the state of our profession.

Continuing Education Courses

There were two days of Continuing Education Courses for persons attending the conference. These covered such areas as "Creative management and effective communication", "Making money – fees for information services", "User surveys as a marketing tool", "Artificial intelligence", "Legal research", "Planning and implementing new technologies" – among several others.

Programme

The three day programme which followed consisted of Division Meetings, Roundtables and General Sessions. The SLA has special subject divisions for persons in Biological Sciences, Advertising and Marketing, Information Technology, Engineering, Metals/Materials, Military, Nuclear science, Petroleum and Energy, Public utilities, Telecommunications and Transportation – among others. All of these had special subject related sessions. The programme also included a Ranch Supper, Banquet, visits to nearby libraries and field trips into the Rocky Mountains.

Trends

It was interesting to note the changing response to information management (compared to the teaching of ten years ago) and the ways in which these changes were manifest, not only in the outlook of persons attending but the content of the overall programme.

(i) The "traditional" one-person special library still exists with the attendant problems of being able to do just so much and no more.

(ii) The Information Centre situation, with more manpower and a wider range of services, is fairly widespread. This kind of situation had greater administrative responsibilities (staffing, budget control, etc.) and required more attention to a variety of management skills.

(iii) Then there is the network situation where multinationals or large organizations with subsidiary companies could have a series of libraries of varying sizes and subject requirements. These could have any variety of problems related to communication, incompatible electronic data access, policy development, resource sharing, and corporate mergers, inter alia.

Certainly, it was a measure of the success of the Conference that it could provide a satisfactory programme to meet the varied needs of these groups. It was clear in all the sessions, that persons in the information profession were unlikely to be high on the redundancy list even if low on the remuneration scale.It was stressed that information had become a central strategic resource. Much emphasis was placed on future trends, our ability to deal with the present and our capability in preparing for the future.

And the future will be different! Especially with the kind of developments taking place in areas such as space technology, agriculture and health. The developments taking place in information technology alone require our full attention. These technologies are expanding our intellectual capacity and we must, of necessity, shift our emphasis from the traditional national focus to the wider global perspective. The implementation and application

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In getting away from the "service" approach we should now be looking toward delivery of quality products. This means developing products and the use of the word "products" implies "sales". It is easier to cost and sell a product than a service. Products are people efficient and producers have a high perceived value. The challenge is to produce rather than to provide. Not only must we develop information products but they must be of high quality. These products include our regular SDI bulletins as well as newsletters, research reports, market research or executive summaries.

If we are "into" products then we are into marketing and since all users are not created equally we have a challenge. The challenge is even greater when we consider that information managers are not usually trained in marketing techniques although this is critical to our product and quality control. It was interesting to note the number of sessions devoted to information marketing – the large number of attendees was indicative of the need.

Strategies

The sessions addressed ways and means of managing these various issues. Overall management is critical to success. And success breeds success – manage and publicize it!

Safe in the knowledge that the need for information personnel will increase, let us operate with the enthusiasm that we are ahead of the game. Identify and meet an information need and fill it. Manage information as an asset and not an expense. We have to become more creative and more resourceful. We also have to become more aggressive.

There has to be a transfer from "business as usual". This brings us to the importance of strategic vision. Are we looking ahead, analyzing the expanding horizons – on a regional or global basis? Or are we moving, slowed down by a rear view mirror focussing attention on what is behind us? Tradition? Education? Habits? We need to change our perceptions of ourselves, review our resources and take a few risks.

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There are abundant opportunities to design and market information products. The information profession is not so much short of occupation as the means of successful accomplishment. Certainly it was a wonderful opportunity to be able to attend a meeting such as this. It was an "isolation break-away" and the reward is to do something positive as a result.

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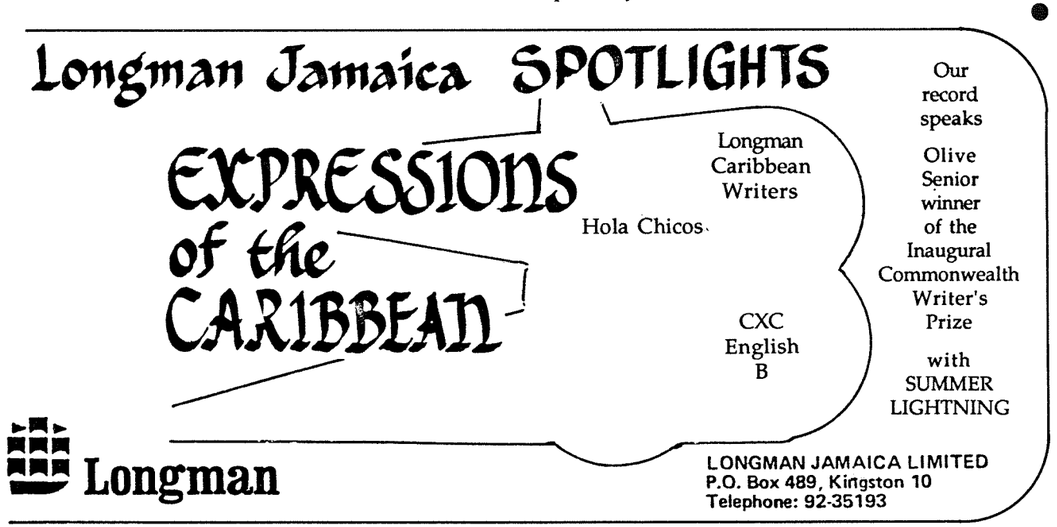

IFLA Council and General Conference 1987

Sheila Lampart

The 53rd Annual Council and General Conference of the International Federation of Library Associations and Institutions held in Brighton, United Kingdom, from August 16-21, 1987, was of special significance to participants from developing countries and in particular from the Caribbean.

In his address delivered at the Opening Session, President Hans Peter Geh, who with Mr A.L. Van Wesemael had visited Latin America and the Caribbean early in 1987, indicated that special attention would be given to IFLA's core programme for the Advancement of Librarianship in the Third World (ALP). He pointed out that as far back as 1971 at IFLA's meeting in Liverpool, a pre-conference seminar for developing countries had been mounted. It was not until 1984 however, that ALP had been inaugurated. Now with the agreement of the Nordic countries to support an ALP focal point in Scandinavia, it seems as if some meaningful programmes and projects are likely to be forthcoming. Despite the inevitable queries regarding the location of the ALP focal point, developing countries should be pleased in anticipation of increased involvement in IFLA's activities.

One of the three presentations scheduled for the Plenary Session was on the subject of "Library and Information Services in Developing Countries" made by the distinguished African publisher, Dr Kokou Matheu Eli Aithnard from Togo. He seriously questioned whether models of library and information services in developed countries were suitable for Third World countries.

Again, as part of IFLA's efforts to restructure and stimulate more effective regional programmes, the Caribbean is now one of five sub-regions for Latin America and the Caribbean and is well-represented on the Regional Standing Committee for IFLA/LAC. In addition, the new Chairman of the Regional Division, Dr Marta Terry of Cuba has led the way for increased participation by the English-, French- and Dutch-speaking Caribbean by conducting the IFLA/LAC session in English.

All these developments augur well for greater involvement of the Third World in IFLA's activities and library associations and other institutional members are urged to take a keener interest and to seek increased involvement and service in the projects and programmes of IFLA.

At the Roundtable on the Management of Library Associations, it was advocated that the library associations' role should include the lobbying of politicians, the protesting of unfair labour conditions and the promotion of continuing education.

In the session on the Role of Library Associations in the Promotion of Research, library associations were urged to promote short courses on research methodology, the preparation of research proposals, the presentation of research reports for discussion and analysis and to provide the means for the publication of research results.

As usual, the Conference provided a great opportunity for exposure to new technological developments and one was able to take advantage of presentations as well as exhibits on such features as CD-ROM, Open Systems Interconnection, updates on OCLC and DIALOG, integrated library computer systems, electronic messaging and the Domesday project.

Of course, with well over 2,000 participants from approximately 84 countries, more than 200 presentations and as many exhibits, it was impossible to attend all the sessions which were of interest. So I missed the thirty-minute version of "Slow fires: the preservation of the human record," a video presentation which was shown on several occasions and which seemed to have made considerable impact on its viewers.

The packed programme incorporated a number of social gatherings and a day-trip to London where visits to various types of libraries and a reception at the Natural History Museum in South Kensington were organized.

Concluding a full week of activity was an Open Forum on the Core Programmes and Unesco. The former comprised brief reports on current and future projects in each programme – UBCIM (Universal Bibliographic Control and International Marc), UAP (Universal Availability of Publications), PAC (Preservation and Conservation), UDT (Universal Data Transfer) and ALP (Advancement of Librarianship in the Third World).

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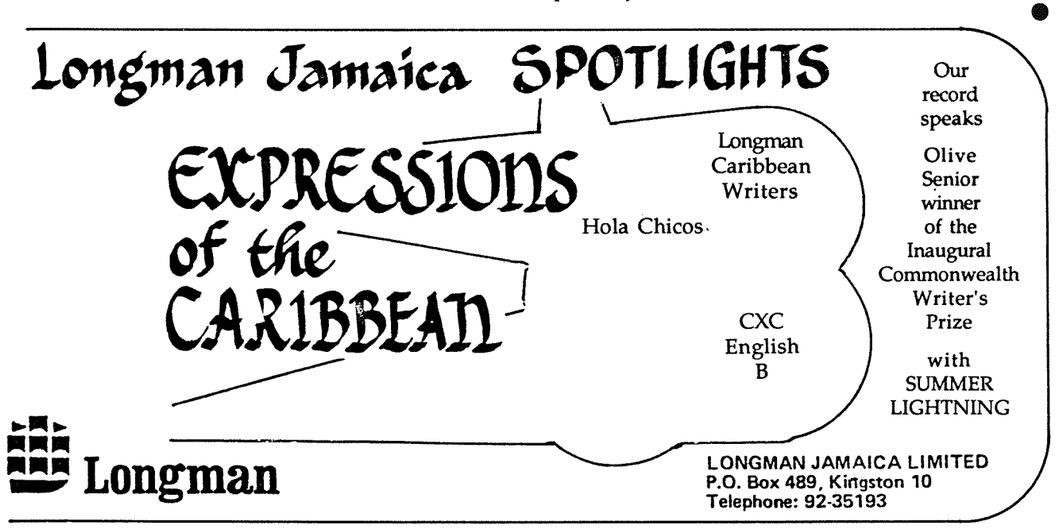

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urged to complete the form provided. Highlight of the session was the farewell function for Ms Magreet Wijnstroom, Secretary General of IFLA for 16 years to whom many glowing tributes were paid by present and past IFLA presidents, representatives of international organizations, national library associations and her successor, Mr Paul Nauta.

A well-organized meeting, a generally high standard of presentations, good weather and fine company made attendance a rewarding experience.

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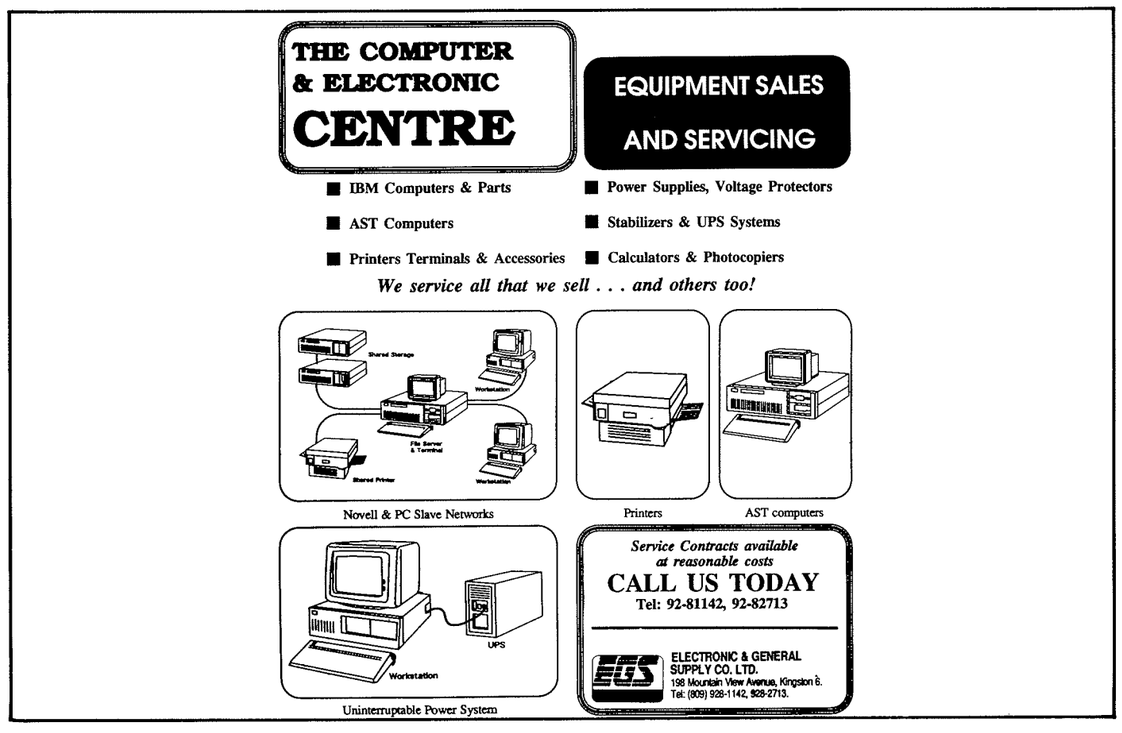

New Publications

Select List of Titles of Jamaican Monographs Published 1986–88

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Cargill, Morris

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Cooper, Wayne F.

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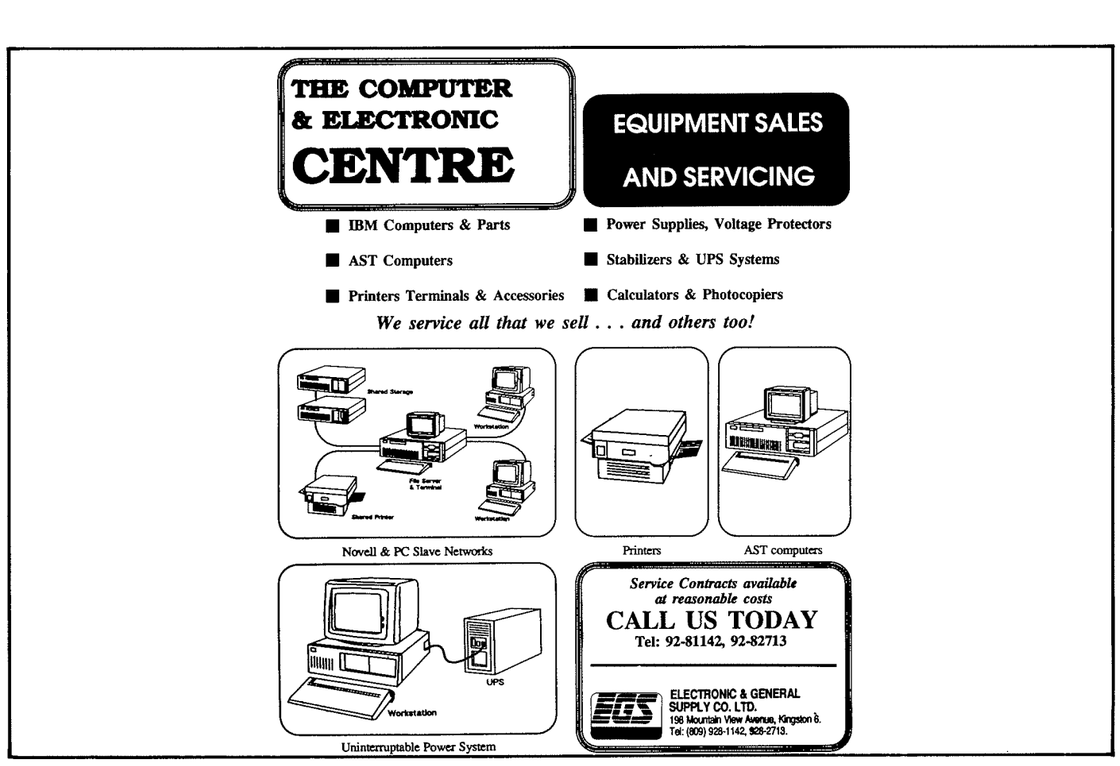

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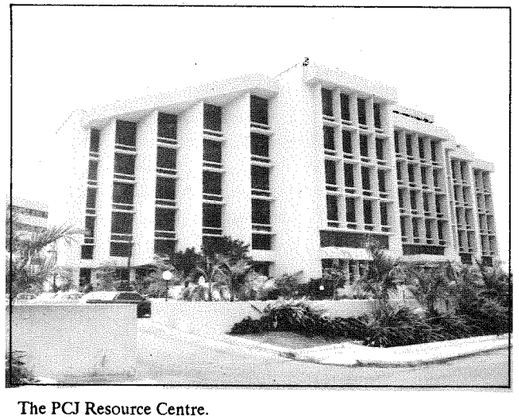
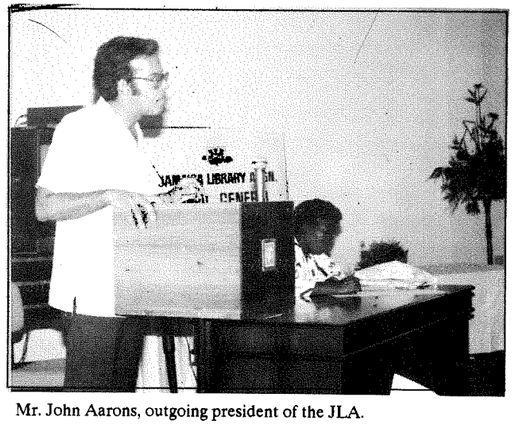
The day's agenda began with a tour of the PCJ Resource Centre. It is described as "the first building in Jamaica designed specifically to demonstrate the technology of reduced energy consumption.... Basically, the building is designed to demonstrate that it is possible to be cool and comfortable without wasting energy." The tour highlighted the insulated roofs and walls, the shaded windows – minimizing heat entering the building – the atrium design which allows adequate light and air to reach offices, and the computer-controlled Building Automation System which monitors the building, "sensing the temperature and comfort conditions and scheduling the use of equipment accordingly."



The PCJ Resource Centre.



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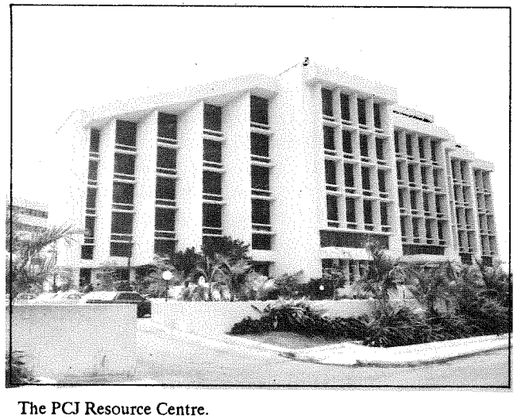

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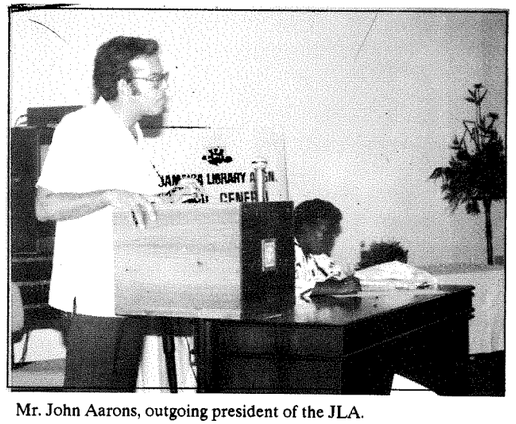

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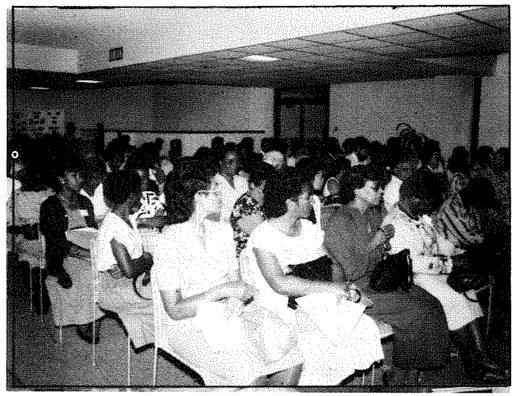

Members listen attentively to Mrs. Judith Maloney's presentation..

Mrs. Albertina Jefferson..

Mrs. Norma Amenu-Kpodo pins a corsage on Dr. Hazel Bennett.

The tour was followed by a coffee break in the interior courtyard. The atmosphere there was pleasant and light-hearted with members renewing acquaintances and exchanging news.

Before the meeting started a video, *Special Libraries,* was "premiered." The video was produced by the three libraries which hosted the meeting. It is a 12-minute video which gives an idea of the work and products of special libraries with examples drawn from the three organizations. (See page 65 for further information on this video.)

The serious business for the day got under way at about 10 a.m. The meeting was chaired by Mr. John Aarons, the outgoing president, who was completing his two year tenure.

During the meeting Mrs. Judith Maloney of the Ministry of the Public Service, who had been specially invited to speak on the classification of librarians, addressed the gathering. This was a lively session as the matter of salaries has always been a sore point with librarians in the public sector. She assured members that she would follow up the representations made on their behalf.

This section of the meeting came to a close with the vote of thanks which was wittily and ably delivered by Mrs. Albertina Jefferson.

Following the vote of thanks, the meeting was adjourned for lunch. There was a miraculously quick transformation of the meeting room to a lunch-room and within half an hour a delicious luncheon was served.

During the lunch members were addressed by the newly elected president, Mrs. Norma Amenu-Kpodo. The theme of her speech was "Image and Change." She expressed concern for the "outward manifestations" of the image of the JLA in the "eyes of many members." She further pointed to the strengths of the Association and encouraged the members of the profession to "change negative images." (See page 3 for text of the 1988 Presidential Address.)

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Unfortunately, neither the Hon. Joyce Robinson, O.J., nor Miss Millicent Clare, who were also to have been honoured were able to attend and had sent their apologies.

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Bernard, Marion
Bridglal, Meenawaite
Gillings, Faydene
Juanette, Cheryl
Prescott, Ingrid
Primus, Donna
White, Marjorie
Williams, Stanley

B.A. with Library Studies Specialization
Bennett, Verna
Black, Victoria
Brady, Maureen
Chattoo, Calmer
Daubon, Ann Marie
Dobson, Norma
Duncan, Dorrett
Gumbs, Napolina
Lugg-Edwards, Marion
Miller, Elvis
Morant, Massia
Robin, Magdalene
Stubbs, Sandra
Washington, Karlene
White, Thelma

1988

Diploma in Library Studies
Charles, Ann Marie
Granger, Jo-Ann
Hodge, Lenore
Jarvis, Joanne
Loregnard, Abigail
Lovell, Barbara
Moss, Katherine
Nicholls, Margaret
Roberts, Jacqueline

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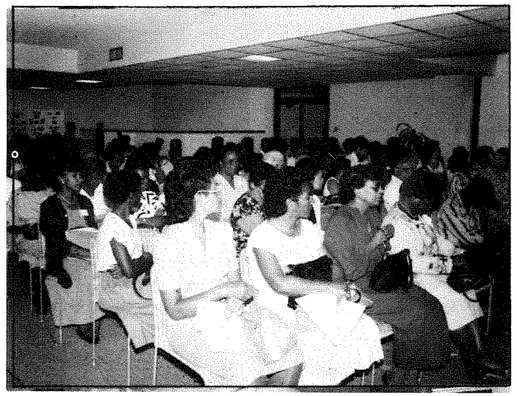
Anderson, Jacqueline
Benjamin, Symonia
Black, Sonia
Browne, Virginia
Cousins, Janet
Cummings, Lurline
George, Colleen
John, Ruth
Johnson, Beverley
McInnis-Foster, Dawn
Mohammed, Debra
Moore, Ann
Morris, Opal
Reid, Arlene
Sicard, Deloris
Thompson, Maureen



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Gumbs, Napolina
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Morant, Massia
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Stubbs, Sandra
Washington, Karlene
White, Thelma

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Lovell, Barbara
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Black, Sonia
Browne, Virginia
Cousins, Janet
Cummings, Lurline
George, Colleen
John, Ruth
Johnson, Beverley
McInnis-Foster, Dawn
Mohammed, Debra
Moore, Ann
Morris, Opal
Reid, Arlene
Sicard, Deloris
Thompson, Maureen

NOTES ON CONTRIBUTORS

1. **ELSIE AARONS:** Manager, Technical Information Services, Petroleum Corporation of Jamaica.

2. **HAZEL BENNETT:** Senior Lecturer, Department of Library Studies, University of the West Indies, Mona. Retired 1988.

3. **ENID BROWN:** Librarian III, Head, Loans and Reference, University of the West Indies Library, Mona.

4. **HYACINTH BROWN:** Head, Automated Systems Department, National Library of Jamaica.

5. **GLORIA GREENE:** Librarian-in-charge, Science Library, University of the West Indies, Mona.

6. **PAULETTE KERR:** Librarian III, Loan and Reference Section, University of the West Indies Library, Mona

7. **JANET LIU TERRY:** Publications Officer, Institute of Social and Economic Research, University of the West Indies, Mona. Editor, *Social and Economic Studies* (SES).

8. **SHEILA LAMPART:** Executive Secretary, National Council on Libraries Archives and Documentation Services, Office of the Prime Minister.

9. **CHARMAINE McKENZIE:** Editor/Chief Indexer, National Library of Jamaica.

10. **MARGARET MENDES:** Lecturer, Management Studies, University of the West Indies, Mona. Editor, *Caribbean Finance and Management.*

11. **FRANCES SALMON:** Librarian III, West Indies and Special Collections, University of the West Indies Library, Mona.

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- Encourage co-operation between libraries and promote the active development and maintenance of libraries throughout Jamaica.
- Promote a high standard of education and training of library staff and work towards improving the status of librarians.
- Promote a wider knowledge of library work and to form an educated public opinion on libraries.

HOW IT WORKS

The work of the Association is carried out by the Executive Committee, five working parties and ad hoc committees appointed when the need arises.

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1. **ELSIE AARONS:** Manager, Technical Information Services, Petroleum Corporation of Jamaica.

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4. **HYACINTH BROWN:** Head, Automated Systems Department, National Library of Jamaica.

5. **GLORIA GREENE:** Librarian-in-charge, Science Library, University of the West Indies, Mona.

6. **PAULETTE KERR:** Librarian III, Loan and Reference Section, University of the West Indies Library, Mona

7. **JANET LIU TERRY:** Publications Officer, Institute of Social and Economic Research, University of the West Indies, Mona. Editor, *Social and Economic Studies* (SES).

8. **SHEILA LAMPART:** Executive Secretary, National Council on Libraries Archives and Documentation Services, Office of the Prime Minister.

9. **CHARMAINE McKENZIE:** Editor/Chief Indexer, National Library of Jamaica.

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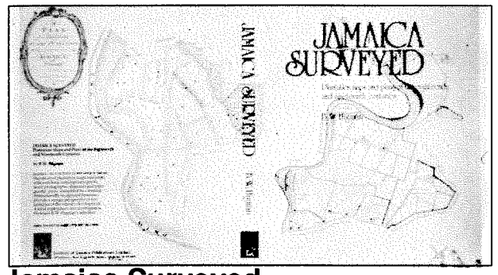

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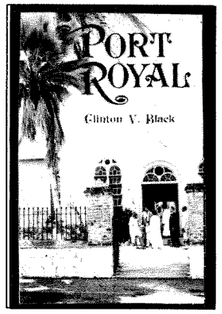

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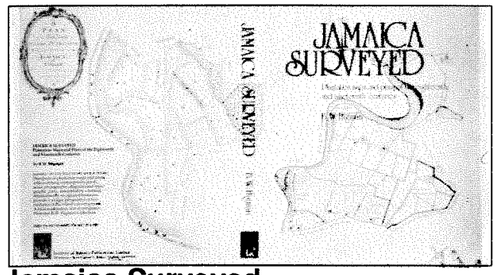

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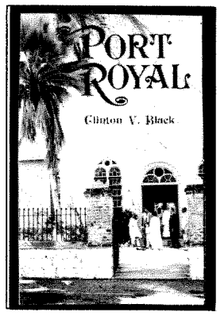

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