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## **Bulletin 2002**

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## Executive, Library and Information Association of Jamaica – 2001

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Maureen Brady-Facey Bank of Jamaica	Ordinary Member



## Editorial



In our last editorial Mrs Barbara Gordon noted the challenges of producing the 50th Anniversary Bulletin.

In this message I will focus on some of the challenges the Working Party faced this year. The Research and Publications Working Party met often and discussed key publication issues such as the frequency of the Association's publications, marketing of our publications, and returning the Bulletin to full peer review status.

We spent hours trying to identify articles for this issue of the Bulletin. We sent three different email messages issuing a Call for Papers and also Instructions for Authors. If you did not receive either of these, please inform the Working Party so that it can keep its mailing list up-to-date.

It has been difficult trying to get members of the Association to contribute to our publications. However we hope that with the Research Methodology course put on by the Department of Library and Information Studies, and slated to continue, more members will see the need to write about their work. We feel that with this course we will have the capability to write on all aspects of research; its philosophy, reflective inquiry, research design and research methodology. Perhaps we are not writing because of demands of the job, such as the need to provide faster delivery of better and more information. But we should not neglect the need for the profession of Caribbean librarianship to grow. If our members write on the Caribbean experience, we will get a better understanding of what we do and how we can solve the problems in our libraries by applying and modifying solutions used elsewhere.

One of the many strengths of each issue of the Bulletin has been the variety of articles. Again we have a wide cross section of articles on librarianship. We have a paper tracing the life of the internationally recognised national information systems programme, one on field research, another on student assistants as an asset to the library. There is one on the experience of mounting exhibitions and a co-authored article. A chat with these co-authors revealed the mutual benefits they gained; intellectual stimulation and sharing of the work load.

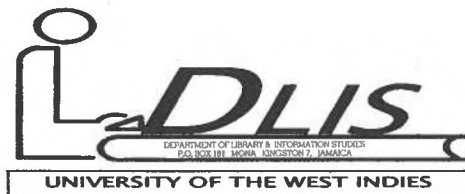
One of our plans for next year is to return the Bulletin to being a fully refereed journal so that the contributors can be assured of inbuilt standards for their writing. To this end we are re-establishing a board of highly qualified reviewers who will read and pass any work that is to be included in the Bulletin. By this process a high quality of output will be assured and it is hoped that authors will want to contribute their efforts to this professional journal knowing it immediately places their work at an acceptable level. Naturally, they may encounter requests for revision as a result of this scrutiny, but it will be in a good cause.

In concluding, we can all learn from the authors in this and previous issues who persevered with an idea until it became a publication. We congratulate them and offer them as examples to you.

The enthusiasm and energy shown by each Working Party member were the driving force behind each of the Working Party's publications. But ultimately the success of the Working Party depends on all the members of the Association and we thank you all for making this publication possible.

Ouida Lewis

Chairman, Research and Publications Working Party



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## President's Address 2001

Winsome Hudson

*Regional Director, Jamaica Library Service*

Delivered at Hilton Kingston Hotel

Madame Chairperson, and former president, Miss Gloria Clarke, immediate past president, Miss Hermine Salmon, former presidents of the Association, Director of the Jamaica Library Service, Mrs. Gloria Salmon, our special guest, Mr. Moses, colleagues, friends. It is such an humbling honour to stand here as the new president of the Library and Information Association of Jamaica (LIAJA) that I am moved to name names; to salute some of those whom I hold largely responsible for my being charged with the awesome responsibility of piloting this Association into a new millennium.

At the top of my list is the Schools Library Service and its cupboard of books in a classroom at Chantilly Primary School in Westmoreland. I was visiting my aunt who lived in the teacher's cottage and one day we went over to the school; she was going to teach me to play the piano, but instead I discovered the cupboard of books. One of the books I borrowed that day was about a bookmobile librarian somewhere in England and how she chose books to share with people who eagerly awaited her arrival. To think that one could make a living by sharing books was a joy to discover, and since that summer of my twelfth year I have not looked at another career. Thank you, Schools Library Service.

I also must salute the memory of Clarendon Parish Library and Gloria Baker, my first library boss, who sent me off to Kellitts after a month at the Parish Library. Being a library assistant in charge of a branch library gave me so much faith in myself and so cemented my career choice that when I went to the United States, armed with 6 'O' levels and 7 months at Kellitts, I went to Harvard University to apply for a library assistant job, only to discover that I needed at least two degrees and to be fluent in Russian. Well, I still don't know a word of Russian and while I have regrets about not paying enough attention in cataloguing classes, one of the lessons I learned in library school and what practice has since proven is that the profession of librarianship is one that is exceedingly remarkable for its ability to adapt yet maintain its core values. It is therefore no surprise that the collective body, the Association, reflects this adaptive ability.

Consider that fifty-one years ago it was the Jamaica Library Association (JLA). Today, in the first month of the first year of the new millennium it has become the Library and Information Association of Jamaica. By adding the word "Information" to our name, we are at once reaffirming a core

value and indicating that we understand the demands of the market-place. We indicate that we clearly understand the need to build alliances with those who make some of the new tools of our trade; tools which, despite the bells and whistles, at core, enable the age-old library values of gathering, organising and disseminating information. By opening our Association to those other information professionals who share the core values of librarianship, we post notice that the members of this Association are not immune to the need to innovate.

Tonight I want us to think about three other "I" words: intellectual, inquisitive, involved, and what those words imply for this Association of library and information professionals. I would like to propose that the "I" of our new initials stands not only for Information but also for Intellectual. In a society too often dismissive and derisive of intellect, it must become a major task of the members of this Association to preach, without ceasing, of the need for an intellectual approach to decision making. By intellectual I mean rooted in recorded knowledge and universal in vision. Anecdotal evidence, verandah talk, gossip and "this is how we have done it" do have a part to play in decision making, but it is about time that we, as a society, begin to put a bit of existing knowledge; a bit of other perspectives into the mix.

Consider also that the Social Science Encyclopaedia, 2nd ed. (1996), defines intellectuals as "they ... whose role it is to deal with the advancement and propagation of knowledge, and with the articulation of the values of their particular society". This definition suggests to me that library and information professionals, as the original intellectuals, must seek to discourage the snickering which befalls those who are prepared to do some homework and who would want to go beyond the insular and seek to apply already existing knowledge to their tasks. It is the responsibility of every member of this Association to promote intellect, to promote knowledge. One immediate benefit for all would be fewer committee meetings to attend; for, as we all have experienced, too often these committee meetings are about reinventing the wheel while, if only previous studies were consulted, we could have been on our way to implementation rather than been stuck at conversation. Of course, a corollary to the call for intellectually informed action is the call for studies and reports to be placed in the public domain and not hidden behind some fictitious confidential or official secrets stamp.



On that score, as an ardent user and fan of the Internet, I find myself often thinking that, even if all things were equal, the Internet could not have emerged from Jamaica as we believe in hoarding rather than in sharing information. It might be cautionary for us to reflect on how the Internet mass give-away of information re-energised the American economy. I am therefore appealing to members to lead the charge for open access to information, especially for those studies and reports generated by public funding. The nation needs those studies and reports to inform direction and action.

I think you all will agree with me that the foundation for an intellectual/informed approach is in inquisitiveness - a characteristic in short supply in our national psyche. Yes, we are an inquisitive people but our inquisitiveness stops at who. We need to become inquisitive about the why, the what and the how. As information professionals, we must act to influence positive inquisitiveness in our fellow citizens, in other words, act to foster a demand for information. It is our job, as librarians and as an Association, and nobody else's, to ensure that the dressmaker, the caterer, the office manager, the business operator, big and small, the minister of government, the diplomat, the architect, will always pause to wonder what it is he needs to know to do a job well. It is our job and nobody else's to guarantee, for those positively inquisitive persons, that the first and last person they need to consult is a librarian. It is to satisfy the needs of enquiring minds, that libraries were created. However, in this new millennium, we go a step further: our actions will not only be for those who will, but for all who must.

Still one more "I" word, involved, and although I addressed this issue at the business meeting this morning, I

repeat the call for each and every member here to get (capital letters) INVOLVED. The success of the Association is not dependent only on an executive team. I urge members to recall that this Association, as stated in the preamble to our Strategic Plan, seeks to be the Association to which members will turn for professional guidance and leadership; that this Association seeks to be the Association that policymakers and administrators in public and private sectors will consult on matters of standards. It is therefore no coincidence that the plan of action revolves around membership involvement as beneficiary, creator or both. As I said this morning, the executive is the crew guiding the plane, but no plane can lift off without an essential ground crew - in our case, the involved membership.

In summary then: The Jamaica Library Association, older than independent Jamaica, has emerged into this new century with a new name - LIAJA. The name change is not merely cosmetic. Our revamped name underscores a timeless value of the profession and by extension the Association. Our name change also serves notice that as the intellectuals of the nation, those whose mission it is to propagate knowledge, our immediate and long-term objective is to ensure that everyone has information on their agenda and that all Jamaica, when in doubt, will know enough to know to consult a librarian.

Ladies and Gentlemen, I thank you for your kind attention and I invite those of you who do not work in libraries to visit a library soon.

Winsome Hudson  
January 26, 2001

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## NACOLADS (1973-1989) and NACOLAIS (1990-2000)

Sheila I. Lampart

*Retired Executive Director*



### INTRODUCTION

The National Council of Libraries, Archives and Documentation Services (NACOLADS) and the National Council on Libraries, Archives and Informations Systems (NACOLAIS) are now a part of the

history of Jamaica. They represent three decades of innovation, creativity and vision by a dedicated team of librarians and other information professionals in anticipation of the global information system and the twenty-first century. However, the spirit of the organisation is still alive. The mantle for the continued development of the national information network system has fallen on the National Library of Jamaica (NLJ), an institution perfectly capable of carrying out this important task and committed to doing so.

### THE DECADE OF THE SEVENTIES

The decade of the seventies was marked world-wide by an increased awareness of the need for national planning for library systems and information services as an essential part of national planning for socio-economic development. This concept was endorsed by the information community when the Jamaica Library Association (JLA) in 1972 hosted an international conference with the theme Libraries and the Challenge of Change. In 1974 the government of Jamaica supported this idea by sending an official delegation to the International Conference on Planning National Documentation, Library and Archives Infrastructure organised by United Nations Educational, Scientific and Cultural Organization (UNESCO) in Paris. In 1975 the Jamaica Library Service (JLS) and UNESCO jointly sponsored, in Kingston, a Caribbean Workshop on Planning National Information Systems for the Caribbean. These meetings and discussions at regional and international levels resulted in decisive action by Jamaica.

One of the main recommendations of Prime Minister Michael Manley's Exploratory Committee on the Arts and Culture established in 1972 to "assess the cultural situation and to recommend action" was the setting up of a national council to address the need to obtain more effective use of the

island's libraries. These included academic, public, school and special libraries in both the public and private sectors operating at varying levels of development, mostly unrelated to each other and lacking in co-ordination. This recommendation was implemented with the establishment of NACOLADS in 1974. The major objective was to ensure speedy access to relevant information for planning and decision-making for all sectors of the society - government officials, researchers, entrepreneurs, farmers and the general public.

Members of NACOLADS were drawn from leading information professionals, government administrators and individuals from related fields. From its inaugural meeting in March 1974 until December 1976 NACOLADS functioned with part-time assistance in the Office of the Prime Minister. This was the ideal location for NACOLADS designated as an advisory body to government regarding the co-ordination of the various types of libraries and other institutions concerned with information across the island, the stimulation of greater cooperation among them and improved provision of services.

NACOLADS was given specific tasks, the most important being the creation of a national plan which would serve to rationalise existing resources and set up a working system to meet the information needs of the nation. When UNESCO responded, in January 1977, to NACOLADS' appeal for assistance with this task by sponsoring a consultant, Dr. Dorothy Collings, a small full-time Secretariat was set up, with Mrs. Sheila Lampart as Executive Secretary.

Both the leadership and composition of NACOLADS in collaboration with the Consultant and ten Working Parties comprising information professionals, government officials and users worked to speedily complete the Plan for a National Information System (NATIS) by April 1977. It was first produced in mimeographed form and presented to Government. The Plan was endorsed regionally and internationally and, with assistance from UNESCO, was published in 1978 under the title Plan for a National Documentation, Archive and Library System for Jamaica.

The Plan was accepted in principle by the Government of Jamaica and NACOLADS was given responsibility for its implementation.

Another important task assigned to NACOLADS was to make recommendations to Government regarding the establishment of a national depository library. This became a reality with the passage of relevant legislation, the Institute of Jamaica Act of 1978, which, inter alia, created the National Library of Jamaica (NLJ) as a semi-autonomous entity with



its own budget and staffing. The Plan designated NLJ the chief focal point of a national information network system with particular responsibility for the co-ordinated development of special libraries in the public and private sectors.

Several factors contributed to the successful application of the Plan and to the sound development of the national information network system. Firstly, the structural framework elaborated in the Plan was based on four functional networks already in existence and the development of sectoral networks of libraries in the public and private sectors as well as libraries in tertiary educational institutions outside of the University of the West Indies (UWI) under the guidance of NACOLADS. Secondly, the participatory approach adopted in the formulation of the Plan provided for the continued use of available expertise for further development. The Plan also addressed the need for a review of existing information entities, the enactment of modern legislation, the establishment of appropriate standards, the introduction of new technologies and the education and training of both information workers and users. The decade of the seventies saw Jamaica taking significant steps in recognition of the growing importance of information in the development process and the need to maximise use of its human and material resources in order to meet the information needs of the society. It took the initiative to establish a formal body to co-ordinate the further development of library and information services, to formulate a national plan for the ordered development of its information systems and to create a national deposit library as the pivot of its national information network. These actions constituted for Jamaica a critical and leading role in the Caribbean Region and an example for other developing countries in preparing to function in a fast-approaching global information system and the twenty-first century.

## THE DECADE OF THE EIGHTIES

The initiatives of the seventies were followed in the eighties by systematic actions to consolidate the achievements already made and to ensure further progress.

The change of government in 1980 brought little change to the work of NACOLADS as the national co-ordinating body for library and information services in Jamaica. A new council including old stalwarts and new expertise, appointed in 1981, met for a two-day residential retreat for orientation, and to review past activities and plan for the future.

With technical assistance from regional and international organisations, NACOLADS, in collaboration with leading libraries in Jamaica, particularly those serving as focal points of established networks, for example, the JLS and the libraries of the UWI, spearheaded many activities in keeping with priorities set out in the national Plan.

Through the initiative of NACOLADS, a project proposal from the Government of Jamaica to the International Development Research Centre (IDRC) of Ottawa commenced a programme of technical assistance to develop the NLJ and a Documentation Centre at the National Planning Agency

(NPA), the focal point of a Social and Economic Information Network (SECIN). The project included a resident adviser for twenty-two months, courses for various levels of information professionals, undergraduate and postgraduate scholarships to the regional library school and abroad, temporary staff for NLJ and NPA, as well as resource materials and equipment.

NLJ, in addition to its traditional responsibilities for the acquisition, processing, dissemination and preservation of the nation's cultural heritage, was given a significant role in the development of the sectoral networks noted above.

As established libraries worked towards the realisation of automated tools for timely access to needed information, NLJ began a National Referral Service (NRS) based on the profiles of participating libraries and with a dedicated telephone line. A Directory of Information Units in Jamaica (some 151 of them), published by NACOLADS in 1982, proved useful in this exercise.

Another invaluable service provided by NLJ through a team of four librarians funded by IDRC for eighteen months was the organisation of government and private sector libraries and the training of staff to provide more effective service. This resulted in the improved functioning of some 31 libraries.

These early years of the eighties represented a remarkable period of activity when NACOLADS, through the involvement of available expertise, fostered 'discourse and action' in a wide number of areas. Major information institutions worked in collaboration and co-operation with each other and with NACOLADS to obtain sponsorship from regional and international organisations - Organization of American States (OAS), IDRC, UNESCO - to initiate and implement surveys, seminars, studies, training courses and projects. They worked together for improvement in conditions of service for librarians, for attachments and fellowships and to hold seminars to help library personnel to deal with audiovisual materials, media technology, library and manpower development, management of information services, user needs and services. The Department of Library Studies (DLS), UWI played a significant role in the training and education of information workers and users.

Network development proceeded apace during the eighties. The established networks addressed their priorities. The libraries of the University of the West Indies, through the Main Library at Mona, led the way in the production of a computerised Union List of Serials and Union Catalogue of Monographs in constituent libraries. The University Library also initiated access to overseas databases for the timely retrieval of needed information.

The Jamaica Archives and Records Department (JARD), with the enactment of the Archives Act of 1982, was transferred from the Registrar General's Department to the Office of the Prime Minister. JARD, with technical assistance from the OAS, conducted a survey of the maintenance and disposition of government records, mounted seminars for training of staff, produced a Records Management Handbook and established an Intermediate Records Centre.

The Jamaica Library Service embarked on a programme of human resource development in readiness for the computerisation of its circulation and other systems, updating of its union catalogue and the expansion of its bookmobile service.

NACOLADS set up committees, each chaired by one of its members, to spearhead the development of the four sectoral networks: Socio-Economic Information (SECIN), Scientific and Technological Information (STIN), Legal Information (LINET) and the College Libraries Information Network (COLINET). The focal points of each sector as listed here, played key roles in leadership and group activity:

- The Library of the Planning Institute of Jamaica (formerly the Planning Agency of Jamaica).
- The Library of the Scientific Research Council.
- The Library of the Supreme Court
- The Library of the then College of Arts, Science and Technology (now the University of Technology).

Each of these new networks, with guidance and help from NACOLADS and technical assistance from regional and international organisations, conducted surveys of resources and user needs, organised training courses for both information workers and users, produced accessions lists, abstracting and indexing journals and newsletters.

NLJ moved ahead with its own development. As the national depository library, it pursued, in collaboration with NACOLADS, enactment of new legislation for legal deposit and copyright. As the pivot of the national information network system, it led the way in the compilation of appropriate data bases and their computerisation, in recommendations regarding hardware and software compatible with existing systems and in the setting of standards to ensure compatibility.

NACOLADS annual reports and newsletters served to document and publicise these efforts in order to inform, encourage and stimulate further action. The IDRC project came to an end on March 31, 1983 and the new Documentation Centre at NPA was officially opened on June 1, 1983 by Prime Minister, the Rt Hon. Edward Seaga.

In 1985 IDRC conducted an evaluation of Jamaica's National Information System and its findings were included as number ten of fifteen case studies in a commemorative publication With Our Own Hands illustrating IDRC's involvement in Third World development. The study endorsed NACOLADS' integrated approach to information, its best use of information personnel, its creation of a system of order out of disorder, the achievement of a milestone in social organisation - a model for other developing countries - acceptance of automation as the most cost effective mechanism for the national information network system and a sound argument for external funding. Two quotes from this assessment seem appropriate: "Much of the effectiveness of the national plan ... results directly from its concentration on practical goals that were significant as well as realizable" and: "Maximization of effective resource use has been a keynote of NACOLADS planning from the very beginning".

Significant achievements during this period included approval and implementation of Phase II of the IDRC project

(1984-87) which provided training and equipment for the automation of the national information system; an update of the Directory of Information Units in Jamaica published in 1986 and a review of the Plan of 1978 resulting in the publication of a Second Plan in 1987 as one of IDRC's Manuscript Series. Work also began on an evaluation and analysis of national information policy with a view to making a submission to government.

The work of NACOLADS and implementation of its Plan had considerable impact on the Caribbean. OAS, IDRC and UNESCO all provided invaluable technical and financial assistance in the promotion of regional sectoral networks for socio-economic information (CLADES), scientific and technological information (CARSTIN), agricultural information (CAGRIS), educational innovations (CARNEID) and others.

NACOLADS hosted many regional and international experts and meetings in Jamaica which were of considerable benefit to the information community. Members of NACOLADS and other information professionals, at the invitation of OAS, IDRC, UNESCO, Library Associations and other institutions, participated in many overseas meetings in Latin America and the Caribbean, Africa, Europe and Asia where they shared the NACOLADS' experience.

## THE DECADE OF THE NINETIES

Developments in the Information Sector in the nineties were no less significant than those of the eighties. Acknowledging the role of national information planning as an integral part of national development strategy, the newly-elected government accorded information a separate chapter in its National Five-Year Development Plan (1990-1994) and set up a task force to elaborate appropriate action and strategies.

NACOLADS was re-structured to represent an expanded information sector to include information technology, publishing and production, media and communications, statistical and numerical data. A new Council on Libraries, Archives and Information Systems (NACOLAIS) was appointed to co-ordinate the activities of the total sector in order to rationalise the use of available resources for the timely provision of information as needed. Carefully selected committees, comprising the best expertise, were set up to address each area as identified by reviewing the existing situation, identifying problems and making recommendations for further development

In addition, based on user studies commissioned by NACOLAIS and undertaken by the Institute of Social and Economic Research (ISER) and Professor Carl Stone in 1989 and 1990, respectively, the need for a sustained public education programme was identified in order to increase awareness of the importance of information and to stimulate its use for personal, corporate and national development. A detailed programme was planned to use the print and electronic media and to involve students, teachers, information professionals and government officials. Funding was obtained, once more from IDRC and the plans were successfully implemented. Three video-documentaries - How was I to



Know, Finding Out, and A Career Opportunity, produced by the Creative Production and Training Centre (CPTC), were well received.

During this period, NACOLADS, in collaboration with the Department of Library Studies (DLS) UWI, organised a seminar on government publications and participated in many network activities. In 1992, the former Vice-Chairman of NACOLADS and Head, DLS, Professor Daphne Douglas, and the Executive Director, NACOLAIS, received national honours, the Order of Distinction, Commander Class (CD) and Officer Class (OD) respectively, for their contribution in the field of librarianship.

In the nineties also, members of NACOLAIS and its Secretariat continued to participate in regional and international meetings on various aspects of information. The Executive Director was elected Vice-Chairman of the Bureau of UNESCO's General Information Programme (PGI) 1990-1992 and as Rapporteur for 1992-1994.

A major project, started by NACOLADS in the eighties and continued aggressively in the nineties, was the preparation of a National Information Policy for Jamaica. With the help of NACOLAIS' special committees on Human Resource Development, Publishing, Media and Communication, Science and Technology, Information Technology and Libraries, Archives and Documentation Services, a draft policy document was presented to government in 1992. Missing from this document was the component for Information Technology which had not been forthcoming. On the completion of this section in 1996, it was used as the basis for a symposium, National Information Infrastructure: Nation-Building for the 21st Century, organised by the Office of the Prime Minister at the Jamaica Conference Centre on October 2-3, 1997. The recommendations of this well-attended consultation were to be used to elaborate the National Information Policy document which had been prepared.

By the end of the nineties, the National Information System was fully established with information units well aware of their responsibilities and the imperative need for them to collaborate to bring information access to the man on the street. Over the years NACOLADS' work had been driven by the vision of librarians; their motivation and initiative had carried it forward until it was recognised not only nationally but also both regionally and internationally. With the widening of its purview brought about by the NACOLAIS membership coverage, much of this influence was diminished and the amorphous body that came into being lacked the impetus to continue the drive. Again, as has been experienced on a wide scale, the rapid growth of information technology and the uncertainties surrounding its implementation militated against development as foreseen and made integration difficult to

achieve at the pace required. Further, sensing the overlap brought about by this state and conscious of possible duplication of efforts in rationalising its policy on information and information technology, the Government decided to disband the structure of NACOLAIS and to distribute its given tasks to other existing bodies.

On July 19, 2000, Minister Maxine Henry-Wilson hosted a function at Jamaica House to formally dissolve NACOLAIS and to transfer its functions to a number of departments and agencies. These were listed subsequently in an attachment to a letter dated September 8, 2000 from Dr. Elaine Wallace, Director of Information in the Office of the Prime Minister.

From its inception NACOLADS and its successor NACOLAIS were accepted by the majority of the information community both in Jamaica and abroad. The need for co-ordination and even integration of operations and services in the information sector was recognised as the best means of providing timely access to needed information. The Plan evoked tremendous co-operation and support purely on a voluntary basis. Because government resources were very limited throughout the three decades of NACOLADS' life, it was this co-operation and the technical and financial assistance received from regional and international organisations which helped to realise a number of important goals. Hopefully the NLJ will soon be granted full autonomy and receive adequate human, material and financial resources to pursue the goals of NACOLAIS, the chief of which is to stimulate social and economic progress based on timely, accurate and up-to-date information.

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## **Documenting Cultural Heritage: Focusing on the Oral History Collections at the University of the West Indies, Mona Campus, Jamaica, W.I.**

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### **INTRODUCTION**

The University of the West Indies, Mona Campus is currently showing great interest in cultural studies. It intends to upgrade staffing, introduce graduate studies in the area, establish a non-print archive of cultural material and support significant

library development in the area. At present the Mona Campus Library has a small collection of audiocassettes and videocassettes, which document our cultural heritage. These include A Conversation with C.L.R. James, recordings of the Jamaican Folk Singers and recordings which trace the story of Jamaican music. However, elsewhere on the Campus the collection and documentation in varied formats of various aspects of cultural heritage has been going on for some time.

Foremost among the oral history collections on the Mona campus are: the Folklore Studies Project; the tape project of the Social Welfare Training Centre of the Department of Sociology, Faculty of the Social Sciences; the Library of the Spoken Word; the Cultural Studies Initiative Visual Library; and the Social History Project.

### **FOLKLORE STUDIES PROJECT**

A Folklore Studies Committee, an interdisciplinary University committee spearheaded by Professor Mervyn Alleyne, then Professor of Sociolinguistics in the Department of Language, Linguistics and Philosophy, in 1982 established a Folklore Studies Unit to direct research in areas such as music and dance, language, folk festivals, proverbs, religion and ring games. This project sought to encourage folklore studies as a legitimate area of research. It was "largely concerned with the documentation of our 'verbal art' - the expressive behaviour of the folk: how Caribbean people view their world; their religious based folk beliefs of the natural and spiritual world and the unique expression of wisdom" ("Social History Research").

Though the Folklore Studies Project is currently inactive, during its period of activity it received funding. The concentration of interviews was on folk medicine and several interviews were conducted between doctors and their patients and with spiritual mothers and bush doctors. Professor Mervyn Alleyne holds approximately fifty of these tapes on folk medicine. As a result of the work of this project, the University approved a graduate programme in folklore studies and there has been one M.Phil graduate in this area. The Folklore Studies Unit also has housed within the Department of Language, Linguistics and Philosophy, hundreds of reel-to-reel tapes donated by Professor Frederic Gomes Cassidy which contain interviews conducted throughout the Caribbean during his Linguistic Survey of the West Indies. Though the aim of this project was to understand the languages of the peoples of the Caribbean, several tapes record subjects such as Caribbean traditions, customs, life experiences, family connections, occupations, folktales and songs.

### **SOCIAL WELFARE TRAINING CENTRE TAPE PROJECT**

Many available oral accounts documenting cultural heritage, identity and popular culture in Jamaica arose out of a study designed to meet some of the needs of social work training on the campus. Funds were made available for the field study and for transcription of the tapes by the Institute of Social and Economic Research (now The Sir Arthur Lewis Institute of Social and Economic Studies). Students, through their interviewing, identified the characteristics and cultural patterns of 'yards' and 'yard-life'. Erna Brodber's Life in Jamaica in the Early Twentieth Century, a Presentation of Ninety Oral Accounts: Some Notes on its Purpose and Contents is a product of these oral studies. It gives an interesting account of the process of documenting oral history for social workers and also lists and annotates the documents collected during this project. The Caribbean has never developed, throughout its history, a vigorous record of oral tradition in which the past has been handed down and therefore whatever attempts are being made now by historians or other researchers are welcomed and ought to be aggressively encouraged.

The interviews, which lasted from fifteen minutes to two hours, were generally completed in one visit and then transcribed. The documents are detailed according to parishes

and the transcripts are presented in their question and answer form with very little deletion. The speech forms of these interviews have been maintained as much as possible and where there are songs they have been transcribed into musical notes. These documents, which contain a variety of data useful to students of Jamaican sociology and history, are now housed in the Documentation Centre of The Sir Arthur Lewis Institute of Social and Economic Studies.

The tapes housed in their original form in the Documentation Centre are available to the public - bona fide researchers from outside the university. These are accessible by the respondent's name as well as by the descriptive terms they were assigned during their collection. These tapes cannot be loaned or copied or played outside of the library. Through these transcripts (which were approved by the respondents) and tapes, ethnographic data are used in the training of social work and sociology students. Many of the tapes cover the life experiences of mainly octogenarians and many older residents, fashions and social life, colour and class, customs relating to the Nana (the Nana is an untrained midwife who performs the role of midwife among the poorer classes especially in deep rural areas), the newly born and the burial of the dead, courting styles and marriage customs, church and religious life, family life and children's upbringing, childbearing as therapy, 'taking children' (meaning the informal adoption of children), medicinal cures and balm-yard healers, and sex role differentiation especially in agricultural occupations. The interviewees, regardless of the main interviewing topic, frequently mention the 1938 labour disturbances in Jamaica.

These ninety oral narratives of Jamaicans born around 1900 and their life experiences up to 1944 form the basis of Erna Brodber's dissertation "The Second Generation of Freeman in Jamaica, 1907-1944". The language used in these narratives (Creole dialects) has also been analysed by Dr. Velma Pollard, former Senior Lecturer in the Department of Educational Studies.

### **LIBRARY OF THE SPOKEN WORD**

The Library of the Spoken Word (LSW) falls under the administration of the Cultural Studies Initiative (CSI) Office of the Vice Chancellor, University of the West Indies, Mona. It is an exclusively non-print repository of University and regional history and is a research facility serving not only the University of the West Indies community but also other tertiary- and secondary-level educational bodies, local and overseas researchers. It houses more than 5,000 recordings of interviews, conferences, lectures, seminars and drama on open reel audio tapes and cassettes and aggressively solicits donations of audio reels or cassettes of an educational or historical nature. The recordings, dating from the early 1950s and collected over a forty-year period by the Radio Education Unit of the University, cover a wide range of subjects. Included among the vast collection is material relating to Caribbean culture - life, music, languages, sociology and social studies. Rather than seeking taped interviews, it largely houses edited recordings of lectures and talks given on the campus. These are usually final productions of the University's Radio

Education Unit. Many of these items document our heritage. A few of the areas are: interviews and talks with Rastafarians on Rastafarianism, their philosophy and their music, Rudies, Jamaican dancehall styles and substyles, lectures from the 'Reasonings in Culture Series' and 'Arts and Cultural Studies', Jamaican Rhythms (with musical illustrations from Bruckins, John Canoe, Kumina, Maroon, Mento, Revival, Ring Play and Tambu) and several on the topics of national identity and attitudes to race and colour. A few of the recorded productions of the Philip Sherlock Centre for the Creative Arts are also housed in this library, but only if the Radio Education Unit did the recording. A rough catalogue and the physical arrangement of materials make them easily accessible.

The Philip Sherlock Centre, a division of the Office of Outreach and Institutional Relations of the University, is an active cultural body with both entertainment and intellectual activities. Other recorded material is held in the Centre itself.

The Cultural Studies Initiative Visual Library, administered by the Library of the Spoken Word, houses a small collection of about fifty videocassettes. Many of these were edited for broadcast but many are also unedited. Coverage includes interviews with, and documentaries of the lives of famous West Indians, for example, Louise Bennett, noted Jamaican dialect author and dialect performer and one of, Jamaica's precious national personalities. Cultural studies, lectures and conferences, recordings made during the University's Research Day, and medical and health material of the Diabetes Outreach Project of the Faculty of Medical Sciences are some of the material included.

In order to increase its collection, donations are solicited and the administrator of the Library has made arrangements to collect and house the tapes of the annual festivals of the Jamaica Festival Commission. However, unless substantial funding can be identified, the ability to purchase blank tapes and to reproduce and convert master tapes, which are loaned for the purpose of building the collection, will be severely limited.

### **SOCIAL HISTORY PROJECT**

A most important oral history collection at Mona is that of the Social History Project which was established in 1979. The project is the brainchild of Professor Barry Higman, former head of the Department of History of the then Faculty of Arts and General Studies (now Faculty of Arts and Education). It was established under the auspices of that department, and later became incorporated within the Institute of Caribbean Studies, which was established by the same faculty. Since its inception the project has been administered by a Director who is assisted by a committee comprising members of staff of the History Department. Later postgraduate input was added. This project "was established with a view to guiding and supporting postgraduate research in the Department of History. Its focus was ...confined essentially to the study of Jamaican social history in the post emancipation period" and one of its main objectives is the collection and preservation of oral history data (Moore 5).



The project received grants from the Board of Postgraduate Studies and the Research and Publications Committee of the University and obtained tape-recorders for loan to students interested in conducting research in oral history or who were involved in projects that required the use of oral testimonies. Students reading for the MA by coursework carried out systematic interviews with persons working in certain occupations, in particular dressmakers and tailors. The project also acquired the completed tapes and transcripts from the final year undergraduates and postgraduate students, covering a wide variety of subjects and field assignments given to students reading for degrees in the then Faculty of Arts, over a three-year period, 1986-1988, and who had registered for a history course titled *Techniques of Historical Investigation*. They were required to do an oral history exercise, which sought to build a database of interviews of individuals who had taken part in the 1938 labour disturbances in Jamaica. By far the largest and most important part of the collection deals with aspects of these disturbances. It is this labour struggle which contributed significantly to the development of Jamaican national consciousness in the pre-independence period. Over 140 eyewitness accounts were collected, including testimonies from journalists, lawyers, political activists and port workers at the time. Consequently, the Social History Project, over a period of time, has collected a number of data tapes and transcripts on a variety of subjects. It now has approximately two hundred tapes, some of which have been transcribed.

However, it was only ten years later, in 1990, that the project was able, for the first time, to employ a full-time researcher to begin a programme of data collection relating to the history of occupations in twentieth century Jamaica. Since then the project has had three research fellows, all of whom were assigned to conducting interviews on occupations. The first resigned after seven months and, since the expiry of the contract of the third research fellow, the work of collecting has come to a halt. International agencies have been approached for assistance with funding but the response has not been encouraging.

The interviews conducted by the three research fellows focussed on Oracabessa, a once bubbling seaport town on the North Coast of Jamaica from where bananas were exported; the University of the West Indies Mona; individuals in the banking industry; and women employed in the banana industry as nursemaids.

Other topics covered in this oral history collection are the history of life-styles, festivals and celebrations, domestic architecture, internal migration, (country to Kingston), ethnic groups, minorities (the Chinese and Lebanese) and their distinctive cultures, folklore (duppy stories), craft, customs, (for example, faith healing, urban and rural death rituals, herbal medicine, rural birth rituals, tea meetings and morning sport which is community cooperation for building purposes). Interviews also cover the first election held in 1944 after the granting of Universal Adult Suffrage in Jamaica, the Salvation Army School for the Blind and the development of ports in

Jamaica. Mento yard, an exposition of Jamaica's traditional music and folk songs, dance (the Quadrille, the Kumina, Dinky Mini and the Jonkonnu), food, art and craft, and popular features of Jamaica's National Heritage celebrations held annually, are also captured on tape.

The collection, which is housed in an air-conditioned room, though not highly visible, is accessible to the university community. The Social History Project owns the copyright to the material and use is restricted to the university community. The first research fellow, reporting on her term of appointment, indicated that the edited collection of transcripts and tapes was catalogued and stored as a body of documents and that the transcripts had been edited to the stage that they could be used by the research community but they required further editing for a more general readership (Lim 17).

The Project has been publishing a newsletter since June 1980. It outlines the work of the project, reports on research in progress, and presents news on the work of related bodies. Information relating to oral history is very often highlighted. One newsletter reports on a local symposium held to mark the tenth anniversary of the project. As part of the symposium, there was a panel discussion, which focussed on the topic *Oral History Research in Jamaica*. The areas covered were "...Jamaican Family Histories" by Charles Carnegie of the African-Caribbean Institute of Jamaica; "...Oral Histories of the 1938 Labour Unrest in Jamaica" by Karl Watson, "Occupations in Oracabessa in the Early 20th Century" by Erna Brodber, the project's first research fellow, and "...Testimonies by Women of the Jamaica Federation of Women" by Linnette Vassell (Moore 4).

Due largely to a lack of funding, the Social History Project has not been as active in oral data collection as was originally anticipated. The acquisition of tapes from undergraduate and postgraduate students, who had conducted interviews during their research, was an effective way of building the oral data holdings on a wide range of subjects. However, the employment of research fellows lent itself to the development of a structured and organised programme of data collection such as was done for the project *Occupations in the 20th Century*. The inability to continue consistent employment of research fellows has considerably hampered data collection but the project also needs staffing in just about every aspect of its operations. It is expensive to organise an oral history project. Costs include, among others, the purchasing of equipment, travel expenses for interviewers, transcription services and storage and retrieval services.

Professor Cullom Davis, visiting Fulbright Professor on the campus during the winter of 1987-88, on special assignment as oral history specialist in the Social History Project, in offering his suggestions for development of oral history in Jamaica observed: "The combination of strong *raison d'être*, highly qualified and eager practitioners, and impressive beginnings ought to have produced a rich harvest of Jamaican oral histories by this time. Regrettably, the record to date falls somewhat short of that promise.... The problems familiar to



oral historians everywhere but perhaps unusually acute in Jamaica, have been the twin perils of understaffing and underfunding" (5-6).

A recent report of the Director of the project stated that one of the goals of the Social History Project for the academic year 1998-99 was to conduct an island-wide study of alternative/folklore medicinal practices and that funding was being sought for the project. He expressed concern at the underutilisation of the facilities and makes a special appeal for use of the research material that is available. An effort is being made to make the material more accessible ("From the Director" 2).

### NON-CAMPUS PROJECTS

Though not within the purview of this paper, worthy of mention is another significant oral history project in Jamaica, The African-Caribbean Institute of Jamaica/Jamaica Memory Bank. The African-Caribbean Institute of Jamaica (ACIJ) and the Jamaica Memory Bank (JMB) are divisions of the Institute of Jamaica. The Institute of Jamaica, established in 1879, is the most significant cultural, artistic and scientific organisation in Jamaica. The African Caribbean Institute and Jamaica Memory Bank started as independent government agencies in 1972 and 1980, respectively. The mission of the African-Caribbean Institute of Jamaica was to create an awareness of the contribution of African cultural retentions to the Jamaican social ethos. The Jamaica Memory Bank Project, the most popular and well-known history project in Jamaica, was set up to document aspects of our heritage through oral history. It has as its motto the African saying, "An old man dies...a book is lost". Both projects were integrated in 1990 so as to "complement each other in fulfilling the mission to collect, research, document, analyse, preserve and disseminate information on Jamaica's cultural heritage through the exploitation of oral and scribal sources" (African-Caribbean Institute).

The Memory Bank has over 3,000 items. To date they have recorded 1,500 traditional songs, conducted and recorded interviews with many Jamaican senior citizens of various ethnic origins and filmed or photographed celebrations and ceremonies and other activities of several groups. Interviews have been wide-ranging, sometimes on single subjects, in other cases whole-life collections. The research project has yielded a growing audio-visual archive of material, which is catalogued and stored in the division's library, and it is available for use by the general public. Master tapes are held in The National Library of Jamaica. A collection of over 2,000 musical works, 20 instruments and 150 photographs was added to the collection when the Memory Bank absorbed the pre-existing Jamaican Folk Music Research Unit. Included in the collection is a donation from Professor Frederic Gomes Cassidy of copies of some of his research tapes. As visiting Fulbright Scholar at the then University College of the West Indies, he initiated, between 1951 and 52, a project of islandwide research and recording of Jamaican speech and dialect. From these tapes he compiled his Dictionary of Jamaican English and Jamaica Talk. This collection is open to the general public. Periodic

newsletters of the organisation allude to important oral history accessions and the Jamaica Information Service (JIS) uses the tapes in programmes that focus on Jamaica's history, culture and traditions.

### COMMENTARY

There are many small videocassette – 'oral history' – collections on the campus but the owners will have to be persuaded to donate these to the main campus collections in order to make them more accessible.

These videocassettes capture on tape much of our cultural heritage and visually contribute to the recording of Jamaica's oral history. The use of the video-camera is, with advancing technology, but another means of supporting and enhancing the preservation of history for our descendants.

It may be argued that because the narrators are not being interviewed, much of the material held in the Library of the Spoken Word (lectures, conferences, and discussions) and the Cultural Studies Initiative Visual Library should not be considered oral history. Oral history as defined by Martha Zachert is "... a record of recall. The record is authored by an individual who participated in, or observed at close range, events whose documentation will aid future researchers in understanding some facet of twentieth-century life. The oral author is aided in his recall by an interviewer versed both in the segment of life to be recorded and in appropriate techniques for creating this unique record. To this extent oral history is a collaboration: the oral author is the contributor of substance, the interviewer is the contributor of recording skill .... For accuracy the record is tape recorded; for convenience it is usually transcribed" (101).

However, Clive Cochrane discusses in his article "Public Libraries and the Changing Nature of Oral History" the changing nature of oral history and this could be considered part of the change. He argues in this article that local news programmes, magazine programmes, studio discussions and phone-ins all reflect current trends, issues and developments in a community and would provide an invaluable resource for the future. He states: "Oral historians look both at history in the more conventional sense and at contemporary history. Local radio is an important creator and source of information ...there is admittedly a huge difference between a well-researched interview with a carefully selected informant and a short radio interview which may have been edited for a variety of reasons before being broadcast. It cannot be denied, however, that archival collections of oral history in the conventional sense and broadcast material, each in their own way contribute to our understanding of society .... Nevertheless, bearing in mind the advantages and disadvantages of each, the oral historian's collection of the recorded sound has a vital role to play in supplementing documentary evidence and providing rich source material for the local historian....Oral history is becoming an audiovisual technique rather than one using only sound ....The idea that oral history is primarily concerned with past events is being questioned as the concept of contemporary history receives greater attention" (204-206).

Chris Baggs in his article, "Video and Local Studies Librarianship – A Slight Return: Report on a Weekend School on "Video History"", discusses the increasing trend towards using videotape when interviewing rather than audiotape (47-49). Cochrane notes that the fact that "local radio archives have found their way into a number of libraries...together with other developments such as the use of video and the growing interest in contemporary history, is challenging the commonly accepted definition of oral history" (206).

## CONCLUSION

In summing up, I would like to draw attention to Professor Cullom Davis' recommendation regarding oral history in Jamaica and which, if acted upon, would undoubtedly affect the oral history collections on the Mona Campus. He recommends cooperation between the Social History Project of the University of the West Indies and the African Caribbean Institute of Jamaica/Jamaica Memory Bank Project in order for them to realise their full potential. (The latter merged since his recommendation). He feels that financial and personnel support for Jamaica's oral history programmes was only sufficient to make a start. He emphasises that he is not suggesting a merger, as each organization has a distinct constituency and a unique vision. But he writes, "Private and public funding agencies often regard evidence of inter-institutional cooperation as one criterion in awarding grants because it implies greater efficiency and also connotes a well-planned systematic approach to the subject under study.... There is ample oral history work for each of them to pursue on their own...I simply invite them to consider ways in which, through consultation and perhaps cooperation, they might extend their own scarce financial and human resources." (6-7).

It is as equally important to increase accessibility to the collection, as it is to increase the collection. The collection could be increased through the use of volunteers. Proper indexing, cataloguing and organisation would convert the raw material into useful archival holdings and thus increase accessibility and it is to this end that the unpublished index has been created.

There are many printed works that recount our language, history, culture, and cultural heritage, and which are based on tape recordings collected during field research. Notable among these are Laura Tanna's Jamaican Folktales and Oral Histories, Olive Lewin's Forty Folk Songs of Jamaica, Martha Beckwith's Jamaica Anansi Stories, Walter Jekyll's Jamaica Song and Story, Maureen Warner-Lewis' Guinea's Other Suns and the previously mentioned works of Professor Frederic Gomes Cassidy, Dictionary of Jamaican English and Jamaica Talk. These are treasured legacies.

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## Retired Librarians: An Untapped Resource?

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*"...the transition to a positive, active and developmentally oriented view of ageing may well result from action by elderly people themselves, through the sheer force of their growing numbers and influence. The collective consciousness of being elderly, as a socially unifying concept, can in that way become a positive factor"*

*(International Plan of Action on Ageing 1)*



### INTRODUCTION

Are retired librarians an untapped resource? The focus of this paper is on librarians who are or have been members of the Library and Information Association of Jamaica (LIAJA) and who have reached the age of retirement. The definition of "retire-

ment age" is based on what obtains in Jamaica. Under the statutory provisions of the Pensions Act in the Laws of Jamaica (2) as it refers to public service officers, the age of retirement is 60. The law also makes provision for persons to retire before that age under varied circumstances. In the Ministry of Finance White Paper - Reform of the Pensions System in Jamaica, the Section Retirement Age gives amplifications on the normal retirement age, early retirement age and late retirement as these apply to pension schemes.

Retirees in any profession are a resource - they retire with unmatched skills and experience that can be harnessed for the social, economic and cultural development of a profession and a country. The intention of this paper is to examine the opportunities that exist or can be created within the Library and Information Association of Jamaica (LIAJA) to draw on the experience, skills and talents of retired librarians who have spent most of their working life acquiring, organizing, evaluating, marketing and disseminating information. Their wide experience and expertise can be drawn on in a manner that enhances their quality of life, growth and development and reinforces the values of the United Nations Principles for Older Persons as these relate to "Independence, Participation, Care, Self-fulfillment and Dignity" in its International Plan of

Action on Ageing (8).

In attempting to devise strategies that can be used to ensure continuing robust participation of the retired librarians in LIAJA and to focus attention on their value, we will look at existing provision for older citizens in Jamaica both by Government and

Private Groups and by selected local professional associations, including the Association of Librarians of the Jamaica Library Service (ALJALS) and LIAJA. In the absence of a variety of similar library associations in Jamaica, the experiences of selected overseas library associations will also be examined before finally exploring the possible objectives for and challenges of forming a special interest group for retired persons within LIAJA.

The questions and issues of population ageing have been with us for a long time. According to the International Plan of Action on Ageing which is the first international instrument that guides thinking and the formulation of policies on ageing, it is only in the past few decades that national societies and the world community have focused some attention on this subject. The social, economic, political and scientific questions raised by increased numbers and percentages of ageing populations within countries were further highlighted by the United Nations when it declared 1995 the International Year of Older Persons, and October 1 each year as the International Day for Older Persons. It would therefore seem to be in keeping with some of these societal concerns that more professional associations should seek to add value to the lives of those who have served their profession and



that more professional associations should seek to add value to the lives of those who have served their profession and societies – many for well over 40 years.

Globally, the ageing population is increasing in both absolute numbers and as a percentage of the total population. World Population Projections provides statistical data of estimates and projections with related demographic statistics for periods well into the twenty-first century. These data have been used to generate graphic representation which shows the dimensions of the increase in the age group 60 and over in the world and in developing regions, Figure 1.

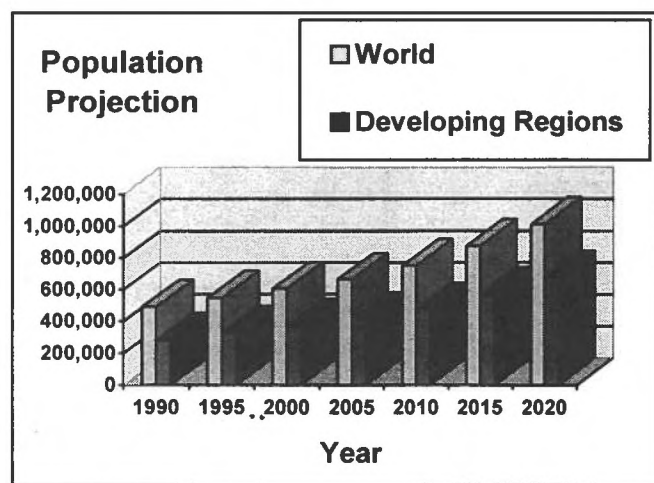


Fig. 1: Population Projections For The Age Group 60+ in the World and Developing Regions

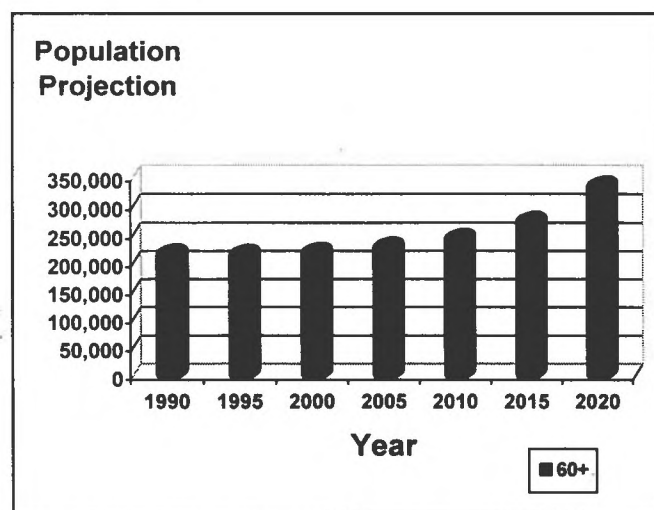


Fig. 2. Population Projection for the Age Groups 60+ in Jamaica

Demographic Statistics 1999, published by the Statistical Institute of Jamaica, also reveals a similar increase. Figure 2 above illustrates the population projection for the age group 60+ between the years 1990 and 2020, showing an increase of 212,300 in 1990 to a projected increase of 331,400 in 2020. The projections are based on births, deaths and migration that will influence the population growth. In Jamaica the estimated life expectancy for both sexes is approximately 72 years.

The literature reveals that while there is an increase in the absolute numbers and in terms of the percentage of older persons in the population, there is at the same time a lowering of the dependency ratio with more older persons becoming less dependent on assistance from families and the state. It is also to be noted that increasingly women will become the majority of this ageing group. These developments can be attributed to a large extent to the gains being made in a number of countries in the following areas - lower infant mortality rates, improvements in nutrition and basic health care and the control of many infectious diseases. These indicators are very positive and professional associations everywhere should make an effort to generate policies and programmes that enhance and support the "independence" capacity of their members who wish to lead a truly fulfilling and productive life after formal retirement from their accustomed workplace. Longevity, which may not be a positive experience, can bring about mental and physical decline from inactivity and boredom. Therein lies the challenge for associations.

#### What Provisions Exist in Jamaica?

The Government of Jamaica has recognised the statistical projections of the ageing population and in March 1997 the National Policy for Senior Citizens was tabled in the House of Parliament. This policy "envisages a developmental approach for senior citizens and stresses the importance of considering seniors in strategies for national development." The National Council for Senior Citizens, which functions under the Ministry of Labour and Social Security, is the government agency that formulates and implements programmes for the welfare of senior citizens. It has introduced Golden Age Clubs island-wide and has increased collaboration with other agencies such as the Association of Senior Citizens Clubs, and Action Ageing. The Association of Senior Citizens Clubs, founded in 1994, has provided substantial funding for income generating projects. Action Ageing is based at the University of the West Indies Department of Community Health and Psychiatry and is part of an outreach programme which trains caretakers in the care of the elderly. Since 1992, the Department has been offering a six-month course, Community Care of the Elderly in the Caribbean, which originated as a pilot course sponsored jointly by HelpAge Jamaica (formed 1988), the Department of Social and Prevention Medicine (now called Department of Community Health and Psychiatry) and HelpAge International. In a Daily Gleaner article entitled "Support Groups for the Elderly" the writer details the operation of

HelpAge Jamaica. HelpAge Caribbean has its regional office here in Jamaica. From the HelpAge International website <http://www.helpage.org/dev/home/home/homemiddle.html> we learn that it is "a global network of not-for-profit organisations with a mission to work with and for disadvantaged older people world-wide to achieve a lasting improvement in the quality of their lives". In Jamaica the picture shows that the government and private agencies and non-governmental organisations (NGOs) have recognised that they have an obligation to the ageing population and have found ways to meet its needs, thus facilitating development and fulfilment in the lives of its members. Professional associations need to follow this lead in order to benefit their older members.

### **Professional Associations and the Retired**

The fact that the government and private groups have provided avenues for older persons has not prevented retirees from looking after themselves. The literature has revealed that retirees too have formed associations that provide for their special needs. One of the oldest associations for retired persons in Jamaica is the Retired Teachers Association (RTA). Formed in 1954, it has chapters in most parishes and a member of the RTA sits on the Council of the Jamaica Teachers Association. The aims of the association include seeking to unite all retired teachers in Jamaica to protect their rights, privileges and interests. Another interesting group is the Jamaica Government Pensioners Association that started some 35 years ago. It was formed by public officers who had a vision to have collective representation and bring public notice to the conditions of government pensioners. A committee manages the general affairs and to date has representation on the National Council for Senior Citizens. Approximately five years ago the Nurses Association of Jamaica (NAJ) formed a Retired Nurses Special Interest Group within the NAJ. Its major concern is the well-being of retired nurses in Jamaica and one of the major activities to date is the raising of funds to purchase a Retirement Centre. All these associations have planned activities for their members and provide up to date information for retired persons in Jamaica.

### **Local Library Associations and the Retired**

As there are only two library associations in Jamaica, LIAJA and the Association of Librarians of the Jamaica Library Service (ALJALS), we thought it useful to draw on overseas library associations as points of reference. These groups are being examined below. LIAJA at present has no specific provision for retired members and the proposal for the formation of such a group has been detailed in the section on LIAJA. ALJALS, as a trade union, is likely, however, to have negotiated benefits that would apply to retired librarians. In addition, some retired members are given honorary membership in their association, attend meetings, enjoy fellowship, and are periodically used as consultants to advise on projects or edit specific documents. Retired persons seem to be an essential part of the fabric of that group.

### **Overseas Library Associations and the Retired**

From research, we discovered that some library associations have made either formal or informal provisions for retired librarians. Examples are: Retired Members Guild, the Library Association (LA) UK; Working Group of Seigniors (Lithuania); Retired Members Caucus (Special Libraries Association (SLA) USA and the Previously Employed Australian Retired Librarians (PEARLS) Australia.

#### **Retired Members Guild (LA, UK)**

(<http://www.la-hq.org.uk/directory/about/rmg.html>)

From the information found on the Library Association's website, it would appear that the Retired Members Guild is the most formally structured group and could be used as a model for any LIAJA Special Interest Group. All members of the LA, whether retired or not, are entitled to join the Guild and former members of the Book and Library Equipment trade may join as affiliate members. The Guild was set up to enable retired librarians to keep in touch with each other, to participate in activities and to assist the Library Association in its promotion of libraries of all types. It is similar to a Group of the Association but is self-financing and does not have representation on Council. It is managed by a Committee which is elected every two years. Its activities include:

- Arranging meetings and visits for librarians to libraries and places of interest at home and overseas;
- Seeking and publicising additional financial and other benefits available for retired and older people;
- Helping the LA and its Branches and Groups to organize and conserve their records and archives;
- Assisting Groups to maintain and improve library services;
- Responding to requests from voluntary societies and charities for assistance with their library services.

A newsletter Post Lib, which gives details of events, meetings, and also includes articles of interest, is issued four times a year.

#### **Seigniors (Lithuania)**

(<http://www-public.osf.lt/~lbd/strukt/angl/esenior.htm>)

The Lithuanian Librarians Association website provides information on their Working Group of Seigniors who are elderly persons still working as librarians. This Group takes care of retired librarians, many of whom are lonely and who are extremely happy to receive a birthday greeting card or to find a subscription to the Lithuanian Library Association journal in their mailing box. Those librarians who are ill and financially challenged are visited by former colleagues, often with presents, before Christmas. Seigniors organise many social events such as excursions, meetings and visits to theatres. Although these are not considered to be traditional activities of the professional library association, it adopts the view that since librarians in Lithuania have no trade union, at least part of the activities of the Group would be supported by the Association.



**Retired Members Caucus (Special Libraries Association (SLA) USA)** (<http://www.sla.org/content/chdiv/caucuses/caucus.cfm>)

The SLA Retired Members Caucus, established in 1989, is an informal group within the Association and is intended to serve as a focus for the interaction of members who share a common interest, which is not covered by any Association Chapter, Division or Committee. From information gathered on the SLA Caucus web page, the caucus focuses on planning programmes at the Association's annual conferences and on publishing a newsletter once or twice during the year. The Retired Members Caucus also provides a forum for exchanging retirement experiences and for resource information.

**Previously Employed Australian Retired Librarians (PEARLS)**

([www.alia.org.au/branches/act/proactive/207/a.html](http://www.alia.org.au/branches/act/proactive/207/a.html))

PEARLS is an informal Group within ALIA (Australian Library and Information Association) ACT Branch, which is now known as ACTive ALIA. According to the report of the UCRLS seminar held on October 23-26, 2000, found on the ALIA branches website, PEARLS members meet every few months to exchange experiences, converse and reminisce over cake and coffee. All retired librarians are welcome, as well as anyone who is contemplating retirement.

A number of associations have an arrangement similar to that in the New Zealand Library and Information Association of New Zealand Aotearoa (LIANZA) - where there is no named formal group but special consideration is given to retired librarians. They are made very welcome at conferences and at regional meetings at which they sometimes speak about historical matters or are honoured for any publication. Retired members are very often invited to Christmas parties, and other social functions.

**Library and Information Association of Jamaica**  
(<http://www.liaja.org.jm>)

To the best of our knowledge there has not been a formal programme for retired persons within the Association since its formation in 1952. This is not surprising, as the association membership was much smaller and the percentage of retired librarians much less in the early years. There is, however, a special provision for a 50% discounted rate in membership fees for retired librarians and they are usually invited to Association activities. There are now just over thirty-five retired librarians in Jamaica. The number represents 13% of a present membership of 263. During the next five years there will be a steady inflow to the group as there are a number of librarians nearing the retirement age. This will increase the original estimate dramatically in the next 10-15 years. The majority of retired librarians reside in Kingston, the capital city, but there are also a few in the rural areas. The fact that the group is not homogenous in either location or experience would have to be looked at in any proposed programme. One strategy for mobilising the collective energies of retired

librarians is to get them to come together in the formation of a special group within the Library and Information Association of Jamaica, managed and organised by them.

Jamaica is very fortunate to have some very outstanding "retired librarians" who have served in leadership capacities internationally, regionally and nationally. Some of these are: Ken Ingram, Professor Daphne Douglas, Mrs Albertina (Minky) Jefferson, Dr. Joyce Robinson, Dr. Hazel Bennett, Dr. Leila Thomas, Mrs Amy Robertson and Mrs Beatrice Anderson. Retired librarians attend meetings and events of the Association to which they are invited but only a few have a sense of involvement and identification with the Association. In recent times, many who had contributed much to the then Jamaica Library Association (JLA) have passed away in loneliness and anonymity because nothing was known of them after they reached the age of retirement. The following quotation was found on the Eldreieven site: <http://hordaland.kulturnett.no/tema/eldreieven/> "when an old person dies a library burns down". The question we must ask ourselves is: 'Do we want to burn down our own libraries?'

**FORMING A RETIRED LIBRARIANS GROUP IN JAMAICA**

Early in 2000, the need to form a group was brought to the attention of the then President of LIAJA, Hermine Salmon, by the Commonwealth Library Association (COMLA) Executive Secretary and Representative on the Executive of LIAJA, Norma Amenu-Kpodo. The President, interested in and supportive of the idea, requested that a Committee be formed to consider whether retired members' interests would be better served as part of the programme of activities of LIAJA's Membership and Conditions of Service Working Party or as a Special Group which would manage its own programmes and activities within LIAJA. In April 2001, an Ad Hoc Committee meeting was convened by Norma Amenu-Kpodo and Miss Gloria Clarke, former Deputy Director, Jamaica Library Service (JLS) at the JLS Headquarters to discuss if such a Group was needed and to make recommendations to the Executive of the Association. Other members of the group were Albertina Jefferson, former University Librarian, UWI, my Robertson, former Head, Education Documentation Centre, UWI, Beverley Lashley, Project Coordinator, CARDIN, UWI, who though neither retired or nearing retirement age, willingly agreed to be the Group's recorder as it was felt that a inter-generation link at the start would be beneficial for relationships within any proposed Group.

The Committee recommended that a Special Group within LIAJA would be a more feasible forum and offered possible guidelines on its formation. After discussion by the LIAJA Executive and incorporation of other ideas made by members of the Executive, it was agreed that a formal request for permission to form a group, with the required number of signatories, and background documentation be passed on to the Executive for its consideration. At the Regular Meeting held in Mandeville, Manchester, in June 2001 the membership accepted and formally agreed to the formation of a Special



Retired Persons Group within LIAJA. It is expected that an informal inaugural social function and business meeting will be held to which all retired members will be invited. The expectation is that election of its provisional officers could take place well before the Annual General Meeting in January 2002, at which time the Group could be formally launched.

## **OBJECTIVES**

The suggested objectives for the formation of such a group are given below along with possible challenges which could be faced:

### **To enable retired librarians to keep in touch with one another**

LIAJA appears to have communication problems in some areas and as a result has lost ongoing touch with some of its members including its retired members, many of whom no longer feel a sense of belonging to the Association. In time of illness and bereavement among them, it has often missed opportunities for members to express concern and for the Association to organise sending out caring cards or special visits to affected members. Email and discussion groups could also be used by retirees to share /exchange information. There may, however, be instances where members of the Group are not too familiar with computers and the new technologies and younger members of the Association could be approached to give training or refresher sessions support as necessary.

### **To form a body of resource personnel for the Association**

In a small association, there is unlikely to be a wide pool of persons able to deal with all matters the association is expected to handle with competence and retired librarians could be called on to assist in their various areas of expertise. Many can promote the profession, be mentors, act as speakers, and assist in drafting policies and with constitutional matters within the association. The Association could compile a skills bank which will identify persons suitable for part-time and temporary positions and any consultations within their area of competence and expertise. The Association could make recommendations on possible honoraria or reimbursement packages for these individuals.

### **To develop a memory bank of the Association**

The memory of an Association is a record of its growth and development through the years and from the perspective of those who were there in its formative years, it is an important document of their contributions and activities. There now is a fairly comprehensive document on the Association written by Paulette Kerr, Instruction/Information Literacy Librarian at the UWI Library and June Vernon, a former Deputy Director, National Library of Jamaica which is being published in the Encyclopaedia of Library and Information Science (ELIS). There are, however, several interesting bits of minutiae about the struggle to become what the Association is today, which are yet to be recorded. Do the Association minutes tell the entire story? Can they be located in their entirety or does one have to depend on the memory of some of the retired librarians

to fill in the gaps of the Association's origins and development? Should the Association be recording what these individuals have to say in order to commit their oral recall to a more enduring record? How many have been encouraged by the Association to write their memoirs?

### **To assist in fostering inter-generation activities**

It is desirable that retired librarians remain integrated not only within the society but also within their professional Association, participating actively in policy formulation particularly where it affects their well-being and at the same time sharing their knowledge and skills with other generations.

### **To organise social events that further enrich the quality of life of members**

A link with their professional colleagues could help to reinforce some of the common shared values held through the years. Visits to museums, historical sites and culturally renewing socials are some of the ways in which quality of life could be improved.

### **To encourage creative, artistic expressions**

In the humdrum of work over a span of 40 or more years, many retired persons have let their creative interests take second place or have set thoughts of these aside altogether. How many are writers or great story tellers? Opportunities could be provided for them to display talents, acquire new interests for their benefit and those of others.

### **To facilitate access to the provision of library and information services**

The retirement experience brings increased leisure time and retired librarians may be in a good position as "new customers" of the library to use their knowledge and experience to enrich the provision of library facilities and services for older persons by being advocates for information provision for older persons. Channelling suggestions as a group to the appropriate library or government authorities for action could be a useful function. Older persons are generally under-represented in libraries and such initiatives help to encourage greater use of the library's facilities. Could some public libraries consider a Senior Citizens' Corner and Information Centre where they can sit in quiet comfort to do research, to enjoy a novel and be quickly informed via a notice board of the news that is of interest to Seniors? Are resources available to expand homebound services to senior citizen homes? Are there reduced internet service charges for senior citizens? These and other issues could be topics for advocacy.

### **To encourage greater participation in Association activities.**

Apart from the activities of individual Working Parties, LIAJA has a meeting schedule which consists of a general meeting and two regular meetings each year. While the annual meeting is normally held in Kingston, every attempt is made to schedule some of the regular meetings in the rural areas. While a few attend the AGM in Kingston, not many venture

into the country areas for those meetings and every effort should be made to encourage their participation by arranging transport, offering reduced or discounted fares and having special rates for coffee and lunch breaks where applicable. The Membership and Conditions of Service Working Party could provide a liaison who maintains personal contact and ensures that many of these librarians register and attend functions and activities organised by the Association as a whole. Such participation benefits the Association, its retired members as well as the younger librarians and helps develop a "sense of belonging" within the Association.

### **Criteria for Membership**

The proposal, which was brought to the Regular Meeting, outlined possible conditions for membership within the group and these are as follows:

#### **Full members**

- A professional librarian who at the time of retirement is a member of LIAJA.
- Retired professionals of allied groups - booksellers, publishers, computer science professionals.
- Practising librarians, age 50 years and over.

#### **Associate members**

- Retired associate members
- Other retired information professionals
- Other interested members of the Association

### **Challenges Facing the Group**

#### **Marketing**

Starting a group in a small association such as LIAJA is not particularly easy. While a small Ad Hoc Committee consisting mainly of retired librarians recommended its formation and the proper procedures were followed to obtain permission from the LIAJA Executive, there could be problems in getting the majority of retired members to accept the idea. There could also be problems in finding enough persons willing to assume leadership positions on their own executive body. A general meeting of all retirees is to be held in November prior to a planned official launch in January 2002 at which the levels of enthusiasm for the idea can be assessed.

#### **Image**

Older persons have for long tended to have a less than colourful image in the Jamaican society. According to an article by Dr. Henry Lowe in the Daily Observer, November 1999:

*Aging is not commonly viewed in a positive light in our society. Many people feel that this is a time of inevitable mental and physical decline, dependence and inactivity. However the reality is very different.*

#### **Group Interaction**

It is possible that some younger librarians may become impatient and dismissive because they are unaware of the

contribution that the retired have made and can continue to make to the profession. However, with the intergenerational focus from the start of the Group, along with increased sensitising to the value and needs of older persons, this difficulty could easily be overcome.

### **Communication and Technology**

Some of the gains that could be had from increased communication could be lost because many neither have a computer nor have access to one. Some may not have required computer skills. Some of these difficulties could, however, be overcome by offering free computer literacy courses and, in the case of those who have the competence, making it possible for them to access a machine to conduct the Group's business and to produce a newsletter.

### **Diverse Nature of the Group**

The Group is not homogeneous - some live in rural areas and find attending urban meetings costly and cumbersome. Some may be financially challenged with just enough funds for day-to-day survival, and not able to contemplate using their limited funds to participate in meetings. Some may be active while others are shut-ins. There are also those who may already be working part-time who are of the opinion that such contacts with their professional colleagues are adequate.

### **Sustainability**

The Group may not be sustainable and all the effort in setting it up will have been wasted. Sustainability is to a large extent fuelled by enthusiasm and if the retired persons concerned are not committed and enthusiastic the Group will not be a dynamic one and this could shorten its life. With an open membership initially and provision for prospective retirees to join the ranks at age fifty, there should be a steady inflow of younger persons. Continuity is also dependent on funding to carry out initiatives. While LIAJA would assist initially, it is the expectation that the Group would organise a few fundraising events and be financially self-sustaining.

### **Office Accommodation**

There will be an accommodation problem similar to that of the LIAJA Executive but possibly arrangements could be made for rotating meetings at different homes or having them at the institution in which the current LIAJA President is based.

### **CONCLUSION**

As the ageing population increases in both numbers and as a percentage of populations and as health and other gains increase life expectancy, more and more persons will live longer. It is to the benefit of all in society when older persons can lead satisfying and productive lives. In an age when knowledge is a prime commodity, retired librarians are an invaluable resource by virtue of education, experience, knowledge and skills. Like all resources, they have to be first

identified and affirmed in order to nurture and facilitate any potential for making further contributions and for attaining self-fulfilment.

While there are many meaningful support channels for growth and fulfilment, through churches, service clubs, community activities, one of the most meaningful and sustaining is the link with those with whom one has shared a common professional bond through the years. Developing and strengthening these bonds should be an important role for professional associations, particularly in societies with relatively small groups of professionals and constantly migrating populations. Other professions in Jamaica have done this and there is every reason to believe that, despite the challenges, much can be achieved with the formation of a Retired Persons Group within LIAJA. In the final analysis, however, it is the resolve and commitment of the retired librarians themselves which will determine their value to the Association and society.

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Retired Librarians

Prospective members at the inaugural meeting of Retired Librarians





# Student Workers in Academic Libraries: Comments on Their Use in The University Library at Mona

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## BACKGROUND

Student workers have become such an integral part of the library staff that it would be difficult for the Library to function without them. This article provides an account of student employment over the years, discusses the various duties

assigned to students, touches on employment practices and training, gives some perspectives of how students feel about working in the library, highlights the problems and makes recommendations which are general and can be applied in any tertiary level library that seeks to employ student workers.

The UWI Library at Mona at present employs 26 professionals, 80 nonprofessionals and 90 student workers. Figures below show the current distribution of student workers in the Library

Circulations and MERIC (Mona Electronic Reference Information Centre)	21
Porter's Desk	26
Science Library	23
West Indies Collection	6
Cataloguing	6
Acquisition	5
Periodicals	3

In the nineties the UWI administration, in an effort to improve student welfare and development, initiated its thrust to become a student-centred campus. The commitment to student employment, as one aspect of improving the welfare of students, was evident in the Vice-Chancellor Sir Alister McIntyre's report to Council in April 1993 where he stated: "Opportunities are being expanded on all campuses for student employment. In a large number of universities in the outside world students are to be found working on campuses; cutting the lawns, cleaning the buildings, serving in the cafeterias, delivering campus mail – to cite just a few examples. High levels of unemployment in our societies may limit the share of these jobs which students can reasonably be expected to secure. Nonetheless campus employment helps to develop

the work ethic among students while providing them with additional income. I have been encouraging my senior colleagues to do everything possible to increase work opportunities for students"(7).

Circumstances in the Library aided the impetus for student employment. The Library was experiencing a backlash caused by an industrial dispute over payment for Saturday duty and the strain on maintaining services was expressed in the University Librarian's Report for 1995 : "The difficulties entailed in manning entrance and exit controls are often beyond staff and some solution to the problem [...] has to be found. It is disquieting to realize how few staff are manning the Library at certain times in order to maintain the hours of opening [...]" (University of the West Indies 3).

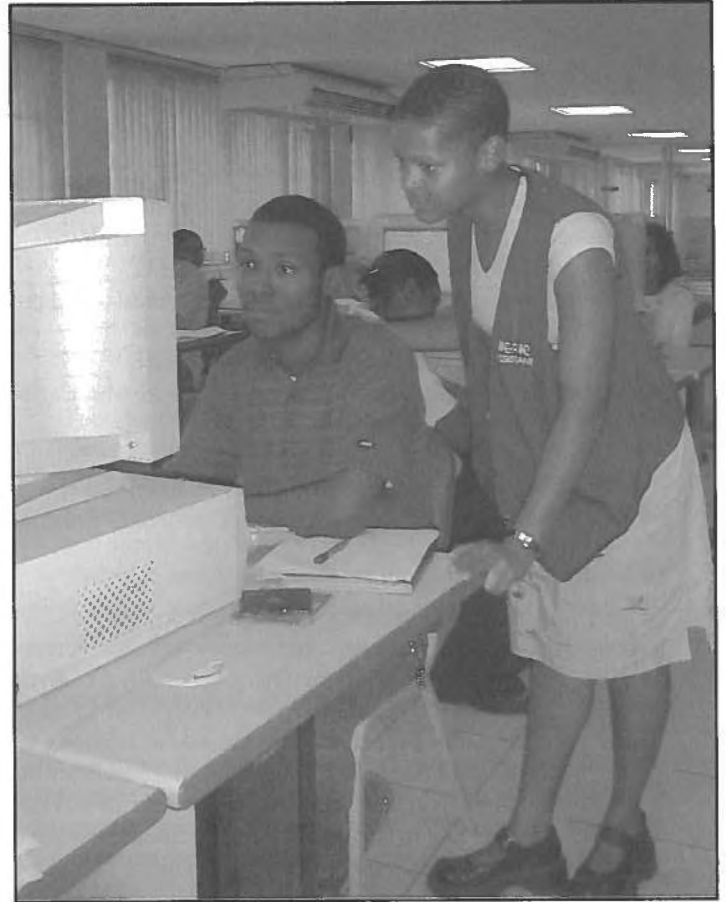
With the commitment of funds by the University and the willingness of various departments urged on by the Vice Chancellor, employment of student workers became a reality. The Library has long been aware of the benefits of student employment as it has employed student workers since the seventies. However, not more than one to two students were employed each academic year to perform specific tasks. One student was always needed to copy cataloguing data from the National Union Catalogue (NUC). Library school students were preferred for this task as they were required to search the NUC and identify an exact match or as near a match as possible and copy the cataloguing details accurately. Another job related to cataloguing was to indicate in the Library of Congress Subject Headings those headings used by the Library. This was done to establish subject authority control. Student workers were also employed to assist at the circulation desk with issuing books. However, the practice seemed to have fallen off as no evidence was found in the Library's records of student employment in the eighties.

With the new emphasis on student employment in the nineties, student help was used in a number of areas. Some early tasks assigned were filing cards, typing, assisting with the maintenance of Bindery records and shelving in the Periodicals Section. As the library has expanded in size and increased its services, the need for student help has become even more essential, and their duties are constantly evolving. Some areas in which students now work are:

- Stocktaking
- Barcoding projects



Student workers performing porter duties at the entrance



Student workers in the Mona Electronic Reference Information Centre assisting user in the use of the Internet

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- Typing correspondence and orders in the Acquisitions Section
- Sorting, stamping and filing shelflist cards
- Searching OCLC CATCD for cataloguing data
- Processing books
- Withdrawing records for discarded books
- Answering simple reference queries, giving database, word processing and printing assistance in MERIC
- Assisting in the Information Literacy Unit
- Performing duties at all circulation points until 10.00 pm on weekdays and on Saturdays until 4.00 pm
- Collecting and returning bags at the entrance
- Data entry in in-house databases such as MedCarib, Cardin and West Indiana
- Working with retrospective conversion
- Working on various special projects related to Research Day, exhibitions, running errands and collecting material for these projects
- Preparing newspaper clippings.

Student employment is by no means unique to the UWI Library as the UTECH Library also employs student workers in their "Earn and Study" programme. (Appendix A). Even though this article concentrates on activities at UWI Library, some common features are evident in the two institutions.

The UTECH Library at present employs 15 students for a maximum of twelve hours each week on one pay scale. Students do not apply to the library directly but are assigned by the Office of the Earn Study Coordinator. They are assigned a variety of duties such as:

- Shelving and maintaining Reading Rooms
- Porters duty
- Preparing newspaper clippings
- Sorting and filing exam papers
- Collecting and distributing mail
- Photocopying
- Lifting equipment and supplies delivered to the Library.

## RECRUITMENT AT UWI

Students apply directly to the Library and there is a constant flow of applications throughout each academic year, with some repeat applicants. Table 1 shows the details.

Table 1: Student Assistants Job Applications

Year	Jobs offered	Applications received
1998-1999	42	182
1999-2000	85	190
2000-2001	85	235
2001-2002 (Semester 1)	90	143

(Source: Student Assistant Files 1998-2001)

Most students are recruited at the beginning of the academic year. Section heads are required to submit to the Deputy Librarian's Office a request for the number of students they require and a broad description of the tasks to be assigned. Based on these requests, the Library would normally advertise on the notice boards particularly when it needs student workers with particular skills. Students are also made aware of jobs by

other students, library staff members, Student Services Office or Placement and Careers Office. Occasionally, Student Services Office recommends students based on their financial need.

The interview procedure is informal and flexible. The Library would basically be interested in areas such as:

- The number of hours that the student can work
- Whether they are available for evening and Saturday duty
- Whether they have computer and wordprocessing skills
- Whether they have had any work experience.

The Library, mindful of the fact that during this period students are still undergoing university wide orientation and are establishing class and tutorial schedules, sets various time frames for interviews with groups of prospective student employees. Lists of names are put on notice boards with various time periods when students can be interviewed. This system accommodates students quite well. There is always input from supervisors in that they also meet with prospective student workers, conduct short interviews, set up times that are suitable and identify skills before recommending for employment. Priority for early placement is given to the circulation points, porters' desks and MERIC as these areas have to be manned from 8.30 am to 10.00 pm on weekdays and 8.30 am to 4.00 pm on Saturdays. Scheduling here also revolves around coverage for peak periods and lunch and supper breaks. The Library has to provide service when the semester begins and student placement at this time is critical. Other sections, where greater flexibility exists for scheduling, have students assigned to them later. Repeat applicants are re-employed based on the assessment of supervisors. It is always advantageous to get repeat workers as they are already familiar with the system and if assigned to the same Section will require little retraining unless assigned to new tasks. They can also assist in the training of new recruits. Students are employed for a maximum of twelve hours each week on three pay scales. The highest paid are the experienced workers, followed by the students in the MERIC and the lowest, the new employees in other areas.

## TRAINING

No formal training procedures manual or student assistants manual exists at present and no job descriptions are prepared for the students. The Deputy Librarian at Mona conducts an orientation session which covers areas such as the dress code, punctuality and absenteeism, and general conduct on the job. Students are made aware of the Library's "Policy on Absenteeism" and what is expected of them (Appendices B-C). They are trained in the assigned section in the specific tasks they are required to do, unlike some libraries where student workers are given general training in such areas as telephone etiquette, library arrangement, general shelving and locating books in the stacks. Training in Sections is competency based. If a student worker is required to use the computer to perform a particular task then she/he is trained in that task. Training is also ad hoc and can be done by any member of staff depending on the job that the student is required to do. Individual trainers are responsible for the most part for the instructional content based on their own knowledge



and experience and on any manuals that may exist in the Section. In the MERIC, students are trained to demonstrate use of online databases and to provide basic reference using print sources, as well as to guide students in the use of word processing and printing with the Pharos Print System.

### PERFORMANCE EVALUATION

Students assigned to the MERIC are given a post-instruction exercise (Appendix D) to evaluate whether they have grasped the rudiments and are able to provide basic service and assistance to users. Other supervisors routinely check persons who work with processing to ascertain that labels are correctly affixed, or observe students in such areas as Circulation or the Porters' Desk. Supervisors could be assessing whether the student understands the circulation system, whether the process of accepting and returning bags is moving smoothly, the degree of socialising with other students, whether the more experienced student workers are compromising the circulation system, whether they are diligent in fetching books from the closed access collections. Here it is important for supervisors to monitor unsatisfied requests as this may indicate that the student worker does not understand the arrangement of books on the shelf.

### STUDENTS' PERCEPTIONS

While preparing this article a simple survey was conducted to try to elicit the views of student workers employed in the Library during the first semester of the academic year 2001-2002. Questionnaires were given to all students, 72% were returned. Overall students were disgruntled about the remuneration they received; they commented that it was helpful in defraying some of their expenses but was too low and often received at irregular periods. Some considered this as evidence that they were given little recognition and their work was not appreciated. They suggested that they integrate more closely with regular staff and their training be expanded to include work in other sections. However, in general, they found working in the Library beneficial. Some comments listed below could be useful for future planning.

#### On the Job

- They were less intimidated by the Library, and were better able to conduct their research and assist other students
- They encountered rude and ill-disciplined students while they were on duty
- They were unable to solve certain computer problems and sometimes no staff member was around to assist
- They had to deal with inappropriate requests for special treatment from other students, on and off the job

#### Personal development

- They developed and improved their typing and computer skills
- They had become more confident, patient and understanding of others and their problems
- They were better prepared for future employment, had

learned to interact with users and had acquired some conflict resolution skills

- They had a better understanding of the difficulties faced by the Library.
- They felt that they were contributing to the development of the University

#### Orientation and training

- Most felt that this was adequate but should not be restricted to the specific section to which they were assigned.
- They felt there was a need for a handbook that outlined important points made in orientation so as to prevent confusion.
- That the training period was too short for them to grasp some of the duties they had to perform. One student suggested that instructions should be "more specific ... across the board [as] it is difficult when each person tells you something different".
- They suggested that training in the use of the Online Public Access Catalogue (OPAC) be made compulsory for student workers.

### PROBLEMS WITH STUDENT WORKERS

As in all job situations problems are encountered from time to time. Supervisors have to be alert to the over-enthusiastic student worker who within a short period becomes a reference librarian. It must be emphasised in training that students must refer matters, and that questions outside their area of competence will be best handled by a member of staff. In one of the responses the student worker suggests that they should be made aware of the "shortfalls of the system" so that they can deal with complaints. This illustrates the need to emphasise the importance of referral even if they are told about the "shortfalls of the system". Student workers need to have a clear understanding that most matters are best dealt with by full-time staff members.

Absenteeism occurs, particularly when assignments are due as well as during mid-semester and end-of-semester exams. At these times student workers feel pressured and may call in with a variety of illnesses. The Library can be flexible once given enough notice, and can try to accommodate changes in schedule, particularly in the technical services area. However, students working in areas such as Circulation, Porters' Desk and MERIC cannot be so easily accommodated as schedules have already been set. Even though the primary goal of the student is to earn a degree, student workers must be encouraged to practise better time management skills and to honour their commitment if they wish to be employed. This area has to be stressed in orientation.

Personal use of the library staff facilities and equipment such as computers, printers, photocopy machines and telephones, when the worker is not on duty, can be a problem. Some students seem to feel that once they are employed by the Library they have access to its facilities at all times. One response to the questionnaires indicated that this was one of the advantages of working in the Library.

## RECOMMENDATIONS

**Maintain a student employee database** with personal data about the student as well as sections they are assigned to, number of working hours, particular skills and experience. The need for such information is essential to allow for quick reference rather than the lengthy process of checking paper files.

**Training** must be an important part of student employment. Design a training programme that is general and includes features such as the floor plans of the library, shelving arrangement, and use of the card catalogues and OPAC. In addition, the student worker will also be given more specific training in the tasks assigned.

**Prepare a student employment handbook.** This could be used to enhance training. Possible topics for inclusion could be: general information covering the types of jobs in the library, payment scales and method of payment, attendance register, breaks for students working long hours, use of the library facilities such as the lunch room and the use of library equipment. The manual could contain job descriptions (Appendix E) and the library's policy on absenteeism and lateness. It can also be made available on the library's webpage together with job application forms so that students could apply online.

**Expand job offerings** to include jobs at a higher level, such as indexing, with more pay, so as to attract part-time post graduate students whose specialized subject knowledge could be useful. Widen the scope of lower level jobs to include vacuuming books, minor book repair, shelving books and shelf reading.

**Design performance appraisal systems** for all student workers and activate these at the end of each academic year. This information can be entered in the student employee database and would be useful when there are repeat applicants, for identifying special skills, identifying unsuitable workers and in preparing references which are requested by student workers from time to time.

**Use experienced student workers to supervise** other students. Library records show that this had been done once in the Library and might well be repeated. Some academic libraries have found that this is a coveted position as it brings with it higher wages, proof that the student's work is of a superior quality and gives the student supervisor a chance to learn and cultivate administrative and leadership skills (Fuller 855-857 ).

## CONCLUSION

In Vice Chancellor Nettleford's Report to Council April 2001, the Principal in his presentation, alluded to the financial difficulties faced by most students and reiterated the need to continue the emphasis on student-centred activities and programmes (43 ). The Library can be proud of its efforts to closer align itself with this element of the University's mission. In offering opportunities for student employment it is not only contributing to the development of the work ethic in students and providing them with a source of income but is also expanding its own options for library staff to improve services.

Certain routine and time-consuming tasks can be assigned to student workers, thus allowing library staff to concentrate on new and more challenging programmes. In addition, in the working environment, the library staff can mentor student workers, identify students who may have problems and perhaps assist them or refer them to the appropriate student officer. Finally, even though the remuneration may be small, students, from their responses to the questionnaires, are able to defray some expenses throughout their employment.

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## APPENDIX A

### University of Technology (Sample job description) Job Specification and Job Description

Job Title: Earn and Study Student Worker  
Department: Library  
Section: Client Services  
Unit: Issue Desk

#### Job Summary

This position provides assistance with shelving books, clipping and mounting of articles, filing, repairing, collecting mails, making deliveries, and lifting articles.

#### Job Description

##### Reporting relationships:

Reports to: An assigned library assistant/senior library assistant

##### Nature of supervision received

Close supervision based on standing instruction.

##### Supervision given to:

None

##### Liaises internally with:

Library staff

##### Liaises externally with:

None

#### Duties & Responsibilities

Shelve books and maintain assigned reading rooms.  
Collect and store clients' bags and personal effects not allowed in the reading rooms.  
Clip and mount articles identified in the newspapers.  
Sort and file clippings according to subject headings.  
Sort and file past papers as directed.  
Collect and distribute mail and other items as requested.  
Duplicate documents -  
Lift heavy equipment or supplies being delivered to the library.  
Any other duties assigned.  
Authority  
None

## Performance Criteria

Accuracy and efficiency in performance of assigned tasks.  
 Meet established deadlines in completing assigned tasks.  
 Punctuality and regular attendance of duty.  
 High standards in areas assigned.

## APPENDIX B

## Policy on Absenteeism and Lateness for Student Assistants

Students are required to report promptly and regularly for work. If you are unable to do so please inform the Library office at least 4 hours ahead of scheduled time for reporting to duty. Failure to do so could result in any of the following measures being taken.

<u>Lateness</u>		Measure
3 late arrivals without notice	-	Warning
6 late arrivals with or without notice	-	Second Warning
10 late arrivals with or without notice	-	Dismissal

Absence

2 absence without prior notice	-	Warning
4 absences with or without prior notice	-	Second Warning
7 absences with or without permission	-	Dismissal

Notes

Prior Notice is taken to be at least 4 hours before the scheduled duty time

Where prior notice is given and the reason is valid, the situation will be reassessed on a case by case basis

Rates are calculated on an hourly basis and no payment will be made for hours not worked.

University of the West Indies Library.  
 1999 rev. 2001

## APPENDIX C

## Expectations

Student Assistants

You can expect us to:

Provide an adequate working environment.  
 Provide adequate training and supervision.  
 Be supportive and encouraging.  
 Ensure that you are remunerated promptly.  
 Respond to any questions that you may have.

Students are expected to:

Abide by the regulations of the Library  
 Be responsible  
 Report for duty at the scheduled times  
 Be neatly dressed as in any working environment  
 Be cordial and pleasant to Library clientele and co-workers  
 Sign the register at the Porter's Desk on reporting to/and leaving duty  
 Inform the Library Office 24 hours ahead of time of any change in plan that will affect your reporting for duty as scheduled

We look forward to having you work with us

University of the West Indies Library  
 17th April. 1998

## Appendix D

**Mona Electronic Reference & Information Centre  
 (MERIC)  
 Skills Demonstration Exercise**

Name ..... Date .....

You have one hour to complete this exercise. Please write your name at the top of this sheet.

1. Use a subject directory and any three search engines to find information on two of the following topics:
  - a) Management of computer facilities in libraries
  - b) Freedom of access to Information
  - c) Ethics & Religion

Please record the names of the subject directory and search engines used.

- i) Save two relevant search results for each topic research to diskette.  
 Make a note of the saved file names.
  - ii) Print one of the above search results. Be sure to print on both sides of the paper.
2. Locate the following reference resources and record the author, title and shelf location.
    - a) A Spanish dictionary
    - b) A reference book for finding universities and colleges
  3. A student needs information on a social topic. What reference tool would you recommend?
  4. A lecturer needs statistical information on three countries. Which reference tool would you use

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 2000

## APPENDIX E

## Sample job description that could be used in an academic library

Job Title: Student Assistant : Retrospective Conversion Project  
 Reports to : Senior Library Assistant, Retrospective Conversion Unit, Cataloguing Section

Job Summary : To use shelflist cards to obtain matching bibliographic data from OCLC CATCD and save data to a local save file for export to the OPAC.

Duties

Sort circulation issue slips in call number order

- i. Find matching call number in shelflist, verify accession number and extract shelflist card
- ii. Attach shelflist card to issue slip
- iii. Use shelflist card to search CATCD for matching bibliographic record
- iv. Tick shelflist card in red if found
- v. Place cards not found in box for searching in WORLDCAT

If no shelflist card is found:

- i. Check author title catalogue to verify if author title and call number are correct. Make corrections if necessary and follow the above procedures (i.-v.)
- ii. If information on issue form is correct and shelf list card is still not found pull books from shelf and refer to supervisor for instructions

Arrange cards that are stamped "converted" in call number order

- i. Refile cards in shelflist .

Performance measures

Accuracy in extracting and refileing shelflist cards  
 Accuracy and speed in searching at least 40 titles per hour on CATCD  
 Does not duplicate records in the local file  
 Communicates related problems promptly to supervisor.





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# **A Survey of Internet Use by Faculty at the University of the West Indies, Mona**

Frances Salmon

*Librarian, Main Library, UWI, Mona*

## **INTRODUCTION**

This study was undertaken to seek answers to the following questions:

- What is the extent of knowledge and use of the Internet among a selected sample of faculty at the University of the West Indies, (UWI) Mona?
- Have they had formal training in its use?
- Is the Library providing a service which adequately meets the needs of faculty?
- What strategies should the library employ to meet these needs?

The academic has three main areas of responsibility. These are teaching, research and publication (Geleijnse 37). The impact of the Internet has been felt in all three areas. The communications aspects of the Internet have positively impacted research and publication. Electronic journals have facilitated the timely and cost effective publication of material. Discussion groups have revived the "discourse of scholarship" (Gaines, Chen, and Shaw 987) - the oral interaction of academics which was a hallmark of scholarly interaction before the scholarly journal became common - and have added new dimensions such as the ability to add colour, animation, sound and video.

The World Wide Web has facilitated the dissemination of information. This has made it possible for classes and lectures to be transmitted to students who may be kilometres from the university campus.

The library has been typified as "the historic paradigm of information storage and retrieval" (Feather 11). However, it has also readily adopted new technology to improve its services. The new technology has initiated a shift in this paradigm which is, in effect, changing the profession of librarianship. The adoption of computer networks and multimedia as information sources is leading to a gradual disintermediation of library service, that is, the librarian's role as intermediary between the user and the information which he seeks is being minimised. The role of the librarian is being transformed. The place of libraries within the academy is being threatened. In order to survive the threat of marginalisation, librarians have to change their role.

Librarians now have the added responsibility of empowering their users to utilise the new technologies. The use of the Internet has empowered the end-user and the challenge to the profession is to maintain its relevance within this environment. A shift in the emphasis of library service provision is, therefore, necessary. This shift has necessitated

a better knowledge of users and their needs. This study is an attempt to understand the needs of a particular segment of the users of the University of the West Indies Library at Mona.

## **SURVEY OF THE LITERATURE**

### **Internet defined**

Definitions of the Internet span a wide range of disciplines from the philosophical to the technical and sociological. Brian Thomas has defined it as both a physical and a metaphysical phenomenon. He states that, physically, the Internet consists of many computers, which are linked to each other by telephone lines, and facilitate information exchange. Metaphysically, he describes it as a community, "a cooperative of the grandest scale" which depends on voluntary support. He sees the Internet as primarily a means of communication (3). Huitema defines the Internet as "a loose interconnection of networks, belonging to many owners, which operates at three levels: organisational, regional and transit" (2). Krol's definition encompasses both technical and sociological concepts:

1. A network of networks based on the TCP/IP protocols;
2. A community of people who use and develop those networks; and
3. A collection of resources that can be reached from networks (Internet Jan. 1998).

This idea of cooperation and voluntarism pervades a large portion of the literature on the Internet.

### **Internet and libraries**

In relating the Internet to librarianship, Notess characterises the Internet as a phenomenon which has influenced librarianship by changing methods of communication, publishing and collection of material (237). Libraries, formerly perceived as depositories, have become "dynamic information hubs" (Biddiscombe 156). The most important of these changes has been characterised by Day as "the rise of the end-user" which has seen a change in the role of the librarian to a more instructional one. She cites results of a survey undertaken at seven higher education institutions which confirm this trend (31).

The end-user revolution, that is, the development of a system which minimises the mediating function of library personnel, has led to renewed predictions of the demise of libraries. While not disagreeing with this view, Lester points out that library users have been end-users of printed material for the past century. The change at this time is that they have

also become end-users of electronically encoded documents. He differentiates between the demise of the library and that of the librarian. Lester believes that it is a fallacy to assume that as libraries become more virtual there would be no need for the intermediating librarian (190). In Chase's view the current period may be "... viewed as the beginning of a new golden age for the profession, or the point when librarians and information professionals became marginalized, and perhaps irrelevant..." (17).

### **The Role of the Library in a University**

Allen and Wilson have stated that higher education institutions are "knowledge processing organisations". They maintain that the basis for the library's existence is the production, utilisation and dissemination of knowledge. Traditionally, the library was typified as "the heart of the University" (239) and its main role was to support knowledge workers, that is, academics. The task of the library has been defined as "... to acquire, give access to, and safeguard carriers of knowledge and information in all forms and to provide instructions and assistance in use of the collections to which users have access" (Crawford and Gorman 3).

### **Surveys of Internet Use**

One of the earliest surveys of the use of electronic networks was undertaken by Judith Adams and Sharon Bonk at State University of New York (SUNY) in 1992. The purpose of the study was to investigate faculty needs, attitudes and expectations for library service at the four graduate schools. They also assessed the state of readiness of faculty to use electronic/networked information resources. Rank, discipline and institution were the variables used in the assessment. Questionnaires were sent to 3,713 faculty members. The response rate was 27%.

They found that 95% of faculty owned or had access to a computer, with 66% of office computers and 20.6% of home computers connected to the campus network. Faculty in the Humanities had the lowest level of access to the network with 55.4% as opposed to 85% in the Social Sciences and 90% in the Sciences. The survey revealed that 34.3% of faculty in the Humanities were connected to the network, 63.3% of the Social Sciences and 71.7% in the Sciences.

The online catalogue was the most widely used service, followed by e-mail, which was used by 75% of the respondents. The Humanities accessed online catalogues 10-20% more than other disciplines. Faculty in the Sciences used the catalogue least. Conversely, faculty in the Sciences used listservs, bulletin boards and electronic journals more than any other discipline. All disciplines cited lack of training as one of the main obstacles to use of the network.

The researchers concluded that the study indicated several needs, which the library could fill. These included:

- 1) Services, or publications - print or electronic - which would provide information on databases.
- 2) Training - small group workshops - and manuals were also indicated.

While recommending caution at generalising the findings of their 1993 - 1994 study, Abels, Leibscher and Denman also found differences in adoption rate among the various disciplines. Their survey, undertaken at six small colleges and universities in south-eastern United States, had a return rate of 50% of the self-administered mail questionnaires.

E-mail was the most widely used service, followed by discussion groups, electronic databases and run programs. File transfer was the least popular service. The popularity of run programs was attributed to the fact that there were a number of Mathematics and Science faculty in the sample.

Research was the most frequently cited reason for use of e-mail. Social communication, keeping current and use for administrative purposes followed. No respondent cited teaching as one of the reasons for using e-mail.

They reported that training programmes needed modification and improvement. A mere 31% of respondents had had training; 34% of the sample were unaware of the existence of training programmes. Recommendations mirrored Adams and Bonk as training programmes were recommended which would focus on specific disciplines, specific tools and at varying levels.

They emphasised that training is important for successful implementation of Internet services in organisations.

The purpose of the study undertaken by Lazinger, Bar Ilan and Peritz was to examine and compare use of the Internet among various sectors of faculty at Hebrew University, Israel. They investigated the influence of discipline, training and perceived information need on Internet use.

The return rate was 59.4% of questionnaires. The return rate was lower in the Humanities and Social Science than in the Sciences and Agriculture group. More than 90% of all faculty (91.6%) used a computer; 80.3% of these used the Internet. Aggregated by discipline, the results were as follows: Humanities 62.4%, Social Sciences 86.4%, Law, Social Work and Library Science 59.3%, Agriculture 89.6% and Science and Dental Medicine 90.7%.

Using rank as the variable, the sample showed 81.4% of Lecturers/Senior Lecturers in the Humanities using e-mail as opposed to 96.6% in the Science and Agriculture group; 73.7% of Associate Professors in the Humanities and Social Sciences group used the Internet; 87.4% in the Science/Agriculture group. Three hundred and fifty-four of the 362 respondents used e-mail. Research was the main reason cited for using e-mail - 95% in the Humanities/Social Sciences, 96% in the Science/Agriculture group. Social purposes and departmental correspondence were the other uses.

Time spent varied as well. In the Humanities/Social Sciences group, 39% used the Internet for up to one hour, 17% used it for two to five hours and 17% used it for more than five hours per week. The Science/Agriculture group showed greater use in the one hour per week segment - 47% - but less in the rest; 39% per cent at two to five hours and 17% in the more than five hours segment.

In a survey of Social Sciences faculty, carried out at Sussex University in 1995, Jacobs attempted to assess the



efficacy of the training programme. Thirty researchers were interviewed. The three main aims of the study were to establish expertise of the faculty, to investigate their use of the Internet and to find out advantages and problems associated with its use. One important finding was that none of the respondents was using the Internet to its full potential. He also found an unwillingness to submit to training.

Biddiscombe undertook an international survey of users of academic networked services. His survey, which was done in 1995, covered Germany, Norway, Belgium, United Kingdom, United States and France. One hundred and ten of the 175 questionnaires were returned - a return rate of 62.86%. He found that network service had become common to academic libraries and that it enhanced the reputation of these libraries as important providers of this networked service.

In these libraries 98.1% of the sample saw libraries as important information providers and 79% were satisfied with results obtained from network searching. Half of the sample felt that they needed more training; this was divided as follows: 31.8% wanted written help, while 18.2% wanted a help line. The majority (56.3%) felt that they would get better results if a librarian had helped them. A similar number (52.2%) had received retraining in use of networks, while 50.9% would attend training provided by the library. In response to the question as to what kind of help the library could provide the answers were: a) database guides (57.1%); b) help with searching (33.1%).

In the Caribbean, Bretney, Skeete and Williams presented a report of research done in Barbados. They found that several factors militated against use of the Internet in the Barbados. Telecommunications problems and costs were the main deterrents to Internet access. Costs included those associated with acquisition of hardware as well as subscription to the service provider. They also found that few library users realised the capabilities of the Internet.

## METHODOLOGY

The population of 396 was made up of the teaching and research staff at UWI.

A stratified random sample of 100 persons was chosen and a questionnaire was sent through the internal mail. The questionnaire was divided into two sections:

- The first established demographic information such as age, sex, and status and Faculty at the UWI.
- The second part of the questionnaire sought information on whether respondents owned computers, their use of the Internet, their perceived competence and their training in its use.

The response rate for this study was 53% - just over the lower acceptable limit. This was the major limitation of the study. Copas states that non-response/self-selection is "the curse of data analysis" and points out that the subjects decide whether or not to participate in the survey, that is, they select themselves for, or exclude themselves from, the sample. In most cases, as in this study, the reason for non-participation is

not apparent and the researcher is unable to discern any apparent similarity in those who did not respond. However, those who did not answer must differ in some way from those who did (International Encyclopedia of Social Sciences 118). The sample loses its randomness and therefore generalisations to the population would prove problematic. This is not to say that information gained from the study was not valuable and could not be used as a basis for recommendations.

## RESULTS

Fifty-three per cent of the questionnaires were returned by the time limit. These were analysed and the findings were as follows:

The sample was made up of 34% Faculty of Arts, 20.7% Faculty of Pure and Applied Sciences, 28.2% Faculty of Medical Sciences and 17% Faculty of Social Sciences.

When considered by position at the University the sample consisted of 5.8% Assistant Lecturer as against an actual population of 2%. Lecturers comprised 51.9% of the sample. Actual population size was 51%. Senior Lecturers were represented by 28.8%, with the actual population showing 35%. Professors made up 13.2% of the sample. They form 12% of actual population. This means that the sample had an over-representation of Assistant Lecturers and an under-representation of Senior Lecturers.

Females made up 47.2% of the sample while males were 52.8%.

Non-Jamaicans made up 36.5% of the population, Jamaicans 63.5%

## Ownership of a Computer

Taking the sample as a whole, 94.3% own and 5.6% have access to a computer. Arts and Education and Social Sciences revealed 100% ownership, Medical Sciences 93.3% and Pure and Applied Sciences 72.7%.

86.5% had modems and communications software on these computers. The Faculty of Social Sciences had the highest level with 88.9%. The Faculty of Pure and Applied Sciences had 81.8% ownership of software and modem.

71.7% of the sample have accounts with Internet service providers. Again the Faculty of Social Sciences was at the top of the list with the Faculty of Pure and Applied Sciences at the bottom.

In terms of gender, 82.1% of the men in the sample had accounts while 60% of the women did.

Statistics for use was higher than for account holding. 79% of the sample used the Internet. The Faculty of Social Sciences showed the highest use with 88.9%, Arts and Education had 83%, Medical Sciences 73.7% and Pure and Applied Sciences 72.7%.

## Internet Use

A look at what the Internet was used for indicated that, with the exception of the Faculty of Social Sciences, the most regularly cited use was corresponding with colleagues and students. Respondents in the Faculty of Social Sciences searched for information relevant to their research.

Searching databases for social reasons was higher on the list than corresponding with editor/publishers, searching library catalogues, transferring files/data or sending papers to journals. Electronic journals were not very popular with the sample: 26.9% read them and 3.8% contribute.

### **Services used**

E-mail was used by 100% of the sample in Arts and Education, 90% in Pure and Applied Sciences, 88% in Social Sciences and 80% in Medical Sciences.

The World Wide Web was next on the list. Only Faculty of Arts indicated any significant use of discussion groups (22%). Also, Arts and Education was the only Faculty which indicated use of all 10 services listed on the questionnaire.

### **Intensity of use**

Use was measured by the amount of time respondents spent per week on Internet use. Use was not very intense. Most persons spent one hour or less. E-mail and the WWW were the most intensely used.

Respondents were asked to rate the importance of the listed services. The most common answer was 'Don't know'. E-mail had the lowest 'Don't know' responses with 11.5%.

When asked to rate their competence in use of the Internet, at least 50% of the sample chose the "Never used" option for the majority of services listed as options.

Respondents were most confident in use of e-mail. Over 70% rated themselves good in its use.

### **Methods Of Training**

Options were cited in the following order: self study, from friends, reading books and articles, university courses, UWI library.

Most of the respondents were not aware of training offered by the UWI library. However, those who had attended found it useful.

Seventy-nine point two per cent indicated an interest in learning more about the Internet. Specific services in order were: WWW, e-mail, newsgroups, telnet, gopher and discussion groups. The Faculty of Arts and Education indicated that discussion groups were important to them and Social Sciences chose newsgroups.

Fifty-six point six per cent of the sample were interested in attending courses offered by the Library, 41.5% in self-study and 18.9% in books and articles.

## **RECOMMENDATIONS**

These recommendations are based on the findings of the sample investigated. The Library's Internet programme should comprise several components of which training must be the centrepiece, as faculty would need a high degree of competence to implement the other aspects. In addition the Library would have to change the way it operates so that it becomes more service-oriented.

### **1. Services**

More reference services would have to be implemented.

The librarians would have to work more closely with the faculty in the provision of services to the students as well as to assist faculty in their research and publication. This would entail the use of subject specialists who would also be knowledgeable about the Internet and other electronic services. These subject specialists would function as bibliographic and web resources consultants as well as offer training in their specific fields on the Internet.

Services offered would include compilation of subject specific web resources for faculty, assistance with departmental web pages, and design of courses which were to be offered on the web.

### **2. Training Programme**

The Library's current training programme would have to be expanded both in terms of the method of training as well as the content. Since the survey found that self study was an important method cited by faculty and that most respondents were competent in use of e-mail and the World Wide Web, the Library's training programme should be designed with this in mind. The programme should be offered in dual mode. Face-to-face, hands-on training should be offered in the Library. This should be complemented by courses offered using e-mail and the World Wide Web through the Library's homepage.

The course would be offered in modules which could be taken separately or combined into a programme which could be tailored to suit different disciplines and levels of competence.

A partnership should be initiated with the staff of the Computer Centre to implement the more technical aspects of the programme. These would include areas dealing with hardware and software requirements and the configuration of systems.

### **3. Access**

Almost all respondents had access to a computer. While this removes some of the responsibility for provision of computers specifically for use by faculty, the Library still has a responsibility for providing some measure of access. Therefore computers should be provided for faculty access. The proposed electronic reading room would increase the number of computers available for public access. Consequently, terminals would be available for faculty use. This facility should also permit the provision of training facilities which would enable the library to offer an on-going programme.

In addition, a system for consultation with library staff - both subject specialists and Internet staff - ought to be implemented. This system would have Library staff available for consultation at specific times, as well as by appointment, to assist faculty in the design of their online programmes, in identifying resources and in the evaluation of these resources.

### **4. Communications**

The Library's proposed newsletter, which would have a regular calendar of events, should be circulated to all faculty. The newsletter should be published electronically as well as

with access through both the UWI homepage and the Library's homepage. Individual invitations should be sent out to faculty when courses are being held. Automation of the Library's circulation system has led to the creation of a database of faculty members. This should enable the Library to use e-mail to invite faculty to training sessions.

The Library, in collaboration with the departments, would also offer training sessions in conjunction with specific departments. Communications for these sessions would be undertaken by the specific departments and could be offered in the departments - if facilities are adequate - or in the Library.

## 5. Staffing

In addition to subject specialists, who would offer training in their specific areas, there should be an adequately staffed Internet department which would develop and co-ordinate the programme, offer training in general aspects of the Internet and liaise with departments to develop the overall programme. This would require more staff than is currently allocated to the programme.

The Library should identify Internet gatekeepers within the departments who would be used as go-betweens for faculty to the Library and act as resource persons for training. These gatekeepers would be persons competent in the use of the Internet and willing and enthusiastic about its use.

A programme for training and upgrading members of the Library staff should be implemented to ensure that they are current with the developments within the technology.

## 6. Further research

There is an urgent need for a follow-up survey of Internet use to be done within the Faculty of Pure and Applied Sciences. This would survey the entire staff of ninety to ascertain whether the findings of the current survey are valid and to have a more reliable basis for decision-making with regard to Internet services in the Science Library.

Given the UWI's thrust towards the provision of degrees through distance education, the Library should identify the needs of distance learners as they relate to the use of the Internet. Findings of this survey could lay the foundation for the training programme to be offered to faculty involved as well as the type of services offered to distance students.

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## Internet Cafés - RUNetwork Project

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### INTRODUCTION

Local knowledge is often scattered among community members. It is, in general, poorly documented and passed on through speech and experience. This prevents the sharing of information with a larger community but it also increases the risk that knowledge, in many cases accumulated and perfected over long periods, is being lost in a fast changing world. Often grassroots communities, in particular rural and remote communities, live in a world of exclusion from certain advantages enjoyed by the rest of a country's population. Infrastructure, access to better schools and other educational institutions, to the media, government services, hospitals and medical facilities and transportation are all lacking.

Upliftment from poverty seems more inaccessible in rural communities where production from economic activities tends to remain at subsistence level, financial assets are lacking and the young migrate in search of jobs.

In situations such as the above, a little available knowledge often could make the difference and experience has shown the usefulness of access to telecommunications resources in this respect. A major objective of the Rural Universe Network Pilot Project (RUNetwork) is the improvement of the availability of local knowledge and information as well as the communication system.

### THE RUNETWORK PROJECT

"Bridging the digital divide" was at the top of the agenda of the G8 summit in Okinawa, Japan, July 2000. Information and communication technology (ICT) is expected to play a major role in overcoming the gap between poor and rich nations. During the discussions of the following meetings it became evident that, besides investment in infrastructure, bottom-up approaches are essential to assure that the new ICT is beneficial to the general public. It is therefore necessary to further both a top-down process, based on the creation of an IT-friendly environment by the government, and a bottom-up process from the level of citizens. From a global perspective, IT development in developing countries is of strategic importance. In particular it is expected that ICT development will improve economic and social transparency. Restructuring of society and processes of democratisation will be encouraged and the risk of conflicts should diminish.

The idea of the RUNetwork Project originated at an European Initiative for Agricultural Research for Development (EIARD) Infosys meeting in May 1999. Two key questions were discussed at the time: how to create information systems

in countries of the South for the benefit of rural development on the basis of information technology; and how to improve access to information and the exchange of information (North-South and South-South) to satisfy the demands of end-users. It is the major objective of the Rural Universe Network to offer an opportunity to the rural populations in developing countries to experiment with the Internet, to discover its potential and to facilitate their active participation in the global information society.

RUN elaborates concepts for the establishment of information centres in rural areas that operate on an economically sustainable basis. It develops, in participation with the rural population, cost-efficient Internet applications according to the needs and interests of the rural population in their specific situation. The information system can be used by a large number of people to share knowledge, experiences, and opinions. It is expected to encourage partnerships for the resolution of problems, to make local information available and to open new markets.

Research that will accompany the project will try to assess the impact of modern ICT on development processes in rural areas. In the context of developments in the participating countries, the project seeks to analyse economic dimensions of information activities.

The RUN Project therefore aims to establish a decentralised, independent, demand-driven and economically sustainable information system for the benefit of rural development. It also aims to contribute to the development of rural areas by empowering the rural population in developing countries and those involved in rural development to take advantage of the latest information and communication technology and, in particular, the Internet.

The project was initiated by the German Centre for Documentation and Information for Agriculture (ZADI) with funding from the Federal Ministry of Education and Science of Germany (BMBF). The pilot project was initiated in four countries, Jamaica, South Africa, Benin and India. The approach involved a number of activities which aimed firstly to develop the project in two distinct rural villages from each country and secondly to establish fully self-sustainable Rural Information Brokers (RIBs) to assist the rural population to use the Internet and to serve as nodes in the network. The role of the RIBs within the rural communities involves consolidating scattered information, information brokerage, providing computer training and other computer-based

services, promoting activities via the Internet, helping people to communicate via the Internet and providing a link to the outside world.

A RUNetwork café is a "shop" (Information Café) in a rural community that has the capability to connect to the Internet and has a library of CDs with appropriate information for the community. Each site is equipped with two desktop personal computers, a printer, scanner, digital camera, and an audio-visual recorder to facilitate the collection of information in the form of print, video and voice recordings, as well as sufficient infrastructure to connect to the Internet. Sufficient ICT training to empower the community and the RIB to make efficient use of the equipment and the Internet is provided as necessary.

A RUN platform, designed on the Internet with information and utilities, facilitates efficient use of the Internet at low cost and networking. The RUN platform aims to promote networking and active participation, facilitates the job of putting offline information online and presents information in a more user-friendly manner. The RUN Fast Publishing Tool (FPT) facilitates the quick publishing of information through the creation of journals and allows individuals or organisations to publish on the Internet.

## PROJECT IMPLEMENTATION

The pilot project started on 1st January 2000 and received funding for one year. In the Caribbean Region it is a co-ordinated effort of the Caribbean Agricultural Research and Development Institute (CARDI), under the auspices of the Caribbean Agricultural Information Service (CAIS), and ZADI. The collaborating local institutions identified during the implementation of the project include the Jamaica Agricultural Society (JAS) and the Rural Agricultural Development Authority (RADA).

After initially considering pilot sites on separate islands, the project eventually agreed that one island would be used for the pilot project, Jamaica. After a mission to potential sites undertaken by a team including the Regional Co-ordinator and the RUNetwork Co-ordinator, two rural communities, Highgate and Wait-a-Bit, in the parishes of St. Mary and Trelawny, respectively, and an additional site at the JAS Headquarters in Kingston were selected.

Basically, the project follows a demand-driven 'bottom-up' approach from the farmers' point of view, to encourage ownership and sustainability at the community level. Farmers, communities and RIBs are responsible for the operation of the RUNetwork café and should use their local resources and creativity to solve problems and to work out regulations that lead to a sustained growth of the RUNetwork cafés. Ownership of the equipment is with ZADI and possibilities and modalities for the transfer of the ownership are still to be worked out.

The RUN concept therefore comprises three basic elements:

- Establishment of RIBs as private entrepreneurs in rural communities: RIBs act as mediators to allow communication between the rural population and the

global information society. They are at the same time nodes of the network.

- Development of cost-efficient Internet utilities that are adapted to local conditions in participation with the target group; the utilities are part of the Internet platform. They allow an active participation by the population in the information society and the establishment of a decentralised information system for rural development.
- Co-operation with local organisations: activities in the project countries are conducted in collaboration with the Agricultural Research Council (ARC - South Africa), the Caribbean Institute for Agricultural Development and Research (CARDI - Jamaica), the Jamaica Agricultural Society (JAS - Jamaica), the Institut National des Recherches Agricoles du Bénin (INRAB - Bénin) and the Réseau de Développement d'Agriculture Durable (REDAD/NGO - Bénin).

The pilot project, which ended in May 2001, aimed to gather experience, test approaches and technologies, develop and test utilities and institutional frameworks and plan future activities. Throughout the period of the pilot project, many changes in the administration and management of the project and sites were made. The locations at Wait-a-Bit, Trelawny were moved to a new site in Stettin, six miles from Wait-a-Bit, due to problems in communication. The site in Highgate, St. Mary, was also removed to a new location, which would be more accessible to the community. There is at present a RIB at each site who is involved in providing information and services to the community.

During the pilot phase information centres were successfully established in six villages. They are operated by RIBs as private entrepreneurs. After a period of eight months, both RIBs generated enough income to cover their operational costs. About 50% of the revenues originated from services directly related to the Internet. Most important were e-mail and publication on the Internet by using RUN's e-journals. The other revenues originated from services that were not directly related to the Internet (use of telephone, typing documents, printing of photographs and postcards). Secondary activities were encouraged in order to generate additional income and to foster the economic survival of the information centres. This diversification reduces risk during the establishing phase.

During Phase II, impact assessment of ICT on development of rural areas is a central issue. Case studies at selected sites will contribute to a better understanding of the importance of information to economic and social development processes. It is expected that results should contribute to improved targeting of resources for ICT development and highlight potentials and constraints.

Research should also contribute to the improvement of the bottom-up approach of RUN, in particular the approach for the establishment of sustainable rural information centres, the efficiency of RIBs and the performance of the network and the developed services.

This research will focus on the following questions:

- Local demand for information: What type of information



RUN at Denbigh 2001

is requested? Who are the different types of users? Do they appreciate the information provided? What are the deficits in content and presentation? Does demand change over time and what are the factors that affect demand?

- External demand for local information and services provided by the information centres: What types of information and services are requested? How are information and services appreciated? How do people respond to information published by the rural population in RUN?
- Efficiency of RIBs: How successful are the RIBs? What are the deficits? What services are most profitable for the RIB? How does the economic performance of the information centres evolve?
- Impact of ICT on development processes:  
Markets: How can ICT contribute to improvements in marketing local rural products?  
Production systems: To what extent can ICT contribute to the specialisation and intensification of local production systems?  
Society: How can ICT increase diversity of opinions and how does it influence decision-making processes?

## FUTURE DEVELOPMENT

To improve the information system, RUN wants to enlarge the offer of information, to refine the functionality of the platform and to extend the network. The offer of information will be enlarged by improved networking with other information providers and by encouraging the publication of information by local organisations. A new utility ALERT will be developed to improve access to information in RUN. This utility will permit users to be notified automatically by e-mail as soon as information becomes available in RUN that corresponds with their demands. The user will have the option to specify demands and his own user profile. The objective of this utility is to save time and money for online searches.

The establishment of further RIBs in co-operation with development partners, as well as the encouragement of local

organisations to use RUN, will lead to the extension of the network. Increased use of the information system will also contribute to the economic sustainability of the system.

Phase II of the Project will involve the following activities:

- At the start of this phase, RUN will organise meetings with other partners of development to discuss the results of the pilot phase, to get critical feedback concerning the envisaged activities and to identify possible areas of co-operation.
- RUN will negotiate with those partners of development that are willing to participate in the further development of the information system. The objective will be to work out joint projects.

It is intended to launch 4 – 5 projects at each site as case studies to assess the impact of ICT on development activities. Such projects might be to:

- Help one or several farmers to improve marketing of their products by providing information and establishing linkages.
- Help farmers to improve the production system of a specific crop.
- Help a local health centre to improve their health services.
- Help a school to improve education by providing up to date educational material.

Local actors will be identified by the RIBs and, in collaboration with the RIBs, will describe the project and the goals. The case studies are exercises for all parties involved by which they will come to a better understanding of information and communication processes. They will serve to identify problems of communication between the different actors and levels, to validate relevance of information and to assess the impact of the information activities on the development of the projects. Existing information that is relevant for impact assessment and the case studies, such as statistics, project reports and terms, will be put online by those involved in the projects with the aid of the fast publishing tool in collaboration with the partner organisations and the RIBs.

- The functionality of the RUN information system will be extended by the introduction of an automatic answering device (ALERT). This application will allow users to be automatically notified by e-mail if information becomes available in the information system that corresponds to their individual profile. Information needs for specific target groups will be assessed during the case studies and in the frame of detailed surveys at the pilot sites. Surveys will be supervised by partner institutions.
- The objective of the public relations work is to encourage collaboration with other organisations, to enlarge the network by recruiting new RIBs, to promote use of the internet utility developed by RUN and to inform the general public in Europe and in the partner countries. RUN will produce PR material for the various target groups in the different languages (English, German, French,

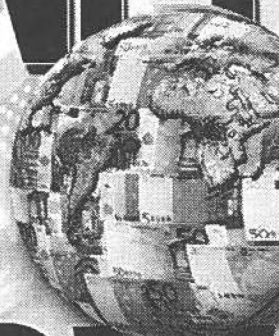


Spanish). Information will be distributed by Internet and other common media. It is envisaged to co-operate with radio and television channels in Germany and in the partner countries.

- RUN will attend conferences regularly to keep in touch with new developments, to establish contacts with other actors who are involved in ICT development and to present the project to the general public. Participation in international and regional conferences will take place at least twice a year.
- Links to information providers will be introduced on the RUN platform according to the need profiles.
- The RUN platform will be extended and improved continuously according to demand.
- The number of RIBs and information centres will be increased in collaboration with local organisations and persons who already possess the necessary technical equipment. Recruiting new collaborators and organisations that will give support is a main goal of the public campaign work. Further activities are planned to improve the efficiency of the RIBs and their capability to provide relevant information.
- Based on the analysis of efficiency, the partners will provide training for the RIBs to improve their competence.

The Project has received widespread support and funding for the next two years from the German Government. There is, however, need for more support from those interested in rural development and those seeking business opportunities on the Internet. The National Coordinator can be contacted at [runjamaica1@yahoo.com](mailto:runjamaica1@yahoo.com) or by visiting the RUN website at [www.runnetwork.de](http://www.runnetwork.de).

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## Exhibitions at the Main Library, University of the West Indies, Mona: A Practitioner's Experience

Ouida Lewis

*Librarian, Main Library, UWI, Mona*



### INTRODUCTION

Recently I was given an additional assignment, Co-ordinator of Exhibitions in the Catalogue Hall of the Main Library, University of the West Indies, Mona. I had always felt that exhibitions provided a unique opportunity

for a library to connect with its users in a positive way. As Schaeffer noted in *Library Displays Handbook*, "They can be used to instruct, entertain, publicise events, draw attention to certain resources in a library, or simply create an inviting atmosphere." (3), reinforcing the *raison d'être* of the additional task.

Immediately the 5 Ws ran through my mind, the WHO, WHAT, WHERE, WHY, WHEN. Yes, I knew one WHO, the staff member whose responsibility I had now been given. I certainly did not know all the WHOs. Had anyone previously written in the *Jamaica Library Association Bulletin*? Yes. The 1982/83 edition has an article entitled "World Communications Year. The University of the West Indies, Mona Campus Library's Exhibition on Telecommunications and Education". I needed to know the other four Ws and, most importantly, HOW. I therefore set about answering these questions and will share my views with you.

### WHO

This WHO relates not only to the coordinator/organiser, who works with great diligence and dedication, but also to the audience. I was not the first person to have this responsibility in the organisation as there have been many displays before my assignment. In fact, the Library's record of exhibitions and displays mounted in the Catalogue Hall dates back to 1985 and forms the basis of Appendix A. A list of storage locations of these exhibits if added to Appendix A will give a history of exhibition titles dating back to 1952. This record details our Library using exhibitions to promote our collections and shows the productivity range from 5 to 15 per year. The variation occurs because of exhibitions mounted by groups outside of

the Library system: another University department, society or association. Requests can also come from government organisations such as the Statistical Institute (STATIN), which recently asked the Library to host its touring Census 2001 exhibition for two days. This opportunity certainly allowed STATIN to promote its census-taking programme to a select group.

The role of the co-ordinator is to oversee the entire exhibition and in our library this is one of the tasks of the specified Reference Librarian in the Loan and Reference Section. Special exhibitions may be assigned, and in some instances be managed by a committee. This is not an unusual arrangement according to Kemp and Witschi (14). The librarian/ coordinator receives written requests and ensures proper scheduling of events by: arranging dates of exhibitions; recording dates in an exhibition diary; suggesting themes; asking exhibitors to identify a liaison person to be assigned to the exhibition; and overseeing all housekeeping arrangements.

In our case, the academic library user and the wider university community represent the WHO, so our displays are not designed primarily for the scholar but to appeal to administrators, faculty and students. Organisers hope to gain the attention and interest of visitors who will go away with a sense of discovery, even excitement after they view the exhibition. And if the visitor's impression of the exhibition is needed, then a book for visitors comments should be provided. Comments from two exhibitions are included in Appendix C. Another WHO could be lenders of exhibits or facilitators. In our case at UWI the Public Relations Officer (PRO) is certainly a facilitator who can pave the way for the loan of items. Recently, for an exhibition of honorary graduates of UWI, the need for more information on these honorees was facilitated by the PRO who was already in discussion with the industrial organisations associated with these honorees. This particular exhibition is an annual event dating back to the 1985 honoree, Clive Lloyd. The personalities highlighted in exhibitions are often willing to lend artifacts if they can be assured of their safe return. Other libraries with support material are often willing lenders with the same security demand.

Feedback received from last year's visitors indicated that the exhibition could be improved by the addition of other accolades which the honorees had received. Feedback, good or bad, is very important. From Appendix C it does not seem that previous comments affect the next visitor's opinion.

The production of each exhibition just adds to one's wealth of experience and, as Amenu-Kpodo, Bobb-Semple and Tyson state in their introduction, "...experience... is helpful in highlighting some of the problems and in showing ways in which these problems can be minimized" (22).

## WHAT

From Appendix A, people, places and things can be equally interesting and so there are numerous areas to draw on. But it is vital that the subject of the display is one of high interest. Ideas for exhibitions can come from anniversaries, events or issues. A search of Appendix A will reveal many examples of anniversaries such as Environment Day (June), Independence Day (August), Heritage Week (October), Library Week (November), Bustamante's 100th birthday. There can be a selection of items as part of a celebration of an anniversary which often allows one to pause and reflect on the significance of such a milestone. The University's Fiftieth Anniversary celebration included a touring exhibition which was mounted in the Multifunctional Room of the Main Library. This exhibition had its own catalogue and required a planning committee and many months of preparation.

Events, current and historical occasions, shown in Appendix A, include visits of VIPs; celebration of a Nobel Laureate, the most recent Caribbean winner being V. S. Naipaul; Introducing Sir Shridath Ramphal, Vice Chancellor of the UWI; Christmas, entitled "Seasons Greetings: A Collection of Christmas Cards Received by the Library"; orientation for new students; a fitting tribute to a stalwart as was the case for the exhibition entitled "Elsa Goveia: Tribute to Premier Caribbean Historian"; themes such as Library Research Aids, Biography and Autobiography, Charles Dickens, help to promote the Library's collection. Finally, issues/social concerns such as the environment, metrication and treasures such as rare books, manuscripts or just books, post cards or photographs can be displayed with creativity.

If lost for ideas, the Jamaica Information Service Calendar of Special Events, which has been modified for Appendix B, can be quite helpful, but it still requires a lot of imagination and creativity even to repeat a previous exhibition. An exhibition must always convey that it has been mounted with pride and pleasure or your audience will sense if this is absent. Even a display of new books, or a gift of a small collection can lead one to see the wealth of resources, even the diversity.

The library collection at UWI, Mona, is the largest in Jamaica. The University Library comprises the Main Library and two branch libraries and together they contain over 500,000 volumes of books, pamphlets, periodicals and theses which often form the basis for research for exhibitions.

What one chooses to display is sometimes decided by the co-ordinator or a directive is followed but invariably, for whatever reason, as stated by Lavine and Karp, "Decisions are made to emphasise one element and downplay others, to assert some truths and to ignore others" (1).

Timing of an exhibition is also very important. Is the subject topical? Is there another slogan that can better get your message across? For example, a repeat of a previous display

may rearrange the objects and indeed even change the captions, as was done for the display on mutilation of library materials. In 1996 an exhibition on this topic was mounted under the caption "Do You Care?" The topic was repeated in March 2001 with the title, taken from international singer Shaggy, "It Wasn't Me".

Whatever the subject chosen, consideration has to be given to the perspective, scope, funding, omissions, preparation time, and the fact that as the plans develop the original concept may undergo several changes.

Examples given in the literature of issues that may arise when considering an exhibition on a personality are his early life, his writings, his speeches, truths and myths, his legacy. Tone is also important and one must decide whether this is to be analytical, philosophical or whimsical. Schaeffer says consideration must be given to the image of the library to be projected (157). Experience shows that with care a little of each can co-exist.

Locating the materials/objects to be used is time consuming and if one needs to approach lenders, even more detailed planning needs to be considered.

Often many scholarly explanatory notations need to be prepared, and formats designed and typeset. Someone has to co-ordinate searching the various publications related to the subject. Attention has to be paid to typography to ensure good visual impact. Today this is easily achieved through the electronic process.

Selecting photographs that convey the right message can also take time, especially if there is a collection or album that has not been carefully labelled or indexed. Time also has to be allocated for reproduction or enlargement. Some photographers expect that any opportunity for reproduction or enlargement of their work should be done by them. This can sometimes lead to delays.

The use of artifacts, if available, needs to be considered in terms of placement for security and lighting. Sound effects, background music or readings, although effective elsewhere, are not always welcome in a library.

There is a cost to even the simplest display and, although in our case there isn't a budgeted line item, some financing is usually available.

## WHERE

The Catalogue Hall is the venue for these displays. It is impossible for academic staff and students to miss the exhibition as they pass through. But not all exhibitions originate there; many are premiered at another location and then brought into the Hall for viewing by a wider audience. In the past this was the case with displays for Orientation Week and Research Day, which were premiered in the Assembly Hall. In the Catalogue Hall a simple laminated poster used elsewhere can be enhanced with the relevant books displayed either in a closed cabinet or on an open shelf or table.

Display furniture plays an important part in aesthetics of the finished area. Our library recently purchased several 3-panel boards with a beautiful blue background which goes well with the 2 display cabinets we often use lined with



complementary colours. The tops of the card catalogue offer many feet of potential running space.

Plants to improve the décor of the Catalogue Hall, and hence the exhibition, should be carefully selected and placed.

In our situation displays in the Catalogue Hall have not required additional staff at the Reference Desk.

## WHY

Why have an exhibition has been answered by many in the literature but I prefer the list by Schaeffer (156) and will illustrate how these relate to Appendix A. Each entry in the list below begins with a reason for an exhibition followed the word 'See' in bold type, then the title of the exhibition followed by the year and number in that sequence as it appeared in Appendix A.

- To highlight specific resources or services that library users are not taking advantage of **See** Reference Sources 2000/01.1
- To draw attention to books on a specific subject **See** Resume Writing 2000/01.12
- To publicise an appearance by an author or other noteworthy visitor **See** Kamau Brathwaite, Presenter Elsa Goveia Memorial Lecture, 2000 1999/2000.12
- To advertise activities sponsored by the library or a community group **See** Peer Counselling 1999/2000.2
- To increase the awareness of important events and to encourage use of the library to find out more about these events **See** Engendering History 1993/94.5
- To relate the library's resources to subjects the students are studying **See** Walter Rodney: Intellectual and Activist 1999/2000.3
- To explain the value and use of certain tools (for example, indexes, online services) **See** Aids to Library Research 1987/88.1
- To introduce or explain Library Policy **See** UWI Library Serving You 1992/93.1
- To encourage appreciation and respect of books as physical objects **See** It Wasn't Me 2000/01.7
- To help library users find their way around the library and locate materials they need
- To make the library seem friendlier, more humane and more accessible and to explain what librarians do
- To add colour and visual interest to a certain part of the library, or simply to fill an obvious empty space **See** Christmas Cards sent to the Library 1991/92.4
- To promote reading and other forms of intellectual activity
- To build awareness of, and appreciation for, the visual, creative, and performing arts **See** The Childhood of Art; Look at the Art of Early Man 1985/86.5
- To encourage support for important but nonpolitical causes, such as environmentalism or international understanding, even if they do not have a direct connection with the library **See** UNIA UCL (United Nubian Improvement Association and African Communicative League) 1999/2000.8

## WHEN

Timing is very important. The subject should be topical and interesting. How long the exhibition should remain in place depends on the topic and the audience from whom you can gauge when interest is low. This moment must be anticipated. Exhibition runs should be well spaced. Ogunrombi states that a good exhibition is a pleasure to arrange and when it generates interest there is satisfaction, but it can lose its attraction if kept too long (9). Appendix A includes indications of the duration of each exhibition. The majority of our exhibitions have run for over 30 days.

## HOW

The responsibilities of the exhibition co-ordinator in a large trade show or large museum although more extensive than those for a small library can be modified to fit the role of co-ordinator in a small academic library. Below is a list modified from Cartwright (60-61).

- Control of the display space in the Catalogue Hall
- Have clear exhibition objectives
- Arrange financial resources
- Establish exhibition theme
- Order services
- Promotion of the exhibition
- Organise cleaning/housekeeping
- Measure exhibition effectiveness and evaluate results.

Control of the display space in the Catalogue Hall ensures better scheduling of events and how best to site your display in the limited space with the available display boards and cabinets. Cabinets are useful when displaying items. Books especially need to be secured.

Setting of exhibition objectives gives a clear idea of what it is you want to achieve in terms of the impact on time, cost and the overall thrust of the parent organisation.

Financial resources can often be provided to purchase additional photographs, photocopying service, mounting tape and a range of minor miscellaneous items or services.

The exhibition theme should lend itself to some kind of flow, so visitors can easily see a beginning and an end. In assembling the display one utilises the knowledge of the existence and location of related objects and brings these together in an attractive and unique way. It is important to say what the exhibition is about in a bold header using an easily read type style in a size that can be seen from a distance. In instances where large amounts of text are used it is better to construct short sentences to encourage the reader to continue. Text should be at eye level or higher.

Ordering of services will vary with the size and scope of the exhibition but for a display of our size services are limited to getting photographs and to the movement of the display boards and cabinets from storage and their return. Even this can be problematic if not planned.

Promotion of the exhibition could vary from simply notifying Campus PR to having an attractive sign that one can easily move about. Usually, publicity for exhibits is by way of a simple press release through the Campus newspaper, but if warranted a more elaborate procedure can be followed.

Cleaning, although a regular activity in the larger organisation, may sometimes disturb exhibits and so cleaners need to be notified "not to disturb" while at the same time keeping the area clean. Close attention has to be paid to freshening the exhibition. Non-library exhibitors are asked to identify someone who will be responsible for checking daily to ensure that all objects are intact.

Measuring effectiveness and evaluating what you set out to achieve are important and this can be done in several ways. If your objective is to promote the use of résumé writing then requests for these items should go up and the circulation count will be an indication of effectiveness. Feedback from your book for visitors comments can also help to determine how effective the exhibition was.

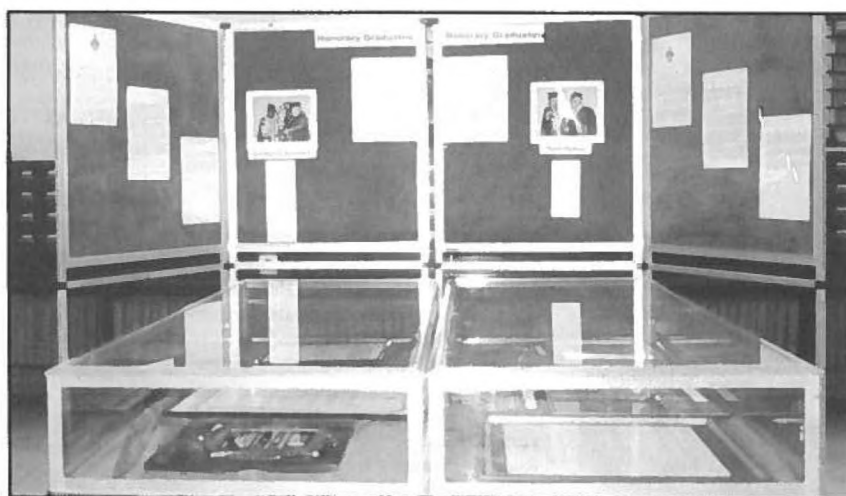
## CONCLUSION

Many people work together to make any display a reality regardless of how small it is. They make an important contribution. In our Library I have been told to indicate by way of a small label that the exhibition was mounted by the library, if required.

Looking to the future one must consider online exhibitions. Martin Kalfatovic in his article "Online with the Show" notes how the World Wide Web can provide a continuing life to exhibitions long after the library doors have closed. The benefits of online exhibitions are many. Rare items can be viewed by a wider audience, in fact, internationally. Multiple page openings can be viewed simultaneously. The University Library has a well-developed website and our strategic plan for 2001/06 has online exhibitions as one of its objectives.

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Exhibitions mounted in the Catalogue Hall of the Main Library, Mona

**APPENDIX A**  
**Exhibitions Mounted in the Catalogue Hall**

**KEY**

1-10 days (1)  
11-30 days (2)  
31 or more (3)

**1985/86**

- |    |          |     |                                                                       |
|----|----------|-----|-----------------------------------------------------------------------|
| 1. | Oct-Nov  | (3) | Jamaica Currency Through the Years                                    |
| 2. | Nov-Dec  | (3) | Clive Lloyd Living for Cricket (Honorary Graduand)                    |
| 3. | Jan-Feb  | (3) | Claude Simon- Nobel Prize for Literature                              |
| 4. | Mar 1-14 | (2) | Glimpses of Australia; A Gift of Books from the Australian Government |
| 5. | Jun-Sept | (3) | The Childhood of Art: Look at the Art of Early Man                    |

**1986/87**

- |    |                |     |                                                        |
|----|----------------|-----|--------------------------------------------------------|
| 1. | Sept-Nov       | (3) | The Hon. A. Z. Preston: Vice Chancellor. UWI 1974-1986 |
| 2. | Nov 13-24      | (1) | Samuel Selvon: Visiting Writer to Mona                 |
| 3. | Nov 24-Dec     | (2) | The Hon A. Z. Preston                                  |
| 4. | Dec 19-Jan     | (2) | Books on and about Women                               |
| 5. | Jan 12-Mar 13  | (3) | A Look at Printmaking and Prints by Judith Salmon      |
| 6. | Mar 20-May 18  | (3) | Early Jamaican Hotels                                  |
| 7. | May 20-Sept 21 | (3) | Rare Treasures: Scenes of the West Indies              |

**1987/88**

- |    |                  |     |                                                                                                           |
|----|------------------|-----|-----------------------------------------------------------------------------------------------------------|
| 1. | Sept 26-Oct 30   | (3) | Aids to Library Research                                                                                  |
| 2. | Oct 31 – Feb 27  | (3) | Garvey: His Works and Impact                                                                              |
| 3. | Mar 2 – May 17   | (3) | Some Aspects of Publishing                                                                                |
| 4. | May 17 – Sept 10 | (3) | The Written Life: Biography. Autobiography in the West Indies. (For Conference on West Indian literature) |

**1988/89**

- |    |                  |     |                                                                                                          |
|----|------------------|-----|----------------------------------------------------------------------------------------------------------|
| 1. | Sept 30-Oct 29   | (2) | Glimpses of Jamaican Architecture                                                                        |
| 2. | Nov 1-Dec        | (3) | Aids to Research                                                                                         |
| 3. | Dec-Feb 15       | (3) | Charles Dickens                                                                                          |
| 4. | Feb 15-May 19    | (2) | Heritage Trust - Jamaican Buildings "Jamaican Heritage in Architecture" (April 21-May 5 Mezzanine Floor) |
| 5. | Mar 10           | (3) | UWI a Glimpse of our Past                                                                                |
| 6. | April 8-April 21 | (2) | UWI Camera Club (Photographic Exhibition)                                                                |
| 7. | May 8-May 12     | (1) | UWI a Glimpse of our Past                                                                                |
| 8. | June 6-Sept 29   | (3) | CLR James 1901-1989: His Life and Works                                                                  |

**1989/90**

- |    |                |     |                                                                           |
|----|----------------|-----|---------------------------------------------------------------------------|
| 1. | Sept 29-Oct    | (2) | Introducing Sir Shridath Ramphal: Chancellor of UWI                       |
| 2. | Oct 27-Dec 2   | (3) | Jamaica Archives: Storehouse of the Nation's Heritage                     |
| 3. | Dec 2-Dec 20   | (2) | Prof M. G. Smith. Honourary Graduand 1989                                 |
| 4. | Dec 20-Jan 6   | (2) | Seasons Greetings. A Collection of Christmas Cards to the Library         |
| 5. | Jan 6-Feb 10   | (2) | Graham Green: His Life (A Collection of Posters from the British Library) |
| 6. | Feb 12-Mar 5   | (2) | Wole Soyinka- Nobel Laureate (On his visit to the Mona Campus)            |
| 7. | Feb 12-April 4 | (3) | Nelson Mandela: His Life in the Struggle (On his release from prison)     |
| 8. | Mar 5-April 11 | (3) | Women and Work: A Caribbean Perspective                                   |
| 9. | April 11-May   | (3) | Rare Treasures (A repeat of earlier display)                              |

- |     |               |     |                                                             |
|-----|---------------|-----|-------------------------------------------------------------|
| 10. | May-June      | (3) | Contemporary British Authors (Posters from British Council) |
| 11. | June-Sep 1991 | (3) | Roy Augier: A Tribute                                       |

**1990/91**

- |    |               |     |                                                                                                    |
|----|---------------|-----|----------------------------------------------------------------------------------------------------|
| 1. | Oct 1-Oct 23  | (2) | University Life (Photographs from UWI Camera Club)                                                 |
| 2. | Oct 23-Dec 1  | (3) | Claude McKay 1890-1948                                                                             |
| 3. | Jan 19-Feb 15 | (3) | Professor George Beckford 1934-1990: Stalwart Caribbean Economist                                  |
| 4. | Feb 15-Mar 4  | (3) | Are We the Last Generation? (Environmental display by group of young environmentalists)            |
| 5. | Mar 5         | (2) | Rethinking Caribbean History (Mounted as part of Department of History celebration of History Day) |
| 6. | April 7-May 8 | (3) | Glorious Years: A Look at Irvine Hall                                                              |
| 7. | May 8         | (2) | 21 Years of Teaching W.I. Literature (For English Department)                                      |

**1991/92**

- |     |                |     |                                                                                                                                                          |
|-----|----------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Sept 30-Oct 24 | (2) | "Expressions" (Photographic exhibition mounted by UWI Camera Club)                                                                                       |
| 2.  | Oct 17-Oct 24  | (1) | Maroon Heritage (Display of Maroon artifacts mounted for Maroon Symposium held Heritage weekend, 18 & 19 October, by Archeology, Department of History.) |
| 3.  | Oct 28-Oct 30  | (3) | "Leslie Roy Bruce Robinson: A Tribute"                                                                                                                   |
| 4.  | Dec 17-Jan 16  | (3) | A Display of Christmas Cards                                                                                                                             |
| 5.  | Jan 20-mar 7   | (3) | Carnival: Four Glorious Decades and More                                                                                                                 |
| 6.  | Mar 9-May 4    | (3) | Metrication                                                                                                                                              |
| 7.  | May 6-June 8   | (3) | Edouard Glissant (On the occasion of his visit to Mona)                                                                                                  |
| 8.  | June 9-June 15 | (2) | Earth Summit 1992/Environment Day                                                                                                                        |
| 9.  | June 15        | (2) | Accessibility (An exhibition mounted by CARIMAC students)                                                                                                |
| 10. | August 10-Sept | (3) | Voyages (Mounted for ACLAS Conference held at Mona)                                                                                                      |

**1992/93**

- |    |               |     |                                                                                        |
|----|---------------|-----|----------------------------------------------------------------------------------------|
| 1. | Oct 5-Nov 10  | (3) | UWI Library Serving You (Mounted in celebration of National Library Week October 4-10) |
| 2. | Nov 16-Jan 27 | (3) | Derek Walcott: Nobel Prize 1992                                                        |
| 3. | Feb 2-Feb 27  | (2) | Glimpses of Caribbean Architecture                                                     |
| 4. | Feb 26-Feb 25 | (3) | Minerals (Mounted by Geological Survey)                                                |
| 5. | Mar 26-May 12 | (3) | Elsa Goveia: Tribute to Premier Caribbean Historian                                    |
| 6. | May 13-Aug 30 | (3) | Faculty of Education 40th Anniversary Exhibition                                       |

**1993/94**

- |    |                |     |                                                       |
|----|----------------|-----|-------------------------------------------------------|
| 1. | Sept 1-Sept 25 | (2) | Camera Club Exhibition                                |
| 2. | Sept 26-Oct 1  | (1) | The Press: UWI Story                                  |
| 3. | Oct 1-Oct 22   | (2) | Camera Club Exhibition                                |
| 4. | Oct 22-Nov     | (1) | Sickle Cell Unit                                      |
| 5. | Nov 6-Jan 1994 | (3) | Engendering History (For the conference held at Mona. |
| 6. | Jan-Mar        | (3) | Glimpses of Caribbean Architecture                    |
| 7. | Mar 7-April 20 | (3) | Sam Selvon                                            |

**1994/95**

- |    |        |     |                                 |
|----|--------|-----|---------------------------------|
| 1. | Sept 5 | (2) | UWI Libraries Through the Years |
|----|--------|-----|---------------------------------|

**1995/96**

- |    |      |     |                                             |
|----|------|-----|---------------------------------------------|
| 1. | June | (2) | Do You Care? Mutilation of Library Material |
| 2. | Sept | (3) | Gerald Cecil Lalor                          |



**1996/97**

1. Aug-Sep 6 (2) UWI Libraries (Transferred from Assembly Hall)
2. Sep 6-Sep 12 (1) Camera Club
3. Sep 16-Oct 24 (3) Gerald Cecil Lalor
4. Oct 29-Nov 5 (1) Shape your Future (JLA LIBRARY Week Exhibition)
5. Nov 30 -Dec 17 (2) New Reference Books
6. Dec 17-Jan 18 (2) Pantomime Through the Years
7. Jan 10-Jan 18 (2) Caribbean Literature: A Shared Heritage (For French Department Symposium)
8. Jan 18-Feb 14 (2) University Dramatic Arts Society
9. Feb 20-Mar 14 (2) Africa and the Americas: Repercussions of the Slave Trade (Mounted for 3-day conference with the same title held Feb 20-22)
11. Mar 17-Mar 24 (1) University Dance Society
12. Mar 24-April 10 (2) UCCF
13. April 23 (1) World Book and Copyright Day (UNESCO)
14. May 9-Jun 3 (2) Europe Day (May 9) (Material on European Commission)
15. Jun 5 (3) Rare Treasures from Our Collection

**1997/98**

1. Sept 4-Sept 19 (2) UWI Gateway to Information (Exhibition mounted in Assembly Hall for Orientation Week)
2. Sep 20-Oct 4 (2) Guild of Students
3. Oct 6 (1) Circle K
4. Nov 3-Dec (1) Federation (Mounted for symposium put on by the History Dept)
5. Dec- Feb (3) Philip Sherlock
6. Feb 23-Mar 7 (2) University Dramatic Arts Society
7. Mar 9-Mar 20 (1) Hindu Society (Exhibition on India)
8. Mar 23 (1) Leo Club
9. April (2) Mary Seacole Hall (Mounted by students)
10. April (1) UWI Dance Society
11. May (1) Europe Day

**1998/99**

1. Aug 22-Oct 20 (2) Jamaica in the 70s: Crises, Challenges and Responses (Mounted for symposium held by Dept of Government)
2. Oct 20-Oct 23 (1) UWI Counseling Service
3. Oct 23- Oct 2 (1) Walter Rodney: Intellectual and Activist
4. Oct 29-Nov 30 (3) Caribbean Intellectual Tradition (Mounted for Symposium held by Dept of History from Oct 31-Nov 1)
5. Dec (3) University 50th Anniversary Capsule Information
6. Dec (3) Rex Nettleford: First UWI Graduate as Vice Chancellor of UWI (Mounted for his installation)
7. April-May (3) Dramatics Arts Society (Mounted by students)
8. May 10-Aug 29 (2) World Bank PIC

**1999/2000**

1. Aug 30-Sep 27 (2) UWI Camera Club
2. Sept 27-Oct 11 (2) World Tourism Day (Mounted by Tourism Action Club of Preston Hall)
3. Oct 11- (1) Peer Counselling Service (Mounted by Peer Counselling Unit)
4. Oct 20 (2) Jamaican Artists with works in the Main Library (Mounted for Research Day to highlight artwork displayed in Library)
5. Nov 15-Nov 30 (1) Drug Abuse Secretariat (Mounted by Health Centre)
6. Nov 23-Nov 30 (1) Dramatic Arts Society
7. Jan 3- Jan 28 (2) Lions Club of Mona
8. Feb 17-Feb 24 (1) UNIA ACL (United Nubian Improvement Association and Afrikan Communicative League)
9. Feb 26-Feb 28 (1) Society for the Upliftment of Women through Education
10. Feb 28-Mar 3 (1) UWI Dance Society
11. Mar 20-25 (1) Commonwealth Day
12. May 29 (2) Kamau Brathwaite, Presenter Elsa Goveia Memorial Lecture, 2000

**2000/01**

1. Oct9-Oct 13 (1) Peer Counsellors Week
2. Oct 19 (2) UWI: A Heritage Tourism Site
3. Dec 1-Dec 7 (1) World Aids Day
4. Jan 12-Jan 29 (2) Some Statistical Reference Sources
5. Feb 2-Feb 19 (2) Statistical Sources
6. Feb21-Feb 23 (1) St Lucian Students Association: Independence Day
7. Mar 1-Mar 12 (1) Theft and Mutilation
8. Mar 12-Mar 16 (1) Annual Mary Seacole Week
9. Mar 19-Mar 23 (1) Catholic Students Association
10. Mar 26-Mar 31 (1) Psychology Students Association
11. April 5-April 11 (1) Preston Hall
12. April12-May 28 (3) Résumés
13. May 30-July (3) We Salute Professor Baugh
14. July-Aug27 (3) The World Bank and Information

**2001/02**

1. Aug 27-Sep 21 (2) The University Libraries (for Orientation Day, with examples of library materials)
2. Sep 24- Oct 6 (2) University Dramatic Arts Society
3. Oct 8-Oct 12 (1) Peer Counselling
4. Oct 19 (1) Research Day. (Selected items from the University's collection that relate to items in the publication Prospects for Economic Growth: Public and Private Sector Perspectives.)
5. Oct 19-Oct 21 (1) Population Census 2001.(Mounted by STATIN to promote census. The exhibition is touring the nation)

**APPENDIX B**  
**Sample Calendar of Special Events 2000**

<b>Month</b>	<b>Special Days</b>	<b>Special Weeks</b>
January 6	Cudjoe of the Maroons' Birthday	
January 6	World Religion Day	
January		Earthquake Awareness Week
January		Diplomatic Week
February 6	Bob Marley Day	
February 29	Hon Edna Manley's Birthday	
February		Safe Sex Week
February		Jamaica Baptist Union Week
March 9	Commonwealth Day	
March 15	World Consumer Rights Day	
April 7	World Health Day	
April 22	Earth Day	
April		Health Week
April		Jamaica Carnival
May 3	International Freedom of the Press Day	
May 10	Indian Heritage Day	
May		Education Week
May		Sight Awareness Week
June 5	World Environment Day	
June 3rd Sunday	Fathers' Day	
June		National Environment Week
July 4	CARICOM Day	
July 11	World Population Day	
July		Nurses Week
July		Sumfest
August 1	Emancipation	
August 17	Marcus Garvey's Birthday	
August		Festival Celebrations
September 21	United Nations Day of Peace	
September 27	World Tourism Day	
September		Maritime Week
September		National Tourism Week
October 14	World Standards Day	
October 3rd Friday	Mammography Day	
October		Heritage Week
October		Fire Safety Awareness Week
November 11	Armistice Day	
November 20	Universal Children's Day	
November		National Diabetes Week
November		Journalism Week
December 1	World Aids Day	
December 10	International Human Rights Day	
December		Disability Awareness Week

APPENDIX C  
Comments from two Exhibitions

DATE	COMMENTS
31.3.87	Original subject which could have been much better presented - display uninspiring, to say the least.
2.4.87	Very informative. Such an exhibit is indeed welcomed.
4/4/87	Very Unstimulating! Why not something on GARVEY?
4/4/87	Very interesting in keeping with the general trend of social and renovation of old houses around Kingsford.
4/4/87	AMAZING!!
14/4/87	Very Good Work. Keep it up despite the negative and disheartening comments that turn up in this column. "Get us hell & Good to Go"
24.4.87	Too limited.
27.4.87	Why don't they put some colour photo's of these places?
29/4/87	Too limited.
3.5.87	Informative but not stimulating, esp. for older audience.
6 May 1987	Impressive Informative Thanks for the effort!
7.5.1987	Overdue. I want to see something new exhibited
11.5.87	Very informative
16/5/87	Very informative display.
16/5/87	Uninteresting. Show me something more Jamaican.



APPENDIX C (Continued)  
Comments from two Exhibitions

DATE	COMMENTS
19.1.87	Fascinating Artwork
	Interesting, excellent, creative
1.19.87	Excellent!!
20.1.87	First CLASS TALENT. <sup>HOORAY for</sup> WOMEN.
20.1.87	Very impressive. Creative. Artistic talent.
20.1.87	Very informative!
20.1.87	Good but should have more on process
20.1.87	Surprised! Never really knew that such a depth could be achieved using that medium. Spectacular!
21.1.87	A fitting tribute to the pioneer women, good news girl HQ.
27.1.87	Unquestionably original! A painstaking effort. Great!
28.1.87	<del>Highly</del> <sup>NOT</sup> IMPRESSED!!
28.1.87	Make us dance on the ceiling!!
28.1.87	Good Accomplishment.
3.2.87	Impressive. Especially attention to detail.
7.2.87	Quite interesting!
7.2.87	unimpressive
7.2.87	Absolutely Rubbish
26.2.87	Very impressive Artist certainly has outstanding Talent
28.02.	Very impressive!
2.3.87	Very good designs. Would surely like to do such artistic work. Keep it up Judy.
2/III/87	I think it's time that display is removed and another more interesting one put up.

# THE UNIVERSITY LIBRARY

UNIVERSITY OF THE WEST INDIES, MONA, JAMAICA.

## *Databases & Online Journals available at the UWI Library, Mona*

- Academic Search Elite (EbscoHost)
- Cambridge Scientific Abstracts
- Emerald
- Medline
- Popline
- ProQuest
- ABI / INFORM Research
- Research Library Core
- ProQuest Humanities
- Psychology Module
- Social Science Module
- STN International

### ONLINE JOURNALS

*In addition to the Databases  
available, there are over  
150 Electronic Journals*

Go to **Online Journals** at  
<http://www.library.uwimona.edu.jm:1104/electron.htm>